

# AspIT

## Target Group and Training methods.

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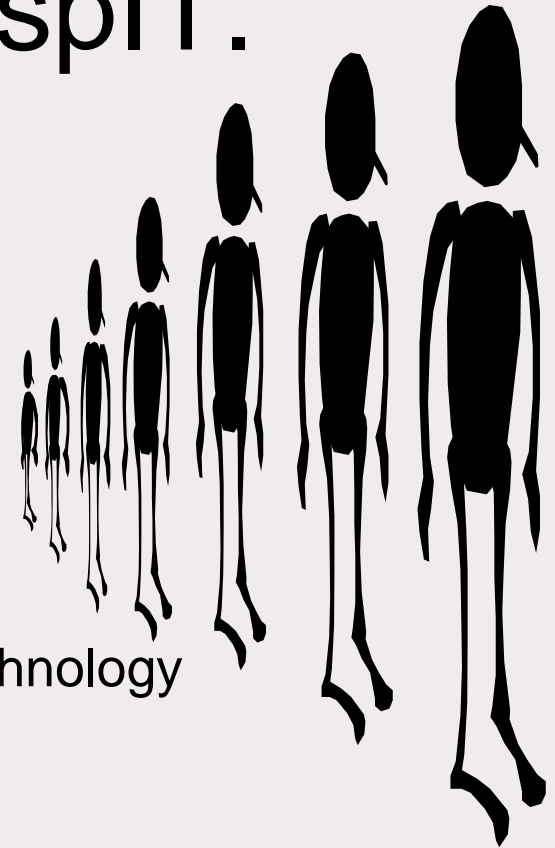
# Today

- Introduction.
- AspIT Target Group
- Speciel needs for our students
- Training methods
- Trainee companies
- Mentoring scheme

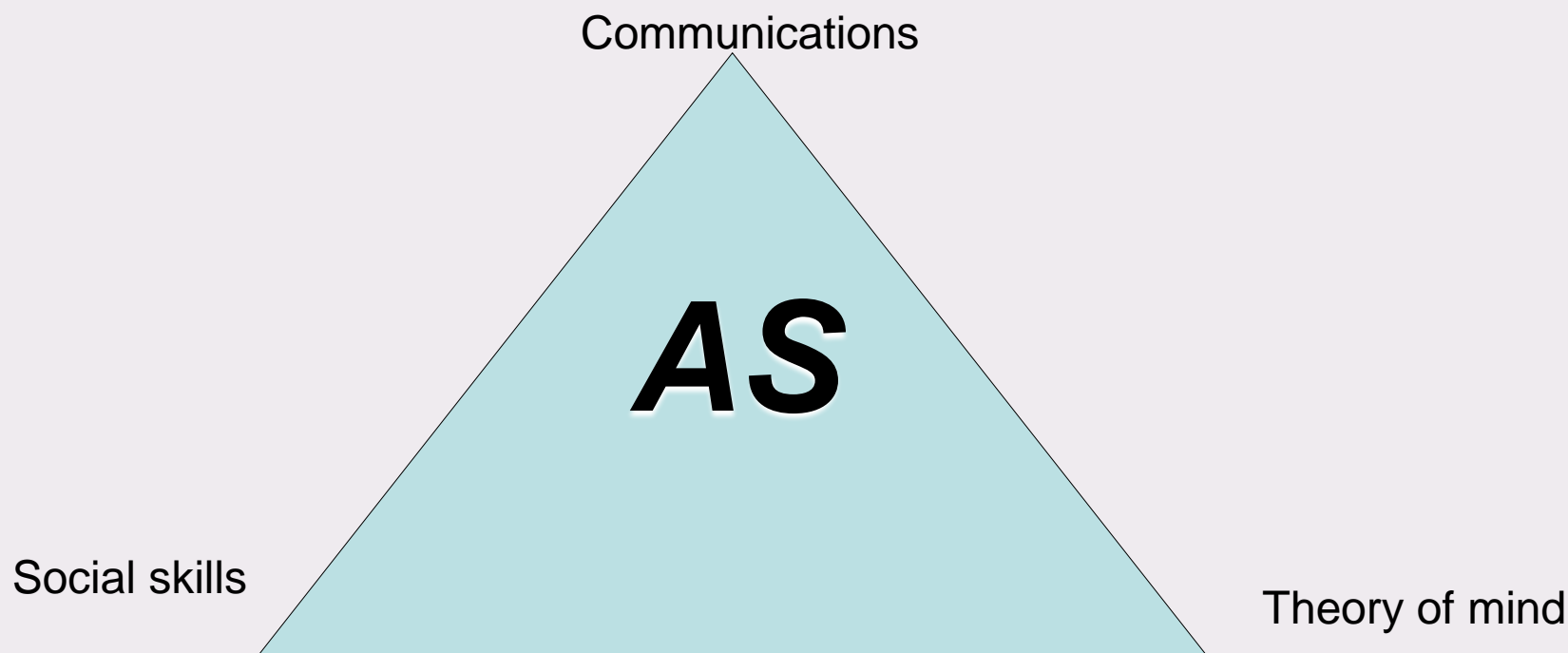


# Target Group in AspIT.

- Diagnosed Aspergers Syndrom (AS)
- 90 % male 10 % female
- Age between 16-25
- Good skills in English, Danish and Math
- Intelligence, IQ is middle to high
- Interested in personal development
- Focused talent and interests in Information Technology
  - Software
  - Hardware
  - Technique
  - Quality assurance

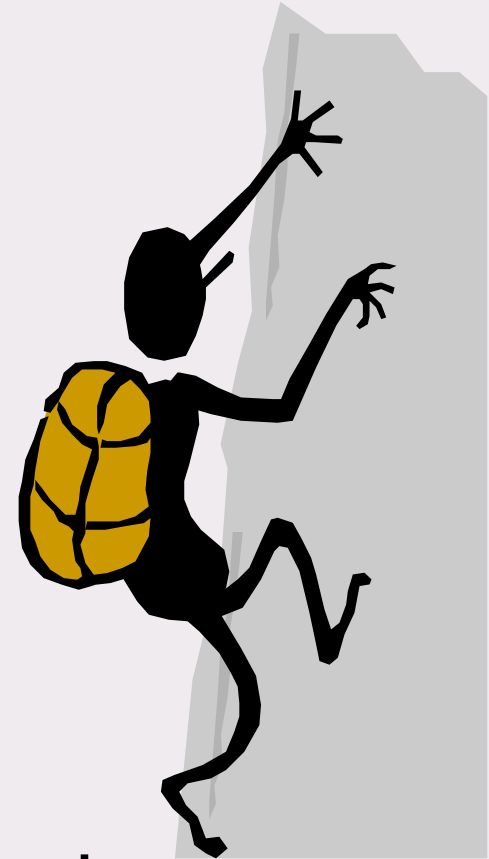


# The Triad from Lorna Wing



# The Selection

- Information meetings
- Visitation meetings
- 6 weeks of clarification
- 1. semester have to be passed



# Working ability

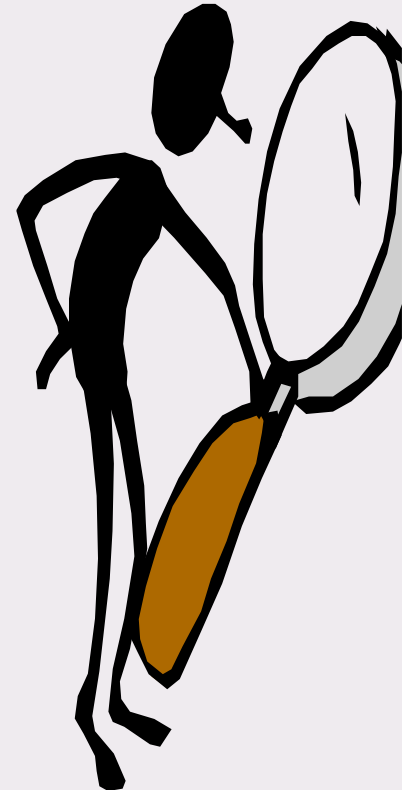
- Hygiene
- Dresscodes
- Punctuality
- Understanding of company norms
- Social behavior



# Comorbidity related to AspIT students

- ADHD
- OCD (Obsession kompulsiv Disorder)
- Tourette Syndrom
- Sensory disturbance (sound, temperature, touches)
- Anxiety.
- Schizophrenia.
- Depression.
- Cerebral parese

Medical treatment or cognitive therapy is possible for some students



# Typical AS skills

## Typical AspIT Student Personality

- Is good at memorizing
  - Is very reliable
  - Is very loyal
  - Keeps agreements
  - Is very honest
  - Is detail-oriented
  - Is able to stay focused for a long time.
- 
- If he/she is working on something that interests him/her





# Educational methods

no religion

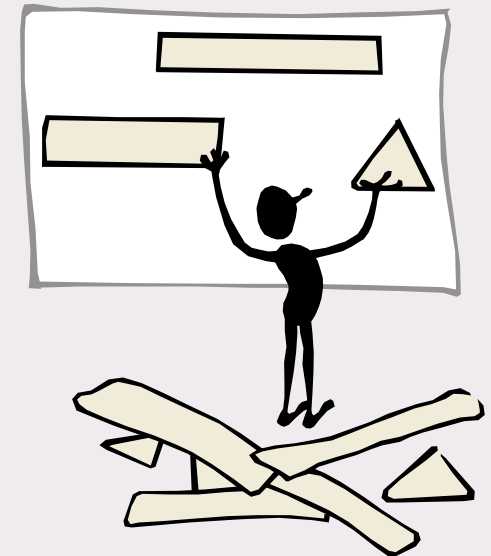
- Students needs
- Teaching environment
- Educational supervisor
- Collaborators

# Students' needs

- Structure.
  - Small classes (5-6 students)
  - Own work station.
  - Visual and manual instruction.
  - Schedule for the day is being sent to the smartphone
  - 8H(W/H) ( What do we do?)  
( When do we do it?)  
( Where do we do it?)  
( Who do we do it with?)  
( Why do we do it?)  
( How do we do it?)  
( How long time do we do it?)  
( What do we do afterwards?)

# Teaching environment

- Individual instruction
- Based on talent and interest
- Individual planned teaching
- Matching the students learning style
- Tasks according to level of the student.
- Greenhouse/Hothouse



# Educational supervisor

- Individual conversations with Supervisor and Project Manager.
  - Diagnoses
  - Medication
  - Structure at home
  - Friendship
  - Hobbies and possibilities after school
  - Communication
  - Sexuality
  - Hygiene
  - Diet
  - Sleep
  - Economy
  - How to contact the public authorities
  - Dreams of work and life.

# Collaborators for students and AspIT

- **Social consultants from the job centre at the city council**
  - Visitations and control with the education
- **UU managers (Youth Education Managers)**
  - Visitations and control with the education
- **Public support and contact persons**
  - Help students in their homes
- **Parents and other relations**
- **Mentor at the trainee company**
  - Contact between company and AspIT

# Financing

- Specially organized youth education (STU)
- Rehabilitation ( if out of labor, or someone for some reasons has skipped around in the labor)
  - (Law of Active Employment- (LAB)
  - Paying the education
  - Provident basis (salary)

# Trainee companies

- How to find possible companies
- First contact
- Second visit
- Match of student and company
- Preparation for start of trainee period
- Trainee contract

# During the trainee period

- Supervisor visits
- Training of mentors
- Length of Trainee period
- Employment possibilities
- Ordinary or special job



# Buzz Words

- Everyone is special, and have special needs.
- Dont let your Heart squeeze your Brain
- Are you or do you have AS?
- Have you met one human being with Aspergers Syndrom, you have only met one human being with Aspergers Syndrom.

# Kierkegaard

*If One Is Truly to Succeed in Leading a person to a Specific Place, One must First and Foremost Take Care to Find Him Where **He** Is and Begin There*

This is the secret in the entire art of helping. Anyone who cannot do this is himself under a delusion if he thinks he is able to help someone else. In order truly to help someone else, I must understand more than he—but certainly first and foremost understand what he understands. If I do not do that, then my greater understanding does not help him at all. If I nevertheless want to assert my greater understanding, then it is because I am vain or proud, then basically instead of benefiting him I really want to be admired by him. But all true helping begins with a humbling. The helper must first humble himself under the person he wants to help and thereby understand that to help is not to dominate but to serve, that to help is not to be the most dominating but the most patient, that to help is a willingness for the time being to put up with being in the wrong and not understanding what the other understands.