Teletón Valparaíso’s staff member’s vision on a profile of social inclusion skills to be developed by children and youngsters with disabilities, who exit the institution: a qualitative study

ELSÁ GARLICK P.¹, TAMARA FARIDE S.²
¹Instituto Teletón Valparaíso, Departamento de Educación
²Instituto Teletón Valparaíso, Departamento Psicosocial.

ABSTRACT

Introduction: The definition of skill has its origin in the mid 60’s and early 70’s, through the development of organizational and industrial psychology. The concept reached since the educational field, and later on was applied in general to individuals in their everyday life and to specific performances. In the process of rehabilitation, the development of “social inclusion skills”, both as a hypothetical construct and as therapeutic practice, has been long unexplored. At Chile’s Teletón Institutes, there is no explicit formulation of de skills that are expected to be learned during the rehabilitation process.

Purpose: The purpose of this study was to build an initial exiting skills profile based on the child and/or youngster’s general skills, and thus, direct our rehabilitation practices to greater effectiveness and efficiency.

Method: A qualitative approach based on the Grounded Theory’s method was used. Semi-structured interviews were conducted with 83 (96.5%) staff members of Valparaíso’s Teleton Institute. The information was analyzed with Atlas-T software.

Results: An initial exiting skills profile with 50 skills was obtained, which showed a tendency to autonomy with procedural and attitudinal components. Other elements, associated to the Institute’s rehabilitation process were also identified.

Conclusions: This profile defines social inclusion skills which should invite us to practice more in depth the rehabilitation process, within a biopsychosocial model.

Key words: Social inclusion skills, rehabilitation, qualitative study, grounded theory.