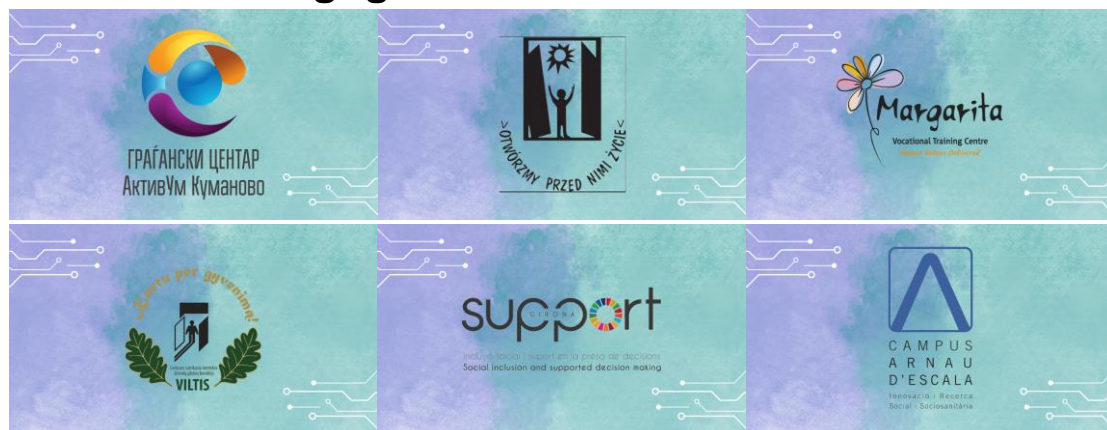




O6 Pedagogical Manual on Decider tools¹



Erasmus+ DECIDER project

Enhancing life experiences for adults with special learning needs, trainers and
parents through supported decision-making
2020-1-PL01-KA204-081965

¹ This manual has been written by the European partners who have worked together to develop the DECIDER project.





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1. DECIDER App.

a. Manual for Professionals/therapists

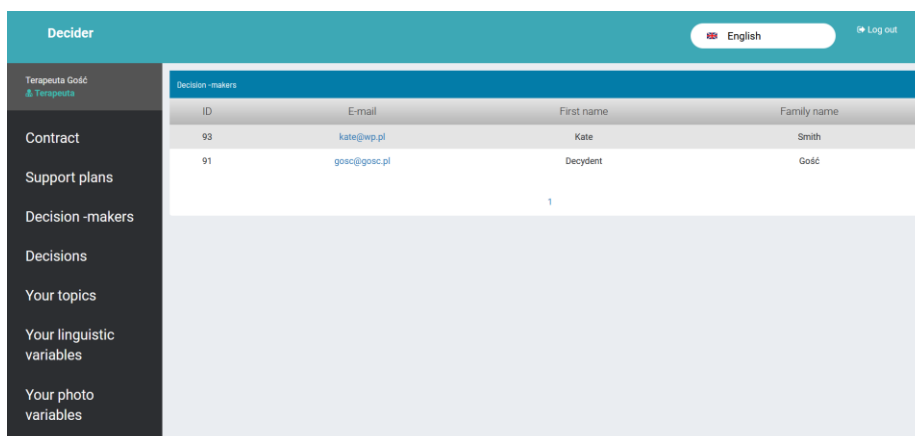
2. To start using the application, you should

1.1 select a language

1.2 log in (initial login details will be provided by an administrator)



3. After logging in, you will see the menu panel on the left, in the centre of the screen - the list of decision-makers assigned to the logged in therapist. You can return to the start screen by clicking on the word Decider in the top left corner.





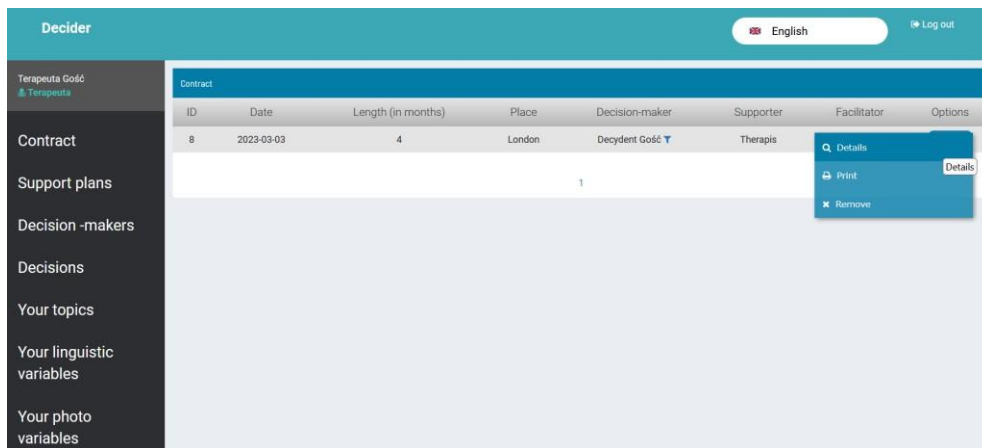
4. **Contract** menu item

- a. Here is a list of contracts created by your decision makers in their modules. You can filter the list by the name of the decision maker. Actions accessible after clicking on the Manage button

3.1.1.Details – display details of the contract

3.1.2.Print – Save the contact as a PDF

3.1.3.Remove – delete chosen contract



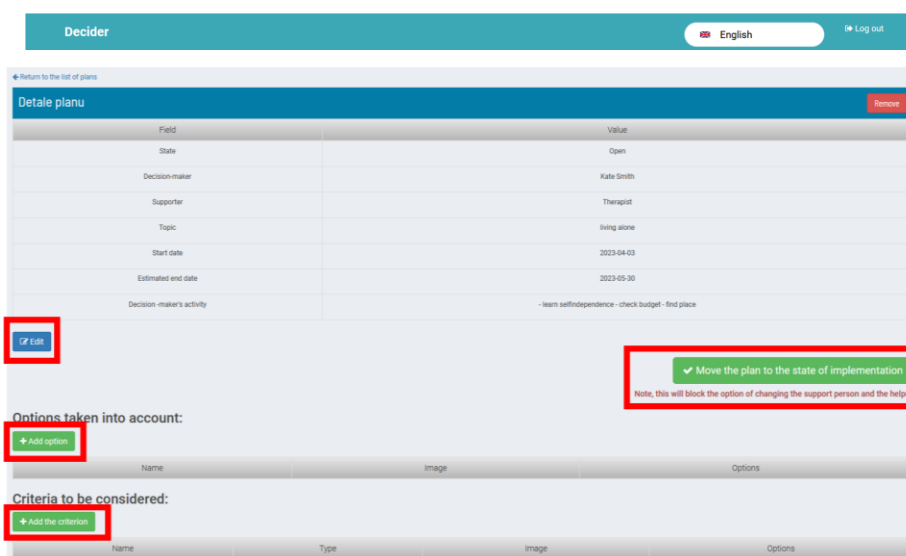


5. **Support plans** meu item

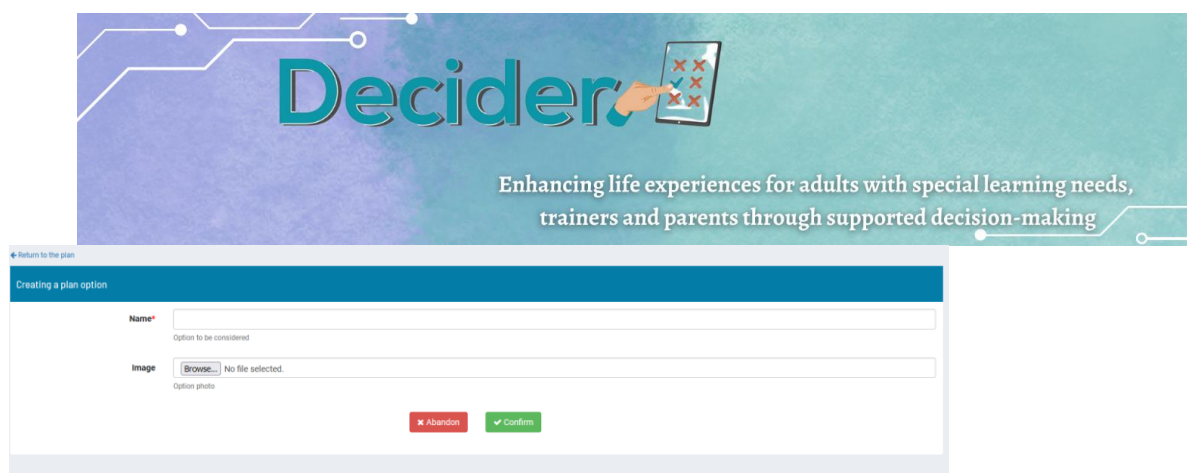
- a. List of support plans created by your decision makers in their modules. A support plan is a description of the activities required to carry out a decision process. The support plan can be:
 - i. open – plan created,
 - ii. in progress,
 - iii. awaiting access to the decision system,

4.1.4.closed

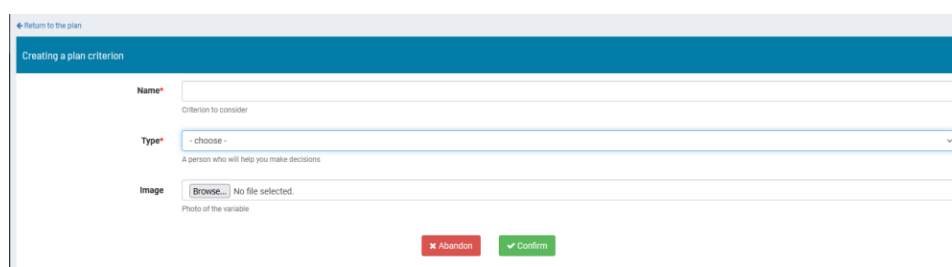
You can filter the list by the name of the decision maker. There is a button to create a new contract. After clicking the Manage button, users can view the plan details and edit the plan.



- b. **Create a new plan** button - a therapist can create a plan on behalf of a decision maker. The plan will also be visible in the decision maker's account. The plan will be in "open" state.
- c. **Manage - Details** button - here you can work on the plan.
 - i. **Edit** –Edit the plan (only possible in "Open" mode)
 - ii. **Move the plan to the implementation state** - close the possibility of changing the people involved. The plan is implemented. The label and functionality of this button changes to **Go to the creation of the decision-making process**.
 - iii. **Add Option** - when the set of possible solutions is known - here you can create options found to be considered. These options can be used in the decision process in the future, if necessary. Creating a plan option consists of creating an option name and adding a picture (not mandatory).

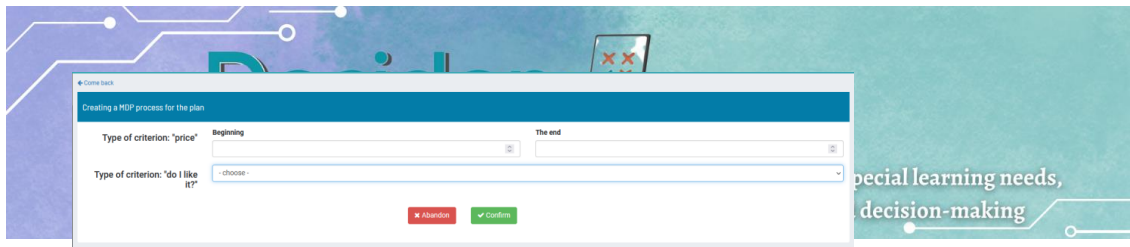


- iv. **Add criterion** - when the set of possible solutions is known - this can be used to create evaluation criteria to be considered. In the future, if necessary, these options can be used in a decision process. Creating a criterion consists of creating its name, selecting its type and adding an image (all fields are mandatory). **Note: The types of criteria are described in a DECISIONS menu item.**



All of the above options are also available in a decision maker's account and should be used there. Here they are only used as a form of support in more difficult cases.

- d. **Go to decision-making process creation** - this button should be used after creating options and criteria. Using this button blocks the possibility to add these elements. If the decision maker uses it in his module, further actions are blocked until the therapist prepares other data to make the decision process possible. In the therapist's account, after using this button, the button changes to **Move to MDP** (MDP - module of the decision process).
- e. **Go to MDP** - as the decision maker has no possibility to build details in the decision process, after clicking this button a therapist can prepare criteria to be able to use the decision process. The user will have to fill in more details of the criteria in case of:
- 4.5.1.1. Numerical criteria - numerical limits. If the 1st value is greater than the 2nd - it means that in this criterion the smaller values mean the better situation.
 - 4.5.1.2. Linguistic criteria - possibility to choose from the available linguistic variables.



4.5.1.3. Image - possibility

to choose from the ready groups of images.

Once all the data has been defined and the Confirm button has been clicked, the button label and functionality will change to 'Complete Plan'. At the same time, a new process appears as a predefined process in the list of the decision processes found under the Decisions menu item. From this moment on, a decision maker can use the process to make a decision.

ID	Name	Decision-maker	Topic	Created	End
940	Predefined	Predefined	notebook T	not applicable	not applicable

Close Plan - this button adds an end date and closes the possibility to edit all data except the Next Steps field. The status of the plan is "Closed". The option to print the plan appears. It is also possible to copy the plan and assign it to another decision maker.

6. Decision makers menu item

The list of decision makers assigned to the logged in therapist is displayed. Assigning decision makers to the therapist is an administrator task.

7. Decisions menu item

After selecting the Decisions menu item, the user is presented with a list of the decision processes performed by the decision makers assigned to the logged therapist.

ID	Name	Decision-maker	Topic	Created	End
769	Kopia #23	Kate Smith T	hulapoga test T	2023-03-09 17:38:05	2023-03-09 17:38:05
766	Kopia #2	Kate Smith T	issue T	2023-03-06 14:04:00	None
764	kontakt	Kate Smith T	issue T	2023-03-04 19:09:02	2023-03-04 19:09:02

Possible actions on the list:

- Filter by decision maker or topic;
- View the selected process;
- Copy the selected process;
- Delete the selected process;
-

a. Details button

This is the option to view the process details in the form of a table. In the table, the user can see the criteria, their value for each considered solution and the values assigned to the criteria. All values are normalized. Below the table, the solutions are ranked.

Criterion	option 1	option 2	Libra
criteria 1	0	0	1
criteria 2	0	0	1

Edit hints Edit

Ranking
option 1
option 2

Users can easily edit process values without having to re-run the process or define hints to be used in the decision-making process.

i. Edit button





Users can edit the values of the solution for criterion and alternatives. It is also possible to add a criterion or an alternative. After pressing the Save button, the newly added values are saved and a new ranking is generated.

ii. Edit hints button

This button allows you to add hints to all possible pairs of criteria. You can find out more about defining hints in the Creating Topics chapter.

b. Copying button

This button appears for Decision Processes that are not predefined and that are closed - that is, those that have been fully completed by a Decision Maker. A closed process has a defined end date.

ID	Name	Decision-maker	Topic	Created	End	Options
756	Kopie #754	Decydent Godz T	Tablet T	2023-03-03 21:38:42	2023-03-03 21:38:42	[Copy] [Edit] [Delete]
755	Kopie #754	Decydent Godz T	Tablet T	2023-03-03 21:35:09	Tables	[Copy] [Edit] [Delete]

The button allows you to copy the process and assign it to another person. This way the user does not have to create many similar processes.

c. Delete button

A process can be deleted.

8. Your topics Menu item

Possibility to browse existing topics and define your own topics on which decision processes can be carried out. Possible actions on the screen:

- Add a new topic
- Manage/Edit an existing topic
- Manage/Add hints
- Manage/Remove topic

ID	Name	Options
		[+ Add]
101	I'm choosing a smartphone	[Edit] [Add hints] [Remove] [Manage]
89	Decidir entre ir a vivir solo o vivir acompañado	[Edit] [Add hints] [Remove] [Manage]
88	Tadner	[Edit] [Add hints] [Remove] [Manage]
87	Tablet	[Edit] [Add hints] [Remove] [Manage]
86	Ożeni Kobiet	[Edit] [Add hints] [Remove] [Manage]
54	Leisure	[Edit] [Add hints] [Remove] [Manage]

a. Add button

This is where the therapist creates a new topic to be used by a decision maker. After creating a new topic, the decision maker can see it in his/her list as a predefined topic. After clicking the Add button, the user should select a language and create a topic name. After clicking the Add Topic button, the user is presented with a screen to create all the elements that make up the topic. Each topic consists of criteria and alternatives (solutions) - a topic requires at least two criteria and one alternative.





← Return to the list of topics

Editing the topic

The topic requires a minimum of two criteria and one alternative. Otherwise, a problem is going to occur on the decider's sidemsgid Niepoprawne imię lub zdjęcie.

Subject name:

Criteria: Add the criterion Alternatives and default values: Add an alternative

Save and leave

i. Add criterion button

To define the criterion, the user must insert:

1. name
2. picture
3. type.

Name consists of 60 characters including spaces.

The picture of the criterion is mandatory. It is used when the importance of criteria is defined by the decision maker during the decision process. The picture should be in jpg or gif format. Suggested size is 400x400 pixels.

The types of criteria are:

- Numerical - if the criterion - characteristic of the solutions should be expressed in numbers, such as price, distance, income, etc. After selecting this type, two additional fields appear: start and end. Here it is necessary to define the possible range of the criterion. To generate a ranking of solutions, the algorithm must be informed about the "direction" of the numbers. In some cases it happens that the smaller the number - the better - e.g. price. In other cases - the larger number - the better, e.g. income. To distinguish these two cases, the user should follow the rule: the best values are in the "end" field. For example, if the price is in the range of 0 - 2000, the value 0 should be inserted in the "end" field, the value 2000 - in the "beginning" field.

Name

Picture of the criterion
 50.jpg

Type

Number

Beginning

The end

Save

● Linguistic - if you





want to provide a limited list of possible values in the form of words or phrases. After selecting the linguistic type, the field with the list of linguistic variables appears. The linguistic variable should be defined in the menu item Your linguistic variables.

Name

Picture of the criterion

 No file selected.

Type

Linguistic values

- Pictures - instead of expressing values with numbers or linguistic variables, the therapist can present the value of the criterion in pictures. For example, instead of entering prices in numbers, pictures of amounts can be prepared. The user then selects a picture to define the value of the criterion for a particular solution (alternative). After selecting the picture type, a field with a list of picture groups appears. Picture groups should be defined in the menu item **Your Picture Variables**.

Name

Picture of the criterion

 No file selected.

Type

Photos

ii. Add Alternative button

Here the therapist should add all possible alternatives that will be presented to the decision maker during the decision process.

The alternative consists of its name, a picture, which is not mandatory, and fields for default values for existing criteria, which are also not mandatory.





Name


Picture of the criterion

* - Editing will cause loss of data

iii. Deleting alternative or criterion

To the left of each item you create, you will see a small red icon with a trash can symbol. This is an icon for deleting the item.

Criteria:



Name of the criterion:

Picture of the criterion:

If you do not edit the variable, the field should be empty.

Type:

Beginning:

The end:

7.2.1. Saving the topic

The prepared topic should be saved using the Save and Exit button. The user returns to the list of topics. The new topic appears on the decision makers' screens.

7.3. Editing the topic

After selecting the "Edit" option, the user can change the content of the topic. All the operations described above can also be performed in this case.

7.4. Adding hints





Hints help the teacher when the teacher is supporting the person with intellectual disability in the decision making process - in the phase of comparing criteria to show which one is more important. The teacher can prepare hints to be displayed during this phase and read by the teacher or decision maker. The user can adjust a hint to any possible pair of criteria. It is suggested that hints take the form of questions that explain what it means that something is more important than something else. E.g. "Which would you prefer - to pay more for a tablet or to have a bigger equipment" when comparing price and diameter.

7.5. Removing topic

To remove the entire topic and any processes based on it, the user should select the Remove option from the menu under the Manage button. The topic will be removed from the list of topics.

9. Your linguistic variables Menu item

Before preparing a topic, a teacher must prepare linguistic values. Linguistic value is a structure by which value of criteria for any solution (alternative) is expressed by words or phrases. Each phrase must be associated with a number to be used in algorithms to find the best solution.

Linguistic variable consists of

- Name of the group;
- Name of the item;
- Assigned value.

The group name is a name used when defining the criterion. Adding the same name when creating a linguistic value will group all phrases or words into a set to be displayed in a list.

Criterion creation (group name visible)

The screenshot shows a form for creating a criterion. It includes fields for 'Name' (containing 'Like it?'), 'Picture of the criterion' (with a 'Browse...' button and 'No file selected.'), 'Type' (set to 'Linguistic'), and 'Linguistic values' (containing 'like_it'). A blue 'Save' button is at the bottom. The 'Linguistic values' field is highlighted with a red border.

Decision Maker View (list of items under the name visible)





Samsung Galaxy 🗑️ ✎

price 🔗
 ⬇️ 🗑️

Diameter 🔗
 ⬇️ 🗑️

Like it? 🔗
 ⬇️ 🗑️

- wybierz -
- ugly
- so so
- super!

To prepare a new linguistic variable, the user must press the Add button on the screen that appears after selecting the menu option.

Here you should select the language of the variable, the group name (**Name**), the assigned value (**Value**) and the word or phrase linked to the given number (**Value_lin**).

After clicking on **Add** the variable, the individual item is saved. To create another item in the same group, click the **Add** button again and create another item. **The group name (Name) must be identical to the previous one.** Otherwise the application will not be able to associate the items in a group.

Created items of a linguistic variable can be changed by selecting the **Edit** option under **Manage** button in the items list. An item can be deleted by selecting **Delete** item under Manage list.

10. Your photo variables Menu item

The rule is exactly the same as for linguistic variables. Instead of entering numbers as the value of each criterion, the therapist can prepare a set of photos or pictures with assigned numbers.

The decision maker has the possibility to choose among the pictures instead of writing numbers.

Return to the variable list

Language:

Variable group:

Value:

Photo file:
 No file selected.

Photo variable consists of:

- name of **Variable Group**;
- **Value** assigned to the picture;
- picture – **Photo file**.

Images shouldn't be too big - they'll be displayed in a group on a Decision Maker screen - max. 500 px in any dimension.



All other rules are described in chapter 8 - **Your linguistic variables** Menu item.

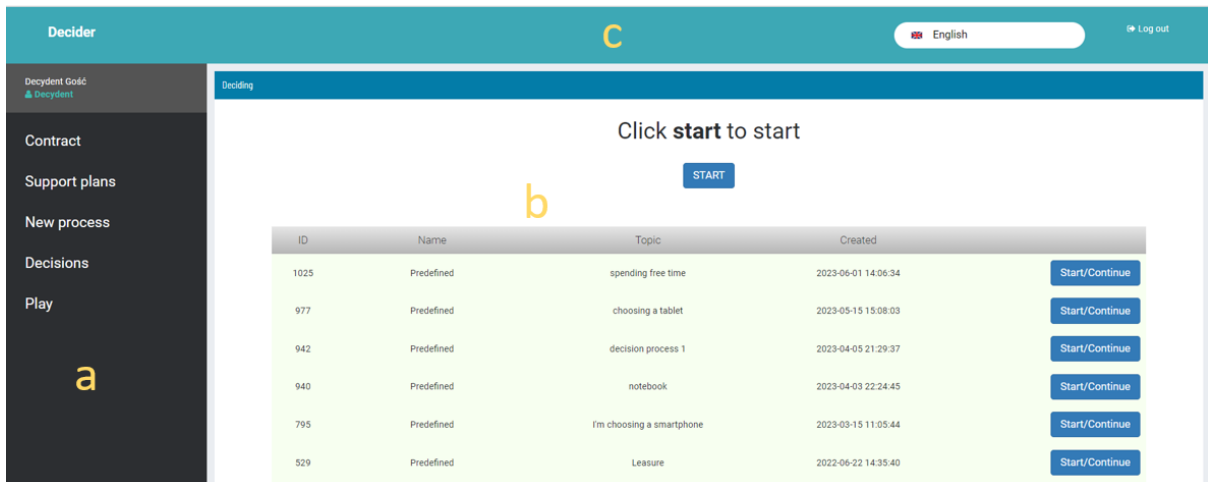
a. Manual for persons with ID

1. Running the application

After opening the application choose „Decides” part and login using option “Logging with a photo” or “Logging in” where an email address is necessary.

2. The main screen consists of three parts:

- a. menu on the left
- b. main area
- c. operational area – to choose language and log out



3. The main area is divided into three parts:

- a. button START – here user can create a new process based on topics defined by a therapist;
- b. list of predefined processes – user can choose one, a copy of the process is created and ready to be proceeded;
- c. list of already open processes with started procedure;
- d. Running a process



After choosing a process and clicking a button “Start/Continue” the screen with the first option is displayed. The content of the screen depends on the structure of the process prepared by a therapist.


Besides the possibility to choose data in the process, there is a possibility to change the structure of the process. A user can:



- delete given option choosing button pointed on the picture below:








Cinema  

Do you like it 

- wybierz -  



Can i do it by my self? 


- wybierz -  



Next


Add an alternative **Add the criterion**



- change name of the option by button pointed on the picture below:

Cinema  

Do you like it 

- wybierz -  

Can i do it by my self? 



- wybierz -  


Next


Add an alternative **Add the criterion**


- delete one of the criterium in whole process clicking a button pointed below




Cinema  

Do you like it 

- wybierz - 



Can i do it by my self? 


- wybierz - 



Next


Add an alternative **Add the criterion**



- add a new option (alternative) or criterion using buttons pointed below

Cinema  

Do you like it 

- wybierz -  

Can i do it by my self? 

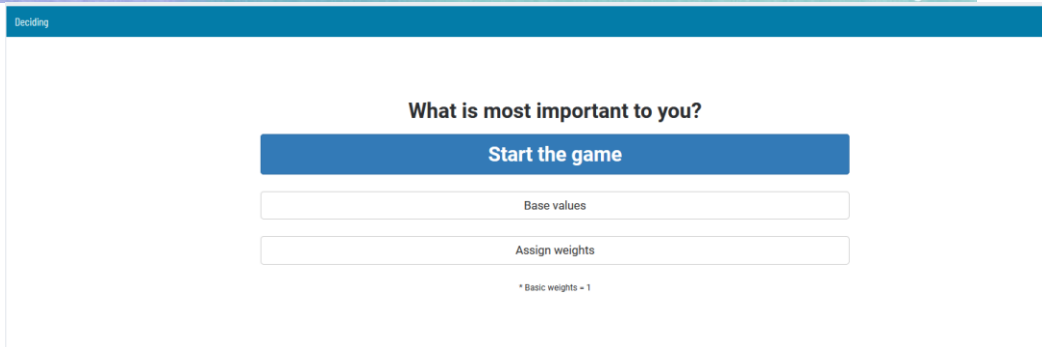
- wybierz -  

Next

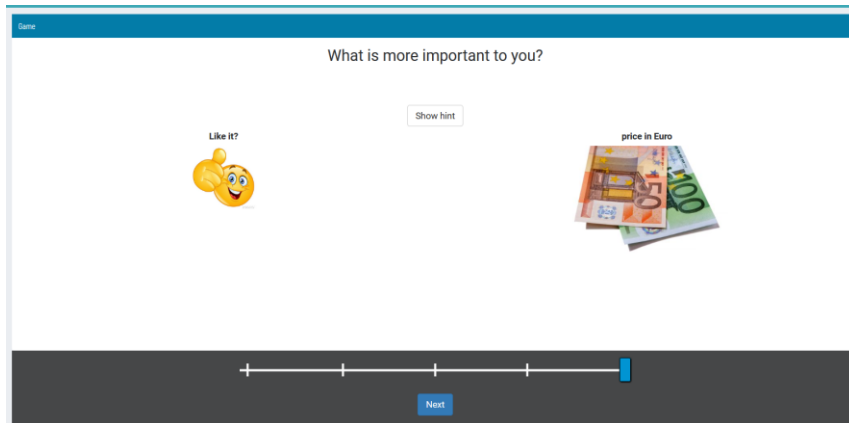
Add an alternative **Add the criterion**

All changes should be done under supervision of a therapist – her/his password is necessary to confirm all mentioned above operations;

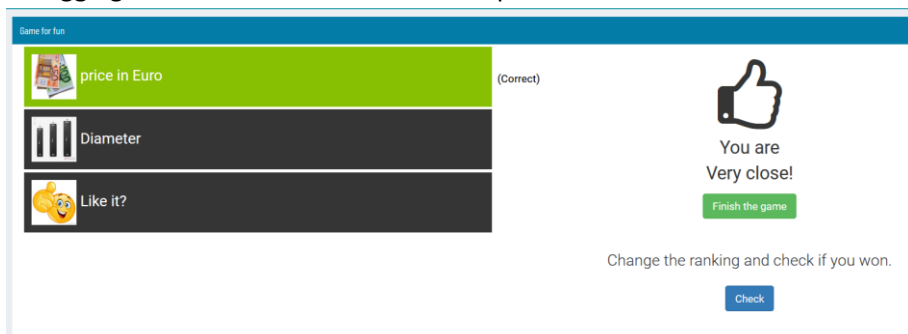
- the data should be inserted; after adding data user should choose button “Next” to move to next option;
- When all data is filled, the phase of defining wages is started. Wages show the user’s preferences and hierarchy. This is the basement for finding a best suited solution. So the screen with a question: “*What is most important for You?*” appears. Here user can choose one among three options:



- i. *“Start the game”*. In the game every pair of criteria is presented with a request to point which is more important for a user. Users can point out that one option is a little more important or strongly more important. Or can leave the pointer in the middle of the slider if both options are important equally. As this is the part which needs much support from the therapist, on this screen a therapist can use the button “Hint” and check prepared hints for presented pair.



After setting importance of all pairs, a new screen is displayed where a user is asked to set criteria in her/his hierarchy. If order is the same as pointed during pairs comparison, the user wins. If not, users can improve order by dragging blocks with criteria to another place.





After winning the game is finished and a screen with final results is displayed.

A therapist can check counted wags and change them in the therapists' module. This can be used to analyse results when the hierarchy is different from the chosen one.

- ii. *“Base values”* – if a user claims that all criteria are equally important, the user can use this option. Here in the algorithm the same wages are used and the results are counted.
- iii. *“Assign weights”* – users can assign weights as numbers between 1 and 10 and the application will create a ranking of options according to given data.

4. Menu item *“Contract”*

Contract is an agreement between the decision maker and supporter to realize the supported decision process. This option allows you to fill fields and prepare a PDF file to be printed and signed by both sides. On the screen, after choosing this menu option, a list of contracts appears. Users can check contract details, open a PDF to print and delete chosen contracts.

5. Menu item *“Support plan”*

In the support plan, users and supporters can describe the process. Here possible solutions, activities, skills and steps are described. There is a possibility to convert the support plan into a decision process in this application to realize the process in the Decider application.

- a. *Create a new plan* – after choosing a button a form with necessary fields is displayed. Decision maker should fill all mandatory fields. After confirmation, a support plan appears on the list of plans. By choosing button *Manage* users can see and edit details and undertake next steps with a support plan.
- b. *Editing support plan.* To edit a support plan or to continue work, users should choose a plan from the plans' list.

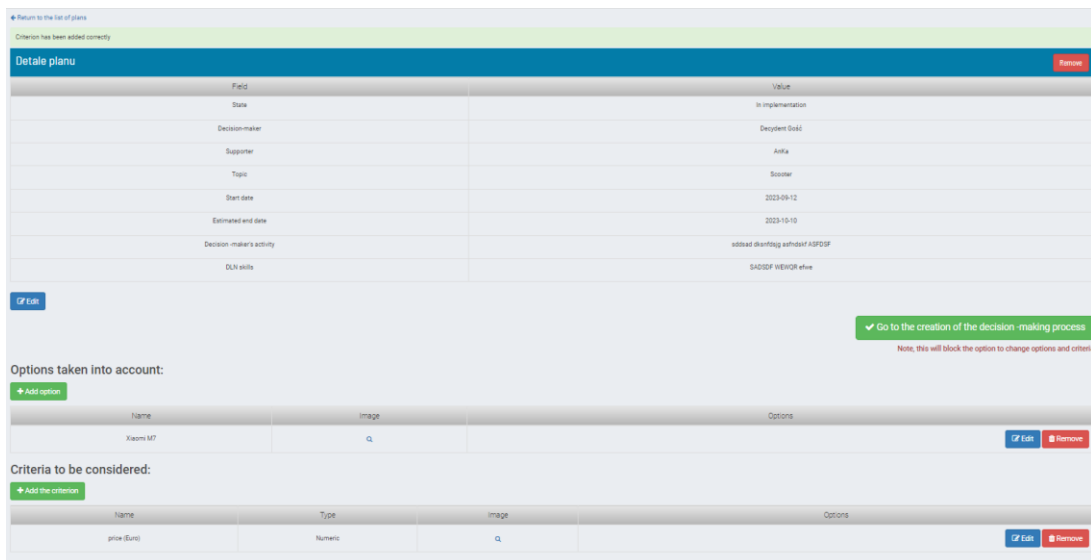
ID	Topic	Start date	Options
31	Scooter	2023-09-12	Details Manage
13	Working	2023-04-03	Manage
15	notebook	2023-04-03	Manage

After choosing *“Details”* users can edit basic data of the support plan or start preparing a support plan for the decision process in the app. For this options and criteria should be prepared.



- i. *Options* – user should create option name (eg. in case of scooter choosing – names of models) and add a picture. After adding an option – items can be edited or deleted. Users should add as many options as will be taken into consideration during the decision process.
- ii. *Criteria* – user should create criteria to be used during decision process (eg. in case of scooter choosing – price, max. velocity etc.). Decision maker can define only basic items of criterion – name, type and picture. Rest of necessary parameters must be defined by the therapist in the module for them. . After adding a criterion – items can be edited or deleted.

When options and criteria are ready (min. two options and one criterium), button *Go to the creation of the decision process* should be chosen.



This causes moving the process to the therapist module. When the therapist finishes defining of rest parameters of a process components – users can start using the process in the application.



Return to the list of plans

Detaile planu		Remove
Field	19114	
Date	Closed	
Decision-maker	Decydent 666	
Supporter	Ania	
Topic	Scooter	
Start date	2023-09-12	
Estimated end date	2023-10-10	
end date	2023-09-12	
Decision-makers activity	oddad dkarfag asfodaf ASFGDF	
CLN skills	SAGSDF WEWOP eWe	

Decision Module Edit Print

Options taken into account:

Name	Image
Xiaomi MT	q
ZOOM	q

Criteria to be considered:

Name	Type	Image
price (Euro)	Numeric	q

Users can move to the Decision module and go on with the decision process, can edit basic data of the plan and can print support plans.

The process appears on the list of processes as a predefined process.

- Menu item “New process” – user gets screen described in point 3.
- Menu item “Decisions” – list of decisions made by the user. If a process was correctly finished, a sign of loupe appears and users can check criteria with wages and final ranking. The list can be filtered to show processes on chosen topics. To do this a user must click on filter sign near the topic on the list.

Decisions made						
ID	Name	Topic	Decision-maker	Created	End	
1034	can i do it by my self	spending free time	Ja	2023-06-01 14:17:06		Takes

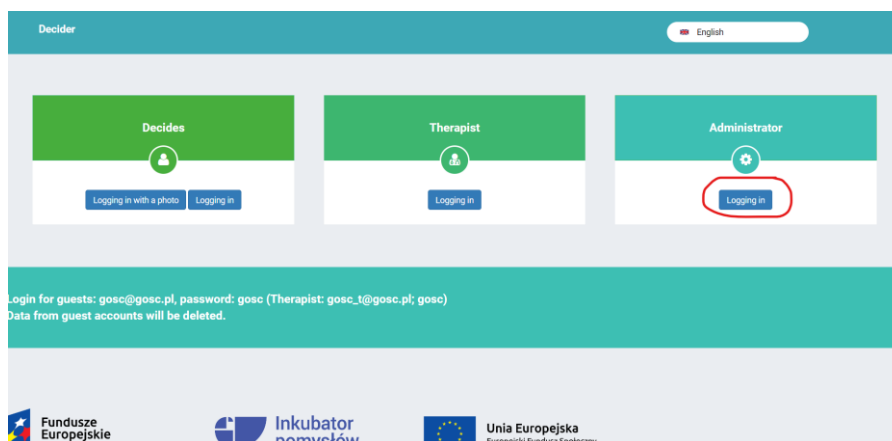
- Menu item “Play” – this is a possibility to repeat a process from a game stage – when a decision maker compares two randomly chosen criteria. When a decision maker is sure that all data in the process – option and criteria are correct and only wants to check hierarchy of needs – can omit looking through options with criteria and start from comparison.

a. Manual for administrators

Instructions for using the web application <http://decydownnik.pl/> in the role of administrator



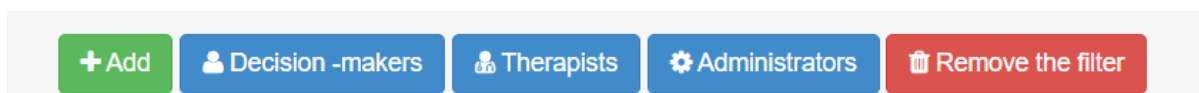
To successfully log in as an administrator, you first need to open the application from the following link <http://decydownik.pl/> and then click the button Log in.



After clicking on Log in, a window will appear asking you to enter your email and password, which have already been created and entered into the database by the administrator. Once you have successfully logged in as an administrator, you will be able to see what the administrator can manage in the application.



The Administrator has the right to create new users for the application. By clicking on Users on the left, we will see a list of all the users already created. The users of the application are divided into three categories. Decision Makers, Therapists and Administrators. Clicking on a desired user will only list users with that role. If we want to see all the administrators, we select the Administrator button.





If we want to add a new user, we click on the Add button. First we need to choose which role the new user will have in the application. In the Right field we select one of the three roles, whether the user will be a decision maker, an administrator or a therapist.

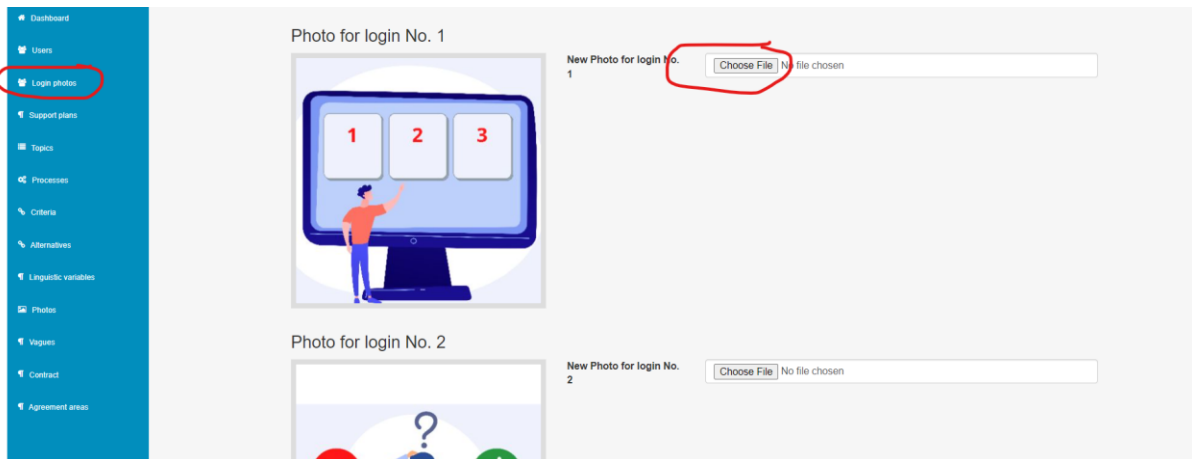
If we choose an administrator or a therapist, we fill in all the necessary fields to complete the creation of a new user. Be careful when creating a password. The password must be entered twice. Once we have filled in all the fields, we click on Save and the new Administrator or Therapist user is created.

If we choose the option of creating a new user in the role of decision-maker, it is very important that, apart from the first and last name, we choose his therapist. The decision maker can log in in two ways. One is by using an email address and password, and the other is by choosing one of the photos that the administrator has chosen when creating the decision-maker's profile.

All the data created and entered for the users of the application can be modified by selecting the menu option located in the list of users. Here we can see the information about the user and delete it if we no longer need it.



To make it easier for the application's decision makers to Log In, the Administrator has the rights to make changes to the Log In photos. Select Log in photos on the left. By uploading new photos, you can edit these photos. Don't forget to click on the "Save" button at the end of each change if you want it to be remembered!



The administrator is the one who has an overview of all the therapists' work with the decision makers. He has a complete overview of all support plans and can manage them. He also has an overview of all topics and can modify them, add new ones or delete existing ones. He has an overview of all processes, criteria and alternatives and can edit or remove them.

By selecting the Linguistic Variables option from the menu on the left, a list of all the variables already created by the therapist will appear. By clicking on the Add button, fields will appear that must be filled in to create new variables. It is important to emphasise whether the variable is linguistic or numerical.

The administrator has an overview of supported decision making contracts. With this contract it will be possible to establish good cooperation between the decision-maker and the therapist. The



therapist helps the decision-maker to make a decision that is right for him/her. By selecting the edit box, the same contract can be printed or deleted.

9. Case study on SDM

Guide to the current state of decision-making for people with special learning in the form of interviews with adults with intellectual disabilities, therapists and educators.

The task of IO1: to show examples of Supported Decision Making (SDM) through interviews with different target groups. The guide consists of 45 interviews.

Each partner conducted 3 interviews with 3 groups of respondents:

- People with disabilities;
- Parents and/or guardians of people with disabilities;
- Therapists, educators, social workers working with people with disabilities;

The interviews refer to different problems and cover all areas of supported decision-making.

The main topics selected for interviews are:

- independent living
- employment
- Relationships,
- education
- personal finances,
- Access to services.

The collected interviews can be useful for:

- Parents,
- People with ID,
- staff working with people with disabilities.

The content of the interviews shows how to deal with the situation that has happened, how to make the right decision.

With the help of the guide, an educator or a teacher obtains knowledge from the main "actors" involved in SDM.

The analysis of the interviews is a starting point for the support staff. The users may



similar situation to the one described in the guide; if so, he/she will know how to act, what points to pay attention to and what to do.

What are the expectations?

- Teachers, trainers, parents, staff working with people with intellectual disabilities will gain knowledge about what happens, what can happen, how to break down barriers, how to support people with disabilities in this or that situation.
- The users of the guide better understand the importance of giving more freedom and autonomy to a person with a disability in SDM and the impact of SDM on their quality of life.
- The Guider can be a handbook with examples of different life situations for lawyers, psychologists and volunteers who support people with ID.

10. Easy-to-read publication on supported decision making

The main goal of this easy-to-read publication on supported decision making is to raise awareness and provide training on supported decision making for adults with intellectual disabilities.

The main topics of the publication are:

- The right to ask support in order to take a decision
- The notion of the right
- The role of UN
- The UN Convention on the Rights of People with Disabilities (UN CRPD)
- The content of the UN CRPD
- What is Supported Decision Making (SDM)
- The roles in SDM
- The steps in SDM
- The different kinds of decisions
- An example
- What is the Decider app

The content of the publication is structured to gradually introduce people with intellectual disabilities to the notion of rights, the role of the UN and finally Supported Decision Making and the Decider app.

The chapter titles are in the form of questions, which are then answered using an easy-to-read method based on simple words, small sentences and simple syntax in active voice, together with pictures.



All publications were developed using the co-production method. People with intellectual disabilities, together with the educator, developed the text and thought about related images, which were designed by a graphic designer.

With the help of this publication, an educator or teacher can inform people with intellectual disabilities about their rights and their right to be supported in making decisions, etc. The publication can be used at an early stage to pave the way for the SDM process and the signing of the contract.

The publication can also be useful for parents as a tool to work with their children and explore rights and SDM.

What are the expectations?

- Teachers, trainers, staff working with people with intellectual disabilities, parents will have a useful tool to work on the difficult concept of rights and decision making and how to stress the importance of autonomy and the impact of SDM on their quality of life.
- People with intellectual disabilities who will use the publication will learn about their rights and their right to be supported when they need to make a decision that may be difficult for them to make on their own.

11. Methodology on supported Decision Making using ICT

The Methodology on Supported Decision Making describes, in detail, how the professionals can help and guide the most vulnerable groups to make decisions considering the risks, related to all the available options, and the potential benefits. Throughout the chapters, the readers will learn about the rights that people with disabilities have as, for example, the right to make decisions and to count with the necessary supports to choose the best alternative and the right to have an independent living (both rights gathered in *the Convention on the Rights of People with Disabilities*).

Moreover, the professionals will find some recommendations about how to analyse the existing risks, understanding that people need to develop some skills to manage them adaptively. In relation to that, all the persons involved in the SDM process should take into account that the risks also include the psychological tendencies that distort their perceptions and, therefore, influence their coping



strategies. This means that the risks are social and psychological processes and not only the final consequences derived from any decisions.

Likewise, professionals will have to keep in mind that the attended people can make mistakes and such erroneous choices are, in fact, learning opportunities. So, perhaps, the most important lesson that this methodology offers to the readers is that the mistakes are fundamental to the personal development of any human being.

Finally, the readers will learn about how to use the different tools designed in the Decider project and, beyond that, they will find out how to combine these instruments to improve the support that they are providing to people with disabilities.

12. Multimedia package on SDM using ICT

a. MENTIMETER



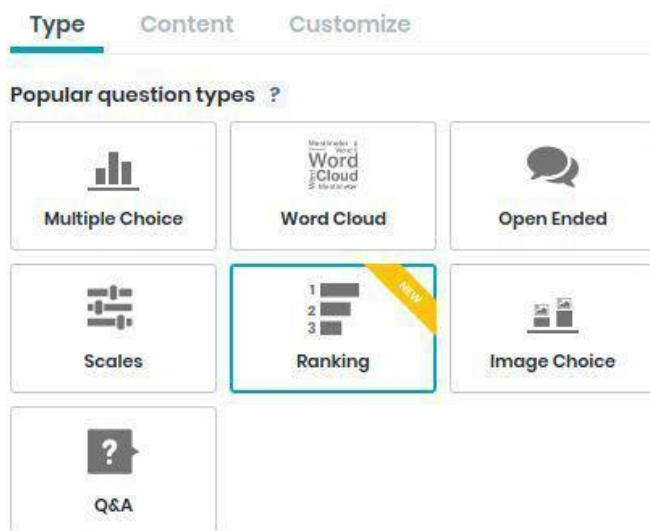
Mentimeter is an online tool that ensures real-time student participation during the lecture and provides instant feedback on how well they understand the material, allowing you to adapt your lecture to their level of understanding. Mentimeter can also be used to make collective in-class decisions instead of counting hands, or to conduct quick surveys of students' attitudes and opinions. You can use Mentimeter both in the classroom and for distance learning (via Zoom, Teams or other platforms).

Mentimeter requires no special hardware and there is no software to download. You and your students use the Mentimeter website (<https://www.mentimeter.com/>) on a smartphone, tablet or laptop.

Step 1 - Getting started:



1. To use Mentimeter, you must first create an account on their website if you have not already done so. Visit www.mentimeter.com and click on the "**Sign up**" button in the top right hand corner.
2. Once you have logged into your account, you can start creating your own presentations. Click on "**Your Presentations**" in the options menu. Click on the "**+New Presentation**" button to start creating your own quiz
3. You can think of a 'presentation' as a set of questions or other information (in the form of presentation slides) that you plan to use during a single lecture. **Enter a title** for your presentation and click '**Create Presentation**'.
4. While presentation slides can contain more traditional information such as text, bulleted lists and images, we will first focus on creating slides with questions that we will pose to students during the lesson. On the right hand side of the screen is a collection of



Popular Question Types:

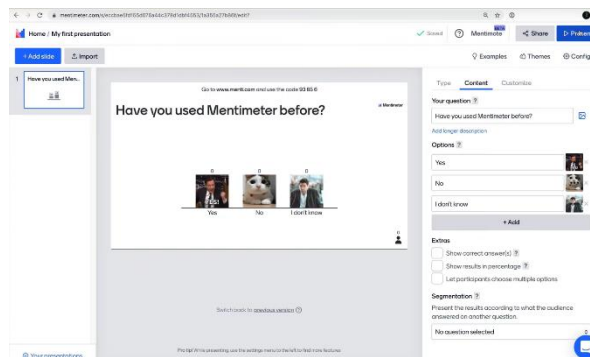
- **Multiple Choice** - a question with a pre-defined list of possible answers
- **Wordcloud** - a visualisation of the one-word answers



submitted by students

- **Open Ended** - free-form text responses
- **Scales** - allows your audience to rate certain statements i.e. how much they disagree or agree
- **Ranking** - students rank their preferences for a series of options
- **Image Choice** - audience members indicate their preference for one of several images or gifs
- **Q & A** - allows the audience to submit questions to ask the presenter

5. Also note the three tabs just above the question types: **Type**, **Content** and **Customize**. Once you have selected a question type, this menu will highlight the Content tab where you can enter your question and possible answers.



Step 2 – Begin a Session

6. Once you have created some questions, you can open a polling session and allow students to vote. Click the **"Present:"** button at the top right of the screen to start the session.



7. After clicking on "**Present**" you will be taken to a new screen. In this new screen, there will be a reference to the website that the students have to go to (www.menti.com) and a randomly generated code that they have to fill in:

Go to **www.menti.com** and use the code

The highlighted red box shows a randomly generated code. Students will need to enter this code on their device when they visit the site.

8. When running a presentation, there are several options available on the left hand side.

Fullscreen allows you to switch to fullscreen mode.

Hide result allows you to hide the results from the participants. Click again to unhide them.

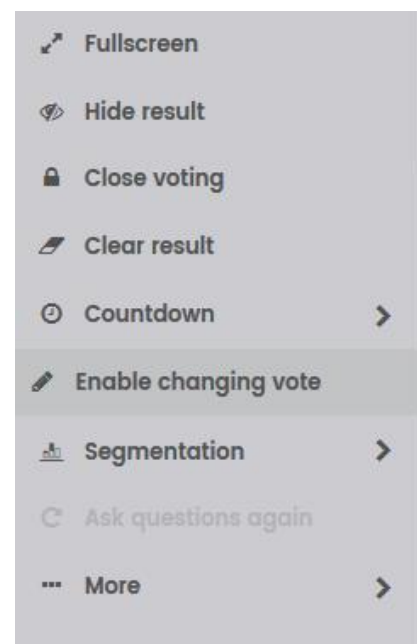
Close voting will close the voting session. Participants can no longer influence the outcome of the question.

Clear result resets the current votes counted to 0.

Countdown allows you to set a time limit for participants to vote.

Enable changing vote allows participants to change their vote into another answer.

Segmentation will segment the answers based on an answer to a previous multiple choice question.





The **More** button shows the QR code for the poll or leads to randomized test data.

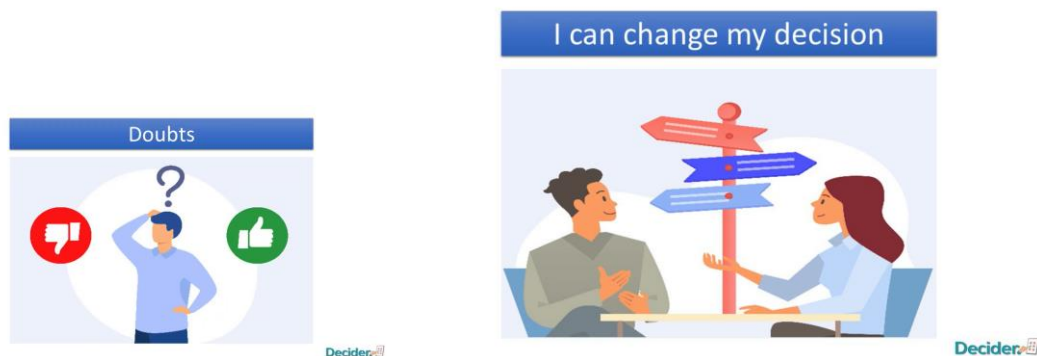
Step 3 - Results

After participants have entered their answers, Mentimeter will instantly display the results for your interpretation.

b. VIDEOS

The Decider project includes three short videos that show examples of decisions that a person with an intellectual disability can make and how the supported decision-making process works.

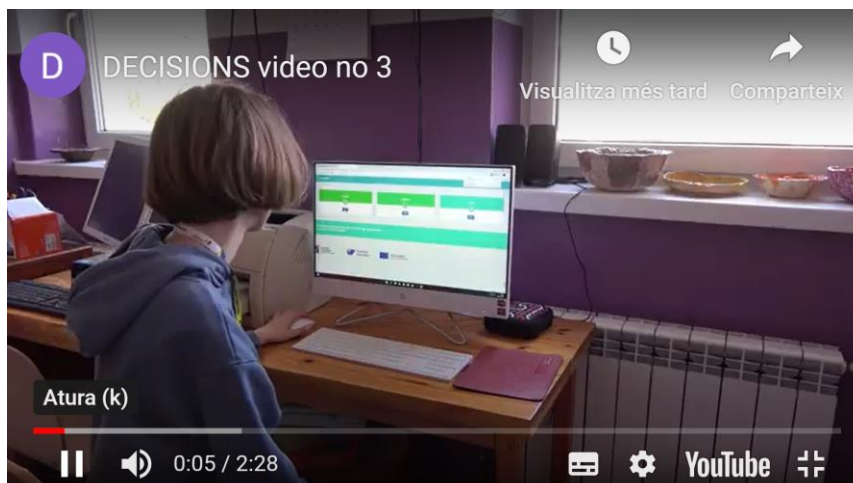
The first video is in the form of a conversation between a supporter and a person with a disability who has made the decision to start a new job. We can hear about difficulties related to this decision. It is a good opportunity to discuss the pros and cons of any decision.



The second video deals with another aspect of decision making. Every decision has its rational and emotional dimension. The heroine of the film was thinking about buying a tablet, but in the end she bought some speakers she saw in the shop. She liked them, she needed them and they had a nice red colour. It seems that she forgot the whole process of consideration that she had previously made and decided out of the blue. It can be a good start to talk to people with disabilities about this kind of decision.



The third video shows the use of the Decider application when making a purchase decision. It can be used before participants are taught how to use an application to show how simple the whole process can be.



You can find the videos via the following link: <http://decider-project.eu>then...

Choose your language and finally go to **Library / multimedia / videos**



c. QUESTIONNAIRE FOR PARENTS

The purpose of the questionnaire is to find out how parents and/or guardians help their son/daughter to make decisions.

Respondents will be asked to answer questions on a variety of topics: shopping, finances, health, career choice, friends, in the street, at meetings, in a café or at home.

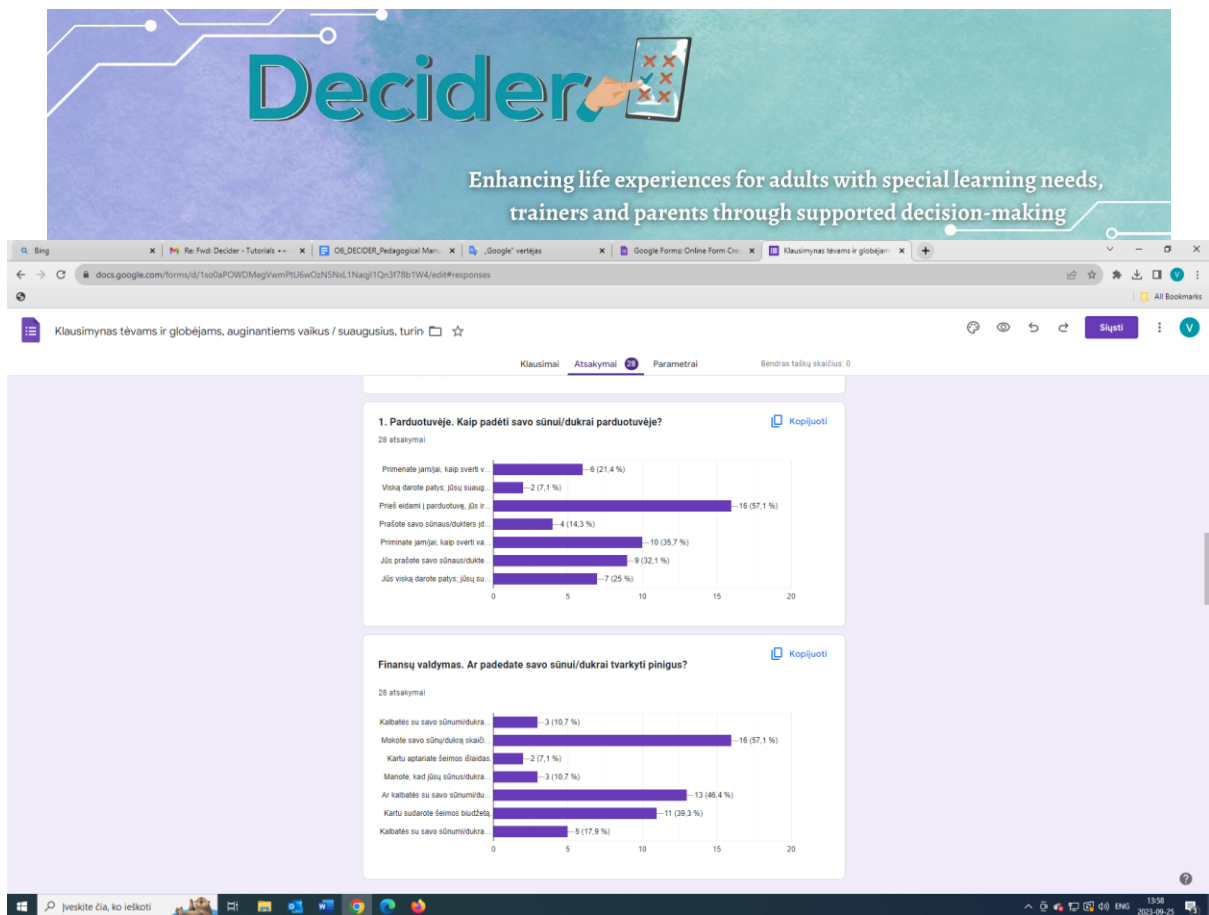
It is expected that the questionnaire will help parents and/or guardians to reflect on whether they are overprotective of their children and whether they are allowing their children enough independence in their decision-making.

The questionnaire can be compiled in Word or in another format.

Within the framework of the project, the chosen platform is „FORMS“
<https://www.google.com/forms/about/>

The image is a screenshot of a Google Forms questionnaire. The title is 'Klausimynas tėvams ir globėjams, auginantiems vaikus / suaugusius, turin'. The main text in Lithuanian asks parents/guardians to complete an anonymous survey about their support for their child's decisions. It includes a section for email address and a question: '1. Parduotuvėje. Kaip padėti savo sūnui/duktrai parduotuvėje?'. The options are: 'Primenate jam/jai, kaip sverti vaisius.', 'Viską darote patys, jūsų suaugęs žmogus tik stebi.', and 'Prieš eidami į parduotuvę, jūs ir jūsų sūnus/duktą sudarote prekių sąrašą.' The form is displayed in a web browser window.

The FORMS allow you to make a short analysis – how many respondents participate in questioning, how many answers have been received from respondents, to see the email address. It also allows us to estimate the number of answers to a question as a percentage.



The form is easy to share with specific people or with a broad audience embedding it on your website or sharing the links on social media.

d. LEARNING APPS

In the DECIDER project one of the multimedia tools we used to develop educational games was LearningApps.org. LearningApps is a free online platform that provides a wide range of interactive educational activities and games for students of all ages and levels. It is an excellent tool for trainers working with people with intellectual disabilities as it offers a variety of games that can be customized to meet the specific needs of each individual. The platform is user-friendly and easy to navigate, making it accessible to both trainers and learners.

To use LearningApps.org, the trainer needs to sign up for a free account. Once they have created an account, they can start creating their own interactive learning activities or browse the existing ones. The platform offers a variety of tools to create different types of games such as quizzes, crosswords, memory games, and many more. The trainers can customize the games by adding their own content, images, and audio files. Moreover, they can share the activities with other trainers or learners by publishing them on the platform or embedding them on their website.



For the DECIDER project four educational games were created. Each activity has guidelines on how it can be completed by learners with intellectual disabilities. We recommend first discussing with the learner about supported decision making by using the Easy To Read manual on Supported Decision Making and then play the LearningApps games so the learner can practice their knowledge there. The trainers may need to support the individual to understand or complete the games. All the games practice the literacy skills of the learners so they can become more familiar with the glossary and the terms of supported decision making.

The exercises can be found on the DECIDER's project website: [MULTIMEDIA – Decider \(decider-project.eu\)](http://MULTIMEDIA – Decider (decider-project.eu))

All the exercises can enter in full screen by clicking on the top right icon in the small frame of the exercise. Below you can read the aim of each exercise and how it can be solved correctly.



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Exercise 1

The first game is where the learner needs to identify 5 words related to decision making.

Example:

Mentimeter
Videos
Learningapps
Questionnaire for parents
Millionaire for professionals

Millionaire for families
Labyrinth of enigmas

Ü	Z	Ö	R	S	B	G	D	Ü	D	N	J	C	A	W
D	C	Q	F	K	N	E	E	D	S	U	W	P	Ü	V
U	I	L	C	T	D	Ö	C	B	Ö	Z	I	U	Y	Q
G	O	T	I	C	R	R	I	G	H	T	A	O	E	S
P	F	Q	D	C	D	I	S	A	B	I	L	I	T	Y
C	O	N	V	E	N	T	I	O	N	P	C	W	I	Ü
Ä	M	T	Y	D	R	U	O	Ü	R	M	C	Ä	H	D
E	I	Q	T	N	U	U	N	C	F	U	W	X	Y	N

1. DECISION
2. RIGHT
3. DISABILITY
4. CONVENTION
5. NEED
6. UN

Solution:





Ü	Z	Ö	R	S	B	G	D	Ü	D	N	J	C	A	W
D	C	Q	F	K	N	E	E	D	S	U	W	P	Ü	V
U	I	L	C	T	D	Ö	C	B	Ö	Z	I	U	Y	Q
G	O	T	I	C	R	R	I	G	H	T	A	O	E	S
P	F	Q	D	C	D	I	S	A	B	I	L	I	T	Y
C	O	N	V	E	N	T	I	O	N	P	C	W	I	Ü
Ä	M	T	Y	D	R	U	O	Ü	R	M	C	Ä	H	D
E	I	Q	T	N	U	U	N	C	F	U	W	X	Y	N

1. **DECISION**
2. **RIGHT**
3. **DISABILITY**
4. **CONVENTION**
5. **NEED**
6. **UN**

Exercise 2

The second activity is a puzzle where the learner must match the phrases on the top with the squares inside the frame to create a picture puzzle. This game delves deeper into the concept of supported decision making and the basic concepts of the service.

Example:



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Solution:

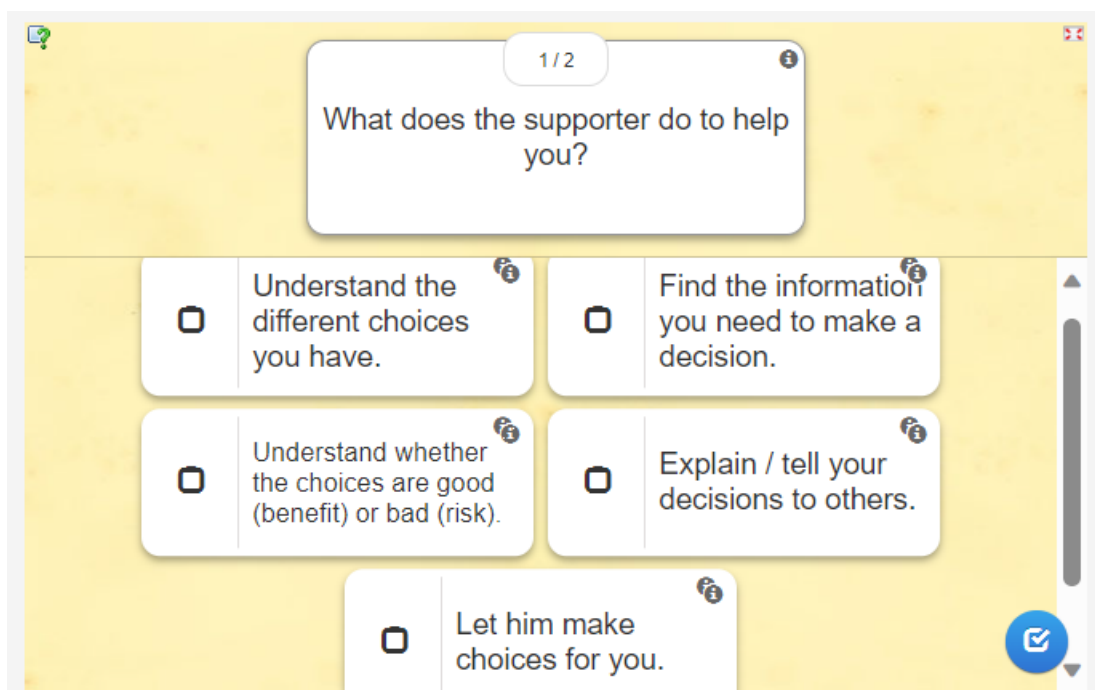
- It is called the one who supports you to make a decision: Supporter
- It is called the person who controls that things are done the way you want: Facilitator
- It is called the organization that wrote the Convention on the Rights of Persons with Disabilities: UN
- It is called the book written by the UN on the rights of people with disabilities: Convention
- It is called the paper that you have to sign with your supporter and facilitator: Agreement



Exercise 3

The third game is a multiple-choice questionnaire where the learner can check their understanding of the role of the supporter and the facilitator by selecting all the correct answers.

Example:





Solution:

1 / 2

What does the supporter do to help you?

- Understand the different choices you have.
- Find the information you need to make a decision.
- Understand whether the choices are good (benefit) or bad (risk).
- Explain / tell your decisions to others.
- Let him make choices for you.

2 / 2

If you are not happy with your supporter, what can you do?

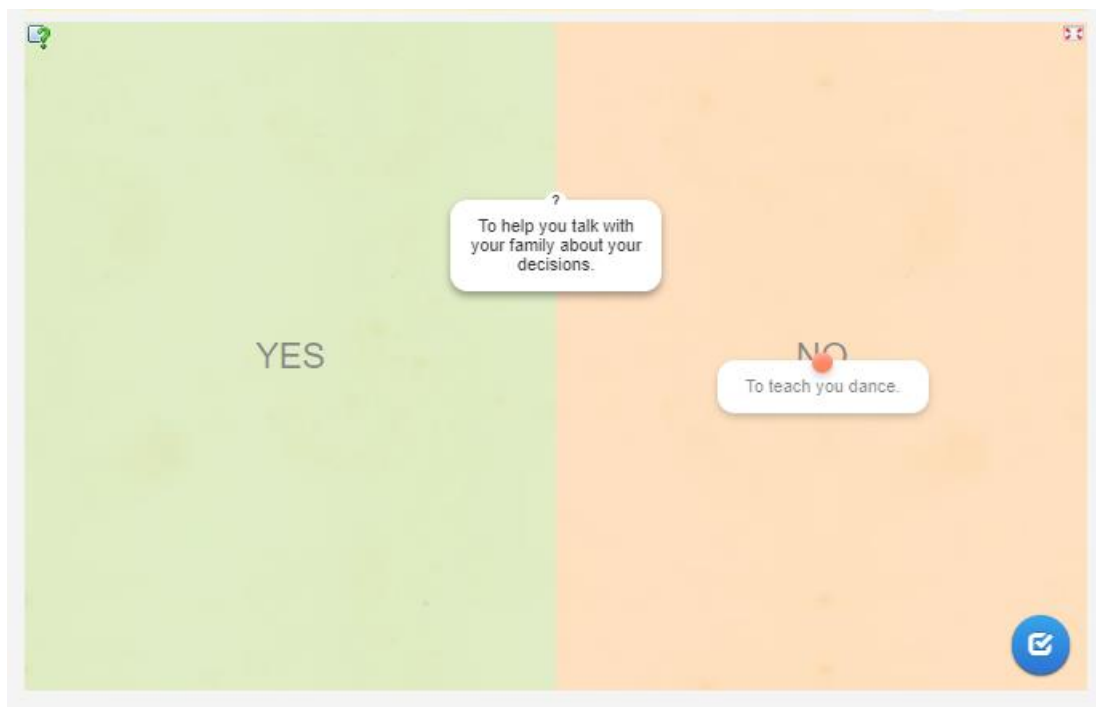
- Ask the facilitator to talk to him.
- Leave your sponsor's office immediately.
- Request a change of supporter.
- Stop the agreement.



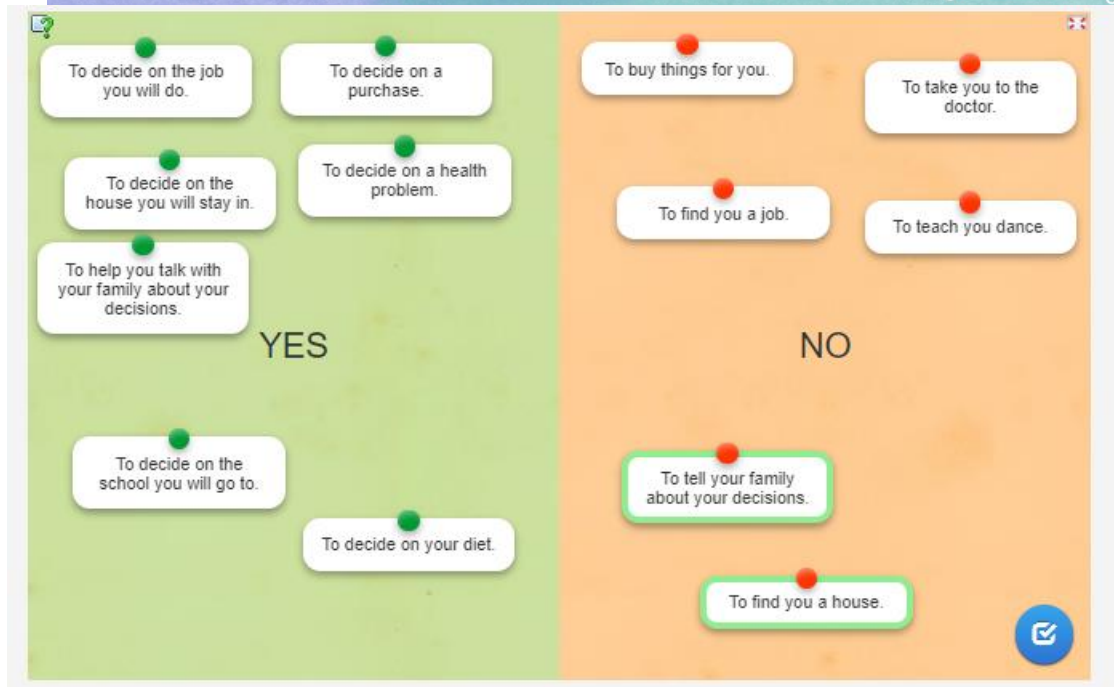
Exercise 4

The fourth and final LearningApps game is a Yes or No exercise where the learner must put the correct sentences on the “Yes” green section and the wrong sentences in the “No” red section. This exercise practices the critical thinking of the learners on how the supporter collaborates with them during their decision making process.

Example:



Solution:



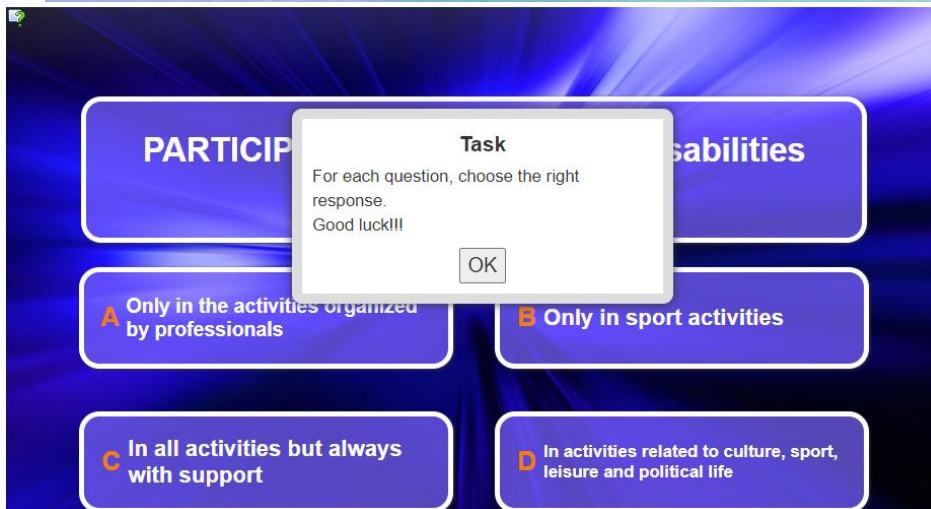
e. MILLIONAIRE 50x15

i. For families

This is a didactic tool for learning and understanding disability and rights. Inspired by the TV show Who Wants to Be a Millionaire, this learning app provides a valuable opportunity for parents to become more informed and inclusive in their approach to disability and rights.

Once the app is open Click the "OK" button to begin.



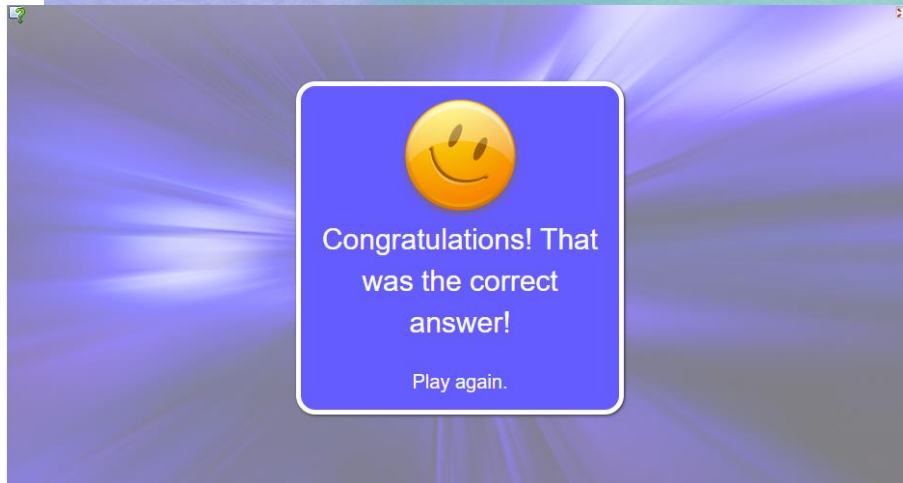


The first question will appear on the screen with four possible answers. Tap on the answer you think is correct. If the answer is correct, a green background will appear. If not, a red background will appear and you will be prompted to try again.



As you answer questions correctly, your score will increase and you'll earn virtual rewards. The game continues with progressively challenging questions.

The ultimate goal is to gain valuable knowledge about disability and the rights of people with disabilities.



ii. For professionals

The tool described above can also be useful for support professionals. And it can also be seen as an opportunity to edit and modify the app and make it your own.

Take the opportunity to add or delete questions or even change the theme of the game. Once you've logged in to the [Learning Apps](#) page, select the app you want to edit and make a copy. Then you're ready to edit the app.

f. LABYRINTH OF ENIGMAS

The *Labyrinth of Enigmas* is a pedagogical game that has the following objectives:



Encourage people with disabilities to know how to make decisions and develop their autonomy (recognised as an essential right by the Convention on the Rights of Persons with Disabilities).



Encourage them to analyse the possible consequences of their choices and actions and to interpret their mistakes as learning opportunities.



Encourage them to identify their needs, feelings and desires, thus increasing their self-awareness of their human rights, potential and personality.



To increase their social inclusion and well-being.



PREVIOUS RECOMMENDATIONS: IS THE *LABYRINTH OF ENIGMAS* AN INDIVIDUAL OR A COLLABORATIVE GAME?



If players have particular difficulties using computers and/or reading and understanding the narrative, the support professionals could guide them through the different chapters (levels) of the labyrinth by reading the literary text and/or clarifying some concepts such as awareness, justice or freedom. Therefore, the game has two formats: a) people can play without professional support if they wish, and b) they can play with professional guidance if they have difficulties moving forward.



The path to autonomy and independent living also includes the involvement of families. This means that players can choose to enter the Labyrinth of Enigmas with their family or friends, as long as people with disabilities choose to play in their company and with their support and advice when they need it.



When professionals (or families) help players to progress through levels, it is recommended that they respect the choices made by people with disabilities. Even if those decisions are wrong. As you can read in the first section "Learning objectives", players need to see their mistakes as opportunities to improve their skills and strengths. In addition, people with disabilities should learn to analyse the consequences of their actions and understand how these affect their situation and surroundings.

THE RULES OF THE GAME: HOW TO GET OUT OF THE LABYRINTH OF ENIGMAS?

The Labyrinth of Enigmas is an interactive story with multiple paths. This means that, depending on the choices made by the players, they will face specific challenges to overcome in order to open the door of the labyrinth. It also implies that people with disabilities can explore alternative ways to gain autonomy and that they can play more than once to discover all the paths that lead them to freedom.

The door of the labyrinth

First, the players (or their support professionals) read the presentation of the Labyrinth of Enigmas. This brief introduction presents the objectives of the game and points out that people with disabilities have rights. And with these rights, they can make decisions. Decisions that their environment should respect. In fact, it is by making decisions that they will overcome the challenges. Only in this way will they be able to get out of the labyrinth. Then,



if the players have understood the introduction, they can enter the labyrinth and explore the path to independence, to freedom. On the other hand, if the players have great difficulty in understanding the instructions, even if they are easy to read, their support professionals or their families could use additional pictograms or communication systems to clarify the most complex points. Once the door is open, the adventure begins!

Power cards

Once any doubts have been resolved, players must choose 3 cards of power. Before doing so, however, it is advisable to read the short description of each card in order to make an appropriate choice. This part of the game encourages players to think about their skills, preferences and personal traits.

Above all, people with disabilities should think - because they need to know - which characteristics define their personality. If professionals or families support them throughout the game, they could use questions to encourage this reflection on how they would describe themselves.

Guardians, counsellors and challenges... Behind the plot of the Labyrinth of Enigmas



The game has 5 different chapters or levels in which the players will find the corresponding guardians of the Labyrinth of Enigmas. These guardians, at least some of them, symbolise the fundamental rights of people with disabilities. And their mission is to teach the players some lessons about these rights and how to exercise them through their choices. For example, the Guardian of Liberty will teach players that they can choose where they live or what goals they can pursue. In any case, the Guardians will propose a series of challenges to people with disabilities. And the players have to overcome them.



In some chapters, people will have support to solve the enigmas and overcome the challenges proposed by the guardians. They will find the help and advice they need in the Source of Rights, a book where both players and their families or support professionals can clarify doubts about human rights and the decision-making process. This book will guide them throughout the game. Remember that the Source of Rights also summarises the content and guidelines of the Convention on the Rights of Persons with Disabilities.



Note that after overcoming a challenge, players gain Freedom Points. These points show the knowledge people have acquired about their human rights and the decision-making process. This is necessary to improve their autonomy. Throughout the chapters, players will be reminded that if they want to open the Big Door and get out of the labyrinth, they need to collect Freedom Points. It is important to note that these points are awarded by the guardians if the players choose the right option (by pressing the appropriate button). Specifically, persons with disabilities must collect 25 Freedom Points to get out of the Labyrinth.



In fact, in the 5th chapter or level, after solving the enigma proposed by the last guardian (a monster), the players will have to move the rocks blocking the exit... the Big Door. They must drink a potion to move these enormous and heavy stones. In front of the door, however, they will find the Key of Decision. It has a soul and can speak. The Key of Decision will ask the player how many points they have accumulated. If they do not have 25 Freedom Points, they will not be able to get out of the Labyrinth of Enigmas.



Finally, after giving the 25 Freedom Points to the Key of Decision, the players will be able to get out of the labyrinth. They will find a portal that, if pressed, will take them to another section where the Power Cards are described. At the beginning of the game, people with disabilities selected 3 of them and used them to overcome some of the challenges of the labyrinth. Now they can look for their Power Cards and discover their meanings. After using them, the players have shown that they have these personality traits that they appreciate.



For more information, visit our website:

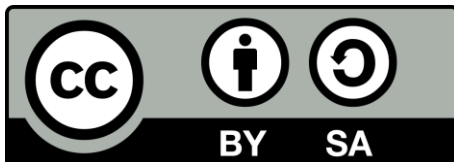
<http://decider-project.eu/>

Contact: zg@psouu.org.pl

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