

VISIT EUROPEAN AGENCY 1st, 2nd and 3rd February 2012



GEIST 21 Mayenne and its history

Association GEIST has been created in 1981.

A service specialized focussed on Down Syndrom (early support and help for school inclusion), supported by the DDASS (called nowadays ARS) (Health Direction).

Initiation to open a specific class integrated in a primary school, this project being supported and taken into account by National Education (today this class is known as CLIS).

Extended support to other youngsters suffering from mental disabilities (beyond Down Syndrom) in collaboration with DDASS (called nowadays ARS)

Initiation to open a first class integrated in a secondary school (today this class is known as ULIS) this project being supported and taken into account by National Education .

As soon as 1993 reflection about the possibility for those teenagers to further their inclusive course after secondary school, it ended with the creation of the disposal DJINH (transition between teenage ages and adult time).

This was held with all financers and local partners (General Council, DDASS, Regional Council, Work Authority , training and inclusion disposals...).

Initiation for including these teenagers inside common right disposal (High schools, this project being supported and taken into account by National Education (Inspection Académique, Rectorat).

Creation of other services insuring courses for adults within an autonomous every day life (independent housing) ; PHARE disposal - General Council.

Extension of the developed policy towards other publics recognized as disabled regarding their psychological difficulties (SAPHIR disposal) (ARS-General Council).

Actual reflections about the creation of new tools, new services, or helps which could ease and enable integration of these people within ordinary society (inclusion).

ORGANIGRAMM



ASSOCIATION GEIST 21 MAYENNE
(Groupe d'Étude pour l'Insertion Sociale des personnes porteuses de Trisomie 21 de la Mayenne)
Président : **Éric TOULON**



DIRECTION GÉNÉRALE DES SERVICES : Rémy LEBLANC

ESPACE ADMINISTRATIF	SECTEUR ENFANCE			SECTEUR ADULTE			
	SESSAD 0-6 ANS	SESSAD 6-16 ANS	ESPACE RESSOURCE T21	Pôle formation et insertion socioprofessionnelle	Pôle habitat et vie sociale		
				DJINH	SAPHIR		PHARE
				Unité formation et insertion	Unité habitat et social		
	ESPACE ADMINISTRATIF			Directeur adjoint : Pascal FOURNIER	Directeur adjoint : Stéphane BRIÈRE		
				Chef de service : Véronique ORIN			
14 rue P. Normand BP 73901 53031 LAVAL Cedex 9 ☎ 02-43-49-33-27 ☎ 02-43-49-97-61 ✉ : geist53@wanadoo.fr	18 rue Paul Normand BP 73901 53031 LAVAL Cedex 9 ☎ 02-43-56-00-59 ☎ 02-43-49-97-61 ✉ : geist53sessad0-6@orange.fr	Le clos de la Senelle BP 73901 53031 LAVAL Cedex 9 ☎ 02-43-49-89-90 ☎ 02-43-49-89-91 ✉ : geist53lasenelle@wanadoo.fr	CELLULE ACCUEIL MATERNITÉ ☎ 02-43-49-38-99	36 rue Albert Einstein BP 73901 53031 LAVAL Cedex 9 ☎ 02-43-49-97-65 ☎ 02-43-56-23-35 ✉ : geist53djinh@wanadoo.fr	36 rue A. Einstein BP 73901 53031 LAVAL Cedex 9 ☎ 02-43-49-97-68 ☎ 02-43-56-23-35 ✉ : geist53saphir@orange.fr	44 Bd F. Le Basser BP 73901 53031 LAVAL Cedex 9 ☎ 02-43-59-00-18 ☎ 02-43-49-97-61 ✉ : geist53-habitat@orange.fr	44 Bd F. Le Basser BP 73901 53031 LAVAL Cedex 9 ☎ 02-43-49-95-03 ☎ 02-43-49-97-61 ✉ : geist53-habitat@orange.fr
	<i>Éducation précoce</i>	<i>Soutien à l'intégration scolaire</i>	<i>Espace ressource départemental pour le syndrome de la Trisomie 21</i>	<i>Dispositif Jeunes INsertion Handicap</i>	<i>Service d'Accompagnement pour Personnes en situation de Handicap avec Individualisation des Réponses</i>		<i>Personnalisation d'Habitats Autonomes avec Réponses Évolutives</i>
				<u>SESSAD/SAMSAH</u> 80 places	<u>SAMSAH</u> 40 places		<u>SAVS</u> 65 places
3,80 ETP	6,53 ETP	8,91 ETP		16,86 ETP	13,40 ETP		10,14 ETP

DJINH concept birth

- ◆ Furthering courses in ordinary fields beyond secondary school.
- ◆ Developing a transition time between school inclusion and adult insertion.
- ◆ Idea of a transition which places side by side accompaniment and training.

4 AXES

- ☒ Preparation and support to the process of professional inclusion.
- ☒ Preparation and support to the process of social autonomy (transport, housing, leasures, emotional life..).
- ☒ Maintening and developing intellectual skills.
- ☒ Helping to individual development.

A FEW CHARACTERISTICS

- ❖ Settlement of a very personal help in partnership with common right actors (school, vocational training, inclusion, work, ordinary firms, health...).
- ❖ Links with the family - emancipation process for the teenager and autodetermination.
- ❖ Support and close links with common right actors.
- ❖ No pre-established course or standard training rhythm, permanent adjustment.

A particularity in the legal context

Going beyond the legal frame concerning the sharing between childhood structures and structures for adults (separated in France in 2 sectors) with the will to take into account the specificity of an age period for youngsters (16-25 with no interruption).

EVOLUTION

- Experimentation from 1993 to 2004.
- Assertion of an experimentation disposal from 2004 to 2007.
- Legal framing around 2 medico social services : SESSAD and SAMSAH but with a policy of single service financed by ARS et General Council- 80 places.
- Possible extension beyond the age of 26 if to maintain the young person in a job.
- 2007 : creation of the disposal SAPHIR but for psychologically disabled people.

ORIENTATION AND YOUNGSTERS'STATUS

- ◆ Orientation by MDPH (CDAPH)
- ◆ Youngsters'status : as students, vocational trainees, apprentices, job-seekers, employees.

DJINH: pluridisciplinary team

DJINH (SESSAD 16-20 years old and SAMSAH 18-26 years old and more) 80 places

- Management : Direction - head of services
- Medical : psychiatrist - general practitioner
- Psychologist
- Professionnel/job : professionals in charge of inclusion
- Emotional and social : educators, A.M.P, ESF advisers
- Intellectual : trainer
- Administration : secretarial work
- Maintenance and cleaning

SAPHIR: pluridisciplinary team

SAPHIR (SAMSAH) from the age of 16
25 places (for the inclusion - training unit)

- Management : Direction - head of services
- Medical : psychiatrist - General practitioner
- Psychologist
- Professionnel/job : professionals in charge of inclusion
- Emotional and social : educators, nurses, caretakers, ESF advisers
- Administration : secretarial work
- Maintenance and cleaning

FOLLOWED PUBLIC

- ◆ Light and medium intellectual deficiency
- ◆ A real alternative to sheltered field/world.

ACTIONS CONCERNING THE PROFESSIONAL SECTOR:

The aims

It means preparing and supporting the young person:

- ♦ To understand what working and its minimum requirements means
- ♦ To an ability to have the minimum behaviours (other's respect), concerning safety (sense of danger), on the social side (respecting hours...).
- ♦ To a minimum autonomy at work.
- ♦ To a positive inclusion at work.
- ♦ To an adaptability in other work spaces, in a same sector or in another one.
- ♦ To a good knowledge of tasks for a certain period of time.
- ♦ To an increasing rythm of production or requirements.
- ♦ To being able to take simple but adapted initiatives.
- ♦ To the drawing of social and professional project, reinforced by the study of situation and task categories.
- ♦ To the elaboration of a vocational course either linked to a professional and working situation sector, or linked to a particular job.
- ♦ To a capitalisation of know hows and how to do, in concertation with working world.
- ♦ To build a qualifying vocational training (adapted apprenticeship, Adult training disposals) or trying to find a job.

ACTIONS CONCERNING THE PROFESSIONAL SECTOR: the tools

The main tool to improve is being placed in situations : training periods in firms , helped by actions for training and accompaniment.

DJINH assures:

- Confrontation with the world of the firm according to each young's wishes and place of living,
- Looking for a suitable place for the young person. Negotiating about the training period and its adaptations (rythm, length, identification of tasks, meeting with the tutor and work environment, designing help), taking into account the young and the firm,
- A reassuring human presence next to the young trainee inside the firm if necessary (in a first time),
- Adaptation and creation of easing tools to adapt the working post,
- Situation which are various enough so that the teenager's choices are real,
- Help to identify attitudes gestures conditions which seem to suit him/her (sector, ...) before focussing on a field or sector or on characteristics for employment ability or a job,
- Regular meetings with the firm to adjust and exchange, with special attention to disability effects on the welcoming site (tiredness...).

ACTIONS SUR LE SECTEUR PROFESSIONNEL: Les outils (2)

DJINH assures:

- Help and accompaniment for all aspects around the training period (transports, meals...),
- Negotiation of an eventual apprenticeship contract or eventual work contract,
- Help to define a post, to write contracts and for necessary administration procedures,
- During the qualification phase, help to define training aims,
- Adaptation of tools linked with training (simplification) or with evaluation, in partnership with training structures,
- Taking part to training if it is needed,
- Help to write an abilities and skills portfolio,
- Help to take exams (if needed) although it's not a final aim,
- Identification of natural compensations and their capitalisation,
- If there is employment, help towards the firm beyond it and as much as needed.

ACTIONS CONCERNING THE PROFESSIONAL SECTOR:

The means

Help from staff in charge of course

By staff in general when meeting the teenagers (cf. referent)

Doctors importance (help for supervising projects and exercising conditions)

Aim to build a project and not to cure.

Re-working inside work groups about training contents (in groups, or individually) concerning knowledge (concepts, work legislation, working gestures ...), and know-hows as much as know how to do

Talking groups

Constant listening

Psychological help when necessary

Links with the family (corresponding attitudes)

Links with partners

Regular coordination meetings

ACTIONS CONCERNING SOCIAL LIFE :

The aims

It means for the teenager:

- To take part to an social including process,
- To be able to use means of transport, in the most autonomous way,
- To be able to use means of communication,
- To be able to master an adapted processing to feed oneself (having meals in a young worker restaurant, a firm restaurant, preparing alone a meal with growing difficulties, identify needs, buy things, store and foresee quantities),
- To accede to cares and basic corporal hygiene, in a certain extent as regards of the deficiencies (cleaning the living space, washing clothes, corporal care, sexuality, deseases),
- To accede to a possible autonomy in matters of money and finances,
- To accede to a minimum knowledge of community ressources and a limited ability to use them (bank, post office, Heath Security administrations, CAF, shops...),
- To accede to leisures and to a minimum knowledge of possible ressources adapted to the abilities and the wills.

ACTIONS CONCERNING SOCIAL LIFE :

The means

- Help and situation experimentation,
- Transports,
- Human accompaniment and adaptation of the tools for minimum autonomy in transports,
- Training to daily life - autonomy development,
- Work groups taking into account the teenager's wills and needs in groups, alone,
- Exchange groups,
- Safed situation experimentation with increasing difficulties according to every teenager,
- Easing tools creation for different to identify clues in various fields (clothes, hygiene, cooking...),
- Links with every young person's life, his/her training period context...
- Accompaniment to administration structures and community ressources,
- Free time
- Talking groups
- Help to find included activities, life projects,
- Help to develop relationships,
- Self autonomous situations, eventually in group,
- Help to write a social abilities portfollio,
- Self-valuation process.

ACTIONS CONCERNING SOCIAL LIFE :

The means

- Staff specialised in training (ex. : ESF advisers) or in accompaniment and situation experimentation (educators, AMP),
- Psychological help if required,
- Doctors importance in dynamic of personality listening,
- Welcome places,
- Ressources house,
- Group evenings safed by the presence of a staff member (for the younger ones),
- Test flats are available (graduations),
- Telephone ward for safetiness,
- Links with families,
- Links with city partners, housing partners, ...(conventions),
- Coordination meetings.

HELP TO INDIVIDUAL DEVELOPMENT :

The aims

It means for the teenager:

- To identify his/her skills and fragilities (particularly psychological) developed in professional and social situations and to decide on improving aims,
- To imagine, in a realistic manner, social and professional inclusion,
- To think about one's life course and own evolution towards daily face to face with disability, in the ordinary society,
- To take position as a citizen, on a move to autonomy, in particular, in relationships with the family and social environment in general,
- To better and assert personal choices, respecting wills and personality whether they are pleasures, housing opportunities, clothes buyings... despite disability notion,
- To help to settle cares inside or outside the disposal (partnership when it is required),
- To develop and keep relationship abilities, links with friends, lovers...
- To be able to keep apart emotionally (even physically) when necessary with the family to build one's own life, respecting one's choices.

HELP TO INDIVIDUAL DEVELOPMENT :

The tools

- Regular individual meetings with referents,
- Psychological help if necessary,
- Meetings with doctors if necessary,
- Exchange and talking groups with one's peers (intimacy, love, sexuality, being an adult, self esteem...),
- Experiments situations which are guided, evaluated and discussed,
- Pluridisciplinarity.

KEEPING AND DEVELOPING INTELLECTUAL ABILITIES:

The axes

Different axes could be chosen:

- To maintain and develop reading and to have indicators through writing (environment),
- To maintain and develop writing: by hand and with computers,
- To maintain and develop maths to favour inclusion,
- Promoting and enabling reflexion/analysis in front of problems.

KEEPING AND DEVELOPING INTELLECTUAL ABILITIES: The tools

- Individual or group work according to everyone's needs,
- Help towards partners in charge of teenagers' training (training centres, firms..),
- Creation of helping tools,
- Computering classes.

ELABORATION OF AN INDIVIDUAL PROJECT

PFAI for DJINH : Project for individual accompaniment and training

PEPS for SAPHIR : Evolving professional and social project

- Welcome of the person who is presented with the disposal,
- Acknowledge of the person's environment,
- Talkings about wishes and self-evaluation of abilities,
- Meetings with professionals to exchange and evaluate (doctor, psychologist...),
- If necessary situation experimentation (professional, social),
- Analysis of responses already implemented by others actors,
- Links with the family if it's present,
- Evaluation of the needs and compensations which have to be settled
- Defining the content of the accompaniment and training,
- Pluridisciplinary approach, the teenager's place, taking into account partners,
- Contract signing of the accompaniment project,
- Regular adjustment within the disposal and with partners,
- « Made to measure" notion,
- Regular meetings with partners.

Kelly G.
Née le 22/09/1990

Notification de décision CDAPH
RQTH – APPRENTISSAGE – SAMSAH DJINH

PRESENTATION / CHARACTERISTICS	COURSE	SUPPORT / COMPENSATIONS	RESULTS / PERSPECTIVES
<ul style="list-style-type: none"> - 22 years old - Intellectual disability. - Educational and emotional deficiency - determined, motivated. - able to feel her needs, asking for support - Very sensitive - Looking for relationship 	<ul style="list-style-type: none"> - IME. - Followed and supported by DJINH since September 2008. - Housing Autonomy accompanied by DJIHN - 2008 : contract for an adapted apprenticeship in APR (elderly people home in Craon) Vocational training in CFA des 3 Villes de Laval / Daily life training with DJINH. - 2010 : Achievement of the diploma CAP APR. - 2010/2012 : a second apprenticeship contract in catering (Martigné elderly people home)to complete her training Formation with CFA des 3 Villes de Laval. 	<ul style="list-style-type: none"> - Daily accompaniment at home(Craon) : help to adapt to life changes: work on life hygiene - Regular support in the firm: regulation, reassurance, talking groups in relation with professional - CFA : help for certain classes, regular meetings with the coordinator, vocational training help by DJINH. - Regular talking meetings :feelings and experience - Evenings in order to avoid loneliness and to create relationship, - Support for an individual work: how to cope with emotions for a better disponibility in her daily life 	<ul style="list-style-type: none"> -Autonomy in housing. -Achievement of the diploma CAP APR (<i>validation of skills for APR</i>). -Tend towards employment in ordinary environment for a job in an elderly people home, in cleaning and catering ⇒Taking into account her working rythm ⇒With a careful tutor in the firm -Today: an apprenticeship contract for a CAP « Services Hôteliers » to improve her skills and go towards employment <i>accompaniment is necessary to help her to understand, analyse, and to live better some situations in link with her social and professional life</i>

Pierre-Yves G.
Né le 21/04/1991
DJINH

Notification de décision CDAPH
RQTH – APPRENTISSAGE – SAMSAH

PRESENTATION / CHARACTERISTICS	COURSE	SUPPORT / COMPENSATIONS	RESULTS / PERSPECTIVES
<ul style="list-style-type: none"> - 21 years old. - Intellectual disability. - Determined, motivated. in his professional and social project - Oral expression difficulties. - Lack of self confidence. 	<ul style="list-style-type: none"> - Followed and supported by DJINH since 2007. - 2007/2009 : MGI R. Buron High School - 2009/2011 contract for an adapted apprenticeship with a farmer (le Bourneuf) Training for CAPA PAUM (Agricultural production and engines use) with CFA St Aubin du Cormier` - 2011 : Achievement of the diploma CAPA PAUM. - 2011/2013 : extra vocational training in agriculture with CFPPA of Laval (alternating Training for theory and practice 2 days a week) 	<ul style="list-style-type: none"> - Help towards a personal work about self confidence and ability to identify his difficulties - Regular meetings with him (listening about his professional experience), the employer and CFA - Support for the training by DJINH. - Adaptation of the training contents - Creation of tools (ex : for milking, thanks to photos). - Fitting out of the training length during the year 	<ul style="list-style-type: none"> - Autonomy for transports (driving licence+ a car). - 2011 : Achievement of the diploma CAPA PAUM. (skills validation). - Tend towards employment in ordinary environment for, as an agricultural worker ⇒ Taking into account his working rhythm ⇒ Being watchful on his way to get organized, his abilities for simple or more difficult tasks - More at ease in communication - Foresee autonomy in housing

PRESENTATION / CHARACTERISTICS	COURSE	SUPPORT / COMPENSATIONS	RESULTS / PERSPECTIVES
<ul style="list-style-type: none"> -30 years old. -Young man suffering from Down Syndrom -Like being in touch with others -Careful of his image -Willing to be included in ordinary environment -Tiredness. -Dispersion. -Difficulty to keep his concentration -Dependent on environment (easily influenced). 	<ul style="list-style-type: none"> -La Senelle primary school -De Martonne secondary school (4^{ème} S/ 3rd form). -R. Buron High school (MGI) / DJINH. -Contract for an adapted apprenticeship with the firm SNR(dry partition, bricklaying, and joinery Adapted alternating training with the CFA(building). - Part time but permanent job(20hours a week) within the firm SNR as a building hand - Economically made redundant -Unemployment period. - part time state helped contract job (20 hrs/ a week- 6 months) at St Nicolas swimming pool (Laval Agglomération). -A new part time state helped contract job (20 hrs /a week for a year) at the swlmming pool. -Unemployment period. -Negociations to be given a permanent job . 	<ul style="list-style-type: none"> -Adaptation of the apprenticeship between CFA, DJINH and ressources times. -Adaptation of the training contents. -Construction of adapted systems of references -Regular support in the firm : regulation, stimulation, expected know-hows recall, work about his difficulties perception in order to go beyond - Help for the firm . -Work on the relationship with others -Necessity to regulate some excessive attitudes. 	<ul style="list-style-type: none"> -Autonomy for housing (owner thanks to a progressive course). -know-hows adapted to the firm, with a watchful of the disposal -Confirmation of his ability to work in ordinary environment, with compensations <p><u>Perspective(s)</u></p> <ul style="list-style-type: none"> - Half time work contract at St Nicolas swimming pool. - More adapted know-hows -Adaptation to changes (hours, workteam).

Aurélie H.
Née le 17/06/1980

Notification de décision CDAPH
RQTH – Marché du travail – SAMSAH DJINH

PRESENTATION / CHARACTERISTICS	COURSE	SUPPORT / COMPENSATIONS	RESULTS / PERSPECTIVES
<ul style="list-style-type: none"> -31 years old -Young woman suffering from Down Syndrom -Learner. -Sensitive, emotional (ex : colleagues' leave). -Willing. -Enters in relation quite easily and soon, knows how to be liked. -Anxious. -In demand for an exclusive relationship. 	<ul style="list-style-type: none"> -La Senelle primary school -DIJEN -De Martonne secondary school (4^{ème} S/ 3rd form). - R. Buron High school (MGI) / DJINH. -Contract for an adapted apprenticeship with the firm KOI(secretarial work) and SUPER U (self-service employee). Adapted alternating training with the CFA -2005/2006 fixed term contract job with KOI as a mail delivering clerck -Since 2006 : permanent job at KOI. - Changes in the contract : KOI / PRONUPTIA. 	<ul style="list-style-type: none"> -Adaptation of the apprenticeship between CFA, DJINH and ressources times -Necessity for a tutor within the firm to help to look after priorities, have links with colleagues - Regular help by DJINH staff member within the firm - Awareness linked with changes inside the firm -Listening of her work experience, help to speak about her difficulties -Watch of her tiredness -Need to be reassured -Construction of adapted systems of references and tools 	<ul style="list-style-type: none"> -Autonomy for housing since 2004. (owner thanks to a progressive course) - recognized post in the firm organisation -Capacity to change her work organisation -(abilities to adapt). -Ability to work in ordinary environment with compensations -Being kept in the firm: a permanent work post adaptation.

Cathy J.
Née le 31/10/1994

Notification de décision CDAPH
UPI Lycée – DJINH – RQTH

PRESENTATION / CHARACTERISTICS	COURSE	SUPPORT / COMPENSATIONS	RESULTS / PERSPECTIVES
<ul style="list-style-type: none"> - 17 years old - Intellectual disability -Very careful, well organized in her job -Difficulty facing the word »disability » -Is on the defensive. -Opposition facing difficulties. 	<ul style="list-style-type: none"> -CLIS at Port Brillet -ULIS at P. Dubois secondary school -MGI Rousseau high school/ DJINH -ULIS Lesnard high school / DJINH 	<ul style="list-style-type: none"> - Reassurance -Creation of a welcoming environment -Respect a time to think about -Help to cope with emotions. -Using writing to enable her to express her feelings -Regulation : teachers, DJINH staff -Personnal work : taking into account the other and adaptation to environment - Fragile relation for trusting the disposal: it needs to be strenghtened 	<ul style="list-style-type: none"> -Discovery of differents professional sectors in order to help her to make a choice and better define her professional project -Training periods in different places - Situation experimentation

Camille L.
Né le 10/11/1994

Notification de décision CDAPH
ULIS LP SESSAD DJINH – RQTH

PRESENTATION / CHARACTERISTICS	COURSE	SUPPORT / COMPENSATIONS	RESULTS / PERSPECTIVES
<ul style="list-style-type: none">-17years old- Intellectual disability-Willingness to do well-Good memory-Difficulty to enter into a relationship-Lack of self confidence.	<ul style="list-style-type: none">-CLIS and UPI in Ernée-Bricklaying apprenticeship: training with CFA des 3 Villes-MGI Rousseau High school-ULIS Lesnard High school: DJINH	<ul style="list-style-type: none">-Creation of a welcoming and structuring environment-Identification of the necessary tutor-Respect a time to learn about-Checking his understanding through re-expression-Graduation of aims	<ul style="list-style-type: none">-More at ease in his relationship (DJINH / school)-Graduation of the course to be progressively more confident-Situation experimentation

Didier R.
Né le 08/01/1976

Notification de décision CDAPH
du 23/11/2010
RQTH – SAMSAH SAPHIR
01/06/2010 ⇒ 31/05/2013

PRESENTATION / CHARACTERISTICS	COURSE	SUPPORT / COMPENSATIONS	RESULTS / PERSPECTIVES
<ul style="list-style-type: none"> - Schizophrenia -35 years old -Single -Osteopath -Withdrawal into himself or « over self confidence » due to his pathology -Changing mood -The least worry invades his thoughts -Expecting relationship -Looking for professional acknowledgement 	<ul style="list-style-type: none"> - liberal osteopath for 3 ans -3 long stays at the hospital -Accompaniment of Saphir since July 2009. -Skills restoration with GRETA -Study for a reconversion (audioprothesist) -Accepting the psychiatrist to be able to work again with help from SAPHIR -In march 2011 opening of an osteopathy surgery (as an independent practitioner) 	<ul style="list-style-type: none"> - Medical treatment: deleted injection retard every 15 days - Family and SAPHIR help -Keeping to a dynamic : <ul style="list-style-type: none"> - Proximity help <ul style="list-style-type: none"> . Phone calls at least twice a day . Graduation of the course aims . Visit at home twice a week . Appointments with care - Every day life support <ul style="list-style-type: none"> . Budget . Life hygiene (sport) . Professional premises cleaning -Keeping a social network -Being careful of his psychological balance 	<ul style="list-style-type: none"> -Relation of trust is settled -Accepts to analyse a crisis situation in the after time -Keeping professional activity (part time work) -Accepts to be helped to look after his surgery -Accepts staff 'interference in his personal life <u>Perspective(s)</u> -Bring him to be employed rather than working as an independent practitioner

Kévin A.
Né le 27/12/1985

Notification de décision CDAPH
RQTH –SAMSAH SAPHIR

PRESENTATION / CHARACTERISTICS	COURSE	SUPPORT / COMPENSATIONS	RESULTS / PERSPECTIVES
<ul style="list-style-type: none"> -Social phobia -26 years old -Single -Studies level: BEP -Tormented ,stressed -Goes from overvaluation and undervaluation and hyperactivity and withdrawal -Bad image of himself (leanness) -Place his trust too much in projects -Tendency to perform - Food troubles -Wish to be recognized through work 	<ul style="list-style-type: none"> -Loneliness at home -Help by CMP -Structured his time in watching American serials on TV -Accompaniment SAPHIR since 2009. -Experimentations to choose a professional sector -Training periods in various fields - Individual accompaniment around food 	<ul style="list-style-type: none"> - close accompaniment in firms -Speaking about his experience and feelings -Post adaptation both concerning attention and his tiredness -Splitting up his working time by breaks (nibbling) -Close tutor on the work premises - SAPHIR must be sure to keep relationship. If it is interrupted : SMS use -Help to analyse experienced situations in order to find compensations (other one's sight) 	<ul style="list-style-type: none"> -Able to accept other one's sight) -Better image of himself -Awareness of his body -Associates food to welfare -Is in a training process and begins to make a choice for a professional sector -Accepts to be interrupted by a professional when being prisoner of his thoughts

DJINH RESULTS

Year	D.J.IN.H.		Total	Contracts	Results
	At school	Vocational trainees			
2005	6	25	31	14	45,16%
2006	8	26	34	7	20,59%
2007	11	25	36	10	27,78%
2008	11	24	35	14	40,00%
2009	23	31	54	16	29,63%
2010	23	28	51	7	13,73%
2011	22	34	56	6	10,71%

SAPHIR RESULTS

year	S.A.P.H.I.R.		Total	Contracts	Results
	At school	Vocational trainees			
2008	4	7	11	1	9,09%
2009	3	12	15	1	6,67%
2010	2	15	17	2	11,76%
2011	1	10	11	2	18,18%

STRONG POINTS

- A project supported by different financers and local administrations,
- A place within the Department and local actors recognition,
- A disposal working in partnership (common right),
- A global and pluridisciplinary approach of the teenager,
- Notion of a possible duration - no breaking off,
- A construction of individual and adapted answers,
- A graduation of courses, adjustable at any time, in different fields,
- A progression on all life aspects,
- Acting on the person but also on environment,
- Help towards common right (and in particular a close partnership with the firm),
- An inclusive culture (associative project - service project - professional gestures),
- Both training and accompaniment,
- Being watchful on the negative aspects of the placement process, of a too intensive quest for normalization, of inclusion with risks of social loneliness (possible meetings with peers),
- A central place for the teenager,
- A family which is taken into account as well as the aims particularity linked to age periods,
- A sight centered on abilities before inability reading,
- Results in terms of adult courses.

Weak points in the actual environment

Concerning teenagers schooling inside a vocational training

- A quite recent story for ordinary environment,
- A lack at adaptating the contents to the particularities of each situation,
- A particular attention centered on qualification access, (french culture) to the detriment of employment ability,
- Lack or not enough tools validation such as skills portfolio,
- Too much importance for diplomas,
- A cohabitation of two cultures or sectors : training-school and medical-social.

Concerning inclusion in work ordinary environment

- Placement process,
- Not enough human helps for firms,
- A strong place of the culture of protection and answers in sheltered fields,
- No transfer of the sheltered fields rules towards ordinary field,
- Too restricting judicial rules for a good adaptation,
- A permanent training for disabled people which hardly exists,
- Dominating notion of knowing how to do,
- Limited contract tools (work contract).

Actual reflection Points and projects

- Developing an experimentation which would be ratified to imagine the building of solutions adapted to persons in terms of employment,
- Notion of permanent employment ability,
- Having adapted permanent training Tools,
- A widened firm network which can participate even more to people training,
- Links seniors - disabled persons,
- Developing the idea of employers gathering (work sharing),
- Adjusting work cost in consideration of abilities developed by the person, transfer of medico social rules towards ordinary environment,
- Imagine new working frames,
- Have a reflection about « useful contract »,
- Suggest for this experimentation help such as what DJINH already offers (this idea has already been studied with ANSA).

How to help better the vocational training sector ?

- How to make a gradual transition from a logic to support the person to a logic to support environment
- There is a lack of actors in this transfer from sheltered environment towards ordinary environment,
- Ordinary environment does not have the disability culture and does not have support ressources except for educational fitting (which is not enough),
- Cohabitation of two cultures to be invented but still complicated.