



Erasmus+

ChildIN

Intellectual output 2 Resources Database

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Abstract

This document describes deliverable – online database which lists and describes useful resources that can be potentially used in the frame of the ChildIN project.

Quality control checklist

Quality Control Check	Tick box
Generic Minimum Quality Standards	
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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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Objectives of the application form covered	<input type="checkbox"/>
Work deliverable relates to adequately covered	<input type="checkbox"/>
Quality of text is acceptable (organisation and structure, diagrams, readability)	<input type="checkbox"/>
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Deliverable specific quality criteria	
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Document review history

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2	Aurélie Baranger Catherine Canil	PIR	08/07/2020	Version 2
3	Gloria Ortiz	SIR	28/07/2020	Version 2 – format adjustments
4	Heidemarie Müller-Riedlhuber	External reviewer	08/09/2020	Version 2 – minor typing errors, comments and feedback to proposals of PIR

*Status: Indicate if:

A - Author (including author of revised deliverable)

PIR – Primary internal reviewer

SIR – Secondary internal reviewer

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Summary

This document represents Intellectual Output 2 “ChildIN Resources Database” of the Erasmus+ project ChildIN. This deliverable is an online database which lists and describes useful resources that can be used in the framework of the project. The database will offer the overall audience concerned (childminders, VET providers, parents and families dealing with ASD) an updated reference point for further initiatives in the field.

As stated in the application form, the database is intended to be used as a tool to ensure sustainability and to easily update the training content after the project ends. Since methods and techniques change over time, this tool will allow users to find updated resources at any time according to their needs.

The database is hosted on an external server located on the project website: <https://childin.eu/resource/>.

The database can have immediate benefits for persons / organizations dealing with this issue giving them access to a range of available resources for self-training, inform them on new projects and initiatives, etc.

This document is structured in 4 parts:

- Database categories and subcategories
- Assessment grid definitions
- Design and development of the online database
- Resources search, classification, and assessment.

1. Introduction

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

- 1st stage: database categories and subcategories,
- 2nd stage: Assessment grid definitions
- 3rd stage: Design and development of the online database
- 4th stage: Resources search, classification, and assessment.

2. Database categories and subcategories

The project team has defined a list of resources, categories, and subcategories.

CATEGORY 1: AUTISM SPECIFICITIES

Category 1 addresses the specificity of cognitive, psychosocial and sensory functioning of autistic people.

SUBCATEGORIES:

1.1. GENERAL CHARACTERISTICS AND DIAGNOSTIC CRITERIA

1.2. COGNITIVE THEORIES - CENTRAL COHERENCE, EXECUTIVE FUNCTIONS, THEORY OF MIND

1.3. DIFFICULTIES WITH SENSORY PROCESSING

1.4. COMMUNICATION DIFFICULTIES FOR PEOPLE ON THE AUTISM SPECTRUM

1.5. OVERWHELMING SITUATIONS THAT CAN LEAD TO "MELTDOWNS" AND BEHAVIOURS THAT CHALLENGE

1.6. SPECIFIC SIGNS OF AUTISM IN GIRLS AND WOMEN

CATEGORY 2: SELECTED ISSUES RELATED TO AUTISM

Category 2 describes issues related to / associated with the spectrum of autism.

SUBCATEGORIES:

- 2.1. ASSOCIATED DISABILITIES
- 2.2. CO-OCCURENT CONDITIONS
- 2.3. VIOLENCE AND SELF-HARM

CATEGORY 3: EDUCATION

Category 3 describes the challenges in terms of education which autistic people may experience and how to overcome them.

SUBCATEGORIES

- 3.1. DEVELOPING SOCIAL UNDERSTANDING
- 3.2. UNDERSTANDING OF EMOTIONS
- 3.3. DEVELOPING COMMUNICATION SKILLS
- 3.4. SUPPORTING SCHOOL COMPETENCES
- 3.5. LEISURE ACTIVITIES AND GAMES

CATEGORY 4: CARE

Category 4 addresses the care and therapy of people with autism spectrum disorder.

SUBCATEGORIES

- 4.1. ACTIVITY PLANNING
- 4.2. STRUCTURING THE ENVIRONMENT
- 4.3. BUILDING A RELATIONSHIP
- 4.4. EVIDENCE-BASED THERAPIES

CATEGORY 5: OTHERS

Category 5 includes all other matters directly affecting autistic people.

SUBCATEGORIES:

5.1. SELF-AWARENESS AND SELF-REGULATION

5.2. FAMILY

5.3. SEXUALITY

5.4. INDIVIDUALISED APPROACH AND EVIDENCE-BASED THERAPIES

5.5. SOURCES OF SUPPORT.

3. Assessment grid definitions

An assessment grid for resource selection has been defined in the form of a table below:

Type of resources	Language	Year	Author(s)	Title	Type of author(s)	Main topic	Focus	Academic	Evidence-based	Access/get resource

Explanations of individual columns contained in the table:

- **Type of resources:**
 - Video,
 - Book,
 - Website,
 - Academic article/journal,
 - other.

- **Language(s):**
 - French,
 - English,
 - Polish,
 - Portuguese.
- **Year:** the year in which the resource was published.
- **Author(s):** name (all) the author(s) of the resource.
- **Title:** name the title (in the language) of the resource.
- **Type of author(s):**
 - Researcher in autism,
 - Professional in autism,
 - Family member,
 - Person on the autism spectrum,
 - Education professional.
- **Focus:**
 - Autism-specific,
 - Disability (general),
 - Education.
- **Academic:** Is it an academic publication or a popular publication? This category is needed to distinguish the degree of reliability, impact and target audience of the resource. See ways of assessing the nature of the publication here, for example: <https://ncu.libguides.com/researchprocess/academicandpopular>.
- **Evidence-based:** This category will help determine whether the resource has been formally evaluated and/or is evidence-based. It is a crucial category because there is a lot of false beliefs or unproven theories about autism (such as: psychoanalytic approach, packing, chelation, diets, Son-rise, etc). It is key to promote resources that are evidence-based. The website: www.researchautism.net is a good tool to know whether approaches and intervention are evidence-based/have been effectively tested.
- **Access/get resource:** where can the resource be accessed? Is the resource easily accessible? For example, for online resources: is it open source, or behind a pay-wall?

4. Design and development of the online database

This was created in accordance with the web usability standards, including the general basic search engine, with the ability to search for a given resource by entering a keyword.

An advanced search engine has also been created, divided into the following search options:

- Type of learning modules – closed selection list,
- Type of resources – closed selection list,
- Category and subcategory – closed selection list,
- From year to year,
- Type of author(s) – closed selection list,
- Focus – closed selection list,
- Academic – closed selection list,
- Evidence-based – closed selection list,
- Name of the author(s)

5. Resources search, classification and assessment

Resources search and classification: a search will be completed by contacting key respondents, professionals, and stakeholders of the partners' network, who could potentially aid in identifying more relevant material.

Each resource found was evaluated prior to publication. The assessment was based on a matrix developed jointly by all partners. Three dimensions were assessed:

- quality of learning,
- security (especially for online games for children with ASD),
- scientific solidarity and social inclusion.