

INTELLECTUAL OUTPUT CHARACTERIZATION FORM

- Activity in an Aquatic Environment (XV)

I. TARGET-GROUP

Adult persons with Neurodevelopmental Disorders with difficulties related to cognitive functions.

II. GENERAL OBJECTIVES

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

III. SPECIFIC OBJECTIVES

- Improve breathing skills in water (breath out and breath in);
- Promote greater balance in the water in the vertical position;
- Promote greater balance in the water in the horizontal position (dorsal and ventral decubitus);
- Promoting the improvement of motor coordination of learners in moving around in water;
- Improve proficiency in handling materials;
- To promote an improvement in the learners' autonomy.

IV. TECHNICIAN PROFILE

Technical Specialisation

Psychologist

Psychomotrician x

Social Educator

Sociocultural Animator

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	<i>InAutism – Fostering Adult Integration</i>	MOD: 016/00
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Occupational Therapist

Arts Monitor

Social Worker

Assistant Technician

V. PROCESS

Framing the Intellectual Output VX, Activity in an Aquatic Environment, within the scope of the InAutism: Fostering Adult Integration project, belongs to axis 1, corresponding to an educational approach/strategy. Activity in the Aquatic Environment is related to a set of fundamental skills for the acquisition of autonomy in the aquatic environment, namely: Breathing, Balance, Displacement and Material Handling.

The practical application of this Intellectual Output is related to the implementation of an intervention program specifically developed for this population, through which competences such as motor coordination, tonic control and balance, fundamental in ease and confidence in this context, are developed.

These areas are worked on over 10 sessions, 2 for each of the areas, with four specific activities being carried out in each of them. There are also two evaluation sessions, one before starting the intervention and another after its completion.

VI. CASE STUDY

It is carried out a case study of the learner regarding the present intervention model.

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