



## IPA+. THE INCLUSION OF PEOPLE WITH AUTISM IN EUROPE. TOWARDS A SPECIALISED TRAINING MODEL FOR PROFESSIONALS (ref.: 2016-1-ES01-KA204-025061)

### Summary of the IO1

#### Aim of the IO:

To carry out a research through primary and secondary resources about the curricular requirements for a training addressed to professionals working with people with ASD.

#### Methodology used:

Firstly an integrative literature review was carried out using secondary sources. A total of 7, 370 papers were found in databases and, after some screening and analysis, 35 papers were included in the integrative review

Also, a research on primary sources was undertaken through three Focus Group (FG) sessions in Spain, Portugal and Serbia and through individual interviews in Belgium. A total of 48 professionals in the field of autism participated.

#### Main findings:

After comparing the outputs of both methods, the identified **training needs** by were the following:

Understanding of people with ASD

- How to recognize ASD.

- Scientific-based or evidence-based contents.
- How to support people with ASD and their families.
- What repetitive behaviors mean and how to deal with.
- How to design and implement individualized plans.
- How to interact with families and to involve them in the care or intervention.
- How to supervise and evaluate people with ASD,
- How to collaborate and communicate with other professionals.
- How to intervene with people with ASD.
- Promotion of quality of life: independence, social aspects, etc.
- Self-care of the professional.

Additionally, the main **methodological aspects** highlighted by the interviewed experts and literature to be taken into consideration in order to design our IPA+ course were:

- Access to research publications.
- Lectures.
- Group discussions and presentations.
- eLearning, internet-based learning.
- Blended design.
- Provision of supervision, feedback and coaching.
- Short videos to show real practice.
- Self-monitoring activities with feedback on their performance.
- Provision of instructions and modelling.
- Individualized follow-up.
- Visits to settings working with people with ASD.
- Practice and direct contact with people with ASD.

The observed consistency between both methods reinforces the necessity and relevance of our project IPA+ and, thus, of the development of the curriculum and the training course in its framework.