



Erasmus+



PROJECT A.W.A.R.D.
“AUTISTIC WORLD A REAL DIMENSION”

PROJECT FUNDED BY THE EUROPEAN PROGRAMME
 ERASMUS PLUS
 IN ORDER TO BUILD A NEW TRAINING SYSTEM
 WITHIN VET, SUPPORTING THE INCLUSION OF YOUNG
 AUTISTIC PEOPLE IN THE JOB MARKET

PROJECT NB: 2018-I-IT01 -KA202-006809



Erasmus+

Project A.W.A.R.D. Autistic World A Real Dimension

A.W.A.R.D. "Autistic World A Real Dimension", funded by European Union's Erasmus+ Programme, aims to build a new training system in the field of VET and support job placement for young people with autism spectrum disorder, directly involving all the subjects in the process: trainers, educators, tutors and autistic young people.

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LEAD PARTNER

Fondazione Centro Professionale Leonardo

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Promoform

Associazione Studio L&P (Learning & Progress)

Fondazione per l'Autismo 18 anni (A18 onlus)

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WHO WE ARE

A.W.A.R.D. 's Partnership is composed by organizations which make available their know-how and shared interest in supporting the employment of young people with autism.



1°Partners'meeting in Cagliari (Italy) 29th of October 2018



2°Partners'meeting in Timisoara (Romania), 28th March 2019



Partners'meeting during the Learning Activity a Chamnitz (Germany) from the 21st to the 24th of May 2019



3°Partners'meeting in Chemnitz (Germany), 29th of October 2019



4°Partners' meeting online, 29th of February 2021

A.W.A.R.D. RESULTS

A.W.A.R.D. project has foreseen the realization of 4 Intellectual Output (IO) aimed at testing of a job placement model for autistic young people.

IO1 - GUIDE TRAINING OF TRAINERS

The IO1 consists in a guideline for teachers/trainers about the methodologies that support the autistic people's employment, gained from the A.W.A.R.D. experience.

For learning, social inclusion and work placement, the person with autism spectrum disorders (ASD) may need specialized support throughout the course of life, which takes into account the peculiarities of the person on the spectrum and can identify the different requests present in the different phases of the life cycle.

A.W.A.R.D. MODEL

The AWARD model envisaged, in its pilot application, the training of a first group of Job Coaches (three per nation), beneficiaries of an intensive 5-day training in Chemnitz in Germany and in charge of transferring what they learned to a second Job group. Coach (7 more for each nation).

The pool of nine Job Coaches per country was then charged with making the most of what they learned by interacting with young students with autism spectrum disorder in a three-month simulation course (in the classroom) and also interfacing with company tutors, to transfer them tools and techniques to support the young person during the internship phase within the company.

WHAT WE LEARNED?

A.W.A.R.D. training model represents a methodology for providing a NEW DIMENSION in the profile and role of trainers, Job Coaches and teachers, rising awareness of their responsibilities about professional life of AUTISTIC students and young adults.

It became very clear that during the schooling period is necessary to invest systematically and concretely in order to prepare the school - work transition phase.

Thanks to A.W.A.R.D. project these new challenges, responsibilities were transformed in actions, which have been delivered in close cooperation with the employers, and especially the tutors from the employer. Occupational integration can and must become the "keystone" to guarantee a true, stable and lasting social integration and to produce profound changes in the way the social community accepts the person with mental disabilities.

GUIDE TRAINING OF TRAINERS



2- SECTION

THE A.W.A.R.D. TRAINING MODEL

- The phases of the model
- Specific objectives of the training
- Who is the job coach / teacher for autism?
- The role of monitoring in the phases of the model
- Reflections and analysis of the countries involved



4 SECTION

VALIDATION OF THE MODEL, STRENGTHS AND WEAKNESSES

about some **STRENGTHS**...

- The model is transferable and usable
- It can be used for job placement in any type of company
- It is international, dynamic and expandable

about some **WEAKNESSES** ...

- Reinforcement in training
- Technical supervision of the working group



1- SECTION

THE GENERAL PECULIARITIES OF THE AUTISTIC PERSON

- Diagnostic criteria of the autistic syndrome
- Characteristics of behavior and cognitive functioning in autism
- Psycho-educational intervention
- The transition to adulthood
- Models and experiences for autism in adult age in Italy, Romania and Germany



3. SECTION

APPROACHES AND TOOLS FOR BUSINESS TRAINERS AND TUTORS

- ABA (Applied Behavior Analysis)
- Management of anxiety
- Prepare for work
- Tools: social stories, tasks analysis, videomodeling



CONCLUSIONS

WHAT WE LEARNED....

A.W.A.R.D. training model represents an excellent methodology for providing a **NEW DIMENSION** in the profile and roles of trainers, job coaches and teachers, rising awareness concerning their responsibilities about professional life of **AUTISTIC** students and young adults

IO2 - GUIDE FOR THE EMPLOYMENT OF PEOPLE WITH AUTISM SPECTRUM DISORDER

THE PREMISE...

Employment is fundamental to the well-being of individuals including those with autism spectrum disorder (ASD).

Some studies report that only 16% of people ASD are full-time employed, although the number of those that seek for job are 77%. It was also found that experiences of positive placements were based on specific job preparation programs, ongoing support, technological support and multidisciplinary collaboration.

A.W.A.R.D. MODEL

The ERASMUS + AWARD project proposes a work placement model for young people with autism. This model was tested in three European countries (Italy, Romania and Germany) between 2019 and 2020. The AWARD model envisaged, as a first action, the training of a nucleus of job coaches, in charge of supporting students with autism spectrum disorder during the simulenterprise process and the internship in the company.

WHO IS THE JOB COACH?

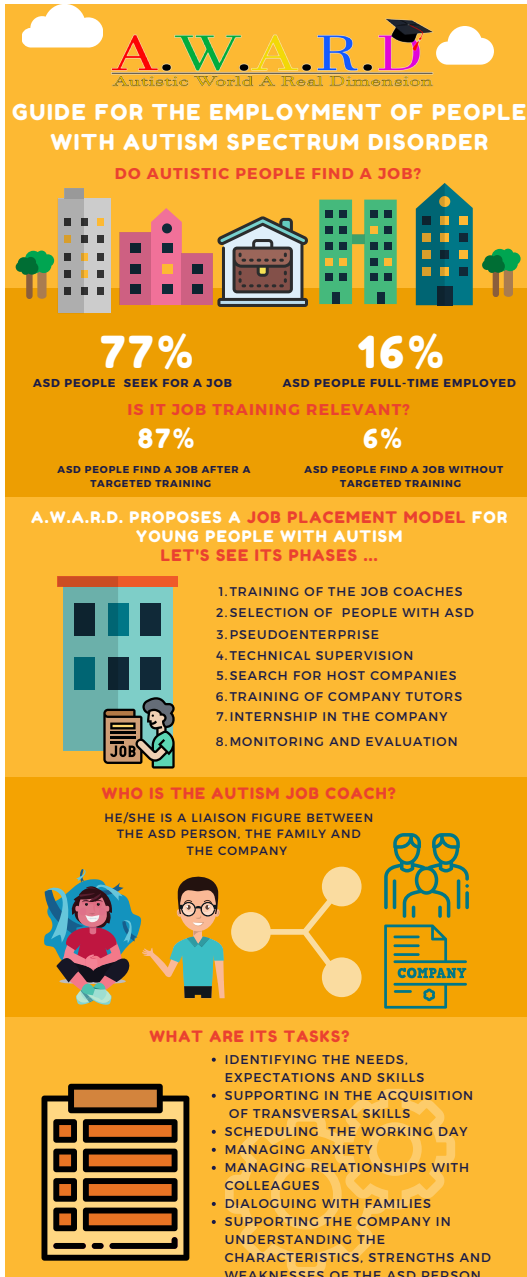
The Job Coach is a liaison figure between the person ASD, the family and the company. A sort of interpreter / translator of the needs of the two worlds, that of the autistic person and that of the companies. The role of the Job Coach is to facilitate the link between these two parties, acting both from the trainee's side and from the company side.

A.W.A.R.D. MODEL'S KEY ACTIVITIES

- Training: "cascade" training for trainers was carried out which included the selection and training of job coaches (VET operators, teachers, tutors) on the issues described in IO1.
- Pseudoenterprise: following the selection of young autistic people, a 3-month of "pseudoenterprise" training was provided to prepare young people for working life. Specific learning tools were deepened, such as videomodeling, social stories, task analysis, etc ...
- Internship: the students were placed within the working reality of companies, with targeted tutoring by job coaches in order to face any critical issues.

PARTNER'S EXPERIENCES

ROMANIA



ITALY



GERMANY



IO3- AWARD THE MOVIE

the output is a collection of videos with double function: both formative and informative. It will collect video modeling, self-video modeling, interviews of actors involved, photos and videos of the activities carried out. With the aim of facilitating job placement within the companies, during A.W.A.R.D. project the teachers and the students tried their hand at creating video-modeling and self-video-modeling focused on different job, social and personal tasks. Video modeling has proven itself as an effective, dynamic and engaging learning tool!



Videomodeling
AS DIDACTIC TOOL FOR AUTISTIC PEOPLE

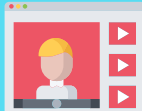


WHAT IS VIDEOMODELING?

Videomodeling is a teaching methodology based on learning by imitation, which involves the presentation of a movie where an actor interprets correct ways of a behavior or of a sequence of actions

WHAT IS A SELF VIDEOMODELING?

Self-videomodeling is a kind of videomodeling in which the actor who appears in the video is the same person who has to learn the actions: he/she learns a behavior or a sequence of actions by observing himself performing the action adequately

WHAT ARE THE ADVANTAGES OF THIS TOOL?

1) DEFINE THE FIELD OF ACTION ON THE LEARNING OBJECT



2) FOCUS THE ATTENTION: ATTENDING TO VIDEO ONLY, THE LEARNER IS MORE CONCENTRATED AND LESS DISTRACTED



3) PROVIDE CONTENT REPETITION USEFUL FOR BEHAVIOR PRACTICE



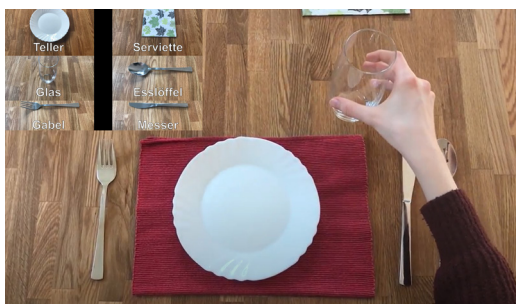
4) STIMULATE THE VISUAL SENSES

5) SPLIT A COMPLEX SKILL INTO SMALLER STEPS OR PROCESSES

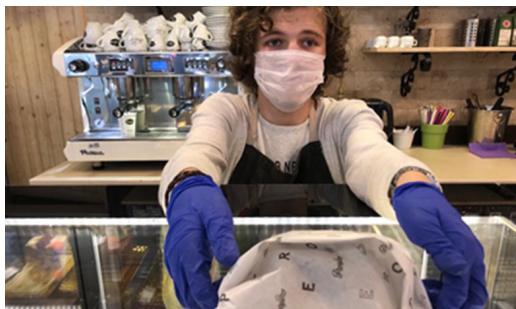


6) AVOID FACE-TO-FACE INTERACTION, THAT IS OFTEN A SOURCE OF DISCOMFORT

GERMANY



ROMANIA



ITALY



IO4 - A.W.A.R.D. THE GAME

The Output is a innovative game aimed to facilitate the ASD people learning process. "A.W.A.R.D. THE GAME", realized thanks to the expertise of German Game Museum (managed by project partner Solaris), has been tested by the teachers and young people involved in the project during the training and simulation phases. The game aims to provide a complete approach to different aspects:

- Social interaction, communication languages: students exercised patience, mutual respect, eye contact, regularization of speech / speech, understanding of commands.
- Cognitive sphere: students practiced using an argument for get into conversation with other players and understand different tasks.
- Motor sphere: avoid repetitive movements or sudden movements.



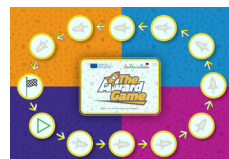

THE GAME

It aims to facilitate the learning of people with Autism Spectrum Disorders

Purpose

- to train to be prepared for professional activity
- to aid the development of key competences and soft skills

START!

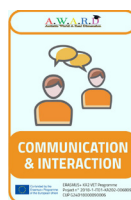


SET

01

Communication

This set of activities aims to improve soft skills useful at work and in every day life...
e.g.: How to react to specific situation?



Rituals & Self help

This set of activities aims to improve habits and self help activities, e.g.: What can you do to relax? Which rituals can help you?

SET

02

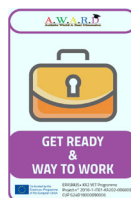


SET

03

Get Ready

This set of activity aims to improve some useful tasks to get ready and go to work. e.g.: What do you have to think about to wake up in time?

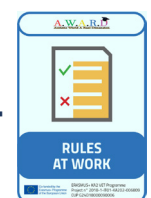


Rules at work

This set of activity aims to fix some rules useful to face the working day.
e.g.: You arrive at work, do you have to sign in somewhere?

STEP

04



THE IMPACTS

The project has allowed us to understand the importance of restoring an active role even to people with autism spectrum disorder and how much work commitment can change the perspective of the day of each of them and their families.

All companies involved showed an interest not only in the individual with autism but in autism in general, which they knew little or nothing. This, therefore, gives us hope for a future change of course on the part of the whole society that can really take charge of this part of the population who has the right to live a life with dignity.

A SPECIAL THANKS TO...

- the young students with ASD who participated with enthusiasm to the project, the real protagonists of A.W.A.R.D.!
- the teachers, trainers and VET operators who got involved, sharing the objectives of the project.
- the companies and organizations that have hosted young people during internship phase.



COMMUNICATION

The project includes communication and awareness raising actions dedicated to VET operators, companies, families and associations to promote people with autism's social and work inclusion.

download the project IOs on project webpage: www.cpeleonardo.it/progetto-a-w-a-r-d/

We are social!

Follow us and share the project results through our social networks:



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