ID HEALTH
digital health literacy

R2.2 TRAINING SCHEME

This Training Scheme, developed within the ID-HEALTH project, outlines a structured educational pathway designed to enhance digital health literacy among adults with intellectual disabilities. It provides a modular framework consisting of four key areas: health literacy and self-management, basic digital skills, accessing digital health services, and use of digital health tools.

The scheme includes learning outcomes, methodological guidelines, and adaptable content to support inclusive and learner-centered training. It also emphasizes collaboration with caregivers and support networks, ensuring continuity of learning and promoting greater autonomy in managing health through digital tools.

Training
Methodology
WP2

Index

Introduction

This document aims at developing a Training Methodology for increasing the awareness and competences of People with Intellectual Disabilities (PID) about Digital Health Literacy, and it is part of **Act 2.2** (Design and Production of the Training Methodology) of the ID-Health Project.

The work on this methodology should start by taking into account the main findings of the previous phase of the project, namely the **Collaborative Actions with PID** (A2.1). These sessions were meant to involve final users to better address their needs related to the implementation of digital health skills.

The following key areas summarize the main findings:

Health Awareness & Self-Management:

- PIDs recognize health's importance but struggle with medical navigation, understanding prescriptions, and maintaining health records.

- There is a need for accessible medical communication, structured education, and user-friendly resources to enhance autonomy.

Role of Support Systems:

- Family and professional caregivers play a crucial role in medical decision-making and self-care support.

- Strategies like digital literacy training and structured interventions can help increase independence.

Digital Health Literacy & Usage:

- Engagement with digital health tools remains low due to usability challenges, lack of training, and difficulty interpreting health information.

- Many rely on Google for health inquiries but struggle to verify information accuracy.

Barriers to Digital Health Accessibility:

- Challenges include complex navigation, lack of accessibility features, insufficient training, and security concerns.

- Simplified language, visual aids, and intuitive digital tools are essential for better accessibility.

Best Learning Approaches:

- PIDs prefer interactive, visually engaging, and practical learning methods, such as instructional videos, gamification, and real-life simulations.

- Structured guidance, accessibility features, and repetition enhance learning effectiveness.

The training methodology will address the areas mentioned above within a **general framework** that includes: the didactic model of the training, the learning objectives, competencies, contents, target groups, technical requirements and guidelines for assessment. These elements will then be further elaborated through the **Digital Health Training Activities**.

General Framework

Definition of the Training Approach

The training methodology should be inclusive, accessible and adaptable to meet the different needs of people with intellectual disabilities. It should include:

- **Blended learning approach**: A mix of materials suitable for independent fruition and structured activities with trainers.

- **Experiential learning**: Hands-on practice with Digital Health tools in real-life scenarios.

- **Repetitive and structured learning**: Reinforcement through simple instructions, step-by-step guidance, and frequent practice.

- **Visual and interactive methods**: Use of videos, pictograms, gamification, and interactive exercises.

- **Support from caregivers and professionals**: Training should involve caregivers, family members, and healthcare providers for sustained learning.

- **Accessible learning materials**: Ensuring materials are accessible to various cognitive abilities.

Learning objectives

1. Improving health literacy and awareness about health self-management

- Understand key health concepts such as medication management, nutrition, and exercise.
- Acquire more knowledge about the most common disorders among PID.
- Recognize early signs of common health conditions and when to seek help.
- Learn how to interpret basic health data (e.g., weight, blood pressure, heart rate)
- Develop routines for managing chronic conditions

2. Developing Digital Literacy

- Basic smartphone/tablet/PC navigation skills.
- Learn to download, install, and update health-related apps.
- Use of accessibility features (e.g., voice assistants, screen readers, simple interfaces).

3. Understanding Digital Health Basics

- Define Digital Health and its role in personal health management.
- Identify different Digital Health tools (e.g., mobile apps, wearable devices, telehealth services).
- Recognize the benefits of using Digital Health for managing personal health.

4. Using Digital Health Tools for Self-Management

- Keep track of personal health information (e.g., blood pressure, glucose levels, medication reminders).
- Access and understand digital health records.
- Set up and manage appointments with healthcare providers.
- Use of digital tools to improve lifestyle habits (e.g., healthy diet, hydration levels, exercise monitoring)
- Facilitate medical communication with the support of digital health tools

5. Building Confidence and Autonomy

- Recognize when to use Digital Health tools for self-management.
- Identify trusted sources of online health information.
- Be independent in communicating with healthcare providers.
- Develop problem-solving skills for common digital health issues (technical, usability-related, or related to digital literacy).

6. Privacy, Safety, and Ethical Use of Digital Health

- Understand the importance of protecting personal health information.
- Learn how to set passwords and enable security features.
- Recognize common online health scams and misinformation.

7. Improving communication with Caregivers and Support Networks through digital tools

- Practice communicating health needs using digital tools.
- Learn how to share health data with caregivers and doctors responsibly.
- Understand when and how to seek help with Digital Health technology.

Competencies to Acquire

Objective 1. Improving health literacy and awareness about health self-management

- Awareness of how lifestyle choices impact overall health.
- Ability to recognize symptoms that require medical attention.
- Understanding of how to track and respond to changes in personal health data.
- Skills in setting up medication reminders and self-care routines

Objective 2. Developing Digital Literacy

- Ability to use digital devices
- Understanding how to safely download and update apps
- Ability in managing personal accounts
- Confidence in using accessibility features

Objective 3. Understanding Digital Health Basics

- Understanding the purpose and importance of Digital Health in everyday life.
- Familiarity with different types of Digital Health tools, platforms and their functions.
- Awareness of how Digital Health can improve monitoring, communication, and overall well-being.

Objective 4. Using Digital Health Tools for Self-Management

- Awareness about the available digital health devices and how to use them.
- Ability to enter and update personal health data in health-tracking apps.
- Competence in reading and interpreting simple health data.

Objective 5. Building Confidence and Autonomy

- Ability to independently use health apps for routine self-care tasks.
- Critical thinking skills for evaluating reliable health resources.
- Problem-solving strategies for common technical issues.
- Confidence in booking and attending health appointments independently.

Objective 6. Privacy, Safety, and Ethical Use of Digital Health

- Awareness of how to keep personal health data secure.
- Understanding how and with whom to safely share personal health information
- Ability to create and manage secure passwords.
- Knowledge of how to identify and avoid online frauds or misleading health information.
- Understanding personal responsibility in spreading health information.

Objective 7. Improving communication with Caregivers and Support Networks through digital tools

- Skills in using messaging, video calls, and apps to communicate with caregivers.
- Confidence in sharing health-related data with healthcare professionals.
- Awareness of how to seek assistance when facing difficulties with technology.

Target Groups

- **Primary Users**: Individuals with mild to moderate intellectual disabilities who can benefit from Digital Health tools.

- **Caregivers and Family Members**: To assist users and reinforce training in daily life.

- **Professionals**: To guide users in adopting and integrating Digital Health tools into care routines.

Indirect Beneficiaries

- **Healthcare providers**

- **Social Support System** (social workers, associations)

Technical Requirements

The training program requires a number of technical elements to be implemented correctly. These include:

- **Devices**: Smartphones, tablets, smart wearables or other digital health devices (e.g., scale, blood pressure monitor, thermometer).

- **Internet Access**: Stable connection to access online learning platform and app updates.

- **Software & Apps**: A list of simple, user-friendly health apps with intuitive interfaces and voice-guided features will be provided.

- **Accessibility Features**: Knowledge about accessibility options (software options, screen readers, voice commands, pictograms, etc.)

- **Training Materials**: Printable guides, interactive activities, videos, ppts, and gamified learning modules.

Guidelines for Assessment

A **multimodal assessment approach** should be used, considering different cognitive abilities and learning paces:

Assessment Methods

- **Observation & Practical Demonstration**: Trainers and caregivers observe users completing Digital Health tasks.

- **Checklists & Self-Assessment**: Simple checklists to track progress in app usage and health management tasks.

- **Scenario-Based Testing**: Simulated real-life situations where users apply their skills.

- **Caregiver & Trainer Feedback**: Periodic feedback from caregivers and trainers on user engagement and progress.

- **User Satisfaction Surveys**: Simple, accessible surveys (using emojis, symbols or pictograms) to evaluate comfort and confidence with Digital Health tools.

Training Contents

The course is structured into four main modules, each including a variety of training activities. A description of each module is provided below.

MODULE 1. Health Self-Management.

This module focuses on building awareness and practical skills related to managing personal health, especially for people with intellectual disabilities. Participants will learn what it means to take care of their own health and how to use digital tools—such as websites, apps, and online platforms—to support their well-being.
The module introduces common primary and secondary health conditions that may affect people with intellectual disabilities and highlights the importance of daily health routines, self-monitoring, and communication with healthcare providers. Alongside this, participants will develop both health literacy and general digital health literacy skills. They will learn to understand basic health information and become familiar with key concepts related to digital health.
Through guided activities and easy-to-use materials, the module helps participants take an active role in managing their health and understand how digital technology can support them in this process.

MODULE 2. Basic Digital Skills.

This module introduces participants to the fundamentals of digital literacy, starting with what digital literacy means and how digital devices -such as smartphones, tablets, and computers - can be used in daily life. Participants will explore the different ways these tools can help with communication, information access, and everyday tasks.
They will learn how to safely surf the internet, including how to search for information using tools like Google, ChatGPT, or voice assistants, and how to recognize reliable sources. The module also covers the safe use of e-mail accounts: how to log in, read, send, and delete e-mails, and how to follow safety tips to avoid scams or unwanted messages.
Additionally, participants will be guided in downloading, using, and deleting mobile applications that can support daily activities. They will learn where to find apps, how to install and open them, and how to manage them on their devices. Throughout the module, simple explanations and practical exercises will help build confidence in using digital tools effectively and safely.

MODULE 3. What is Digital Health Literacy.

This module introduces participants to the concept of digital health literacy and helps them develop the skills needed to navigate digital health systems with greater independence. Participants will learn how to manage their personal digital health profiles, access online services, contact health centers, book medical appointments, and understand how to order or purchase medicines online.

They will also explore how to find and use health information on the internet in a safe and effective way. The module guides them in identifying trustworthy websites and digital platforms, searching for health information that is relevant to their own needs and conditions, and using tools such as online health catalogues.

Through practical exercises and accessible resources, participants will gain confidence in using digital technologies to support their health and make informed decisions about their care.

MODULE 4. Digital Health media for PID.

This module focuses on using digital health tools -such as mobile apps and online platforms- to support different aspects of personal health and well-being. Participants will learn how these tools can help with prevention and self-diagnosis, such as checking symptoms and receiving health reminders. They will explore how to monitor their physical health, including tracking activity levels, sleep, or other health indicators.

The module also introduces digital resources for supporting mental health, such as apps that promote emotional well-being, relaxation, or mood tracking. In addition, participants will discover how digital tools can support healthier lifestyles by encouraging good habits like regular exercise, balanced nutrition, and rest.

Finally, the module will show how to use digital tools to communicate more easily with support networks, including caregivers, family members, and health professionals. Through practical examples and accessible training, participants will gain confidence in using digital media to support their overall health and stay connected with those who help them.

The topics presented in the modules will be developed through specific training activities, defined as Digital Health Training Activities.

Digital Health Training Activities

The course modules include a set of **Digital Health Training Activities** (**DHTAs**) designed to address the main topics outlined above. These activities are designed to help individuals develop the skills and confidence needed to use digital health tools for managing their health effectively. They can range from hands-on workshops to interactive e-learning units and are particularly valuable for individuals with intellectual disabilities, who may need structured guidance and accessible learning methods.

DHTAs will include the following activities:
- **Group Dynamics**. Relevant health areas and best practices; How Digital Health Tools can support self-management within each health area.

- **Knowledge** about affordable **Digital Health Tools** applicable to each health care area and guidelines for their use (using training materials developed in WP3)

- **Real use** of at least one Digital Health Tool and sharing the health data and/or experiences with other people, like relatives, health & care professionals, etc. or other trainees that will give feedback.

Contents structure

The Digital Health Training Activities (DHTAs) are organized according to the course modules as follows:

MODULE 1: Health Self-Management

- DHTA 1: Awareness about health self-management and the main primary and secondary health conditions affecting people with intellectual disabilities.

- DHTA 3: Health literacy, digital health literacy and the use of digital health tools such as the internet and apps.

MODULE 2: Basic Digital Skills

- DHTA 2: Development of basic digital literacy skills.

MODULE 3: What is Digital Health Literacy

- DHTA 4: Navigating digital health systems, including managing digital user profiles, contacting health centers, booking appointments, and purchasing medicines (this activity requires specific adaptation by each country or partner).

- DHTA 5: Using health information from the internet, focusing on identifying reliable sources, searching for information relevant to individual needs and health conditions, and learning how to use health catalogues.

MODULE 4: Digital Health Media for PID

- DHTA 6 to DHTA 10: Training in using digital health tools (e.g., apps) for various purposes:

    - DHTA 6: Prevention and self-diagnosis

    - DHTA 7: Monitoring physical health conditions

    - DHTA 8: Monitoring mental health conditions

    - DHTA 9: Promoting healthier lifestyles

    - DHTA 10: Communication with support persons

DHTAs Development

Each DHTA contains a theoretical framework, objectives, competencies, training contents, content of the activities and materials required.

General Structure and Types of Activities.

This training program is based on a **dynamic, participatory, and flexible learning model**, tailored to the needs of people with mild to moderate intellectual disabilities. Sessions are designed to maintain attention, promote engagement, and ensure comprehension through **short, varied activity blocks** that combine theory with practice.

Session Flow

Each session will follow a similar structure (with small variations according to the topic):

1. **Icebreaker**
   The session begins with a brief, inclusive activity that helps participants get to know each other and feel comfortable. Icebreakers can also be used to introduce the session theme by prompting personal reflection (e.g., "What can I do for my own health?").

2. **Audiovisual Introduction to the Topic**
   The session's core topic is presented using accessible materials such as **videos**, **Canva slides**, **flipcharts**, or **animated presentations**. It is recommended to focus on real-life examples and relatable stories, avoiding abstract explanations. Repetition of images or examples from previous sessions is encouraged to support memory and recognition.

3. **Guided Group Discussion**
   After introducing the topic, trainers should encourage an **open discussion,** where participants can share experiences and express what health-related information they would like to explore. This step strengthens personal connection to the topic and increases motivation.

4. **Practical Activities (Learning by Doing)**
   This training offers a variety of hands-on, interactive tasks that allow participants to apply what they have learned. Examples include:

   o **Digital games or quizzes** (e.g., Genially, Kahoot)

- o **Role-playing scenarios** in pairs or small groups (e.g., using a health app, asking for help, rejecting unsafe information)

- o **Serious games** in either digital or board game format (e.g., symptom-matching, card games)

- o **Individual simulations** with digital devices (e.g., using a step counter, mood tracker, or health monitoring app)

- o **Peer-to-peer tasks**, promoting mutual support and shared learning

These activities are all aimed at improving **digital health literacy**, including how to search for health information, use keywords effectively, evaluate sources, and recognize trustworthy websites (e.g., official health databases like WHO or national health portals).

It is important to provide **analog alternatives** (e.g., paper-based tools, post-its, visual cards) to ensure accessibility for participants who are less comfortable with digital formats.

5. **Knowledge Sharing and Reflection**
   It is recommended to include structured moments for participants to exchange experiences, reflect on what they've learned, and connect new information to existing habits or routines. This supports long-term learning and habit formation.

6. **Reinforcement Through Repetition**
   Key messages are reinforced using **short quizzes or game-based review activities**, reusing familiar visuals or examples to support memory and create a sense of achievement.

7. **Session Evaluation**
   Each session should be closed with a brief evaluation (4–5 questions) to assess participants' understanding and gather feedback. Evaluations may be verbal, visual, or digital depending on the group's abilities.

Trainer Tips

- Adapt the **pace** and **complexity** of each session based on the group's rhythm and response.
- Ensure all materials are **easy-to-read**, **visually attractive**, and **inclusive**.
- Use consistent **visual cues and repetition** across sessions to reinforce learning.
- Encourage **ongoing participation**, **sharing of personal experiences**, and **positive reinforcement**.

Target Participants and Group Structure.

This training program is intended primarily for individuals with **mild to moderate intellectual disabilities** and follows a **Design for All** approach to ensure accessibility and inclusiveness for all learners. To support effective learning, the sessions should be delivered in **small group formats**, ideally with **4 to 8 participants per trainer**, and a recommended **maximum of 12 participants per group**. Smaller sub-groups of up to 4 people may be formed for specific tasks involving shared tools or similar interests.

Whenever possible, the **active involvement of family members, caregivers, or support professionals** is encouraged. Their presence can enhance learning by providing emotional support, helping with the navigation of digital tools, and reinforcing key concepts throughout the training.

Participation Formats

A variety of participation formats should be offered to match the learners' needs and promote engagement:

- **Individual activities** with guided support

- **Paired or small group tasks** (2–3 participants)

- **Whole-group activities** such as role-playing, structured discussions, games, and collaborative reflection exercises

These diverse formats help accommodate different support levels, learning paces, and communication styles. They also foster social interaction, peer learning, and the sharing of personal experiences and good practices.

Use of Tools and Adaptations

Participants should be encouraged to use **digital tools and devices** (e.g., smartphones, tablets, apps, or wearable health monitors) that are tailored to their individual needs and capacities. For example, one participant may use a step counter, while another might use a mood-tracking app. In group settings, participants may work collaboratively with the same tool to build confidence and shared understanding.

Where needed, **non-digital alternatives**—such as paper-based materials, cards, or physical tokens—should be provided to ensure full participation and comfort with the activities.

Learning Evaluation System

The evaluation in this training program is conceived as a **continuous, practical, and adapted process**, focused on **assessing the learning journey** of each participant, rather than only final outcomes. The main goal is to recognize progress, identify support needs, and build confidence in using digital health tools.

To achieve this, two main tools will be used:

- **Trainer's Checklist (external evaluation):** A structured tool that allows trainers to observe and record each participant's performance during practical tasks, paying attention to autonomy, comprehension, and correct use of devices and applications. *(Detailed description provided in the annex).*
- **Simplified Checklist for Participants (self-evaluation):** Designed in easy-to-read format, accessible and visual (using icons, colors, or emojis), this tool allows participants to assess their own experience and satisfaction, understanding, and confidence in the activity worked on.

Additionally, evaluation will be complemented by **trainer observations during each session** and the **participants demonstrated skills** in practical activities.

It is recommended that these tools be used **at the end of each session or content block**, in a brief, participatory manner, as part of the session's closure.

DHTA1 - Awareness about health self-management. Main primary and secondary health conditions affecting PID.

SUBJECT:

1. **Awareness about health self-knowledge**
   a. What does self-knowledge mean?
   b. Why is it important to have good self-knowledge of our health?
   c. How can we improve it?
2. **Main primary and secondary health conditions *affecting PID***
   a. What are the main general health conditions that we should know about?
   b. Main health conditions associated with intellectual disability
   c. Why is self-knowledge particularly important when managing these health conditions?
3. **Health self-management**
   a. What does self-management mean?
   b. What can I do to self-manage my health?
   c. Knowing yourself, making decisions, taking responsibility. Role of support.

THEORETICAL CONTEXT:

Self-awareness is the knowledge of one's own physical and emotional conditions, and it is essential for health and well-being. It involves understanding in order to make informed decisions about health and to manage emotions and behavior.

Self-awareness helps understand the body's signals, identify potential health risks, and adopt healthier behaviors. It also allows us to recognize emotional needs and seek support when needed.

Consequently, **self-knowledge** is a key component of self-care, which involves understanding our own needs. It helps us identify areas where we need to make changes to improve our physical, mental, and emotional health.

Recognizing physical symptoms, limitations, and how different activities, habits or foods affect our body is crucial. This includes being aware of physical fitness level, weight, nutritional and sleep needs, dietary restrictions, etc.

According to international studies people with intellectual disabilities have a higher **prevalence of health problems** than the general public, and their health needs are often unrecognized and unmet. People with intellectual disabilities are also more likely to develop secondary health conditions.

Intellectual disabilities are associated with a wide range of medical conditions that have effects on the person's physical and/or mental health.

Common physical health problems are epilepsy, mobility problems, and sensory problems. Also, obesity, fractures, poor oral health, etc.

Studies reveal that mental health problems are also common among people with intellectual disability. The most prevalent type is problem behaviour.

Generally, people with intellectual disabilities have more health problems than their peers. Many factors, including communication abilities, masking of symptoms, lack of training among health professionals, and absence from generic screening programs—mean that physical or mental health problems may go unrecognized and untreated.

Health self-management refers to the ability of individuals to make decisions and take responsibility for their health and well-being. This involves being proactive in managing daily health and well-being.

World Health Organization defines self-care as the '*ability of individuals, families and communities to promote their own health, prevent disease, maintain health, and cope with illness with or without the support of a health or care worker.*'

Health self-management is not intended to replace the health care system at all but instead provides additional choices and options for healthcare.

In the Intellectual Disability background, self-management represents an important change in the usual way of thinking because it can guide people with intellectual disabilities to be aware and active in managing their health.

Health self-management seeks to empower individuals to make decisions about how to best care for themselves, therefore improving their quality of life.

Consequently, to improve health self-management, it is essential to boost **health literacy** among people with intellectual disabilities, who traditionally have not assumed responsibility for their health, with this responsibility falling primarily on their families and professional support staff.

In this context, we can say that Health self-knowledge and self-management through the improvement of health literacy, empowers PID to proactively manage their health by making informed decisions, seeking appropriate medical care, and taking active steps to improve their overall well-being. This includes being aware of health risks, understanding their medical history, and taking steps to prevent or manage chronic conditions.

OBJECTIVES:

- Increase awareness about self-knowledge, in order to better understand the body's signals and interpret the symptoms.

- Learn what the most common health conditions are to identify how they may affect oneself or others in the immediate environment.

- Improving awareness about health self-management

- Understand the concept and limits of health self-management.

- Learn the importance of being able to self-manage our health and receive adequate training.

COMPETENCES:

- Identify body sensations: Differentiate between "normal" sensations and those that could indicate a problem (e.g., hunger, thirst, tiredness vs. pain, discomfort, fever).

- Identify common symptoms of illness: Learn to recognize signs such as headache, sore throat, cough, fever, nausea, etc.

- Know the main physical health problems: Become familiar with common conditions such as dental, digestive, and respiratory problems, and the importance of hygiene and nutrition.

- Understand the main mental health problems: Recognize signs of anxiety, depression, or stress, and the importance of seeking professional help.

- Make informed decisions about one's own health: Understand the importance of following medical instructions, taking medications correctly, and attending follow-up appointments.

- Actively participate in their care: Promote autonomy in making decisions related to their health, always with appropriate support.

ACTIVITY IMPLEMENTATION:

The activity will be implemented in 3 sessions of 2 hours of duration each.

Each session will cover one of the thematic blocks.

Session 1: Awareness of Health Self-Knowledge

This session introduces participants to the concept of health self-knowledge, encouraging awareness and understanding of their own body and mind. Through interactive activities, videos, personal stories, and group discussions, participants reflect on their health habits and begin to assess their level of self-awareness regarding their well-being. The session includes an engaging icebreaker, a digital checklist game, and ends with a group reflection and a short evaluation to reinforce key concepts. Participants are also given a small take-home task to promote continued curiosity and personal exploration.

Session 2: Main Primary and Secondary Health Conditions Affecting PID

This session introduces participants to common physical and mental health conditions, including those more frequently associated with intellectual disabilities. The session includes a short presentation, a real-life testimony, and two practical activities: one focused on identifying symptoms and another on recognizing emotions using the *Inside Out* characters. Participants are invited to share their experiences, discuss the importance of understanding symptoms, and reflect on emotional well-being. The session ends with a summary of the main points and a brief evaluation to check understanding.

Session 3: Health Self-Management

This session focuses on understanding what health self-management means and how individuals can take an active role in managing their own health. After a brief review of emotional expression through a group icebreaker, participants watch a short presentation and discuss the concept of self-management. Two practical activities help explore how to prepare for a doctor's visit and recognize the role of support networks. The session includes opportunities for group work, reflection, and a short evaluation to reinforce the main ideas covered.

TRAINING CONTENTS:

1. **HEALTH SELF KNOWLEDGE**

- Introduction to the self-knowledge concept.
- Self-knowledge of one's own health.
- How self-knowledge can help improve overall health and well-being.
- Main parts of our body that we should take care of and check periodically.
- Knowing our mind well.

2. **MAIN PRIMARY AND SECONDARY HEALTH CONDITIONS AFFECTING PID**

- Knowing the most common health conditions
- Most common health conditions in people with ID
- Why is it important to know well these health conditions?
- What signals does your body send you? Pain, symptoms, critical points
- Examples of health-related situations: how should I act?
- Emotional health: I learn to recognize and control my emotions
- The importance of mental health: letting myself be helped

3. **HEALTH SELF MANAGEMENT**

- Theoretical content: Introduction to the concept of self-management
- How can we apply self-management to my health?
- Assuming responsibilities and making decisions to improve our well-being
- Examples from our daily lives: practical activities

MATERIALS:

- Attendance list
- Electronic Devices (PC, Tablet, Smartphones, VR glasses, Smartwatches...)
- Projector or screen for viewing videos or presentations
- Paper and pencils for practical activities
- Evaluation checklist for trainer
- Evaluation checklist for participants

DHTA 2. Digital literacy skills

THEORETICAL BACKGROUND:

Digital literacy is a fundamental skill in today's society. It allows us to access information, communicate, manage personal procedures, participate in social life and take care of our health through the use of digital tools such as cell phones, tablets or computers.

The **European Framework of Digital Competences for Citizenship (DigComp)** defines the skills necessary for all individuals to be successful in the digital environment. This framework recognizes 5 key areas:

1. Information and digital literacy
2. Digital communication and collaboration
3. Creation of digital content
4. Digital security
5. Problem solving in digital environments

This topic focuses on the first areas of the framework, adapted to the needs of people with intellectual disabilities, with a practical, accessible and personalized approach.

The **Convention on the Rights of Persons with Disabilities (CRPD)**, approved by the United Nations and ratified by the European Union and many countries, establishes in its **Article 9 (Accessibility)** and **Article 21 (Freedom of expression and access to information)** that:

- Persons with disabilities should have **equal access to information technologies and services**.
- They have the right to **receive information in accessible formats** (such as easy-to-read, pictograms or audio).
- They must be able to **communicate by digital means** in a secure and autonomous manner.

In addition, the European Disability Rights Strategy 2021-2030 actively promotes digital literacy as a way to reduce the digital divide and ensure **full inclusion in the digital society**.

What do we mean by basic digital literacy?

It means teaching and learning to:
- Use digital devices with autonomy: smartphone, tablet, computer.

- Search for information on the Internet in a simple and safe way.
- Use an e-mail account.
- Protect personal data
- Behaving well online
- Use digital accessibility features such as large text or voice assistants.

These skills enable people to access essential services, actively participate in society, maintain social relationships and take better care of their health.

People with intellectual disabilities, like any other, can learn to use technology if they are provided with appropriate support. This involves:

- Use visual materials, easy reading and clear language.
- Teach step by step, repeating without pressure.
- Include family members and support professionals as part of the process.
- Create an environment where trial-and-error is valued and small accomplishments are celebrated.

The trainer has the responsibility to:

- Promote the **right to inclusive digital access**.
- Encourage **autonomy, active participation and confidence**.
- Act as a mediator between the person, the technology and his or her daily context.
- Adapt the contents to the pace and way of learning of each participant.

Digital literacy **is not a luxury, but a necessity and a right**. Learning to use a cell phone or an app not only improves daily life: it also strengthens self-esteem, independence and real inclusion in society.

OBJECTIVES:

- Develop basic smartphone/tablet/PC navigation skills.
- Learn to download, install, and update health-related apps.
- Learn how to use technology in a safe way.
- Use of accessibility features (e.g., voice assistants, screen readers, simple interfaces).

COMPETENCIES:

- Ability to use digital devices
- Understanding of how to safely download and update apps

- Ability in managing personal accounts
- Confidence in using accessibility features

IMPLEMENTATION OF THE ACTIVITY:

The activity will be implemented in 4 sessions of 2:30 hours of duration each.

The activity has been divided into 4 main thematic blocks, one for each session:

Note: Times should be adjusted according to the characteristics of the participants in the group. The estimated times are approximate.

Session 1: Introduction to Digital Literacy

This session provides an overview of digital literacy and introduces participants to common digital devices. Through a short presentation, learners explore key topics such as using the internet, creating an email account, downloading apps, and staying safe online. A group discussion allows participants to reflect on their own experiences, including any challenges they've faced. The session includes hands-on exploration of devices like smartphones, tablets, and smartwatches, along with a short video demonstration. It concludes with a checklist-based evaluation of what was learned and a brief wrap-up.

Session 2: Surfing the Internet

This session introduces participants to basic internet search tools and strategies for finding useful information online. It begins with a brief overview of the session agenda, followed by a group discussion to understand participants' previous experiences and challenges with digital tools. A practical explanation shows how to use search engines, voice assistants, and AI tools on different devices. A short video offers simple tips for finding good information. After the break, participants complete hands-on search activities based on their own interests. The session ends with a short evaluation and positive feedback.

Session 3: Use an Email Account Safely

This session focuses on helping participants access, read, and send emails safely and independently. After reviewing the session agenda, a group discussion invites participants to share their previous experience with email and any difficulties they face. The trainer then provides a step-by-step demonstration on how to access, read, and send emails using a mobile device. A short video reinforces safety tips for using email. Participants then practice

through guided exercises with their own devices. The session concludes with a checklist-based evaluation and a brief closing moment.

Session 4: Install, Use, and Delete Applications (for Daily Life)

This session guides participants through the basic steps of downloading, using, and removing mobile apps. After reviewing the session topics, participants reflect on their previous experience with apps and any support they may need. The trainer gives a step-by-step demonstration on how to find, install, access, and delete apps, with a focus on safety and avoiding in-app risks. A short video provides simple safety tips for using apps, followed by discussion. Participants then complete guided practice activities on their own devices. The session ends with an achievement checklist and a brief closure.

TRAINING CONTENTS:

1. **Introduction of Digital literacy**
   - What is digital literacy?
   - What is a digital device?
   - Uses of the digital devices

2. **Surfing the internet**
   - Access to information search (Google, Chatgpt, Voice assistants…)
   - How to find the information I need
   - Tips for finding good information

3. **Use an e-mail account safely**
   - Access to my e-mail account.
   - How to read my e-mails
   - How to send e-mails
   - How to delete e-mails
   - Tips for using my e-mail safely.

4. **Download, use and delete application (for daily life)**
   - Types of Apps.
   - How and where to download APPs
   - How to find my APP
   - How to delete an APP
   - Tips for using the APPS.

MATERIALS:

- Attendance list
- Electronic Devices (PC, Tablet, Smartphones, VR glasses, Smartwatches...)
- Projector or screen for viewing videos or presentations
- Paper and pencils for practical activities
- Evaluation checklist for trainer
- Evaluation checklist for participants

DHTA 3. Health Literacy and Digital Health Literacy

SUBJECT:

> **PART 1. Health Literacy**
> a. Introduction to the concept of *Health Literacy*
> b. Why is it important to have a good level of *Health Literacy*?

> **PART 2. Digital Health Literacy**
> a. What does *Digital Health Literacy* mean?
> b. How can technologies help us improve our health management?

THEORETICAL CONTEXT:

Health literacy is the ability to access, understand, appraise, and use information and services in ways that promote and maintain good health and well-being. According to the World Health Organization, it represents personal knowledge and competencies accumulated through daily activities, social interactions, and generations. This includes not only the ability to read information – though reading is a fundamental aspect – but also the motivation and skills needed to effectively engage with health information in everyday life.

In today's world, health information is largely found in digital sources, and digital sources are an important part of working with health information. As such, digital health literacy (DHL) has become an essential complementary topic to health literacy. Digital health literacy involves the ability to seek, find, understand, and appraise health information from digital sources and use it to address health problems. As digital platforms are increasingly becoming a primary source of health information, it is crucial to equip individuals, including those with intellectual disabilities, with the skills to navigate digital resources effectively. This includes understanding how to access and assess information and digital sources as a basis for using the acquired knowledge to support health management and the use of digital tools as an aid.

For people with intellectual disabilities (PIDs), health literacy and digital health literacy are equally important; however, there are unique challenges involved. This group often faces barriers, as information is rarely tailored to their needs, and suitable teaching materials are often lacking. The first obstacle is the opportunity to access information, which is essential for empowering personal health decisions and participating in collective health promotion. It is assumed that they face disadvantages due to the existing barriers, but that they could especially benefit from improved health literacy.

Furthering health literacy for PIDs can be achieved through adapted training and appropriate health information, as well as implementing health-promoting education, e.g. at home and in care centers. This course aims to address the above-mentioned challenges by providing accessible learning materials that concentrate on the groundwork for improving health literacy. The primary emphasis is on assessing health information, thereby empowering individuals with intellectual disabilities to make informed health decisions and improve their overall well-being.

OBJECTIVES:

- Introduce the concept of digital health and learn about the existence of digital tools that can help them self-manage their health.

- Provide a general understanding of health literacy and digital health literacy and how they support the improvement of personal health and well-being.

- Encourage students to use digital devices and tools for their health needs.

COMPETENCES:

With this DHTA, individuals should gain competences to:

- Increase health literacy of students to gain autonomy and quality of life, taking greater responsibility for themselves and putting decision-making into practice.

- Have a basic understanding of what health literacy and digital health literacy are, particularly in terms of how they can be used to support their health needs,

- Have an understanding how they can benefit from being able to access information about their own health,

- Get an overview of the different existing digital tools (websites, apps, videos, etc.) for health, the use of which will be explored in depth in the following sessions of the course.

- Increase awareness of barriers for accessing health information they may face

ACTIVITY IMPLEMENTATION:

The DHTA is planned in 2 sessions of approx. 2 hours each, however it should be able to split it into 2 sessions of approx. 1 hour, as one continuous session can be too long for participants.

- The first part can include an icebreaker, the introduction in an animated presentation and a group activity for collecting health topics.

- The second part should then start with a short recollection and repetition by the trainer about what was done in the first part and the health topics gathered. With this one can continue with the participative format, followed by the quiz and the evaluation.

One should allow sufficient time for questions and clarifications. At the behest of the trainer, the training can also be divided up differently than suggested above.

Session 1: Health Literacy

This session introduces the concept of health literacy and its role in managing health effectively. After a short ice breaker to build group interaction, participants briefly review topics from previous sessions. A presentation explains what health literacy means and why it matters. In a participatory activity, learners identify actions that show good health literacy. After the break, they work in small groups to examine a mock patient information leaflet (PIL), learning to spot useful and misleading information. The session ends with a group reflection, a short evaluation quiz, and a closing message.

Session 2: Digital Health Literacy

This session focuses on digital health literacy, aiming to help participants better understand and use digital tools for managing their health. The session begins with a mindfulness exercise to create a relaxed atmosphere. Then, a video or animated presentation introduces the concept of digital health literacy and examples of helpful technologies. Participants work in small groups to evaluate health news stories as real or fake, promoting critical thinking about misinformation. After a coffee break, the group engages in an interactive quiz called Health Millionaire to reinforce learning in a fun way. The session concludes with a group reflection on their digital health skills and setting goals for improvement, followed by a brief evaluation to check understanding.

TRAINING CONTENTS:

1. HEALTH LITERACY

- Theoretical content: Introduction to the concept of health literacy
- Why is it important to me?
- Improve health literacy to achieve greater autonomy.
- Examples from our daily lives.
- Helping myself and other people through health literacy.

2. DIGITAL HEALTH LITERACY

- Analyzing my digital health literacy level
- How can technology help me manage my health?
- Examples of applications or websites for health management

MATERIALS:

- Attendance list
- Electronic Devices (PC, Tablet, Smartphones, VR glasses, Smartwatches…)
- Projector or screen for viewing videos or presentations
- Paper and pencils for practical activities
- Evaluation checklist for trainer
- Evaluation checklist for participants

DHTA 4. Navigating digital health systems. Management of digital users, contact with health centers, appointments, purchasing medicines, etc.

THEORETICAL BACKGROUND:

We live in a society where technology and healthcare are increasingly connected. Many of the procedures that used to be done in person, such as making a doctor's appointment, accessing the results of a blood test or looking for information on treatments, are now done online. This digital transformation in healthcare is a great opportunity, but it can also create barriers for some people if they don't have the skills to use these tools. This is where **digital health literacy** plays a key role.

According to the **European Commission**, equitable access to digital health services is key to promoting inclusion and wellbeing across the population. For this reason, plans such as the **Digital Decade Action Plan 2030** have been established, which seeks to ensure that all people, including those with disabilities, have the digital skills necessary to participate fully in society and access their rights.

In addition, the United Nations **Convention on the Rights of Persons with Disabilities** (CRPD), signed by the European Union and Spain, establishes that people with disabilities have the right to equal access to health information and services. This includes access to information and communication technologies, such as digital health platforms.

Another key aspect is **security and digital rights**. Everyone has the right to have their personal data, especially health data, protected. This is regulated by regulations such as the **General Data Protection Regulation (GDPR)**. It is important for users to understand what data they share, how it is used and what measures they can take to protect their privacy.

Finally, we cannot ignore the growing role of **artificial intelligence (AI)** in healthcare. AI-based tools can help detect diseases, organize medical shifts or personalize treatments. However, their use must also be **ethical, transparent and people-centered**, as indicated in the European Strategy on Artificial Intelligence. It is essential that citizens have basic knowledge to understand how these technologies can influence their health decisions.

In short, to talk about digital health literacy is to talk about rights, inclusion and equity. Ensuring that all people have the necessary skills to move in the digital health world is a matter of social justice.

What is digital health literacy?

Digital health literacy refers to the set of knowledge, skills and attitudes that enable a person to use technological tools to care for and manage their health. This learning includes:

- Operating devices such as cell phones, tablets or computers.
- Search and understand health information on the internet, mobile applications or through artificial intelligence-based technologies.
- Communicate with health centers and health professionals through digital media.
- Use applications oriented to physical, mental, emotional and social health care.
- Protect your digital privacy and know when to ask for help or advice.

It's not just about learning how to use technology, but about understanding how these tools contribute to personal wellness and informed health decision-making.

Why is this learning important for people with intellectual disabilities?

Many individuals with intellectual disabilities may struggle with reading complex instructions, understanding abstract icons, or remembering multiple-step procedures. As a result, they may become more dependent on caregivers or family members, reducing their autonomy and increasing feelings of exclusion or frustration.

Persons with intellectual disabilities, like any other, have the right to:

- Know and understand your health status.
- Make autonomous decisions about their treatment.
- Actively participate in the follow-up of your medical care.
- Use digital tools that enhance their independence and well-being.
- Communicate directly with health services.

To make this possible, it is essential that information and tools are adapted to their cognitive, communicative and learning needs. In line with the principle of universal accessibility, easy-to-understand design criteria, easy reading and visual aids must be applied.

In summary, digital health literacy training, aligned with European frameworks and human rights, not only trains in the use of technologies: it promotes the autonomy, inclusion and well-being of people with intellectual disabilities, ensuring their full participation in the digital society of the 21st century.

OBJECTIVES:

- Understanding of the purpose and importance of Digital Health in everyday life.
- Familiarity with different types of Digital Health tools, platforms and their functions.
- Awareness of how Digital Health can improve monitoring, communication, and overall well-being.

- To reduce dependence on others for basic health-related digital tasks.
- To build confidence and familiarity with interfaces of common health platforms (e.g., regional health portals, e-prescriptions).

COMPETENCIES:

Understanding Digital Health Basics

- Knowledge about digital health tools.
- Recognize different types of Digital Health tools, platforms and their functions.
- Ability to use Digital Health to improve monitoring, communication, and overall well-being.
- Navigating Digital Health Systems. Management of digital users, contact with health centers, appointments, purchasing medicines, etc.

Building Confidence and Autonomy

- Ability to independently use health apps for routine self-care tasks.
- Confidence in booking and attending health appointments independently.

IMPLEMENTATION OF THE ACTIVITY:

The estimated duration of this topic is as follows:

- 4- 5 sessions
- Duration per session: 1 hour and 30 minutes / 2 hours

Note: Times should be adjusted according to the characteristics of the participants in the group. The estimated times are approximate.

Session 1: What is Digital Health?

This session introduces the concept of digital health and its practical uses. Participants begin by discussing how they use their phones in everyday life. Through a presentation and an example video, they learn about tools like apps, websites, wearable devices, and telehealth. A group activity helps organize these tools into categories such as uses and benefits. Participants then reflect on their own use of digital health tools and identify areas they'd like to improve. The session ends with a short quiz and a closing moment.

Session 2.1: Digital Health Tools in Daily Life

This session focuses on using specific digital health tools. After a brief introduction, participants explore public health apps like *MiSalud* or the *Fascicolo Sanitario*, learning how to view prescriptions or make appointments. Next, they practice using reminder apps to help manage medication. The session also introduces medical video calls, including a role-play activity to practice in pairs. The session emphasizes hands-on learning, supported by short videos and step-by-step demonstrations.

Session 2.2: Digital Health Tools in Daily Life

This session continues the exploration of digital tools. Participants learn how to search for medicines online and locate open pharmacies. They also explore wearable devices like smartwatches or fitness bracelets, with demonstrations and guided practice. In a follow-up activity, participants connect healthy habits with technological use. The session also introduces conversational AI tools like ChatGPT, with group Q&A activity. It closes with a personal reflection and a brief review of the tools explored.

Session 3: Security and Rights in Digital Health

This session focuses on digital safety and understanding personal rights. Participants learn about safe and unsafe behaviors through a card-sorting game and reflect on good digital habits. They then explore digital rights (such as the right to help and the right to privacy) through video, group discussion, and scenario-based activities. Participants complete a personal rights card identifying what rights matter most to them and how they can protect them. The session ends with a brief evaluation activity.

Session 4: Support Needs and Best Practices

This session emphasizes the role of support in using digital health tools. Participants discuss their experiences with digital health challenges and support. A video introduces the value of having support from others. In a peer seminar, participants, families, and professionals share what tools they use and what helped them. A collaborative activity creates a "Support

Decalogue," collecting advice and drawings about useful support. The session ends with a brief evaluation and reflection on the support received.

TRAINING CONTENTS:

- Introduction to the Topic Block: What is Digital Health?
- Health Digital tools
    - Public System Health Apps
    - Digital Reminder Apps
    - Videoconference
    - Apps to buy medicines or health products
    - Digital devices to take care of our health
    - Conversational AI: Using ChatGPT, Gemini or other assistants for digital health

- Digital health security and rights
    - Security, protection and personal integrity in eHealth
    - My digital health rights
- How can other people support me?
- Best Practices on Digital Health Literacy

MATERIALS:

- Cell phones or tablets with internet.
- Projector or screen to show Canva videos and presentations.
- Presentation of contents / Videos in easy-to-read format.
- Printed or digital manual for trainers that includes the evaluation system.
- Memory or board games with app icons.
- Access to real apps
- Evaluation checklist for participants.
- Evaluation checklist for the trainer.

DHTA 5 - Using health information from the internet: identification of reliable sources, looking for information applicable to their needs and health conditions

THEORETICAL CONTEXT:

In today's digital age, the internet offers a vast amount of health-related information. The availability of this extensive information can be beneficial as individuals can access information on their own. But at the same time, this can also be overwhelming and difficult to navigate, especially since not all the information presented is of the same quality.

For individuals with intellectual disabilities (PIDs), navigating this wealth of information to find reliable and relevant content is also crucial, but due to that a lot of information is not adapted to their needs, it can be especially difficult. When encountering numerous sources of health information online, it becomes essential to distinguish and select those that are trustworthy and applicable.

To address this need, certain criteria can be utilized to evaluate the reliability of online health resources. As there is the notable gap in resources specifically tailored for the needs of PIDs, they have a need for strategies to identify credible information. Key criteria to evaluate sources may include the credibility of the author or organization, if the source is endorsed by reputable health institutions or if it is not sponsored but independent content and more.

In this course the aim is to provide PIDs with the means to select and choose health information from the internet and recognizing reliable source. The course should teach the necessary criteria in an accessible way and tailored to the needs of the target group.

Additionally, to aid this process, the ID-Health project has developed a curated catalogue, which serves as a valuable resource for PIDs. This curated list provides vetted health information and resources, helping individuals identify content tailored to their unique health conditions and information needs. In the course this catalogue will be presented and explained.

OBJECTIVES:

- Provide criteria for selecting and using health information tailored to PIDs
- Enhance the ability to evaluate online health information
- Present and utilize the ID-Health curated catalogue

COMPETENCES:

With this DHTA participants:

- should be able to distinguish between credible and non-credible online health information
- can apply the taught criteria in real-world scenarios
- know and can make use of the curated catalogue for searching health information

ACTIVITY IMPLEMENTATION:

The DHTA is planned as two units. The first unit is planned as one session of approx. 90 Minutes, the second unit of one session of approx. 1 hour. If necessary, the sessions can be divided further to accommodate shorter sessions. This would necessitate reminders about the previous sessions.

One should allow sufficient time for questions, clarifications and breaks. At the best of the trainer, the training can also be divided up differently than suggested.

The types of activities suggested in the sessions are as follows.

Session 1. What to select: Criteria for identifying reliable health information
- *Icebreaker activity*: The session should begin with an icebreaker as a motivational phase to engage the participants and for the group to come together. An app, like a short game or physical activity (e.g. dancing, yoga etc.) can be used. The icebreaker should lead into a health information related question, e.g. I want to improve my fitness to be better at dancing, how do I know which information is trustworthy?

- *Group exercise:* As a first exercise, participants should use devices provided or their own to search for health information and select them about a health topic of interest. In a group discussion, the reasons for selecting those results should be discussed: What did they look for, why did they choose the result, do they think the result is trustworthy, why or why not etc.?

- *Presentation:* In the next step, criteria for selecting reliable information and sources should be presented. The criteria should be connected to real-life examples and stories and presented in a suitable form, e.g. via pictures or animations. If possible, one should form mnemonic sentences for the main criteria. Concrete pictures and everyday life examples should be used to break down abstract concepts and make them relatable.

- *Quiz/Game:* To strengthen the criteria, a quiz or game on these criteria should be played. The focus here is on repetition and recognition. The quiz/game should be based on the specific images and the examples used in the presentation to achieve a recognition effect and support positive reinforcement.

- *Conclusion/Evaluation:* In a concluding discussion the participants are encouraged to talk about what they learned, collect their thoughts and what they might change about selecting information sources. Additionally, some short questions should be posed about the course and their experience, to evaluate the course.

Session 2. The ID-health catalogue: navigation and usage
- *Icebreaker:* The session should begin with an icebreaker as a motivational phase to engage the participants and for the group to come together. An app, like a short game or physical activity (e.g. dancing, yoga etc.) can be used.

- *Presentation:* The trainer should present the catalogue in a suitable and understandable way. The framework should be a story and examples from everyday life, as to why a reliable and accessible source for health information can help. The presentation of the catalogue itself should employ animations and pictures to show the main parts of the catalogue, e.g. Zooming in on certain parts, highlighting features.

- *Using the catalogue:* The participants should use provided or their own devices to use the catalogue themselves. Under the guidance of the trainer, a sample topic should be used, along with an example of when and why one would search and select a health information resource or app for that topic. They should discuss the results. If possible, the topic of research can be suggested by the participants.

- *Conclusion/Evaluation:* In a concluding discussion the participants are encouraged to talk about what they learned, collect their thoughts and share their experience with the catalogue. Additionally, some short questions should be posed about the course and their experience, to evaluate the course.

TRAINING CONTENTS:

- Theoretical content: criteria for selecting reliable information and sources, content of the ID health catalogue
- Daily life examples: why or when might the catalogue be helpful?
- Improvement of digital literacy and health literacy
- Usage of digital devices

MATERIALS:

- Powerpoint presentation/ flipcharts
- Kahoot app
- Beamer
- Laptops/ tablets/ smartphones

DHTA 6 - Training on the use of Digital Health Tools (e.g., Apps) for prevention and recognizing symptoms.

THEORETICAL CONTEXT:

Digital technologies offer valuable opportunities for improving health education, prevention, and access to care, especially for people with intellectual disabilities, who often face barriers in navigating traditional healthcare systems. Digital health tools—such as apps for symptom tracking, reminders, or prevention tips—can support users in monitoring their well-being, recognizing early warning signs, and making effective decisions.

For people with intellectual disabilities, **learning to use these tools in an accessible and supported way** can foster greater autonomy and a stronger sense of control over their own health. This contributes to more active participation in self-care and in communication with healthcare professionals.

At the same time, it is important to raise awareness of **potential risks**, such as the **tendency to rely on unverified online sources or non-professional advice for self-diagnosis**, which may lead to confusion, anxiety, or avoidable health risks. The training encourages **guided, informed, and safe use of digital tools**, helping participants recognize useful apps, understand basic health information, and know when and how to seek professional support.

When designed in an accessible and guided way, these tools help users manage daily health tasks, understand their symptoms, and communicate more effectively with healthcare professionals. They can also reduce anxiety related to medical appointments and foster greater social participation and engagement. By integrating these technologies into everyday life, individuals can strengthen their ability to take care of themselves and improve their overall well-being.

OBJECTIVES:

- Promote awareness of one's own health status and daily well-being with the support of digital tools.
- Encourage the correct use of digital tools (such as symptom checkers, prevention apps, or reminder systems) to support health-related decisions.
- Help participants understand the importance of prevention and early recognition of symptoms, reducing the risk of delayed or incorrect responses to health problems.
- Foster the ability to distinguish between reliable and unreliable sources of health information, discouraging self-diagnosis based on the internet or hearsay.

- Supporting the understanding of the advantages of digital tools regarding prevention and early recognition of symptoms.
- Strengthening autonomy and self-confidence in using technology, enhancing participants' active role in managing their health.
- Involve caregivers or family members in a supportive role, to ensure continuity of learning and use in everyday life.

COMPETENCES:

This training activity is designed to develop key competences that go beyond basic technical skills, focusing instead on **awareness and understanding** of the usefulness of digital health apps. Participants will be supported in recognizing how these tools can help them take care of their health in everyday situations.

The training aims to foster:

- **Awareness of the value of digital health tools** as support for prevention, symptom monitoring, and self-care.

- **Understanding of how and when to use digital health tools**, including the steps needed to open, navigate, and interact with simple digital functions (e.g., selecting symptoms, receiving suggestions, setting reminders).

- **Confidence in integrating digital tools into daily health routines**, reinforcing the idea that these technologies can assist—not replace—real-life communication with caregivers or health professionals.

- **Empowerment in personal health management**, helping participants feel more in control of their well-being and capable of making informed decisions, with support when needed.

These competences are crucial for promoting **active participation**, reducing dependency in routine health matters, and building a more inclusive and health-aware digital culture for individuals with intellectual disabilities.

ACTIVITY IMPLEMENTATION:

- **Duration**: 2 sessions of 90-120 minutes each.
- **Location**: in a familiar, accessible environment such as a community center or educational workshop room.
- **Steps of the activity**:

Session 1: Introduction to the Topic and Demonstration

In this session, the focus is on getting to know the tools and getting a first demonstration. The activity will start with an interactive storytelling about "how I feel today" guided by the trainer.

Participants will start getting familiar with some digital health tools selected for this activity. They will see some examples and demonstrations.

Trainers will guide participants step by step through the selected apps. Key actions such as opening the app, selecting symptoms or options, listening to audio feedback (if available), and reading visual cues will be explored in a safe, non-judgmental setting.
Caregivers or support persons may be present to assist and reinforce learning. The session promotes familiarity and confidence in basic interaction with digital health apps.

Session 2: Simulation and Role-Play with App-Based Scenarios
The second session is designed to focus on practicing with tools and learning how to use them in daily life, learning through interactive simulations and role-play. Participants will first practice with the selected apps in pairs or individually with caregivers. After that, participants will work in small groups to act out everyday health scenarios—such as "I have a stomachache" or "I feel very tired"—and use the app to decide what to do.
Trainers will present simple scripts or situations using cards or images, and participants will take turns using the app to find advice or choose an action (e.g., rest, drink water, tell a caregiver).
The goal is to strengthen decision-making skills and build confidence in applying what they have learned in realistic situations. Group reflection at the end will reinforce key messages and celebrate each participant's progress.

TRAINING CONTENTS:

1. Identifying basic symptoms and linking them with app functions.
2. Overview of health-related apps for prevention and symptom recognition.
3. Analysis of the characteristics of each app, based on practical use.
4. Understanding the pros and cons of each app.
5. Safety, privacy, and asking for help when needed.

MATERIALS:

- Tablets or smartphones (one per participant or pair).
- Projector or large screen for group demonstration.
- Printed cards with symptoms and app icons.
- Simplified instruction sheets with images and keywords.

DHTA 7: Training on the use of Digital Health Tools (e.g. apps) for monitoring my physical health condition

THEORETICAL CONTEXT:

Today it is possible to collect and evaluate various data on the physical condition of my body with the help of digital instruments. For example, fitness trackers and smartwatches record body and activity data during sport and other exercise. The recorded data can then be analyzed with a fitness app to keep an eye on the level of activity and fitness. In addition, digital health applications can be used to document the course of one's physical state to get an overview of our own health or to provide data for the physician.

There are also devices that are designed for diseases such as diabetes. A sensor embedded in the skin can continuously monitor blood sugar, send the data to a smartphone or smartwatch so that the values can be used to dose insulin and trigger an alarm in the event of critical values. It is also possible, for example, to combine digital scales with an app to monitor your own weight or body mass index.

OBJECTIVES:

- Knowledge about which data is important to monitor my state of health
- Basic knowledge of standard values regarding weight, heartrate, etc.
- Ability to select suitable devices or apps for monitoring the state of health/ physical condition
- Confident handling of digital devices for monitoring physical health
- Expand digital health literacy and develop a better understanding of the use of digital health applications.

COMPETENCES:

- Ability to use digital devices
- Ability to understand physical conditions and measured values
- Understand which data an app requires
- Ability to make the necessary settings in the app
- Understanding of when to ask for support

ACTIVITY IMPLEMENTATION:

Two sessions of 90 min.

Session 1: Different devices and their benefit

- Introduction of trainer and the course, icebreaker activity if necessary
- Video about different types of devices for monitoring physical health conditions
- Smartphone, smartwatch, different apps to monitor for example fluid intake, counting steps...
- Practical demonstration of different devices and apps (presenting a selection)
- Group discussion: What are my personal needs? Why did I choose a special device or app?
- Scenario based testing/ real use of devices, monitoring of physical health conditions
- Feedback: Users present their experience in using the app/ device: what did work well? Which problems arose? Users tell how their experience with the respective device was and how well they coped with the task (e.g. monitoring and interpreting steps walked with a smartphone/app). The trainer gives the user feedback on engagement and progress.
- Quiz or game about the information of the session

Session 2: Testing devices to monitor my physical health condition

- Information on standard values and recommended quantities (heart rate, blood pressure, fluid intake, healthy diet, blood sugar...)
- Practical demonstration of different devices and apps (selection depending on chosen devices/ apps by participants in session 1)
- Group discussion: What is the benefit of the app/device I chose?
- Scenario based testing/ real use of devices, monitoring of physical health conditions
- Feedback: Users present their experience in using the app/ device: what did work well? Which problems arose? Users tell how their experience with the respective device was and how well they coped with the task (e.g. monitoring and interpreting the pulse with a fitness watch). The trainer gives the user feedback on engagement and progress.
- Quiz or game about the information of the session

TRAINING CONTENTS:

- Knowledge about standard values
- Knowing different devices and apps to monitor physical health conditions
- Knowing your own individual needs and which apps/ devices are helpful to promote health
- Usage of devices and apps

MATERIALS:

- Flipcharts
- Smartphones
- Tablets
- Various digital devices from the participants' own collections (For example smartwatches or fitness apps).

DHTA 8: Training on the use of Digital Health Tools (e.g. apps) for monitoring my mental health condition

THEORETICAL BACKGROUND:

Today, it is also possible to collect and evaluate information about our emotional well-being and mental health using digital tools. There are apps and devices that help track mood, stress levels, or sleep quality—factors that are closely linked to mental health.

For example, smartwatches and fitness trackers can monitor indicators such as heart rate or heart rate variability, providing insights into levels of stress or anxiety. This data can then be analyzed using specific apps that help users identify emotional patterns and receive personalized suggestions to improve their psychological well-being.

Additionally, digital mental health applications allow users to log in their mood, thoughts, or emotions on a daily basis, offering a general overview of their mental state. These tools often include exercises for relaxation, guided breathing, or meditation, and in some cases, they allow users to share useful data with healthcare professionals.

Many people also use mobile apps in combination with digital emotion journals or reminders for self-care activities, making technology a helpful ally in maintaining mental and emotional balance.

OBJECTIVES:

- Understand which types of data are important to observe and support mental health (e.g., mood, sleep quality, stress levels).
- Gain basic knowledge of common indicators related to emotional well-being (such as healthy sleep patterns or signs of anxiety).
- Be able to identify and select appropriate digital tools (such as apps, smartwatches, or emotion journals) to support mental health care.
- Use digital devices related to mental health safely and responsibly.
- Expand knowledge of digital mental health and develop a better understanding of how to use digital applications to support emotional well-being.

COMPETENCIES:

- Ability to use digital devices for monitoring mental health
- Ability to understand mental conditions and measured values
- Understand which data an app requires
- Make the necessary settings in the app
- Understanding of when to ask for support

ACTIVITY IMPLEMENTATION:

Two sessions of 90 min.

Session 1: Different Devices and Their Benefits

- **Introduction:**
    - Trainer and course presentation, icebreaker activity if necessary.
    - Video about different types of devices that help us feel better emotionally (mental health conditions).
    - Smartphone, smartwatch, various emotional self-care applications (relaxation, meditation, emotion tracking, sleep improvement, anxiety control, thought distraction…).

- **Practical Demonstration:**
    - Of different devices and applications (presentation of a selection) focused on mood tracking, breathing exercises, guided meditation, emotional writing, etc.
    - **Group Discussion:**
        - How have I been feeling lately?
        - What helps me when I feel bad?
        - What app or device have I used, or would I like to try?
        - What are my personal needs regarding my emotional well-being?

- **Scenario-Based Testing/Real Use:**
    Use of devices that help us carry out practices to feel better.

- **Feedback:**
    - Users present their experience using the app or device:
        - What worked well?
        - What problems arose?
        - How did I feel using this app?

- o Users explain how their experience was with the selected device and how they performed the task.
- o The trainer provides participants with feedback on their engagement and progress.

- Quiz or game based on the session content.

Session 2: Testing Devices to Monitor My Mental and Emotional State

- **Brief Explanation:**
  - o About basic emotions (joy, sadness, fear, calm, anger) and how they can affect our body and daily life.

- **Discussion:**
  - o Why is it important to pay attention to how I feel?
  - o **Examples of signs** that tell us we need to care for our emotional well-being: Not sleeping well, feeling tired, being irritable, not wanting to talk, crying easily, etc.

- **Practical Demonstration:**
  - o Of different devices and applications (selected based on what participants chose in Session 1).
  - o **Group Discussion:** What are the benefits of the app/device I chose?

- **Scenario-Based Testing/Real Use:**
  Use of devices to record or improve mental and emotional states.

- **Feedback:**
  - o Users present their experience using the app or device:
    - ▪ What worked well?
    - ▪ What problems arose?
    - ▪ How did I feel using this app?
  - o Users explain how their experience was with the selected device and how they performed the task. The trainer provides participants with feedback on their engagement and progress.
- Quiz or game based on the session content.

TRAINING CONTENTS:

- Understanding basic emotional states and how they impact our daily life.
- Exploring different digital tools (apps, devices) that can help improve emotional well-being.
- Identifying personal emotional needs and which apps/devices are most helpful.
- Practicing the use of selected apps or devices (e.g. mood journals, breathing exercises, relaxation music apps).

MATERIALS:

- Flipcharts
- Smartphones
- Tablets
- Various digital devices from the participants' own collections (e.g. mood tracking apps, meditation tools, or smartwatches with stress-monitoring features).

DHTA 9 - Training in the use of Digital Health Tools (e.g., Apps) for healthier lifestyles

THEORETICAL CONTEXT:

Lifestyle refers to the way in which an individual or group of people live, including their daily habits, routines, behaviors, choices, and activities. It encompasses various aspects of life, such as health behaviors, social interactions, work-life balance, personal interests, cultural practices, and environmental interactions. Essentially, a lifestyle reflects how people structure their lives and the patterns of behavior they adopt in their everyday lives.

The term "healthier lifestyles" refers to a combination of behaviors, choices, and habits that contribute to physical, mental, and emotional well-being. For people with intellectual disabilities (PID), adopting a healthier lifestyle can improve overall health, increase independence, and enhance quality of life. Digital health tools can be an effective way to support people with intellectual disabilities in adopting and maintaining healthier lifestyles. These tools provide accessible, engaging, and tailored solutions to overcome barriers and promote positive health behaviors.

Mental and emotional health involves: *stress management* via learning techniques to cope with it, such as relaxation exercises, mindfulness, and deep breathing, fostering *social connections* by building supportive relationships with friends, family, and peers, along with *promoting self-esteem-confidence* by encouraging positive self-talk, setting achievable goals, and celebrating accomplishments. Digital tools can assist in promoting healthy habits and routines by routine building-establishing daily schedules that incorporate healthy eating, exercise, and self-care and by promoting self-advocacy, that is teaching individuals to express their needs, ask for help, and make informed choices about their health.

Other aspects of a healthy lifestyle include *cultural practices* (traditions, rituals, and behaviors rooted in cultural background or ethnicity), *spirituality* (personal practices or beliefs related to religion or a sense of inner peace, often influencing a person's values and behaviors) and digital engagement (how much time a person spends on digital devices, including social media, gaming, work, or entertainment) and media consumption (types of media a person engages with and how they consume it-actively or passively).

The combination of mindfulness and physical health tracking offers a holistic approach to improving quality of life (QOL) and overall wellbeing. For individuals with disabilities, quality of

life often reflects their ability to engage in everyday activities, manage their emotions, and maintain physical health. Mindfulness practices help reduce stress and improve emotional regulation, which in turn can enhance participation in physical and social activities, leading to a better overall quality of life. **Digital Tools**: These tools allow individuals to set goals, track their progress, and receive immediate feedback, which boosts self-efficacy and motivation, improving their sense of autonomy and life satisfaction.

Physical health is intertwined with mental health, particularly through stress management. Chronic stress can negatively affect the body's immune system, cardiovascular health, and overall vitality. Mindfulness techniques help manage stress and lower the physical impact of mental strain by calming the nervous system. **Digital Tools**: Tools that track physical activity, monitor sleep, or encourage regular exercise complement mindfulness practices by providing measurable data that can motivate participants to take care of their bodies and track their progress over time.

Mindfulness-based interventions (MBSR) play a significant role in improving mental health by promoting emotional regulation, enhancing focus, and reducing anxiety and depression. These practices help individuals with intellectual disabilities manage negative emotions, fostering greater self-awareness and self-compassion, which leads to improvements in overall well-being and healthier lifestyles. **Digital Tools**: Tools that allow individuals to track their emotional states, set wellness goals, and even engage in guided meditation are critical for reinforcing mindfulness techniques. The data from these tools can help professionals and caregivers adjust interventions, providing personalized support based on the individual's emotional and mental health needs.

Many individuals with disabilities have co-occurring chronic conditions (e.g., diabetes, hypertension, movement disorders). Digital health tools that track these conditions provide real-time data, which can be integrated with mindfulness practices. For example, tracking stress levels and physical activity using digital tools could highlight areas where improvement is needed (e.g., high stress correlating with low physical activity), allowing individuals and caregivers to address both mental and physical health aspects.

Chronic illness, stress, and impaired motor/movement abilities are significant factors that can affect the quality of life and overall well-being of people with intellectual disabilities (PID). Additionally, individuals with ID often face challenges in managing stress, engaging in physical activity, and adopting healthier lifestyles due to cognitive, emotional, and social barriers. Digital health tools provide an accessible and personalized way to address these issues, promoting physical and mental health improvements through structured interventions.

Empathy is the ability to understand and share the feelings of others, and it plays a crucial role in maintaining a healthier lifestyle. Empathy allows individuals to better understand the struggles others may face in adopting a healthier lifestyle. This could involve offering support or encouragement for a healthier diet, exercise, or stress management. For example, someone practicing empathy might be more motivated to invite a friend to join a workout class, not only because it benefits their own health but also to support their friend's well-being. Empathy leads to positive interactions and helps individuals offer encouragement to others, fostering a culture of health and well-being. Connectedness encourages accountability in health behaviors, as we are more likely to follow through on our goals when we feel supported by those around us. Both empathy and connectedness build emotional resilience, which is essential for coping with the challenges that may arise when trying to live a healthier lifestyle, such as setbacks or difficulties in making changes. Having someone to lean on or share experiences with can make the process of adopting new habits much easier and sustainable.

OBJECTIVES:

The suggested activities aim to integrate mindfulness, stress management, and physical movement to promote healthier lifestyles for PID. They combine evidence-based practices in mindfulness, stress reduction, and physical activity with the support of digital tools. This holistic approach will enhance well-being, quality of life, and motor/movement ability while considering chronic conditions and stress. More specifically the objectives are the following, implementing cultural sensitivity and ensuring that digital health tools are culturally relevant and sensitive to the diverse backgrounds and needs of individuals with intellectual disabilities across Europe.

- To use digital health tools to track and support physical health, mindfulness practices, and emotional well-being.
- To develop healthier lifestyle habits through the integration of mindfulness, empathy, and self-compassion.
- To explore the importance of empathy and connectedness in creating and maintaining a healthier lifestyle.
- To practice self-compassion as a way to cultivate a positive and accepting attitude toward oneself, especially during moments of stress or difficulty.
- To provide participants with the tools to manage stress, improve physical health, and enhance their overall well-being.
- To foster mindfulness techniques that help participants become more aware of their body, emotions, and mental states, which can reduce stress and improve quality of life.

- To encourage regular movement and physical activity, tailored to the needs and abilities of individuals with ID.
- To improve motor/movement abilities through engaging and accessible digital health tools.
- To promote self-management in chronic health areas (such as stress and movement ability) using affordable digital tools to provide participants with hands-on practice in using digital health tools, ensuring they gain knowledge and skills they can apply independently.
- To encourage peer-to-peer learning and knowledge transfer through group activities and shared experiences.

COMPETENCES:

- **Health Monitoring**: Using digital health tools to monitor physical activity, stress levels, and overall health, linking these measurements to emotional and social well-being.
- **Connection and Reflection**: Understanding the role of emotional and social connection in improving well-being and engaging in reflection to support long-term health behaviors.
- **Mindfulness and Stress Management**: Developing techniques for managing stress and increasing emotional regulation through mindfulness practices.
- **Physical Health and Movement**: Building motor and movement ability through interactive digital exercise tools.
- **Technology Use**: Enhancing comfort with digital health tools, particularly those focused on physical activity tracking and mindfulness exercises.
- **Self-Advocacy**: Supporting participants in taking control of their health and well-being through informed decision-making and engagement with technology.
- **Digital Literacy**: Ability to navigate and use digital health tools effectively.
- **Self-Management**: Developing skills for tracking and managing health conditions, including stress, physical activity, and overall well-being.
- **Peer Support and Empowerment**: Building confidence in using digital tools through collaboration and sharing experiences with peers and support people.
- **Health Awareness**: Gaining knowledge of chronic conditions, mindfulness techniques, and best practices in health management.
- **Empathy and Social Support**: Developing empathy for others and oneself and fostering social connections that support healthier choices.
- **Mindfulness and Self-Compassion**: Learning and practicing mindfulness techniques to reduce stress, enhance emotional regulation, and encourage self-compassion.

TRAINING CONTENTS:

- The role of empathy and connectedness in promoting well-being.
- Practicing mindfulness and self-compassion as a tool for managing stress and supporting health.
- Using digital health tools to track physical health and emotional well-being.
- Integrating empathy, self-compassion, and connectedness into daily health habits.

Storytelling and narrative activities can be a powerful tool for individuals with disabilities. They provide opportunities for self-expression, reflection, and empowerment. Integrating storytelling with mindfulness and digital health tools can also help individuals process experiences, make sense of their health journeys, and improve their sense of self.

ACTIVITY IMPLEMENTATION:
Two sessions of 120 min.

Session 1: Different Devices and Their Benefits

Mindfulness & Self-Compassion: Incorporating mindful breathing exercises to cultivate self-compassion and emotional regulation.

Empathy Building: Enhancing empathy through role-playing, allowing participants to understand others' emotional and health challenges.

Scenario-Based Testing: Exploring the functions of different technologies and how they support emotional well-being.

Group Discussion: Encouraging reflection on personal experiences and discussing the potential benefits of technologies for mental health.

Quiz/Evaluation: Reinforcing learning and assessing the effectiveness of the session's content.

Session 2: Testing Devices to Monitor Well-being and healthier lifestyle habits (emotional, social, mental, physical)

Mindfulness & Self-Compassion: Practicing mindfulness through apps (Calm, Headspace), allowing participants to track emotional states and engage in self-compassion.

Scenario-Based Testing: Hands-on practice with technologies to track personal health metrics (mood, stress) and apply the learned concepts.

Empathy Building: Using role-playing to develop empathy and understand how to provide compassionate support.

Feedback: Reflecting on the experiences and challenges participants encountered with the apps.

MATERIALS:

The training program requires a number of technical elements to be implemented correctly. These include:

- **Devices**: Smartphones, tablets, smart wearables or other digital health devices (e.g., scale, blood pressure monitor, thermometer).
- **Internet Access**: Stable connection to access online learning platform and app updates.
- **Software & Apps**: A list of simple, user-friendly health apps with intuitive interfaces and voice-guided features will be provided.
- **Printed Materials**: Handouts on self-compassion techniques and empathy-building practices.
- **Support Materials**: Caregiver/family guides to support reflection and active participation.
- **Apps:** Stress and Physical Activity Monitoring Apps, Mindfulness and Meditation Apps, Apps for tracking chronic conditions
- **Optional: VR equipment** (headsets, online simulations)

DHTA 10: Training on the use of Digital Health Tools (e.g., Apps) for communication with my supports.

THEORETICAL CONTEXT:

In today's digital age, effective communication with support networks—such as caregivers, healthcare providers, and family members—can be greatly enhanced through digital health tools like mobile apps.

Training in the use of these tools empowers individuals to manage their health more independently, share updates in real time, and access support when needed.

This training focuses on building confidence and skills in navigating apps designed for **messaging, video calls, and calendars for sharing information about appointment tracking, medication reminders**, and ultimately fostering more connected, responsive, and personalized care experiences.

People with intellectual disability can experience communication difficulties. Communication difficulties can act as a barrier to seeking and receiving adequate healthcare.

Effective communication can mitigate these barriers and help professionals uphold the rights of people with intellectual disabilities through the provision of accessible services and care. It is key to speak directly to a person with intellectual disability, not just their support. Find out what the person's preferred communication strategy is and encourage them to use it, e.g., the use of a communication device.

This module also provides practical tips, information on communication tools, and how support can make information accessible to support effective communication.

OBJECTIVES:

- Skills in using messaging, video calls, calendars and apps to communicate with the circle of support.
- Confidence in sharing health-related data with supports.
- Awareness of how to seek assistance when facing difficulties with technology.

COMPETENCES:

- Improving abilities to use digital devices
- Download/ install a communication app
- Understand which data a communication app requires
- Data security
- Make the necessary settings in the app

- Ability to understand communication app's usefulness to managing health
- Ability to understand when it's necessary to get support

ACTIVITY IMPLEMENTATION:

The activity will be implemented in 2 sessions of 1,30 hours each.

Session 1: Introduction to Communication Apps and Health

This session introduces participants to digital communication tools and explores how they can support everyday life and health management. After a short introduction and an interactive icebreaker, a brief video presents common apps such as WhatsApp and Calendar. Participants discuss which apps they use, what for, and how these tools might help with health-related tasks. The session includes a practical demonstration of a calendar app and hands-on experience creating reminders. Participants then share their experiences and tips, followed by a summary of key points and setting the date for the next session.

Session 2: Using WhatsApp and Practicing Digital Communication

This session builds on the first by focusing on practical use of WhatsApp for communication, including sending messages, making video calls, and asking for support. After a short recap activity, participants receive a hands-on demonstration and try out the main features of the app. In small role-play groups, they practice using WhatsApp and a calendar app in health-related scenarios, such as scheduling a doctor's visit or asking for help. The session ends with a group reflection, a brief evaluation, and encouragement to continue using these tools with support as needed.

TRAINING CONTENTS:

- Understanding communication and sharing as an important factor to manage healthcare.

- Identifying personal needs and which apps/devices are most helpful.

- Exploring the main important digital tools (apps, devices) that can help improve communication with support.

- Practicing the use of selected apps or devices (e.g. WhatsApp; Calendar).

MATERIALS:

- Attendance list (paper or digital form)
- Projector or screen for viewing videos or presentations
- Computer or tablet for practical demonstration of the use of health websites or applications
- Paper and pencil for practical activities
- Stickers or other materials for icebreakers or games
- Evaluation questionnaire (digital form)