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# ChildIN

## Intellectual output 1 Competence framework

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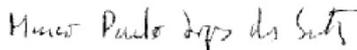
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### Abstract

The Competence Framework defines knowledge, skills, responsibility and autonomy needed for home-based childminders dealing with children with autism spectrum disorder.

## Quality control checklist

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Document Summary provided (with adequate synopsis of contents)	<input type="checkbox"/>
Compliant with ChildIN format standards	<input type="checkbox"/>
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## Document review history

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SIR – Secondary internal reviewer

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## 1. Summary

This document represents Intellectual Output 1 “Competence framework” of the Erasmus+ project ChildIN. It defines knowledge, skills, responsibility and autonomy needed for home-based childminders dealing with children with autism spectrum disorder. It also includes the learning design to achieve defined competences.

As stated in the application form, this output aims:

- to define core skills to be developed to support childminders in acquiring skills to positively and effectively deal with children diagnosed with autism spectrum disorder and their families;
- to define learning outcomes, and learning units to develop identified skills;
- to define teaching and learning methods to achieve outcomes;
- to ensure that the design is compliant with ECVET/EQF principles, and provide advice on how to integrate them in existent frameworks;
- to ensure that the design is compliant with the EQAVET principles, in order to ensure quality of training;
- to deliver the modules design, as learning architecture including all elements above mentioned, including general parts (care of children with special needs), and specific parts (ASD related).

The final aim of this output is to promote the harmonisation within the EU of training provision for home-based childminders and set the basis for an improved quality of the home-based care of children with autism.

This document is structured in 4 parts:

- Desk research
- Profile definition
- Consultation and focus groups
- Integration of feedback and final version.

## 2. Introduction

The methodology for the definition of the competence framework required for children with autism' home care has been done through different stages:

- 1<sup>st</sup> stage: desk research,
- 2<sup>nd</sup> stage: profile research,
- 3<sup>rd</sup> stage: consultation and focus groups.

This methodology has been completed thanks to professional didactics consisting on the analysis of the concrete tasks so as to define the required competences for them. Therefore, it is based on:

- An analysis on the learning process required for a given activity, in this case, a professional activity
- An analysis on the learning process as a development tool for the learner, more concretely for upskilling purposes.

## 3. Desk research

Based on an in-depth desk research (detailed in the bibliography section of this document), as well as on the feedback received from professionals working on autism, parents of children with autism, associations supporting autistic people and families, and professional childminders, an analysis of the concrete tasks was performed to deliver a specific support for children with autism at home.

This desk research has enabled to structure the required homecare and support for children, mainly: definition of autism, signs, characteristics and available professionals and support methods.

Therefore, 4 areas have been identified to adequately deliver quality homecare for children with autism:

- Support tools for quality homecare
- Methods for quality homecare
- Communication
- Social interaction.

## 4. Profile research

In order to elaborate a first version of the competence framework, to be validated by all the partners, the desk research has been completed by questionnaires addressed to parents and professionals dealing with children with autism in France. This stage was not planned in the application form but IPERIA, as coordinator of this intellectual output, in collaboration with the other French partner, the Conseil départemental de la Nièvre, proposed it in order to draft a more relevant, accurate proposal.

Therefore, questionnaires were proposed to:

- Parents of children with autism (13 answers).

- Childminders (24 answers)
- People having completed the module on children with autism proposed by IPERIA lifelong learning catalogue (568 answers).

The synthesis of the questionnaires (included in annex I) has made possible to identify the 3 most relevant characteristics required for childminders taking care of children with autism: kindness, attentiveness and patience. In addition to this, 85% of the consulted parents expect the professionals taking care of their children are able to be proactive.

More concretely, a consensus has been expressed by the consulted parents as regards the expectations for the required training and competences of childminders, making them able to:

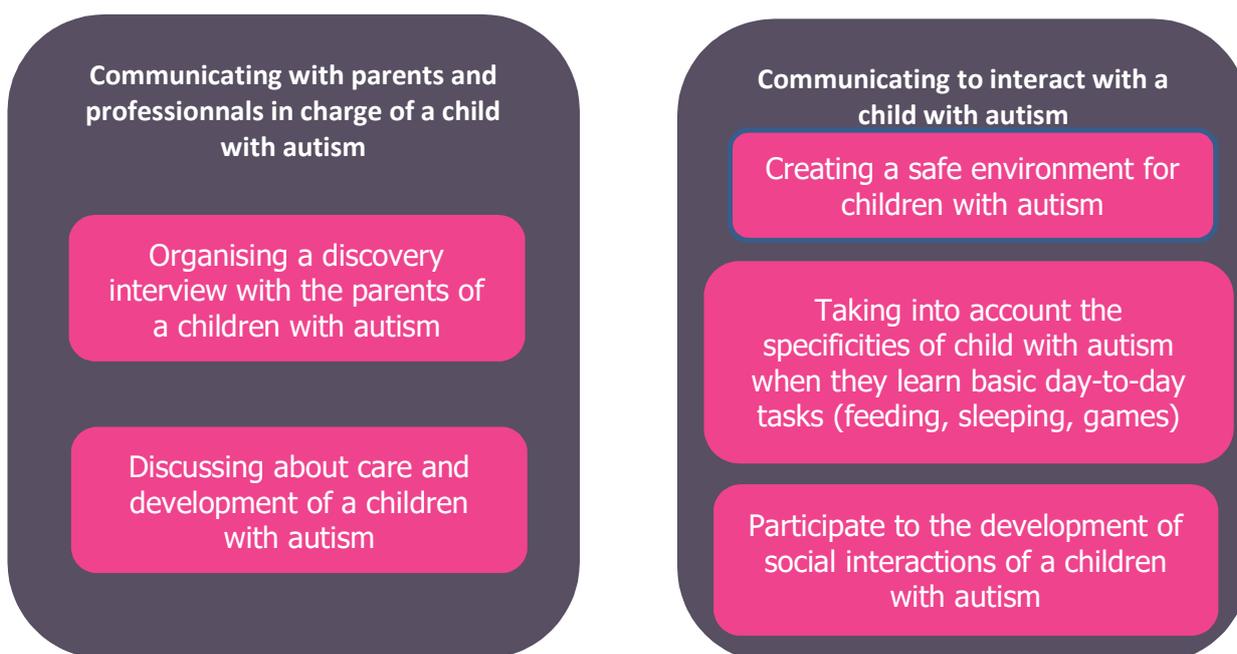
- Implement social and development activities
- Support autonomy for day-to-day activities
- Collaborate with parents via an efficient and fluid communication.

As regards the knowledge required to deal with autism, the expectations have been as follows:

- Tools and techniques facilitating social interaction
- Incitement techniques
- Methods for time and space structuration
- Concrete tools for communicating with children with autism and facilitating support for day-to-day life.

Lastly, qualitative interviews with different psychologists, professional childminders and parents have made possible to further precise and define all these elements and build up a competences scheme.

## 4.1. Analysed competences



Bloc	Competences	Associated activities
<b>Communicating with parents and professionals in charge of a children with autism</b>	<b>Organising a discovery interview with the parents of a children with autism</b>	<p>Before the interview:</p> <ul style="list-style-type: none"> <li>Define the list of questions to ask on: family context, child's environment (other people or professionals involved), manifestations of autistic disorders (language, social interactions, hygiene, food, sleep, activities), sensory condition (needs and disorders), associated disorders if applicable, rituals implemented by parents, things which can help calm the child during crises, type of reinforcers.</li> </ul> <p>During the interview:</p> <ul style="list-style-type: none"> <li>Reformulate important points including the ones concerning manifestations of disorders as well as the techniques and rituals implemented.</li> <li>Explain one's own motivations to take care of children with autism.</li> <li>Promote and highlight the own training and career path adapted to children with autism.</li> </ul>
	<b>Discussing about care and development of a children with autism</b>	<ul style="list-style-type: none"> <li>Create a communication journal.</li> <li>Feed the individualised project set up by health professionals.</li> <li>Together with the parents, set the activities to be developed with the child.</li> <li>Define together which methods and tools will have to be used.</li> <li>Organise discussions with parents and/or medico-social teams.</li> </ul>

<b>Communicating to interact with children with autism</b>	<b>Creating a safe environment for a children with autism</b>	<ul style="list-style-type: none"> <li>• Establish a stable and ritualised environment.</li> <li>• Limit visual or sound stimulations that disturb or cause anxiety to the child.</li> <li>• Install a quiet area where the child can be comforted in case of anxiety.</li> <li>• Anticipate and plan potential changes to prepare the child.</li> <li>• Help the child visualise her/his day.</li> <li>• Adjust activities according to the child’s level of autonomy.</li> <li>• Provide the child with stable spatial and temporal references.</li> </ul>
	<b>Taking into account the specificities of children with autism when they learn basic day-to-day tasks</b>	<ul style="list-style-type: none"> <li>• Give the child reference points on the various daily tasks throughout the day.</li> <li>• Help the child learn by breaking down tasks into simple steps. For example: washing hands: 1. Rolling up the sleeves, 2. Opening the cold-water tap, 3. Placing the hands under running water, 4. Using soap, etc.</li> <li>• Secure areas where basic day-to-day tasks are performed according to the specificities of the child’s disability.</li> <li>• Reward the child with positive reinforcement to encourage her/him and highlight her/his progress.</li> </ul>
	<b>Taking part in the development of social interactions of a children with autism</b>	<ul style="list-style-type: none"> <li>• Help the child recognise and understand verbal and non-verbal information.</li> <li>• Explain rules of community life and social codes to the child.</li> <li>• Prepare a social scenario to explain to the child the situations he/she will have to experience.</li> <li>• Structure time and play area.</li> </ul>

This first competence framework was presented on the occasion of 3 focus groups involving public administrations in charge of handicap and children, parents’ associations, VET providers, psychologists and professional childminders. The objective of these focus groups was to validate the training needs as well as the competence framework proposed by the project.

## 5. Focus Groups

The focus groups were organised in Nevers (France), on the 10th April, in Olstzyn (Poland) on the 15th April and in Coimbra (Portugal) on the 29th April 2019. They involved a total of 33 people: 17, 7 and 9 people, respectively.

The focus group started with a presentation on the project and its objectives and expected results, then the competence framework was presented and discussed with the participants.

Considering that the focus group in France have more participants, small focus groups were proposed to discuss on several case studies (please see annex II) before presenting and discussing on the competence framework. The results on these case studies is as follows:

- Characteristics and soft skills required for childminders:
  - Required for the relationship with parents: attentiveness, respect of the indications given by the parents (even in case of disagreement), openness, respect of the privacy, knowledge of professionals involved in caring children with autism, being able to communicate with those professionals as well with parents being able to rephrase, engagement, honesty, flexibility, conscious of own limits.
  - Required for the relationship with children with autism: respect of the indications given by the parents, be able to take distance and put things into perspective, proactivity, being organised, empathic, being able to interact with therapists, creativity for activities organisation, being able to set up trustful relationships, being observant, patient and able to make self-criticism.
  
- Knowledge and hard skills required for childminders:

Knowledge	Hard skills
<ul style="list-style-type: none"> <li>• Preparing in advance the first day with the children with autism on the basis of the in-depth knowledge on the children, autism and ways to communicate</li> <li>• Knowing the reinforcing elements for the children</li> <li>• Knowing the development of children with autism and neurotypical children</li> <li>• Knowing basic communication techniques for difficult relationships</li> <li>• Knowing privacy and confidentiality rules and duties</li> <li>• Knowing the notions of good care, kindness and mistreatment</li> <li>• Knowing stimulation and communication tools</li> </ul>	<ul style="list-style-type: none"> <li>• Using the interest of the children to initiate the relationship</li> <li>• Using the usual communication style of the children</li> <li>• Preventing crisis:               <ul style="list-style-type: none"> <li>○ Observing how it arrives</li> <li>○ Trying to divert the children attention</li> <li>○ Using the interest of the children</li> <li>○ Getting out of the context</li> </ul> </li> <li>• In case of crisis:               <ul style="list-style-type: none"> <li>○ Being able to identify the cause</li> <li>○ Proposing a calming sensorial object</li> <li>○ Diverting children’s attention according to the indications from parents</li> </ul> </li> <li>• Rebuilding positive children representations</li> <li>• Using games as learning tools</li> </ul>

<ul style="list-style-type: none"> <li>• Knowing what information is required for the parent-childminder journal or contact book</li> <li>• Knowing what professionals shall be contacted in case of need</li> <li>• Knowing the other professionals taking care of the children</li> <li>• Updated knowledge on autism</li> <li>• Knowing different available approaches and techniques: TEACCH<sup>1</sup>, ABA<sup>2</sup>, DENVER<sup>3</sup>, PECS<sup>4</sup>, LSF<sup>5</sup>, sensorial integration and speech troubles.</li> </ul>	<ul style="list-style-type: none"> <li>• Gathering and sharing information</li> <li>• Ensuring efficient transmissions</li> <li>• Developing a reflexive method</li> <li>• Being able to set objectives</li> <li>• Setting up a functional analytic grid</li> <li>• Being able to organise spaces</li> <li>• Being able to anticipate and deal with behaviour troubles</li> </ul>
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- Synthesis on the feedback on the competence framework.
  - The positive feedback is as follows:
    - It is complete and comprehensive, including in detail the relevant tasks
    - The relationship and communication aspects with the parents is well developed
    - It includes enough references to the setting up of relevant activities for the children
    - It is well documented mainly as regards the approaches and techniques necessary for children with autism.
  - Points to be improved :
    - Use the word approach instead of method for TEACCH, ABA, etc.
    - Questionnaire shall be replaced by the childminder-parents journal
    - The analysis of the behaviour troubles shall be done via a functional analysis grid
    - Sensorial troubles shall be more apparent in the competence framework.
  - Warning points :
    - It is important for the childminder to know that children with autism can have better and worst days, so an engagement in the long term is essential.
    - It is also important to be aware that the development of children with autism is different from neurotypical children
    - The techniques used by the families shall be respected
    - The respect of the privacy and confidentiality is crucial
    - During the training, it will be important to recall the limits of childminding, what can or cannot be done.

<sup>1</sup> Treatment and Education of Autistic and related Communication Handicapped Children

<sup>2</sup> Applied Behavior Analysis

<sup>3</sup> Early Start Denver Model

<sup>4</sup> Picture Exchange Communication System

<sup>5</sup> Langue des Signes Française

## 6. Review from external expert and final version

According to the application form, an external reviewer appointed to ensure quality and consistency of these with European standards (mainly EQF and ECVET), WIAB (The Viennese Institute for Labour Market and Education Research) suggested some rephrasing and redefinitions.

The main reference document for the external reviewer was the CEDEFOP handbook “Defining, writing and applying learning outcomes”<sup>6</sup>.

The main suggestions concerned a more precise definition of activities and words, as well as some clarifications about the care recipient, this is to say, the children with autism. Some suggestions were on the contrary not considered for the final version, mainly the repetition of some common elements of the last two sub-domains (“Taking into account the specificities of children with autism when they learn basic day-to-day tasks” and “Taking part in the development of social interactions of a child with autism”).

The final version of the competence framework can be found in annex III.

## 7. List of acronyms

ABA: Applied Behaviour Analysis.

DENVER: Early Start Denver Model.

EQF: European Qualifications Framework.

ECVET: European Credit system for Vocational Education and Training.

LSF: Langue des Signes Française.

PECS: Picture Exchange Communication System.

TEACCH: Treatment and Education of Autistic and related Communication Handicapped Children.

VET provider: Vocational Education and Training provider.

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<sup>6</sup> Luxembourg: Publications Office of the European Union, 2017 - [www.cedefop.europa.eu/files/4156\\_en.pdf](http://www.cedefop.europa.eu/files/4156_en.pdf).

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Julien Perrin, Le jeu chez les enfants avec autisme, 2011.

Lydie Laurent, Quelques stratégies pédagogiques pour enseigner à un enfant atteint d'autisme ou autres TED en maternelle, 2018.

Ministère de l'éducation nationale, Scolariser les élèves autistes ou présentant un trouble de développement, 2009.

Olivier Bourgueil, Développement des interactions sociales d'enfants atteints d'autisme avec leurs pairs dans le cadre de l'inclusion en milieu ordinaire, 2008.

Secrétariat d'état chargé des personnes handicapées, Stratégie nationale pour l'Autisme au sein des troubles du neuro-développement, 2009.

Quelques stratégies pédagogiques pour enseigner à un enfant atteint d'autisme ou autres TED en maternelle, Lydie Laurent.

## Annex I – Questionnaires

### Recueil d'informations

L'organisme IPERIA l'Institut œuvre pour la professionnalisation des emplois du particulier employeur notamment par la création de modules de formation.

Afin d'améliorer ces modules et d'être au plus près des réalités du terrain nous réalisons régulièrement des questionnaires pour recueillir des informations sur l'évolution des activités et des pratiques.

Nous travaillons actuellement sur un projet européen, CHILDIN. Sa finalité est la création d'un module de formation à destination des gardes d'enfants afin qu'elles puissent accompagner des enfants ayant un Trouble du Spectre Autistique (TSA).

La première étape de ce projet européen est la création du référentiel de compétences. C'est dans le cadre de l'élaboration de ce référentiel que nous vous sollicitons. Nous souhaiterions avoir votre avis sur l'accompagnement à apporter à un enfant avec autisme.

**Vous souhaitez recruter un professionnel de la petite enfance pour s'occuper de votre enfant à domicile (domicile du parent ou du professionnel). Nous précisons que le diagnostic TSA à été posé en amont par un professionnel de santé.**

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1. Lors de l'entretien avec le salarié, à quoi allez-vous être attentif ?

*Plusieurs réponses possibles.*

- A son expérience
- A sa formation
- A votre ressenti / feeling
- Aux questions qu'il va poser sur votre enfant
- A sa connaissance des TSA
- Autre

2. Si autre, merci de préciser

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**3. Le salarié vous parle de ses qualités, lesquelles sont importantes pour vous ?**

*Plusieurs réponses possibles.*

- La communication et sa capacité à réaliser les transmissions
- La bienveillance
- La rigueur
- L'écoute
- La ponctualité
- La patience
- Le dynamisme
- L'organisation
- La créativité
- La douceur
- Autre

**4. Si autre, précisez.**

\_\_\_\_\_

**5. En plus de ces missions quotidiennes, le salarié souhaite réaliser de nouvelles activités avec votre enfant :**

*Une seule réponse possible.*

- Vous préférerez qu'il ne prenne pas d'initiatives et qu'il respecte ce que vous lui avez conseillé de faire
- Vous êtes content qu'il prenne des initiatives

**6. Vous aimeriez qu'il propose des activités :**

*Une seule réponse possible.*

- En intérieur
- En extérieur

**7. Vous préféreriez que l'activité soit :**

*Plusieurs réponses possibles.*

- Ludique
- Culturelle
- Sportive
- Sociale
- Autre

**8. Si autre, merci de préciser**

**9. Concernant les missions du salarié, quel niveau d'attente avez-vous ?**

*Une seule réponse possible par ligne.*

	Pas d'attente	Une attente modérée	Une attente importante	Une très forte attente
La préparation des repas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'accompagnement à la prise des repas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'entretien du cadre de vie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'entretien du linge de l'enfant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La mise en place d'activités	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'accompagnement à l'hygiène corporelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'accompagnement à l'apprentissage de la propreté et de l'habillement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La réalisation d'activités proposées par l'équipe médico-sociale	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La transmission d'informations dans le carnet de liaison ou le projet individualisé	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Pensez-vous à d'autre(s) mission(s) importante(s) ?**

\_\_\_\_\_

**11. Quel est votre niveau d'attente concernant les connaissances du salarié sur les TSA ?**

*Une seule réponse possible par ligne.*

	Pas d'attente	Une attente modérée	Beaucoup d'attente	Une très forte attente
Connaissance des professionnels des TSA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaissance des troubles associés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaissance des méthodes pour entrer en relation avec l'enfant (PECS, MAKATON, ...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaissance des méthodes pour structurer le temps et l'espace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaissance des différentes formes d'incitations (physique, visuelle, gestuelle, verbale, modelage)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaissance sur l'élaboration d'un scénario social	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connaissance des outils pouvant faciliter les interactions sociales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Pensez-vous à d'autres connaissances importantes ?

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13. Demanderez-vous au salarié d'utiliser du matériel particulier ?

*Plusieurs réponses possibles.*

- Horloge visuelle
- Des images
- Calendrier visuel
- Jeux adaptés
- Autre

14. Si autre, merci de préciser

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15. Aimerez-vous que le salarié :

*Une seule réponse possible par ligne.*

	Non, pas du tout	Oui, ponctuellement	Oui, souvent
Participe au développement de l'autonomie de votre enfant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sache décomposer les activités en différentes tâches pour qu'elles soient plus faciles à intégrer par votre enfant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sache préparer votre enfant à un changement imprévu ou à une activité nouvelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organise des jeux en interaction avec d'autres enfants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Autre

17. Quelles seraient vos craintes à laisser votre enfant à un professionnel de la petite enfance ?

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18. Pour vous, quel serait l'intervenant idéal ?

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19. Selon vous, qu'est-il primordial d'aborder dans une formation pour accompagner quotidiennement un enfant présentant un TSA ?

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## Accompagnement d'un enfant diagnostiqué autiste

Bonjour,

Je me permets de venir vers vous car je souhaiterais vous poser quelques questions sur votre pratique professionnelle.

Je travaille pour l'organisme IPERIA l'Institut qui a pour mission de créer des modules de formation pour professionnaliser les salariés du particulier employeur. Afin d'améliorer nos formations et d'être au plus près des réalités du terrain nous réalisons régulièrement des questionnaires pour recueillir des informations sur l'évolution des activités et des pratiques.

Je travaille actuellement sur un projet européen qui a pour finalité la création d'un module de formation pour que les garde d'enfant et les assistants maternels puissent accompagner les enfants présentant un trouble du spectre autistique (TSA).

Je serais ravie si vous pouviez répondre à quelques questions.

**Répondre à ce questionnaire vous prendra 2 minutes. Nous vous informons qu'il est anonyme et qu'il n'y a pas de bonnes ou de mauvaises réponses.**

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1. Avez-vous été amené à accompagner un enfant diagnostiqué autiste ?

*Une seule réponse possible.*

Non *Après avoir répondu à la dernière question de cette section, passez à la question 19.*

Oui

2. Si oui, aviez-vous suivi une formation sur l'accompagnement d'un enfant ayant un TSA ?

*Une seule réponse possible.*

Oui

Non

3. Vous êtes ?

*Une seule réponse possible.*

Assistante maternelle

Garde d'enfant

Autre : \_\_\_\_\_

4. Si autre, précisez :

\_\_\_\_\_

**5. En moyenne, combien d'heure par semaine accompagniez -vous cet ou ces enfants ?**

*Une seule réponse possible.*

- Moins de 5 heures
- Plus de 5 heures
- Plus de 10 heures
- Plus de 20 heures
- Plus de 30 heures

**6. Sur lesquelles de ces activités avez-vous dû modifier ou adapter vos pratiques habituelles ?**

*Plusieurs réponses possibles.*

- La communication avec les parents et autres
- Les activités sociales, culturelles et de loisirs
- Les activités quotidiennes : Repas, repos, hygiène corporelle, acquisition de la propreté
- Déplacement

**7. Pour réaliser vos transmissions, vous utilisez le plus souvent :**

*Une seule réponse possible.*

- Un carnet de liaison
- Le projet individuel mis en place par l'équipe médico-sociale
- Autre : \_\_\_\_\_

**8. Si autre, précisez :**

\_\_\_\_\_

**9. Quelle était l'attente des parents au niveau :**

*Une seule réponse possible par ligne.*

	Pas d'attente	Une attente modérée	Une attente importante	Une très forte attente
Des transmissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De la préparation des repas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De l'accompagnement à la prise des repas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De l'entretien du cadre de vie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De la mise en place d'activités de loisirs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De l'accompagnement à l'hygiène corporelle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
De l'accompagnement à l'apprentissage de la propreté et de l'habillement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



10. Pour communiquer avec l'enfant, vous utilisez quel matériel ?

Une seule réponse possible par ligne.

	Non	Pas souvent	Oui, un peu	Oui, souvent	Oui, systématiquement
Des images	<input type="radio"/>				
Des pictogrammes	<input type="radio"/>				
Des vidéos	<input type="radio"/>				
Un calendrier visuel	<input type="radio"/>				
Une horloge visuelle ou timer ou sablier	<input type="radio"/>				

11. Si vous utilisez autre(s) chose(s), précisez :

\_\_\_\_\_

12. Au niveau de votre langage, vous :

Une seule réponse possible par ligne.

	Jamais	Parfois	Souvent	Systematiquement
Utilisez des phrases courtes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilisez des consignes claires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilisez des métaphores ou un langage figuré (ex : Tu donnes ta langue au chat ?)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Décomposer les activités en de nombreuses tâches à réaliser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Quelles sont les qualités principales à avoir pour accompagner un enfant avec autisme ?

Plusieurs réponses possibles.

- La persévérance
- La bienveillance
- La rigueur
- L'organisation
- L'écoute
- La patience
- La créativité
- Le dynamisme
- La douceur
- Autre : \_\_\_\_\_

14. Si autre, précisez :

\_\_\_\_\_

**15. Afin de mieux accompagner cet enfant atteint d'autisme, auriez-vous souhaité être davantage formé sur :**

*Une seule réponse possible par ligne.*

	oui	non
Les transmissions	<input type="radio"/>	<input type="radio"/>
La préparation des repas	<input type="radio"/>	<input type="radio"/>
L'accompagnement à la prise des repas	<input type="radio"/>	<input type="radio"/>
L'entretien du cadre de vie	<input type="radio"/>	<input type="radio"/>
La mise en place d'activités de loisirs	<input type="radio"/>	<input type="radio"/>
L'accompagnement à l'hygiène corporelle	<input type="radio"/>	<input type="radio"/>
L'accompagnement à l'apprentissage de la propreté et de l'habillement	<input type="radio"/>	<input type="radio"/>

**16. Autre ...**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**17. Pour les missions pour lesquelles vous avez indiqué oui, il vous manque :**

*Plusieurs réponses possibles.*

- Des connaissances sur le handicap
- Des outils concrets pour faciliter la prise en charge de l'enfant lors des actes quotidiens
- Des techniques / méthodes pour réussir à me faire comprendre par l'enfant
- Des outils concrets pour entrer en communication avec l'enfant
- Autre : \_\_\_\_\_

**18. Merci de précisez votre réponse**

\_\_\_\_\_

\_\_\_\_\_

**19. Selon vous, qu'est ce qui vous paraît primordial d'aborder dans une formation sur l'accompagnement d'un enfant avec autisme ?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Annex II – Case studies

### 1 / Commune à tous les groupes

Vous êtes les parents de Marius, 2 ans, diagnostiqué TSA il y a 7 mois. À la suite d'un déménagement pour raison professionnelle, vous allez faire appel à une garde d'enfant à domicile pour s'occuper de votre fils 20 heures par semaine.

Vous rencontrez plusieurs personnes et vous n'êtes pas convaincu. En tant que maman, vous envisagez d'arrêter votre travail pour vous occuper de Marius à temps plein mais en même temps vous adorez votre travail et il vous permet de conserver des relations sociales en dehors du handicap de votre enfant.

Vous faites la connaissance de Céline. Céline n'a pas beaucoup d'expérience auprès d'enfant avec autisme mais elle a suivi une formation, elle vous a énormément plu parce qu'elle a mis en avant des qualités dans deux domaines :

- La relation qu'elle souhaiterait avoir avec vous
- La prise en charge de votre enfant.

Merci de les préciser

Domaine	Qualités
Relation avec parents	- - -
Prise en charge/ Accompagnement de l'enfant	- - -

2 /

Vous êtes la maman de Juliette, 22 mois, elle est gardée à votre domicile par Sophie depuis 15 mois. Juliette vient d'être diagnostiquée TSA. Vous aviez des doutes mais l'annonce par des professionnels est difficile à vivre. Vous étudiez les différentes méthodes et vous ne savez pas quel mode de garde privilégier pour Juliette.

Vous décidez d'en parler avec Sophie avec qui vous avez une relation de confiance. En effet, Sophie s'est toujours très bien occupée de Juliette, elle parvient à lui donner à manger et à la coucher sans trop de difficultés.

Vous êtes partagée car vous vous dites que Juliette serait davantage stimulée dans une structure adaptée mais en même temps vous avez confiance en Sophie et vous vous demandez si changer Juliette d'environnement ne sera pas trop déstabilisant pour elle.

Avant de prendre votre décision vous sollicitez un entretien avec Sophie pour concevoir ensemble l'accompagnement à apporter à Juliette pour favoriser sa prise d'autonomie et développer ses interactions sociales.

Quels SAVOIR / SAVOIR-FAIRE / SAVOIR-ETRE, Sophie devra-t-elle développer ? (Réfléchissez en termes d'outils, de communications externes, de transmission, ...)

Savoir	Savoir-faire	Savoir-être

3 /

Adrien 7 ans, a été diagnostiqué TSA il y a 2 ans. Il ne parle pas beaucoup et préfère utiliser des images et des pictogrammes pour entrer en relation avec ses parents. Il présente une hyper-sensorialité. Il a un intérêt particulier pour les trains et adore les aligner. Il apprécie énormément aller sous le grand chêne du jardin pour regarder les feuilles. Il adore écouter de la musique. Il a des difficultés à accepter le changement et est attaché à respecter ses routines.

Pour la première fois, ses parents ont décidé de recruter quelqu'un pour s'occuper de leur fils. Ils ont recruté Louise, garde à domicile, qui interviendra le mardi et le jeudi de 9h à 17h.

Quels conseils donneriez-vous à Louise pour favoriser la relation de confiance avec Adrien ?

SAVOIR / SAVOIR-FAIRE / SAVOIR-ETRE

Quand quelque chose ne va pas, Adrien peut parfois en venir aux mains voire s'automutiler. Un après-midi où il est accompagné par Louise, Adrien semble agité, il réalise de nombreuses stéréotypes verbales (écholalies), Louise reconnaît les signes annonciateurs d'une crise dont lui avait parlé les parents.

Que lui conseillez-vous de faire vous pour éviter la crise ?

La crise survient tout de même, que lui conseillez-vous ?

	Savoir	Savoir-faire	Savoir-être
Les conseils à donner à Louise en termes de savoir, Savoir-faire et savoir-être			
Avant que la crise ne se déclenche			
Pendant la crise			

4 /

Vous êtes une structure EAJE et vous recherchez pour l'un de vos contacts particulier employeur une garde d'enfant.

Présentation de la famille :

*Paul et Hanna ont un petit garçon de 3 ans, il a été diagnostiqué TSA il y a 6 mois. Paul et Hanna n'ont pas été surpris, ils se doutaient de quelque chose. Hanna souhaite reprendre une activité professionnelle à mi-temps, ils sont donc à la recherche d'une garde d'enfant à domicile pour s'occuper de Louis. Paul et Hanna ne souhaitent pas inscrire Louis à l'école pour le moment, ils pensent que Louis n'est pas prêt et ils ne souhaitent pas bruler les étapes.*

*Louis est un enfant calme, il ne parle quasiment pas et a des difficultés à communiquer avec ses parents, il est attiré par les objets qui tournent.*

*Paul et Hanna voudrait que Paul soit stimulé au cours de la journée pour qu'il développe plus de facilités en communication et dans les interactions sociales.*

*Louis est suivi par une équipe médico-sociale qui a entrepris un projet d'accueil personnalisé.*

Paul et Hanna vous connaissent bien, ils souhaiteraient que vous réalisiez un premier entretien avec les éventuels candidats.

Vous allez recevoir 5 candidates et afin d'être objective dans le choix que vous allez réaliser, vous décidez d'élaborer une grille de compétences.

En vous servant de la trame ci-dessous, vous devez indiquer les prérequis que les candidates doivent avoir en termes de savoir, savoir-faire et savoir-être.

	Savoir	Savoir-faire	Savoir-être
Liés l'accompagnement de l'enfant			
Liés à l'échange avec les parents			



## Annex III – Final competence framework

<b>COMMUNICATING WITH PARENTS AND PROFESSIONALS IN CHARGE OF A CHILD WITH AUTISM</b>		
<b>ORGANISING A DISCOVERY INTERVIEW WITH THE PARENTS OF THE CHILD WITH AUTISM</b>		
<b>QUALIFICATION</b>	<b>EQF LEVEL</b>	<b>NQF LEVEL</b>
Childminder	3	France: Assistant maternel / Garde d'enfant (5 NQF – 3 EQF) Poland: n/a Portugal: n/a
<b>UNIT DESCRIPTION</b>		
<p>The discovery interview will help gather information about the child and parents' expectations. The childminder will have to organise one or several meetings with the parents and the child depending on the information needed on the child and her/his close environment. Such information will make up the resources for the care service to be provided. This discovery talk will also lay the foundations for a trust-based relationship between the parents and the childminder.</p>		
<b>LEARNING OUTCOMES</b>		
<p>After completion of the training the childminder will be able to:</p> <ul style="list-style-type: none"> <li>- Define before the interview with parents the list of questions to ask on: family context, child's environment (participants), manifestations of autistic disorders (language, social interactions, hygiene, food, sleep, activities), sensory condition (needs and disorders), associated disorders if applicable, rituals implemented by parents, things which can help calm the child during crises, type of reinforcers.</li> <li>- Reformulate during the interview important points including the ones concerning manifestations of disorders as well as the techniques and rituals implemented.</li> <li>- Explain during the interview own motivations to take care of a child with autism.</li> <li>- Promote and highlight the training and career path most appropriate for children with autism during the interview.</li> </ul>		

Learning outcome description in terms of knowledge, skills and responsibility/autonomy	KNOWLEDGE	SKILLS	RESPONSIBILITY AND AUTONOMY
	<p>After the training childminders will be able to demonstrate knowledge about:</p> <ul style="list-style-type: none"> <li>- Interview and discovery techniques (interpersonal communication)</li> <li>- Reformulation techniques.</li> <li>- Autism:               <ul style="list-style-type: none"> <li>o PDD towards ASD</li> <li>o 2 symptomatic aspects:                   <ul style="list-style-type: none"> <li>Persisting lack of communication and social interaction observed in various contexts / Limited and repetitive nature of behaviours, areas of interest or activities</li> </ul> </li> <li>o Various associated disorders</li> <li>o Consequences that may be related: context blindness, sensory processing disorder, hyper selectivity, and food phobia</li> </ul> </li> <li>- Basic principles regarding different educational methods in the field of care for children with autism: ABA, TEACCH, ESDM, Low arousal Approach Method</li> <li>- The professionals in the area, operating in the field of Autism Spectrum Disorder, and the specialised local groups who support parents</li> </ul>	<p>After the training the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Create a questionnaire suitable for a discovery interview on children with autism before the interview, including the list of questions which will be asked and used as a note-taking tool</li> <li>- Make a list and discuss all the motivations to work as a childminder, especially to take care of a child with autism</li> <li>- Present own training and career path to meet the employer's requirements for the job</li> <li>- Use the questionnaire made for the discovery interview to highlight the important points during the interview which will have to be summarised and rephrased, and to identify, together with the parents, their expectations and requirements</li> <li>- Reformulate important points to offer adapted care service during the interview</li> <li>- Explain motivations during the interview</li> </ul>	<p>After the training the learner will be able to:</p> <ul style="list-style-type: none"> <li>- Take responsibility for choosing the questions to ask and for adjusting them during the interview.</li> <li>- Adapt the content of her/his talk according to the questions raised by the employer</li> <li>- To take notes concerning indicators on the care service that should be provided.</li> </ul>

**DISCUSSION ON CARE AND THE DEVELOPMENT OF A CHILD WITH AUTISM POSSIBLY WITH PARENTS AND MEDICO-SOCIAL TEAMS**

QUALIFICATION	EQF LEVEL	NQF LEVEL
Childminder	3	France: Assistant maternel / Garde d'enfant (5 NQF – 3 EQF) Poland: n/a Portugal: n/a

**UNIT DESCRIPTION**

Discussions with parents and medico-social teams are important to tailor activities and communicate on the child's failures and achievements. As an early-childhood professional, it is important to find your place while respecting the limits of the type of care provided.

**LEARNING OUTCOMES**

After completion of the training the childminder will be able to:

- Together with parents, define the best way to establish a relationship with the child.
- Create a communication journal.
- Complete the individualised project set up by health professionals.
- Together with the parents, set the learning objectives to achieve with the child.
- Define together which methods and tools will have to be used for the childcare.
- Organise discussions with parents and/or medico-social teams.
- Together with the parents, define a relevant approach in the event of a crisis/problem behaviour of the child with autism.
- Regularly inform the parents about crisis/problem behaviours and the child's achievements.

<b>Learning outcome description description in terms of knowledge, skills and responsibility/autonomy</b>	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
	<p>After the training childminders will be able to demonstrate knowledge about:</p> <ul style="list-style-type: none"> <li>- The components of individualised and personalized educational programmes in the field (in France: PPI (projet personnel individualisé / individualised personal program) or PAP (projet d'accompagnement personnalisé / personalised support program))</li> <li>- Reinforcers</li> <li>- Pairing method</li> </ul>	<p>After the training the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Report every crisis or problem behaviour in the communication journal, stating the context, warning signs, and techniques or tools that helped calm the child.</li> <li>- Understand the response in the event of the child's crisis</li> <li>- Write a daily report with the child highlighting essential elements making possible to establish a continuum home care</li> <li>- Schedule important deadlines with the parents and explain them to the child</li> <li>- Describe the daily child's difficulties and achievements, in line with the supporting relationship established with the parents</li> <li>- Identify the causes of the child's behaviour</li> </ul>	<p>After the training the learner will be able to:</p> <ul style="list-style-type: none"> <li>- Autonomously formalise observations related to the child's development.</li> <li>- Take responsibility for adapting the child activities while respecting the parents' choices.</li> <li>- Follow the parents' instructions on how to initiate contact with the child and on the management of crises.</li> <li>- Take responsibility for the quality of the information added to individualised and personalised programmes.</li> </ul>

**COMMUNICATING TO INTERACT WITH A CHILD WITH AUTISM**

**CREATING A SAFE ENVIRONMENT FOR CHILDREN WITH AUTISM**

<b>QUALIFICATION</b>	<b>EQF LEVEL</b>	<b>NQF LEVEL</b>
Childminder	3	France: Assistant maternel / Garde d'enfant (5 NQF – 3 EQF) Poland: n/a Portugal: n/a

**UNIT DESCRIPTION**

A quiet, stable, and regular environment is all the more important for a child with autism. This is a key element to remember when organising activities and in essential daily action learning.

**LEARNING OUTCOMES**

After completion of the training the childminder will be able to:

- Establish a stable and ritualised environment for the child.
- Limit visual or sound stimulations that would disturb the child or cause anxiety.
- Arrange living areas and related equipment and set up a quiet place where the child can come and be reassured if he/she feels anxious.
- Anticipate and plan potential changes to prepare the child.
- Maintain the rituals established by the parents.
- Help the child visualise her/his day.
- Create a secure relationship by adjusting the communication approach to the child's communication needs and cognitive abilities.
- Adjust activities according to the child's level of autonomy.

	Knowledge	SKILLS	RESPONSIBILITY AND AUTONOMY
<p><b>Learning outcome description in terms of knowledge, skills and responsibility/autonomy</b></p>	<p>After the training childminders will be able to demonstrate knowledge about:</p> <ul style="list-style-type: none"> <li>- Resource sites to tailor communication to the child using pictures</li> <li>- Types of communication: verbal (differences between a negative and a positive sentence, metaphor, figurative language, etc.) and non-verbal communication</li> <li>- Basis of the child's development</li> <li>- Basis of the MAKATON program</li> <li>- Basis of the PECS protocol</li> <li>- Time and space structuring methods</li> </ul>	<p>After the training the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Use appropriate language with the child: avoid using irony, metaphors and figurative language</li> <li>- Use pictures, symbols or written words to support spoken words.</li> <li>- Build an emotion board with pictures of faces showing various emotions to help the child express her/his emotions</li> <li>- Respect the child's sensory needs</li> <li>- Use the rituals which help the child feel secure</li> <li>- Use a visual timetable to structure the child's day and/or week</li> <li>- Use a timer (visual clock, hourglass) to help the child visualise the time he/she has, or the time left to perform an activity.</li> <li>- Store the child's activity equipment and game sets in the right places</li> <li>- Explain any change in the organisation to the child</li> <li>- Simply and briefly explain the purpose of each request made to the child</li> <li>- Be aware to eventually be a source of stress for the child (appearance, smell, emotions)</li> </ul>	<p>After the training the learner will be able to:</p> <ul style="list-style-type: none"> <li>- Be in charge of establishing a safe environment at the parents' and childminders' home.</li> <li>- Independently chose tools or reinforcers which have been previously identified with the parents to reassure the child. For example: stress ball, anti-noise headphones.</li> <li>- Adjust her/his behaviour to the child.</li> </ul>

**TAKING INTO ACCOUNT THE SPECIFICITIES OF CHILDREN WITH AUTISM WHEN THEY LEARN BASIC DAY-TO-DAY TASKS**

QUALIFICATION	EQF LEVEL	NQF LEVEL
Childminder	3	France: Assistant maternel / Garde d'enfant (5 NQF – 3 EQF) Poland: n/a Portugal: n/a

**UNIT DESCRIPTION**

Acquiring independence in basic day-to-day tasks (eating meals, body hygiene, cleanliness, etc.) is a step which may take longer and be more difficult for a child with autism. It is therefore necessary to use tools and methods that will facilitate various types of learning.

**LEARNING OUTCOMES**

After completion of the training the childminder will be able to:

- Give the child reference points on the various daily tasks throughout the day.
- Help the child learn by breaking down tasks into simple steps. For example: washing hands: 1. Rolling up the sleeves, 2. Opening the cold-water tap, 3. Placing the hands under running water, 4. Using soap...
- Secure areas where basic day-to-day tasks are performed according to the specificities of the child's disability.
- Reward the child with positive reinforcement to encourage him/her and highlight her/his progress.

<b>Learning outcome description in terms of knowledge, skills and responsibility/autonomy</b>	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
	<p>After the training childminders will be able to demonstrate knowledge about:</p> <ul style="list-style-type: none"> <li>- Types of communication: verbal (differences between a negative and a positive sentence, metaphor, figurative language, etc.) and non-verbal communication.</li> <li>- Basis of the MAKATON program (visual language representation which improves understanding and facilitates expression)</li> <li>- Basis of the PECS method (Picture Exchange Communication System)</li> <li>- Time and space structuring methods</li> <li>- Positive reinforcement techniques</li> <li>- Physical activity, visual, gesture, and verbal communication incentive techniques</li> <li>- Progressive sequencing, incidental education, backward reasoning, sabotage techniques</li> <li>- Backward chaining technique (tear down the learning support implemented for the previous day, in a written pre-cup paper)</li> </ul>	<p>After the training the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Use pictures, symbols or written words to illustrate words.</li> <li>- Use a timer (visual clock, hourglass) to help the child visualise the time he/she has, or the time left to perform an activity.</li> <li>- Use a visual timetable.</li> <li>- Organise the learning environment by installing only adequate equipment.</li> <li>- Harness the child's particular interests.</li> <li>- Explain the purpose, the goal of the instructions given.</li> <li>- Gradually increase the number of tasks that must be performed independently.</li> <li>- Encourage errorless learning by offering incentives.</li> <li>- Gradually reduce the assistance and incentives provided to the child.</li> </ul>	<p>After the training the learner will be able to:</p> <ul style="list-style-type: none"> <li>- Take responsibility for learning essential day-to-day tasks at the parents' and childminder' home and according to their instructions.</li> </ul> <p>He/she adjusts her/his behaviour according to the interactions with the child.</p> <ul style="list-style-type: none"> <li>- Autonomously adapt tools to support the child's understanding.</li> </ul>

<b>TAKING PART IN THE DEVELOPMENT OF SOCIAL INTERACTIONS OF A CHILD WITH AUTISM</b>		
<b>QUALIFICATION</b>	<b>EQF LEVEL</b>	<b>NQF LEVEL</b>
Childminder	3	France: Assistant maternel / Garde d'enfant (5 NQF – 3 EQF) Poland: n/a Portugal: n/a
<b>UNIT DESCRIPTION</b>		
<p>Persistent gaps in the areas of communication and social interactions are some of the criteria to diagnose autism in children. In line with what parents and professionals have already implemented, the childminder should provide activities that will help the child develop social interaction, become aware of her/his environment, and grow.</p>		
<b>LEARNING OUTCOMES</b>		
<p>After completion of the training the childminder will be able to:</p> <ul style="list-style-type: none"> <li>- Help the child recognise and understand verbal and non-verbal information.</li> <li>- Explain rules of community life and social codes to the child.</li> <li>- Prepare a social scenario to explain to the child the situations he/she will have to experience.</li> <li>- Support the child in her/his interactions with other people.</li> <li>- Organise activities that will facilitate social interactions.</li> <li>- Structure the time and play area for the child.</li> </ul>		

<b>Learning outcome description in terms of knowledge, skills and responsibility/autonomy</b>	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>RESPONSIBILITY AND AUTONOMY</b>
	<p>After the training childminders will be able to demonstrate knowledge about:</p> <ul style="list-style-type: none"> <li>- Types of communication: verbal (differences between a negative and a positive sentence, metaphor, figurative language, etc.) and non-verbal communication.</li> <li>- Social scenario method for various contexts</li> <li>- Positive reinforcement techniques</li> <li>- Structuring time and space</li> <li>- Levels of socialisation in games: isolated, side-by-side, parallel, shared games.</li> </ul>	<p>After the training the learner should be able to:</p> <ul style="list-style-type: none"> <li>- Use a timer (visual clock, hourglass) to help the child visualise the time he/she has, or the time left to perform an activity.</li> <li>- Adjust the scenario if the child does not understand it.</li> <li>- Explain the different contexts related to the same action to compensate for the context blindness of children with autism.</li> <li>- Use the child's particular interests to introduce group activities.</li> <li>- Choose the kind of game according to the child's degree of socialisation.</li> <li>- Tailor tools to the child's interests.</li> <li>- Repeat the same activities on a regular basis.</li> <li>- Define a specific play area.</li> </ul>	<p>After the training the learner will be able to:</p> <ul style="list-style-type: none"> <li>- Independently chose the adequate kind of game for the child.</li> <li>- Tailor games to the child's specific interests.</li> </ul> <p>He/she tailors her/his behaviour to the child.</p>