



IPA+

Autism- training for inclusion

Module 7. Competences and professional profile



1. INTRODUCTION

The many changes and advances that have taken place in the field of autism throughout investigation and professional practice in the latest decades has had a great influence in the evolution of the professional profile of the professionals and caregivers who work with people with autism.

Some of the requirements this included in this profile up are quite specific skills, depending on the kind of job concerned. For example being a good observer to assess strengths and needs or having a sufficient capacity for planning and organizing the environment, the schedules, the activities and the coordination, both with families and other professionals . The emotional self-regulation is an important skill, due to the fact that professionals have to master techniques to promote self-care and be able to deal with stressful situations

Nevertheless, there are some other essential requirements, common to every individual professional in contact with people with autism, regardless of their role or the tasks they have to carry out in their jobs. In order to provide a good service for people with autism and their families, it is important that every professional accomplish these fundamental requisites:

- To develop attitudes and values based on ethical standards towards people with autism, protecting and respecting their rights and considering their individuality to ensure an intervention based on Good Practices.
- To have a good knowledge at two levels: general knowledge about the Autism Spectrum Disorder according to the kind of job they do, from a basic awareness to highly specialized training, but also specific knowledge about the person they work with, recognizing the high diversity within the Spectrum and the importance of an individual intervention based on the interests, strengths and the specific characteristics of each person.

Based on what we learned so far in this course, the present module address all these issues related with the different professional roles and competences throughout theoretical contents and practical activities.

2. OBJETIVES

- To develop attitudes and values in line with international good practices based that follow a rights-based approach.
- To understand the importance of continuous training and the multidisciplinary approach for a professional in the autism field.
- To understand the importance of following a person-centered approach and of promoting supported decision-making and self-determination
- To understand the importance of family support and teamwork.
- To learn useful strategies that allow to optimize the communication with the families and the coordination with other professionals.
- To learn emotional regulation techniques to promote self-control.

3. COMPETENCES.

- A good knowledge of the rights of people with autism and the good practices in this field.
- The ability to adapt the multidisciplinary approach to the professional environment.
- The ability to follow a person-centered approach and to support decision- making by the people on the autism spectrum
- The ability to put into practice different strategies to communicate and give support to families and to achieve a good coordination with the professional team attending the person with autism.
- To be able to identify the Burnout Syndrome and apply techniques of emotional regulation to deal with stress.
- Implement communication tools and techniques.

4. INDEX OF CONTENTS

Module 7: Competences and professional profile

- New professional roles
 - Why is the professional profile important?
- Professional Competences
 - Team Work

- Initiative and creativity
- Flexibility
- Communication, empathy and positive attitude
- Knowledge application
- Specialized training and continuing education

- Emotional regulation
 - The importance of emotional self-regulation
 - Occupational Burnout – Signs and symptoms
 - Emotional regulation
 - Guidelines and protective factors

- Practice based on rights, values and ethics
 - Ethics
 - The medical vs the social model of disability
 - The medical Model
 - The social Model
 - A rights-based approach to disability

5. METODOLOGY

Activity 1

Read the module 7 presentation, an introduction about the different subjects of the module contained in the Index.

Activity 2

Document "Activity 2", includes a series of brief examples of intervention practices and cases of people with autism. You must identify those practices that may violate the rights of people with autism and propose alternatives that guarantee respect for them in such cases.

Activity 3

Answer the questions of the self-evaluation test consisting in 15 items of multiple choice between 4 answers.

6. EVALUATION:

For the module to be considered approved it is necessary to pass all the activities. If the demanded requirements for each activity are not fulfilled, it will be evaluated as FAIL and the student will be given a new deadline to correct and send it back.

In order to pass the activities, the following requirements must be fulfilled:

- They must be delivered fulfilling all the points and sections that are required. In addition, they must have a minimum degree of dedication and work.
- They must be submitted/presented within the time period granted.
- They must follow the conceptual principles that will be facilitated in the presentation of the unit. Faced with conceptual errors, inadequate methodologies... will be qualified as NOT SUITABLE.
- In activity 5, self-assessment test is essential to have at least 10 of the 20 correct items.

7. COMPLEMENTARY MATERIALS.

The following additional materials will be provided to fulfill the activities of the module:

- Presentation of module 7 with the theoretical contents
- Document “Activity 2”
- Self-evaluation test of Activity 3
- Additional support materials

8. BIBLIOGRAPHY.

- Autism and the United Nations Convention on the Rights of Persons with Disabilities (2011): Available at: <http://www.autismeurope.org/files/files/un-leaflet-2012-final-en.pdf>
- Article: Legal Capacity of People with Autism: Available at: <http://www.autismeurope.org/files/files/Publications-2012/legal-capacity-for-people-with-autism.pdf>

- Position paper on care for people with autism : Available at:
<http://www.autismeurope.org/files/files/docpos08-uk.pdf>
- The autism "epidemic": Ethical, legal, and social issues in a developmental spectrum disorder. [Graf WD](#)¹, [Miller G](#)², [Epstein LG](#)², [Rapin I](#)² (2°17): Available at: <https://www.ncbi.nlm.nih.gov/pubmed/28275086>
- Job Burnout. (2001). Christina Maslach¹, Wilmar B. Schaufeli², and Michael P. Leiter³
- Impact of psychoeducation intervention module on parents of children with autism spectrum disorders: A preliminary study (2015). Available at:
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4692011/>
- “Todo sobre el autismo” capítulo 12 (2016): Available at:
<http://www.bibvirtual.ucb.edu.bo/opac/Record/100024856/Details>

8. OTHER LINKS.

- Self regulation strategies. Available at: <http://learninginaction.com/pdf/srs.pdf>
- <http://www.autismeurope.org/blog/category/report/>