

PROJECT METHODOLOGY AND THE DEVELOPMENT OF COMPETENCES IN PEOPLE WITH IDD

Summary

Associação QE: Brief contextualization;

Associação QE intervention: House paradigm;

Project methodology;

Discussion and final remarks.

Associação QE

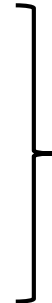


Mission

Promote quality of life

Development of the full potential

Authentic social integration



of people with IDD* older than 16 years-old

Associação QE

Services

Occupation Centre (for 79 people with IDD)

Residential Unit (for 24 people with IDD)

Research and Development Centre

Associação QE intervention: House paradigm

Gentle Teaching

“The central purpose of our presence in the life of others is to nurture, teach and sustain the experience of connectedness, companionship and community”

(Michael Vincent, 2019)

Associação QE intervention: House paradigm

Gentle Teaching

Some assumptions

Human presence

Participation, companionship and community

Meaningful and authentic relationships

Human development

Associação QE intervention: House paradigm

Ecological Model of Human Development

“Development happens through increasingly complex processes of interaction between an active individual and the people, objects or symbols in their immediate environment. To be effective the interaction should occur on a regular basis over long periods of time”

(Urie Brofenbrenner, 1995)

Associação QE intervention: House paradigm

Ecological Model of Human Development

Some assumptions

Bio-psycho-social model

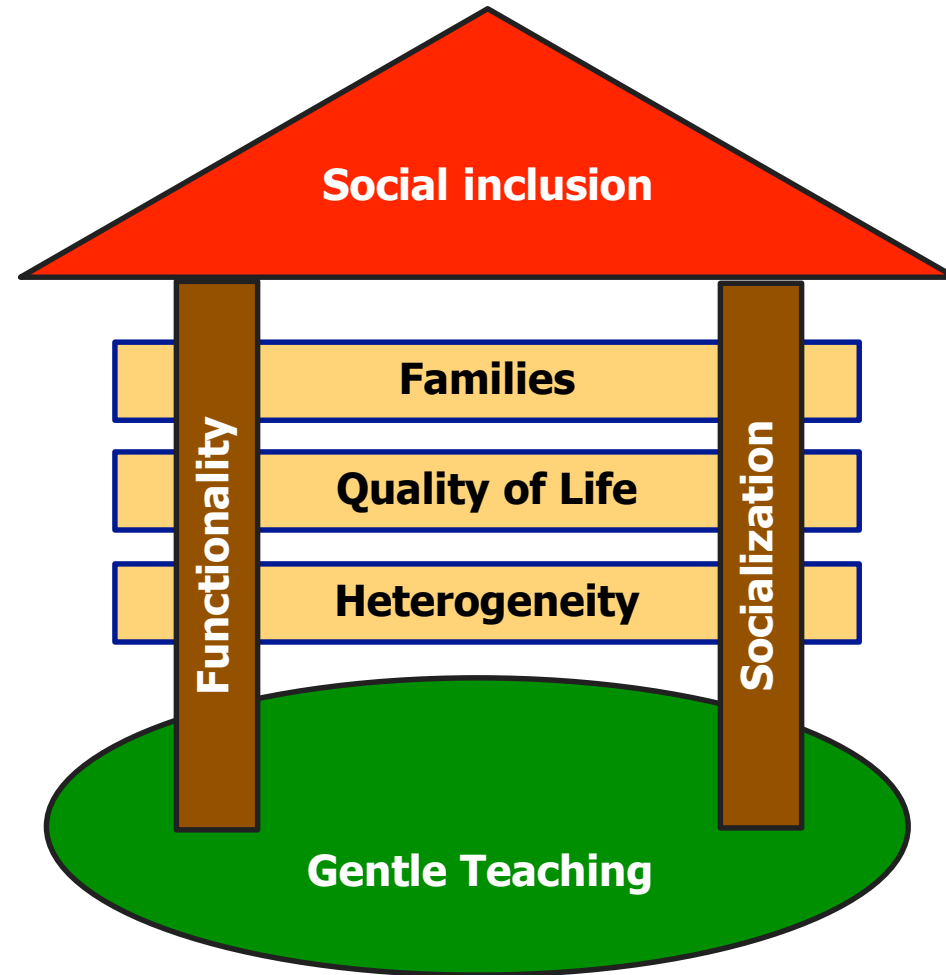
Contextualist paradigm

Dialectic of human development

Multi-causality in human development

Spheres or instances of socialization

Associação QE intervention: House paradigm



Project methodology

A framework of intervention

Development of functional competences?

Heterogeneity?

Group work, cooperation and social interactions?

Meaningful and visible outcomes?

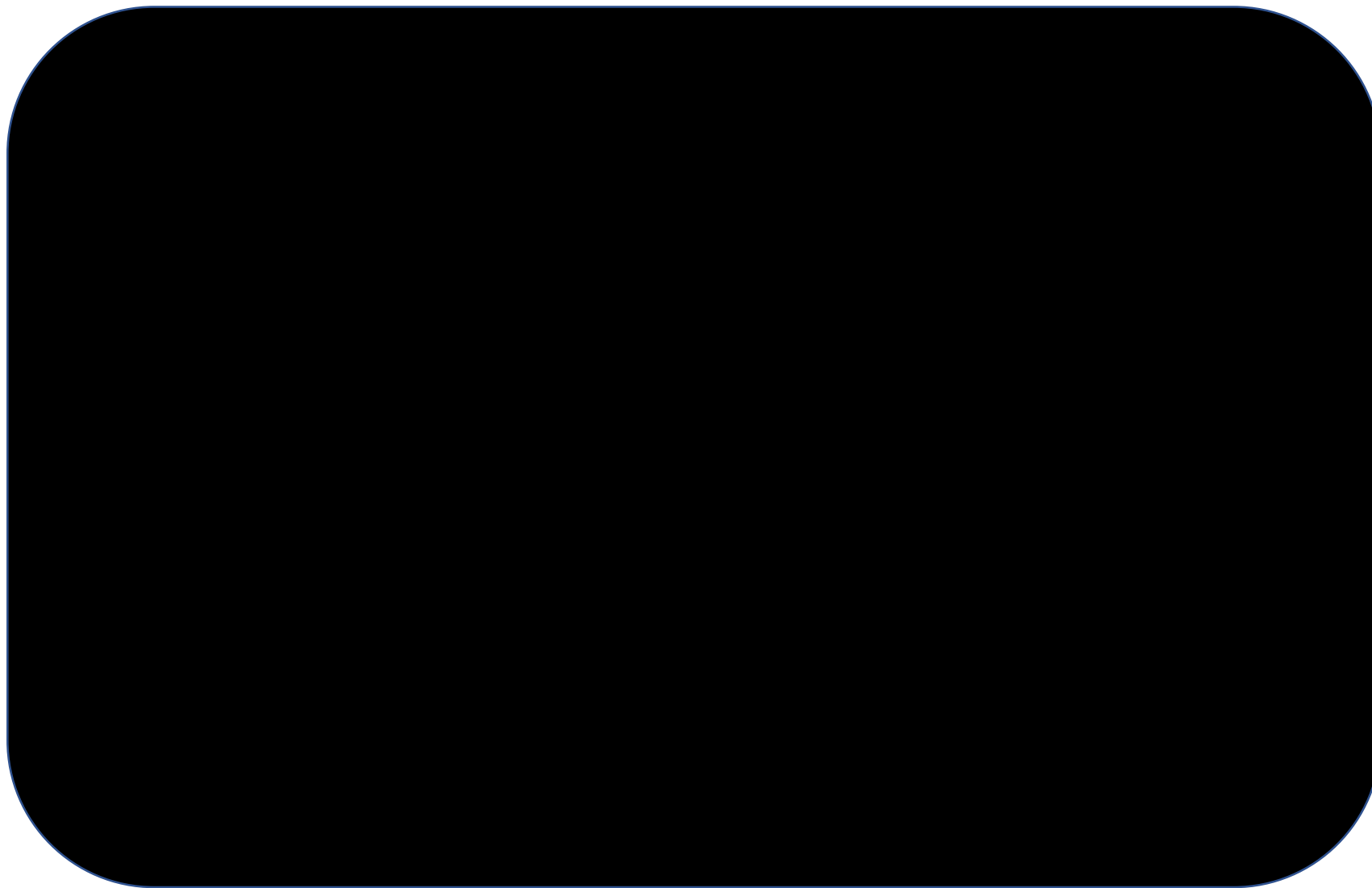
Transference of competences between contexts?

Socio-professional integration?

Project methodology

Development of functional competences

Functional competences

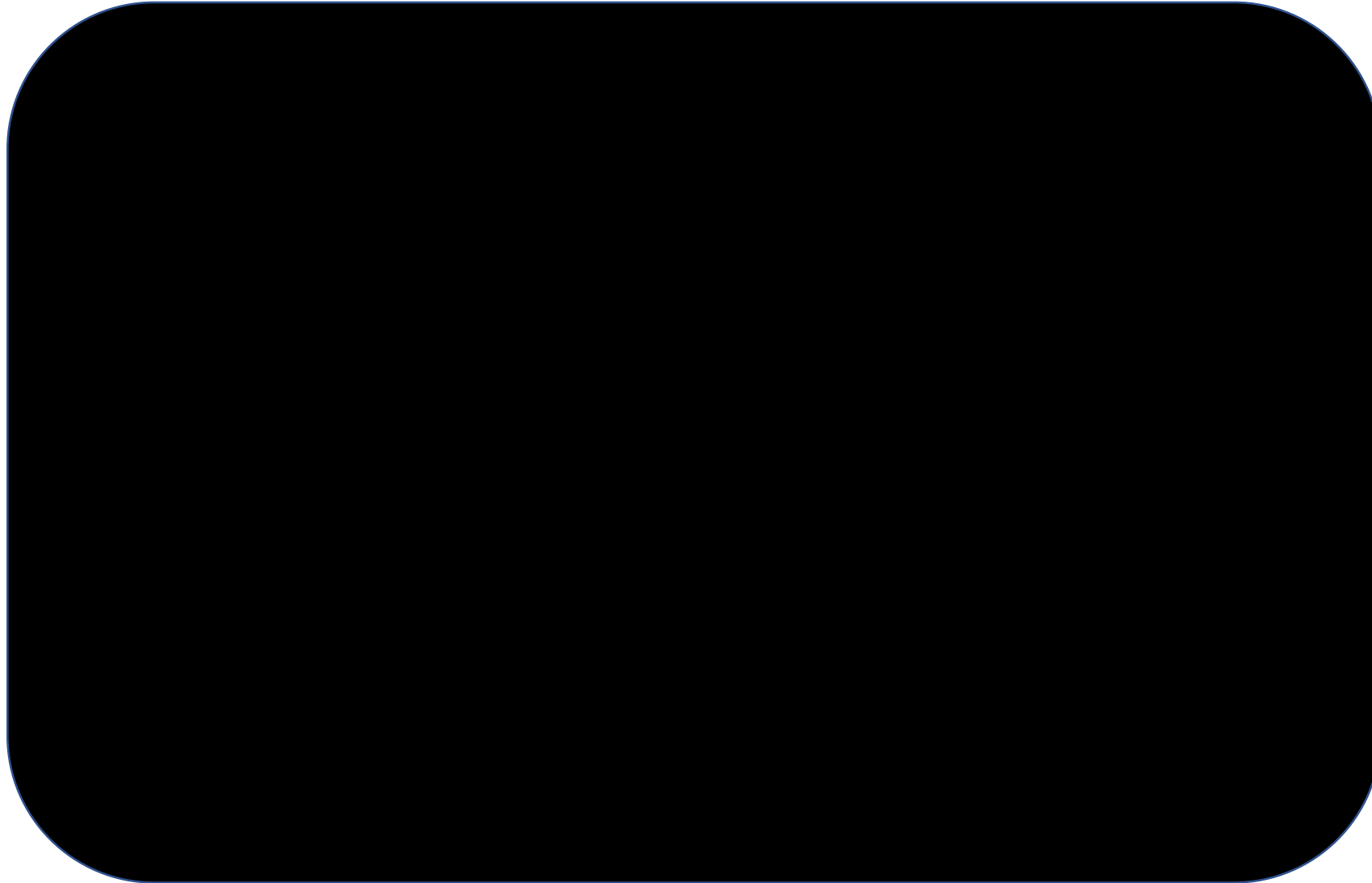


Project methodology

Development of functional competences

Heterogeneity as a development catalyser

Heterogeneity



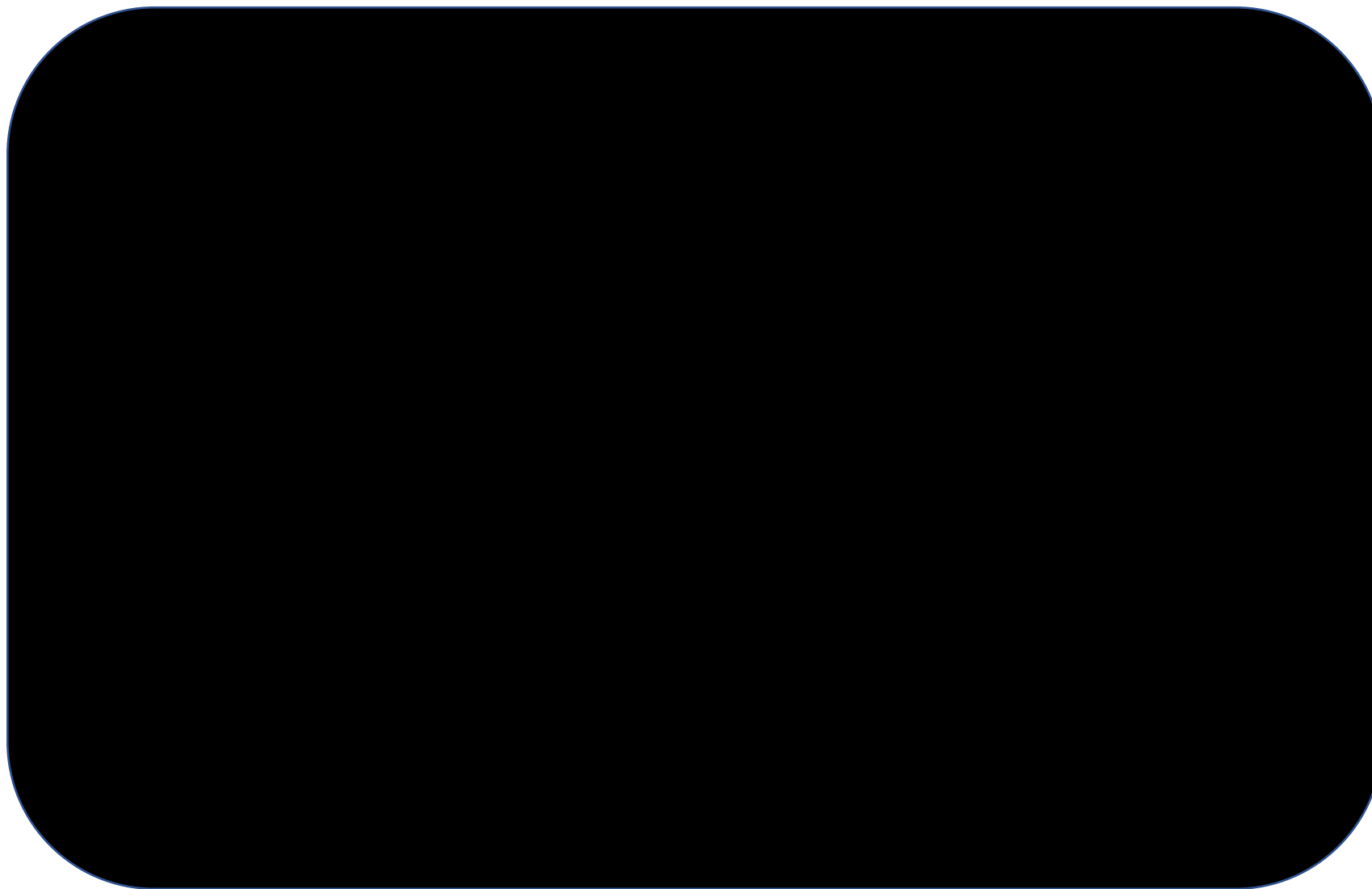
Project methodology

Development of functional competences

Heterogeneity as a development catalyser

Interaction and cooperation towards common goals

Interaction and cooperation



Project methodology

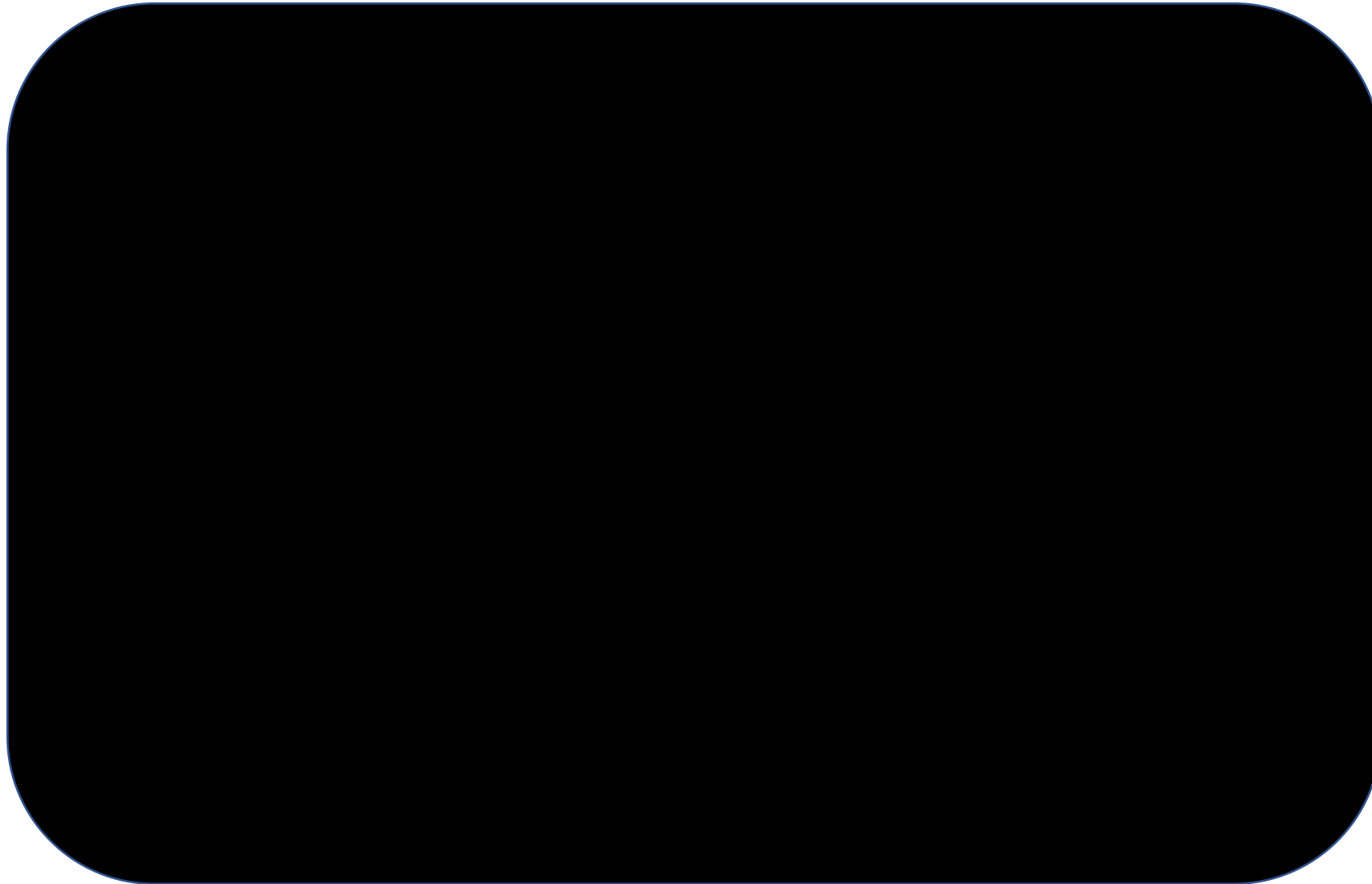
Development of functional competences

Heterogeneity as a development catalyser

Interaction and cooperation towards common goals

Visibility, concrete products and financial revenue

Concrete products and financial revenue



Project methodology

Development of functional competences

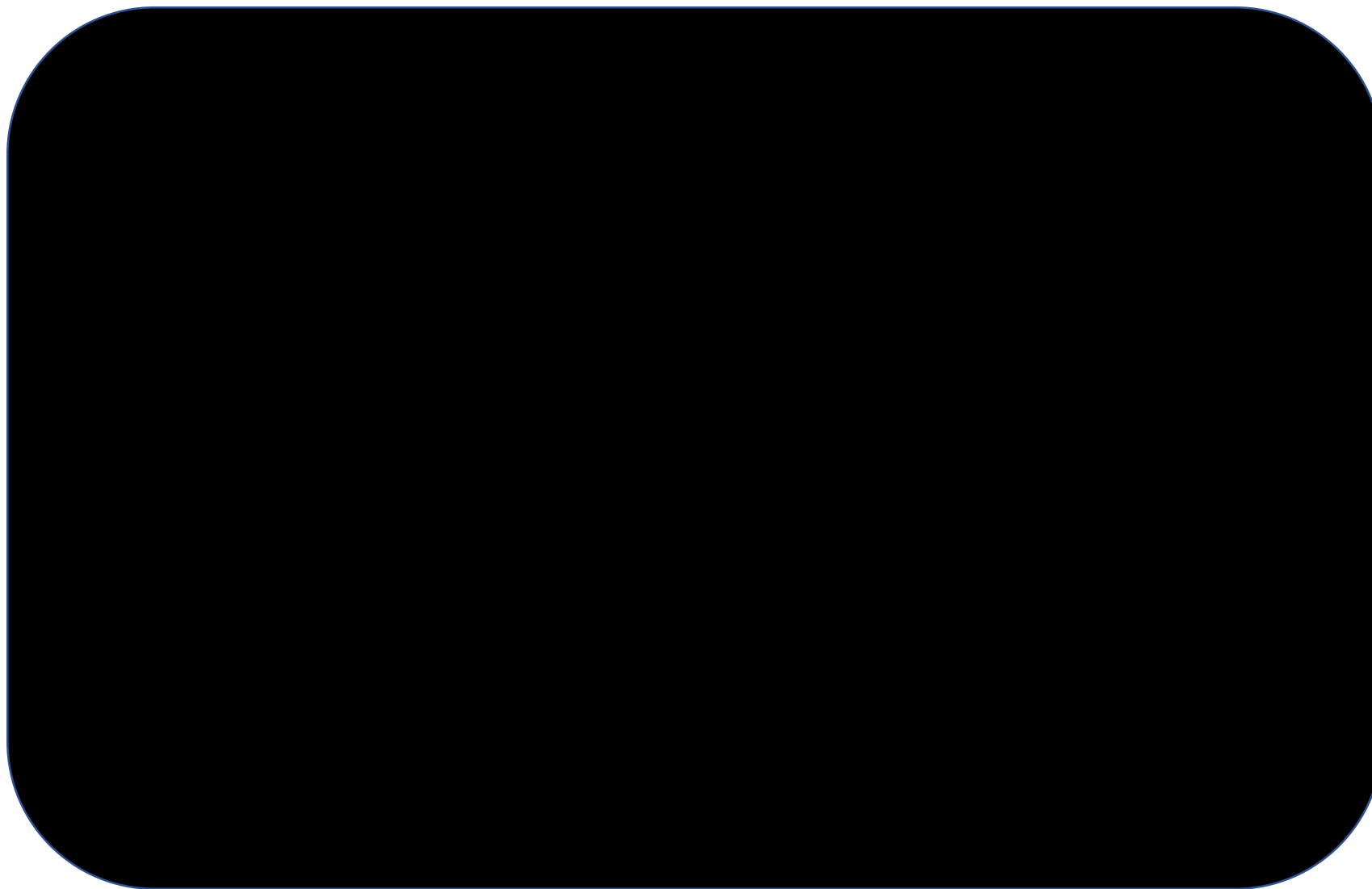
Heterogeneity as a development catalyser

Interaction and cooperation towards common goals

Visibility, concrete products and financial revenue

Individual and collective meaningful tasks

Individual and collective meaning



Project methodology

Development of functional competences

Heterogeneity as a development catalyser

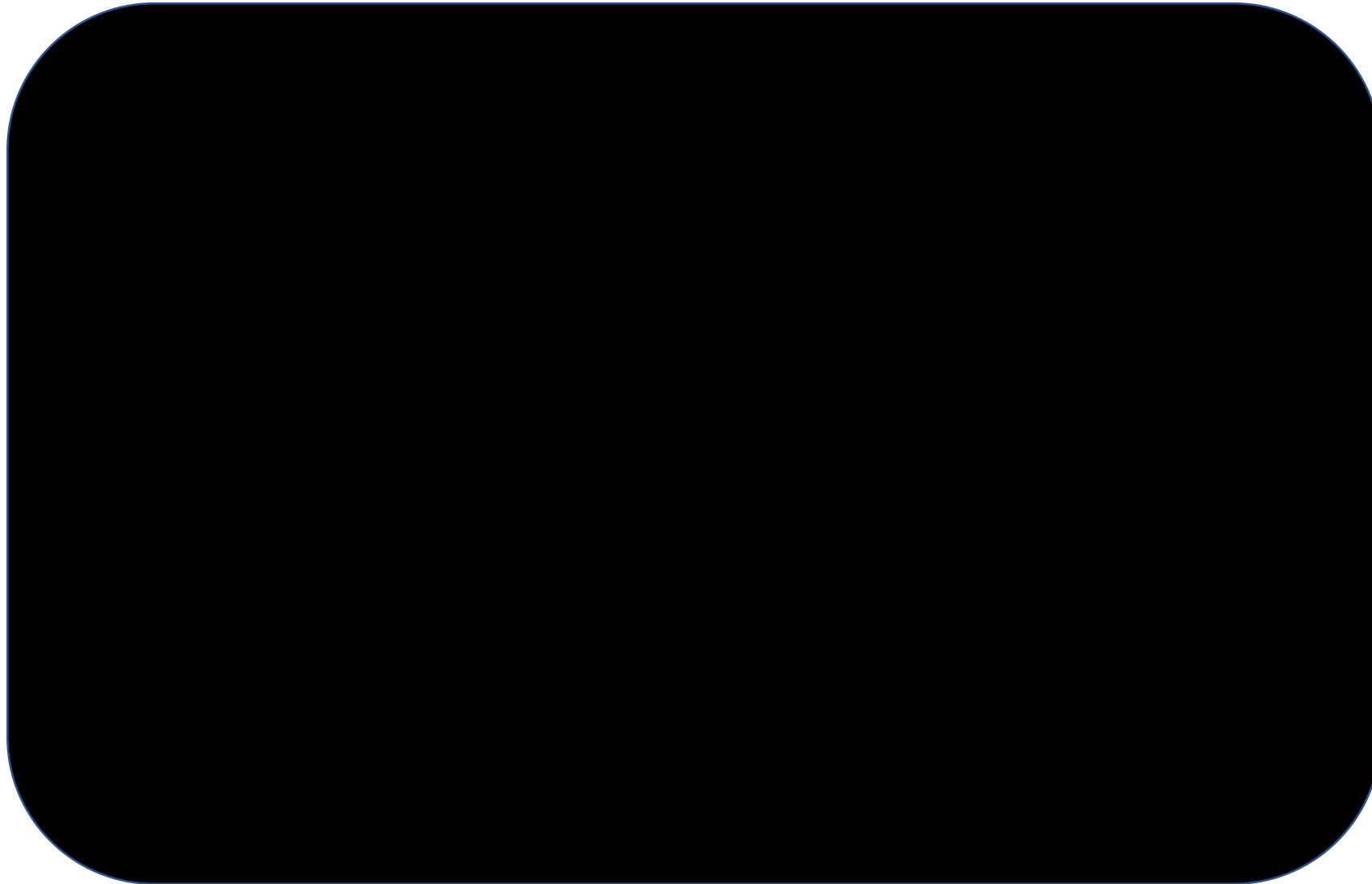
Interaction and cooperation towards common goals

Visibility, concrete products and financial revenue

Individual and collective meaningful tasks

Authentic socio-professional integration

Socio-professional integration



Discussion and final remarks

Working in projects might be a pedagogical alternative of intervention, adopting heterogeneity as a development principle and assuming the contribution of every participant towards common goals.

Within each project we can find a direct and observable line (what is being done), but also an underlying line of development of competences mobilized in a motivational and meaningful manner.

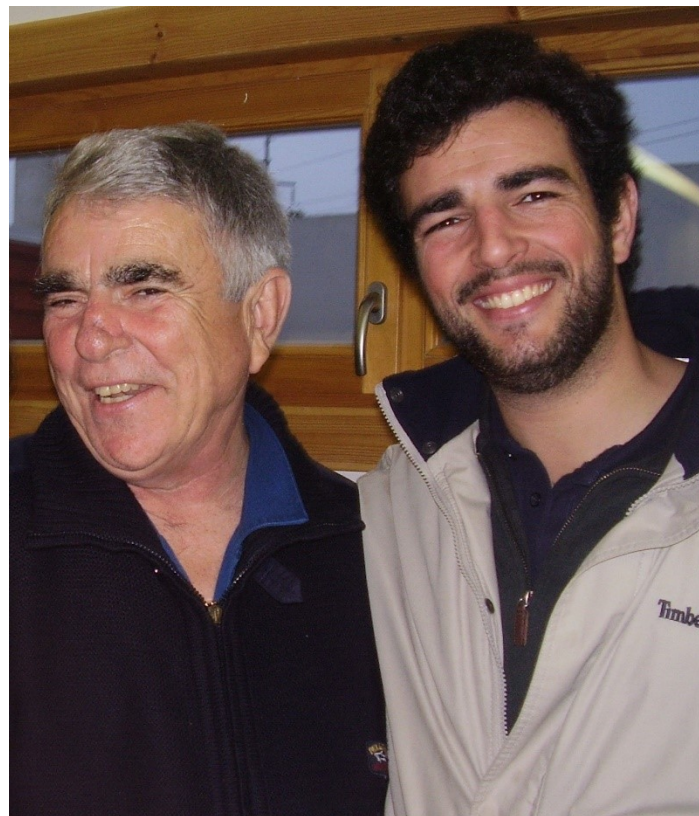
These pedagogical projects originate concrete products, that in some cases can provide financial revenue, giving meaning to individual and group work, aiming at the principle of externalisation in education.

Discussion and final remarks

Project methodology enables the tasks performed by participants in a controlled environment to be aligned with the work delivered in real community contexts, ensuring the effective transference of competences from the learning to the final context (educational isomorphism) and sustaining social support networks.

The potential of project methodology represents a gradual transition from a socio-occupational to a socio-professional paradigm, consubstantiating the development of functional competences, adaptive behaviour, companionship, the recognition of the social value of work and the acknowledgement of the true potential of people with IDD.

THANK YOU FOR YOUR ATTENTION!



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