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# IPA+

Autism- training for inclusion

## Module 4: Intervention models of reference



## 1. INTRODUCTION

In the last decades a wide knowledge about autism has been produced through scientific research and the experience of professionals and organizations that have been witness of the evolution and positive impact of comprehensive interventions based on education, social support, development of abilities and adaptation to the person.

This learning module presents the main intervention models on autism that are recommended by studies and good practices manuals with high recognitions by scientific and professional community at international level.

These models of reference allow to guide towards professionals practice and the development of competences in key developmental areas in which people with ASD show major difficulties.

Talking about autism means talking about people with a condition that – even beyond individual differences – shows disability in many different ways. On the basis of common central characteristics, aspects related to individual characteristics (psychological mechanisms that determine the information processing; the way to learn and meet the demands from the context; behavioural expressions; cognitive level; profile of adaptive abilities; etc.) make that researchers currently use more the term '*autisms*' than '*autism*':

These advances place ourselves in a moment in which many organizations and professionals have assumed the quality of life model as a philosophy and a methodology that guide the professional practice and the development of support services.

## 2. OBJECTIVES

- To reflect of professional skills necessary to intervene in different contexts with people with ASD.
- To analyze intervention models of reference in autism.
- To analyze strategies that allow to develop models of reference in intervention.
- To know different methodologies and types of supports for the implementation of intervention programs.
- To know tools for the design and assessment of intervention programs.
- To identify guidelines and developmental processes of people with ASD.
- To describe the quality of life model.

### **3. COMPETENCES**

- Knowing to distinguish intervention models based on good practices and knowing to implement them.
- Having the basic professional skills necessary to intervene in different contexts, and along life cycle, with people with ASD.
- Having a good command of and knowing how to use for professional practice the fundamentals of intervention based on ethics, on the quality of life model and in scientific evidence.
- Facilitating moments for reflection, exchange and analysis of good practices aimed to promote an improvement of quality in the intervention and quality of life of people with ASD.
- Understanding how autism can impact on the evolutionary development of a person.
- Being able to obtain an adequate level of understanding of the different situations and contexts that require intervention.
- Promoting and intervention based on the development of abilities of the persons with ASD.
- Knowing how to plan and develop an intervention program.
- Knowing how to adapt contexts and/or strategies and support according to individual needs.

### **4. INDEX OF CONTENTS:**

#### **Module 4: intervention models of reference**

- 1) Intervention models based on scientific evidence:
  - Relevance of scientific evidence.
  - Different models of intervention.
- 2) TEACCH Model:
  - Structured teaching/education.
  - TEACCH principles.
  - Organization of the environment.
  - Temporal organization of tasks.
  - Individualization.

- Visual support.
- 3) Intervention with challenging behaviours since the Positive Behavioural Support.
  - Definition of challenging behaviour.
  - Phases of the Positive Behavioural Support.
  - Prevention strategies from the Positive Behavioural Support.
- 4) Alternative and augmentative communication systems:
  - Relevance of the communication.
  - Typology of alternative and augmentative communication systems:
    - PECS
    - Schaeffer
    - Multimodality
  - Relevance of visual language.
- 5) Quality of Life Model.
  - Definition.
  - Quality of life dimensions.
  - Indicators and application proposals.
- 6) Developmental models: understanding people with ASD.
  - Developmental characteristics.
  - Implications for learning.

## 5. METHODOLOGY

### Activity 1.

See the theoretical presentation of the Module 4.

### Activity 2.

Carry out a theoretical reflection about the good practices document and the theoretical presentation. In this activity you must point out the intervention models with greatest scientific evidence and which are the main principles of intervention in autism.

In the document “Activity 2” you will find all the necessary information and links to documents you need to satisfactorily perform the activity.

### Activity 3.

On the basis of the practical case presented in the document “Activity 3” you have to list ten basic strategies – according to the different intervention models presented along the module and the PPT – that you would take into consideration to approach the case.

### Activity 4.

Build and justify an alternative or augmentative communication support, from the use of pictograms, considering the case of the Activity 3. The design of the material must specify: a) the communicative function that you want to work with; b) which communication system you are going to use; c) contexts in which this material can be used; and d) basic guidelines of training addressed to a person with ASD can use the material adequately.

In the document “Activity 4” you will find all the information you may need.

### Activity 5:

10-items questionnaire in which you have to choose an answer among four response options (only one option is correct) aimed to assess theoretical and practical contents of the module.

## **6. EVALUATION**

You will pass the module if the tutor considers that the activities are SATISFACTORY. If any activity does not exceed minimal standards it will be assessed as FAILED and the tutor will give extra time for its correction, improvement and new submission.

In order the activities are considered as SATISFACTORY, they must fulfill the following requirements:

- According to all sections indicated and with a minimum degree of dedication.
- Within the deadline.
- According to conceptual principles indicated in the PPT of the module. The activity will be considered as FAILED if there are conceptual mistakes, inappropriate methodologies, etc.
- In the Activity 5, it is indispensable to have at least 5 correct items out of 10.
- the self-assessment questionnaire is indispensable

## 7. SUPPLEMENTARY MATERIALS

The following materials will be provided to carry out the Module:

- PPT about the content of the Module.
- Outline and guidelines to carry out the Activity 1.
- Outline and guidelines to carry out the Activity 2.
- Outline and guidelines to carry out the Activity 3.
- Outline and guidelines to carry out the Activity 4.
- Online self-assessment questionnaire.
- Additional materials related to the Module that can be optionally consulted.

## 8. BIBLIOGRAPHY.

- Confederación Autismo España. Autismo, calidad de vida hoy.  
<http://www.panaacea.org/wp-content/uploads/2016/03/Autismo-Calidad-de-Vida-HoyConfederaci%C3%B3n-Autismo-Espa%C3%B1a.pdf>
- Mulas F, Ros-Cervera G, Millá MG, Etchepareborda MC, Abad L, Téllez de Meneses M. Modelos de intervención en niños con autismo. RevNeurol 2010; 50 (Supl 3): S77-84. Disponible en:  
<http://faros.hsjdbcn.org/adjuntos/1839.1-bdS03S077.pdf>
- AETAPI (2013). Intervención sin evidencia contrastada. Disponible en  
<http://aetapi.org/nuestra-opinion-intervenciones-sin-evidencia-contrastada/>
- Fuentes, J. et al. Guía de buena práctica para el tratamiento de los TEA. REV NEUROL 2006; 43 (7): 425-438. Disponible en  
<http://espectroautista.info/ficheros/bibliograf%C3%ADa/fuentesbiggi2006gbp.pdf>

ACTIVITY 1:

English.

- Autism Education: Tony Charman, Liz Pelicano, Lindy V. Peacy, Nick Peacey, Kristel Forward, Julie Dockrell. (2011). *What is Good Practice in Autism Education? English version*: <file:///C:/Users/User/Downloads/AET%20good%20practice%20report0308.pdf>

Spanish.

- Autism Education. *What is Good Practice in Autism Education? ¿Qué supone una buena práctica en educación. (Traducción en castellano realizada por AETAPI). Spanish version* <http://aetapi.org/download/una-buena-practica-la-educacion-personas-autismo/?wpdmdl=3778>
- Güemes, I.; Martín, M.C.; Canal, R.; Posada, M. (2011). *Evaluación de la eficacia de las intervenciones psicoeducativas en los trastornos del espectro autista*. Madrid. Ministerio de Ciencia e Innovación. Instituto de Salud Carlos III, 2009  
[http://www.infoautismo.es/wp-content/uploads/2015/10/06\\_Libro.pdf](http://www.infoautismo.es/wp-content/uploads/2015/10/06_Libro.pdf)

## ACTIVITY 2:

### ➤ TEACCH

English:

- Mesibov, G, and Shea, V. Video. Introduction to TEACCH. Autism Speak:  
<https://www.youtube.com/watch?v=ddGLJ2r4rcw>
- The TEACCH Program in the Era of Evidence-Based Practice. *Journal of Autism and Developmental Disorders*. May 2010, Volume 40, Issue 5, pp 570–579  
<https://link.springer.com/article/10.1007/s10803-009-0901-6>

Spanish:

- Método TEACCH.  
<http://www.adaptacionescurriculares.com/Autismo%2012%20metodoTEACCH.pdf>

### ➤ Positive Behavioral Support

English:

- Positive Behavioral Support. Strategies for Teachers  
<http://nbrtlb.com/wp-content/uploads/2014/09/Positive-behavioural-support-strategies-for-teachers.-Intervention-in-school-and-clinic.-1999.-34-1-21-32-1.pdf>

- Creating Environments that Work for All Students: Real Manuals for Real Teachers Positive Behavior Support: A Classroom-Wide Approach to Successful Student Achievement and Interactions.

<http://cfs.cbcs.usf.edu/publications/RMRT/PDF/4Pasco-PBS.pdf>

Spanish:

- Manual de Apoyo Conductual Positivo  
[http://sid.usal.es/idocs/F8/FDO6644/apoyo\\_conductual\\_positivo.pdf](http://sid.usal.es/idocs/F8/FDO6644/apoyo_conductual_positivo.pdf)
- Martín Cilleros, M. V.; Canal Bedia, R.; Bohórquez, D.; González García, M.C. (2011). Apoyo conductual. Qué es la conducta problemática?. Toledo. Publicaciones de la Consejería de Salud y Bienestar Social de Castilla – La Mancha.  
[http://www.infoautismo.es/wp-content/uploads/2015/10/03\\_Libro.pdf](http://www.infoautismo.es/wp-content/uploads/2015/10/03_Libro.pdf)
- Martín, M. V.; Canal, R.; González, M.C. (2011). *Apoyo Conductual: ¿Cómo sabemos que quiere decirnos con la conducta problemática?*. Toledo. Publicaciones de la Consejería de Salud y Bienestar Social de Castilla – La Mancha.  
[http://www.infoautismo.es/wp-content/uploads/2015/10/02\\_Libro.pdf](http://www.infoautismo.es/wp-content/uploads/2015/10/02_Libro.pdf)
- Martín, M.V., Canal, R. y González, C. (2011). ¿Cómo actuar ante una conducta problemática?. Toledo: Publicaciones de la Consejería de Salud y Bienestar Social de Castilla – La Mancha.  
[http://www.infoautismo.es/wp-content/uploads/2015/10/01\\_Libro.pdf](http://www.infoautismo.es/wp-content/uploads/2015/10/01_Libro.pdf)

ACTIVITY 3:

English:

- AutismSpeak (2012). AugmentativeAlternativeCommunication  
[https://www.autismspeaks.org/sites/default/files/augmentative\\_alternative\\_communication\\_webinar.pdf](https://www.autismspeaks.org/sites/default/files/augmentative_alternative_communication_webinar.pdf)
- Chazin, K. T., Quinn, E. D. & Ledford, J. R. (2016). Augmentative and alternative communication (AAC). In Evidence-based instructional practices for young children with autism and other disabilities. <http://vkc.mc.vanderbilt.edu/ebip/augmentative-and-alternative-communication/>
- ARASAAC: <http://www.arasaac.org/index.php> (Web with resources to carry out the Activity 3).

Spanish:



- Tortosa, F y Gómez, M. Tecnologías de ayuda y comunicación aumentativa y alternativa en personas con trastornos del espectro autista.  
<http://www.divertic.org/capitulo.pdf>
- CEAPAT (2010). Comunicación Alternativa y aumentativa. Guía de referencia.  
<http://www.ceapat.es/InterPresent1/groups/imserso/documents/binario/comunicacinaumentativayalternativa.pdf>
- CEAPAT (2002). Comunicación sin habla. Comunicación alternativa y aumentativa alrededor del mundo  
<http://www.ceapat.es/InterPresent2/groups/imserso/documents/binario/ceapatisaacserie1.pdf>
- ARASAAC: <http://www.arasaac.org/index.php> (Web con recursos para realizar la actividad 3)

#### ACTIVITY 4:

Besides previous materials, the following are useful and necessary for the contents 5 and 6:

##### English:

- Buntinx, W. and Schalock, R. (2010). Models of Disability, Quality of Life, and Individualized Supports. *Journal of Policy and Practice in Intellectual Disabilities*. Vol. 7 N° 4, 283-294.  
[http://www.buntinx.org/yahoo\\_site\\_admin/assets/docs/Models\\_of\\_Disability\\_-\\_Buntinx\\_Schalock\\_2010\\_JPPID.144132950.pdf](http://www.buntinx.org/yahoo_site_admin/assets/docs/Models_of_Disability_-_Buntinx_Schalock_2010_JPPID.144132950.pdf)
- Schalock, R., Keith, K., Verdugo, M.A. and Gómez, L. (2011). Quality of Life Model Development and Use in the Field of Intellectual Disability. In *Enhancing the Quality of Life of People with Intellectual Disabilities*, pp.17-32.  
[file:///C:/Users/User/Downloads/Sch%20y%20Vgo%20et%20al%20QoL%20\(1\).pdf](file:///C:/Users/User/Downloads/Sch%20y%20Vgo%20et%20al%20QoL%20(1).pdf)
- Vermeulen, P. (2016). Promoting happiness in autistic people.  
<http://network.autism.org.uk/knowledge/insight-opinion/promoting-happiness-autistic-people>
- The culture of autism. <http://www.autismuk.com/index3sub1.htm/>

##### Spanish:

- Cuesta, J.L. y Hortiguela. V. Senda hacia la participación. Burgos: Autismo Burgos.  
<http://www.equalbur.org/documentos/libroSenda.pdf>
- Verdugo, M.A. y Schalock, R. El concepto de calidad de vida en los servicios y apoyos para personas con discapacidad intelectual. Siglo Cero, 38(4), 21-36.  
[file:///C:/Users/User/Downloads/224\\_articulos2.pdf](file:///C:/Users/User/Downloads/224_articulos2.pdf)
- Cuesta-Gómez JL, Vidriales, Fernández R, Carvajal-Molina F. Calidad de vida en niños y adolescentes con trastorno del espectro autista sin discapacidad intelectual. RevNeurol 2016; 62 (Supl 1): S33-9.  
[https://repositorio.uam.es/bitstream/handle/10486/678029/calidad\\_cuesta\\_RN\\_2016.pdf?sequence=1](https://repositorio.uam.es/bitstream/handle/10486/678029/calidad_cuesta_RN_2016.pdf?sequence=1)
- Vidriales, R. et al. (2015): “Personas con Trastorno del Espectro del Autismo con necesidades intensas y generalizadas de apoyo: estrategias para mejorar su calidad de vida”, Revista Española de Discapacidad, 3 (2): 101-115.  
[http://www.autismo.org.es/sites/default/files/199-806-1-pb\\_0.pdf](http://www.autismo.org.es/sites/default/files/199-806-1-pb_0.pdf)
- Belinchón, M. (2016). Autismo. Procesos psicológicos. Ponencia Congreso AETAPI. <https://www.youtube.com/watch?v=i-TtVhiBpP4>

## ANNEX I

### SELF-ASSESSMENT QUESTIONNAIRE

#### 1. *TEACCH method facilitates ...*

- The organization of activities, schedules and environments.
- The organization of resources.
- The elaboration of materials exclusively at the scholar context.
- The development of symbolic play.

#### 2. *Alternative and augmentative communication systems ...*

- Are addressed to non-speaker individuals.
- Promote the speech appearance.
- Are used with people from 4-years old.
- Slow down the speech appearance.

#### 3. *PECS method means ...*

- Using signs.
- Exchanging signs.
- Developing key words.
- Using speech and signs.

#### 4. *The communication system of Benson Schaeffer means ...*

- Using symbols.
- Using simultaneously signs and speech.
- Using simultaneously signs and symbols.
- Using speech and symbols.

#### 5. *What is the correct conceptualization?*

- Behavioural problems.
- Challenging behaviours.
- Disruptive behaviours.
- Negative behaviours.

#### 6. *The objective of the Positive Behavioural Support is ...*

- Eliminating behaviours.
- Modifying behaviours.

- Replacing behaviours.
- Improving behaviours.

**7. What are the criteria that allow the definition of a challenging behaviour?**

- Intensity, duration and frequency.
- Intensity, duration and gravity.
- Duration frequency and intentionality.
- Intensity, frequency and context in which it is performed.

**8. What are two of the quality of life dimensions?**

- Personal wellbeing and physical wellbeing.
- Self-determination and personal relationships.
- Rights and social participation.
- Personal development and economic wellbeing.

**9. Quality of life is ...**

- Life conditions desired by a person.
- Conditions of the population in general.
- Conditions of person's close social circle.
- Economic and social conditions.

**10. People with ASD ...**

- Perceive and learn in a different way.
- Do not enjoy with social interactions.
- Have difficulties to follow the ordinary educative curriculum.
- Have special abilities related to memory.