



“Job Trainer for people with intellectual disabilities and Autism Spectrum Disorders”

Training Programme Beta Version

Title of the training unit	Related Unit of competency	Duration (hours)	Of which project work hours	Of which on-the-job-training	Skills	Knowledge
TU 2: The process of inclusion at work	<p>Workability approach</p> <p>UC 2.2 Anamnesis</p> <p>UC 2.3 Analyses of potential</p> <p>UC 2.4 Orientation</p> <p>UC 2.5 Laboratory</p> <p>UC 2.6 self marketing</p> <p>UC 2.7 planning and realizing</p> <p>UC 2.8 ongoing counselling</p>	60 - 100	25 - 40	35 - 60	<p>- Analyze the sensory characteristics, skills, abilities and autonomy of the person in relation to situations of everyday life and work areas.</p> <p>- Interpretation of the expectations and desires of the person in relation to the prospects of social integration and employment</p> <p>WORKABILITY He/she can use the workability approach in direct client work. He/she can dedicate her actions to the principles of inclusion.</p> <p>Anamnesis He/she can guide a client through the anamnesis process and gather all relevant information.</p> <p>Analyses of Potential He/she can analyse the potential of a client by using appropriate and state-of-the-art methods. He/she is can discover the hidden talents of the client and use them for vocational integration.</p> <p>Orientation ☑ Vocational orientation ☑ What I really really want He/she can lead the orientation process and support according to the principles of “what I really really want” and empowerment.</p>	<p>Tools for skills analysis</p> <p>Tools for the analysis of person’s sensorial characteristics (auditory, visual,etc..)</p> <p>Dialogical and empathetic approach to explain desires and expectations</p> <p>WORKABILITY He/she knows about the methodological, conceptive and philosophical basics of the workability approach. Knowledge about the principles of inclusion.</p> <p>Anamnesis He/she knows the principles of process-oriented anamnesis.</p> <p>Analyses of Potential The learner knows tools for potential analysis and bilancing. He/she knows how to elaborate an ability profile of the client.</p> <p>Orientation ☑ Vocational orientation ☑ What I really really want The learner knows the national conditions for vocational orientation. He/she knows the parts of the orientation process. The learner knows the basics of the “what I really really want” concept and of</p>

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					<p>Laboratory <input type="checkbox"/> Internship <input type="checkbox"/> Possibilities and boarders <input type="checkbox"/> Success and mistakes The learner experiences and understands the concepts of the laboratory</p> <p>Self marketing <input type="checkbox"/> Strategy <input type="checkbox"/> Training He/she can support the client on a theoretical and practical basis in self marketing.</p> <p>Planing and realizing <input type="checkbox"/> Put in practice <input type="checkbox"/> Supervision He/she can secure the placement of the client by developing a follow-up care plan.</p> <p>Ongoing counselling</p>	<p>empowerment.</p> <p>Laboratory <input type="checkbox"/> Internship <input type="checkbox"/> Possibilities and boarders <input type="checkbox"/> Success and mistakes He/she knows the limits and possibilities of practical placements.</p> <p>Self marketing <input type="checkbox"/> Strategy <input type="checkbox"/> Training The learner knows principles of selfmarketing.</p> <p>Planning and realizing <input type="checkbox"/> Put in practice <input type="checkbox"/> Supervision Knowledge on follow-up care plans.</p> <p>Ongoing counselling</p>

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TU3: The network of local services	UC 3.1 Analysis of the host context UC 3.2 Strategy for networking	10 - 20	5 - 10	5 - 10	<ul style="list-style-type: none"> -Analyze the potential of the territory with respect to the network of support services for social and working integration for people with intellectual disorder/disabilities and/or pervasive developmental disorder -Questioning on the specific characteristics of a social economic and territorial cohesion on which the operator intends to design a specific action in view of the achievement of planned goals, respecting deadlines previously set - Build a check-list of indicators 	<ul style="list-style-type: none"> Know the types of Disability Support Services in the region/local territory -Know the techniques in the design of projects in the social sector -To know the techniques of statistical data analysis -Know the recent institutional recommendations, at national and international level, about the topic of job integration of persons with disabilities -Know the researches, case studies and best practices achieved in Italy about the topic in question -Know the techniques for the building of indicators

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TU 4: Analysis of the work environment	<p>UC 4.1 workplace analyses</p> <p>UC 4.2 Jobcreation finding neeches</p>	25 - 30	10 - 12	15 - 18	<p>Select adequate host contexts for the persons with disability and, in particular, for every person the most suitable</p> <p>- Assess the integration context starting form the check list produced</p> <p>-Classify the features into opportunities, or rather strategic levers that can have a direct impact on the psychological well-being, or otherwise threats that may affect the person's with intellectual disability or disorder and / or pervasive developmental disorder project of life.</p> <p>-Identify organizational goals and analyze the skills, ability and autonomy required by the work environment selected for integration/job placement.</p> <p>-Observe and analyze the actual ability of the host environment to accommodate and facilitate on the job learning, on the basis of the skills, autonomy and sensory characteristics detected</p> <p>The professional is able to guide the client in the jobcreation process and to use the resources of the network and the system to develop a new job.</p>	<p>Know the laws on employment integration of people with disabilities</p> <p>Know the basic rules of health and safety at work</p> <p>Know the company's structure and organization: organization chart, roles, functions, products and processes</p> <p>To know the techniques for the analysis of organizational culture (procedures, the logic of action, workplace ...)</p> <p>To know the techniques of analysis of the skills and knowledge required by the job role starting from job analisys / description</p> <p>The professional knows the basics of an implacement process. He/she knows about dynamic and systemic jobcreation processes and the rules of the labour market</p>

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TU5: Enabling models and tools	UC 5.1 Strengthening of the person	30 - 50	10 - 20	20 - 30	<p>- Identify and assess skills and soft skills (interpersonal / communication and logical / mathematical skills), as well as technical-vocational skills which add value for the integration in the host context</p> <p>-Identify and deploy the resources to enhance the skills, soft skills and technical/vocational skills required by the context of job placement</p> <p>- Foster motivation and commitment to the job role and fully suitable attitudes to the context and the problems to be tackled</p> <p>- Foster awareness of the potential acquired and marketable in the social and work contexts</p>	<p>Enabling models and tools: concepts, tools to learn useful skills needed for the relations in the company, ability to manage emotions, control aggressiveness and stress management</p> <p>Enabling models and tools to learn technical/vocational skills.</p> <p>Methods and tools of self-observation and for a suitable self-assessment of one's knowledge and skills.</p>
TU 6: The cognitive apprenticeship	UC 6.1 Planning and management of the integration (job placement) cycle	20 - 30	5 - 10	15 - 20	<p>Plan and implement the steps of job placement, mentoring and fading, managing their time and the opportunity</p> <p>-Provide tools for the person's motivational reinforcement and systems of indicators for the monitoring and evaluation of work and behavior performances.</p> <p>- Monitor the attitudes/soft skills and specific skills of the company tutor administering them a semi-structured interview prepared in advance.</p> <p>- Interact with the company tutor, negotiate goals and methods</p> <p>- Build the draft of a semi-structured interview</p>	<p>The models of cognitive apprenticeship (integration: modeling, alignment, assistance, fading) and learning from legitimate peripheral participation (identity and belonging based on the affinity of the work practice)</p> <p>The tutoring process: the design and planning of job placements, coaching to learning from experience, the co-operation with the company representatives, the performance evaluation</p> <p>Get to know communication techniques and the foundations of soft skills within organisations</p>

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UF 7:The job placement	UC 7.1 Plan and carry out a sustainable job placement	30 - 40	10 - 15	20 - 25	<p>Activate the network of local/community support services to promote the person's sustainable laboral integration (job placement).</p> <p>Plan and enable roles and organizational people in charge of the proper reception in the enterprise</p>	<p>Corporate culture/structure and dynamics</p> <p>Health and safety in the workplace</p>
Hours (total)		<u>190-290</u>	<u>80 - 127</u>	<u>110-163</u>		