



IPA+

Autism- training for inclusion

Module 5: Specific knowledge of the
concrete characteristics of the clients
that students will work with



1. INTRODUCTION

If you ever had the chance to know someone with autism you surely realized they are very different from each other. Some of them have verbal communication and some of them do not. Some of them crave for physical contact and others don't like it very much. Some people with autism want to enjoy the company of other persons and some do not seem to show interest in relating with others.

If you never had any contact with anyone with autism you will easily find out that there every single person with autism is unique. Even if all they share some common diagnostic criteria, each person has specific characteristics, strengths, weaknesses, and a unique cognitive style. This means that what can be useful in the intervention with a person, might not work with another.

To acquire a deep specific knowledge of the concrete characteristic of the person you are going to work with, is one of the most important strategies to achieve a good and effective intervention with people autism and in this module, we will see what factors must be taken into account, and what tools and techniques are available to achieve a proper display of an approach based on the personal development and promotion of capabilities.

2. OBJETIVES

- To know what an individualized plan of intervention is and its importance to work with people with autism.
- To learn how to identify their strengths and weaknesses and their interests and motivations to promote an approach based on them, in order to improve not only the intervention but the relation with these persons.
- To know the specific cognitive style of a person with ASD to develop an individualized plan of intervention for them.
- To know specific guidelines and strategies to develop an individualized plan of intervention.
- To learn how to collect useful information for the assessment of the personal capabilities.

3. COMPETENCES.

- To know how to adapt the context to promote the specific needs of the person with autism.
- To be able to identify and assess the specific strengths and weaknesses of a person with autism and their personal interests and motivations, in order to base the intervention in the promotion of their skills and development of their capabilities.
- To be able to adapt the different strategies of intervention to the personal cognitive style of a person with ASD and their specific characteristics.
- To put into practice, the different techniques for a systematic observation and registration of the information collected.
- To know how to develop an individualized intervention plan, considering the specific characteristics of the person with autism.

4. INDEX OF CONTENTS

Module5: Specific knowledge of the concrete characteristics of the clients that students will work with.

- The individualized intervention as a primary principle when working with people with autism.
 - Definition and importance of an individualized plan of intervention.
 - What and how must be adapted to adjust the intervention.
 - An individualized approach as a right of people with autism.
- Knowledge of the particular individual with autism.
 - Strengths and weaknesses Puntos fuertes y debilidades
 - Interests and motivations Gustos e intereses
 - Paying attention to the specific needs and characteristics
- The cognitive style of people with autism: personal and unique.
 - Introduction and definition of cognitive style.
 - Cognitive style in autism.
 - Skills and abilities that constitute the cognitive style.
- Individualized intervention plans for people with autism
 - What does quality of life mean?

- Definition of support and classification according to their intensity
- Person-centred planning (PCP)
- Information gathering techniques for the development of an individualized plan.
 - Systematic observation
 - Interview
 - Techniques to register the information.

5. METODOLOGY

5. METHODOLOGY

Activity 1.

Visualize the theoretical presentation of module 5.

Activity 2.

Definition of individualization. In the document titled "Script activity 2" you will have the necessary information to make a personal reflection on what the term "individualization" implies for you.

Activity 3.

Analysis of cases. In the document titled "Script activity 3", you can find three cases in which a profile description of people with autism is exposed.

Once analyzed the three cases you should:

- differentiate between strengths and weaknesses by following the table proposed in the script for activity 3.
- indicates the tastes and interests and the peculiarities of the person.
- explain how you would introduce these strengths in the intervention and how to minimize the weak points. It also analyzes how to take advantage of the tastes and interests within the intervention and how to avoid that the peculiarities interfere.

Activity 4

Establishes the learning style of a student with autism. In the document titled "Script activity 4", you will find all the necessary steps to carry out the activity.

The activity consists of making an observation in person or, if it is not possible, analyzes a case that is exposed and that you can find in the document called "Example of a case for Activity 4".

After the data collection, you should follow the instructions that are detailed in the script for the concretion of the cognitive style of the person.

Activity 5

OPTION A

Realization of an individualized intervention plan. Methodology: colloquium.

In the document entitled "Script Activity 5 A" you can find detailed information on this practice, as well as the outline of how it will be developed.

Through a colloquium moderated by the tutor of the module will discuss how should be an intervention plan from the skills to develop to what should be the methodology, the proposed activities, the evaluation process ...

OPTION B

Realization of an individualized intervention plan. Methodology: writing a report.

In those cases, in which it is not possible to make or attend the colloquium of option A.

In the document entitled "Script of Activity 5B" you can find all the information necessary to carry out this practice. Write a report detailing how an intervention plan should be, what skills to develop up to what the methodology should be, the proposed activities, the evaluation process ...

Activity 6

Answer the questions of the online self-assessment test that consists of 20 multiple-choice items among 4 answers.

The test will be sent through the online course platform

6. EVALUATION:

For the module to be SUITABLE it will be necessary for the tutor of the module to consider that all the practices of the unit are suitable.

If any of the practices does not exceed the minimum requirements will be assessed as NOT SUITABLE and will be given a time for correction and re-submission.

For the activities to be considered as SUITABLE they must meet the following requirements:

- They must be delivered complying with all the points and sections that are required. They must also have a minimum degree of dedication and work.
- They must be delivered within the expected period.
- They must follow the conceptual principles that will be facilitated in the presentation of the unit. Before conceptual errors, inadequate methodologies, vague or superficial information ... it will be described as NOT SUITABLE.
- In Activity 5A, the tutor will personally assess the attitude, originality and participation of each student in the colloquium.
- In Activity 5B, it will be assessed that the information provided in practice includes methodologies and guidelines both in the theoretical presentation of module 5 and in the previous courses.
- In activity 6, self-assessment test is essential to have at least 10 of the 20 correct items.

7. COMPLEMENTARY MATERIALS.

The following materials will be provided for the realization of the module:

- Presentation on the contents of the module.
- Script activity 1.
- Script activity 2
- Script activity 3.
- Script activity 4.
- Script colloquium activity 5.A.
- Script activity report 5.B.
- Online self-assessment test of module 5.
- Additional materials that you can consult related to the module.

8. BIBLIOGRAPHY.

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- La nueva definición de discapacidad intelectual, apoyos individuales y resultados personales. Robert L. Schalock.
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- Últimos avances en el enfoque y concepción de las personas con DI. VERDUGO, M.A., SCHALOCK, R.2010.
http://www.autismosevilla.org/doc/asociacion/intervencion_y_apoyos_autismo_sevilla.pdf
- La planificación centrada en la persona, una metodología coherente con el respeto al derecho de autodeterminación. María Ángeles López Fraguas, Isabel Marín González y José de la Parte Herrero.
<http://www.acpgerontologia.com/documentacion/Lopezfraguaspcp.pdf>
- ARASAAC: <http://www.arasaac.org/index.php> (Web con recursos para realizar la actividad 3)
- <http://elsonidodelahierbaelcrecer.blogspot.com.es/>
- <https://www.pictotraductor.com/>
- TALKBOARD: <https://itunes.apple.com/es/app/talkboard/id416436888?mt=8>
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