

## INTELLECTUAL OUTPUT CHARACTERIZATION FORM

### - Guidance and Family Support (XIX)

#### I. TARGET-GROUP

Adults, significant others, family members, educators and technicians.

#### II. GENERAL OBJECTIVES

1. Support adults with autism spectrum disorder and/or other Neurodevelopmental Disorders, in the acquisition and development of essential skills, for participation in society, promotion of well-being and quality of life;
2. Cover an educational intervention (cognitive, emotional and relational);
3. Support significant others, family members, educators and technicians, expanding skills and intervention capacity.

#### III. SPECIFIC OBJECTIVES

1. Understand general guidelines within the scope of Neurodevelopmental Disorders and intervention strategies to be applied in support and care delivery;
2. Train families to promote the autonomy of adults with autism spectrum disorder;
3. Promote caregivers' self-confidence and self-esteem;
4. Provide the family/caregiver with communication, interaction and care delivery strategies that promote a more adequate family dynamic;
5. Promote healthy family relationships by encouraging quality family time.

#### IV. TECHNICIAN PROFILE

##### Technical Specialization

**Psychologist** x

**Psychomotrist** x

**Social Educator** x

**Sociocultural Animator**

**Occupational Therapist** x

**Arts Monitor** x

**Social worker**

**Assistant Technician**

	<i>InAutism – Fostering Adult Integration</i>	MOD: 016/00
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## V. PROCESS

Intellectual Product XIX, Guidance and Family Support, is part of Axis 2 of the InAutism project: Fostering Adult Integration.

The application of this Intellectual Product begins with filling out a questionnaire in which the Training Needs Survey is carried out in order to characterize the group of trainees, as well as their interests, specificities and availability, so that training can be adjusted and respective contents. Then, after the initial screening carried out with the questionnaire, an individual/family interview is applied in which some questions are asked that are intended to characterize the household, dynamics and existing difficulties.

Once the screening and initial referral of families and caregivers for training has been carried out, the training itself begins, and the training areas will already be framed for each of the participants.

With regard to training areas, the following will be made available:

- “Autism Spectrum Disorder – Understanding and caring”: some more theoretical concepts about autism spectrum disorder, behavioural characteristics and guidelines for intervention and care provision are presented;
- “Communication in the EAP – Tips to promote effective family communication”: families have access to some strategies that facilitate communication, both from the point of view of their own communication with each other and the reception, analysis and interpretation of the information given to them directed;
- “Autonomy in Daily Life Activities”: participants are provided with some specific strategies that can contribute to stimulating the autonomy of adults with PND in their daily life activities;
- “Family moments – Cooperating to understand”: more practical training, in which a set of activities are presented in different areas (namely, autonomy, socialization, physical exercise, sensory component and artistic expression) that families can develop in together with adults with ASD, in order to contribute to a better approximation and family interaction.

At the end of the training actions, it is proposed to each of the participants to fill in a Training Evaluation Questionnaire, so that it is possible to analyze the perception of the participants in terms of syllabus, trainer skills, conditions at the training site and even a more global assessment.

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