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## INTELLECTUAL OUTPUT CHARACTERIZATION FORM

### - Learner's Individual Socio-Educational Plan

#### I. TARGET-GROUP

Adult people with Neurodevelopmental Disorders revealing difficulties related to social and personal skills, in terms of relationships, interaction, development/maintenance of friendships, low autonomy and quality of life.

#### 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;
2. Cover a broad educational intervention (cognitive, emotional and relational);
3. Support significant others, family members, educators and technicians, expanding skills and intervention capacity.

#### III. SPECIFIC OBJECTIVES

1. Analyze the Learner's competences (areas of interest, strong areas and less strong areas);
2. Analyze the Learner's profile (Social Participation, Cognitive Skills, Autonomy in Daily Life Activities, Vocational Profile);
3. Frame the Learner within the scope of the Intervention Models more adjusted to his profile of interests and competences;
4. Outline the Intervention objectives to be developed for the Learner in each Intervention Model;
5. Evaluate the Learner's initial profile of skills against the objectives outlined for him/her and specify a final goal to be achieved;
6. Analyze the Learner's evolution in their participation in each Intervention Model in which they are included;
7. Produce significant conclusions and recommendations for the Learner in view of their participation in the project and context of daily life.

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#### IV. TECHNICIAN PROFILE

##### Technical Specialization

Psychologist	x
Psychomotor	x
Social Educator	x
Sociocultural Animator	
Occupational Therapist	
Arts Monitor	
Social Worker	
Assistant Technician	

#### V. PROCESS

The Intellectual Output IV relates to the Learner's Individual Socio-Educational Plan and respective report. The Learner's Individual Socio-Educational Plan consists of a model that integrates a set of Learner's matters to be analysed and based on which their integration in the different Intervention Models is defined. Initially, aspects related to the Learner's areas of interest are observed, as well as their strongest and weakest areas.

Next, the Learners' Profile is defined based on four main areas, namely, Social Participation, Cognitive Skills, Autonomy in Daily Life Activities and, where applicable, the Vocational Profile. Grounded on these aspects, the Learner is then screened for the diverse Intervention Models, defining the intervention objectives for each of them, and an initial assessment of the Learner is made, in relation to each of the outlined objectives and the final goal. This assessment is made using a scale with six levels of achievement, namely: **DN** – Do Nothing; **FH** – Do the action with Full Help; **PH** – Do the action with Partial Help; **DD** – Do the action after a Demonstration; **DV** – Do the action with help/Verbal indication and **DA** – Do the action with Autonomy.

Finally, this Intellectual Output ends with the Assessment Report of the Learner's Individual Socio-Educational Plan, which is related to a Report in which the Learner's participation in the project is analysed, in view of the objectives defined for him/herself, analysis and justification of its fulfilment and recommendations for the Learner's life after finishing his/her participation in the project.

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