



OUTPUT2. CURRICULUM DESIGN

Project Name: THE INCLUSION OF PEOPLE WITH AUTISM IN EUROPE. TOWARDS A SPECIALISED TRAINING MODEL FOR PROFESSIONALS (IPA+)

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Contents

1.	Introduction	2
1.1.	Course Level I: Basic	2
1.2.	Course Level II: Advance.....	2
1.3.	Transversal objectives.....	2
2.	Curricular contents	3
2.1.	Course Level I: Basic	3
2.2.	Course Level II: Advance	5

1. Introduction

On the basis of the curricular requirements found as relevant in the IO1 “Research on curricular and training requirements” – though literature reviews and focus groups – during the IO2 “Curriculum design” IPA+ consortium has been working in the validation of our curriculum. In this regard, the IO1 findings were assessed by a panel of 28 people with different profiles (people with ASD, relatives of a person with ASD, senior and junior professionals in the field of ASD and trainers) by two-round Delphi study.

In this document it is presented the agreed objectives and curriculum for the two course levels that partners decided to work on: basic and advance levels.

1.1. Course Level I: Basic

The **main objective** of this course level is to understand and learn with autism and the **specific objectives** are:

- Introduction to autism.
- Assessment of personal skills/self-efficiency to work/deal with/get in contact with autism.
- Presentation of different profiles to work/deal with/get in contact in autism.
- Awareness of ethics and rights in the work in autism (e.g. inclusion, quality of life, etc.).
- Provision of a practical dimension for the work in autism.
- Acquisition of knowledge and skills to work/deal with/get in contact with people with autism.

1.2. Course Level II: Advance

The main objective of this course level is to improve, broaden and update knowledge and skills about autism. And the specific objectives are the following:

- Completing (to fill the gaps) knowledge already acquired about autism.
- Broaden approaches, interventions and communication in the work of autism.
- Development of criteria to identify good practices.
- Development of open-mindedness.
- Improvement of the ability to transfer their knowledge about autism to other professionals – promotion of knowledge exchange with other professionals and stakeholders.
- Self-preservation skills as professionals (e.g. prevention of anxiety, burnout, etc.).

1.3. Transversal objectives

Both levels have in common the following objectives:

- Promotion of evidence-based approaches.



- Promotion of multidisciplinary approaches.
- Strengthening of communication with families.
- Promotion of inclusion and respect of the rights of people with autism.
- Involvement and promotion of self-advocate.
- Positive approach based on strengths.
- Education throughout lifespan.
- Transnational dimensions.
- Encouragement of curiosity, motivation and upgrading skills in professionals.

2. Curricular contents

2.1. Course Level I: Basic

Modules	Subjects	Contents
1. Introduction	Introduction to the project. Presentation of the entity: mission, objectives, services, target group, principles defining its identity. Value of diversity. Situation of autism in the specific context.	Difficulties presented by people with ASD; Brief introduction to ASD; Necessity of this course; Prevalence of ASD; Objectives of the entity
2. Definition and conceptualization of ASD	Characteristics	Need of a lifelong approach; Definition of autism; Qualities of people with ASD; Learning styles; Sensory differences; Heterogeneity
	Diversity and heterogeneity of the group	Diversity in verbal/non-verbal communication skills; High-functioning autism; low-functioning autism; Diversity of supports; Diversity along life cycle
	Misconception on autism	Myths and misconceptions (e.g. world apart, isolation, aggressiveness, etc.); MMR vaccine; Emotional overwhelming



	Psychological processes in people with ASD	Problems in understanding of abstract concepts; Anxiety; Difficulty in long-term planning
	Diagnosis characterization. Initiation to the diagnostic criteria	Early signs; Differential diagnostic; Diagnostic criteria; DSM-5 and ICD-11 classifications
	Conditions usually associated to autism	Difficulty in communication; Hypersensitivity; Anxiety; Intellectual disabilities
3. Basic principles and strategies of intervention	The role of families and/or careers	Parental training; Support
4. Intervention models of reference	TEACCH	Structured and scheduled teaching; TEACCH principles; Environment
	Positive Behavioral Support	Improvement of language skills life skills learning; functional behavioral assessment; Reinforcement; Behavioral techniques
	Alternative and Augmentative Communication Systems	PECS; AAC systems (types, misconception, criteria for selection, etc.)
	Quality of life	Socialization and social interaction; Independence; Quality of life
	Developmental approaches	Characteristics of developmental approaches; Multidisciplinary approach; Speech and language development
5. Specific knowledge of the concrete characteristics of the clients that students will	Approach based on the strengths personal development and promotion of capabilities	Development of individualized plans; Assessment of personal capabilities



work with		
6. Characteristics and needs in different contexts and stages of life		Transitions between life periods; Different periods of life (e.g. education, leisure, physical changes, social integration, labor sphere, health issues, etc.); Social skills
7. Competences and professional profile	New professional roles	Continuous education; Multidisciplinary approach
	Emotional regulation	Self-efficacy and self-control; Teaching techniques and strategies for emotional regulation; Burnout syndrome; Emotional well-being
	Coordination with families	Dialogue and communication; Psychoeducational supports
	Practice based on rights, values and ethics	Rights of people with autism; Ethics and deontology; Respect

2.2. Course Level II: Advance

Modules	Subjects	Contents
1. Introduction	Introduction to the project. Presentation of the entity: mission, objectives, services, target group, principles defining its identity, value of diversity	Lifelong follow-up (n=18); Necessity of this course (n=17).
	Definition and conceptualization of ASD	Comorbidities (n=16); Characteristics (n=13); Diagnostic criteria (n=10).
	Results of current research related to neurobiology and genetics	Genetics (n=13); Neurological Theories (n=12); Causes of autism (n=12); Risk factors (n=11).



	People with ASD with intellectual disability associated	Extensive support needs (n=19); Adaptive skills (n=14); Prevalence of intellectual disabilities and intellectual functioning in ASD (n=13); Challenges (n=12).
	Importance of mental health. Initiation in ASD comorbidities	Comorbidities (n=19); ASD with intellectual disability vs. ASD without disability intellectual (n=10); Tools evaluation needs support (n=10); Positive Behavioral Support (n=10).
2. Specific programs of support and intervention	Intervention of problematic behaviors	Management of behaviors (e.g. ABA, TEACCH, modelling, etc.) (n=19); Physical Behavior Control Techniques (n=10) Aggressiveness as a form of communication and types of challenging behaviors (n=10).
	Intervention in the emotional-sexual sphere	Sexuality (n=20) Promoting self-esteem and emotional competence (n=14) Training and education (n=13) Bullying protection (n=12)
	Health and nutrition	Prevention of health issues (n=18) Feeding problems (n=16) Healthy nutrition (e.g. diets, weight control) (n=10) Sport and physiotherapy (n=10)



	Personal autonomy	Empowerment of the autonomy and ADLs (e.g. hygiene, dressing, feeding) of persons with ASD (n=20) Support Programs (n=17) Dignity (n=12)
	Models of interventions centered on the family	Supporting families in a positive way (n=15) Family intervention plans (n=13) Co-participation of parents, education and interventions (n=12) Siblings support (n=10)
	Organization of spaces and times	TEACCH (n=18) Schedules (n=15) Routines and structure (n=12)
	New technologies applied to intervention	Devices of communication (n=19) Alternative and augmentative communication (n=19) Pictogram agenda (n=12) Robotics (n=11)
	Diagnosis	Early diagnostic evaluation (n=19) differential diagnosis (n=16) Screening (n=13) DSM 5, ICD11 criteria (towards new classification) (n=11)
	Early care	Early intervention, cooperation with the family (n=22) Toilet training (n=11)
	Development of social-	Specificity of the social-



	communication skills	communication skills (n=15) Alternative communication (n=14) Language (n=11) Circle of friends (n=10)
	Supports for adult life	Employment (n=13) Community Involvement (n=13) Independent life (n=13) Accompaniment and guardianships (n=12) Skills development (n=10)
3. Strategies to design and evaluate the Personal Development Plans	Programming and formulation of educative objectives	Individual education plans and guidelines (n=20) Social skills development (n=20) Techniques and procedures of functional assessment (n=18)
	Types of supports	Academic (ordinary, specialized, VET, etc.) (n=12) Direct support in home (n=12)
	Processes of planning	Person-centered planning (n=23) Evaluation (n=17) Realistic expectations (n=17) Team work (n=13)
	Design and evaluation of goals and personal result	Support needs (n=21); Periodic monitoring (n=17) Validated Evaluations (n=17)
	Good practices	Evidence-based practice, interventions directed to persons with ASD (n=24)



		<p>Inclusion of persons with ASD into community leaving (n=16)</p> <p>Interventions directed to families of persons with ASD (n=11)</p>
	<p>Rights, empowerment, monitoring of the rights of people with ASD</p>	<p>Inclusion (social, educative, at labor market) (n=19)</p> <p>Awareness (n=13)</p> <p>Coordination with social services (n=11)</p> <p>Charter of rights of people with ASD (n=10)</p> <p>Legislation (n=10)</p>