



InAutism – Fostering Adult Integration (IA-FAI)
Project
KA204-7AA317C2

Project Final Report

Coordination Team

February 2023



Table of Contents

1. Context.....	3
2. Project Summary.....	5
3. Project Description.....	8
4. Project Management.....	13
5. Project Implementation.....	14
6. Follow-up.....	53
7. Budget.....	57

1. Context

1.1. Identification

Programme	ERASMUS+
Key-Action	Cooperação para a Inovação e a troca de Boas-Práticas
Action and Type	Strategic partnerships – Adult Education
Objective	Innovation
Call	Call 2020 1.ª Fase
Contract Number	2020-1-PT01-KA204-078527
National Agency	Agência Nacional Erasmus+ Educação e Formação
Project Name	InAutism – Fostering Adult Education
Acronym	IA-FAI
Promoter	E10249796 - Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria, ONG, Portugal
Duration	24 months
Starting Date	31 of December 2020
Ending Date	30 de December 2022
Partners	E10251244 – Autismo Vigo, ONG, Spain E10199244 – Peacepainting, Foundation, Norway

1.2. Previous Notes

It is important to remember and emphasize some aspects that had an impact on the development of the project, although they did not compromise its realization and implementation, but which forced the teams to make a strong effort to adapt. These were not predictable situations, so no mitigation measures had been studied, either by the consortium or by the National Agency:

1. The application defined that the InAutism – Fostering Adult Education (IA-FAI) project would start in September 2020. For various reasons, to which the promoter was unrelated, the signing of the contract only took place in January 2021, but we were told that it was mandatory to keep December 31, 2020 as the contractual date.
2. Meanwhile, the Covid-19 pandemic took hold and, from February until April 2021, both APPDA Leiria and AA Vigo enter an imperative phase of absolute confinement, due to the high number of infected people cases, the specific nature of the activity and the compliance with legal obligations. The two entities were in isolation for about two months.
3. Due to this fact and taking in account that the teams and users were either infected or taking care of those who were in that situation, thus not having any free time or conditions to start the project remotely (initial preparation sessions). It was only viable to start to the project on

the 1st March 2021. The development and closing forecasts were accordingly adjusted for December 31.

4. On the occasion and by the time of the signing of the contract, although verbally, we informed the Portuguese National Agency, through Dr Eugénia Inácio, of the occurring situation.
5. The October 31, 2021 Progress Report duly registered this situation in detail, despite all that happened had been fully explained in a meeting held with the Portuguese National Agency (Dr Eugénia Inácio), on the 4th November 2021.
6. The project schedule was then re-adjusted:
 - a) The initial forecast for the implementation of the IA-FAI, from September 2020 to August 2022, was redone, being set between March 2021 and February 2023.
 - b) All events (Transnational Meetings, Multiplier Events and LTT) underwent through changes in the occurrence days, according to the following schedule, in which the data entry in the application appear in grey and the rescheduled ones in green.

Table 2. Timeline of the IA-FA Project - Rescheduling

Meeting / Event	2020		2021												2022												2023			
	Sep	Dec	Jan	Feb	Mar	Apr	Mai	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Mai	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb		
Transnacional Meeting- Proposal	APPDA-L				AAV																	APPDA-L								
Transnacional Meeting - Reprogramming Mar21										APPDA-L							AAV				Pp									APPDA-L
Multiplier Event - Proposal															APPDA-L / AAV / Pp							APPDA-L / AAV / Pp								
Multiplier Event - Reprogramming Mar21																		APPDA-L / AAV / Pp												APPDA-L / AAV / Pp
LTT - Proposal							APPDA-L															Pp								
LTT - Reprogramming Mar21												APPDA-L						AAV												Pp

7. By the end of 2022, we found that, although without any formal sign or advert on the platform or by the defined means of communication, the project had to be closed by December the 30, 2022, which subjected the coordination, the partners, the teams and the stakeholders to a huge additional effort, to guarantee the materiality and consistency of the project's actions and outputs until the aforementioned date.
8. Despite the heavy burden of the situation (let's not forget the nature of the project and the target audiences involved, because we were not dealing with a simple research project or an exchange of people, but a daily testing work, in a real intervention scenario), all measures were taken by the partners and the project was operationally completed on the set date. The schedule was again revised.



Table 3. Timeline of the IA-FA Project – 2022 Rescheduling

Meeting / Event	2020				2021												2022											
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Mai	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	Mai	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Transnacional Meeting - Proposal	APPDA-L					AAV							Pp					AAV					APPDA-L					
Transnacional Meeting - Reprogramming Mar21													APPDA-L					AAV				Pp				AAV	APPDA-L	
Multiplier Event - Proposal																	APPDA-L / AAV / Pp					APPDA-L / AAV / Pp						
Multiplier Event - Reprogramming Mar21																					APPDA-L / AAV / Pp						APPDA-L / AAV / Pp	
LTT - Proposal									APPDA-L							AAV						Pp						
LTT - Reprogramming Mar21														APPDA-L						AAV						Pp		

2. Project Summary

2.1. The Need for the Project

The InAutism – Fostering Adult Integration project was conceived taking into account a set of detected needs. After the rigorous choice of partners and also considering the detained knowledge on the subject, the experience and the methodologies of action and the needs already determined in the respective regions, it was registered that:

1. An increasing number of families demanded information, more and more educators asked for guidance to address the schooling of people diagnosed with autism, beyond the universe of medical professionals.
2. Autism diagnoses indicate that 0.52% men and 0.14% women, between 1 and 16 years old, have symptoms of autism. Prevalence rates of autism / autism spectrum disorders increased from 2012 to 2016. Additionally, 0.29% men and 1 in 1,594 men and women ages 1-5 have autism / autism spectrum disorders, being in the age group of 6 to 16 years, 0.64% men and 0.18% women.
3. In Portugal, for every thousand children, one has autism spectrum disorders. Prevalence is very high - six children per thousand - making autism a frequent disorder. The conclusive summary of the studies also highlights long waiting lists to access the Occupational Activities Centres, insufficient screening of problems and insufficient community awareness.

So, it was decided to put through methodologies or methods of intervention in the field of autism, integrated and applicable to different contexts, with a common base, namely, supporting the creation and access to pathways for improving skills for adults with the aforementioned characteristics, in order to encourage their integration.

2.2. The Objectives

1. General

- a) Support opportunities for all regarding the acquisition and development of essential competences, including basic skills, in order to promote employability, socio-educational and personal development, as well as participation in civic and social life;
- b) Support educators, educational leaders, support staff and significant others;
- c) Support the creation of and the access to improvement skills pathways for adults;
- d) Broaden and develop the professional skills and work/intervention capacity, clarified and oriented, of educators, technicians and other personnel.

2. Specific

a) Direct Beneficiaries

- i. Adults from 18 to 55 years old with Neurodevelopmental Disorders – targets, 27 at APDDAL, 10 at AA Vigo and 3 at Peacepainting;
- ii. Technicians with direct intervention in the target-population – targets, 11 at APDDAL, 3 at AA Vigo e 3 at Peacepainting;
- iii. Significant ones (Family and / or other directly related) – 34 persons

- b) Intellectual Outputs – 20 (Manuals, Case Studies, Movies, Instruction papers, Contents).

2.3. The Implementation

All planned activities were implemented:

- 3 Transnational Meetings;
- 4 LTT;
- 6 Multiplier Events;
- 20 Intellectual Outputs.



2.4. The Results

A number of 20 Intellectual Outputs was produced:

1. The Manual of the IA-FAI Model and its Toolkit;
2. Learners Validation and Selection;
3. Learner Welcome Plan;
4. Learner's Individual Educational Socio-Educational Plan;
5. Therapeutic Intervention Approaches / Models - Cognitive-Behavioral Therapy;
6. Therapeutic Intervention Approaches / Models - Cognitive Rehabilitation;
7. Therapeutic Intervention Approaches / Models - Personal and Social Development;
8. Therapeutic Intervention Approaches / Models - Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH);
9. Therapeutic Intervention Approaches / Models - Augmentative and Alternative Communication Systems (SAAC);
10. Therapeutic Intervention Approaches / Models - Son-Rise Program;
11. Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Dramatic and Plastic Expression;
12. Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Ludotherapy;
13. Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Music Therapy;
14. Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Therapeutic Riding;
15. Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Therapy in an Aquatic Environment;
16. Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Relaxation;
17. Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Snoezelen Intervention;
18. Learner's Individual Educational Socio-Educational Plan - Cooperative Intervention Plan;
19. Guidance and Family Supporting Principles;
20. Support Guide for Educators.

2.5. Participant Organizations

Participating organizations were as follows.

Table 4. Organizations

Role	ID	Name	País	Type	Partnership in	Partnership out
Beneficiary	E10249796	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria	Portugal	ONG	31Dec 2020	30Dec 2022
Partner	E10199244	Peacepainting	Norway	Foundation	31Dec 2020	30Dec 2022
Partner	E10251244	Autismo Vigo	Spain	ONG	31Dec 2020	30Dec 2022

3. Project Description

3.1. Compliance with Objectives and Results

The concrete results are in line with the objectives set:

1. Holding
 - a) 3 Transnational Meetings;
 - b) 4 LTT;
 - c) 6 Multiplier Events;
 - d) 20 Intellectual Outputs.
2. The involvement of
 - a) 27 adults from 18 to 55 years old with Neurodevelopmental Disorders, at APDDAL;
 - b) 10 at AA Vigo;
 - c) 3 at Peacepainting;
 - d) 11 Technicians with direct intervention on the targets, at APDDAL;
 - e) 3 at AA Vigo;
 - f) 3 at Peacepainting;
 - g) 34 Significant ones (Family and / or other directly related).

3.2. Degree of Innovation and Complementarity with Other Projects

The project has four innovation domains:

1. Process architecture

A philosophy of design thinking was adopted, being the base for guidelines and development and implementation phases.

2. Technical, educational and social development

A completely new approach

- a) Core - Learner's Skills and Socio-Educational Plan (LSEP), with key elements for the education and development of inactive and older people, in which personal and social skills are acquired/expanded based on a process that integrates therapeutic approaches / methodologies and strategies educational activities that include, namely, practices of corporal expression, dramatic expression, musical expression, plastic expression, education and technical training in transversal and fundamental themes;
- b) An educational aspect for Supporting Educators applied to their specific activity, within the daily application and adequacy of the project, carried out on-the-job.

3. Methodologies and Practices

Following an educational philosophy, not yet applied in this way and to this socio-economic issue, the project developed, produced and made available action sheets, digital manuals and videos with excerpts from real cases. In addition to the use of various work and dissemination platforms.

4. Generated Results

The six categories of results, generated throughout the different phases of the project, after testing and validation, constitute educational support and innovative action, because they are systematic, integrated and part of a global chain that promotes integration, via educational action. This is something that is currently not being done.

Innovation derives from the combination of three factors, which until now have never been interconnected in a cohesive and adaptive way:



1. The global planning of the integrated educational approach, with psychological, technical aspects and adaptation to the conditions of the framework environment;
2. Operating supports (for monitoring and dynamic correction);
3. The educational and training methodology, based on the interrelationship of starting limitations, held abilities and the addition of competences adjusted to our times. Added to this is the great plasticity of the solution, allowing it to migrate to other contexts.

It was achieved:

1. More effective and efficient learning and training of interpersonal and social relationship skills because, contrary to what happens and we are aware of, everything is designed in a connected and interactive way, in an integral vision, covering all age groups, from 55 years old, also including, when required, educators / technicians.
2. Ensure greater resilience, increase and solidity of socio-professional skills and allow opening possible paths of professional integration and combating exclusion and isolation;
3. Extend applicability to the entire “integration chain” – detection, diagnosis and educational solution, all age groups, over 55 years of age and structures for monitoring the elderly.

The partners have projects that are already complementary to the IA-FAI.

3.3. Horizontal/Sectoral Priorities and Topics to which the Project Responds

The more relevant horizontal/sectoral Priorities were:

1. Main - ADULT EDUCATION: improving and extending the supply of high-quality learning opportunities tailored to the needs of individual low-skilled or low qualified adults.
2. Secondary
HORIZONTAL: Social inclusion
HORIZONTAL: Supporting individuals in acquiring and developing basic skills and key competences

Justification:

1. Horizontal Priorities

- a) Support opportunities for all with regard to the acquisition and development of essential competences, including basic skills, in order to promote employability, socio-educational and personal development and participation in civic and social life. The development of core and necessary competences for the evolution of individuals with behavioural disorders was supported/strengthened, by retaining the necessary and sufficient knowledge for their integration and the minimization of dependencies in social terms.
 - b) Social inclusion - promoted through innovative integrated approaches, adherence to common values, equality, social inclusion, diversity and non-discrimination. It is an integrated intervention model, mixed with complementary relational techniques/practices and, therefore, innovative. The project was built and developed based on full obedience to the principles
 - i. Existence of core values and respect for them
 - ii. Equality
 - iii. Social inclusion
 - iv. non-discrimination
 - v. respect for diversity
 - vi. relational ethics
 - vii. Inalienable right of access to education and knowledge
 - viii. Right to health – physical and mental
2. Support for educators, educational leaders, significant others and support staff. The axes of Family Guidance and Support for Educators, defined in the project, are part of the priority of expanding and developing the skills of technicians, educators, personnel who provide support to adult trainees and their significant ones, with reinforcement of the educator's role.

In the field of adult education, priority was given to:

1. Support the creation of and the access to skills improvement pathways for adults who have behavioural development problems and reveal low levels of skills, knowledge and competences, so that they may reinforce their literacy skills, especially those considered essential - the social ones.
2. Extend and develop the skills of educators, other personnel and significant others, with a focus on the ability to intervene directly with the specific target audience. The respective previous skills are taken as an advantage and the participation in the development, prototyping and testing of the final integrated model is promoted, developed based on the methodologies that they already have and practice, but redefined in order to the full integration with those of the partners.

There was a selection of three topics:

1. Key-skills (including math and general literacy) – basic skills
2. New innovative curricula/educational methods/development of training actions
3. Inclusion - equality

3.4. Participants

The involvement of participants was based on:

1. Profile of Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit, over 18 years old, living in the area and with evolutionary capacity.
2. Profile of the Beneficiary of Guidance and Family Support - Significant one more relevant for the Adult Person with Neurodevelopment Disorders.
3. Profile of the Beneficiary of Support for Educators - Technician / Educator from the organizations involved, with specific skills and experience in monitoring the most relevant AND persons and Significant.

The selected direct Learners, being people already followed by the Project partners, are directly involved in the activities. The researchers and various technicians and educators (families and others) worked with the AND persons throughout the entire process.



Everyone was involved in the daily activities and the results of this are measured by the completion of the Reception Plan and the Learner's Individual Socio-Educational Plan, Guidance and Family Support, Support for Educators, Construction and Validation of the integrated FAI / Prototyping Model and the FAI Model Test.

In the case of organizations, each one applied processes according to their experience and the requirements of the targets, but they participated transversally in all activities. In the case of participants with fewer opportunities/more difficulties, these were integrated by the technicians and the significant ones, without any problem or worthy of note situation.

There was participation of Stakeholders, but only for the dissemination and support to the dissemination, having been present in the dissemination sessions and events.

4. The Project Management

The Steering Committee ensured, through the monitoring and coordination plan, the control of financial execution, in terms of amounts and timing. Budget control was based on the control of specific expense categories and items, after carrying out each activity and, concurrently general, regular and monthly control with analysis of deviations by cause and quarterly status reports. The basic responsibility rested with the Promoter and each Partner's team leaders/technicians, and, at a general level, with the Project Coordination, with advisory support from the Steering Committee.

The spreadsheet and control sheets / typified reports, defined in the pre-project phase, were used as tools. These Technical Project Reports were quarterly issued and included the period's work with details of the tasks accomplished, progress review carried out against the objectives and a summary for publication, the financial report, the resources used with degree of use, including all necessary corrections and reporting to the ERASMUS+ Programme, in accordance with the contractual conditions.

Time/calendar management was ensured by the team leaders/technicians, with any deviation being reported and adjusted, always with the authorization and supervision of the Project Coordination. The reference was always the Project schedule and PERT.

To assess the extent to which the project achieved results and fulfilled its objectives, was used a methodological approach based on:

1. The production and analysis of periodic performance reports, recurring to control panels showing, in each control period and for each activity, the percentage of completion / contribution to the objective, the expected results planned for each phase and those obtained;
2. This work was complemented with the use of Indicators to measure the quality of results – degree of project implementation; number of learners involved; number of intellectual outputs produced.

These results were always reported in the ERASMUS+ M-tools platform.

Regarding the measurement of results and concerning the direct beneficiaries and the quantitative objectives:

1. Adults with Neurodevelopmental Disorders (40) – have poor social and personal skills, in terms of relationships, interaction, development / maintenance of friendships, low autonomy and quality of life;
2. Adult people, family members (34), educators and technicians (17)) considered significant for the first group - need to deepen and diversify knowledge and to obtain complementary tools that facilitate the relationship and support to be given to people with autism.

5. The Project Implementation

5.1. Activities, Funded Expenses and Methodology

The developed activities were as follows:

- Weekly coordination meetings through Skype;
- Transnational Meetings;
- LTT;
- Multiplier Events;
- Intellectual Outputs.



The funding allocated to the project management and implementation covered the following categories of expenses:

1. Time spent by researchers and technicians developing the IO;
2. Travel, accommodation and subsistence for learners and technical teams;
3. Holding of Multiplier Events;
4. Budgeted assorted goods and equipment (exceptional costs);
5. Project planning;
6. Internal communication between the three partners;
7. All needed and budgeted goods needed to develop the components of the approaches / therapeutic methodologies and educational strategies included in the Learner Individual Socio-Educational;
8. All the materials needed to support the audio and video products and to produce the case studies;
9. The virtual cooperation action between partners;
10. The local activities – promotion, communication and dissemination – with supporting and surrounding communities;
11. All internal evaluation activities – vital to achieve all the positive programmed results and that are detailed below.

The adopted implementation methodology was an active one, through programmed and linked fully participated activities, grounded on:

- Weekly Coordination remote meetings
- Transnational meetings;
- LTT;
- Dissemination Events;
- Usable and structured Outputs.



5.2. Partnership

5.2.1. Partners Specific Contribution

The project is built around a transnational partnership, given the transversal nature of the problem to be addressed, which represents a defy to all EU countries and beyond.

Ensuring the innovation and effectiveness of methodologies, techniques and actions implied the choice and contribution of the two international partners present, as they are experienced organizations in these fields and the targeted audiences and enhance the universality of the approach model and the respective potential adhesion and replicability. The consortium was composed of three entities, with experience in approaching the typology of the chosen audience:

1. Leader

- a) Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria, Travessa da Água Formosa 53, Pinheiros, 2415-720 Leiria, Portugal, with National ID E10249796. Contacts, email appda@appdaleiria.pt, Phone: +351 244 821 251, Site: <http://www.appdaleiria.pt/>.
- b) Experience - Residential Home (since 2016), for people with disabilities, Occupational Activities Center (since 2016), for young people and adults with severe and profound disabilities, Care, Monitoring and Social Rehabilitation Center for People with Disabilities and Incapabilities (since 2009) and Center for Ludic, Psychomotor and Psychosocial Activities (since 2009).

2. Partner

- a) Asociación Autismo Vigo, Camelias 108 Oficina 2, 36211 Vigo, Spain, National ID 10251244, email: autismovigo@gmail.com, Phone: +34 986 437 263, Site <http://autismovigo.org/>.
- b) Founded on February 8, 1999, it has 1 Residence for adults in a rural and family environment - O Salgueiro, in Vincios, Gondomar (Pontevedra), in Galicia. It also has specialized programmes, Leisure, Family Support, Family Guidance, Training of technicians, and provides technical assistance to various similar entities. Participated in several international projects.

3. Partner

- a) Peacepainting Foundation, Gangstøveien 46, 7980 Terråk, Norway, National ID 913258347, Catrine Gangsto, email: catrine@peacepainting.org, Phone: +47 90 08 75 76, Mobile: +47 75 03 21 76, Site: <https://www.peacepainting.org/>.

- b) It has extensive experience in many international projects in different stages (support for people with disabilities, wars and catastrophes, children, young people and others. It has developed a methodology based on a holistic approach (documented and proven processes and tools, creative workshops, art and colours), as a catalyst for healing, development and personal transformation.

5.2.2. Cooperation and Communication Model between Partners

The cooperation and the communication between the three organizations was conveyed by three ways:

1. Contact through existing used channels – phone, email, Skype;
2. Contact using the ERASMUS+ platform;
3. Contact in situ – working sessions and several type of events, as planned and time programmed for the project.

Linguistic communication between partners was diverse and adapted to each intervenient in the process:

1. For simultaneous contacts with the presence of the three partners – in english;
2. Between APPDA Leiria e AA Vigo – portuguese and galician, because of the structural idiomatic proximity;
3. Between Peacepainting and APPDA Leiria or AA Vigo – in english.

Communication with Learners, Persons with Neurodevelopmental Disorders or significant others, was carried out in their native language. The final documentation generated by the project is available in english and in portuguese versions.

5.3. Targets

As direct beneficiaries and as stated in the proposal:



- Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit.
- There are two age groups to work with – people between 18 and 55 years old, and adults over 55 years old.
- Adults considered significant for the first group - family members, educators and technicians, who have direct and immediate contact with people with Neurodevelopmental Disorders. In this case, needs were detected for deepening and diversifying knowledge, obtaining complementary tools that facilitate the relationship and support to be given to people with autism spectrum disorders. In addition to these direct beneficiaries, types of beneficiaries, but who are not the target of the project's intervention - adults who are part of the wider circle of contact of people with Neurodevelopmental Disorders.
- Other potential beneficiaries.

5.4. Use of the ERASMUS+ Online Platforms

During the preparation phase of the project, there was a need to study the topics in question, to assess the “state of the art”, to know / discuss methodologies, analyze potential partners and obtain information and inspiration for the architecture of the intervention model and the educational and training format. In the implementation phase there has been a need to announce multiplier events.

The participants' journey was recorded in order to validate and disseminate good practices and knowledge. Contacts have also been made and are ongoing with various entities. So, the ERASMUS+ Projects Results Platform, EPALÉ and Europass platforms were used and will continue to be used.

5.5. Transnational Meetings

In this case the report relies on:

Table 5. Characterization of Transnacional Meetings

Meeting ID	78527-TPM-00001
Title	APPDA-L Project Coordination Meeting, Sep 2021
Description	<p>1) Introduction As expected, the meeting was, to a large extent, for: a) Presentation of partner NGOs; b) Define the details of the project structure and the operational methodology of work; c) Ensuring effective control, implementation and coordination of the project; d) Follow up on what has been done so far; e) Exchange information, operationally redefine what is necessary; f) Define guidelines and actions for the future. 2) Scheduling The scheduling of the meeting was adjusted to the delay verified at the start of the IA-FAI and is in accordance with the new schedule of the IA-FAI. The Project was scheduled to start in Sep20, the National Agency unilaterally established its start on 31Dec20, but actually started on 1Mar21. 3) Typology of meeting adopted Given that the NGOs decided to hold technical meetings on specific topics, to assess methodologies and approaches in concrete terms, it was previously decided that the meeting would take place over two days, despite the fact that only one was financed by the programme. This change in plans, in which the Coordination Meeting was followed by Technical Team Meetings, was considered essential to provide Intellectual Products with greater effectiveness, efficiency and suitability for different target audiences. 4) Reception of NGO representatives' Welcome speech by the President of APPDA-Leiria and oral presentations by the President of Associação Autismo Vigo and the Directorate of Operations of Peacepainting. Present for APPDA-L: Management / Paulo Santos, Luís Branco, Dulce Ramos, Coord. IA-FAI and LR / Diana Costa, CACI / Catarina Gonçalves, CAARPD / Anabela Nogueira, IA-FAI Technicians / Diana Albuquerque, Lara Silva, Luana Alves. Present for AA Vigo: Pres. Direction / Esperanza Dominguez, Psychologist / Santiago Vázquez. Gifts for Peacepainting: Dir. Operations / Catrine Gangsto and Monitor / Johanne Tindstad. 5) Visit to the premises of APPDA Leiria, Social Responses of CACI, Residential Home and CAARPD. 6) Presentation in multimedia format by NGOs, with APPDA-L / Diana Costa, AAV / Esperanza Dominguez and Pp / Catrine Gangsto. 7) Coordination and Technical Meeting: a) With the presence of APPDA-L / Diana Costa and Catarina Gonçalves and representatives of AAV and Pp. b) Presentation and framework of the project by Diana Costa; c) Discussion on expectations regarding the project, impact on Learners and the team, and difficulties that have been experienced; d) Individual analysis of manuals, models and case studies belonging to Intellectual Products 2, 3 and 4 (Validation and Selection of Learners, Welcome Plan for Learners, Socio-Educational Plan). e) Definitive Validation of each Individual Product and models; f) Analysis of the schedule of events to be held throughout the project, with regard to coordination meetings, LTTs and Multiplier Events, and definition of the concrete dates for holding them until April 2022, namely: • 1st LTT, to be held in Leiria, from November 15 to 19, 2021 • 2nd Coordination Meeting, to be held in Vigo, on February 18 and 19, 2022 • 2nd LTT, to be held in Vigo, from April 25 to 29, 2022 g) Organization and preparation of the LTT to be held next November 2021, from the 15th to the 19th, in Leiria. Presentation of the participants and their characteristics, activities to be included in the program, accommodation, food and travel; h) Project for the organization and debate of ideas related to the organization of Multiplier Events; i) Analysis of the delivery schedules of Intellectual Products, with observation of all dates in order to analyze whether it would be necessary to make any adjustments to delivery dates; j) Analysis of the budget for Intellectual Products already completed and payment of associated funding to NGOs; k) Presentation, with the participation of APPDA-L operational technicians involved in the IA-FAI, of the Intellectual Products in progress, namely: • Cognitive-Behavioral Therapy (Presentation by APPDA Leiria and AAVigo); • Cognitive Stimulation (Presentation by APPDA Leiria and AAVigo); • Activity in an Aquatic Environment (Presentation by AAVigo); • Dramatic and Plastic Expression (Presentation by Peacepainting). 8) Workshop on the theme "Plastic Expression", promoted by Pp / Catrine Gangsto and Joahanne Tindstad for 6 APPDA-L Apprentices, 6 technicians from IA-FAI and an element from AAV. 9) On the sidelines of the meeting, a cultural and gastronomic tour of the city of Leiria was carried out.</p>
Start	24/09/2021
End	25/09/2021
Host	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Country	Portugal
City	Leiria
No. Participants	4

Second Meeting

Meeting ID	78527-TPM-00002
Title	AAV Project Coordination Meeting, Apr 2022
Description	<p>1) Introduction As expected, the meeting was largely aimed at: a) Reviewing and validating the work already done; b) Define the details of the structure of the next stages of the Project and the operational methodology of work; c) Ensure effective control, implementation and coordination of the next stages of the Project; d) Exchange information, operationally redefine what is necessary; e) Define guidelines and actions for the future. 2) Scheduling The scheduling of the meeting was adjusted to the delay verified at the start of the IA-FAI and is in accordance with the new schedule of the IA-FAI. The Project was scheduled to start in Sep20, the National Agency unilaterally established its start on 31Dec20, but actually started on 1Mar21. 3) Typology of meeting adopted Given that the NGOs decided to hold technical meetings on specific topics, to assess methodologies and approaches in concrete terms, it was previously decided that the meeting would take place over two days, despite the fact that only one was financed by the programme. This change in plans, in which the Coordination Meeting was followed by Technical Team Meetings, was considered essential to provide Intellectual Products with greater effectiveness, efficiency and suitability for different target audiences. 4) Reception of NGO representatives' Welcome speech by the President of AAV and oral presentations by the President of APPDA Leiria and the Directorate of Operations of Peacepainting. Present for APPDA-L: Management / Paulo Santos, Elisabete Santos, Coord. IA-FAI and LR / Diana Costa, CACI / Catarina Gonçalves. Present for AA Vigo: Pres. Management / Esperanza Dominguez, AAV Coordinator/ Emma Regalade, Psychologist / Santiago Vázquez. Gifts for Peacepainting: Dir. Operations / Catrine Gangsto and Monitor / Brynjar Johan. Visit to the AA Vigo headquarters facilities, after everyone's arrival on 30Apr22 and presence at the "O Salgueiro" facilities on 1 and 2Apr22. Summary presentation of the latest achievements of each NGO, by AAV / Esperanza Dominguez, APPDA-L / Diana Costa, and Pp / Catrine Gangsto. 5) Coordination and Technical Meeting: a) With the presence of all participants at the registered office of AA Vigo in Vigo; b) Presentation of the Transnational Meeting Work Program by AAV / Esperanza Dominguez and Santiago Santos; c) Individual confirmation analysis of manuals, models and case studies belonging to Intellectual Products PI05 - Cognitive – Behavioural Therapy, PI06 - Cognitive Rehabilitation, PI07 - Personal and Social Development and PI08 - Treatment and Education of Autistic and Related Communication Handicapped Children - TEACCH. d) Definitive Validation of each Individual Product already made and respective models; e) Detailed analysis of PI 09 – SAAC, PI10 – Son-Rise and PI11 – Dramatic and Plastic Expression; f) Detailed definition of the approach to be taken to PI12 - Ludo therapy and PI13 – Music Therapy; g) Realization of a video conference, with the Confederación Autismo España with the presentation of APPDA Leiria, AA Vigo and Peacepainting and with an exposition by the Technical Director of the CAE, Ruth Vidriales, on the functioning and current programs of the Confederation. h) Analysis of the schedule of events to be held throughout the Project, with regard to coordination meetings, LTTs and Multiplier Events, and definition of the dates for holding until October 2022, namely: • 3rd Coordination Meeting, to be held in Terrak, in June 2022; • 3rd LTT, to be held in Oslo, in September 2022; i) Organization and preparation of the LTT to be held next April 2022, from the 25th to the 29th, in Vigo. Presentation of the participants and their characteristics, activities to be included in the program, accommodation, food and travel; j) Detailed definition of the approach to be taken to PI14 - Therapeutic Riding, PI15 - Therapy in an Aquatic Environment, PI16 - Relaxation and PI17 - Snoezelen Intervention; k) Project for the organization and discussion of ideas relating to the organization of Multiplier Events; l) Analysis of the delivery schedules for Intellectual Products, with observation of all dates in order to analyze whether it would be necessary to make any adjustments to the delivery dates; m) Analysis of the budget for Intellectual Products already completed and payment of associated funding to NGOs. 6) On the side-lines of the meeting, a reception was held by the Mayor of Gondomar and a cultural visit was made to the historic area of the city of Vigo and AAV, APPDA-L and PP carried out a street action in one of the streets of Vigo as part of World Day of Autism Awareness.</p>
Start	01/04/2022
End	02/04/2022
Host	Autismo Vigo
Country	Spain
Cidade	Vigo
No. Participants	5

Third Meeting

Meeting ID	78527-TPM-00003
Title	Peacepainting Coordination Meeting, Jun 2022
Description	<p>1) Introduction As expected, the meeting was largely aimed at: a) Reviewing and validating the work already done; b) Define the details of the structure of the next stages of the Project and the operational methodology of work; c) Ensure effective control, implementation and coordination of the next stages of the Project; d) Exchange information, operationally redefine what is necessary; e) Define guidelines and actions for the future. 2) Scheduling The scheduling of the meeting was adjusted to the delay verified at the start of the IA-FAI and is in line with the new schedule of the IA-FAI. The Project was scheduled to start in Sep20, the National Agency unilaterally established its start on 31Dec20, but effectively started on 1Mar21. 3) Typology of meeting adopted Given that the NGOs decided to hold technical meetings on specific topics, to assess methodologies and</p>



	<p>concrete approaches, it was previously decided that the meeting would take place over 3 days, despite the fact that only one was financed by the Program. This change in plans, in which the Coordination Meeting was followed by Technical Team Meetings was considered essential to provide IP with greater effectiveness, efficiency and suitability for different target audiences. 4) Reception of NGO representatives' Welcome speech by a representative of Adm. from Peacepainting Foundation, Jens Christian Berg (Supervisor of Erasmus+ Projects at PP) and oral presentations by Pres. from APPDA-L and from Pres. from AA Vigo. Attendees: APPDA-L: Management / Paulo Santos, Elisabete Santos, Coord. IA-FAI and LR / Diana Costa. AA Vigo: Pres. Direction / Esperanza Dominguez, Psychologist / Santiago Vázquez. Peacepainting: Administration / Jens Berg and Dir. Operations / Catrine Gangsto. Summary presentation of the latest achievements of each NGO, by Pp / Catrine Gangsto, APPDA-L / Diana Costa and AAV / Esperanza Dominguez. 5) Coordination and Technical Meeting: a) With the presence of all participants in Terrak; b) Presentation of the Work Program of the Transnational Meeting by Pp / Catrine Gangsto and carrying out some adjustments in the initially foreseen agenda; c) Occasional adjustments to manuals, models and case studies belonging to Intellectual Products PI05 - Cognitive Therapy - Behavioural, PI06 - Cognitive Rehabilitation, PI07 - Personal and Social Development and PI08 - Treatment and Education of Autistic and Related Communication Handicapped Children - TEACCH; d) Analysis of what was carried out in the test groups regarding PI09 - Augmentative and Alternative Communication Systems – SAAC and PI10 - Son-Rise Programme, products still in the process of being implemented; e) Detailed analysis of PI11 - Dramatic and Plastic Expression, PI13 – Music Therapy and PI16 – Relaxation, whose completion is scheduled for November 2022; f) Summary approach to PI12 - Ludo therapy; g) APPDA-L / Diana and AAV / Santiago presented and reported on the Multiplier Events they held in Jun-22 referring to themes, participants and reactions obtained from the assistance; h) Pp / Catrine gathered ideas for the realization of the Pp Multiplier Event, having discussed several ideas. Catrine Gangsto mentioned that the Multiplier Event was not held in June because the PP in May and June had an overload with workshops for instructors in the PP methodologies, but that the Multiplier Event was scheduled for July 1, 2022; i) Analysis of the schedule of events to be held throughout the Project, with regard to coordination meetings, LTTs and Multiplier Events, and definition of the dates for holding until Dec-22, namely: • Pp Multiplier Event, to be held in Bindal , on Jul-22; • 3rd LTT, to be held in Oslo, on Sep-22; • 4th Coordination Meeting, to be held in Vigo, in Oct-22; j) Organization and preparation of the LTT to be held in the next month of Sep-22, date to be confirmed, tending to be from 12 to 16Set22 and in Oslo. Presentation of the participants and their characteristics, activities to be included in the program, accommodation, food and travel. The tendency to opt for Oslo results from the convenience of not subjecting learners to the tiring journey between Oslo and Bindal. k) Contacts with the Chairman of the Board of the Oslo Autism Foundation where the LTT will be held, for preliminary arrangements for operations associated with the LTT; l) Analysis of the delivery schedules of Intellectual Products, with observation of all dates in order to analyze whether it would be necessary to make any adjustments to the delivery dates; m) Analysis of the budget for Intellectual Products already concluded and the payment of associated funding to NGOs.</p> <p>6) On the side-lines of the meeting, a reception was held by the Mayor of Bindal and other members of the Municipality, a visit to the museum of Viking ships, to the city of Bindal, to the city of Rørvik, to a Health Center where details were given of the care given to people with special needs and the organization of the health system in the country, and a tour of the mountain was carried out.</p>
Start	28/06/2022
End	29/06/2022
Host	Peacepainting
Country	Norway
Cidade	TerraK
No. Participants	5

Fourth Meeting

Meeting ID	78527-TPM-00004
Title	AAV Project Coordination Meeting, Oct 2022
Description	<p>1) Introduction As expected, the meeting was largely aimed at: a) Reviewing and validating the work already done; b) Define the details of the structure of the next stages of the Project and the operational methodology of work; c) Ensure effective control, implementation and coordination of the next stages of the Project; d) Exchange information, operationally redefine what is necessary; e) Define guidelines and actions for the future. 2) Scheduling The scheduling of the meeting was adjusted to the delay verified at the start of the IA-FAI and is in accordance with the new schedule of the IA-FAI. The Project was scheduled to start in Sep20, the National Agency unilaterally established its start on 31Dec20, but actually started on 1Mar21. 3) Typology of meeting adopted Given that the NGOs decided to hold technical meetings on specific topics, to assess methodologies and approaches in concrete terms, it was previously decided that the meeting would take place over three days, despite the fact that only one was financed by the Programme. This change in plans, in</p>

	<p>which the Coordination Meeting was followed by Technical Team Meetings, was considered essential to provide Intellectual Products with greater effectiveness, efficiency and suitability for different target audiences. The working day on the various days began at 10:00 am and ended either at 7:00 pm or 8:00 pm. 4) Reception of NGO representatives. Welcome speech by the President of AAV and oral presentations by the Technical Director of APPDA Leiria and the Director of Operations at Peacepainting. Gifts by APPDA Leiria: Coord. IA-FAI and Technical Director Residential Home / Diana Costa and Occupational Therapist / Luana Alves. Present for AA Vigo: Pres. Management / Esperanza Dominguez, Psychologist / Santiago Santos, Social Service Technician / Ema Regalade. Gifts for Peacepainting: Dir. Operations / Catrine Gangsto and Technique in Arts / Marianne Lovise. Summary presentation of the latest achievements of each NGO, by Pp / Catrine Gangsto, APPDA-L / Diana Costa and AAV / Esperanza Dominguez and Santiago Vázquez. 5) Coordination and Technical Meeting: a) With the presence of all participants at the head office of AA Vigo in Vigo; b) Presentation of the Work Program of the Transnational Meeting by AAV / Esperanza Dominguez and Santiago Santos and carrying out some adjustments in the initially foreseen agenda; c) Overview of LTT activities held in early October 2022 in Oslo and Terrak; d) Individual confirmation analysis of manuals, models and case studies belonging to Intellectual Products PI05 - Cognitive Therapy - behavioural, PI06 - Cognitive Rehabilitation, PI07 - Personal and Social Development and PI08 - Treatment and Education of Autistic and Related Communication Handicapped Children - TEACCH; e) Analysis of what was carried out in the test groups regarding PI09 - Augmentative and Alternative Communication Systems – SAAC and PI10 - Son-Rise Programme, products still in the process of being implemented; f) Summary structural analysis for the beginning of the activity of PI11 - Dramatic and Plastic Expression with dates 01Jul-30Nov22, PI12 – Ludo therapy with dates 01Sep-30Nov22, PI13 – Music Therapy with dates 01Jul-30Nov2222, PI14 - Therapeutic Riding with dates 01Jul-31Jan22 , PI15 - Therapy in Aquatic Environment with dates 01Jul-31Jan22, PI16 - Relaxation with dates 01Jul-30Nov22 and PI17 - Snoezelen Intervention with dates 01Aug-30Nov22; g) Analysis of the schedule of events to be held throughout the Project, with regard to coordination meetings, LTTs and Multiplier Events, and definition of dates; h) Analysis of the delivery schedules of Intellectual Products, with observation of all dates in order to analyze whether it would be necessary to make any adjustments to the delivery dates; i) Analysis of the budget for Intellectual Products already completed and the payment of associated funding to NGOs. 6) Visit to Fundación Iguarte A technical meeting was held with the Fundación Iguarte team, which defends that “Art is a right that belongs to us all” and which in 2002 inaugurated a space in which people with functional diversity can express themselves. se and develop based on artistic expression. The IA-FAI Project was presented, highlighting the IP and approaches related to dramatic and plastic expression. Promoted by Fundación Iguarte beneficiaries, there was a theatre play, traditional and rock music performances, an acrobatics performance and a drawing workshop.</p>
Start	20/10/2022
End	21/10/2022
Host	Autismo Vigo
Country	Spain
City	Vigo
No. Participants	5

Fifth Meeting

Meeting ID	78527-TPM-00005
Title	APPDA-L Coordination Meeting, Dec 2022
Description	<p>1) Introduction As expected, the meeting was largely aimed at: a) Reviewing and validating the work already done; b) Re-launch the Multiplier Events held on Dec22; c) Exchange information, operationally redefine what is necessary; d) Define the details regarding the completion of the project; e) Identify future cooperation interests after the end of the IA-FAI. 2) Scheduling The scheduling of the meeting was adjusted to the delay verified at the start of the IA-FAI and is in accordance with the new schedule of the IA-FAI. The Project was scheduled to start in Sep20, the National Agency unilaterally established its start on 31Dec20, but actually started on 1Mar21. 3) Typology of meeting adopted Given that the NGOs decided to hold technical meetings on specific topics, to assess methodologies and approaches in concrete terms, it was previously decided that the meeting would take place over two days, despite the fact that only one was financed by the programme. This change in plans, in which the Coordination Meeting was followed by Meetings of the Technical Teams, was considered essential to provide Intellectual Products with greater effectiveness, efficiency and suitability for different target audiences, making operational adjustments in Intellectual Products. 4) Reception of NGO representatives’ Welcome speech by the President of APPDA-Leiria and oral presentations by the President of Associação Autismo Vigo and the Directorate of Operations of Peacepainting. Present for APPDA-L: Management / Paulo Santos, Luís Branco, Dulce Ramos, Coord. IA-FAI and LR / Diana Costa, CACI / Catarina Gonçalves, IA-FAI Technicians / Diana Albuquerque, Lara Silva and Luana Alves. Present for AA Vigo: Pres. Direction / Esperanza Dominguez, Psychologist / Santiago Vázquez. Gifts for Peacepainting: Dir. Operations / Catrine Gangsto and Monitor / Johanne Tindstad. 5) Coordination and Technical Meeting: a) With the presence of APPDA-L / Diana Costa, Catarina Gonçalves, Diana Albuquerque, Lara Silva and Luana Alves and representatives of AAV and Pp. b) Presentation of the Work Program of the Transnational Meeting by Diana Costa and carrying out some adjustments to the initially</p>



	foreseen agenda; c) Status of activities carried out after the Oct22 Transnational Meeting at AAV; d) Individual analysis of manuals, models and case studies belonging to the Intellectual Products PI11 - Dramatic and Plastic Expression, PI12 – Ludotherapy, PI13 – Music Therapy, PI14 - Therapeutic Riding, PI15 - Therapy in Aquatic Environment, PI16 – Relaxation and PI17 - Intervention Snoezelen; e) Structural analysis of the activity of PI18 - Cooperative Intervention Plan + Approval of the Cooperative Intervention Plan + Evaluation of the Cooperative Intervention Plan, PI19 - Guidance and Family Support and PI20 - Support for Educators. f) Final Validation of Intellectual Products and models; g) Discussion on expectations regarding the project, impact on Learners and the team, and difficulties that have been experienced; h) Analysis of delivery schedules for Intellectual Products, with observation of all dates in order to analyze whether it would be necessary to take immediate action; i) Analysis of the budget for Intellectual Products already completed and payment of associated funding to NGOs.
Start	16/12/2022
End	17/12/2022
Host	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Country	Portugal
City	Leiria
No. Participants	4

5.6. Intellectual Outputs

Under this subject, we developed the complete set of Intellectual Outputs, with a thorough description of its implementation and results obtained. Also, we explain the key contributions to the criteria of ERASMUS+. So, we have got:

Table 6. Description of the Project's Intellectual Outputs**IO 01**

Output ID	01
Title	01 - FAI - Fostering Adult Integration Model - Manual and Toolkit
Type	Methodologies / guidelines – Methodological framework for implementation
Description	<p>The FAI Model – Fostering Adult Integration responds to three levels of detected needs: 1. A significant number of people with neurodevelopmental problems (Person), in different countries, cultures and regions of the globe; 2. The difficulty of their social integration; 3. The absence of an integrated model that allows fulfilling this objective, efficiently and effectively, involving the family or significant others, within a framework of promoting equal opportunities and integration. The fundamental piece of the Model is the Life Plan for Integration. This is developed based on: 1. The Welcome Plan - Diagnostic Assessment of the Person and respective Welcome. 2. The Person's Individual Socio-Educational Plan, which includes the Person's Individual Socio-Educational Plan and the Cooperative Intervention Plan. And that is put into practice through interventions: a) Aiming at socially appropriate behaviour (Promotion of Self-Esteem and Personal and Social Skills and Acquisition and Development of Values); b) Targeting Learning Difficulties; c) Carrying out the Promotion of Cognitive Skills; d) Ensuring Vocational Guidance; e) Carrying out the Promotion of Autonomy and Integration in Active Life. The PSEI includes educational strategies and resources for changes in attention, communication and speech; for difficulties in social interaction, learning, information processing, organization of intellectual work and emancipation and autonomy. It has Approaches / Models of Therapeutic Intervention: Cognitive – behavioural Therapy, Cognitive Rehabilitation, Personal and Social Development, Treatment and Education of Autistic and Related Communication Handicapped Children – TEACCH, Augmentative and Alternative Communication Systems – SAAC and Son-Rise Program. It also has Educational Strategies: Dramatic and Plastic Expression, Ludo therapy. Music Therapy, Therapeutic Riding, Aquatic Therapy, Relaxation, Snoezelen Intervention. 3. Family Guidance and Support, in which the family bond is worked on, to ensure the family's involvement throughout the process and even afterwards. It involves a Psychological Interview with Significant Persons / Family, an assessment to characterize the Person by Significant Persons (relatives or others) and observation of the respective quality of interaction. 4. The work of Educators / Technicians, who monitor the evolution of the Person support process, complying with all application steps and working towards integration. The targets are: 1. Direct a) Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit. b) Adults considered significant for the first group – family members and others. c) Adults considered significant for the first group - technicians who interact promoting the skills of the target population in a). 2. Indirect a) Other organizations, technicians and others who monitor and support people with autism spectrum disorders, in different cultural contexts; b) Potential beneficiaries - other age groups, from birth / childhood. This intellectual product embodies two important aspects of innovation: 1. Process architecture and technical, educational and social development. A completely new approach is created: a) A Life Plan for Integration, a key element for the education and development of people with Neurodevelopmental Disorders, with different Therapeutic Intervention Models and Educational Strategies for monitoring and personal development; b) A specific focus on Guidance and Family Support, so that significant others / family live and support, together with the work of technicians, the integration of the element with Neurodevelopmental Disorders. 2. The design and applicability of the generated output It constitutes an educational support and innovative action, because in a holistic, systematic, integrated way, it promotes integration, through technical and educational action. This is something that does not currently exist and in which all elements were designed, prototyped and tested to be applied in different environments. This output has a strong expected impact, of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. Streamlining the work process, facilitating the social integration of the target group. Potentially, it has high transferability to third parties, based on the methodological and procedural design of the output. For that reason, and combined with the fact that the respective architecture is universally intelligible, it is totally transferable to the aforementioned target group, regardless of age, and is quite adaptable to other connections.</p>
Start	31/12/2020
End	30/12/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo, Peacepainting

IO 02

Output ID	02
Title	02E1 – Learners Validation and Selection
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>It assumes a set of tasks essential to establish guiding rules for the activities of attendance, analysis, prioritization and approval of the individuals included in the list of Learners, achieving the selection of those who will benefit most from the application of the FAI Model – Fostering Adult Integration: 1. Review and adaptation of the Learner's Biographical Profile Form; 2. Review and adaptation of the Learner's Evaluation Form; 3. Review and adequacy of the Learner List; 4. Revision and adequacy of the methodological principles and of the Analysis Report; 5. Ranking of Learners and Candidate Confirmation; 6. Tests on target groups. This intellectual product is based on the documents generated in the pre-project phase, given that a global vision of the processes is already available at the project stage, which justifies an adaptation of the initially defined instruments. This intellectual product responds to the need to have an effective selection process for candidates who will benefit most, especially from the point of view of improving their personal and social skills, from applying the FAI Model – Fostering Adult Integration. The target groups for this intellectual output are the same. The targets are: 1. Direct Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit. 2. Indirect Potential beneficiaries - other age groups, from birth / childhood. The intellectual product embodies two important aspects of innovation: 1. Procedural architecture and technical, educational and social development By creating a completely new approach with a set of files, reports and procedures to support the attendance, analysis, prioritization and approval of individuals integrated in the list of Learners, people with Neurodevelopment Disorders; 2. The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because in a holistic, systematic, integrated way, it contributes to the final objective of integration, through a technical and educational observation and a pre-assessment . This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This intellectual output has a strong expected impact of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. Streamlining the work process, facilitating the Diagnostic Assessment of the target group. Potentially, it has high transferability to third parties, based on the methodological and procedural design of the intellectual product. For this reason, and combined with the fact that: 1. The respective architecture is universally intelligible; 2. Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in daily practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with Neurodevelopmental Disorders and other related disorders.</p>
Start	31/12/2020
End	30/12/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo, Peacepainting

IO 03

Output ID	03
Title	03E1 - Learner Welcome Plan
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>It assumes a set of tasks that are essential to establish guiding rules for the integration of the Learner in the FAI Model – Fostering Adult Integration: 1. Learner's Diagnostic Assessment Form; 2. Learner's Diagnostic Assessment Report; 3. Apprentice Welcome Program; 4. Apprentice Welcome Program Report; 5. Tests on target groups; 6. Handbook and Case Study. A fundamental element of this product is the definition of the Diagnostic Assessment, which is an essential tool for measuring development, establishing general guidelines that allow the Technical Team to collect a set of information, to know and describe the Learner, to identify the strong and weak areas of their development and their problem-solving abilities, as well as their acquired personality traits and social behaviours. It is also relevant due to the need to know the significant ones, their characteristics, the relationship established with the Learner and/or to promote resources that enhance the strengthening of this relationship and the existence of conditions to improve the Learner's skills as early as possible, namely personal and social. The Diagnostic Assessment focuses on the state of health, the social or institutional context, the family context and personal performance and presupposes the use of observation grids and assessment instruments, test batteries, etc., on themes of development, intelligence, diagnosis and competency profile. Indispensable is the definition, for this purpose, of verbal and non-verbal communication strategies. This intellectual output responds to the need to have a very effective and detailed Diagnostic Assessment of the Learner, person with Neurodevelopmental Problems, in order to generate a Welcome Program for the Learner that maximizes the impact on the development of the Learner's skills, especially in the personal and social. The target groups of the intellectual product are the same, whether at local, regional and national level, whether at EU level or outside the EU. The targets are: 1. Direct Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit. 2. Indirect Potential beneficiaries - other age groups, from birth / childhood. The intellectual output embodies two important aspects of innovation: 1. Procedural architecture and technical, educational and social development By creating a completely new approach with a set of forms, reports and procedures to support the Diagnostic Assessment of the Learner and the Welcome Program of the Learner; 2. The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because in a holistic, systematic, integrated way, it contributes to the final objective of integration, through a technical and educational observation and a pre-assessment . This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This output has a strong expected impact of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. Streamlining the work process, facilitating technical and educational intervention on the target group. Potentially, it has high transferability to third parties, based on the methodological and procedural design of the output. For this reason, and combined with the fact that: 1. The respective architecture is universally intelligible; 2. Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in daily practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with Neurodevelopmental Disorders and other related disorders.</p>
Start	31/12/2020
End	30/12/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo, Peacepainting

IO 04

Output ID	04
Title	04E1 - Learner's Individual Educational Socio-Educational Plan. Targeted projects
Type	Methodologies / guidelines – Co-operation processes and methodologies
Description	<p>It presupposes carrying out the following tasks to establish the guidelines to be observed in the preparation, approval, implementation, monitoring, evaluation and revision of the Learner's Individual Socio-Educational Plan (PSEI) and the Cooperative Intervention Plan, if justified: 1. Individual Socio-Educational Plan; 2. Cooperative Intervention Plan; 3. Approval of the Individual Socio-Educational Plan; 4. Approval of the Cooperative Intervention Plan; 5. Evaluation of the Individual Socio-Educational Plan; 6. Evaluation of the Cooperative Intervention Plan; 7. Tests on target groups; 8. Handbook and Case Study. The Individual Socio-Educational Plan, a core piece to intervene in the Learner, person with Neurodevelopment Problems, is made up of intervention projects according to the needs identified in the Diagnostic Assessment, namely: 1. Projects aimed at the acquisition of socially appropriate behaviors that include: a) Self-Esteem Promotion Projects; b) Projects for the Promotion of Personal and Social Skills; c) Projects for the Acquisition and Development of Values; 2. Projects aimed at Learning Difficulties; 3. Projects for the Promotion of Cognitive Skills; 4. Vocational Guidance Projects; 5. Projects for the Promotion of Autonomy and Integration in Active Life; The PSEI includes educational strategies and establishes resources for: 1. Changes in attention; 2. Communication and speech disorders; 3. Difficulties in social interaction; 4. Specific learning difficulties 5. Difficulties in information processing; 6. Difficulties in organizing intellectual work; 7. Emancipation and autonomy. Given the specificity of the Learners, it includes, obligatorily and in a conjugated way, Approaches / Models of Therapeutic Intervention and Educational Strategies. Approaches / Therapeutic Intervention Models: 1. Cognitive – behavioural Therapy; 2. Cognitive rehabilitation; 3. Personal and Social Development 4. Treatment and Education of Autistic and Related Communication Handicapped Children - TEACCH; 5. Augmentative and Alternative Communication Systems - SAAC; 6. Son-Rise Program. Educational Strategies: 1. Dramatic and Plastic Expression; 2. Ludotherapy; 3. Music therapy; 4. Therapeutic Riding; 5. Aquatic Environment Therapy; 6. Relaxation; 7. Snoezelen intervention. The PSEI responds to the need for an integrated, therapeutic and educational approach, individualized for each Learner and focused on his/her specific needs. The target groups of the intellectual product are the same, whether at local, regional and national level, or at EU and non-EU level: 1. Direct Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit. 2. Indirect Potential beneficiaries - other age groups, from birth / childhood. The intellectual output embodies two aspects of innovation: 1. Process architecture and technical, educational and social development a) By creating a completely new approach with a set of supports and integrated procedures, validated in practice, decisive for education and development of people with Neurodevelopmental Disorders; b) A sequence of projects for learning and developing behavioral and social skills, which are complementary and modularly interconnected and dynamic. 2. The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because in a holistic, systematic, integrated way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This output has a strong expected impact of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. Streamlining the work process, guiding the technical and educational intervention on the target group. Potentially, it has high transferability to third parties, based on the methodological and procedural design of the output. For this reason, and combined with the fact that: 1. The respective architecture is universally intelligible; 2. Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders</p>
Start	31/12/2020
End	30/12/2022
Language	Portuguese and english
Available Medias	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo, Peacepainting

IO 05

Output ID	05
Title	05E1 - Learner's Individual Educational Socio-Educational Plan - Approaches / Models of Therapeutic Intervention - Cognitive-behavioural Therapy.
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>Departs with the testing a Therapeutic Intervention Approach / Model, Cognitive-Behavioral Therapy, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopmental Disorders, with the definition of Processes, Work Instructions, Assessment Sheets , Forms for intervention, demonstrative audio-visual material and Case Study. Behavior modification is based on learning theory, that is, the behavior of people with Developmental Delays is seen as a response to situations of external stimulation. The application of this multidisciplinary approach is essentially carried out by the Psychologist, the Occupational Therapist / Psychomotor therapist and the Speech Therapist and aims at correcting cognitive distortions and modifying / learning (cognitive techniques) new behaviors, gradually more adaptive, as well as reducing disruptive behaviors (behavioral techniques). The use of this model, Cognitive-Behavioral Therapy, presupposes that learning occurs through the interaction of a safe context and resorting to reinforcement. On the other hand, the acquisition of social competences and adjusted behaviors arises through the application of several techniques, such as: Role-Play, Role-Reversal, Modeling, Shaping, Positive Reinforcement, Prompting and Brainstorming. This intellectual product, Cognitive-Behavioral Therapy, responds to the needs of: 1. Support the correction of cognitive distortions and the modification / learning of new behaviors, as well as the reduction of disruptive behaviors; 2. Contribute to an integrated, therapeutic and educational approach, embodied in the Individual Socio-Educational Plan of each Learner and which therefore focuses on his/her specific needs. The target groups of the intellectual product are the same, whether at local, regional and national level, or at EU and non-EU level: 1. Direct Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit. 2. Indirect Potential beneficiaries - other age groups, from birth / childhood. This intellectual product embodies two strands of innovation: 1. Procedural architecture and technical, educational and social development The working base, as part of a new approach, is adapted and structured with a set of supports and procedures integrated and tested on adults with Neurodevelopmental Disorders. Being validated by tests in different target groups and in two very different socio-cultural-economic contexts, Leiria and Vigo, is innovative and makes it universal and effective for the education and development of people with Neurodevelopmental Disorders; 2. The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because it is integrated in a holistic, systematic way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This intellectual product has a strong expected impact of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. Streamlining the work process, guiding the technical and educational intervention on the target group. Potentially, the intellectual product has high transferability to third parties, based on the methodological and procedural design. For this reason, and combined with the fact that: 1. The respective architecture is universally intelligible; 2. Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in daily practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders.</p>
Start	31/12/2020
End	30/12/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo

IO 06

Output ID	06
Title	06E1 - Learner's Individual Educational Socio-Educational Plan - Approaches / Models of Therapeutic Intervention - Cognitive-behavioural Therapy.
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>The IO06 is based on carrying out the test on the target group of an Approach / Model of Therapeutic Intervention, Cognitive Rehabilitation, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopment Disorders, with the definition of Processes, Instructions for Assignment, Assessment Sheets, Printouts and materials (very significant) for intervention, demonstrative audio visual material and Case Study. The previous documents are well detailed in the PI. The term cognition refers to the ability we have to think, understand, obtain information, process information and respond to information. We can include, for example, the ability to be attentive, to solve problems, to memorize and remember, to organize and reorganize information, language, learning and visual perception Cognitive stimulation refers to the use of a set of specific strategies to improve the functioning and performance of cognitive functions, providing an improvement in well-being and daily living. In the case of People with Autism Spectrum Disorder, there is no single profile in terms of cognitive processes that may be altered, as each person has their own characteristics. For these people, it is fundamentally intended that with cognitive stimulation they have a better performance in their daily activities. Regarding people, the objectives of IO06 - Cognitive Rehabilitation are: 1) Improve cognitive functioning; 2) Promote an improvement in well-being and day-to-day experience; 3) Promote the use of computer materials. The target group of learners in the intervention sessions ranged from 26 to 50 years old. APPDA Leiria held individual sessions based on remedial strategies to work on the cognitive functions of attention, memory, visual perception and logical reasoning, including exercises and tasks using PowerPoint (digital version) or the BrainTime manual (printed version) . Each session included 16 exercises, 8 at a beginner level and 8 at an intermediate level. Each level includes 2 exercises for each cognitive function to be worked on. In total, 224 exercises were applied, 56 for each cognitive function. We worked with 4 learners in 14 individual intervention sessions, lasting 20 minutes each. AA Vigo carried out intervention sessions following a structure and methodology similar to the APPDA-L, focused on attention, memory, visual perception and logical reasoning. The AAV has significantly adapted the exercises carried out by APPDAL, given that its learners have greater intellectual difficulties and therefore need more support. We worked with 7 learners in 14 individual intervention sessions, lasting 30 minutes each. This intellectual output embodies two aspects of innovation: 1) Process architecture and technical, educational and social development. The work basis, being part of a new approach, is adapted and structured with a set of supports and procedures integrated and tested in adults with Neurodevelopmental Disorders. Being validated by tests in different target groups and in two very different socio-cultural-economic contexts, Leiria and Vigo, is innovative and makes it universal and effective for the education and development of people with Neurodevelopmental Disorders; 2) The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because it is integrated in a holistic, systematic way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This intellectual product has a strong expected impact of two natures: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Potentially, the intellectual product has high transferability to third parties, based on the methodological and procedural design. For that reason, and combined with the fact that: 1) The respective architecture is universally intelligible; 2) Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with related disorders.</p>
Start	01/09/2021
End	30/11/2021
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo

IO 07

Output ID	07
Title	07E1 - Learner's Individual Educational Plan - Approaches / Models of Therapeutic Intervention - Personal and Social Development.
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>IO07 is based on carrying out the test in the target group of an Approach / Model of Therapeutic Intervention, Personal and Social Development, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopment Disorders, with the definition of Processes, Instructions Worksheets, Evaluation Sheets, Printouts and materials (very significant) for intervention, demonstrative audio-visual material and Case Study. The previous documents are well detailed on IO. Personal and social competences translate into emotional, motivational, cognitive and metacognitive competences, which contribute to personal development and to an adequate interpersonal relationship. They relate to various psychological constructs, such as intelligence, attitude, personality, perception, interaction and behaviour. In the case of the target, they are people whose main characteristics are related to an inflexible adherence to routines, difficulties in communication and social interaction, repetitive and restrictive behaviour patterns and stereotypes. Language comprehension is also less natural, sometimes using specific forms of communication, having difficulty understanding what others convey to them or showing others that they care about them or transmitting ideas and feelings. It is within this scope that this IO intends to act. This IO, Personal and Social Development, responds to the need to stimulate people's fundamental skills in interacting with others, through group dynamics, role-playing situations and mediated reflection on the experiences they have had. With Personal and Social Development it is intended, for people in the target group: 1) To improve the self-concept and self-esteem of the Learners; 2) Enhance the ability to understand and express feelings; 3) Promote an improvement in verbal and non-verbal communication; 4) Stimulate empathy and assertiveness and improve behaviour problems; 5) Promote the capacity for cooperation and teamwork; 6) Encouraging the carrying out of activities and work and increasing the ability to solve problems; 7) Promote an improvement in the well-being and daily experience of the Learners. The target group of learners in the intervention sessions ranged from 17 to 55 years old. APPDA Leiria opted for an approach through which important skills are developed for greater self-knowledge and self-esteem, as well as a more effective relationship and interaction in the social contexts in which learners are inserted. The program consists of seven intervention areas: Self-Concept and Self-Esteem, Understanding and Expressing Feelings, Communication, Empathy, Assertiveness, Cooperation and Teamwork and Problem Solving. There were 14 intervention sessions, lasting 20 minutes and 5 to 10 participants, two for each of the areas, with the performance of four specific activities in each of them. In the 15th session, the evaluation was carried out. AAVigo promoted sessions in which, given the specific characteristics of its target group, the incidence of the approach was on the following themes: 1) Recognition of individuality and the role of the person; 2) The promotion of health and personal care; 3) Psychological and emotional well-being and the prevention of behaviour problems; 4) Personal autonomy and empowerment; 5) Activities of daily living, work and activities in the community; 6) Self-determination; 7) Fostering communication and social interaction; There were 14 individual intervention sessions, lasting 1 to 2 hours. In the 15th session, the evaluation was carried out. Peacepainting organized the intervention sessions, providing learners with experiences of verbal and non-verbal communication, self-mastery, increased self-esteem, expression of feelings, emotional control and promotion of a sense of belonging. There were 7 intervention sessions, with small groups of up to 5 people, with about 3 hours each session, including the 2 initial and final evaluation sessions. The IO has innovation, a strong impact and high transferability as detailed in the application. Innovation aspects in procedural architecture and technical, educational and social development and in the design and applicability of the generated IO. Expected impact: 1) The practical applicability being adopted by a large number of institutions/technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Transferability to third parties, as the other IO, has universal methodologies, methods and techniques, well tested in everyday practice.</p>
Start	01/11/2021
End	31/01/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo, Peacepainting

IO 08

Output ID	08
Title	O8E1 - Individual Learner's Socio-Educational Plan - Therapeutic Intervention Approaches / Models - Treatment and Education of Autistic and Related Communication Handicapped Children.
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	IO08 is based on carrying out the test on the target group of an Approach / Model of Therapeutic Intervention, the Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH), for inclusion in the Individual Socio-Educational Plan of the Learner, person with Disorders of Neurodevelopment, with the definition of Processes, Work Instructions, Assessment Sheets, Printouts and materials (very significant) for intervention, demonstrative audio-visual material and Case Study. The previous documents are well detailed in the IO. The TEACCH program is designed to help people with ASD globally, preparing them for adequate participation in school, work or daily life and trying to avoid possible behavioural problems, improve social, language and learning skills. The main objective is to make an individualized design for skills training that help a target-person to better understand the environment and to develop more autonomy. The TEACCH program sees the person with autism as an individual with particular characteristics that must be understood in order to be able to help, creating a true "autism culture". The practicality of TEACCH program based on the concept of structured teaching, adapts and plans the environment and activities according to the person's age, likes and abilities, focusing on their strengths rather than their difficulties and using visual aids as a basic tool. This IO provides tools to learners in terms of autonomy and functionality that allow them greater organization and structuring. We resorted to adapting an activity room, adopting a physical reorganization of the space and the use of materials such as images, figures and graphs representing the different spaces existing in it. It is intended, therefore, that learners associate each space with the moment they are carrying out an activity, giving them the necessary structure and predictability for the daily tasks they carry out. The fact that they are in a place they are familiar with allows learners to express their self-determination and autonomously move to the place they want to carry out tasks of interest whenever possible. With regard to people, the objectives of IO08 - TEACCH are: 1) To improve the understanding and execution of certain activities; 2) Improve the duration, concentration and final result of certain activities; 3) Increase the ability to adapt to the physical space; 4) Decrease in inappropriate behaviour; 5) Stimulate skills to carry out activities of daily living (autonomy, cognition and fine motor skills). The target group of learners in the intervention sessions ranged from 17 to 45 years old. APPDA Leiria carried out intervention sessions in an activity room with spaces delimited according to the following areas: Transition Area, Work Area, Reading Area, Computer Area and Leisure Area. The learners circulated through the areas following a specific order, carrying out activities, being necessary to complete the proposed activity in each area to advance to the next area. There were 20 intervention sessions of 30 minutes each, with 4 learners, 4 of which were evaluation sessions. AA Vigo carried out intervention sessions with three activities: Daily Life Activities, Kitchen Activities and Gardening and Horticulture Activities. The sessions, given the very specific personal characteristics of the members of the target group, were held in the usual places frequented by the target group - more effective action. There were 12 intervention sessions, both individual and in groups, lasting 45 to 60 minutes each, with 4 learners, 2 sessions were evaluation ones. The IO has innovation, a strong impact and high transferability. Innovation aspects in procedural architecture and technical, educational and social development and in the design and applicability of the generated intellectual product. Expected impact: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. It has like the other IO a high Transferability capacity.
Start	01/01/2022
End	30/04/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo

IO 09

Output ID	09
Title	09E1 - Individual Learner's Socio-Educational Plan - Approaches / Models of Therapeutic Intervention - Augmentative and Alternative Communication Systems - SAAC.
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>IO09 is based on carrying out the test on the target group of an Approach / Model of Therapeutic Intervention, the Augmentative and Alternative Communication Systems (SAAC), for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopment Disorders, with the definition of Processes, Work Instructions, Evaluation Sheets, Prints and materials (very significant) for intervention, demonstrative audio-visual material and Case Study. The previous documents are well detailed in the PI. Augmentative and Alternative Communication Systems are systems that aim to increase expression skills in order to overcome communicative difficulties and promote various skills such as communication, learning and interaction, generally improving global skills and improving quality of life. There are four main components: Symbols, Support Products, Techniques and Strategies. In the case of People with Autism Spectrum Disorder, there may be difficulties both in the communicative intention and in the very structure of language or speech, and it may even be completely absent. Action with SAAC can help to improve these communicative aspects, which will give the person more opportunities in their relationship with their surroundings, expressing what they want or feel, integrating themselves into the community and, ultimately, improving their quality of life. Regarding people, the objectives of IO09 - SAAC are: 1) Increase communicative capacity, both expressive and comprehensive. 2) Promote communication, learning and interaction; 3) Increase communicative intent; 4) Improve social relationships; 5) Reduce the numerous behavioral difficulties associated with communicative problems. The target group of learners in the intervention sessions was between 17 and 24 years old and participated in 12 classroom intervention sessions. The very nature of SAAC application to the target group implies that the intervention sessions have to be flexible in duration and space, as it is a continuous learning process that, in addition to classroom training, has to work in real contexts and with different people to if you can create an application generalization. APPDA Leiria held individual sessions, lasting approximately 20 to 30 minutes. The sessions were divided into blocks of 4, so that at every 4 sessions what was assessed in each of the 3 assessment grids could be worked on. AA Vigo held sessions in which, in a first phase, the SAAC basic principles most appropriate to the target group were transmitted and, in a second phase, in a real-life context, the basic principles transmitted in the first phase were put into practice. This IO embodies two strands of innovation: 1) Procedural architecture and technical, educational and social development The working basis, as part of a new approach, is adapted and structured with a set of supports and procedures integrated and tested on adults with Neurodevelopmental Disorders. Being validated by tests in different target groups and in two very different socio-cultural-economic contexts, Leiria and Vigo, is innovative and makes it universal and effective for the education and development of people with Neurodevelopmental Disorders; 2) The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because it is integrated in a holistic, systematic way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist and in which all the elements are conceived, will be the subject of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This intellectual product has a strong expected impact of two natures: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Potentially, the intellectual product has high transferability to third parties, based on the methodological and procedural design. For this reason, and combined with the fact that: 1) The respective architecture is universally intelligible; 2) Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is totally transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders.</p>
Start	01/03/2022
End	31/08/2022
Language	Portuguese and English
Available Medias	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo

IO 10

Output ID	10
Title	10E1 - Learner's Individual Educational Socio-Educational Plan - Therapeutic Intervention Approaches / Models - Son-Rise Program.
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>IO10 is based on carrying out the test on the target group of an Approach / Model of Therapeutic Intervention, the Son-Rise Program, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopmental Disorders, with the definition of Processes, Instructions Worksheets, Evaluation Sheets, Forms and materials (very significant) for intervention, demonstrative audio-visual material and Case Study. The previous documents are well detailed in the PI. This intellectual product, SON-RISE, responds to the needs of: 1) Accelerating the opening of a communication channel for people to show us how to enter their world so that later we can show them how to enter ours; 2) Contribute to an integrated, therapeutic and educational approach, embodied in the Individual Socio-Educational Plan of each Learner and which therefore focuses on his/her specific needs. The Son-Rise Program is an approach whose main objective is for the person diagnosed with autism spectrum disorder to be able to build a relationship and interact with the technician who streamlines the program sessions, actively participating in positive, fun and spontaneous interactions. through motivating and dynamic activities. A space (playroom) was created, following the Son-Rise methodology, especially for activities, considered safe and without distracting factors for learners. The space was equipped with pedagogical material to stimulate different skills, adapted and adapted to the characteristics and interests of the people in the target group. Regarding people, the objectives of PI10 - Son-Rise Program are: 1) Increase relational skills, namely eye contact; 2) Promote the creation of a bond between learner and technician; 3) Create an environment conducive to the free exploration of pedagogical materials and games; 4) Promote sharing and pleasure in carrying out joint activities that are fun. The target group of learners in the intervention sessions ranged from 26 to 45 years old and participated in 10 classroom intervention sessions. APPDA Leiria followed a methodology based on creating a script for an activity on which it worked in sessions with learners, evaluating each session at the end of it. The Evaluation Form evaluated 5 parameters: visual contact, attention capacity, demonstrated pleasure, involvement in activities and interaction with the technician. In the intervention sessions, previously selected games and objects were presented. The dynamics of the session was based on certain assumptions, such as the fact that the technician waited for the learner's spontaneous reaction, did not force the learner to carry out the activity, etc. AA Vigo followed a methodology based on carrying out different but structured actions to establish close and interactive relationships between the technician and the learner using collaborative games, materials then developed for the purpose and sensory stimuli already recognized by the learner. In the end, it was recognized that it was very effective to obtain knowledge about the learner and to have an impact on him by going out of the beaten path, resorting to imagination and improvisation and treating the learner equally in an atmosphere of relaxation and fun. This IO embodies two aspects of innovation: 1) Process architecture and technical, educational and social development The work base, as part of a new approach, is adapted and structured with a set of supports and procedures integrated and tested in adults with Neurodevelopmental Disorders. It is innovative to be validated by tests in different target groups and in two very different socio-cultural-economic contexts, Leiria and Vigo; 2) The design and applicability of the generated IO constitutes an educational support and innovative action, because it is integrated in a holistic, systematic way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist. This IO has a strong expected impact of two natures: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Potentially, the intellectual product has high transferability to third parties, based on the methodological and procedural design. For that reason, and combined with the fact that: 1) The respective architecture is universally intelligible; 2) Be based on a holistic and adaptive philosophy, incorporating universal and interoperable methodologies, methods and techniques that are well tested in daily practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders.</p>
Start	01/05/2022
End	31/08/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo

IO 11

Output ID	11
Title	11E1 - Learner's Individual Socio-Educational Plan - Educational Strategies - Dramatic and Plastic Expression
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>IO11 is based on carrying out the test in the target group of an Educational Strategy, Dramatic and Plastic Expression, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopment Disorders, with the definition of Processes, Work Instructions, Worksheets Assessment, Printouts and materials (very significant) for intervention, demonstrative audio-visual material and Case Study. The previous documents are well detailed in the PI.</p> <p>Dramatic and Plastic Expression is used for personal expression and as a tool to improve aspects such as awareness, self-esteem or relaxation. It is about using art as a vehicle to channel emotions and encourage communication in people, such as those in the target group, who may find it difficult to do so in the most usual ways. In Dramatic Expression, the activities to be carried out are the representation / dramatization of theatrical scenes (with songs and readings) and the dramatic game. At Plastic Expression the activities to be carried out are the workshops where the person can carry out diversified handicrafts in their own space such as drawing, painting, modelling, among others. This IO, Dramatic and Plastic Expression, responds to the needs of: 1) Promoting people's expression and communication to enhance their development, understanding and learning; 2) Contribute to an integrated, therapeutic and educational approach, embodied in the Individual Socio-Educational Plan of each Learner and which therefore focuses on his/her specific needs. With Dramatic and Plastic Expression, in this IO, the aim is for people in the target group to: 1) Promote people's creativity and spontaneity; 2) Foster communication and socialization through artistic activities; 3) Improve the communication of feelings, emotions and fears; 4) Improve self-esteem and self-concept; 5) Foster belonging to a group of equals and in society; 6) Improve fine psychomotricity with plastic arts.</p> <p>The target group of learners in the intervention sessions ranged from 23 to 65 years old. APPDA Leiria opted for an approach developed with Dramatic Expression and Plastic Expression around a central theme, Multiculturalism. It was intended to promote in people a more in-depth and informed knowledge of the way they see the world, to improve their expression skills using different methods, to express tastes, actions, ideas and feelings through verbal and non-verbal communication and to learn about different techniques used in the plastic arts, perfecting them. The sessions take place in small groups, with around 6 learners, in a total of 20 sessions (10 for each of the expressive areas). The first and last session of each of the expressions correspond to the initial evaluation and final evaluation, respectively. In the case of Dramatic Expression, the areas of intervention relate to Body Expression (2 sessions), Voice (2 sessions) and Communication and Interaction (4 sessions). AA Vigo promoted intervention sessions in which opportunities were created for learners to express themselves through painting, plastic art (modelling) or collage, themes more suited to the specificities of the target group. The emphasis was placed on spontaneity, imagination and the personal expression of feelings and emotions, which transpired in the created works whose realization was in no way guided / oriented by the technician. There were 14 sessions, with small groups, with about 45 minutes each session, including the 2 sessions of initial and final evaluation. Peacepainting organized the intervention at PI11 in 7 Activities, with sessions of varying duration and group work, except for the painting in which the work was individual. The sessions took place outdoors and in a room. Activity 1 was for individual and collective inspiration with a walk and lunch, activity 2 linked colour with personal feelings, activity 3 was about making paintings, Activity 4 was expressing the painting in text, Activity 5 was talking about painting, Activity 7 was to express what serenity is and Activity 8 was the public exhibition of the paintings made. The IO has innovation, a strong impact and high transferability as detailed in the application. Innovation aspects in procedural architecture and technical, educational and social development and in the design and applicability of the generated IO. Expected impact: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Transferability to third parties, based on methodological and procedural design, universally intelligible architecture and holistic and adaptive philosophy with universal methodologies, methods and techniques that are well tested in daily practice.</p>
Start	01/07/2022
End	30/11/2022
Language	Portuguese and english
Available Media	Publications
Leader	Peacepainting
Participants	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria and Autismo Vigo

IO 12

Output ID	12
Title	12E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Ludo therapy
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>IO12 is based on carrying out the test on the target group of an educational strategy, Ludo therapy, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopmental Disorders, with the definition of Processes, Work Instructions, Assessment Sheets, Printouts and materials (very significant) for intervention, demonstrative audio-visual material and Case Study. The previous documents are well detailed on IO. This output - Ludo therapy - uses games in a therapeutic way and responds to the needs of: 1) Supporting adults with autism in the acquisition and development of essential competences, for participation in society, namely the expression of emotions, improvement of mood and acting about behaviour problems; 2) Cover an educational intervention (cognitive, emotional and relational); 3) Supporting significant others, family members, educators and technicians, expanding skills and intervention capacity and creating links between the previous ones and the learner. Ludo therapy consists of an interpersonal relationship between the therapist and the participant, in which the therapist provides a set of toys and games so that the participant can explore and express himself through play. Ludo therapy can be useful, in this target group, for the manifestation of emotions, sensations, concerns and fears in relation to the surrounding environment and in relation to the person's life story, using toys and games to decipher, manage and integrate situations that trigger anxiety, in addition to being able to facilitate communication, expression and understanding of the world through playing and manipulating toys and recreational objects. It is also possible to promote the learning of new skills and knowledge, helping the person to integrate more significantly in their environment and society, as well as promoting their autonomy, self-esteem and capacity for self-regulation. With regard to people, the objectives of PI12 - Ludo therapy are: 1) Promoting expression and emotional well-being through the playful component; 2) Acquire skills for activities of daily living; 3) Work on recognizing one's own and others' emotions and develop emotional self-regulation strategies; 4) Work on individual and group attention; 5) Stimulate interpersonal relationships, namely in terms of waiting, tolerance, frustration and imitation; 6) Promote self-acceptance and self-esteem. The target group of learners in the intervention sessions was between 17 and 35 years old. APPDA Leiria followed a methodology based on carrying out 15 intervention sessions, 6 of which were individual, 7 of a group and 2 sessions for the initial and final evaluation. The individual sessions lasted 20 minutes and the group sessions lasted 45 minutes. The number of learners per session varied between 3 and 6. Each session was centered on a theme that was dynamically explored in the form of observation, games, reflection, writing, drawing, dramatization, modelling, painting and relaxation in order to achieve the objectives defined individually and collectively. AA Vigo followed a methodology based on carrying out 12 intervention sessions, 10 of which were individual and lasted from 30 to 90 minutes and 2 sessions for the initial and final evaluation. Each session was centered on a theme explored dynamically based on play and fun and adapted to the characteristics of the learner and the objectives they intend to achieve. As an example of themes we have: I learn while playing; I learn to wait by playing; I pay attention to games; Repetition games; Imagining is fun; Game to recognize emotions; Game with puppets. The IO has innovation, a strong impact and high transferability as detailed in the application. Innovation aspects in procedural architecture and technical, educational and social development and in the design and applicability of the generated output. Expected impact: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Transferability to third parties, based on methodological and procedural design, universally intelligible architecture and holistic and adaptive philosophy with universal methodologies, methods and techniques that are well tested in daily practice.</p>
Start	01/09/2022
End	30/11/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Participants	Autismo Vigo

IO 13

Output ID	13
Title	13E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Music Therapy
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>IO13 is based on carrying out the test in the target group of an Educational Strategy, Music Therapy, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopmental Disorders, with the definition of Processes, Work Instructions, Assessment Sheets, Forms for intervention, demonstrative audio visual material and Case Study. The previous documents are well detailed in the PI. Researchers believe that the musical language and characteristics of music have a special connection with people's information processing and that these people have a superior processing in relation to what are called lower order properties in music (timbre, interval, melody, pace, etc.) which may be related to the tendency of these people to focus more on details. And eventually, the active listener also understands and processes higher-level aspects of music, such as song structures. Music therapy contributes to the development of creativity, imagination, rhythmic awareness, language and expressive capacity. It also has a positive impact on the motor skills of individuals, namely in terms of promoting muscle control, movement and rhythmic ability and its consequent stimulation and promotion of nervous system balance. And it also contributes to the promotion of emotional expression, reducing the development of anxiogenic symptoms and allowing the individual to release their fears and apprehensions in a cathartic way. With Music Therapy it is intended, in this IO, for people in the target group: 1) Promote creativity, body and emotional expression; 2) Improve memory, attention, auditory perception through musical exercises; 3) Increase the state of relaxation, reducing anguish or anxiety; 4) Foster participation and social interaction; 5) Create emotional bonds with caregivers; 6) Recognize musical instruments visually and aurally; 7) Develop the ability to improvise in a musical context. The target group of learners in the intervention sessions ranged from 17 to 45 years old. APPDA Leiria focused on musical expression through the rhythmic component, the exploration of instruments including the voice and through improvisation exercises. The involvement of the learners grew and, at the end of the intervention, greater group cohesion was evident. We opted for a set of 15 group intervention sessions with 6 to 10 learners, with two sessions for initial and final assessment. Intervention sessions lasted 30 minutes. AA Vigo promoted sessions in which the musical intervention was determined by the activity to be carried out, in a process of interaction and learning with music and musical instruments, in which the themes of the sessions were: Let's get up with music, Music in the shower, Music in activities, Relaxation music, Travel music, Sleep music, Rhythm, Instruments, Vocal expression and Musical improvisation. We opted for a set of 12 individual and group intervention sessions for up to 5 learners, 6 receptive sessions and 6 expressive-productive sessions. The duration of the sessions varied according to the thematic activity. Peacepainting chose to combine music with painting, with the emphasis on spontaneity, imagination and the personal expression of feelings, emotions and communication based on pieces of music, with a subsequent reflection on the activity of painting. There were 14 group intervention sessions with 6 learners, two sessions for initial and final assessment. Intervention sessions lasted 60 minutes. This IO embodies two aspects of innovation: 1) Procedural architecture and technical, educational and social development 2) Design and applicability of the generated intellectual product. This output has a strong expected impact of two natures: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Potentially, the intellectual product has high transferability to third parties, based on the methodological and procedural design. For that reason, and combined with the fact that: 1) The respective architecture is universally intelligible; 2) Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders.</p>
Start	01/07/2022
End	30/11/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento Autismo de Leiria
Participants	Autismo Vigo and Peacepainting

IO 14

Output ID	14
Title	14E1 - Learner's Individual Educational Plan - Educational Strategies - Therapeutic Riding
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>It presupposes carrying out the test in the target group of an Educational Strategy, Therapeutic Riding, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopmental Disorders, with the definition of Processes, Work Instructions, Assessment Sheets, Forms for intervention, demonstrative audio visual material and Case Study. Therapeutic Riding combines the basic concepts of classical riding with the theoretical foundations of rehabilitation, whose contributions are reflected at a cognitive, motor, relational and psychosocial level. The positive impact is due to the fact that the horse is a very docile animal and has the advantage of having three different types of gait (pace, trot and gallop), which allows adapting its movement to the strategies that are intended to be developed. At the same time, its step-by-step movement produces three-dimensional movements equivalent to those of human walking, the physiognomy of its back provides a correct sitting position and transmits a huge amount of sensory stimuli to the central nervous system, thus making it a facilitator of the intervention. The intervention of the Occupational Therapist/Psychomotorist and the Speech Therapist stands out. The latter fosters language skills by acting as an interlocutor and the person exposed to an environment rich in stimuli develops perception and promotes the willingness to share what they see, hear and feel. Therapeutic Riding in intervention has the following objectives: 1. The development of interests; 2. The adequacy of attitudes and behaviors; 3. The integration of social rules; 4. The development of self-esteem, self-confidence, communication and interaction; 5. Increased level of attention and concentration; 6. The spatial and temporal orientation; 7. Reinforcing school skills; 8. Promotion of sensory stimulation and ownreceptivity; 9. Enhance disinhibition and motor safety; 10. Improvement of postural control, balance, bilateral integration, motor planning, muscle tone and strength, joint mobilization, motor coordination and rhythm. This IO - Therapeutic Riding - responds, namely, to the needs of: 1. Developing new communication and socialization skills; 2. Contribute to an integrated, therapeutic and educational approach, embodied in the Individual Socio-Educational Plan of each Learner and which therefore focuses on his/her specific needs. The target groups of the intellectual product are the same, whether at local, regional and national level, or at EU and non-EU level: 1. Direct Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit. 2. Indirect Potential beneficiaries - other age groups, from birth / childhood. This IO embodies two aspects of innovation: 1. Procedural architecture and technical, educational and social development The work base, as part of a new approach, is adapted and structured with a set of supports and procedures integrated and tested on people adults with Neurodevelopmental Disorders. The fact that it is validated by tests in different target groups and in two very different socio-cultural-economic contexts, Leiria and Vigo, is innovative and makes it universal and effective for the education and development of people with Neurodevelopmental Disorders; 2. The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because it is integrated in a holistic, systematic way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This output has a strong expected impact of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. Streamlining the work process, guiding the technical and educational intervention on the target group. Potentially, the IO has high transferability to third parties, based on the methodological and procedural design. For this reason, and combined with the fact that: 1. The respective architecture is universally intelligible; 2. Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders.</p>
Start	31/12/2020
End	30/11/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento Autismo de Leiria
Participants	Autismo Vigo and Peacepainting

IO 15

Output ID	15
Title	15E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Aquatic Environment Therapy
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>It presupposes carrying out the test in the target group of an Educational Strategy, Therapy in an Aquatic Environment, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopmental Disorders, with the definition of Processes, Work Instructions, Assessment Sheets, Printouts for intervention, demonstrative audio visual material and Case Study. Intervention in the aquatic environment focuses on the overall development of the individual, both in physiological and functional aspects, as well as in autonomy and psychomotor, perceptive-motor, affective and social development. The aquatic environment allows a smaller effect of gravity, requiring less effort at the muscular level, favors the strengthening of the muscular mass and the execution of a great amplitude of movements. The heated water favors relaxation, coziness and bodily proximity to each other and group water exercises improve socialization skills, provide leisure and favor playfulness. The Occupational Therapist/Psychomotrist intervenes, and the Speech Therapist can participate in the intervention process to increase linguistic and relational skills. Benefits of Therapy in an Aquatic Environment: 1. Enhances interpersonal relationships and communication; 2. Experience sensations of pleasure and physical well-being; 3. Fosters attention and induces relaxation; 4. Reduces muscle stiffness and spasticity and benefits flexibility; 5. Promotes better blood circulation; 6. Allows to develop the ability to adapt and learn; 7. Stimulates the improvement of balance and postural readjustments; 8. Enhances intense proprioceptive, auditory and visual stimulation; 9. Enables a constant integration of information with consequent cognitive development; 10. Facilitates a better awareness of the body and oneself; 11. Promotes spatial relationships and rhythmic coordination; 12. Favor the development of motor coordination and agility. This IO - Therapy in an Aquatic Environment - responds, namely, to the needs of: 1. Global development of the individual in the physiological and functional aspects, in autonomy and in the psychomotor, perceptive-motor, affective and social development.; 2. Contribute to an integrated, therapeutic and educational approach, embodied in the Individual Socio-Educational Plan of each Learner and which therefore focuses on his/her specific needs. The target groups of the IO are the same, whether at local, regional and national level, or at EU and non-EU level: 1. Direct Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit. 2. Indirect Potential beneficiaries - other age groups, from birth / childhood. This output embodies two aspects of innovation: 1. Process architecture and technical, educational and social development The work base, as part of a new approach, is adapted and structured with a set of supports and procedures integrated and tested on people adults with Neurodevelopmental Disorders. Being validated by tests in different target groups and in two very different socio-cultural-economic contexts, Leiria and Vigo, is innovative and makes it universal and effective for the education and development of people with Neurodevelopmental Disorders; 2. The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because it is integrated in a holistic, systematic way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This IO has a strong expected impact of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. Streamlining the work process, guiding the technical and educational intervention on the target group. Potentially, the intellectual product has high transferability to third parties, based on the methodological and procedural design. For this reason, and combined with the fact that: 1. The respective architecture is universally intelligible; 2. Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is totally transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders.</p>
Start	31/12/2020
End	30/11/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento Autismo de Leiria
Participants	Autismo Vigo and Peacepainting

IO 16

Output ID	16
Title	16E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Relaxation
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>IO16 is based on carrying out a test on the target group of an Educational Strategy, Relaxation, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopmental Disorders, with the definition of Processes, Work Instructions, Assessment Sheets, Prints and materials for intervention, demonstrative audio visual material and Case Study. The previous documents are well detailed on IO. Relaxation is based on returning to the normal state that was disturbed by stressful situations and which generated dysfunctional automatic thoughts. Relaxation provides, namely, a reduction in environmental stimuli, an increase in concentration, a reduction in heart rate and blood pressure, muscle reduction, an increase in attention and an increase in cognitive flexibility. This intellectual product, Relaxation, responds to the needs of: 1) Achieving a state of relaxation by the learner; 2) Reduce anxiety states and prevent behavioral difficulties; 3) Improve the learner's physical health by reducing their stress level; 4) Obtaining a safe and trusting space between the learner and the technician. With Relaxation it is intended, in this IO, for people in the target group: 1) To reduce the level of anxiety 2) To enhance an improvement in physical and emotional well-being; 3) Achieve greater tolerance for certain sensations; 4) Provide access to stress reduction and body posture techniques; 5) Promote an improvement in verbal and non-verbal communication; 6) Stimulate empathy and assertiveness; 7) Fostering the emotional bond between learners and technicians. The target group of learners in the intervention sessions ranged from 17 to 45 years old. APPDA Leiria opted for an intervention aimed at neuromuscular relaxation through the use of the relaxation techniques Diaphragmatic Breathing, Jacobson's Progressive Muscle Relaxation and Schultz's Autogenic Training, with the aim of improving the well-being of learners as well as respiratory control and the capacity for neuromuscular relaxation. It held 10 sessions of 45 minutes each, in a group, with the participation of 4 learners. AA Vigo promoted sessions intervening based on three vectors: Guided breathing, the use of relaxing music and aromatherapy and massages. It held 10 individual sessions of 45 to 60 minutes each, covering 4 learners. The convenience of opting for individual sessions resulted from the identification, when the initial diagnostic assessment was carried out for each one, of specific characteristics of the students' sensitivity or hypersensitivity. Peacepainting promoted the intervention sessions based on the intervention on horses and on painting, but with a focus on the learner's relaxation. From the perspective of the horse's contribution to relaxation, learners learn to behave serenely and calmly when in contact with the horse in the stable and in subsequent interactions that range from providing basic care to the horse to walking with it. Painting was used to establish a relationship, in a tone of serenity, with the previous experience of each learner. There were 14 intervention sessions lasting 7 hours, including lunch, with the participation of 4 students. This IO embodies two aspects of innovation: 1) Process architecture and technical, educational and social development; 2) The design and applicability of the generated intellectual product. This intellectual product has a strong expected impact of two natures: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Potentially, the output has high transferability to third parties, based on the methodological and procedural design. For that reason, and combined with the fact that: 1) The respective architecture is universally intelligible; 2) Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders.</p>
Start	01/07/2022
End	30/11/2022
Language	Portuguese and english
Available Media	Publications
Leader	Peacepainting
Participants	Associação Portuguesa para as Perturbações do Desenvolvimento Autismo de Leiria e Autismo Vigo

IO 17

Output ID	17
Title	17E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Snoezelen Intervention
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>IO17 is based on carrying out the test in the target group of an Educational Strategy, the Snoezelen Intervention, for inclusion in the Individual Socio-Educational Plan of the Learner, person with Neurodevelopmental Disorders, with the definition of Processes, Work Instructions, Assessment Sheets, Printouts and materials (very significant) for intervention, demonstrative audio visual material and Case Study. The previous documents are well detailed on IO. The Snoezelen Intervention aims to promote a peaceful environment that allows the reception of pleasant sensory stimuli, providing exploration of the environment, relaxation, satisfaction and the development of social skills. This intellectual product, the Snoezelen Intervention, responds to the needs of: 1) Promoting better verbal and non-verbal communication; 2) Stimulate empathy and assertiveness; 3) Promote the capacity for cooperation and teamwork; 4) Improve the Learners' self-concept and self-esteem; 5) Enhance the ability to understand and express feelings; 6) Increase problem solving capacity; With the Snoezelen Intervention it is intended, in this IP, for people in the target group: 1) To provide relaxation and multi-sensory stimulation; 2) The decrease of maladaptive, aggressive and stereotyped behaviors; 3) Decreased anxiety and stress; 4) Improve fine and gross motor skills; 5) Increased attention and concentration; 6) Increased self-esteem and self-control; 7) Increase autonomy and motivation. The target group of learners in the intervention sessions ranged from 18 to 65 years old. At APPDA Leiria, the sessions are developed individually, lasting 45 minutes, in a total of 15 sessions. Sessions 2 to 7 focus on controlling the materials in the multisensory stimulation room, sessions 8 to 12 focus on sensory stimulation and sessions 13 and 14 combine the previous ones. The first and last sessions correspond to the initial assessment and final assessment, respectively. In the evaluation, three domains are evaluated: control of the environment, the senses and well-being. At AA Vigo, sessions are carried out in groups of 3 students, lasting 45 minutes, in a total of 14 sessions. The first and last sessions correspond to the initial assessment and final assessment, respectively. The assessment focused on sensory, cognitive and behavioral perception, motor skills and socialization. This IO embodies two aspects of innovation: 1) Process architecture and technical, educational and social development The working bases, as part of a new approach, are adapted and structured with a set of supports and procedures integrated and tested on people adults with Neurodevelopmental Disorders. Validation by tests in different target groups and in two very different sociocultural-economic contexts, Leiria and Vigo, is innovative, giving universality and effectiveness to the education and development of people with Neurodevelopmental Disorders; 2) The design and applicability of the generated output It constitutes an educational support and innovative action, because it is integrated in a holistic, systematic way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This IO has a strong expected impact of two natures: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Potentially, the intellectual product has high transferability to third parties, based on the methodological and procedural design. For that reason, and combined with the fact that: 1) The respective architecture is universally intelligible; 2) Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is totally transferable to the aforementioned target group and is highly adjustable to children, young people and adults with other related disorders.</p>
Start	01/12/2022
End	30/11/2022
Language	Portuguese and english
Available Media	Publications
Leader	Autismo Vigo
Participants	Associação Portuguesa para as Perturbações do Desenvolvimento Autismo de Leiria

IO 18

Output ID	18
Title	18E1 - Learner's Individual Educational Social Plan - Cooperative Intervention Plan. Planning and Monitoring of Activities for Personal Development and Inclusion of the Learner
Type	Learning / teaching / training material – Manual / handbook / guidance material
Description	<p>It presupposes a set of tasks that are indispensable to establish guiding rules for the integration of the Learner in the FAI Model – Fostering Adult Integration: 1. Cooperative Intervention Plan form; 2. Approval of the Cooperative Intervention Plan; 3. Evaluation of the Cooperative Intervention Plan; 4. Identification of Inclusion Activities; 5. Inclusion Activities Plan. The Cooperated Intervention Plan is an instrument that, when justified, will be drawn up with the Learner in view of the Learner's Individual Socio-Educational Plan and considering possible support needs for a more effective family or community integration of the Learner, with the maximum possible autonomous life. The Cooperative Intervention Plan may be signed with public entities that somehow relate to or support the person with Neurodevelopmental Disorders and with significant others or the family, to enhance the intervention of the entities or empower the family, and this training may be considered in the FAI Model – Axis 2, Guidance and Family Support. The Identification of Inclusion Activities (whether current or potential) and the Inclusion Activities Plan (which should have defined general objectives, operational objectives, resources and type of activity) are key parts of the Planning and Monitoring of Personal Development and Inclusion Activities of the Learner, which aims to establish the guiding rules for the elaboration, validation, implementation, monitoring, evaluation and revision of the activities of the FAI Model, regardless of whether they are: 1. Personal and social development; 2. Ludic-therapeutic; 3. Socio-cultural. This IO responds to the need to facilitate the community and family integration of people with Neurodevelopmental Problems who have benefited from the Individual Socio-Educational Plan. The target groups of the intellectual product are the same, whether at local, regional and national level, whether at EU level or outside the EU. The targets are: 1. Direct Adults with Neurodevelopmental Disorders - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit. 2. Indirect Potential beneficiaries - other age groups, from birth / childhood. The IO embodies two important aspects of innovation: 1. Procedural architecture and technical, educational and social development By creating a completely new approach with a set of forms, reports and procedures to support the Learner's community and family integration; 2. The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because in a holistic, systematic, integrated way, it contributes to the final objective of integration, through a technical and educational observation and a pre-assessment . This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This IO has a strong expected impact of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. Streamlining the work process, facilitating technical and educational intervention on the target group. Potentially, it has high transferability to third parties, based on the methodological and procedural design of the output. For this reason, and combined with the fact that: 1. The respective architecture is universally intelligible; 2. Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with Neurodevelopmental Disorders and other related disorders.</p>
Start	31/12/2020
End	30/12/2022
Language	Portuguese and english
Available Media	Publications
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento Autismo de Leiria
Participants	Autismo Vigo

IO 19

Output ID	19
Title	19E2 - Guidance and Family Support - Observation Grid, Interview Form and Characterization Questionnaire
Type	Methodologies / guidelines – Co-operation processes and methodologies
Description	<p>IO19 is based on carrying out an interview form with the Family / Significant, on the characterization of the Learner by Significant and on the definition of training topics of interest in the context that was characterized. Processes, Work Instructions, Evaluation Sheets, Forms and materials for intervention are defined. The previous documents are well detailed on IO. In the FAI Model, one of the three pillars is Guidance and Family Support, in which the family bond is worked to ensure the family's involvement throughout the process and even afterwards. This is a very specific situation of adult training, practically non-existent. This intellectual product responds to the need to have effective instruments to achieve the objectives: 1) Understand the family context or close to the restricted environment of the Learners; 2) Engaging, in a more assertive and informed manner, families and significant others, contributing to a more cohesive and fluid global integration process; 3) Support the daily lives of those who have guardianship or accompany, outside the technical sphere, people with neurodevelopment problems. With Family Guidance and Support, the aim is for people in the target group to: 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, encouraging quality family time. The partners agreed on an approach to Family Guidance and Support, which presupposes a set of tasks that are essential to establish guiding rules and support materials for the activities in question, as well as a practical test, to validate their adherence to reality and effectiveness: 1) Interview Form with the Family / Significant Persons; 2) Learner Characterization Questionnaire by Significants; 3) Definition of the themes of the Training Actions; 4) Training Action Evaluation Questionnaire; 5) Tests carried out on target groups. The training areas are summarized, generically, to the following topics whose syllabus contents were specified: 1) autism spectrum disorder – Understanding and Caring; 2) Communication in the PEA – Promoting Effective Family Communication; 3) Autonomy in Daily Life Activities; 4) Family moments – Cooperating to Understand. The target group are adults considered significant for people with neurodevelopment problems, that is, family members, tutors and other close ones. This IO embodies two aspects of innovation: 1) Process architecture and technical, educational and social development The working bases, as part of a new approach, are adapted and structured with a set of supports and procedures integrated and tested in familiar / significant of adults with Neurodevelopmental Disorders. Validation by tests in different target groups and in three very different socio-cultural-economic contexts, Leiria, Vigo and Terrak, is innovative, giving universality and effectiveness to the intervention with relatives / significant others of people with Neurodevelopmental Disorders; 2) The design and applicability of the generated output It constitutes an educational support and innovative action, because it is integrated in a holistic, systematic way, it contributes to the final objective of integration, through a technical and educational observation. This is something that does not currently exist and in which all elements are designed, prototyping and testing, to be immediately applied in the environment where they are developed and also to be used in different environments. This IO has a strong expected impact of two natures: 1) The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2) The streamlining of the work process, guiding the technical and educational intervention on the target group. Potentially, the intellectual product has high transferability to third parties, based on the methodological and procedural design. For that reason, and combined with the fact that: 1) The respective architecture is universally intelligible; 2) Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in everyday practice; it is fully transferable to the aforementioned target group and is highly adjustable to family members / significant others of people with other related disorders.</p>
Start	01/12/2022
End	30/12/2022
Language	Portuguese and english
Available Media	Publications
Leader	Autismo Vigo
Participants	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria and Peacepainting

IO 20

Output ID	20
Title	20E3 – Support to Educators
Type	Methodologies / guidelines – Co-operation processes and methodologies
Description	<p>In the IA-FAI Model – Fostering Adult Integration, one of the three pillars is Support for Educators, understood as such Educators / Technicians / Significant Persons from other Organizations or individually, who monitor the evolution of the process of supporting anyone with Neurodevelopmental Disorders through the application of the FAI Model, complying with all application steps and working towards integration. The training of Educators / Technicians, to help disseminate and implement the FAI Model – Fostering Adult Integration in other places and contexts, so that it is effective, dynamic, evolutionary and transnational, constitutes a determining factor of the project. This is clearly a specific situation of adult training. The training advocated here, relative to the FAI Model – Fostering Adult Integration, is similar in nature to what we might call action-training, insofar as it takes place simultaneously with permanent intervention with its target public of external Educators / Technicians at three Organizations. In this domain, what was planned presupposes a set of tasks that are essential to establish guiding rules and support materials for the activities in question, as well as practical testing, to validate their adherence to reality and effectiveness: 1. Requirements and bases sheet initial – preparation of support actions and skills development; 2. Quality Assessment Questionnaire for education/training actions; 3. Tests carried out on target groups. 4. Manual. Case Study This intellectual product responds to the need to have effective instruments to achieve the objectives: 1. The dissemination of the FAI Model, its effective applicability and future sustainability; 2. Increased skills of educators and technicians external to the three project Organizations; 3. Supporting the daily lives of significant others with Neurodevelopmental Problems. The target groups for this intellectual product are the same whether at local, regional and national level, whether at EU level or outside the EU. The targets are all Educators / Technicians who work, in the various specialties, supporting the development of people with Neurodevelopmental Problems and also the significant ones (relatives and others) of people with Neurodevelopmental Problems. The IO embodies two important aspects of innovation: 1. Procedural architecture and technical, educational and social development By creating a completely new approach with a set of syllabus contents and support procedures for the action-training of educators, technicians and significant others; 2. The design and applicability of the generated intellectual product It constitutes an educational support and innovative action, because in a holistic, systematic, integrated way, it contributes to the final objective of integration, through a technical and educational observation and a pre-assessment . This is something that does not currently exist and in which all the elements are conceived, will be the target of prototyping and testing, to be applied immediately, in the environment where they are developed and also to be used in different environments. This intellectual product has a strong expected impact of two natures: 1. The practical applicability of implementation, with the corresponding adoption by a large number of institutions and technicians; 2. The involvement of educators, technicians and significant others, enhancing the application of an integrated model, the FAI Model, to people with neurodevelopment problems. Potentially, it has high transferability to third parties, based on the methodological and procedural design of the IO. For this reason and combined with the fact that: 1. The respective architecture is universally intelligible; 2. Have a holistic and adaptive philosophy at its base, incorporating universal methodologies, methods and techniques that have two essential characteristics – they are universal and interoperable and are well tested in daily practice; it is fully transferable to the aforementioned target group and is highly adjustable to children, young people and adults with Neurodevelopmental Disorders and other related disorders.</p>
Start	31/12/2020
End	30/12/2022
Language	Portuguese and english
Available Medias	Publications
Leader	Autismo Vigo
Participants	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria and Peacepainting

5.7. Multiplier Events

Under this topic, we must report:

Table 7. Description of the Multiplier Events

Event 1

Event	E1
Title	InAutism – Fostering Adult Education, a new Concept to Approach and Support People with Neurodevelopmental Disorders.
Description	Held on May 27, 2022 at the SemprAudaz space, Centro Cívico de Leiria, Leiria 27 people attended the Multiplier Event: 9 Technicians (who work with the target population), 8 Associative Leaders, 4 Institutional Representatives, 2 Companies, 1 University, 1 Press and 1 Relative of Person in the IA-FAI. Topics addressed in the presentation: 1) APPDA Leiria: History, Mission, Values, Social Responses / Areas of Action. 2) The Erasmus+ Program and Key Action 2 – Cooperation for Innovation and Exchange of Good Practices. 3) The Project “InAutism – Fostering Adult Integration” and its 3 Axes. 4) Direct Beneficiaries of the Project. 5) Project Partners. 6) The Project Components. 7) The Project Schedule. 8) The 20 Intellectual Outputs of “InAutism – Fostering Adult Integration”. 9) The Intellectual Output O5E1 - Approaches / Models of Therapeutic Intervention - Cognitive-behavioural Approach, Structure, Assessment, Characterization of Learners, Performed Intervention. 10) The Intellectual Output O6E1 - Approaches / Models of Therapeutic Intervention - Cognitive Stimulation, Structure, Assessment, Characterization of Learners, Performed Intervention. 11) The Intellectual Output O7E1 - Approaches / Models of Therapeutic Intervention - Personal and Social Development, Structure, Assessment, Characterization of Learners, Intervention Performed, Conclusions and Results. 12) The Intellectual Output O8E1 - Therapeutic Intervention Approaches / Models - TEACCH - Treatment and Education of Autistic and related Communications Handicapped Children, Purpose, Intervention, Description of Sessions. 13) The Intellectual Output O9E1 - Therapeutic Intervention Approaches / Models - SAAC - Augmentative and Alternative Communication Systems, Assessment, Characterization of Learners, Intervention, Description of Sessions, Conclusions and Results. Intellectual outputs covered: 1) Intellectual Output O2E1 - Validation and Selection of Learners. 2) The Intellectual Output O3E1 - Learner Reception Plan. 3) The Intellectual Output O4E1 - Learner's Individual Educational Socio-Educational Plan. 4) Intellectual Output O5E1 - Cognitive-behavioural Approach. 5) Intellectual Output O6E1 - Cognitive Stimulation. 6) Intellectual Output O7E1 - Personal and Social Development. 7) The Intellectual Output O8E1 - TEACCH - Treatment and Education of Autistic and related Communications Handicapped Children. 8) The Intellectual Output O9E1 - SAAC - Augmentative and Alternative Communication Systems.
Country	Portugal
Start	27/05/2022
End	27/05/2022
Intellectual Outputs	O3; O4; O2; O7; O8; O5; O6; O9
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Partner	

Event 2

Event	E2
Title	InAutism – Fostering Adult Education, Promoting Integration for Adult Persons with Neurodevelopmental Disorders.
Description	Held on the 31st of May 2022 at the space ONZE Vigo, Vigo. 22 people attended the Multiplier Event: 11 Technicians (who work with the target population), 4 Associative Directors, 3 Institutional Representatives, 1 School of Higher Education, 1 Press and 2 Relatives of People in the IA-FAI. Topics addressed in the presentation: 1) AA Vigo: History, Social Responses / Areas of Activity. 2) The Erasmus+ Program and Action-Clave 2 – Cooperation for Innovation and the Exchange of Good Practices Between Organizations and Institutions to support innovation and the exchange of good practices (KA 204-2020). 3) The Project “InAutism – Fostering Adult Integration” responds to the Erasmus+ Horizontal Priorities. 4) The Priorities of the Project. 5) The Objectives of the Project. 6) Quantitative Objectives. 7) Direct Beneficiaries of the Project. 8) Indirect Beneficiaries of the Project. 9) Project Partners presentation. 10) Project Structure. 11) Axis 1 – Individual Social-Educational Support to Adults with Neurodevelopmental disorders. 12) The Intellectual Output O7E1 - Approaches / Models of Therapeutic Intervention - Personal and Social Development, Structure, Assessment, Characterization of Learners, Intervention Performed, Conclusions and Results. 13) Intellectual Outputs – Educational Strategies. 14) For each Intellectual Output. 15) Intellectual Output O5E1 - Cognitive-behavioural Approach. 16) The Intellectual Output O6E1 - Approaches / Models of Therapeutic Intervention - Cognitive



IA-FAI | Project Final Report

	Stimulation. 17) Intellectual Output O7E1 - Approaches / Models of Therapeutic Intervention - Personal and Social Development. 18) Intellectual Output O8E1 - TEACCH - Treatment and Education of Autistic and related Communications Handicapped Children. 19) Other outputs are ongoing work. 20) The project includes: LTT, International Events. Intellectual outputs covered 1) Intellectual Output O2E1 - Validation and Selection of Learners. 2) The Intellectual Output O3E1 - Learner Reception Plan. 3) The Intellectual Output O4E1 - Learner's Individual Educational Socio-Educational Plan. 4 Intellectual Output O5E1 - Cognitive-behavioural Approach. 5) Intellectual Output O6E1 - Cognitive Stimulation. 6) Intellectual Output O7E1 - Personal and Social Development. 7) Intellectual Output O7E1 - Personal and Social Development. 7) The Intellectual Output O8E1 - TEACCH - Treatment and Education of Autistic and related Communications Handicapped Children.
Country	Spain
Start	31/05/2022
End	31/05/2022
Intellectual Outputs	O6; O4; O3; O5; O2; O7; O8
Leader	Autismo Vigo
Partner	

Event 3

Event	E3
Title	InAutism – Fostering Adult Education
Description	Held on 01 July 2022 at Bindal City Hall, Bindal. 18 people attended the Multiplier Event: 2 Technicians (who work with the target population), 4 Associative Directors, 8 Institutional Representatives, 1 School of Higher Education, 1 Press and 2 Relatives of People in the IA-FAI. Topics addressed in the presentation: 1) Peacepainting: History, Intervention Models. 2) The Erasmus+ Program and Key Action 2 – Cooperation for Innovation and Exchange of Good Practices. 3) The Project “InAutism – Fostering Adult Integration” and its 3 Axes. 4) Direct Beneficiaries of the Project. 5) Project Partners. 6) The Project Components. 7) The Project Schedule. 8) The 20 Intellectual Products of “InAutism – Fostering Adult Integration”. 9) The Intellectual Products in which Peacepainting participates. 10) The Intellectual Product O3E1 – Learner Welcome Plan, Structure, Intervention Carried Out, Conclusions and Results. 11) The Intellectual Product O4E1 - Learner's Individual Educational Plan, Structure, Intervention Performed, Conclusions and Results. 12) The Intellectual Product O7E1 - Approaches / Models of Therapeutic Intervention - Personal and Social Development, Structure, Assessment, Characterization of Learners, Intervention Performed, Conclusions and Results. 13) The Intellectual Product O11E1 - Educational Strategies - Dramatic and Visual Expression, Structure, Assessment, Characterization of Learners, Intervention Performed and Results So Far. 14) The Intellectual Product O13E1 - Educational Strategies – Music Therapy, Structure, Assessment, Characterization of Learners, Intervention Performed and Results So Far. 15) The Intellectual Product O16E1 - Educational Strategies – Relaxation, Structure, Assessment, Characterization of Learners, Intervention Performed and Results So Far. 16) Drama Workshops “The horse says...”. 17) Workshops Painting Session “Inspiration time around the colours, the candle and the heart”. 18) “Horse and Painting” workshops. 19) “Painting” workshops. Intellectual outputs covered 1) The Intellectual Product O2E1 - Validation and Selection of Learners. 2) The Intellectual Product O3E1 - Learner Reception Plan. 3) The Intellectual Product O4E1 - Learner's Individual Educational Socio-Educational Plan. 4) Intellectual Product O7E1 - Personal and Social Development. 5) The Intellectual Product O11E1 - Dramatic and Plastic Expression. 6) The Intellectual Product O13E1 - Music Therapy. 7) Intellectual Product O16E1 - Relaxation
Country	Norway
Start	01/07/2022
End	01/07/2022
Intellectual Outputs	O2; O4; O7; O3; O11; O13; O16
Leader	Peacepainting
Partner	



Event 4

Event	E4
Title	InAutism – Fostering Adult Education, a new Concept to Approach and Support People with Neurodevelopmental Disorders.
Description	Held on December 12, 2022 at the SemprAudaz space, Centro Cívico de Leiria, Leiria 30 people attended the Multiplier Event: 10 Technicians (who work with the target population), 8 Associative Directors, 4 Institutional Representatives, 2 Companies, 1 Escola do Ensino Superior, 2 Press and 3 Relatives of Pessoa in the IA-FAI. Topics addressed in the presentation: 1) APPDA Leiria: History, Mission, Values, Social Responses / Areas of Action. 2) The Erasmus+ Program and Key Action 2 – Cooperation for Innovation and Exchange of Good Practices. 3) The Project “InAutism – Fostering Adult Integration” and its 3 Axes. 4) Direct Beneficiaries of the Project. 5) Project Partners. 6) The Project Components. 7) The Project Schedule. 8) The 20 Intellectual Products of “InAutism – Fostering Adult Integration”. 9) O10E1 - Learner's Individual Socio-Educational Plan – Therapeutic Intervention Approaches / Models - Son-Rise Program. Structure, Assessment, Characterization of Learners, Intervention Performed. 10) O11E1 - Learner's Individual Educational Plan - Educational Strategies - Dramatic and Plastic Expression. Structure, Assessment, Characterization of Learners, Intervention Performed. 11) O12E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Ludo therapy. Structure, Assessment, Characterization of Learners, Intervention Performed. 12) O13E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Music Therapy. Structure, Assessment, Characterization of Learners, Intervention Performed. 13) O16E1 - Learner's Individual Socio-Educational Plan - Educational Strategies - Relaxation. Structure, Assessment, Characterization of Learners, Intervention Performed. 14) O17E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Snoezelen Intervention. Structure, Assessment, Characterization of Learners, Intervention Performed. 15) O19E2 - Guidance and Family Support. Structure, Assessment, Characterization of Learners, Intervention Performed. Intellectual outputs covered 1) The Intellectual Product O10E1 - Son-Rise Program. 2) The Intellectual Product O11E1 - Dramatic and Plastic Expression. 3) The Intellectual Product O12E1 - Ludo therapy. 4) The Intellectual Product O13E1 - Music Therapy. 5) Intellectual Product O16E1 - Relaxation. 6) The Intellectual Product O17E1 - Snoezelen Intervention. 7) The Intellectual Product O19E2 - Guidance and Family Support.
Country	Portugal
Start	12/12/2022
End	12/12/2022
Intellectual Outputs	O11; O19; O10; O12; O13; O16; O17
Leader	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria
Partner	

Event 5

Event	E5
Title	InAutism – Fostering Adult Education, Promoting Integration for Adult Persons with Neurodevelopmental Disorders.
Description	Held on December 12, 2022 at the ONZE Vigo space, Vigo. 24 people attended the Multiplier Event: 13 Technicians (who work with the target population), 4 Associative Directors, 3 Institutional Representatives, 1 School of Higher Education, 1 Press and 2 Relatives of People in the IA-FAI. Topics addressed in the presentation: 1) AA Vigo: History, Social Responses / Areas of Activity. 2) The Erasmus+ Program and Key Action 2 – Cooperation for Innovation and the Exchange of Good Practices Between Organizations and Institutions to support innovation and exchange of good practices (KA 204-2020). 3) The “InAutism – Fostering Adult Integration” Project responds to the Erasmus+ Horizontal Priorities. 4) Project Priorities. 5) The Objectives of the Project. 6) The Quantitative Objectives. 7) Direct Beneficiaries of the Project. 8) Indirect Project Beneficiaries. 9) Presentation of the 3 Participants. 10) Project Structure. 11) O10E1 - Learner's Individual Educational Plan - Approaches / Models of Therapeutic Intervention - Son-Rise Program. Structure, Assessment, Characterization of Learners, Intervention Performed. 12) O11E1 - Learner's Individual Educational Plan - Educational Strategies - Dramatic and Plastic Expression. Structure, Assessment, Characterization of Learners, Intervention Performed. 13) O12E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Ludo therapy. Structure, Assessment, Characterization of Learners, Intervention Performed. 14) O13E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Music Therapy. Structure, Assessment, Characterization of Learners, Intervention Performed. 15) O16E1 - Learner's Individual Socio-Educational Plan - Educational Strategies - Relaxation. Structure, Assessment, Characterization of Learners, Intervention Performed. 16) O17E1 - Learner's Individual Educational Socio-Educational Plan - Educational Strategies - Snoezelen Intervention. Structure, Assessment, Characterization of Learners, Intervention Performed. 17) O19E2 - Guidance and Family Support. Structure, Assessment, Characterization of Learners, Intervention Performed. 18) Other Products being worked on. 19) The Project also includes: Transnational Technical Meetings and I.T.T. Intellectual outputs covered 1)

	The Intellectual Product O2E1 - Validation and Selection of Learners. 2) Intellectual Product O3E1 - Learner Welcome Plan. 3) The Intellectual Product O4E1 - Learner's Individual Educational Socio-Educational Plan. 4) Intellectual Product O5E1 - Cognitive-Behavioral Approach. 5) Intellectual Product O6E1 - Cognitive Stimulation. 6) Intellectual Product O7E1 - Personal and Social Development. 7) The Intellectual Product O8E1 - TEACCH - Treatment and Education of Autistic and related Communications Handicapped Children.
Country	Spain
Start	12/12/2022
End	12/12/2022
Intellectual Outputs	O13; O2; O3; O4; O5; O6; O7; O8
Leader	Autismo Vigo
Partner	

Event 6

Event	E6
Title	InAutism – Fostering Adult Education
Description	Held on December 12, 2022 at Bindal City Hall, Bindal. 18 people attended the Multiplier Event: 4 Technicians (who work with the target population), 4 Associative Directors, 7 Institutional Representatives, 1 Higher Education School, 1 Press and 1 Relatives of People in the IA-FAI. Topics covered in the presentation: 1) Peacepainting: History, Intervention Models. 2) The Erasmus+ Program and Key Action 2 – Cooperation for Innovation and Exchange of Good Practices. 3) The Project “InAutism – Fostering Adult Integration” and its 3 Axes. 4) Direct Beneficiaries of the Project. 5) Project Partners. 6) The Project Components. 7) The Project Schedule. 8) The 20 Intellectual Products of “InAutism – Fostering Adult Integration”. 9) The Intellectual Products in which Peacepainting participates. 10) Intellectual Product O3E1 – Learner Welcome Plan. Structure, Intervention Performed, Conclusions and Results. 11) The Intellectual Product O4E1 - Learner's Individual Educational Socio-Educational Plan. Structure, Intervention Performed, Conclusions and Results. 12) The Intellectual Product O7E1 - Therapeutic Intervention Approaches / Models - Personal and Social Development. Structure, Assessment, Characterization of Learners, Intervention Performed, Conclusions and Results. 13) The Intellectual Product O11E1 - Educational Strategies - Dramatic and Plastic Expression. Structure, Assessment, Characterization of Learners, Intervention Carried Out and Results So Far. 14) The Intellectual Product O13E1 - Educational Strategies – Music Therapy. Structure, Assessment, Characterization of Learners, Intervention Carried Out and Results So Far. 15) The Intellectual Product O16E1 - Educational Strategies – Relaxation, Structure. Assessment, Characterization of Learners, Intervention Performed and Results So Far. 16) The Intellectual Product O19E2 - Guidance and Family Support. Structure, Assessment, Characterization of Learners, Intervention Performed. 17) Drama Workshops “The horse says...”. 18) Workshops Painting Session “Inspiration time around the colours, the candle and the heart”. 19) “Horse and Painting” workshops. 20) “Painting” workshops. Intellectual outputs covered 1) The Intellectual Product O3E1 - Learner Reception Plan. 2) The Intellectual Product O4E1 - Learner's Individual Educational Socio-Educational Plan. 3) Intellectual Product O7E1 - Personal and Social Development. 4) The Intellectual Product O11E1 - Dramatic and Plastic Expression. 5) The Intellectual Product O13E1 - Music Therapy. 6) Intellectual Product O16E1 - Relaxation. 7) The Intellectual Product O19E2 - Guidance and Family Support
Country	Norway
Start	12/12/2022
End	12/12/2022
Intellectual Outputs	O13; O2; O3; O4; O5; O6; O7; O8
Leader	Peacepainting
Partner	

5.8. Learning/Teaching/Training Activities (LTT)

5.8.1. Activities Characterization

About this nature of activities:

Table 8. LTT Description

Activity Number	C1
Field	Adults
Type	SP-ADULT-BLEND
Description	<p>The members of the Steering Committee were present: 1) The President of APPDA-Leiria; 2) The President of Asociación Autismo Vigo; 3) The Director of Operations of Peacepainting; 4) The APPDA Leiria Project Coordinator. The Steering Committee analysed matters within its competence within the scope of the operationalization of the IA-FAI project and participated in some technical meetings and activities carried out. Five technicians from APPDA-L, three from AAV and two from Pp and fourteen students from APPDA-L, five from AAV and three from Pp participated in the LTT. The learners were male and female adults, diagnosed with autism spectrum disorder and other Neurodevelopmental Disorders, aged between 21 and 52 years. The programme, prepared by APPDA-L, took into account the information collected from partners at the Transnational Coordination Meeting in Sept21, with regard to cultural issues, institutional dynamics and specific characteristics of learners. Thus, the program was organised, from 9.30 am to 4 pm, with different activities and workshops, framed in the Intellectual Products that make up the IA-FAI project, each technician being responsible for developing the activities in which he worked. This organization resulted in a wide variety of dynamics, such as: Ceramics Activity, Painting Workshop, Recycling Activity, Traditional Portuguese Games Activity, Portuguese Gastronomy Activity, Sensory Activity, Expression of Emotions Activity “Be-happy”, Activity Music and Farewell Activity. It was to individually and collectively stimulate the communicational, relational, social and inclusive component that freer components were included in the program to present the customs and traditions of Portugal and, more specifically, of the city of Leiria. Thus, a morning was added to the program in which learners and technicians could: 1) Discover and experience some of the traditional Portuguese games; 2) Participating in gastronomic events, where the partners of AA Vigo and Peacepainting had the opportunity to taste some typical dishes and sweets from Leiria and also get their “hands on” and make, themselves, some of the region’s typical sweets; 3) Make a visit to the most charismatic points of the city of Leiria, either from a natural point of view or from a cultural point of view. Technical meetings, of an operational nature, were fundamental in the analysis of the work carried out so far, namely the analysis of Intellectual Products and their testing with the target population and the definition of lines of action for the next Intellectual Products. With regard to Intellectual Products, proposals for theoretical implementation and practical application of contents with learners were presented and debated by technicians, based on the specificities of the target audiences of the three partners. The evaluation of the event had the following components:</p> <p>1) A meeting to reflect on the event, initially with the learners and then with the technicians. A more informal method was used, which consisted of the creation of a “Wallboard” by all the participants in which each one transposed in the way they considered most appropriate (illustration, written reflection...) their experience of participation, the feelings they experienced, the memories he takes, what he liked the most, the personal relationships he established, among other aspects considered important. 2) LTT evaluation surveys to identify the personal impact of participation in the event on each of the participants. This approach was again repeated one week after the end of the LTT, in order to see the unaccepted impact of this participation. It is concluded that the impact of participation in the LTT was great, both for managers and technicians as well as for learners. Although some difficulties related to linguistic communication were felt, it is considered that they were overcome in real time by the translator. The natural difficulties inherent to the special needs and pathologies of the learners were always safeguarded by the technicians. Learners can be considered as people with few opportunities as they face situations of disability, have educational difficulties and are subject to social obstacles. All specific qualitative and quantitative objectives defined in the form foreseen for the activity were achieved. The activity contributed to the project as: 1) It contributed to providing greater learning opportunities for adults with special needs; 2) Promoted the social inclusion of adults with special needs; 3) Supported the development of essential competences, including basic ones, and key competences in the target people. 4) Contributed to the testing of educational strategies suitable for target people; 5) Supported educators, educational leaders and support staff involved in the process.</p>
Country	Portugal



IA-FAI | Project Final Report

Participants Number	12
Participants w/ Special needs	0
Escorts	4
Is it a long-term activity?	No
Funded Duration (days)	84
Participant Organizations	Peacepainting, AUTISMO VIGO

Activity Number	C2
Field	Adults
Type	SP-ADULT-BLEND
Description	<p>The following persons were present on the Steering Committee: 1) The President of Asociación Autismo Vigo; 2) The Operations Director of Peacepainting; 3) The APPDA Leiria Project Coordinator. The Steering Committee analysed matters within its competence within the scope of the operationalization of the IA-FAI project and participated in some technical meetings and activities carried out. Three technicians from APPDA-L, four from AAV and two from Pp and six students from APPDA-L, eight from AAV and three from Pp participated in the LTT. The learners were male and female adults, diagnosed with autism spectrum disorder and other Neurodevelopmental Disorders, aged between 22 and 60 years. The programme, prepared by APPDA-L, took into account the information gathered from partners at the Transnational Coordination Meeting in Apr22, with regard to cultural issues, institutional dynamics and specific characteristics of learners. Thus, the program was organised, from 10:30 am to 6:00 pm, with different activities and workshops, framed in the Intellectual Products that make up the IA-FAI project, each technician being responsible for developing the activities in which he worked. This organization resulted in a wide variety of activities, such as: Visit to Guarda Castro Celta Sta. Tecla, Visit to Baiona Carabela Pinta, Visit to the Museo del Mar de Vigo, Tandem Bicycles Activity, Therapy with Dogs / Paseo, Traditional Music Activity, Equestrian Equinotherapy Activity Abbrain, Hiking Route Activity and Activity at Vigo Zoo. It was to individually and collectively stimulate the communicational, relational, social and inclusive component that freer components of contact with the surrounding community were included in the program, such as visits to places in the city of Vigo and a visit to the most charismatic points of this city, either from a natural point of view or from a cultural point of view. Technical meetings, of an operational nature, were fundamental in the analysis of the work carried out so far, namely the analysis of Intellectual Products and their testing with the target population and the definition of lines of action for the next Intellectual Products. With regard to Intellectual Products, proposals for theoretical implementation and practical application of contents with learners were presented and debated by technicians, based on the specificities of the target audiences of the three partners. The evaluation of the event had the following components: 1) A meeting to reflect on the event, initially with the learners and then with the technicians. in which each one exposed their experience of participation, the feelings they experienced, the memories they took with them, what they liked the most, the personal relationships they established, among other aspects. 2) LTT evaluation surveys to identify the personal impact of participation in the event on each of the participants. It is concluded that the impact of participation in the LTT was great, both for managers and technicians as well as for learners. Although some difficulties related to linguistic communication were felt, it is considered that they were overcome in real time by the translator. The natural difficulties inherent to the special needs and pathologies of the learners were always safeguarded by the technicians. Learners can be considered as people with few opportunities as they face situations of disability, have educational difficulties and are subject to social obstacles. All specific qualitative and quantitative objectives defined in the application form and foreseen for the activity were achieved. The activity contributed to the project because: 1) Contributed to give greater learning opportunities to adults with special needs; 2) Promoted the social inclusion of adults with special needs; 3) Supported the development of essential competences, including basic ones, and key competences in the target people. 4) Contributed to the testing of educational strategies suitable for target people; 5) Supported educators, educational leaders and support staff involved in the process. The Steering Committee was present: 1) The President of Asociación Autismo Vigo; 2) The Director of Operations for Peacepainting; 3) The APPDA Leiria Project Coordinator. The Steering Committee analysed matters within its competence within the scope of the operationalization of the IA-FAI project and participated in some technical meetings and activities carried out. Three technicians from APPDA-L, four from AAV and two from Pp and six students from APPDA-L, eight from AAV and three from Pp participated in the LTT. The learners were male and female adults, diagnosed with Autism Spectrum Disorder and other Neurodevelopmental Disorders, aged between 22 and 60 years. The programme, prepared by APPDA-L, took into account the information gathered from partners at the Transnational Coordination Meeting in</p>



IA-FAI | Project Final Report

	<p>Apr22, with regard to cultural issues, institutional dynamics and specific characteristics of learners. Thus, the program was organised, from 10:30 am to 6:00 pm, with different activities and workshops, framed in the Intellectual Products that make up the IA-FAI project, each technician being responsible for developing the activities in which he worked. This organization resulted in a wide variety of activities, such as: Visit to Guarda Castro Celta Sta. Tecla, Visit to Baiona Carabela Pinta, Visit to the Museo del Mar de Vigo, Tandem Bicycles Activity, Therapy with Dogs / Paseo, Traditional Music Activity, Equestrian Equinotherapy Activity Abbrain, Hiking Route Activity and Activity at Vigo Zoo. It was to individually and collectively stimulate the communicational, relational, social and inclusive component that freer components of contact with the surrounding community were included in the program, such as visits to places in the city of Vigo and a visit to the most charismatic points of this city, either from a natural point of view or from a cultural point of view. Technical meetings, of an operational nature, were fundamental in the analysis of the work carried out so far, namely the analysis of Intellectual Products and their testing with the target population and the definition of lines of action for the next Intellectual Products. With regard to Intellectual Products, proposals for theoretical implementation and practical application of contents with learners were presented and debated by technicians, based on the specificities of the target audiences of the three partners. The evaluation of the event had the following components: 1) A meeting to reflect on the event, initially with the learners and then with the technicians. in which each one exposed their experience of participation, the feelings they experienced, the memories they took with them, what they liked the most, the personal relationships they established, among other aspects. 2) LTT evaluation surveys to identify the personal impact of participation in the event on each of the participants. It is concluded that the impact of participation in the LTT was great, both for managers and technicians as well as for learners. Although some difficulties related to linguistic communication were felt, it is considered that they were overcome in real time by the translator. The natural difficulties inherent to the special needs and pathologies of the learners were always safeguarded by the technicians. Learners can be considered as people with few opportunities as they face situations of disability, have educational difficulties and are subject to social obstacles. All specific qualitative and quantitative objectives defined in the application form and foreseen for the activity were achieved. The activity contributed to the project as: 1) It contributed to providing greater learning opportunities for adults with special needs; 2) Promoted the social inclusion of adults with special needs; 3) Supported the development of essential competences, including basic ones, and key competences in the target people. 4) Contributed to the testing of educational strategies suitable for target people; 5) Supported educators, educational leaders and support staff involved in the process.</p>
Country	Spain
Participants Number	13
Participants w/ Special needs	0
Escorts	4
Is it a long-term activity?	No
Funded Duration (days)	91
Participant Organizations	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria, Peacepainting

Activity Number	C3
Field	Adults
Type	SP-ADULT-BLEND
Description	<p>The following persons were present on the Steering Committee: 1) The President of Asociación Autismo Vigo; 2) The Operations Director of Peacepainting; 3) The APPDA Leiria Project Coordinator. The Steering Committee analysed matters within its competence within the scope of the operationalization of the IA-FAI project and participated in several technical meetings and in all the activities carried out. Two technicians from APPDA-L, three from AAV, two from Pp, two from the Oslo Autism Association (Autismeforeningen i Oslo), one from the Munch Museum (Munch Museum) participated in the LTT, in addition to three APPDA-L learners, three from AAV and five from Pp / Oslo Autism Association. The learners were male and female adults, diagnosed with autism spectrum disorder and other Neurodevelopmental Disorders, aged between 18 and 30 years. The program, prepared by Pp with the very active collaboration of APPDA-L, took into account the information collected from partners at the Transnational Coordination Meeting of Jun22, with regard to cultural issues, institutional dynamics, specific characteristics of learners and the field environment in Norway (Terrak and Oslo). With Peacepainting's steps it was possible to obtain the active participation of the Oslo Autism Association, which contributes to activities or meetings with the presence of autistic young people, technicians, young people's families and with the Board. The LTT took place in two phases, initially in Oslo (3 days) and then in Terrak (2 days), with a Reception Activity at the beginning and a Farewell Activity at the end.</p> <p>Thus, the program was organised, from 10:00 am to 4:00 pm, with different activities and workshops, framed in the Intellectual Products O07 - Personal and Social Development, O11 - Dramatic and Plastic Expression, O12 - Ludo therapy, O13 - Music Therapy and O14 - Therapeutic Riding that make up the IA-FAI project, with each technician responsible for carrying out the activities he worked on. It was to individually and collectively stimulate the communicational, relational, social and inclusive component (PI7E1 - Personal and Social Development) that components freer from contact with the surrounding community were included in the program, whether from the natural point of view, or from the point of view of culture, such as: 1) Visit to the Natural History Museum (Oslo); 2) Visit to charismatic points of the city of Oslo; 3) Visit to the Munch Museum (Oslo); 4) Terrak rides. A Painting Workshop was held in Oslo, guided by Peacepainting, attended by all, in which an Art Educator from the Munch Museum also participated. Technical meetings, of an operational nature, were held for the analysis of the Intellectual Products already worked on and their testing with the target population and the definition of lines of action for the next Intellectual Products. The evaluation of the event had the following components: 1) A meeting to reflect on the event, initially with the learners and then with the technicians. in which each one exposed their experience of participation, the feelings they experienced, the memories they took with them, what they liked the most, the personal relationships they established, among other aspects. 2) LTT evaluation surveys to identify the personal impact of participation in the event on each of the participants. It is concluded that the impact of participation in the LTT was great, both for managers and technicians as well as for learners. Although some difficulties related to linguistic communication were felt, it is considered that they were overcome in real time by the translator. The natural difficulties inherent to the special needs and pathologies of the learners were always safeguarded by the technicians. Learners can be considered as people with few opportunities as they face situations of disability, have educational difficulties and are subject to social obstacles. All specific qualitative and quantitative objectives defined in the application form and foreseen for the activity were achieved. The activity contributed to the project as: 1) It contributed to providing greater learning opportunities for adults with special needs; 2) Promoted the social inclusion of adults with special needs; 3) Supported the development of essential competences, including basic ones, and key competences in the target people. 4) Contributed to the testing of educational strategies suitable for target people; 5) Supported educators, educational leaders and support staff involved in the process.</p>
Country	Norway
Participants Number	10
Participants w/ Special needs	0
Escorts	4
Is it a long-term activity?	No



Funded Duration (days)	70
Participant Organizations	Associação Portuguesa para as Perturbações do Desenvolvimento e Autismo de Leiria, Autismo Vigo

5.8.2. Participants Profile and Recognition

As Participants were selected based on the facts that the educational aspect is central to the project and there is a general but specific intervention model, three types of the Learner Biographical Profile were then defined, within the scope of the intervention of the promoter and partners:

1. Profile of the Adult Person with Neurodevelopmental Disorders.
 - a) Pathology - Autism Spectrum Disorder, Intellectual Developmental Disorder, Trisomy 21, Wilson's Disease, Hyperactivity Disorder and Attention Deficit.
 - b) Age group – over 18 years old.
 - c) Residence – scope work area of the organizations.
 - d) Evolving capacity – defined in the Learner Assessment Form.
2. Profile of the Beneficiary of Family Guidance and Support
Nature - Significant most relevant for the Adult Person with Neurodevelopmental Disorders – family member, tutor, other.
3. Profile of the Beneficiary of Support for Educators
 - a) Technician / Educator from the organizations involved, with specific skills (technical and educational) and experience in monitoring Adults with Neurodevelopmental Disorders.
 - b) Significant most relevant for the Adult Person with Neurodevelopmental Disorders – family member, guardian, other.

6. Follow-up

6.1. Impact

1. Participants - Individuals, Organizations and Stakeholders

a) Surveys were carried out to evaluate this factor among the target audiences of the actions carried out in the development of the work to implement the IA-FAI project. The characteristics of the sample correspond to participants in works such as IP, LTT, Coordination Meetings and Transnational Events and already identified in this text. The valid response rate was 90%. The rating of the assessment contained three factors – Important, Fair, Weak. The results were the following:

- Personal Impact – 89% answered Important, 10,5% Fair and 0,5% did not answer;
- Professional Impact - 93% answered Important, 6,5% Fair and 0,5% did not answer.

b) The working conditions and the involvement provided to the participants - partners, technicians and stakeholders - were also evaluated based on 2 variables - the quality of the work and the conditions offered and the valid life of the applying model. The rating scale was Large, Medium and Low

- Quality of work and environment – Partners and teams rated it as Great (100%); other stakeholders mentioned Good (86%), Medium (13%) and no response (1%).
- Willingness and interest in adopting the IA-FAI Model – the partners have already adopted it and the remaining stakeholders stated a high need to do it (80%), a medium one (10%) and 10% did not give any answer.

2. Impact of the project at local, regional, European and supra-European international level and respective contributions - The direct impact obtained is high with the adoption of the IA-FAI model by the 3 participants and organizations linked to them. The participation of the stakeholders at the international sessions and the feedback received are also high. However, it requires a more thorough and, above all, localized dissemination work taking into account the specificities of the project and the respective target audiences.

6.2. Dissemination and Use of the Project Results

According to the communication and dissemination plan which is being followed, the results have been communicated and disseminated within the reach of the partnership and beyond. Public sessions, contacts with research and teaching entities and public entities are foreseen. The targets have been, by scope:

1. Within the scope of the partnership – all local and regional contacts and also all entities that in Portugal, Spain and Norway work or have connections with people with the characteristics of the learners, the significant others and the technicians, according to the project profiles. But also, all entities that have regional and national influence and decision-making capacity in these countries;
2. In European terms – the use of ERASMUS+ platforms and other European projects are considered as vehicles for disseminating the project

Additionally, the Intellectual Outputs are and will remain available free of charge, facilitating their dispersion, translated into English, which is why we positively assess the capacity of the model to be transferred and adopted other contexts, as well as its evolutionary and scalable structure. They are sustained by the use of digitized media and contemplate a set of clear instructions on the model, processes, activities and applicability conditions, with real cases and other educative technical supports, translated into English.

The project has high potential to be used:

1. In other domains that imply working with people with any type of disability or integration difficulty, just by adjusting methodologies and activities;
2. It is scalable and can be upper scoped through the addition of procedural components;
3. It is sizeable, being adjustable to situations and entities' own capacities;
4. It is open and explicit enough to constitute an evolutionary process, serving as a basis for other innovative proposals that respond to needs that have arisen in the meantime.

6.3. Sustainability

A core aspect of any project financed by European funds has to do with the effectiveness and efficiency of project management and the existence of a truly collaborative process, at the level of the international partnership.

There is clear added value in this matter:

1. The project's architecture contemplates the participation and contribution of all the partners;
2. We rate this participation high above average level, with a solid motivation and involvement and a contribution of excellence, both individual and organizational. Otherwise, it would not be possible to carry out the project within the administrative mandatory altered deadline, knowing the two-month delay imposed by the pandemic, which led to both APPDA-L and AV-Vigo having closed their activities and being forced to confinement.

The main points to highlight are:

1. From the initial phase and throughout the project the Leader carried out all its assigned tasks - programmed and distributed work and carried out all actions leading the partnership and coordinating the technical and procedural complexity of the project. Such action ensured the total cohesion and excellent response capacity of its team, far above the initial expectations regarding the normal work displayed by these kind of ONG. The management has a great responsibility here, for the follow-up it provided and the motivation it passed on to the team;
2. AV Vigo and Peacepainting joined and were 100% committed to the project, also well above expectations, being responsible for developing a strong degree of autonomy and technical work, always based on dialogue between them and with the leader. The teams were fully committed, putting all their knowledge and know-how at the service of the project, spending many extra hours testing and correcting procedures and solutions;
3. The whole process was always very participative and dynamic, from the beginning;
4. The design of the evaluation module was scrupulously followed and the quality evaluation and continuous improvement plan was implemented, in order to meet the objectives and involve and develop the learners, safeguarding their inherent specificities;
5. APPDA-L found it easy to coordinate the project due to the fact that the support and activity of the partners were continuous with a permanent dialogue framework, based on the strict use of the work plans and the motivation of teams and partners;

6. A cost-benefit management was conducted with financial aspects being discussed within the partnership, and all the measures being accurately taken to give sustainability to the project;
7. The timetable was permanently updated, in a joint continuous effort practice;
8. All partners worked with the necessary tools. Reports and parts were produced and delivered in a timely manner, despite the rescheduling observed, for the reasons already explained.

The ONG will continue to apply and develop the AI-FAI Model. All disclosure, carried out and scheduled for later times, ensures that the effort financed in this project does not end with the scheduled deadline.

A Risk Contingency Plan was drawn up. As such, all stakeholders were asked, in a down-top logic and in the pre-project phase, to identify potential risks, in order to anticipate them, creating alternative scenarios and measures. During the project, identified risk occurrences were duly and timely monitored and mitigation measures applied, when justified. The decision to support this type of action was established to be taken by consensus of the intervening parties, from the technical base to the Coordination and Steering Committee. The Steering Committee is also the Risk Management Committee (RMC).

The approved risk assessment/registration model incorporated:

1. Risk identification
2. Description
3. Impact on the project – phase / process / activity
4. Probability of occurrence and impact
5. Mitigation Measures
6. Responsible

All events, conditions and conflicts that potentially introduced delays in execution or jeopardized the full production or the qualitative level of the Intellectual Outputs, were considered risks, such as the case of Covid-19 and the project delayed start date.

7. Budget

The IA-FAI Approved Global Budget has been fully and completely executed, as shown in the specific reports issued, delivered, reported and loaded into M-Tools platform. It is worth accentuate some aspects, which in our opinion are core ones:

- a) The payments related to each IO were done – the budgeted days for the respective execution were fulfilled.
- b) In the case of a transnational meeting and LTT, in Norway, there was a difference between the estimated and actual costs. APPDA Leiria and AA Vigo incurred costs higher than budgeted but they supported the cash difference. There is although a justification - traveling to a distant destination such as Terrak, in Norway, and departing from Leiria and Vigo, by following the EU calculation table that is based on a straight-line travel, it is inaccurate and undervalues the amount per kilometre.
- c) Although the Multiplier Events have had a higher influx of attendants than expected, the budgeted amounts were strictly respected.
- d) The Exceptional Costs foreseen for the intervention equipment or tools to be acquired by APPDA Leiria were slightly below the budgeted amount.
- e) The Exceptional Costs foreseen for the intervention tools for AA Vigo did not materialize, as this institution acquired the planned materials without support from the Project, for operational reasons and due to the not recognized delay between the formal dates and the actual dates of the project execution.
- f) Payments were duly settled with all partners.

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