

# Analysis of the value in use and expectations on the training course

-Job Trainers for people with intellectual disability and autism spectrum disorder-

# **Research Report AUSTRIA**

By: Mag.(FH) Kristina Meirhofer, B.A.



Die Querdenker e.U. AUSTRIA





## CONTENT

| 1 | . INTROI | DUCTION   | 3  |
|---|----------|---|----|
| 2 | . EVALU  | ATION OF THE STAKEHOLDER QUESTIONNAIRE                                      | 4  |
|   | 2.1.     | Usefulness of the training  | 4  |
|   | 2.2.     | Existance of inclusive programme  | 5  |
|   | 2.3.     | Description of the existing system for inclusion                            | 6  |
|   | 2.4.     | Description of the existing support and training models                     | 6  |
|   | 2.5.     | Existence of similar training model   | 7  |
|   | 2.6.     | Can the model be introduced in the country, what is necessary               | 8  |
|   | 2.7.     | Is the content complete and adequate  | 9  |
|   | 2.8.     | Biggest differences between actual work situation and training              | 10 |
|   | 2.9.     | Necessary changes and adaptations in the training                           | 10 |
|   | 2.10.    | Necessary changes and adaptations in the local, regional and national frame | 10 |
|   | 2.11.    | Be careful of, risks  | 11 |
|   | 2.12.    | Expectations  | 11 |
| 3 | . FEEDBA | ACK TO THE STAKEHOLDER MEETING  | 12 |
| 4 | . EVALU  | ATION OF THE USER QUESTIONNAIRE   | 13 |
|   | 4.1.     | System of vocational integration  | 13 |
|   | 4.2.     | Are the existing trainings and offers satisfying                            | 14 |
|   | 4.3.     | Usefulness of the training  | 15 |
|   | 4.4.     | Expectations of the training  | 16 |
|   | 4.5.     | Additional skills   | 16 |
|   | 4.6.     | What is missing   | 18 |
|   | 4.7.     | Size and composition of the training  | 18 |
|   | 4.8.     | Integration possible  | 19 |
|   | 4.9.     | Overlaps  | 20 |





|    | 4.10. | Additional resources and framework                            | . 20 |
|----|-------|---|------|
|    | 4.11. | Necessary changes in local, regional and national regulations | . 20 |
| 5. | EVALU | ATION OF THE EXPECTATIONS                                     | . 21 |
|    | 5.1.  | Experience  | . 21 |
|    | 5.2.  | Is the training satisfying                                    | . 22 |
|    | 5.3.  | Kind of support   | . 22 |
|    | 5.4.  | Useful addendum   | . 23 |
|    | 5.5.  | Additional skills and expectations                            | . 23 |
|    | 5.6.  | Usefulness of size and composition                            | . 25 |
|    | 5.7.  | Necessary changes in the regulations                          | . 26 |
| 6  | CONCI | LISIONS   | 26   |





#### 1. INTRODUCTION

The project JoTraDi is executed under the Lifelong Learning Programme, Leonardo da Vinci, Multilateral Projects, Transfer of Innovation.

Partners from 5 countries, namely Austria, Italy, Malta, Spain and Turkey are involved.

The aim of the project is to transfer a product linked to the training project "Facilitator of Job placement for people with intellectual disability and autism spectrum disorders", funded by the Province of Reggio Emilia to the participating countries.

All partners will test the programme and elaborate best practices which will then be transferred and adjusted and become a standard in the new context.

The specialized training course is aimed at the training of professionals who are able to promote the employability of people with autism spectrum disorders and consists of 260 hours: 160h theory input, 20h project work and 80h situated learning.

Based on three questionnaires the usefulness, relevance and adaptability of the programme are evaluated. These questionnaires were filled by experts in the field of education and training, users and their families and companies.

In the following chapters you will find the questions, the answers and conclusions. If some additional comments or useful indication were made, you can find them in a separate chapter.





## 2. EVALUATION OF THE STAKEHOLDER QUESTIONNAIRE

On the 20<sup>th</sup> of May 2014 Die Querdenker presented the JoTraDi training model to a group of stakeholders with the following professional backgrounds: university for teacher education, societies and institutions for handicapped people, ergo therapy, doctor, hospital staff, psychology, vocational training.

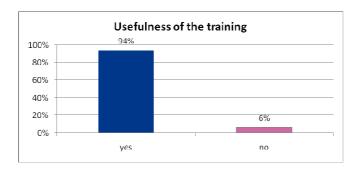
We received 8 completed questionnaires out of 13 (= return rate of 62%) as a feedback to the training and meeting. You will find the results below.

#### 2.1. Usefulness of the training

Do you think this training can be useful for teachers and trainers working in this field? Yes, no, why?

## 1) Usefulness of the training

|          | yes | no  | reason  |
|----------|-----|-----|---|
| person 1 | 1   |     | Every specification and more knowledge are useful.  Learning is a lifelong process. |
| person 2 | 0,5 | 0,5 | It depends. I need some more specification about the contents of the training.      |
| person 3 | 1   |     | Intense training for trainers and their skills.                                     |
| person 4 | 1   |     |   |
| person 5 | 1   |     | Very little knowledge on the market, everything helps.                              |
| person 6 | 1   |     | Not very well known, very specialized   |
|          |     |     | teachers don't have knowledge about vocational integration                          |
| person 8 | 1   |     | yes, because of missing competences   |
| sum      | 7,5 | 0,5 |   |
| %        | 94% | 6%  |   |





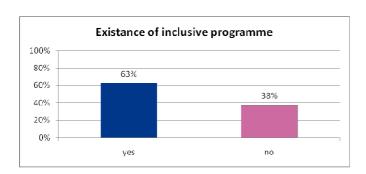


## 2.2. Existance of inclusive programme

Does a programme for the inclusion at work of people with autism or with learning difficulties exist in your region or on a national level?

# 2) Existance of inclusive programme

|          | yes | no  |
|----------|-----|-----|
| person 1 | 1   |     |
| person 2 | 0,5 | 0,5 |
| person 3 |     | 1   |
| person 4 | 1   |     |
| person 5 | 1   |     |
| person 6 |     | 1   |
| person 7 | 0,5 | 0,5 |
| person 8 | 1   |     |
| sum      | 5   | 3   |
| %        | 63% | 38% |







#### 2.3. Description of the existing system for inclusion

Please describe the existing system for inclusion at work in your local, regional and national frame.

- I think that there is a course at the bfi/ WIFI. But I don't know the details.
- Supported employment, integration services, work assistance, grant system, sheltered employment
- WORK aut: preparing for and coaching of adults with ASD for the first labour market
- WORK\_aut, Specialisterne, BSA project, good integration success, Upper Austria, Lower Austria, Salzburg
- Social work and Ergotherapy
- In school "vocational orientation" and the possibility of "Berufsvorbereitungsjahr"
- Most of the support is financial

## 2.4. Description of the existing support and training models

Please describe the existing support and training models for trainers and teachers, users and employers in your local, regional and national frame.

- I think that there is a course at the bfi/ WIFI. But I don't know the details.
- Lehrgang zur integrativen Förderkraft
- There are no formal training models at the moment. Professionals mainly learn from experience and from international models.
- WORK\_aut and Specialisterne as organizations, TEACCH, TEC, social stories, stress management, small talk, GFK
- TEACCH, Montessori, Sunrise Therapy
- I don't know
- seminars for teachers, financial support for employers, special training programmes for users, but hardly anything special for Autism



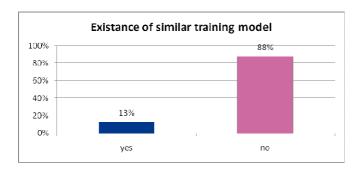


# 2.5. Existence of similar training model

Is there a similar model of training in your network you already use? Yes, no, please describe.

# 5) Existance of similar training model

|          | yes | no  | description  |
|----------|-----|-----|--|
| person 1 |     | 1   |  |
| person 2 |     | 1   |  |
| person 3 |     | 1   |  |
| person 4 |     | 1   |  |
| person 5 | 1   |     | we use a lot of different tools, some as already mentioned |
| person 6 |     | 1   |  |
| person 7 |     | 1   | in the network I'm working, there is no similar model      |
| person 8 |     | 1   |  |
| sum      | 1   | 7   |  |
| %        | 13% | 88% |  |





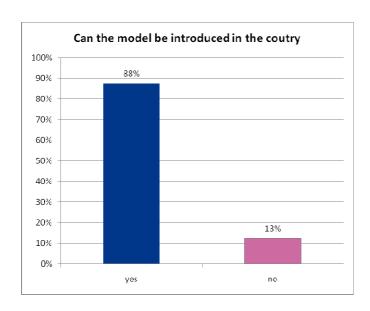


# 2.6. Can the model be introduced in the country, what is necessary

Do you think this model can be introduced in your local, regional and national frame, and what is necessary to implement it successfully? Yes, no, why.

## 6) Can the model be introduced in the country, what is necessary

|   | yes | no  | necessary for implementation   |
|---|-----|---|--|
| I DEISUIT I I I I I I I I I I I I I I I I I I |     | In Upper Austria there are many social employers and institutions.<br>The training can therefore be seen as an advanced training. |  |
| person 2                                      | 0,5 | 0,5   | You will need partner institutions/companies where the users can train their working skills.   |
| person 3                                      | 1   |   | More focus on the target group in terms of methods.  |
| person 4                                      | 1   |   | <ol> <li>Permanent involvement of users (people with ASD)</li> <li>Make the training specific to ASD (separate from learning difficulties)</li> <li>involve not only experts in autism or in vocational training but those experienced in successful programmes related to vocational training for people with autism</li> </ol> |
| person 5                                      | 0,5 | 0,5   | What I heard at the meeting sounds not very thought through and only one run in Italy is very little.  Sounds more like doing for the sake of doing - ZU mäßig.  |
| person 6 1                                    |     |   | Qualification in a special field   |
| person 7                                      | 1   |   | with some adaptation, like: time structure, recognition by education authority   |
| person 8 1 information, acquisition, time a   |     |   | information, acquisition, time and money   |
| sum   | 7   | 1   |  |
| %   | 88% | 13%   |  |





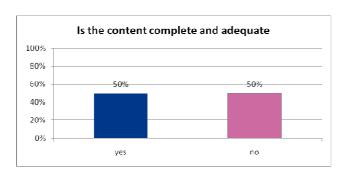


## 2.7. Is the content complete and adequate

Do you think the size and the content of the presented training is complete and adequate? Yes, no, is there something missing.

## 7) Is the content complete and adequate

|                      | yes   | no  | missing  |
|----------------------|---|-----|--|
| person 1             | 1   |     | But too much theory input.   |
| person 2             | person 2 0,5 0,5 Use the clients as peers. More specification of the contents on special proble of people with ASD. |     | Use the clients as peers. More specification of the contents on special problems of people with ASD.   |
| person 3             | 1   |     |  |
| person 4             |   | 1   | Much too long. Enough about assessment/job readiness. Not enough about ASD (strengths and weaknesses) and specific needs on the labour market. |
| I nerson 5     1   1 |   | 1   | Training sounds too long, content not deep enough - too broad. Trying to fit in too much. For Asperger Autism too little specific content.     |
| person 6             | 0,5   | 0,5 | Maybe a bit too long.  |
| person 7             | 1   |     | I don't know   |
| person 8             |   | 1   | the duration of the training is too long, this size is not necessary in Austria  |
| sum                  | 4   | 4   |  |
| %                    | 50%   | 50% |  |







#### 2.8. Biggest differences between actual work situation and training

Where are the biggest differences between the actual work situation and the presented training?

- I'm afraid I am not up to date.
- I hardly know the actual work situation. Probably more specified contents can be useful.
- Potential analysis
- Autism means very individual approaches are needed. Model is quantity without quality measures, without clear direction.
- competences for teachers in employment service
- lack of competences focused on Asperger and Autism

#### 2.9. Necessary changes and adaptations in the training

What has to be changed and adapted in the training to make it reusable in your local, regional and national frame?

- I consider it good.
- Focus the 7 modules more on the special needs of people with ASD.
- Much too long. Enough about assessment/job readiness. Not enough about ASD (strengths and weaknesses) and specific needs on the labour market.
- Improvement implementation 3-4 years later brought onto European level
- Make it shorter.
- If you want to integrate teachers in this training, there should be some considerations for new jobs between school and working environment
- small units, separated seminars

#### 2.10. Necessary changes and adaptations in the local, regional and national frame

What has to be changed in your local, regional and national frame to make the training reusable?

- I think the training will be seen positively. There are many motivated stakeholders in Upper Austria
- Re-think the target group: only people with ASD or other disabled people, too?
- Training needs to be adapted to the existing frame and NOT vice versa
- school system should be opened to inter-professional approach
- nothing





#### 2.11. Be careful of, risks

Is there something we have to be careful of? What are the biggest risks?

- Certification. It would be perfect if it was listed under "psychiatric/ psychic training"
- Time, detailed contents, goals, target group description
- No repetition of contents of other advanced educations
- Not giving yourself enough time. People with autism are very different, complicated no shortcuts for the sake of support money
- Learning time should be working time.
- time structure, teachers are off on holidays and on weekend, risk: the training is very good, but its not easy to transfer it into institutional practice

#### 2.12. Expectations

What do you think are the major expectations in such a training and model?

- The specification sounds very interesting!
- To get a real tool, a method, which can directly be used in the work with people with ASD.
- Usability, benefit and impact of the methods.
- EC wide certification
- Deeper understanding of ASD
- Practical tools: assessment of job readiness/training needs/adaptation needs at work/coaching needs
- Counseling and coaching skills
- To be able to use the helpful tools and to have gained the notification to know when to use what. And above all - I would hope - to develop a deep respect for people with autism/ Asperger syndrom.
- Good education
- the cross-professional composition of the participants is enriching, "der Ansatz, den Menschen und den künftigen Arbeitsplatz aufeinander abzustimmen, ist sehr positiv"
- new skills, new methods, new tool





#### 3. FEEDBACK TO THE STAKEHOLDER MEETING

When we presented the training to the stakeholders, some important questions arose which are listed up here.

- Is vocational integration only focused on the first labour market
- In the first module: is it only about intellectual disabilities or also about ASD
- In the analysis of competences: are there some defined tools
- Who will teach the 7 modules
- Which tools will be used
- Why are both intellectual disabilities and ASD treated in the programme
- If someone has already a broad knowledge in a module can he/ she attend only some parts of it
- Are some modules "bookable" individually
- The BIFI course for integration seems to be quite similar
- What will the timetable be like (approx. 32 training days in one year)
- Will you get an acknowledged certificate if you take part in the testing phase
- Are people with ASD also questioned about the programme
- Will the courses take part during the week or also on the weekend
- Does the Italian partner actually work with the JotraDi programme or was it only developed for this EU programme
- How can the EU wide knowledge be integrated into the programme
- What is the correct definition of "ability to work" is it defined by users, employers, external experts etc.?
- Do the companies in Austria who take part in the survey already employ people with ASD
- Are companies well integrated into the programme? There seems to be a lack of information and a lot of uncertainty in Austria concerning people with ASD
- Are also people with a severe disability the target group of JoTraDi trainers
- What is the further progress of the project
- ASD is a broad spectrum how can you cover that in the training
- Is there any vocational background you have to have to become a trainer
- Are there any other criteria to take part in the training? How many people will be trained
- Will peers also be trained





#### 4. EVALUATION OF THE USER QUESTIONNAIRE

We spread the questionnaire to 17 organisations working with users, which are people with ASD and their relatives. We got 7 completed questionnaires from users back, which is equal to a return rate of 41%.

#### 4.1. System of vocational integration

Please describe briefly how the system of vocational integration of people with mild autistic spectrum disorders or learning difficulties works in your country.

Who supports people with disabilities• Are there any opportunities in the regular school system or is it outsourced • Is there a special vocational training for teachers / trainers on how to support teenagers with autism or learning difficulties?

## 1) System of vocational integration

|          | who supports people   |         | tunities in school                  | vocational training |     |  |
|----------|---|---------|-------------------------------------|---------------------|-----|--|
|          | who supports people   | regular | outsourced                          | yes                 | no  |  |
| person 1 | geschützte Werkstätten  |         |                                     | 0,5                 | 0,5 |  |
| person 2 | Behindertenwerkstatt  |         | Sonderschule,<br>Integrationsklasse | 0,5                 | 0,5 |  |
| person 3 | Bundessozialamt, teachers for integration, labour market service, Land OÖ |         |                                     | 0,5                 | 0,5 |  |
| person 4 | Bundessozialamt   |         | School for integration              |                     |     |  |
| person 5 | no one  |         |                                     |                     |     |  |
| person 6 | Bundessozialamt, labour market service                                    |         | School for integration              |                     |     |  |
| Person 7 | -   |         |                                     |                     |     |  |
|          |   |         |                                     | 1,5                 | 1,5 |  |
|          |   |         |                                     | 50%                 | 50% |  |



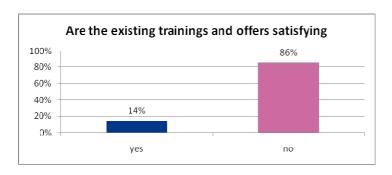


## 4.2. Are the existing trainings and offers satisfying

Do you think the existing trainings and offers are satisfying and offering enough support to all involved parties?

## 2) Are the existing trainings and offers satisfying

|          | yes | no  |
|----------|-----|-----|
| person 1 | 0,5 | 0,5 |
| person 2 |     | 1   |
| person 3 |     | 1   |
| person 4 |     | 1   |
| person 5 |     | 1   |
| person 6 | 0,5 | 0,5 |
| person 7 |     | 1   |
| sum      | 1   | 6   |
| %        | 14% | 86% |





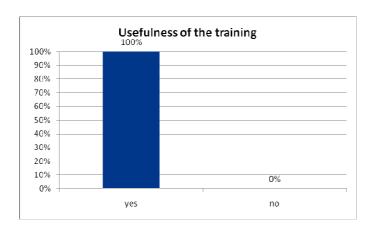


## 4.3. Usefulness of the training

Do you think the presented training and model could be useful and included in the existing system of training and support? Yes, no, why.

## 3) Usefulness of the training

|          | yes  | no | reason  |
|----------|------|----|---|
| person 1 | 1    |    | persons with ASD have special needs, trainers often don't know which                                  |
| person 2 | 1    |    | there is not much support for people with ASD, so everything more is helpful                          |
| person 3 | 1    |    | the main pint will be how to encourage teachers, trainers, other experts to take part in the training |
| person 4 | 1    |    |   |
| person 5 | 1    |    |   |
| person 6 | 1    |    | every involved person can and shall learn   |
| person 7 | 1    |    |   |
| sum      | 7    | 0  |   |
| %        | 100% | 0% |   |







#### 4.4. Expectations of the training

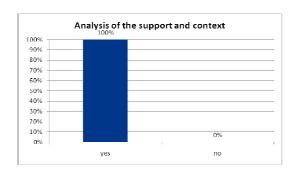
What do you especially expect of a training course for teachers and trainers who would be in charge of supporting the inclusion at work of young people with autism or learning difficulties?

- To get the support, we need. There are many people with ASD and they want to work
- more chances for people with ASD, carers should have better competences and know more about autism
- more understanding, better offers
- that people will understand us better
- especially important for integration teachers and labour market service
- teachers can address the users more individually
- they can address us better

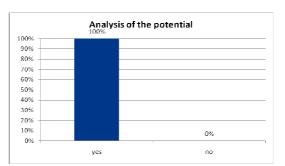
#### 4.5. Additional skills

Which of the listed additional skills are necessary to fulfil the expectations of all involved parties like teachers, trainers, users, relatives, employers and stakeholders?

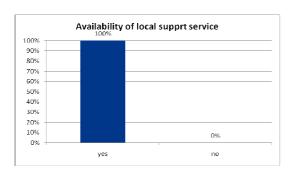
## Analysis of the support and context



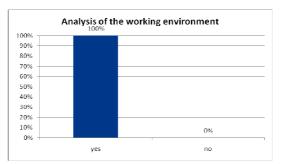
#### Analysis of the potential



#### Availability of local support service



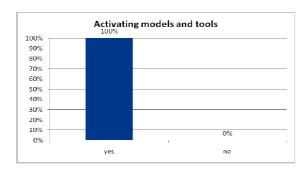
#### Availability of the working environment



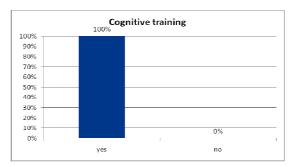




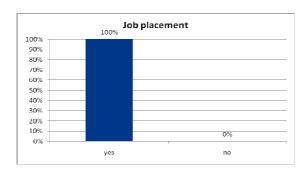
## **Activating models and tools**



## **Cognitive training**



## Job placement



## What is missing

## 5) What is missing

| person 1 | public relations; we have special competencies but also special needs |
|----------|---|
| person 2 | crisis intervention   |
| person 3 |   |
| person 4 |   |
| person 5 |   |
| person 6 |   |
| person 7 | Anti-Stigma   |





#### 4.6. What is missing

What else is missing from your point of view?

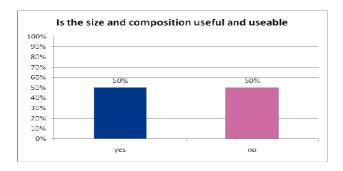
- places for therapy, facilities for people with ASD, support at home, competent doctors
- specialists, facilities, places to make therapy, financial support without fighting for it
- nothing
- training for users

#### 4.7. Size and composition of the training

The volume of the designed training consists of 260 hours. It is divided into 160 hours of theory, 20 hours of project work and 80 hours of on-the-job training. The following methods are used: lectures, exercises, simulations, internships with service facilities and different services for people with disabilities. Do you think the size and the composition is useful and useable. Yes, no, why.

## 7) Is the size and composition useful and useable

|          | yes | no  | reason  |
|----------|-----|-----|---|
| person 1 | 0,5 | 0,5 | don't know  |
|          |     |     | internship even longer, people with ASD are very special, don't forget crisis |
| person 2 | 0,5 | 0,5 | intervention  |
| person 3 | 0,5 | 0,5 | maybe too long  |
| person 4 |     | 1   | too long  |
| person 5 | 1   |     |   |
| person 6 |     | 1   | too long, no one will participate   |
| person 7 | 1   |     |   |
| sum      | 3,5 | 3,5 |   |
| %        | 50% | 50% |   |





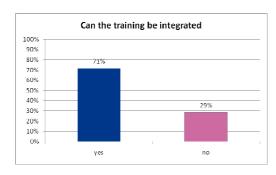


## 4.8. Integration possible

Could this training be integrated into your training? If yes – how.

# 8) Can the training be integrated

|          | yes | no  | if yes - how                        |
|----------|-----|-----|-------------------------------------|
| person 1 | 0,5 | 0,5 | don't know, don't have any training |
| person 2 | 0,5 | 0,5 | don't know                          |
| person 3 | 1   |     | as an educational opportunity       |
| person 4 | 1   |     |                                     |
| person 5 | 0,5 | 0,5 | don't know                          |
| person 6 | 1   |     |                                     |
| person 7 | 0,5 | 0,5 | don't know                          |
| sum      | 5   | 2   |                                     |
| %        | 71% | 29% |                                     |





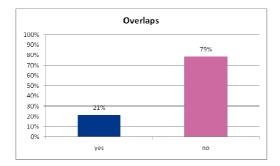


## 4.9. Overlaps

Are there some overlaps with the training currently offered?

## 9) Are there some overlaps

|          | yes | no  |
|----------|-----|-----|
| person 1 | 0,5 | 0,5 |
| person 2 | 0,5 | 0,5 |
| person 3 |     | 1   |
| person 4 |     | 1   |
| person 5 | 0,5 | 0,5 |
| person 6 |     | 1   |
| person 7 |     | 1   |
| sum      | 1,5 | 5,5 |
| %        | 21% | 79% |



#### 4.10. Additional resources and framework

Which additional resources and frameworks are necessary?

- consideration for special needs
- competence, empathy, self-awareness, transparency and structure must be given
- money
- more money
- good trainers who have knowledge

## 4.11. Necessary changes in local, regional and national regulations

Which changes in your local, regional and national regulations are necessary?

- too little special offers for people with ASD, they are not like people with other disabilities
- obligation





#### 5. EVALUATION OF THE EXPECTATIONS

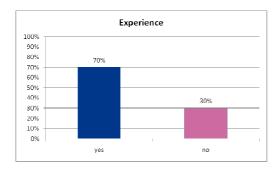
In our survey 5 companies took part. Most companies we contacted were either not interested to take part or had no relation to or knowledge about ASD which also can be seen as an output. All in all we sent our questionnaire to 21 companies, which means a return rate of 24%.

## 5.1. Experience

Have you had experience of occupational integration of persons with mild autistic disorder or learning difficulties? If so, tell us please?? What has worked well? In which fields there were problems?

## 1) Experience

|          | yes | no  | explanations   |
|----------|-----|-----|--|
| person 1 | 1   |     | We employ one lady. She has a special legal status. The work and processes are specially structured for her. But as we are working with severely disabled  |
| p 0.00   | _   |     | people there may be some with the secondary diagnosis ASD.   |
| person 2 | 1   |     | We had an apprentice some years ago. Unfortunately we were not told in advance that the young man had ASD. So it took us quite a while to find out about his special needs. There were even some dangerous situations as he was employed in road maintenance. In the end we could find some appropriate integrative apprenticeship for him and he could finish his degree as a cook.   |
| person 3 | 0,5 | 0,5 | Not with autistic disorder but with a mild learning difficulty and epilepsy.   |
| person 4 | 1   |     | works very well. We offer security to the person by confidence building measures. Clear messages, upcoming changes are discussed early and repeated many times. Clear structures and processes, long term and constant relationship work, constant reference person. Problems: inflexible, auto aggressive behaviour in emotional stressful situations and unforeseen changes in day structures. Instable emotional state, aggressive behaviour. |
| person 5 |     | 1   | no experience  |
| sum      | 3,5 | 1,5 |  |
| %        | 70% | 30% |  |







#### 5.2. Is the training satisfying

Do you think the existing trainings and offers are satisfying and offering enough support to all involved parties?

#### 2) Is the training satisfying

|          | yes     | no  | explanations   |
|----------|---------|-----|--|
| person 1 | 0,5 0,5 | 0,5 | I think the employment of people with ASD is kind of new for many              |
| person 1 | 0,5     | 0,3 | companies. Personally I only knew little about trainings and concepts so far.  |
| person 2 | 0,5     | 0,5 | Not enough experience in this field.   |
| norcon 2 | 0.5     | 0.5 | We are not sure. For us as employers it is not so easy to find the appropriate |
| person 3 | 0,5     | 0,5 | support when we are dealing with people with a disability.                     |
| person 4 | 0,5     | 0,5 |  |
| person 5 | 1       |     | eventually more financial aid  |
| sum      | 3       | 2   |  |
|          |         | 40  |  |
| %        | 60%     | %   |  |



#### 5.3. Kind of support

Which changes in your local, regional and national regulations are necessary?

- Sufficient basic information followed by assisted work
- Assisted apprenticeship is very important (e.g. Jugend am Werk, Volkshilfe, BBRZ etc.). They can
  assist by job coaching, pedagogical strategies as well the apprentices as the companies. There
  should be more awareness rising activities in schools, companies, work places etc.
  Very important: also integrate the families and social network of the person.
- More information about the funding system, about the strengths and limitations of specific disabilities, about law regulations. The colleagues should be more informed and also get some support and some kind of supervision.
- For users: awareness rising measures in society, for the vocational environment: information on ASD, for trainers: sound additional education
- More direct assistance at the working place



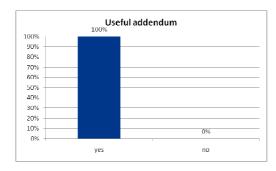


#### 5.4. Useful addendum

Do you think the presented training and model is a useful addendum to the existing system of training and support?

## 4) Useful addendum

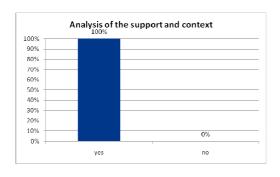
|          | yes  | no | explanations   |
|----------|------|----|--|
| person 1 | 1    |    |  |
| person 2 | 1    |    | The training model should be evaluated by qualified personnel. |
| person 3 | 1    |    | Yes, can be!   |
| person 4 | 1    |    |  |
| person 5 | 1    |    | sure   |
| sum      | 5    | 0  |  |
| %        | 100% | 0% |  |



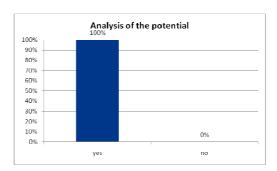
## 5.5. Additional skills and expectations

What would you expect from a training of teachers / trainers / instructors for the occupational integration of young people with mild autistic disorder or mental retardation? What skills should be taught to teachers / educators / trainers so that these young people can be prepared well for the demands of the workplace?

## Analysis of the support and context



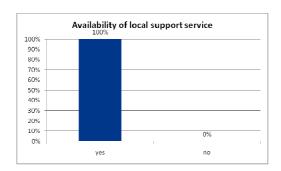
## Analysis of the potential



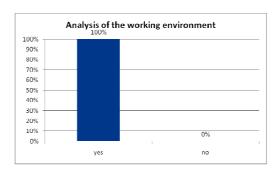




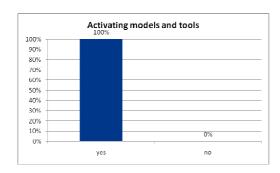
## **Network of local service**



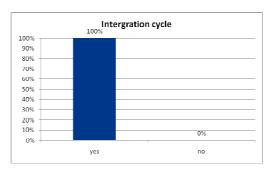
## Analysis of the working environment



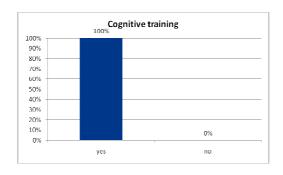
## Activating models and tools



## Integration cycle



## **Cognitive training**



## Other competencies

# 5) Other competencies

|          | In our institution the employees assist people with multiple disabilities. I guess   |
|----------|--|
| norson 1 | that 95% of our workplaces do not really fit to people with ASD. Another             |
| person 1 | problem: due to financial limitations - followed by very tights personnel            |
|          | resources - it is difficult to employ people with a disability. In a nutshell: there |





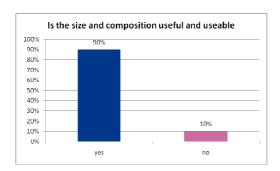
|          | are no additional ressources- |
|----------|-------------------------------|
| person 2 | -                             |
| person 3 | -                             |
| person 4 | -                             |
| person 5 | -                             |

## 5.6. Usefulness of size and composition

The volume of the training consists of 260 hours. It is divided into 160 hours of theory, 20 hours of project work and 80 hours of on - the-job training. The following methods are used: lectures, exercises, simulations, internships with service facilities and different services for people with disabilities. Do you think the size and the composition is useful and useable

## 6) Is the size and composition useful and useable

|          | yes | no  | reason  |
|----------|-----|-----|---|
| person 1 | 1   |     | yes, sure   |
| person 2 | 0,5 | 0,5 | We cannot judge this in general. We consider the ability of transferring it into practice as the main fact. Therefore a high level of social competence and pedagogical attitude is necessary. We assume that the training is for the qualification of expert staff as it is timely very intensive. |
| person 3 | 1   |     | It seems to be quite an extensive training. We consider the relationship between theory and practice well designed.   |
| person 4 | 1   |     | shorten the theory input in favor of the on-the-job training  |
| person 5 | 1   |     | yes, when it will be paid   |
| sum      | 4,5 | 0,5 |   |
| %        | 90% | 10% |   |







#### 5.7. Necessary changes in the regulations

Which changes in your local, regional and national regulations are necessary?

- The government should make a mind shift and reduce/ eliminate the economization of Social Work
- We don't have any experience.
- More information on the special needs, abilities and potentials of people with ASD. Creation of adequate job opportunities, awareness rising activities in companies for inclusion

#### 6. CONCLUSIONS

- 1. The overall opinion of stakeholders, users and potential employers is that the <u>training is too</u> <u>long</u>. There will be some adaptation necessary to make it usable for Austria.
- 2. Especially the theoretical input can be condensed.
- 3. As in Austria the education level for teachers and trainers is quite high, <u>some of the content</u> of the training would be a <u>revision</u> and can therefore probably <u>be skipped</u>.
- 4. More focus shall be put on the <u>practical part</u> of the training.
- 5. Although we sent/handed out the questionnaires to a big group of people and contacted them, it was quite <u>difficult to get some feedback</u>.
- 6. There are <u>not many special offers for people with ASD</u> in Austria, so any additional education or information can be useful.
- 7. There are some <u>trainings for trainers</u>, but they are <u>not focused on</u> the work with people with <u>ASD</u>.
- 8. The overall goal can be that society and companies learn more about ASD.