



## **“Job trainers for people with intellectual disabilities and Autism Spectrum Disorders”**

**Competency Profile Beta Version**

**SHORT DESCRIPTION**

The facilitator fosters the employment integration of people with intellectual disorder / disabilities, selecting and preparing the work environment to welcome them for the integration. The job trainer helps the work environment to activate the specific cognitive power in view of the skills and knowledge possessed by the person to be integrated/placed in order to support their motivation and achievement of satisfactory levels of job autonomy and personal satisfaction.

**PROFESSIONAL AREA**

Welfare services, health services, healthcare services. education/school sector, employment services

## PROFESSIONAL STANDARD (PROFILE OF THE UNITS OF COMPETENCY)

UNIT OF COMPETENCY	SKILLS (TO BE ABLE TO DO)	KNOWLEDGE (TO KNOW)
UC 1.1 Analysis of the disability and potential of the context of reference	<ul style="list-style-type: none"> <li>- Acquire and substantiate the origin and cause of the disorder / disability in perspective (onset of the disorder, the level of intellectual development, social adjustment difficulties in school, family, community ...)</li> <li>- to be able to read and understand medical statements</li> <li>- to be able to understand the connection between diagnosis and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>- The main pathologies of disability</li> <li>- Biographical approach to the history of life</li> <li>- Ecosystem approach to decode the social context of origin               <ul style="list-style-type: none"> <li>- Knowledge of the most important treatment and therapeutic intervention possibilities</li> </ul> </li> </ul>
UC 2.1 Workability approach	<ul style="list-style-type: none"> <li>- Rebuild the social and family context and the network of services, where the person is integrated at the different stages of his life path</li> </ul>	<ul style="list-style-type: none"> <li>- basics for coaching and target orientated counseling</li> </ul>
UC 2.2 Anamnesis	<ul style="list-style-type: none"> <li>- to develop a respectful and trustable relationship to enable a fundamental process of anamnesis</li> </ul>	<ul style="list-style-type: none"> <li>- basics in relation development</li> </ul>
UC 2.3 Analysis of potential	<ul style="list-style-type: none"> <li>- Analyze the sensory characteristics, skills, abilities and autonomy of the person in relation to situations of everyday life and occupational areas</li> </ul>	<ul style="list-style-type: none"> <li>- Tools for skills analysis</li> </ul>
UC 2.4 Orientation		<ul style="list-style-type: none"> <li>- knowledge of low threshold possibilities to organize practical experience for the participants</li> </ul>
UC 2.5 Laboratory		
UC 2.6 Self marketing	<ul style="list-style-type: none"> <li>- to offer tools to foster the recognition of the talents and potentials of a person and to change from the deficit approach to the potential orientated approach</li> </ul>	<ul style="list-style-type: none"> <li>- Tools for the analysis of people's sensorial, intellectual, fine motor skills, physical and psychic characteristics</li> </ul>
UC 2.7 planning and realizing	<ul style="list-style-type: none"> <li>- to improve the self esteem of a person to strengthen them in the process of being focused on themselves</li> </ul>	<ul style="list-style-type: none"> <li>- Dialogical and empathetic approach to explain desires and expectations</li> </ul>
UC 2.8 ongoing counselling	<ul style="list-style-type: none"> <li>- Interpretation of the expectations and desires of the person in relation to the prospects of social integration and employment</li> <li>- to offer a wide range of vocational information and useful information from the social network</li> <li>- to be able to connect the important links on the market to develop a niche for the service users and to develop tailor made solutions respecting the potential and the needs of a person</li> </ul>	<ul style="list-style-type: none"> <li>- knowledge of potential and talent orientated tools</li> <li>- knowledge of the systems for vocational orientation and the basics of orientation systems</li> <li>- knowledge of vocational testing procedures not connected to the intellectual possibilities of a person; working for example just with pictures</li> <li>- knowledge of the rules of the labor market</li> <li>- The laws on occupational integration of people with disabilities</li> </ul>
	<ul style="list-style-type: none"> <li>- to know the basic rules of labour market related marketing activities</li> <li>- to train people in the basic steps of self</li> </ul>	<ul style="list-style-type: none"> <li>- The main institutional documents, also international documents (Convention on the</li> </ul>

	<p>marketing</p> <ul style="list-style-type: none"> <li>- to be able to set up a tailor made self marketing training for each participant</li> <li>- to be able to write a understandable plan in small steps in a language our final beneficiaries are able to read and understand, and to offer reflexion periods in this process to adapt the plan to the latest results</li> <li>- to develop together with the client a counselling strategy for later on and something like an emergency plan for periods of crisis</li> </ul>	<p>Rights of Persons with Disabilities of the United Nations- NY 2006), about the job integration of disabled persons.</p> <ul style="list-style-type: none"> <li>- The local/community services which provide support to disabilities</li> <li>- Elements of business organization</li> <li>- knowledge of the network partners and the basic activities the different partners are offering and connection to the needs of the participants</li> </ul>
<p>UC 3.1 Analysis of the host context</p> <p>UC 3.2 Strategy for networking</p>	<ul style="list-style-type: none"> <li>- Analyze the potential of the territory with respect to the network of support services for social and work integration of people with intellectual disorder / disabilities and / or pervasive developmental disorder in profit and non-profit contexts</li> <li>. to be able to develop a offer for the network and a strategy to develop a network and to keep it running; expectations, offers, benefits</li> </ul>	<ul style="list-style-type: none"> <li>- knowledge to present yourself, your activities, your beneficiaries and the support you need</li> <li>- connection to the local, regional and national stakeholders and their frame of activities</li> <li>- identifying the position of your offer in the network</li> </ul>
<p>UC 4.1 workplace analyses</p> <p>UC 4.2 Job creation -finding niches</p>	<ul style="list-style-type: none"> <li>- Select the appropriate host environment with respect to local services and the person's expectations, potential and sensory characteristics</li> <li>- Identify the organizational goals and Analyse the skills, ability and autonomy required by the work environment chosen for the job placement; analyze the features of the context with respect to integration goals and expectations</li> <li>- Observe and analyze the real possibility of the host environment to accommodate and facilitate on-the-job learning, on the basis of the detected skills, autonomy and sensory characteristics</li> <li>- Elaborate the indicators that are useful to identify the main features that the (profit and non-profit) organizational context must present in order to integrate positively a user with disability, also on the basis of institutional documentation of reference and the widespread best practices of the national territory.</li> <li>- to be able to connect all the information from ongoing process with the situation on the labor market and with the possibilities of the social and legislative network in a community to be able to offer new jobs and new ways of employment</li> </ul>	<ul style="list-style-type: none"> <li>- The main features of the companies that can host and integrate a person with disability</li> <li>Tools to study and understand organizations: documentary analysis, semi-structured interview, the participant observation, the elaboration of ethnographic notes, the building of indicators, the creation of check-lists.</li> <li>- Techniques of analysis of the skills and knowledge required by the role (job analysis e job description)</li> <li>- knowledge of the matching process and the necessary tools to compare the needs of the jobs with the potential of the beneficiary</li> <li>- identifying risks and chances for the service user</li> <li>- developing a supporting network for the client, to sustain the result of our work</li> <li>- gaining creativity to over wind difficulties on the workplace with creative and tailor made solutions for the clients</li> <li>- improving the skills and knowledge of the tutors / mentors / trustable persons on the work place</li> </ul>

<p>UC 5.1 Strengthening of the person</p>	<ul style="list-style-type: none"> <li>- Identify and assess skills and soft skills (interpersonal / communication and logical / mathematical skills), as well as technical-vocational skills which add value for the inclusion in the host context</li> <li>- Identify and deploy the resources to enhance the skills, soft skills and technical/vocational skills required by the context of job placement</li> <li>- Foster motivation and commitment to the job role and fully suitable attitudes to the context and the problems to be tackled</li> <li>- Foster awareness of the acquired and marketable potential in the social and work contexts</li> </ul>	<ul style="list-style-type: none"> <li>- Enabling models and tools: Interpersonal communication in organizations: concepts, tools to learn useful skills needed for the relations to communicate with assertiveness in the company, ability to manage emotions, control aggressiveness and stress management, negotiation</li> <li>- improving the social competence of the clients to enable a self determined life</li> <li>- Enabling models and tools to learn technical/vocational skills.</li> <li>- Methods and tools of self-observation and for a suitable self-assessment of one's knowledge and skills.</li> <li>- The cognitive apprenticeship model (integration / placement: modeling, alignment, assistance, fading) and learning from legitimate peripheral participation (identity and belonging based on the affinity of the work practice)</li> </ul>
<p>UC 6.1 Planning and management of the integration (job placement) cycle</p> <p>UC 7.1 Plan and carry out a sustainable job placement</p>	<ul style="list-style-type: none"> <li>- Interact with the company tutor Plan and activate the organizational functions in charge for a suitable reception in the enterprise: set the goals and establish integration methods.</li> <li>- Share an adequate internship project for users' skills/abilities and company's needs</li> <li>- Plan and implement the placement, mentoring and fading phases, managing their duration and the suitability</li> <li>- Provide tools for the enhancement of the person and motivational systems of indicators for the monitoring and evaluation of work performance and behavior.</li> <li>- Activate the network of local/community support services to promote the person's sustainable laboral integration (job placement)</li> </ul>	<ul style="list-style-type: none"> <li>- The communication in the enterprise</li> <li>- The tutoring process: the design and planning of job placements, mentoring, learning from experience, collaboration with the corporate contacts, performance assessment</li> <li>- Corporate culture/structure and dynamics Corporate culture and values, the written and non written regulations in the organisation, the accordance between the discourses produced and the daily practice, the company atmosphere.</li> <li>- Health and safety in the workplace</li> </ul>

## INDICATIONS FOR THE ASSESSMENT OF UNITS OF COMPETENCY

UNIT OF COMPETENCY	OBJECT OF OBSERVATION	INDICATORS	EXPECTED RESULT
UC 1.1 Analysis of the disability and potential of the context of reference	The operations of analysis of the person's history, potential and expectations	- Collection of information about the origin and the cause of the disorder	Document to draft the profile of competency skills and personal resources detected, that must be developed and edited.
UC 2.1 Workability approach		- Collection of information about the social context in which the person is included in their life path	
UC 2.2 Anamnesis		- Preparation and delivery of tests for the analysis of skills / abilities / sensory characteristics and autonomies	A full toolbox from different countries, different cultures for different people with different impairments and different teachers with different skills.
UC 2.3 Analysis of potential		- Dialogical and empathetic approach to explain desires and expectations	
UC 2.4 Orientation		- having tools and methods to develop a inclusion process respecting the 7 rules of supported employment	
UC 2.5 Laboratory		1. integrational approach	
UC 2.6 Self marketing		2. paid and regular work	
UC 2.7 planning and realizing		3. placement before qualification	
UC 2.8 ongoing counselling		4. supporting services for all kind of disabled persons	
	5. flexible and individual support		
	6. no time limit		
	7. foster empowerment		
	<b>Supported employment</b> is a well-defined approach to helping people with disabilities participate in the competitive labor market, helping them find meaningful jobs and providing ongoing <b>support</b> from a team of professionals		

UC 3.1 Analysis of the host context	The operations of analysis of the host context	- Collection of information on the local services - Gathering information	Skills and competencies in line with the entry requirements for the role,
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<p>UC 3.2 Strategy for networking</p>	<p>The system of networking</p>	<p>relating to the host company and the results of the possible previous host experiences of persons with disabilities.</p> <ul style="list-style-type: none"> <li>- Gathering information relating to the company tutor with particular attention to their communication/relational skills and their past experiences about the job integration of persons with disabilities.</li> <li>- Assessment of the work in relation to the characteristics and personal expectations made explicit</li> <li>-Examination of the entry requirements for the role</li> <li>- Analysis of the resources that can be activated for the person's reception on the basis of their detected skills and sensory characteristics.</li> </ul> <p>Collection of all relevant stakeholders and network partners;</p>	<p>as identified</p> <ul style="list-style-type: none"> <li>- Elaboration of a Check list aiming at the collection of data about the presence/absence of the main characteristics needed to the adequate users' reception on the part of the host company.</li> <li>- Elaboration of a semi-structured interview draft aiming at assessing the main relational/communication skills and past experiences in the field of disability on the part of the company tutor.</li> </ul> <p>Network database</p>
<p>UC 4.1 workplace analyses UC 4.2 Job creation -finding niches</p>	<p>Analyses of the workplace and matching process with the users profile</p>	<p>Collection of analyses tools; collection of comparing questionnaires tools and instruments</p>	<p>Toolbox for the matching process; ideas for niche professions; sample of all relevant legislative information and financial supporting systems</p>

<p>UC 5.1 Strengthening of the person</p>	<p>The operations of strengthening the person</p>	<ul style="list-style-type: none"> <li>- Collection of the profile of the analysed competences</li> <li>- Enabling methods and models to strengthen/support the intellectual disadvantage/disability</li> <li>- Management of simulated activities of job tasks</li> <li>- Feedback to the person of task adequacy</li> </ul>	<p>Strengthened skills and competencies in line with the requirements for access to the role,</p>
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<p>UC 6.1 Planning and management of the integration (job placement) cycle</p> <p>UC 7.1 Plan and carry out a sustainable job placement</p>	<p>The operations of planning and management of the integration (job placement) cycle</p>	<ul style="list-style-type: none"> <li>- Activation of the resources identified for the reception and sharing of the integration project (goals and methods)</li> <li>- Implementation of the placement/ coaching/ fading programme</li> <li>- Consulting about the use of monitoring and evaluation tools and motivation to the role of job trainer</li> <li>- Programme for the activation of the services that are necessary to the job placement</li> </ul>	<ul style="list-style-type: none"> <li>- Work support path that meets the surveyed needs and requirements</li> <li>- Assessment of the answers of the host context with respect to user's needs and viceversa.</li> <li>- Skills aiming at interpersonal communication in the company and the study of organisations.</li> </ul>
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