

ERASMUS+ PROJECT

Synergistic education of parents with children with special needs-SynergyEd

Report on Post-Training Feedback Survey

In this survey, 5 participants were male (about 17%) and 24 were female (about 83%). The participants' ages ranged from 27 to 67 years. The majority had completed higher education, with 14 participants (48%) holding a bachelor's degree, 8 participants (28%) having finished secondary school and 7 participants (24%) possessing a master's degree.

In regard to the expectations of the training all participants (100%) reported that their expectations have been met. This indicates that the program effectively aligned with the anticipated goals and objectives set by the attendees. The training's content, delivery, and structure were evidently well-designed to cater to the participants' needs and interests.

Most of the participants 20 of them (about 69%) stated that after the training they have an exceptional understanding and 9 of them (about 31%) stated that they strongly understand the special needs and requirement of their children. No responses rated below 4 were recorded, highlighting a universal acknowledgment that the needs of their children were well-recognized and supported.

In connection to the different learning strategies to support the child's development majority of the participants (about 80%) reported that after the training they have a better understanding, an exceptional awareness and have learnt new strategies for learning and how to support their child's learning process. Just 6 participants (about 20%) reported lesser progress in understanding and learning new learning strategies.

The results indicate that mothers feel more confident to enhance communication skills between them and their children, with most ratings being 5 (about 69%) and 4 (about 31%) (range from 1 to 5; 1-lowest; 5 highest grade). This suggests that the strategies implemented were effective in fostering better understanding and interaction. However, one rating of 3 highlights areas where additional focus may be needed. Overall, the program made significant strides in promoting positive and effective communication within families.

A total of 20 responses (about 69%) reported strong satisfaction and perceived value in addressing challenging behaviors after the training. Seven responses (about 24%) rated the effectiveness as good. This suggests that, while highly effective overall, there is room for some improvement in meeting participants' expectations. Two responses (about 7%) rated the effectiveness as average, reflecting isolated cases where participants felt the topic was addressed but not thoroughly or to their full satisfaction. There were no responses rated below 3, indicating the absence of significant dissatisfaction with the discussion or training on challenging behaviors.

A high level of satisfaction with the training or discussion on providing emotional support for the child was noticed, with 100% of responses rated as 4 or 5. The predominance of 5s (about 75%) reflects participants' recognition of the training's effectiveness in addressing a critical and detailed topic. The presence of a smaller proportion of 4s (about 25%) points to minor opportunities for refinement, such as incorporating additional real-life examples or personalized strategies. Overall, the results indicate that the training successfully equipped participants with the tools and knowledge to better understand and respond to children's emotional needs.

The survey data indicates a high level of success in providing emotional support for the mothers themselves, with an overwhelming majority of responses rated as excellent (about 86%) and no ratings below average. Three ratings of 4 (about 10%) and one rating of 3 (about 4%), point to opportunities for slight improvements, such as adding personalized strategies or tailoring the discussion to diverse scenarios. Overall, the data reflects strong participant satisfaction and the training's positive impact.

The teaching skills of the trainers were highly effective, as reflected in the majority of ratings being 5 (about 86%). A few ratings of 4 (about 14%) suggest some areas for enhancement, but overall, participants found the trainers' teaching methods engaging, clear, and conducive to learning, contributing significantly to the success of the training.

The trainers demonstrated exceptional knowledge of the topics they presented, as evidenced by the overwhelming number of 5 ratings (about 97%). Only one rating of 4 (about 3%) suggests a minor opportunity for improvement, but overall, participants were highly satisfied with the trainers' expertise and depth of understanding, which significantly enhanced the quality of the training.

The results indicate that the trainers demonstrated excellent communication skills throughout the training, with the majority of ratings being 5 (about 79%). A few ratings of 4 (about 21%) suggest that while their communication was highly effective overall, there might be slight areas for refinement. Overall, the trainers' ability to convey information and engage participants was well-received.

The presentation of materials reflects overwhelmingly positive feedback. A majority of responses (about 83%) rated the presentations as excellent, highlighting its clarity, engagement, and overall effectiveness. A smaller portion (about 17%) rated the materials as good, indicating satisfaction but with some room for minor improvements. No ratings fell below 4, demonstrating consistent participant approval. These results suggest that the materials were well-structured and effectively delivered, meeting the needs and expectations of most participants.

The feedback regarding the speed of the educators in the training is overwhelmingly positive, with the majority of responses being rated as 5 (about 90%). This indicates that participants consistently found the pace of instruction to be optimal and well-suited for effective learning.

Three ratings of 4 (about 10%) suggest that a few aspects could be refined, but overall, the educators' speed was highly appreciated.

Parents were also questioned on the topic that they found most useful. Frequently mentioned areas include challenging behaviors, which stood out as a key focus for several participants, along with psychology, nutrition, and comorbid conditions in children. Many participants also valued examples from practice, the exchange of experiences, and insights into scientific research and new findings. Broader themes, such as all topics and presentations and parent support interventions, were appreciated by multiple respondents, emphasizing the comprehensive nature of the training. Topics like sensory difficulties, medical and psychological aspects of autism, and understanding parents' fears also resonated strongly, showcasing the training's ability to address specific and practical concerns effectively.

The majority of parents, 27 out of 29 (about 93%) reported improvements in their parenting skills after the training, indicating a positive impact. Only 2 parents felt that the training did not lead to any improvement in their parenting, suggesting that the training was largely effective in supporting parents' development and confidence.

The survey data on the quality of the materials used in the presentation of the topics reflects a highly positive response, with most participants (about 79%) rating the materials as excellent. A smaller group (about 21%) rated them as good, indicating that while the materials were generally well-regarded, there were minor areas where improvements could be made. The absence of ratings lower than 4 suggests that the materials were effective in supporting the delivery of the content.

The survey data on the overall organization of the presentations and the training indicates a high level of satisfaction, with the majority of participants (about 90%) rating the organization as excellent. A small portion (about 10%) rated it as good, suggesting that the training was well-structured and effectively organized for most participants. The lack of lower ratings emphasizes the overall success in delivering the training in an organized and efficient manner.

The survey responses regarding suggestions for improving the training highlight several areas where participants believe additional support could be beneficial. Key suggestions include parental support interventions, prevention of challenging behaviors, and treatment methods for specific issues such as PICA. Some participants requested more examples, therapy methods, and therapists' experiences to provide practical insights. A few mentioned the need for online education and AAC communication resources, as well as more extensive reviews with detailed examples. Other suggestions focused on detailed sharing of experiences, offering training for other parents, and providing individual and group counseling. There were also calls for state-provided parental support to further assist in the training process.

The survey responses regarding proposals for additional topics suggest several areas where participants feel further training or support would be beneficial. Key themes include behavior management and comorbidities, with a focus on communication skill development, community support, and socialization skills. Participants also highlighted the importance of addressing the

rights of children with autism and developmental disabilities, as well as strategies for coping with behaviors and supporting children to learn new skills. Other suggestions involved practical applications such as assisted communication (e.g., eye gaze), new technologies in therapy, and the involvement of social workers, educational workers, and practical experience from professionals. Additionally, some participants emphasized the need for psychological support and counseling for parents and the establishment of associations for parents to provide ongoing support. Overall, these suggestions point to a desire for more comprehensive and practical training that includes both the theoretical aspects and hands-on strategies for dealing with the challenges of children with developmental disabilities.

The survey responses regarding overall satisfaction with the training reflect a high level of approval, with the majority of participants (about 96%) rating the training as excellent, rating it with rate 9 and 10 (from 1 to 10; 1-lowest; 10 highest grade). Only one parent rated it with a grade 8 (about 4%) No participants rated the training below 8, underscoring the overall positive reception and effectiveness of the training.

In conclusion, the survey results indicate a highly positive reception of the training program, with most participants expressing satisfaction across various aspects. The majority felt their expectations were met, and there was a strong improvement in their understanding of their children's needs, as well as in their ability to support their children's development. The training was particularly effective in enhancing communication skills, addressing challenging behaviors, and providing emotional support. While there were a few areas for minor improvement, overall, the training successfully supported both parents and children. The overwhelmingly positive feedback highlights the program's effectiveness and impact, with most participants reporting significant empowerment of their parenting skills and a strong appreciation for the content, materials, and delivery.