

**EVALUATION SYSTEM OF REQUIRED COMPETENCES FOR PROFESSIONALS INVOLVED IN AUTIST SPECTRUM DISORDER (ASD) CARE**

<b>CROSS / CORE COMPETENCIES</b>			
<b>Competencies</b>	<b>NOT ACQUIRED</b>	<b>ADQUISITION IN PROGRESS</b>	<b>ACQUIRED</b>
Empathy	<ul style="list-style-type: none"> <li>• Don't listen carefully and check understanding the concerns, feelings and expectations and needs of the persons.</li> <li>• Don't know how to interpret and respond to the concerns, feelings and expectations and needs of the persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and check understanding the concerns, feelings and expectations and needs of the persons.</li> <li>• Difficulties to know how to interpret and respond to the concerns, feelings and expectations and needs of the persons.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and check understanding the concerns, feelings and expectations and needs of the persons.</li> <li>• Know how to interpret and respond to the concerns, feelings and expectations and needs of the persons.</li> </ul>
Effective Communication	<ul style="list-style-type: none"> <li>• Don't communicate clearly and accurately his/her ideas.</li> <li>• Don't use the appropriate level of language in each case to communicate their ideas.</li> <li>• Not be in touch with others to share ideas to get common objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly and accurately his/her ideas.</li> <li>• Difficulties to use the appropriate level of language in each case to communicate his/her ideas.</li> <li>• Not be in touch with others to share ideas to get common objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate clearly and accurately his/her ideas.</li> <li>• Use the appropriate level of language in each case to communicate his/her ideas.</li> <li>• Be in touch with others to share ideas to get common objectives.</li> </ul>

Flexibility	<ul style="list-style-type: none"> <li>• Don't adapt his/her behaviour to the characteristics of people and diversity of situations.</li> <li>• Don't know how to control and manage unexpected situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt his/her behaviour to the characteristics of people and diversity of situations.</li> <li>• Difficulties to know how to control and manage unexpected situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt his/her behaviour to the characteristics of people and diversity of situations.</li> <li>• Know how to control and manage unexpected situations.</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>• Don't establish respectful, rapport and trusting relationships in a team of professionals.</li> <li>• Don't work to get common objectives in a team of professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulties to establish respectful, rapport and trusting relationships in a team of professionals.</li> <li>• Difficulties to work to get common objectives in a team of professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish respectful, rapport and trusting relationships in a team of professionals.</li> <li>• Work to get common objectives in a team of professionals.</li> </ul>
Ethical commitment	<ul style="list-style-type: none"> <li>• Don't interact respectfully with all populations according to sensitivity and awareness of people differences.</li> <li>• Don't demonstrate appropriate behavior according to his/her roles and responsibilities and the ethical principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Difficulties to interact respectfully with all populations according to sensitivity and awareness of people differences.</li> <li>• Difficulties to demonstrate appropriate behavior according to his/her roles and responsibilities and the ethical principles.</li> </ul>	<ul style="list-style-type: none"> <li>• Interact respectfully with all populations according to sensitivity and awareness of people differences.</li> <li>• Demonstrate appropriate behavior according to his/her roles and responsibilities and the ethical principles.</li> </ul>

SPECIFIC COMPETENCIES			
Competencies	NOT ACQUIRED	ADQUISITION IN PROGRESS	ADQUIRED
Comprehension of ASD and their characteristics	<ul style="list-style-type: none"> <li>• Don't identify the core clinical characteristics of the ASD.</li> <li>• Don't distinguish the specific features of the ASD types.</li> <li>• Don't recognise the possible causes of the ASD.</li> <li>• Don't enumerate the clinical and psychopathological problems associated to ASD.</li> <li>• Don't explain the growth and development of the ASD persons in their cycle of life.</li> <li>• Don't list the ASD characteristics in an individual case.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the core clinical characteristics of the ASD.</li> <li>• Difficulties to distinguish the specific features of the ASD types.</li> <li>• Don't recognise the possible causes of the ASD.</li> <li>• Enumerate the clinical and psychopathological problems associated to ASD.</li> <li>• Explain the growth and development of the ASD persons in their cycle of life.</li> <li>• Difficulties to list the ASD characteristics in an individual case.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the core clinical characteristics of the ASD.</li> <li>• Distinguish the specific features of the ASD types.</li> <li>• Recognise the possible causes of the ASD.</li> <li>• Enumerate the clinical and psychopathological problems associated to ASD.</li> <li>• Explain the growth and development of the ASD persons in their cycle of life.</li> <li>• List the ASD characteristics in an individual case.</li> </ul>
Interacting with a ASD person according to their needs and characteristics	<ul style="list-style-type: none"> <li>• Don't recognise characteristics in verbal and non-verbal communication observed in people with ASD</li> <li>• Don't identify what kind of communication method is more</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise characteristics in verbal and non-verbal communication observed in people with ASD.</li> <li>• Use observation and evidence to identify and choose the kind of communication method more</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise characteristics in verbal and non-verbal communication observed in people with ASD.</li> <li>• Use observation and evidence to choose the kind of communication method more suitable for each individual case.</li> </ul>

SPECIFIC COMPETENCIES			
Competencies	NOT ACQUIRED	ADQUISITION IN PROGRESS	ADQUIRED
	<p>suitable for each individual case.</p> <ul style="list-style-type: none"> <li>• Don't adapt natural style of communicating and relating to the needs of the person with ASD to get an effective communication.</li> <li>• Don't accept and respect the times of the ASD person.</li> <li>• Don't recognise and don't know how to manage the repetitive behaviours frequently observed in people with ASD.</li> <li>• Don't recognise and don't know how to manage specific behavioural problems in a person with ASD.</li> <li>• Don't apply pro-active strategies and preventive practices for the management of behavioural problems.</li> </ul>	<p>suitable for each individual case.</p> <ul style="list-style-type: none"> <li>• Difficulties to adapt natural style of communicating and relating to the needs of the person with ASD to get an effective communication.</li> <li>• Accept and respect the times of the ASD person.</li> <li>• Recognise but don't know how to manage the repetitive behaviours frequently observed in people with ASD.</li> <li>• Recognise but don't know how to manage specific behavioural problems in a person with ASD.</li> <li>• Difficulties to apply pro-active strategies and preventive practices for the management of behavioural problems.</li> </ul>	<ul style="list-style-type: none"> <li>• Adapt natural style of communicating and relating to the needs of the person with ASD to get an effective communication.</li> <li>• Accept and respect the times of the ASD person.</li> <li>• Recognise and know how to manage the repetitive behaviours frequently observed in people with ASD.</li> <li>• Recognise and know how to manage specific behavioural problems in a person with ASD.</li> <li>• Apply pro-active strategies and preventive practices for the management of behavioural problems.</li> </ul>

SPECIFIC COMPETENCIES			
Competencies	NOT ACQUIRED	ADQUISITION IN PROGRESS	ADQUIRED
Adapting the environment to the ASD person needs and characteristics	<ul style="list-style-type: none"> <li>• Don't show awareness to recognise the relevance to adapt the environment according to needs and characteristics of people with ASD.</li> <li>• Don't list environment aspects to adapt according to needs and characteristics of people with ASD.</li> <li>• Don't choose a arrangement of the environment according to needs and characteristics of a person with ASD.</li> <li>• Don't recognise the visualization strategies.</li> <li>• Don't adapt the sensorial sources to needs and characteristics of a person with ASD.</li> </ul>	<ul style="list-style-type: none"> <li>• Show awareness to recognise the relevance to adapt the environment according to needs and characteristics of people with ASD.</li> <li>• List environment aspects to adapt according to needs and characteristics of people with ASD.</li> <li>• Difficulties to choose a arrangement of the environment according to needs and characteristics of a person with ASD.</li> <li>• Recognise the visualization strategies.</li> </ul> <p>Difficulties to adapt the sensorial sources to needs and characteristics of a person with ASD.</p>	<ul style="list-style-type: none"> <li>• Show awareness to recognise the relevance to adapt the environment according to needs and characteristics of people with ASD.</li> <li>• List environment aspects to adapt according to needs and characteristics of people with ASD.</li> <li>• Choose an arrangement of the environment according to needs and characteristics of a person with ASD.</li> <li>• Recognise the visualization strategies.</li> </ul> <p>Adapt the sensorial sources to needs and characteristics of a person with ASD.</p>

SPECIFIC COMPETENCIES			
Competencies	NOT ACQUIRED	ADQUISITION IN PROGRESS	ADQUIRED
Collaborate with the family and the other professional figures supporting the ASD person	<p>Don't listen carefully and check understanding what families of the ASD person explain.</p> <ul style="list-style-type: none"> <li>• Not be honest with the families of the ASD persons.</li> <li>• Don't work with parents and other professional figures to identify the needs and strategies to help the ASD persons.</li> <li>• Don't bring opinions on situations and results to the families and professionals supporting the ASD persons.</li> <li>• Don't share relevant information with the families and professionals to lead to creative options to address common difficulties relating to the ASD person.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and check understanding what families of the ASD person explain.</li> <li>• Difficulties to be honest with the families of the ASD persons.</li> <li>• Work with parents and other professional figures to identify the needs and strategies to help the ASD persons.</li> <li>• Difficulties to bring opinions on situations and results to the families and professionals supporting the ASD persons.</li> <li>• Difficulties to share relevant information with the families and professionals to lead to creative options to address common difficulties relating to the ASD person.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully and check understanding what families of the ASD person explain.</li> <li>• Be honest with the families of the ASD persons.</li> <li>• Work with parents and other professional figures to identify the needs and strategies to help the ASD persons.</li> <li>• Bring opinions on situations and results to the families and professionals supporting the ASD persons.</li> <li>• Share relevant information with the families and professionals to lead to creative options to address common difficulties relating to the ASD person.</li> </ul>