

5TH MEETING “SOCIAL INCLUSION AND AUTONOMY”

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LECTURE 4:

Professional Support And Future Prospect



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FOR FAMILIES

. PROFESSIONALS

. PREPARATION FOR THE NEXT STAGE OF LIFE

. SUPPORT FOR THE FUTURE PROSPECTS

. Q&A

OUTLINE



EXPECTED LEARNING OUTCOMES

- **Understand the role of professionals and what types of interdisciplinary support and actions are implemented**
- **Understand the importance of rehabilitation**
- **Preparing for the next phase of life**
- **Offer support for future prospects**



1. PROFESSIONAL SUPPORT AND FUTURE PROSPECTS

PROFESSIONALS

PSYCHOLOGIST: Interventions to improve quality of life, support parent-child relationships; foster the acquisition of relational skills; foster the acquisition of inclusion and autonomy skills; promote appropriate modes of functioning

SPEECH THERAPIST: Prevention and rehabilitation treatment of speech, communication, oral function and swallowing disorders in childhood and adulthood.

OCUPATIONAL THERAPIST: Body mediation techniques that promote the process of integration between the different expressive and cognitive planes that underlie the construction of identity.

THERAPIST AND BEHAVIOR ANALYST: Operates using techniques based on reinforcement; promotes the acquisition of new skills; reduces and modifies problem behaviors (CP); supports the family in the management of CP and interaction with the child; acquisition of personal and social autonomy; support of expressive and receptive communication.



1. PROFESSIONAL SUPPORT AND FUTURE PROSPECTS

Promote greater self-awareness



WORKING ON:

KNOW-HOW:
Acquire new skills

KNOWING TO BE:
Developing one's
identity as a young
adult



1. PROFESSIONAL SUPPORT AND FUTURE PROSPECTS

Promote greater self-awareness



It is not enough to "know how to do" grown-up things to feel grown-up! In order to educate to autonomy, it is necessary to intervene also on the construction of an adolescent and adult identity, on "knowing how to be" a grown-up person.



1. PROFESSIONAL SUPPORT AND FUTURE PROSPECTS

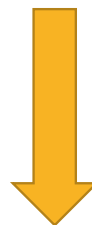
**PROMOTING
AUTONOMY IS A
PREREQUISITE FOR
WORK AND
SOCIAL INCLUSION.**

Communication: Develop the ability to express one's needs, desires, and thoughts; develop the ability to ask for information, provide personal information; use the telephone; ask for help in case of difficulty.

Orientation: Increase ability to consciously look around; read and follow directions; locate landmarks; recognize bus, cab, subway stops.



PROMOTING AUTONOMY IS A PREREQUISITE FOR WORK AND SOCIAL INCLUSION



Learn the value of money:
Use money and go shopping independently.

Use of services and transportation :
Learn to recognize and use stores and services appropriately and with familiarity.

Road Behavior:
Learn appropriate behaviors that allow you to move around on your own while paying attention to vehicles



2. PREPARATION FOR THE NEXT PHASE OF LIFE

Promote residential experiences, apartment groups in protected contexts to increase the capacity for home autonomy and promote social relations.



2. PREPARATION FOR THE NEXT PHASE OF LIFE

- **Promote work experiences**



- **Addressing the issue of work means first of all recognizing their being adults**
- **Training means not only knowing their duties as workers but also being familiar with the social rules of the workplace**

**Recognizing
and acting like
an adult**



**Learn to
work**



**Learn a specific
job**



2. PREPARATION FOR THE NEXT PHASE OF LIFE

- **Promote work experiences**

Being aware of the complexity of this issue, the objective will be to outline the contents for debate focused on the following key aspects:

School years as a crucial training ground to prepare for work;

Job placement policies and services: how to access and solicit action;



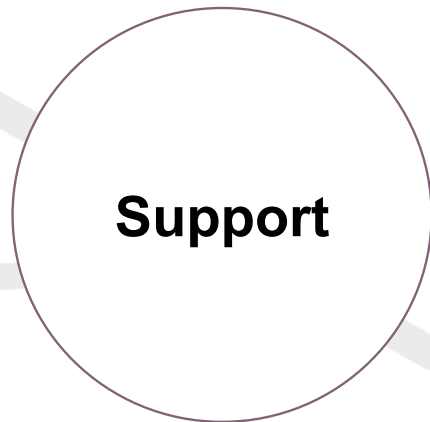
3. SUPPORT FOR FUTURE PROSPECTS

Successful early job placements:

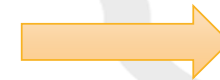
- **Overall worker's autonomy**
- **In-situ training**
- **Target placement**



3. SUPPORT FOR FUTURE PROSPECTS



- **Information**
- **Raising awareness**
- **Welcoming**
- **Assessment**
- **Support**
- **Coaching**
- **Training**
- **Tutoring**
- **Monitoring**



- Long-term beneficiaries :**
- **Businesses**
 - **Families**
 - **Individual with autism**
 - **Operators**





Questions

BIBLIOGRAPHY

- Contardi A., (2017), **Verso l'Autonomia. Percorsi educativi per ragazzi con disabilità intellettiva**, Carocci Faber Editore.



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THANK YOU!

