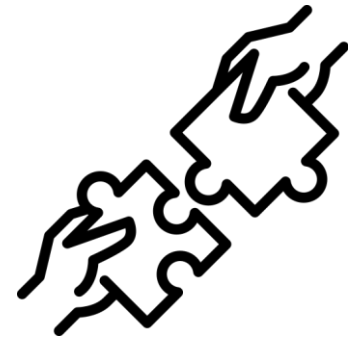


# What is the added value of TETRA-S



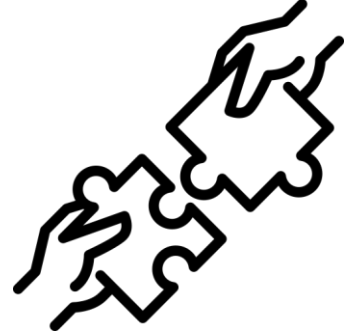
*Presented by Jurgen van der Waal, Groep Ubuntu*



*Content created by: Johan Warnez, Cognition & Inclusion*





## What is the added value of TETRA-S ?



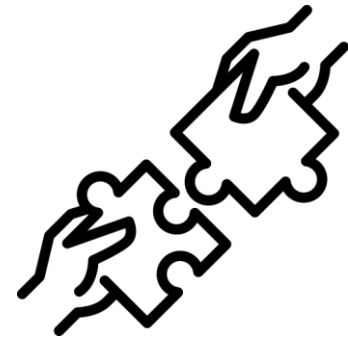
### TETRA-S focus

- Aims to contribute to social inclusion & active participation
- Focus on people with cognitive needs (Intellectual, TBI, ..)
- Focus on transversal skills (TVS – problem solving, flexibility, self-determination,...) being prerequisites for ‘independence’ and ‘successful participation’

### TETRA-S observations

- Cognition & Inclusion (E+) : nature of TVS and how to promote (to teach) TVS
-  TRANSFER? having acquired TVS does not mean to be ready to use these skills
- Availability of computer assisted training programs & digi technologies for TVS training
-  TRANSFER? No longlasting outcome, nor generalisation or spontaneous use
- Transfer is a challenge for people with cognitive needs, missing skills for transfer and waiting for instructions

## What is the added value of TETRA-S ?



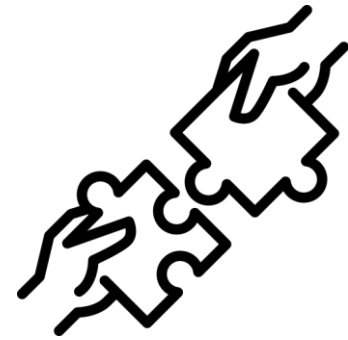
### TETRA-S

- Deals with a set of **conditions** to promote transfer of TVS
- In particular, defines and creates conditions for high quality **adult education**
- Closes the gap between **training of skills** and **spontaneous use** of these skills
- Taking into consideration the ongoing **digital transformation**

TETRA-S added value : closing the gap by building **bridges**

 Bridging refers to a ‘technique’ for promoting transfer using metacognitive reflections (MLE model, Feuerstein)

What is the added value of TETRA-S ?

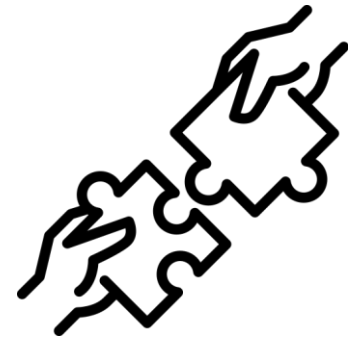


TETRA-S : a set of (educational) bridges

Acquisition Performance Practical Skills Dependence  
Independence Fixed Mindset Growth Mindset Environment  
Empowerment Transversal Skills Wellconsidered USE  
Initiative Being present Active Contribution Learning  
Content Learning Process Teaching Guiding Bridging  
Reflection Metacognition Powerful Learning Environment  
Inviting environment Beliefs Modification

Interrelated + complementary – conditions + outcomes – client focus + educator focus

## What is the added value of TETRA-S ?




### ACQUISITION PERFORMANCE


 **Teaching skills** needs to be complemented with **teaching for transfer**.

Spontaneous transfer is a challenge for people with cognitive needs. Transfer need... TVS.... Transfer of TVS is a double challenge... also for the educator. **(TETRA-S)**

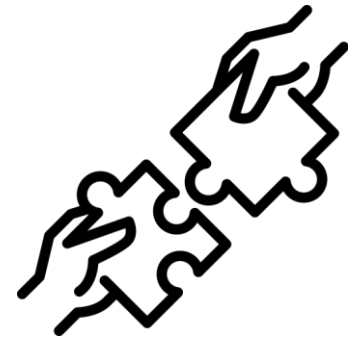
### ADAPTATION OF THE ENVIRONMENT EMPOWERMENT OF CLIENT

 Making the **environment accessible & predictable**, universal design,... is fundamental but needs to be complemented by **empowering, equipping clients** with (transversal) skills **(C&I & TETRA-S)**.


### PASSIVE ACCEPTANCE ACTIVE MODIFICATION APPROACH

 What are underlying **beliefs** of your (professional) interventions? Belief in (learning) potential? Is intelligence 'modifiable'? Can everyone learn (TVS)? An **active modification** approach includes a **firm and unconditional belief** in the learning potential of people with cognitive needs, **presuming competence (C&I & TETRA-S)**.


## What is the added value of TETRA-S ?




### TEACHING GUIDING

 The role of the educator is not only to **teach skills** but to **'guide' and support** the client during an **intentional and meaningful** learning journey. Teaching and supporting are not one-way actions, but are referring to a reciprocal, active and shared process, showing the meaning and value of the learning content, creating **mediated learning** experiences (**C&I & TETRA-S**).

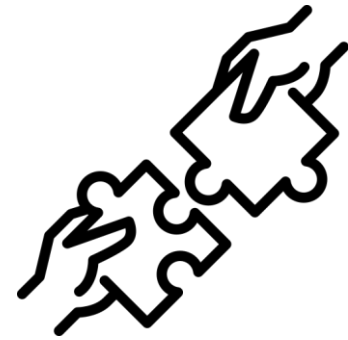
### EXPLAINING & ILLUSTRATIONS BRIDGING

 Bridging is seen when an educator invites the learner **to reflect on** potential domains, situations, contexts where what has been learned has been applied (in the past) or may be applied (future) (**TETRA-S**).

### PRACTICAL SKILLS & CONTENT COGNITIVE, TRANSVERSAL SKILLS

 The focus of educational efforts is too often (only) on **content** (WHAT) while the learning and thinking **process** at stake (**HOW**) has the potential to transcend the content and to be applied in many contexts and with different contents (**TETRA-S**)


## What is the added value of TETRA-S ?




### BEING PRESENT ACTIVELY PARTICIPATING IN SOCIETY

 Is social inclusion being present, living in society, or.. is social inclusion being able to participate **actively** in society? What does someone need to actively and successfully participate? And how can an educator foster this participation? **(TETRA-S)**.

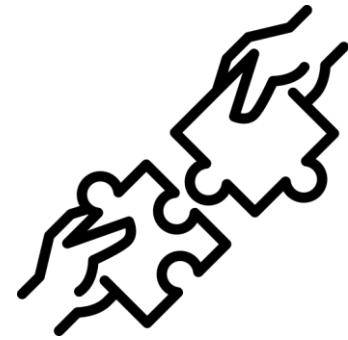
### HELPLESSNESS INITIATIVE, AUTONOMY, SELF DETERMINATION

 People challenged by a disability are often passively waiting for help, waiting for instructions, showing low self-esteem,..; this is the outcome of how the social environment interacts with them, with good intentions, avoiding to make mistakes, to solve problems for them,.. **TETRA-S** shows ways to learn to take overcome this learned helplessness, and to teach for **initiative, making choices, self control**.


### FIXED MINDSET GROWTH MINDSET

 An educator, believing or not in the potential and strengths of the client, needs to be aware that his beliefs on potential or 'disability' will be transferred to his 'learner'. The client may develop a fixed or a **growth mindset**, the latter being conditional for success and progress, according to the beliefs of the educator or social environment **(TETRA-S)**.


## What is the added value of TETRA-S ?



### CLASSROOM POWERFUL LEARNING ENVIRONMENT

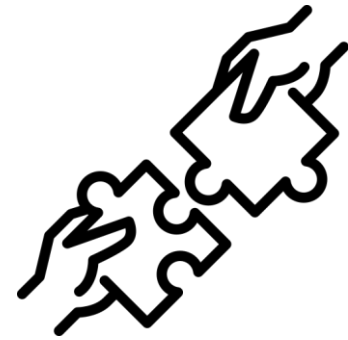
 Teaching for transfer starts already at the very beginning of a learning process and depends on the quality of the learning environment. The concept of PLE is developed and adapted to the topic of TVS, showing significant features that contribute to a successful learning journey and ‘eagerness’ to use what has been learned whenever it is relevant (TETRA-S).

### INCLUDING TECHNOLOGIES WELLCONSIDERED USE OF TECHNOLOGIES

 Taking into account the **limited long term learning** outcome of computer based training, and the weak potential of generalisation and transfer, it is important to complement whatever technological application with a **‘human’ factor**, inviting the learner to reflect metacognitively on what has been learned, on the ‘principles’ behind, and on how, when, where this can be applied. (TETRA-S)



## What is the added value of TETRA-S ?



### TETRA-S

- Defined a set of **educational strategies for adult educators** to be successful in **empowering adults with cognitive needs** by supporting the development of skills necessary for real social participation, autonomy and self-determination.
- **Adult educators** are able to create a **powerful learning environment**, implementing principles of **cognitive education** to support the **acquisition and the transfer of transversal skills** (taking initiative, flexibility, problem solving,...)
- **Adult educators** develop a **positive belief** on the potential of adults with cognitive needs, unconditionally **presuming competence**.
- **Adult educators** make use of **technologies** and computer based training programs, complementary and **in a well considered way**.
- The **adult with cognitive needs** develops a **growth mindset** and **transversal skills**, and will be ready to **participate actively into society**