

# EVOLUCIÓN DE LOS PERFILES PROFESIONALES

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Confederación Española de  
Organizaciones en favor  
de las Personas con  
Discapacidad Intelectual

# Buenas Prácticas Profesionales en intervención en personas con TEA

En común, siempre: pasión, actualización, compromiso...

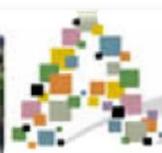


## Antes, el profesional...

- Dificultad de acceso a la información
- Modelos de pensamiento lineales
- Es quien sabe
- Ostenta el poder
- Consideración secundaria del papel de la relación
- Acción en soledad
- Prioridad de resultados profesionales
- Sesiones clínicas
- Centrados en el trastorno
- Técnica

## Ahora, la profesional...

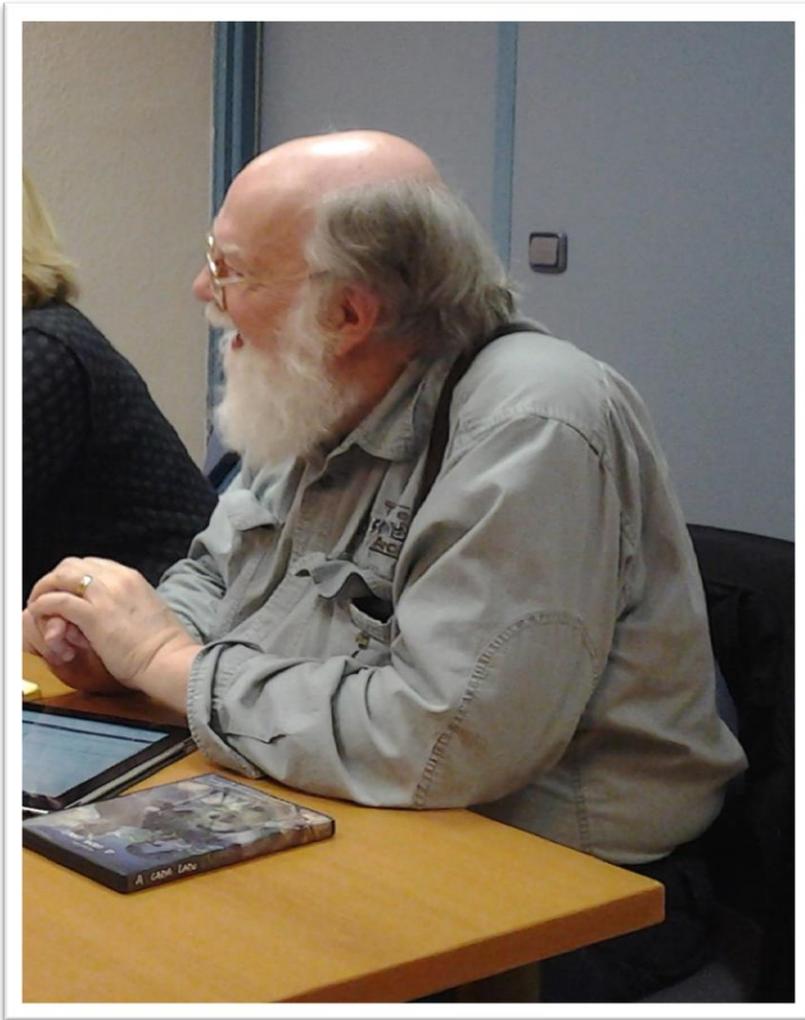
- Información al instante
- Modelos de pensamiento complejo
- Colaboración y saber compartido
- Pérdida de poder, poder compartido
- La ética del cuidar
- Equipo transdisciplinar
- Prioridad de resultados personales
- Métodos deliberativos
- Centrados en la persona
- Sabiduría



ZARAGOZA  
18/20/Noviembre/2010

XV CONGRESO  
NACIONAL  
PROFESIONALES  
DEL AUTISMO

¿De qué  
profesionales  
estamos  
hablando?

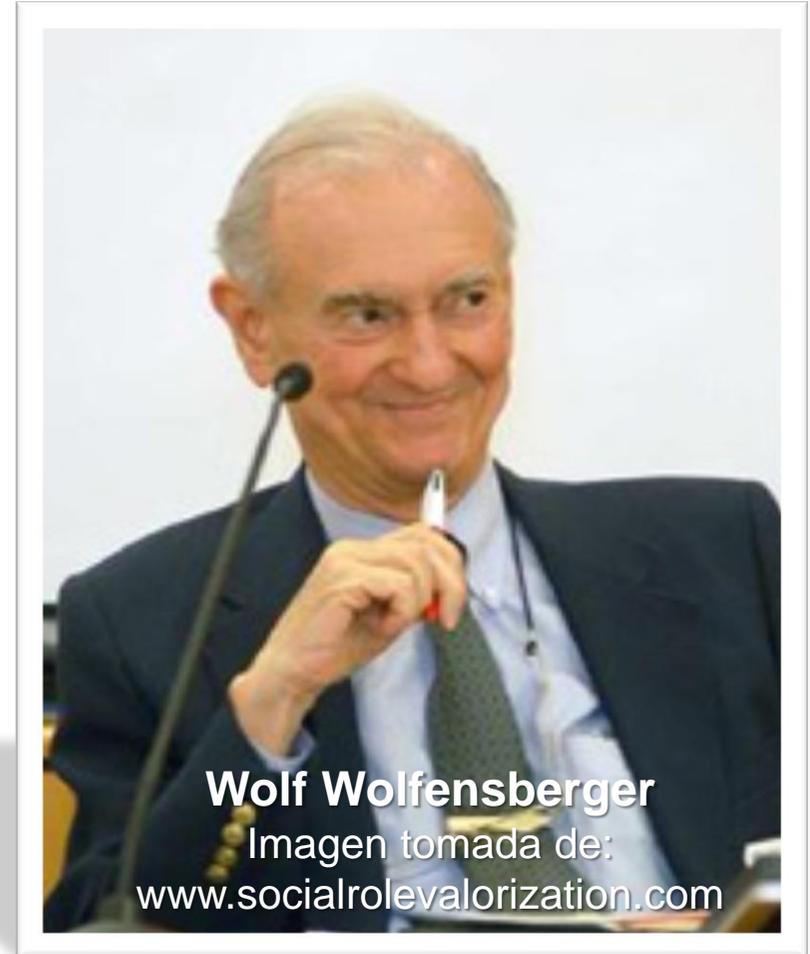


John O'Brien  
FEAPS, enero 2014

“La contribución de la planificación centrada en la persona a cambios significativos depende de los valores, propósitos, compromisos, relaciones y creatividad de quienes estén implicados”

# Wolf Wolfensberger...

- “La aplastante mayoría [de los cambios positivos] derivaba de dos estados mentales que están disponibles por doquier en prácticamente cualquier persona: **imaginación y una actitud humana.**”



# GAP celebrating the first 10 years of the journal

What makes a 'good' practitioner in the field of autism?

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## What makes a 'good' practitioner in the field of autism?

**Theo Peeters and Rita Jordan**, Belgium and UK

First edition of GAP, published by the University of Birmingham in April 1999, prior to the founding of the GAP Journal

### Editorial comment

In this paper and the following paper, the professionals to adopt a significantly-different sort of person. They list those characteristics important in those working in this field. The paper by Helen Green Allison which follows, we points for staff debate within services a

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“Gente extraordinaria necesita profesionales extraordinarios...”

“se es consciente de que algunas personas pueden escribir buenos artículos académicos, pero no necesariamente son profesionales efectivos, y otros, que pueden ser excelentes profesionales, pero no pueden hacer sus conocimientos y habilidad explícitos para los demás en un formato académico”

## ¿Cuál es el secreto?

*T. Peeters y R. Jordan, 1999*

Sentirse atraída por las diferencias

Tener una gran imaginación

Ser capaz de dar sin esperar nada a cambio

Estar dispuesta a adaptar el estilo propio natural de comunicación e interacción social

Tener valor para 'trabajar en el desierto'

No estar nunca satisfecha con lo que sabe

Aceptar que cada pequeño progreso trae un nuevo problema

Tener extraordinarias capacidades analíticas y pedagógicas

Estar dispuesta a trabajar en equipo

Ser humilde

Ser profesional

# La persona de apoyo

- Una buena persona de apoyo...
  - ...es paciente, ayuda a la persona a elegir, a ponerse en la piel de los demás, actúa para que las cosas ocurran, da poder, deja asumir riesgos...
- Una mala persona de apoyo...
  - ...hace las cosas, piensa que es la que más sabe, actúa como un dios, no escucha, no deja tiempo, dice a los demás lo que tienen que hacer...

# Avances en relación a las competencias profesionales

### 3.-COMPETENCIAS GENERALES Y ESPECÍFICAS

#### 3.1.-Competencias generales

#### **Competencias y actitudes a promover y desarrollar en el alumnado.**

Con el curso se pretende mejorar las competencias de los asistentes que posibiliten una mejora en el ejercicio de la actividad profesional desde una práctica basada en el respeto y la dignidad de la persona con TEA, específicamente:

1. Saber integrar los conocimientos y ser capaz de formular juicios que incluyan reflexiones sobre las responsabilidades sociales y éticas vinculadas a la aplicación de sus conocimientos
2. Saber aplicar y articular los conocimientos adquiridos a las características específicas de la persona, su familia y su contexto.



07

## **Gestión de competencias clave en las organizaciones del Tercer Sector Social**

Equipo de Consultoría Social de Sartu y  
Equipo del Observatorio del Tercer Sector  
de Bizkaia

observatorio del  
tercer sector de bizkaia

**Abril 2013**



- Las competencias son un conjunto complejo de atributos y capacidades que tenemos individualmente las personas.
- Las podemos adquirir y desarrollar con diferentes grados de intensidad, y una vez adquiridas son estables, perduran en el tiempo.
- Las convertimos y reflejamos en comportamientos concretos.
- Estos comportamientos:
  - Los pueden observar las personas que nos rodean.
  - Los realizamos en un contexto concreto (personal, social, profesional u organizativo) en el que nos desenvolvemos.
  - Nos permiten dirigirnos hacia lo que hemos definido como eficaz o exitoso.



- Así, trabajar “por competencias” tiene mucho que ver con gestionar expectativas, con crear un escenario, una visión que nos sirva de guía, referencia y contraste para la práctica y contribuye al despliegue de nuestra misión como organización.
- 
- Las competencias de las personas que trabajan en una organización deben contribuir al desarrollo de su misión y al logro de su visión, en coherencia con los valores.

# Competencias son...

- “los conocimientos, actitudes, habilidades, capacidades, valores, comportamientos y en general, atributos personales que se relacionan (de forma causal) más directamente con un desempeño exitoso de las personas en su trabajo, funciones y responsabilidades” (Arión Consultores)





## ideiacom



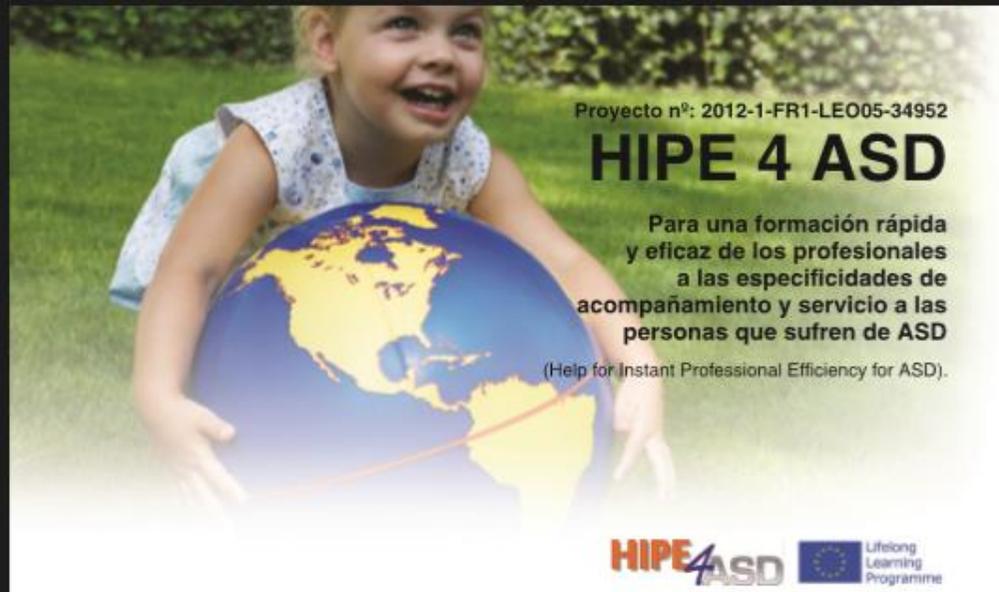
En ideiacom trabajamos para identificar aquellas competencias que caracterizan a nuestros profesionales para poner en valor el trabajo que nuestras organizaciones y profesionales hacen con las personas, mediante el impulso en la creación de Comunidades de Práctica.

Cuando hablamos de Comunidades de Práctica (CoP), hablamos de un grupo de personas que comparte una inquietud, un problema, una pasión sobre algo que saben cómo hacer y que interactúan para aprender cómo hacerlo mejor

Tienes disponible en este espacio nuestro maletín, el maletín de IdeaCom, con las herramientas que te permitirán echar a andar en el proceso de implementación de un modelo de gestión por competencias en tu organización.

Sin duda, uno de nuestros objetivos es la transferencia del conocimiento y experiencia que desde FEVAS hemos ido acumulando con la puesta en marcha de este proyecto.





Proyecto nº: 2012-1-FR1-LEO05-34952

## HIPE 4 ASD

Para una formación rápida y eficaz de los profesionales a las especificidades de acompañamiento y servicio a las personas que sufren de ASD

(Help for Instant Professional Efficiency for ASD).



**Coordinador:** SAL (Sesame Autism Languedoc).

**Países colaboradores en el proyecto:** España, Italia, Francia, Grecia y Dinamarca.

**Objetivo General:** Transferir el curso existente en Francia desarrollado por SAL (5 días) y que se basa en el núcleo común de conocimientos y prácticas validadas por Autismo Europa.

**Duración:** 2012 - 2014

### OBJETIVOS ESPECÍFICOS

- Validar un conjunto de conocimientos y habilidades para cualquier profesional que trate con personas con TEA.
- Garantizar la coherencia del modelo francés, con los diferentes niveles de competencia de las categorías profesionales objetivo.
- Que los destinatarios del curso adquieran una "inmediata eficacia profesional" que les permita trabajar con las personas con TEA.

### BASE DE LA TRANSFERENCIA

La transferencia de un curso creado en Francia a partir de conocimiento base y prácticas ya reconocidas en Europa que se utiliza con éxito desde hace 5 años.

### EL PROYECTO SE PROPONE

- Una mejor comprensión de los diversos aspectos del autismo
- Mejorar y personalizar la atención que se brinda a las personas con TEA
- Tener una mejor comunicación
- Desarrollar la cooperación entre padres y profesionales

## Competencias transversales:

- Empatía
- Comunicación efectiva
- Flexibilidad
- Trabajo en equipo
- Compromiso ético

## Competencias específicas:

- comprensión de la especificidad de los TEA
- habilidades para interactuar de acuerdo a las necesidades de la persona
- capacidad para adecuar el entorno a las necesidades de la persona con TEA
- colaboración con las familias



**schools**



**early years**



**post 16**



**parent guide**



**local authorities**



**tools for teachers**



# AET national autism standards for schools and educational settings



**Developed by:** Dr Glenys Jones, Lesley Baker, Annette English, and Linda Lyn-Cook (in consultation with children and young people with autism, parents, carers and practitioners).

[www.aetraininghubs.org.uk/schools/national-autism-standards/](http://www.aetraininghubs.org.uk/schools/national-autism-standards/)

## D. What is covered in the Standards?

There are **43 Standards in total** and it is highly unlikely that any school or setting – even a school which specialises in autism, will have **all** these Standards well established as it takes time for staff to discuss, develop and resource these. The aim is that **over time**, a school or setting will increase the number of Standards rated as established and enhanced. Using these Standards will enable a school or setting to create **a whole school development plan**.

The Standards are divided into 4 main groups which focus on:

1. **The individual pupil** (how to understand and address their strengths and needs)
2. **Building relationships** (with staff; parents/carers and peers)
3. **Curriculum and learning** (adjustments to the way in which activities are presented, selection of priorities and modifications to the timetable)
4. **Enabling environments** (how to create good classroom and school environments for pupils with autism).

Each Standard is **linked to resources** which show how a school or setting might evidence the Standard. Users can **click on the link** and the resource will open if you are on the Internet. These **resources include published papers, photographs, other guidance and reports on the autism spectrum, accounts from pupils** and **short video clips**.



Standard	Rating (Your setting)					Resources which illustrate the Standard	Priority rating	Type of evidence
	N/A State reason why	Not yet Developed	Developing	Established	Enhanced		H M L	If N/A please give reason why  D = Document O = Observed V = Verbal report
<b>The individual pupil</b>								
1 Your setting obtains information directly from the pupil on their strengths, interests, needs and emotional wellbeing, to add to information given by parents/carers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 <a href="#">Matthew's passport</a> 1.2 <a href="#">Joe's passport</a> 1.3 <a href="#">Rocco - GAP paper 'My comprehensive school'</a> 1.4 <a href="#">Martin, GAP paper - Personal statements of students at University</a> 1.5 <a href="#">AFT Toolkit Tool 5, p80 What hurts card - showing different parts of the body</a>	H	Weekly team meetings with pupils, TA and SENCO's

## The individual pupil



Autistic adults and pupils tell us that it is vital for staff to get to know their pupils as individuals and to find out from them what their interests and needs are and how they would like to be supported in school.



**“  
Listen to me, help  
me, and I will enjoy  
school  
”**

Pupil with autism, aged 13 years

## Building relationships



Building relationships between the team and the child and family should mean that all involved share commitment, responsibility and have good communication.



**//**  
**My life is so much better when all those involved with my daughter are approachable and open, and when they listen to my views on what might be best. When people move on and communication breaks down, I feel abandoned and anxious, which really affects my capacity to support her.**  
**//**

Parent of a 14 year old girl

## Curriculum and learning



All pupils are entitled to a **broad** and **relevant curriculum**. Pupils on the autism spectrum have **specific learning needs** and **styles** that must be addressed if they are to access the curriculum in a **meaningful** and **successful way**.



//  
**I like Maths and IT best.  
I like it when we do  
things. I don't like to sit  
and listen all the time.**

//  
Pupil aged 13 years

## Enabling environments



The general ethos should be to **adapt the setting** to the needs of the individual pupil with autism **rather than making the pupils fit the setting.**



**“**  
**If I get anxious I have my time out card, school is now a safe place.**  
**”**

Pupil with autism, aged 11 years



# AET Professional Competency Framework

**Developed by:** Kerstin  
Witemeyer, Annette English,  
Glenys Jones, Linda Lyn-Cook  
and Damian Milton



## competency framework

### D. What is covered in the Competency Framework?

There are **57 competencies in total, 33 addressing core skills** and **24 advanced competencies**. The Competency Framework is designed to be used as an on-going tool to help focus staff on which aspects of their autism practice require further development. Using this framework should help individuals create a CPD plan that is part of the setting's performance management system.

**The competencies are divided into 4 main topic areas** which have also been used in the AET National Autism Standards and the AET training materials:

1. **The individual pupil** (how to understand and address their strengths and needs)
2. **Building relationships** (with staff; parents/carers and peers)
3. **Curriculum and learning** (adjustments to the way in which activities are presented, selection of priorities and modifications to the curriculum)
4. **Enabling environments** (how to create good learning environments for pupils on the autism spectrum).



# competency framework

Each competency statement is **linked to resources** which show how a staff member might evidence and improve their knowledge and skills in this area. Users can **click on a link** and the resource will open if they are connected to the Internet. These **resources include published papers, audio-visual material and a range of reports and guidelines related to the competency's topic.**

Competency		Priority rating (High/Medium/Low)	Type of evidence (Document/Observed, /Voice)	Resources and links which illustrate the competency			
<div style="background-color: #f4a460; padding: 10px; border-radius: 10px; display: inline-block;"> <b>The individual pupil</b> </div>	Not yet Developed	Developing	Established	<b>H</b> <b>M</b> <b>L</b>	<b>D = Document</b> <b>O = Observed</b> <b>V = Voice</b>		
						1 You can identify the key strengths and challenges faced by pupils on the autism spectrum in the areas of communication, social interaction, information processing, interests and sensory processing and know how these can affect pupil's actions and learning.	1a. <a href="#">The four key areas of difference.</a> 1b. <a href="#">Milton, D. So what exactly is autism?</a> 1c. <a href="#">The autism lens</a> 1d. <a href="#">AET Teacher's Guide</a> <a href="#">AET National Autism Standard 7, p.19</a>
						9 You have a good understanding of the main cognitive and social theories of how autism affects pupils' attention, perception, learning and relationships. Your knowledge of these theories should influence your educational planning for pupils.	9a. <a href="#">Milton, D. So what exactly is autism?</a> 9b. <a href="#">False belief task</a> 9c. <a href="#">NAS - "Think differently about autism" campaign. 'Misunderstanding'?</a>

- Core competencies
- Advanced competencies

## The individual pupil



**By understanding the hopes, dreams, strengths and weaknesses of autistic people, society can gain a deeper and rounder view of human nature.**

Lawson, W (1998)

Life Behind Glass. London: Jessica

Kingsley. p.ii.



**Listen to me, help me, and I will enjoy school**



Pupil with autism, aged 13 years

### Building relationships



Building relationships between the team and the child and family should mean that all involved **share commitment, responsibility and have good communication.**



“  
My life is so much better when all those involved with my daughter are approachable and open, and when they listen to my views on what might be best. When people move on and communication breaks down, I feel abandoned and anxious, which really affects my capacity to support her.  
”

Parent of a 14 year old girl

## Curriculum and learning



//  
**I like Maths and IT best.  
I like it when we do  
things. I don't like to sit  
and listen all the time.**  
//

Pupil aged 13 years

//  
**Teaching children with autism  
gives you a crucial opportunity to  
re-evaluate your teaching of all  
children and to reassert the  
values and goals that most of us  
believe should be at the heart of  
education.**  
//

Jordan.R

(2002) Autistic Spectrum Disorders in the  
Early Years: A Guide for Practitioners.  
Lichfield: Qed. p.42

### Enabling environments



The general ethos should be to **adapt the setting** to the needs of the individual pupil with autism **rather than making the pupils fit the setting**.



//  
**If I get anxious I have my time out card, school is now a safe place.** //

Pupil with autism, aged 11 years

# Working together with your child's school.

An AET autism guide for parents and carers





# early years autism competency framework

acer Autism Centre for  
Education and Research

UNIVERSITY OF  
BIRMINGHAM

 Birmingham City Council

  
Puzzle Centre  
Education, support & research  
for early years autism

genium  
www.geniumcreative.com

[www.aetraininghubs.org.uk/early-years/eyacf/](http://www.aetraininghubs.org.uk/early-years/eyacf/)



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#### D. What is covered in the AET early years autism competency framework?

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There are 37 competencies in total and it is highly unlikely that any individual member of staff – even a person working in a specialist unit or setting, will have established all these competencies. The aim is that over time, a person will increase the number of competencies they have developed.

**The early years autism competency framework is divided into 4 main headings which focus on:**

1. **A unique child** (how to understand and address each child's strengths and needs)
2. **Positive relationships** (with staff; parents/carers; other agencies and peers)
3. **Enabling environments** (how to create good indoor and outdoor environments for children with autism).
4. **Learning and development** (priorities in autism; adjustments that can be made to activities)

Each competency statement is **linked to resources** which show how a staff member might evidence and improve their knowledge and skills in this area. Users can **click on a link** and the resource will open if they are connected to the internet. These **resources include published papers, audio-visual material and a range of reports and guidelines related to the competencies.**

These standards have been developed referencing the [SEND code of practice: 0 to 25 years \(2014\)](#) introduced as a result of the [Children and Families Act \(2014\)](#), however because these standards were developed during a period of transition some of the resources linked to in these standards may reflect the previous code.

The AET does not promote any specific approaches to education intervention for children and young people on the autism spectrum, our programmes, research and materials illustrate/include a wide range of good practice.



# early years autism standards

acer Autism Centre for  
Education and Research

UNIVERSITY OF  
BIRMINGHAM

 Birmingham City Council

  
Puzzle Centre  
Education, support & research  
for early years autism

genium  
www.geniumcreative.com

[www.aetraininghubs.org.uk/early-years/eyas/](http://www.aetraininghubs.org.uk/early-years/eyas/)

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## D. What is covered in the AET early years autism standards?

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There are 34 standards in total and it is highly unlikely that any setting – even one which specialises in autism, will have ALL these standards well established as it takes time for staff to discuss, develop and resource these. The aim is that over time, a setting will increase the number of standards rated as established and enhanced.

### The AET early years autism standards are divided into 4 main groups which focus on:

1. **A unique child** (how to understand and address each child's strengths and needs)
2. **Positive relationships** (with staff; parents/carers; other agencies and peers)
3. **Enabling environments** (how to create good indoor and outdoor environments for children with autism).
4. **Learning and development** (priorities in autism; adjustments that can be made to activities)

Each standard is linked to resources which show how a setting might evidence the standard. Users can click on the link and the resource will open if you are on the Internet. These resources include published papers, photographs, other guidance and reports on the autism spectrum, accounts from individuals with autism and short video clips.

These standards have been developed referencing the [SEND code of practice: 0 to 25 years \(2014\)](#) introduced as a result of the [Children and Families Act \(2014\)](#), however because these standards were developed during a period of transition some of the resources linked to in these standards may reflect the previous code.

The AET does not promote any specific approaches to education intervention for children and young people on the autism spectrum, our programmes, research and materials illustrate/include a wide range of good practice.





**post 16 programme**

# **making sense of autism**

competency framework

Supported by:



Department  
for Education

<http://aetraininghubs.geniumcreative.com/post-16/cf/>



## D. What is covered in the post 16 autism competency framework?

There are **64 competencies in total, 36 addressing core skills** and **28 advanced competencies\***. The post 16 autism competency framework is designed to be used as an on-going tool to help focus staff on which aspects of their autism practice require further development. Using this framework should help individuals create a CPD plan that is part of the setting's performance management system.

**The competencies are divided into four main topic areas** which have also been used in the AET post 16 autism standards and the AET post 16 training materials:

1. **The individual** (how to understand and address their strengths and needs, including developing understanding of autism).
2. **Building relationships** (with staff, parents/carers, peers and the wider community including the workplace).
3. **Curriculum and learning** (preparation for adult life, including adjustments to the way in which activities are presented, selection of priorities and modifications to the curriculum).
4. **Enabling participation** (how to enable participation in a wider range of environments for young people on the autism spectrum by making adjustments to the physical, sensory, social and communicative environments).

Each competency statement is **linked to resources** which show how a staff member might evidence and improve their knowledge and skills in this area. Users can **click on a link** and the resource will open if they are connected to the Internet. These **resources include published papers, audio-visual material and a range of reports and guidelines related to the competency's topic**.

**The AET does not promote any specific approaches to education intervention for children and young people on the autism spectrum, our programmes, research and materials illustrate/include a wide range of good practice.**





post 16 programme

# making sense of autism

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autism standards

Supported by:



Department  
for Education



<http://aettraininghubs.geniumcreative.com/post-16/p16as/>

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## D. What is covered in the post 16 autism standards?

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There are **48 standards in total**. It is highly unlikely that any setting, even an ISP which specialises in autism, will have **all** these standards well established as it takes time for staff to discuss, develop and resource these. The aim is that **over time**, a setting will increase the number of standards rated as established and enhanced. Using these standards will enable a setting to create a **whole organisation development plan**.

### The standards are divided into four main topic areas:

1. **The individual** (how to understand and address their strengths and needs, including developing an understanding of autism).
2. **Building relationships** (with staff, parents/carers and peers and the wider community, including the workplace).
3. **Curriculum and learning** (preparation for adult life, including adjustments to the way in which activities are presented, selection of priorities and modifications to the curriculum).
4. **Enabling participation** (how to enable participation in a wider range of environments for young people on the autism spectrum by making adjustments to the physical, sensory social and communicative environments).

Each standard is **linked to resources** which show how a setting might evidence the standard. Users can **click on the link** and the resource will open if you are on the Internet. These **resources include published papers, photographs, other guidance and reports on autism, accounts from individuals on the autism spectrum and short video clips**.

The AET does not promote any specific approaches to education intervention for children and young people on the autism spectrum, our programmes, research and materials illustrate/include a wide range of good practice.



El sentido de las  
profesiones...

# La admiración del conocimiento...



Akiko Ida y Pierre Javelle - [www.minimiam.com](http://www.minimiam.com)



Servicios  
centrados en la  
persona



# “The transformation of disabilities organizations”

- Proceso multifase
  - Clara visión compartida
  - Comunicación sencilla y clara
  - **Compromiso –implicación- constructivo** (equipos de alto rendimiento)
  - Logros a corto plazo
  - Anclar la transformación
- Resultados personales
  - logrados con equipos con **alta satisfacción y buenas condiciones**
- Creatividad
  - La creatividad no es un proceso solitario. Requiere pensamiento divergente
  - Requiere identificar e involucrar a personas que son autónomas, introvertidas (tener un sentido interno de las cualidades esenciales de algo, analíticos, lógicos, objetivos, capaces de encontrar relaciones en sistemas complejos, capaz de detectar inconsistencias), abiertas a nuevas experiencias, que dudan de las normas, seguras de sí mismas, que se aceptan a sí mismas, con impulso y ambiciosas.

## Eudaimonía y bienestar. La ética en relación a la discapacidad.

- Personas con motivaciones especialmente intrínsecas vs extrínsecas: impacto en las sociedades ¿impacto en las organizaciones?. La relevancia en los procesos de selección y capacitación.
- El peso de la cultura:
  - Dar y recibir
  - Razón y ciudadanía
  - Monstruos de la civilización (mujer y cuidado social)

Pam Walker (2012). Strategies for organizational change from group homes to individualized supports. *Intellectual and Developmental Disabilities*, 50, 5, 403-414

- Más allá de la formación / capacitación de los profesionales: nutrir el compromiso de los equipos
  - Desde una perspectiva relacional-emocional, con formación basada en valores (siempre y cuando se asegure la competencia técnica),
  - Promover el compromiso de los equipos, desde un sentido de trabajo en equipo, lo que alimenta la confianza y el compañerismo
  - Oportunidades para el desarrollo del liderazgo de los equipos
  - Oportunidades para participar en el cambio de la vida de personas concretas, así como en el cambio organizacional

# ¿por qué transformación?

Calidad de servicio y calidad de vida: El "survey feedback" como estrategia de cambio organizacional

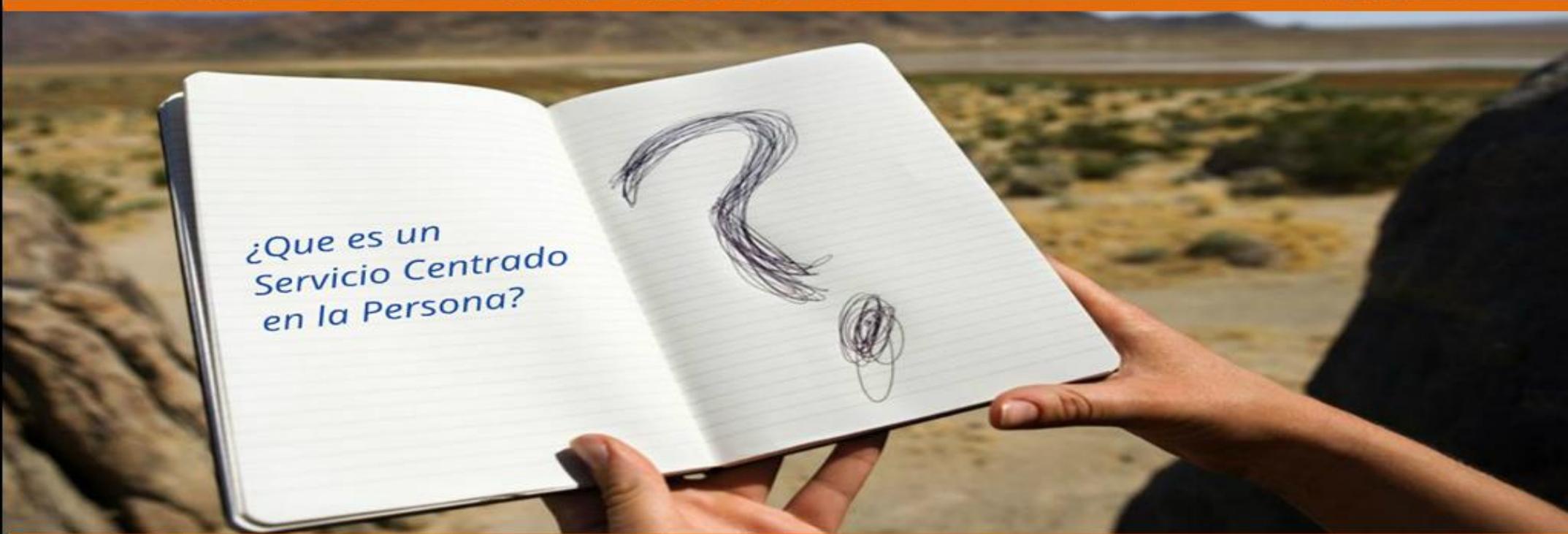
 [escucha el texto](#)



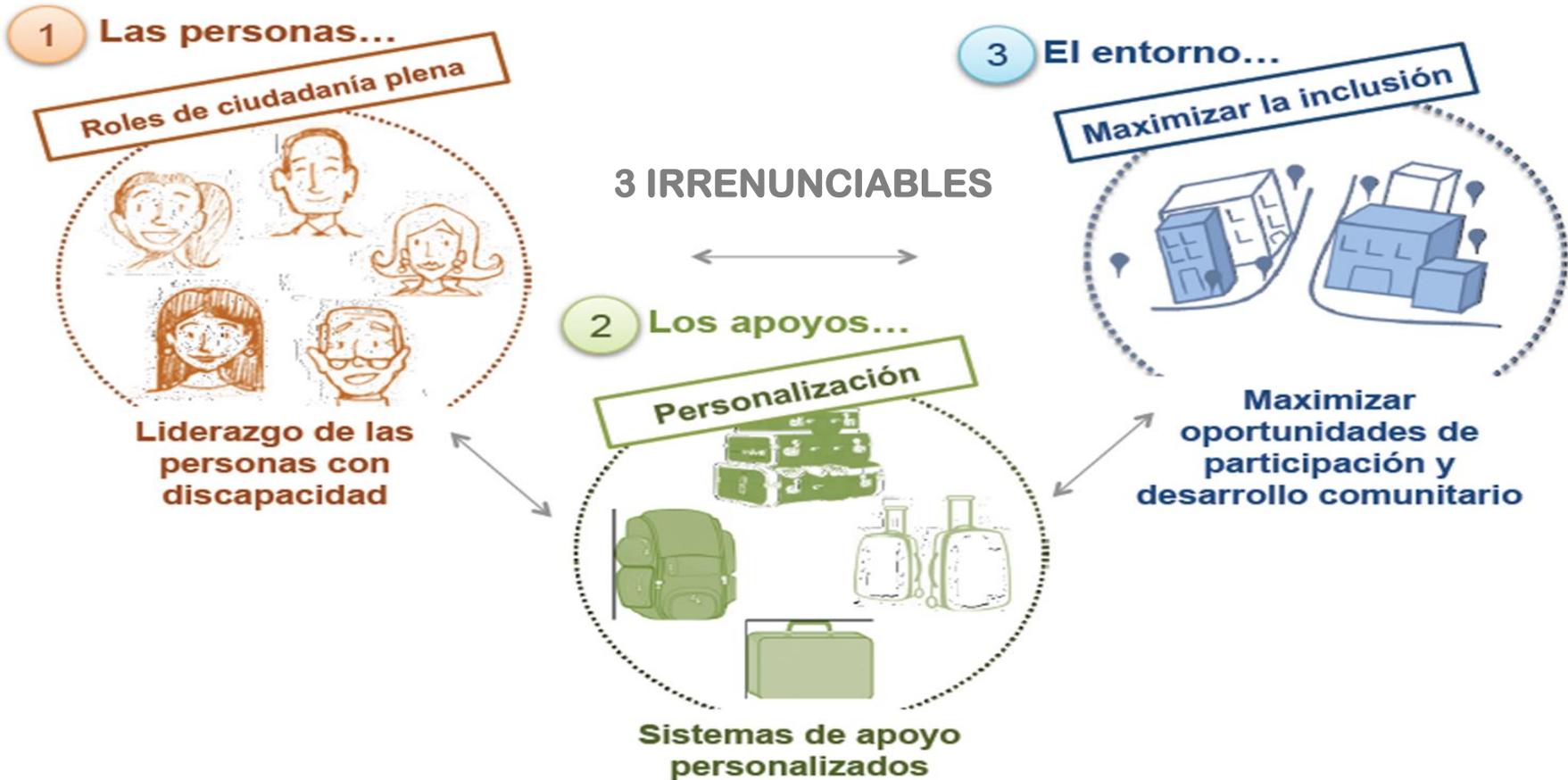
Vicente Martínez-Tur, José M<sup>a</sup> Peiró, Carolina Moliner y Kristina Potocnik  
Colección FEAPS. Madrid: FEAPS, 2010

 [Descargar el libro](#)

- “La característica distintiva de la transformación es el cambio cultural de la organización” (Martínez-Tur y cols., 2010, p. 27)
- Facilitadores de la transformación:
  - Permeabilidad, procedimientos que no constriñen
  - Compromiso de valor competitivo o reformador de la cultura existente
  - Organizaciones democráticas, horizontales
  - Empoderamiento de las personas, poder para actuar



# En un Servicio Centrado en la Persona...



1. Promover un liderazgo visionario y diverso

2. Compartir valores y creencias en el día a día

3. Contar con una estructura organizacional flexible y fluida

4. Practicar la capacidad de aprendizaje individual y organizacional

5. Tejer alianzas con otros

## 5 CLAVES

## Models of intellectual disability: towards a perspective of (poss)ability

**J. A. Mckenzie**

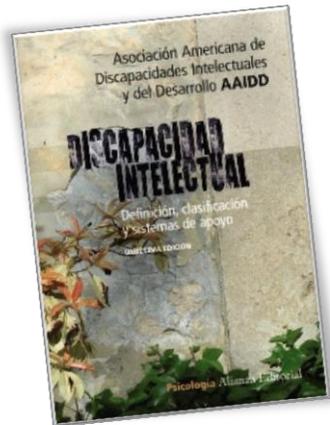
*Postdoctoral Research Fellow, School of Health and Rehabilitation Sciences, University of Cape Town, Cape Town, Western Cape, South Africa*

- La discapacidad intelectual implica una ética del cuidado que reconoce la contribución a la comunidad y la reciprocidad de las relaciones. De ser mera receptora de apoyo a ser contribuyente al bien común.
- La competencia no es una propiedad de la persona, sino una construcción de participantes en contexto, “es un producto colaborativo de la interacción social” (p. 378)

# De la lógica gerencial y la lógica de la intervención

## 5. Metaconsideraciones para la planificación y funcionamiento de los servicios de apoyo a personas con discapacidad intelectual o del desarrollo

PROFESION  
NEOLIBER ALISMO



AAIDD, 2011

## 5. Metaconsideraciones para la planificación y funcionamiento de los servicios de apoyo a personas con discapacidad intelectual o del desarrollo

- Neoliberalismo: el mercado
  - Cambios en el rol profesional: al servicio del sistema vs. la autoridad, la persona como cliente → tiempo necesario para la gestión, la gestión es parte de la profesión, además de las actividades de apoyo. “La prestación de servicios se ha transformado en un asunto económico”
  - Insistencia en la reducción del gasto: la clave está en optimizar, no en minimizar.
  - Pero... la ética y la entrega profesional ¿dónde están?

## 5. Metaconsideraciones para la planificación y funcionamiento de los servicios de apoyo a personas con discapacidad intelectual o del desarrollo

- Profesionalismo: el profesional como colaborador, fiable y estable, de la persona y/o su familia.
  - El profesionalismo es una actitud, no un conjunto de competencias
  - Los apoyos son el resultado de un diálogo entre quien los da y quien los recibe
  - Hay que satisfacer las necesidades de apoyo (y los derechos), no meramente los deseos
  - Hay que evitar la rotación de profesionales
  - Integrar responsabilidades morales

## Measuring Medical Professionalism (Stern, 2006)

- “La profesionalidad se demuestra a través de un fundamento de la competencia clínica, las habilidades de comunicación y la comprensión ética, sobre lo que se construye la aspiración a y la sabia aplicación de los principios de profesionalidad: la excelencia, el humanismo, la rendición de cuentas y el altruismo.”

Blue-Banning, M; Summers, J. A.; Frankland, H. C.; Nelson, L. L. y Beegle, G. (2004). Dimensions of Family and Professional Partnerships: Constructive Guidelines for Collaboration. *Exceptional Children*, 70, 2, 167-184

- La asimetría de poder y autoridad es la principal dificultad en las relaciones entre profesionales y familias.
- El principal problema para el desarrollo de una verdadera asociación entre familias y profesionales es el fracaso en establecer relaciones de colaboración, empoderamiento y confianza entre las familias y los profesionales que prestan servicios de apoyo.

Lo que la propia  
persona demanda

Journal of the American Academy of  
**CHILD & ADOLESCENT  
 PSYCHIATRY**

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CLINICAL PERSPECTIVES



**Autism Spectrum Disorders: Ten Tips to Support Me**

Joaquin Fuentes, MD

The recently revised American Academy of Child and Adolescent Psychiatry Practice Parameter for the Assessment and Treatment of Children and Adolescents With Autism Spectrum Disorder<sup>1</sup> highlights the importance of clinicians maintaining an active role in family and individual support. Its evidence-based recommendations coincide with those of the International Association for Child and Adolescent Psychiatry and Allied Professions, the European Society for Child and Adolescent Psychiatry, and Autism Europe.<sup>2</sup> In contrast, in Europe, there is a greater emphasis on an approach to children and adolescents with autism spectrum disorder that is based on rights, participation, and quality. Inclusion Europe<sup>3</sup> leads a campaign for making information easily understandable as an essential mechanism to foster citizen participation, ensure informed choice, and protect human rights.

Recognizing the complementary strengths in these approaches, my colleagues and I have produced a tool to empower stakeholders, guide caregivers, and provide a rationale for advocates. The document was originally produced by its author and then reviewed, edited, and formally endorsed by a self-support group of young persons with Asperger disorder and by the Board of Families from the Gipuzkoa Autistic Society, the largest autism community program in southern Europe.

It is hoped that this document, also accessible in Basque, French, and Spanish in Supplement 1 (available online), will become a framework for clinical practice and global advocacy.

**AUTISM SPECTRUM DISORDERS: 10 TIPS TO SUPPORT ME**

1. I am not "autistic." I am first, foremost, and always a person, a student, a child, and I have

autism. Do not confuse me with my condition. And, please, do not use the term in a negative or inconsiderate way. I deserve to be respected.

2. I am an individual. Having autism does not make me the same as other people with autism. Make an effort to know me as an individual, to understand my strengths, my weaknesses, and me. Ask me—and my friends and my family, if I cannot reply—about my dreams.

3. I deserve services, just like all children. Services for me begin early. Autism is—or it will be, when recognized—a public health issue in many countries of the world. There are instruments to screen it. They should be applied in the framework of screening for other developmental disabilities. If you start soon, my life will be different! And remember that about one quarter of my siblings will have autism or other problems. Help them; they are an important part of my life.

4. I belong in the health care system, just like all children. Include me in regular health care. The health care system should adapt to me, limiting waiting times and ensuring that I understand what is to be done, by using, for example, easy-to-read materials, pictograms, technologic means, and so forth. Other patients also will benefit.

5. I belong with other children. Do not separate me from them because you want to treat me, educate me, or care for me. I can, and I should, be placed in regular schools and regular community settings, and special support should be provided to me in those places. I have something to teach other children and something to learn from them.

6. I belong with my family. Plan with me for my future and my transitions. I am the one who should decide, and, when my ability to do so is limited, my family and friends will speak for me. No government agency can take the

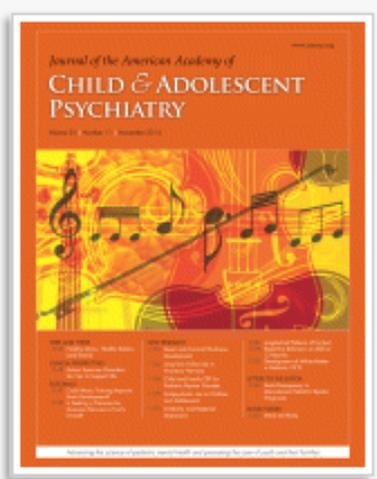


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## Current Issue

Journal of the American Academy of Child & Adolescent Psychiatry  
[Vol. 53 Iss. 11, November 2014](#)

### Issue Highlights

**Autism Spectrum Disorders: Ten Tips to Support Me**  
Joaquin Fuentes   
Journal of the American Academy of Child & Adolescent Psychiatry, Vol. 53, Issue 11  
[Abstract](#) | [Full-Text HTML](#) | [PDF](#)

**Cortical Thickness Maturation and Duration of Music Training: Health-Promoting Activities Shape Brain Development**   
James J. Hudziak, Matthew D. Albaugh, Simon Ducharme, Sherif Karama, Margaret Spottswood, Eileen Crehan, Alan C. Evans, Kelly N. Botteron, Brain Development Cooperative Group  
Journal of the American Academy of Child & Adolescent Psychiatry, Vol. 53, Issue 11  
[Abstract](#) | [Full-Text HTML](#) | [PDF](#) | [Supplemental Materials](#)

**Second-Generation Antipsychotic Use in Children and Adolescents: A Six-Month Prospective Cohort Study in Drug-Naïve Patients**   
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## JAACAP Connect, Issue 2



Check out the [Fall 2014 issue](#) of JAACAP Connect. All are welcome and you are invited. Check out [Connect](#) or [contact us](#) to get Connected!

## Podcasts



Contributing Editor Dr. Cynthia Rogers interviews Dr. James J. Hudziak on the observed benefits of musical training for developing brains.

Journal Article Reference: [Cortical Thickness Maturation and Duration of](#)





El autismo  
tiene nombre  
y apellidos



**GAUTENA**

ASOCIACIÓN GIPUZKADANA DE AUTISMO  
GIPUZKOAKO AUTISMOA ELKARTEA



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Diputación Foral de Gipuzkoa

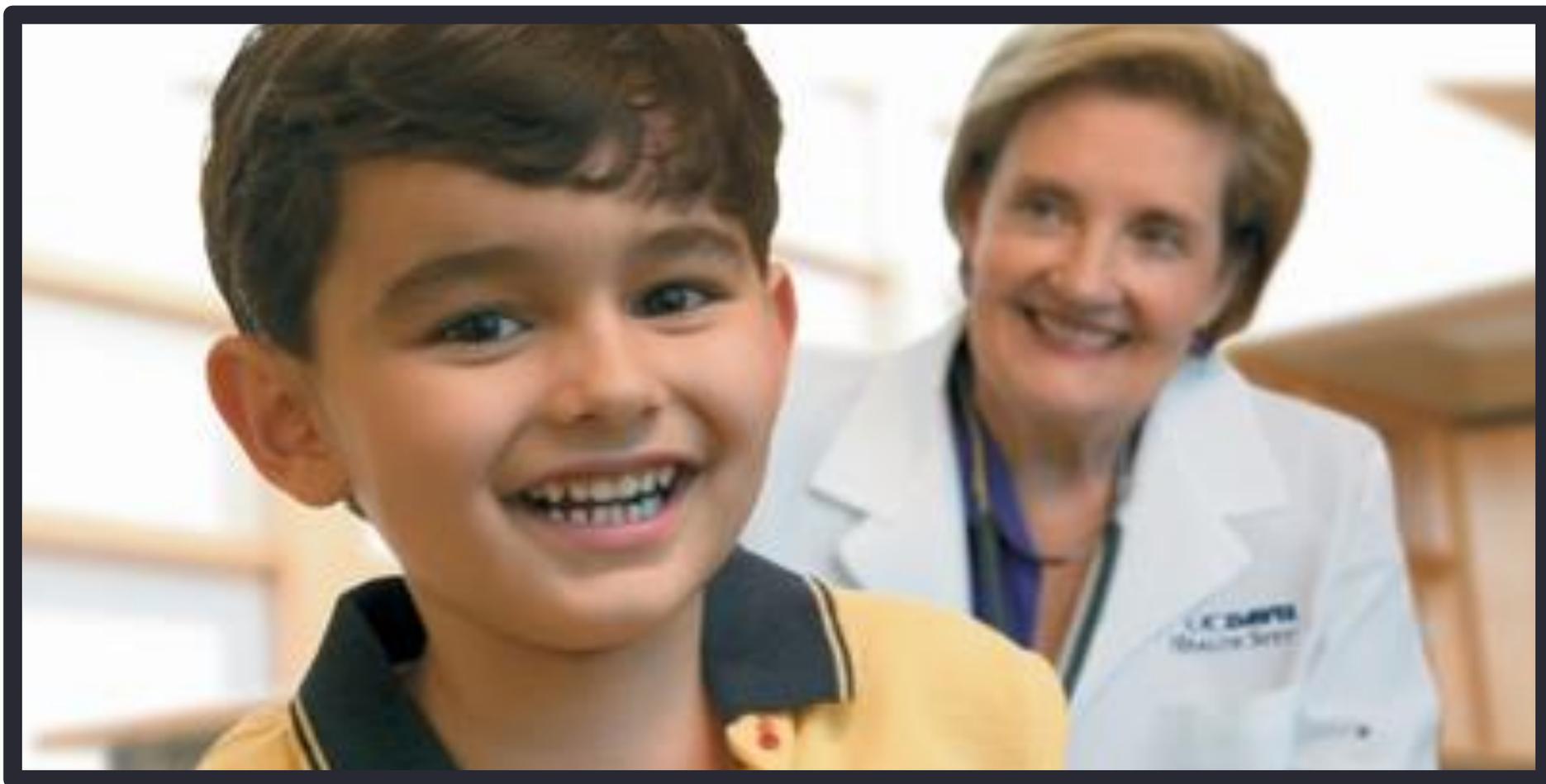




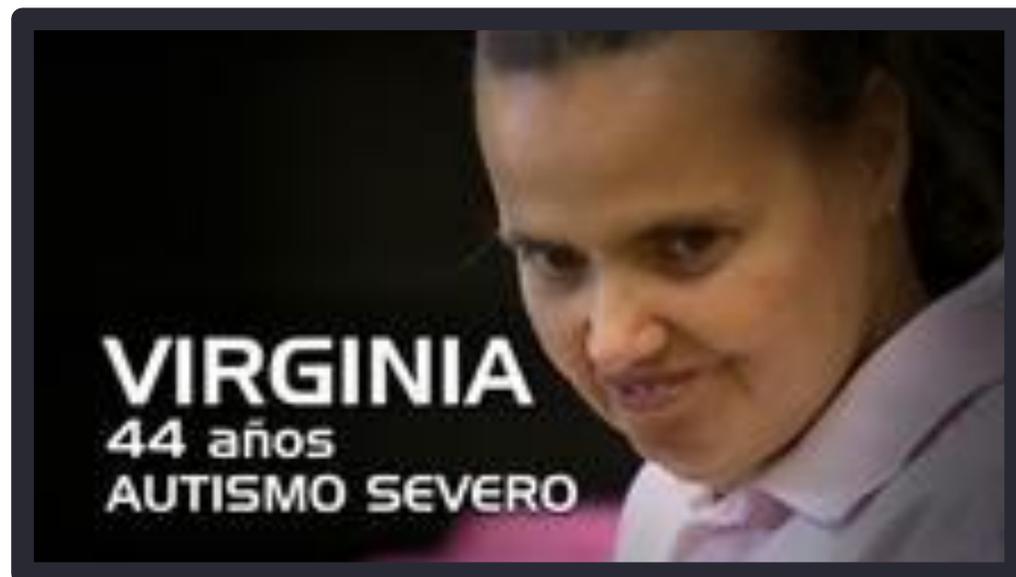


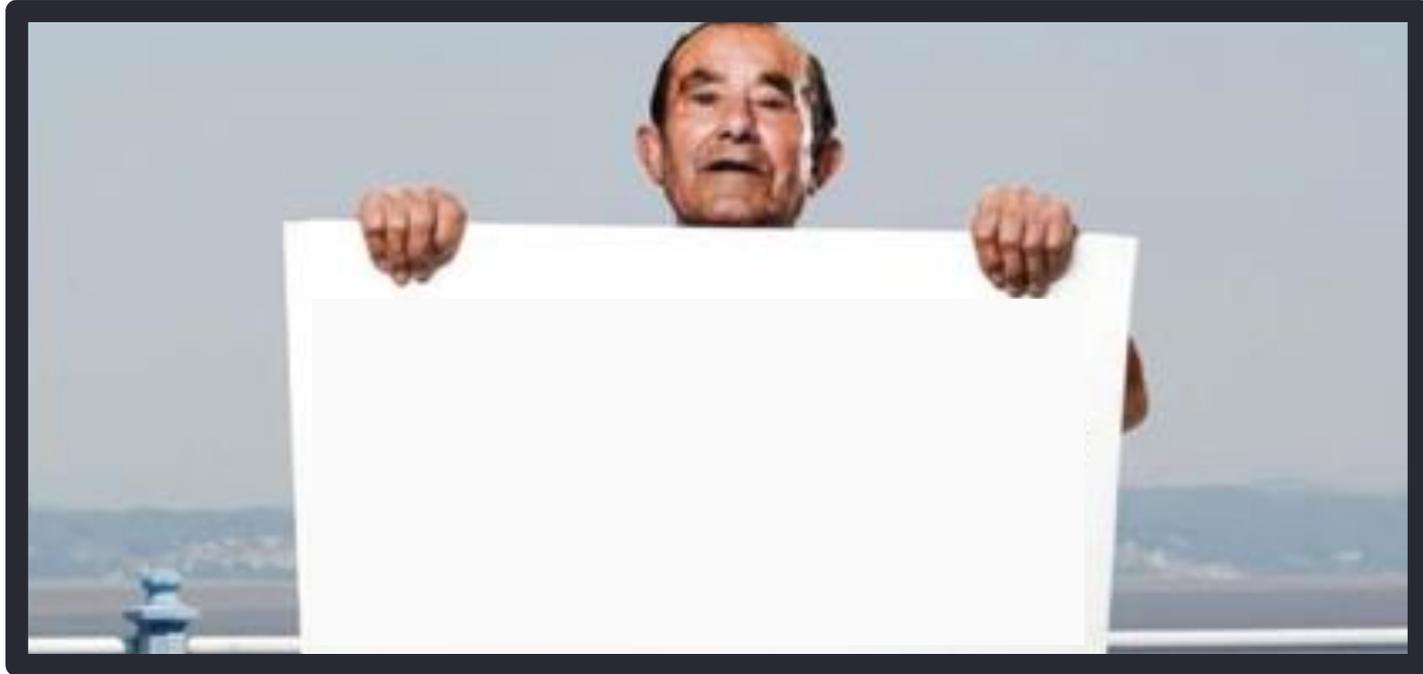


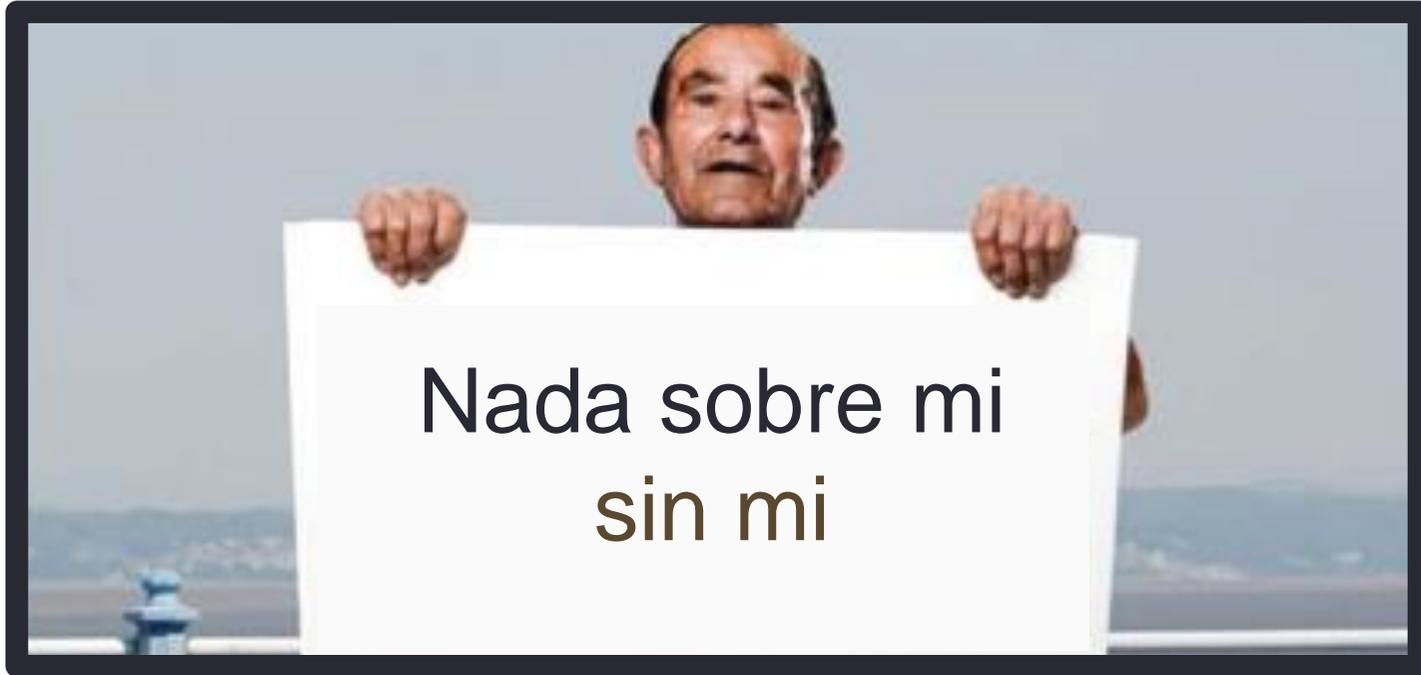












Nada sobre mi  
sin mi

