



CASE STUDY

INTERVENTION MODEL NAME

Enrollment Date: 01-04-2020

Registration Number

L006

I. LEARNER INFORMATION

Full Name: Laura

Name to use: Laura

Date of Birth: Age: 58 Gender: F M

Level of Education: Diagnosis: Schizophrenia

Address: Travessa da Água Formosa, nº 53

Postal Code: 2415-720 Telephone: 244821251

Nationality: Portuguese Mobile phone:

Citizen Card: 123456789 Valid trough:

II. LEARNER RESPONSIBLE INFORMATION

Full Name: Vasco

Parenthood/Relationship Tutor

Data of Birth: Age: Gender: F M

Address: Travessa da Água Formosa, nº 53

Postal Code: 2415-720 Telephone: 244821251

Nationality: Portuguese Mobile phone:

Citizen Card: 123456789 Valid trough:

	<i>InAutism – Fostering Adult Integration</i>	MOD: 015/00
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III. GROUNDS FOR REGISTRATION IN THE PROJECT

Laura is a 58-year-old lady, diagnosed with residual schizophrenia and features of autism spectrum disorder. It appears to have a peaceful temperament, conveying a calm and calm posture. Their biggest difficulty is related to changes in perception, in this case hallucinations, which condition their day-to-day activities and their well-being.

It is considered that your participation in this project will be beneficial for Laura, in order to find strategies for managing behaviours and thoughts, as well as providing moments of meaningful activities for you, in order to promote your well-being and your quality of life.

IV. SUMMARY OF THE DIAGNOSTIC EVALUATION

1. Communication area: Understands and expresses oneself through verbal language in an adaptive way.
2. Area of Social Interaction: Does not seek conflicts or feed them and relates to others in a calm way. Even so, he has a somewhat indifferent interpersonal behaviour, not revealing relationship preferences with anyone in particular and having difficulty listing someone as his significant other. Laura only interacts with the other in response to interactions, not initiating them.
3. Area of Cognitive Skills: Demonstrates good reading and writing skills and some calculation skills, however, reveals a lot of difficulty with regard to logical reasoning exercises. He also presents alterations in perception, namely visual and auditory hallucinations.
4. Autonomy in Activities of Daily Living: Laura is autonomous in her activities of daily living, needing only verbal reinforcement.
5. Global and Accurate Motricity: In relation to global motricity, it presents some difficulties in tonic control. It also demonstrates tremors, which leads to a high execution time in accurate motor tasks.
6. Behaviour: Their biggest difficulty is related to changes in perception, in this case hallucinations, which condition their day-to-day activities and their well-being.

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V. GROUNDS FOR REGISTRATION IN THE MODEL

Through participation in this intervention methodology, it is considered that Laura's participation in this model is an added value, in order to find strategies for managing behaviours and thoughts, improving communication, encouraging relationships with colleagues especially in what concerns with regard to promoting meaningful relationships, promoting emotional regulation and problem-solving skills.

With the acquisition of the skills addressed in this model, it is expected that their involvement in the proposed tasks and dynamics will be enhanced, increasing their well-being and quality of life.

VI. INTERVENTION OBJECTIVES

According to the Learner's profile and her needs and potential, based on the main objective of promoting Personal and Social Development, some specific objectives of the intervention were outlined, such as:

- Improve Learners self-concept and self-esteem;
- Enhance their ability to understand and express feelings;
- Promote an improvement in verbal and non-verbal communication;
- Stimulate empathy and assertiveness;
- Promote their capacity for cooperation and teamwork;
- Increase problem solving capacity;
- Promote an improvement in the well-being and daily experience of the Learners.

VII. INTERVENTION DESCRIPTION

The Personal and Social Development approach intervention was organized over 15 sessions, with 14 intervention sessions and one evaluation session. The sessions had an average duration of 60 minutes and were held every two weeks, in a classroom setting.

Each session was organized into three essential moments, namely the Initial Dialogue, lasting about 10 minutes, in which the learner was prepared for his participation in the session, addressing important aspects of the learner's life from previous session, a reflection on the previous session

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and the activities to be developed were presented. This was followed by the Fundamental Part, lasting approximately 40 minutes (20 minutes per activity), in which the activities and dynamics planned for the area to be worked on were carried out. Each session ended with a Final Reflection, which lasted about 10 minutes, in which a reflection was made on the activities carried out and the participation of the learners.

VIII. FINAL EVALUATION AND CONCLUSIONS

The final evaluation consisted of the application of a questionnaire, where not only the perception of the acquisitions made with the implementation of the model were evaluated, but also the level of Learners satisfaction, as can be seen below:

DESENVOLVIMENTO PESSOAL E SOCIAL

Nº: _____
 Data: 27-1-2022 Número da sessão: 15

Responde às questões que colocamos de seguida, de acordo com a tua participação no módulo "Desenvolvimento Pessoal e Social" do projeto *InAutism: Fostering Adult Integration*.

Gostaste de participar neste módulo do projeto?

Não gostei	Gostei um pouco	Gostei algumas vezes	Gostei	Gostei muito
				X

O que achaste das atividades desenvolvidas?

Nada interessantes	Um pouco interessantes	Algumas foram interessantes	Foram todas interessantes	Foram todas muito interessantes
				X

Quais as atividades de que mais gostaste? Porquê?
CAMPO DE MINAS - PU QUE FEI GIRO TRABALHAR COM OS COLÉGAS
VIRAR AO CONTRÁRIO

Quais as atividades de que menos gostaste? Porquê?
OS DETETIVES - NÃO GOSTEI DE TER A FITA-COLA NA TESTA

O que aprendeste agora que terminou este módulo do projeto?

	Sim	Não	Mais ou menos
Fiquei a conhecer-me melhor	X		
Compreendi que tenho muitas qualidades	X		
Compreendi que os meus colegas também reconhecem as qualidades que eu tenho	X		
Aprendi que é importante valorizar as minhas qualidades	X		
Aprendi que sentimos muitas emoções diferentes e que há diversas formas de as demonstrar	X		
Aprendi a perceber melhor como é que os outros se estão a sentir	X		
Fiquei a conhecer melhor os meus colegas			X
Aprendi a comunicar melhor com os outros	X		
Aprendi que é importante ajudar os outros	X		
Conheci novas formas de me expressar			X
Aprendi que há vários pontos de vista para a mesma situação	X		
Aprendi a trabalhar em equipa	X		
Aprendi a não desistir quando tenho dificuldades	X		
Descobri que há diversas formas de resolver um problema	X		
Percebi que é importante ter objetivos e concretizá-los	X		

Agora que terminou este módulo, consideras que melhoraste:

	Sim	Não	Mais ou menos
Melhorei as minhas competências pessoais e sociais	X		
Melhorei a minha relação com os meus colegas	X		
Melhorei a minha relação com as técnicas	X		
Melhorei a minha relação com várias pessoas à minha volta	X		

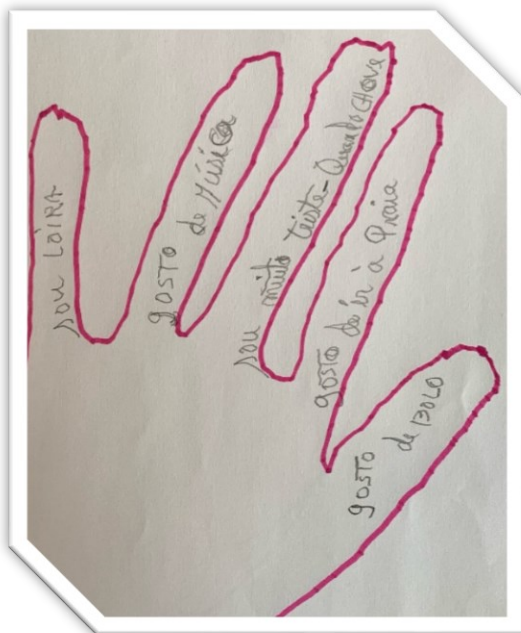
As we can see, the Learner Laura mentions that she really enjoyed participating in the project and that she thought that all the activities were very interesting. The activities she liked the most were “Minefields” and “Turning around” because, according to the Learner, she enjoyed working together with her colleagues. Regarding the activity that she liked the least, she mentions having been “Detectives” because she had an image pasted with duct tape on her forehead and it bothered her.

Regarding the acquisitions made, the Learner agrees that he improved and learned in all the areas questioned, he only answered with “more or less” to the questions “I got to know my colleagues better” and “I discovered new ways of expressing myself”. The Learner also agrees that she has

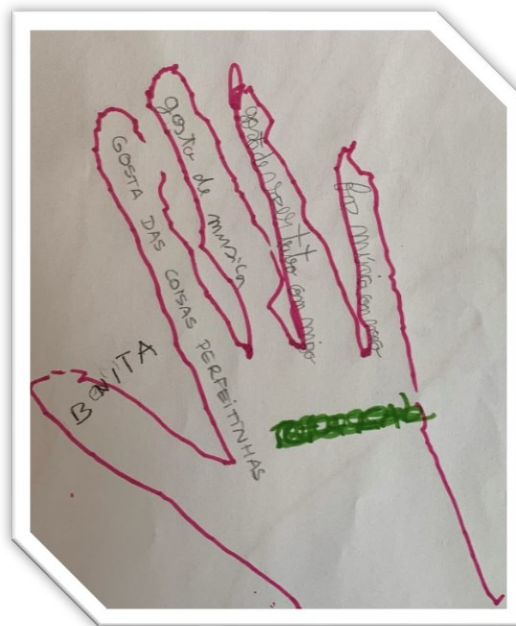
improved her personal and social skills, her relationship with colleagues and technicians, and in general with the various people around her.

One of the themes that stands out concerns self-concept and self-esteem, areas where the Learner has made great progress, having managed to identify tastes and characteristics about herself in an adjusted way, as well as identifying with characteristics that colleagues mentioned about her. yes, as we can see in the following images:

How others see me



How I see myself



During the intervention, there was an improvement in their participation in the proposed activities, not only in terms of their involvement in them, but also in their ability to concentrate, behavioural adequacy and autonomy. Also noteworthy is the strengthening of interaction with colleagues and technicians and the apparent establishment of closer and more meaningful relationships.

Overall, the observed results point to an effectiveness in the intervention, particularly in the case of the Learner Laura, emphasizing the promotion of her self-knowledge, the strengthening of ties with colleagues and techniques, and the consequent reinforcement of the team concept. In this sense, it is considered that the learner's participation seems to have contributed positively and significantly to her personal and social development.