



Lantegi Batuak

Ehuneko ehun gai

Cien por cien capaces



METHOD OF
PROFILES OF
ADEQUACY OF
THE **TASK** TO THE
PERSON



5th edition



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Introduction

1. - THEORETICAL FRAMEWORK

The fifth edition of the Method of profiles of adaptation of the task to the person that we present is a revised, updated and designed tool to help people with disabilities and support professionals in the processes of socio-labor development of people in the objective of reaching and maintaining a job.

Progress in the legislative consolidation of the rights of persons with disabilities is a reality that has been observed in recent years.

The United Nations Convention on the Rights of Persons with Disabilities (2006) and its subsequent ratification (2008) was a turning point that obliges us as a society to advance in the effective achievement of the rights reflected in it.

Undoubtedly, the generation of job opportunities for people with disabilities, the incorporation into these jobs and the maintenance of them has a direct impact on one of the fundamental rights contained in the Convention, such as the right to work and employment (Art. 27).

This tool is a significant part of the methodological processes implemented at the **Lantegi Batuak Foundation** to provide and design individualized supports for people with disabilities, and especially for people with more support needs for access to employability. It allows the assessment of the capabilities of people and the evaluation of the demands of the different jobs, enabling the correct adaptation of the task to the person, promoting the teamwork of professionals and the application of common criteria. In addition, all this is possible, maintained and applied in the different services that are put into practice in our socio-labor inclusion model; individual guidance, education and training and accompaniment in inclusion in the occupational service, in the special employment center and in ordinary employment.

The method, in no case, is considered closed, rather it is characterized by its flexibility since it allows to take into account the particularities and individual characteristics of the people, and the changes that occur in the requirements of the positions. Therefore, this method remains open to future improvements. Proof of this is this **fifth** edition that, we think, corrects and improves the previous ones, including improvements in computer management called SISLAN.

If in the previous edition, five new variables were included as a novelty, related to the deterioration / aging of people with intellectual disabilities, in this one a new item is added that we have called **digital competence**.

The digital transformation of society is a transversal element that is reaching all economic sectors and more and more areas of people's lives. It is therefore key to be able to define and measure the skills required for an adequate adaptation to the changes that are taking place in our work and personal lives. The identification and assessment of digital skills will allow us to face their improvement through training programs that train and improve the performance of these new skills.

2. - OBJECTIVES

GENERAL OBJECTIVE

- ⊗ Provide a tool that allows analyzing the capabilities of the person in the workplace.
- ⊗ Provide a tool that allows analyzing the jobs themselves.
- ⊗ Enable a common language, facilitating a unified method of action and an easy-to-use communication element.
- ⊗ Enhance teamwork.
- ⊗ Enhance the socio-labor skills and competencies of the person.

SPECIFIC OBJECTIVES

- ⊗ Assess and know people's individual support needs.
- ⊗ Follow up on the person at the workplace.
- ⊗ Carry out individual training plans.
- ⊗ Facilitate the selection of people.
- ⊗ Establish a professional development policy.
- ⊗ Identify people in processes of deterioration and aging.
- ⊗ Facilitate the adaptation between the person and the job.
- ⊗ Value jobs.
- ⊗ Improve working conditions.

3. - PROFILING METHOD

The method provides two types of profiles; on the one hand, the profile of the person and on the other, the profile of the job. These profiles respectively evaluate the capabilities of the person and the demands of the development of the task in the workplace.

PROFILE OF THE PERSON	CAPABILITIES OF THE PERSON
JOB PROFILE TASK	REQUIREMENTS

The idea of "Profile" is given by the broken line resulting from joining the scores obtained in the different aspects valued. Both in the area of the person, and in the workplace.

The variables to be evaluated are grouped into seven families, of which five are common to both profiles and one has no opposition.

The first family appears in a window located in the upper right margin of the profile graph and belongs to the person's profile. This family has no contrast with the profile of the job and is considered descriptive. This window includes information regarding the functional capacity of vision, hearing and speech, as well as the knowledge of their state of health, which according to the WHO definition, includes aspects of physical, mental health and social inclusion; in the same way, the need for those technical aids that you need is considered. In this window, you will also find information regarding the ability to self-control, adapt and solve problems.

Next, the five families common to both profiles are centered. These are the ones that will be subject to comparison in some of the utilities of the Profile Method. In these common sections, the variables referring to Personal Autonomy, Information Processing, Physical Aptitudes, Attitudes to Work and Environmental Factors are collected.

Finally, we would have the family of the items deterioration/aging, which appear in the profile of the person and that are evaluated from the moment the person is 40 years old.

The variables under study are structured as follows:

JOB PROFILE

PERSONAL AUTONOMY

- 1.- Appearance and self-care
- 2.- Mobility in the community

INFORMATION PROCESSING

- 3.- Visual memory
- 4.- Similarities and differences
- 5.- Spatial orientation
- 6.- Numerical knowledge
- 7.- Learning tasks
- 8.- Expressive language
- 9.- Knowledge of writing
- 10.- Comprehensive language
- 11.- Knowledge of reading

PHYSICAL APTITUDES

- 12.- Dynamic coordination
 - a) Dynamic demands
 - b) Static charge. Posture
 - c) Handling and transport of loads
 - d) Accessibility
- 13.- Manipulative coordination

ATTITUDES TO WORK

- 14.- Responsibility
 - a) Labor autonomy
 - b) Accomplishment of task
- 15.- Repetitiveness
- 16.- Versatility
- 17.- Attention
- 18.- Rhythm
- 19.- Organization
- 20.- Interest
- 21.- Labour relations
- 22.- Security

ENVIRONMENTAL FACTORS

- 23.- Thermal environment
- 24.- Sound environment
- 25.- Lighting conditions
- 26.- Environmental hygiene

PERSON PROFILE

- A.- Vision
- B.- Hearing
- C.- Speech
- D.- State of health
 - 1) Physics
 - 2) Mental
 - 3) Social insertion
- E.- Technical aids
- F.- Self-control
- G.- Adaptability
- H.- Problem solving

PERSONAL AUTONOMY

- 1.- Appearance and self-care
- 2.- Mobility in the community

INFORMATION PROCESSING

- 3.- Visual memory
- 4.- Similarities and differences
- 5.- Spatial orientation
- 6.- Numerical knowledge
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ENVIRONMENTAL FACTORS

- 23.- Thermal environment
- 24.- Sound environment
- 25.- Lighting conditions
- 26.- Environmental hygiene

DETERIORATION/AGING

- 27.- Tiredness
- 28.- Memory
- 29.- Irritability and mood swings
- 30.- Sadness and apathy
- 31.- Isolation

On the other hand, as a complement to the profile of the job, a "Protocol of analysis of the job" is provided, included in **Annex I**. This protocol brings together in the same document the identification of the job, as well as the main characteristics that define it: description of the task, requirements of the position, conditions, organization of the task, aspects related to security ...

DEFINITION OF VARIABLES

All the variables, the profile of the person and the profile of the job, respect the same presence.



G. Adaptability	
Definition	It is the ability to adapt to different or new situations and to different people or groups.
1	The person has serious difficulties in adapting to different situations.
2	Shows little ability to adapt to new situations. It requires individualized supports.
3	It has the ability to adapt to new situations. Occasionally it may require supports.
4	Generally, he adapts his behavior to the various situations that arise, accepting the changes.
5	The person adapts, with total autonomy, to the various situations that arise, accepting the changes and unforeseen events and adapting to them.

Fig.1 Presentation of a variable

As we can see in, **Figure 1**, each variable is made up of three elements:

- **TITLE OF THE VARIABLE.** In the example: "Appearance and self-care"
- **DEFINITION OF THE VARIABLE.** In the example: "Degree of acquisition of personal hygiene habits and an adequate external appearance"
- **SCALE DIVIDED INTO 5 POSSIBILITIES.** From 1 to 5, which are segmented according to the following scheme:

SCALE	PERSON PROFILE	JOB PROFILE
1	Very low capacity	Very low demand
2	Low capacity	Low demand
3	Average capacity	Average requirement
4	High capacity	High demand
5	Very high capacity	Very high demand

In the evaluation of environmental factors, the interpretation of the scale must be adapted, being understood by a high demand, extreme working conditions. Thus, a score equal to 1 is considered a very satisfactory work situation, 2 represents a satisfactory situation, 3 is interpreted as an acceptable situation to improve if possible, 4 is an unsatisfactory situation that requires improvement, and 5 is a very unsatisfactory situation that requires urgent correction. Whenever in this family of variables it is scored with a 4 or a 5, this situation is valued as a risk and it is necessary to consult with the "Prevention Service".

While all variables behave the same, some of them have a special format.

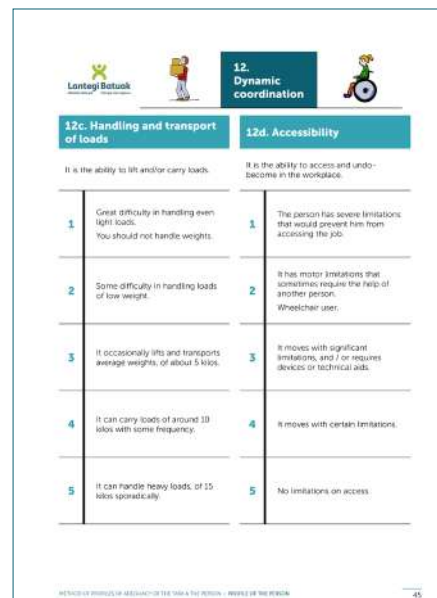
The variable State of health is subdivided into **three sections**: physical, mental and social insertion, each of which is assessed independently. Although it is misleading to understand health in a fragmented way, this division is intended to visualize important and already diagnosed vulnerability factors, which should be taken into account in the process of labor integration.

The variable Dynamic coordination, consists of 4 sections:

- **A.** To which it values dynamic demands,
- **B.** that values static load and posture;
- **C.** that values the handling and transport of loads; and;
- **D.** that values accessibility. These variables will be assessed independently.



12. Dynamic coordination	
12a. Dynamic requirements	12b. Static charge. Posture
It is the ability to coordinate movements and tolerate efforts.	It is the ability to tolerate maintained postures.
1 Lack of coordination in their movements. The person has great difficulty in exerting minimal efforts.	1 Ability to work exclusively seated.
2 Difficulty in coordinating movements in those actions that require a certain skill. It tolerates only brief efforts.	2 Ability to work mainly sitting having to alternate postures in an obligatory way.
3 It coordinates its movements well, but presents some difficulties in actions that require greater coordination. It can sustain medium intensity efforts.	3 Ability to maintain a static posture during certain periods of work by alternating postures.
4 Good overall dynamic coordination. He tolerates well efforts that, although of medium intensity, occupy an important part of his day.	4 Ability to maintain static postures for a large part of the working day, although it must move from time to time. It can maintain forced postures sporadically.
5 Very good dynamic coordination. Great facility to coordinate movements no matter how complex they are. Suffers short stresses of high intensity. It is able to perform tasks that require sporadically working postures with great physical load.	5 Ability to maintain forced postures (kneeling, squatting, etc.) during certain periods of time.



12. Dynamic coordination	
12c. Handling and transport of loads	12d. Accessibility
It is the ability to lift and/or carry loads.	It is the ability to access and unobscure in the workplace.
1 Great difficulty in handling even light loads. You should not handle weights.	1 The person has severe limitations that would prevent him from accessing the job.
2 Some difficulty in handling loads of low weight.	2 It has motor limitations that sometimes require the help of another person. Wheelchair user.
3 It occasionally lifts and transports average weights, of about 5 kilos.	3 It moves with significant limitations, and / or requires devices or technical aids.
4 It can carry loads of around 10 kilos with some frequency.	4 It moves with certain limitations.
5 It can handle heavy loads, of 15 kilos sporadically.	5 No limitations on access.

Fig.2 Components of variable 12: Dynamic coordination.

The variable Responsibility, is divided into two sections:

- **A.** The value of labour autonomy.
- **B.** The performance of the task.

Both items are evaluated independently.

METHODOLOGICAL APPLICATION OF THE TOOL

Before proceeding to complete the profile chart, it is advisable to take into account two issues:

- It is important, throughout the evaluation, to read the definitions, which are made of each variable, since they help to specify it and guarantee a uniform interpretation by the evaluator.
- It is convenient to carry out the evaluations between several people, since it gives a more objective character to the valuation and, in addition, encourages the exchange of ideas about the same situation.

Both evaluating people and jobs, the evaluators have to score the different variables.

When you are going to evaluate a person, you have to take into account a series of premises that we expose below:

- Before two possible valuations, the most unfavorable one will be chosen, which is the lowest. It will always be more convenient to be able to correct a posteriori, than not to overvalue.
- We must evaluate the person in his learning process. We must try to imagine it in other jobs, abstracting it from the concrete task it performs at that moment.

Practical tests are available (**Annex II**) that facilitate the work of assessing the following items; variable **Visual memory**; variable **Similarities and differences**; variable **Spatial orientation**; variable **Numerical knowledge**; variable **Knowledge of writing**; variable **Knowledge of reading**; variable **Dynamic** and variable **Coordination digital competence** (**Annex V**).

In the initial admission and orientation processes, we will not be able to assess all the variables, since those corresponding to Task Learning and Attitudes to Work, require the existence, either of a real and effective job, or of the observation of the person in a pre-work training action.

When evaluating a job, all variables except the variable Interest and aging variables will be scored.

4. - USEFULNESS OF THE PROFILING METHOD

The Profiling Method allows us to assess the person and evaluate the tasks. It also offers the possibility of valuing a person in a certain task. All this provides us with an important help when it comes to:

- Carry out the follow-up of the person and the continuous evaluation.
- Make individual training plans.
- Facilitate professional improvement and development; promotions and transitions.
- Select people for certain jobs.
- Detect aging and deterioration processes.
- Evaluate and improve working conditions.
- Adapt the job to the person.

CONTINUOUS MONITORING AND EVALUATION

This Profiling Method allows to study the evolution, over time, of a person in a job, pointing out what their strengths and weaknesses are, as well as their evolution and trajectory.

To track the person, we will need to update the profiles periodically. As a common criterion, the Profiling Method may be used whenever the evaluators deem it appropriate and at least on these occasions:

• Orientation.	• Diagnosis of training needs.
• Admission / Selection.	• Promotion/transition proposal.
• Change of job or service.	• Evaluation of working conditions.
• Follow-up.	• Design of Individual Support Plans.

It is also advisable to update the person's profile whenever it is considered that significant changes have occurred.

MAKE INDIVIDUAL EVALUATION PLANS

As described in the previous paragraph, the continuous evaluation of people will allow the establishment of individual training plans to expand and improve their socio-laboratory skills and competences.

IMPROVEMENT AND PROFESSIONAL DEVELOPMENT: PROMOTIONS AND TRANSITIONS

In the Lantegi Batuak Foundation, different levels of Occupational Service and categories in the Special Employment Center coexist:

1.- OCCUPATIONAL SERVICE:	Levels 1, 2 and 3.
2.- SPECIAL EMPLOYMENT CENTER:	Auxiliary Service Levels 75%, 85%, 100%, Group DN3 and DN4.

The Profiling Method allows for improvement and professional development, placing people in different levels and categories.

What we intend, in short, is that the degree of demand for the change of levels of Occupational Service and Special Employment Center corresponds to similar criteria in all centers and services.

variables to promote the level of Occupational Service or Special Employment Center. These variables are reflected in some profiles, which we call Type Profiles, in which the characteristic variables are described, with the minimum score required, to reach the corresponding level of OS. or C.E.E. These standard profiles are presented in **Annex III**.

If these variables do not reach or exceed the predetermined levels in them, the level acquired is questioned, as well as the labor promotion. In this way, they point out the areas to work on in the future, which become training objectives so that the person can promote or to alleviate possible deterioration.

In order to carry out an individualized follow-up of people, and to establish an appropriate professional development policy, periodic evaluations should be carried out.

SELECTION

In the selection process the procedure to follow would be the following:

Initially, the job is evaluated with the help of the "Workplace Analysis Protocol". (**Annex I**)

Next, the profile obtained is contrasted with the profile of the different candidates for the position, with the idea of choosing the person whose characteristics are closest to the theoretical profile of the position. If there are points, in which the profile of the person does not coincide with those of the profile of the position, these must be corrected, either by training the person, or by lowering the demands of the position. In the event that these actions were not possible, the possible suitability of the person for such work or vice versa would be questioned.

IDENTIFICATION OF SITUATIONS OF DETERIORATION AND/OR AGING

The Profiling Method makes it possible to identify people who are in a process of deterioration and aging.

For this we value in those people who are 40 or older, the 5 variables of aging: Tiredness, Memory, Irritability and mood swings, Sadness and apathy and Isolation.

The scores obtained in these 5 items, as well as the analysis of the history of scores obtained in some items that have been considered key to this detection, allow us to identify people who need support because they are in situations of deterioration and / or aging.

EVALUATION AND IMPROVEMENT OF WORKING CONDITIONS

The evaluation and actions to improve the existing or planned working conditions in each position is a prerequisite for the achievement of adequacy.

The Profiling Method enables this evaluation process by taking into account both the general characteristics of the workplace, as well as the physical, chemical and biological agents used, as well as all those characteristics of the work related to its organization and organization, and that could have an influence on the generation of risks.

To help in the process that leads to completing the job profile, we have a complementary tool called "Job Analysis Protocol". This instrument sets the guidelines for the assessment of the job, an initial step for the evaluation of working conditions. This tool is attached in **Annex I**.

In order to facilitate the risk assessment of tasks, a survey system called the "Risk Calculation Table" is attached in Annex I. This simple system also helps us to assess the Security item.

ADAPTATION TO THE JOB

In all cases we must guarantee the correct adaptation of jobs to people. The method, by crossing the information from both profiles, also provides us with an instrument of adaptation, enabling the correct location of the people who occupy or will occupy a job.

Contrasting the profile of the person with the profile of their job, we can find three situations:

- 1.** Inadequate work is an inadvisable situation that occurs in those situations in which the demands of the job far exceed the capabilities of the person.
- 2.** Acceptable work is a situation that can be improved in those situations in which the profiles of the person / task present minimal differences and these are remediable by lowering the demands of the task or through individual training programs.
- 3.** Proper work is an ideal situation that occurs when both profiles overlap properly.

We must ensure that people perform adequate or at least acceptable work.

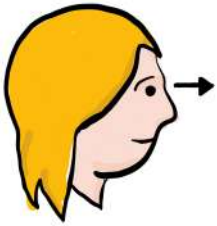
PROFILE CHART

		1	2	3	4	5	PERSON PROFILE	
Name and surname		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	A	A.- Vision
Instructor		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	B	B.- Hearing
Workshop or Service	Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	C	C.- Speech
Level / Category	Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D	D.- State of health
Evaluation date		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		1) Physics
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		2) Mental
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	E	3) Social insertion
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	F	E.- Technical assistance
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	G	F.- Self-control
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	H	G.- Adaptability
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		H.- Problem solving

JOB PROFILE

		1	2	3	4	5	PROFILE OF THE PERSON				
A	1.- Appearance and self-care	01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	01	1.- Appearance and self-care	A		
	2.- Mobility in the community	02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	02	2.- Mobility in the community			
B	3.- Visual memory	03	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	03	3.- Visual memory	B		
	4.- Similarities and differences	04	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	04	4.- Similarities and differences			
	5.- Spatial orientation	05	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	05	5.- Spatial orientation			
	6.- Numerical knowledge	06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	06	6.- Numerical knowledge			
	7.- Learning tasks	07	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	07	7.- Learning tasks			
	8.- Expressive language	08	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	08	8.- Expressive language			
	9.- Knowledge of writing	09	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	09	9.- Knowledge of writing			
	10.- Comprehensive language	10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	10.- Comprehensive language			
	11.- Knowledge of reading	11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11	11.- Knowledge of reading			
	C	12.- Dynamic coordination	12					12		12.- Dynamic coordination	C
		12a.- Dynamic demands	12a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12a		12a.- Dynamic demands	
12b.- Static charge. Posture		12b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12b	12b.- Static charge. Posture			
12c.- Handling and transport of loads		12c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12c	12c.- Handling and transport of loads			
12d.- Accessibility		12d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12d	12d.- Accessibility			
13.- Manipulative coordination		13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13	13.- Manipulative coordination			
D	14.- Responsibility	14					14	14.- Responsibility	D		
	14a.- Labor autonomy	14a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14a	14a.- Labor autonomy			
	14b.- Accomplishment of task	14b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14b	14b.- Accomplishment of task			
	15.- Repetitiveness	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	15.- Repetitiveness			
	16.- Versatility	16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	16.- Versatility			
	17.- Attention	17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17	17.- Attention			
	18.- Rhythm	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	18.- Rhythm			
	19.- Organization	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19	19.- Organization			
	20.- Interest	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	20.- Interest			
	21.- Labour relations	21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21	21.- Labour relations			
	22.- Security	22	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22	22.- Security			
	E	23.- Thermal environment	23	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23		23.- Thermal environment	E
24.- Sound environment		24	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24	24.- Sound environment			
25.- Lighting conditions		25	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25	25.- Lighting conditions			
26.- Environmental hygiene		26	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26	26.- Environmental hygiene			

METHOD ICONS



VISION



AUDITION



SPEECH



PHYSICAL HEALTH



MENTAL HEALTH



SOCIAL INSERTION



TECHNICAL AIDS



SELF-CONTROL



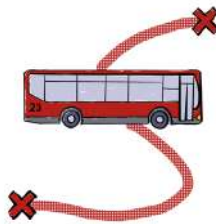
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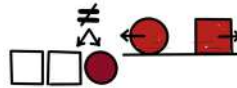
TROUBLE SHOOTING



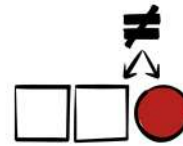
APPEARANCE AND SELF-CARE



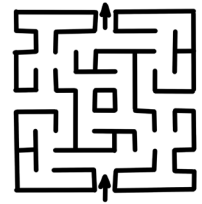
MOBILITY IN THE COMMUNITY



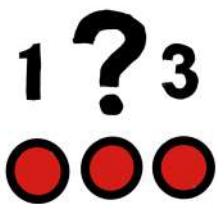
VISUAL MEMORY



SIMILARITIES AND DIFFERENCES



SPATIAL ORIENTATION



NUMERICAL KNOWLEDGE



TASK LEARNING



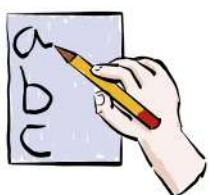
EXPRESSIVE LANGUAGE



COMPREHENSIVE LANGUAGE



READING KNOWLEDGE



KNOWLEDGE OF WRITING



PHYSICAL EXERTION



POSTURE



HANDLING AND CARGO TRANSPORT



ACCESSIBILITY



MANIPULATIVE COORDINATION



RESPONSIBILITY



AUTONOMY



PERFORMING TASKS



REPEATABILITY



VERSATILITY



ATTENTION



RHYTHM



ORGANIZATION



INTEREST



WORKING RELATIONSHIPS



SAFETY



THERMAL ENVIRONMENT



SOUND ENVIRONMENT



LIGHTING CONDITIONS



ENVIRONMENTAL HYGIENE



INFORMATION SEARCH



SAVE INFORMATION



DIGITAL COMMUNICATION



SAFETY



WEARINESS



MEMORY



IRRITABILITY



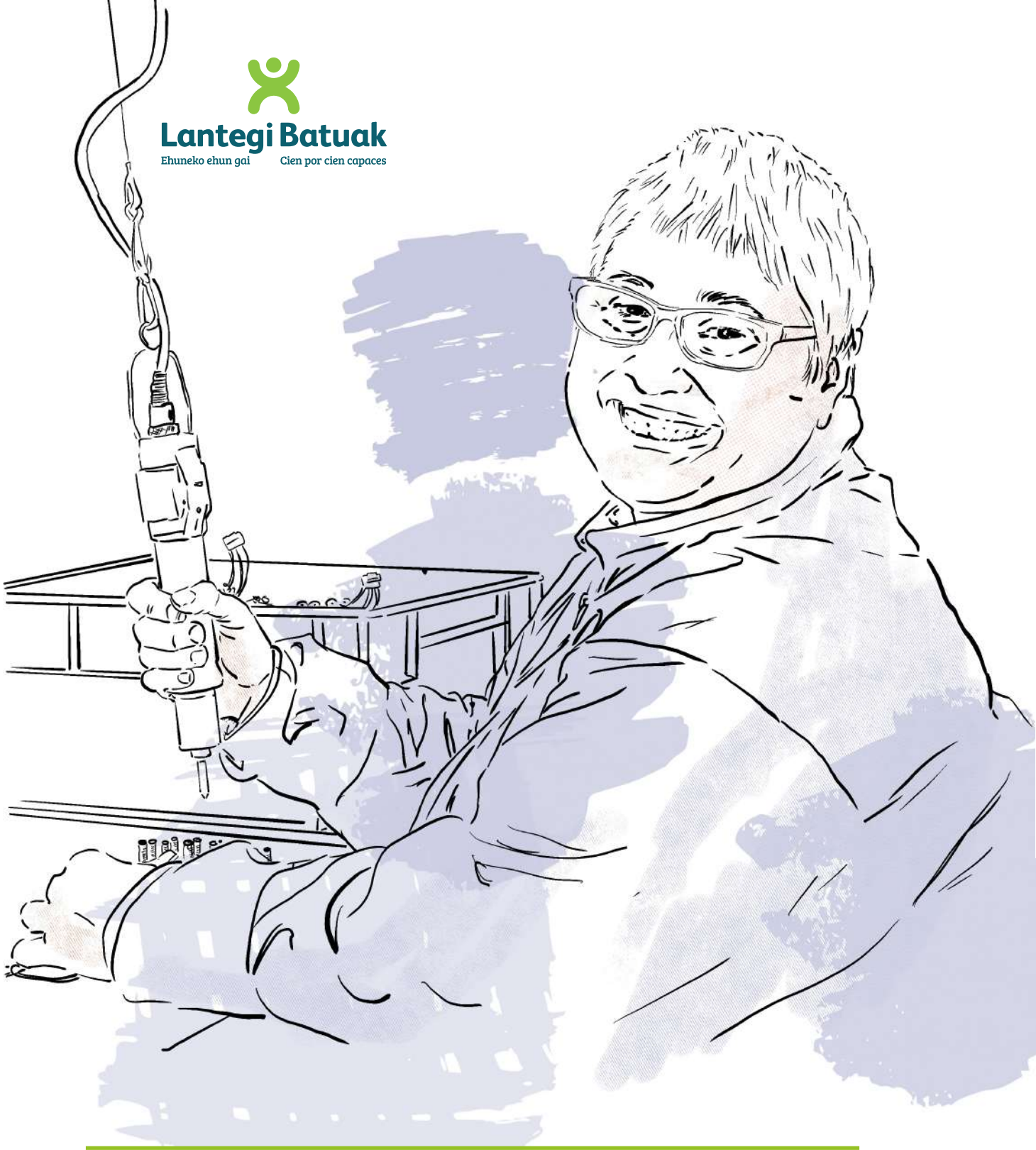
SADNESS



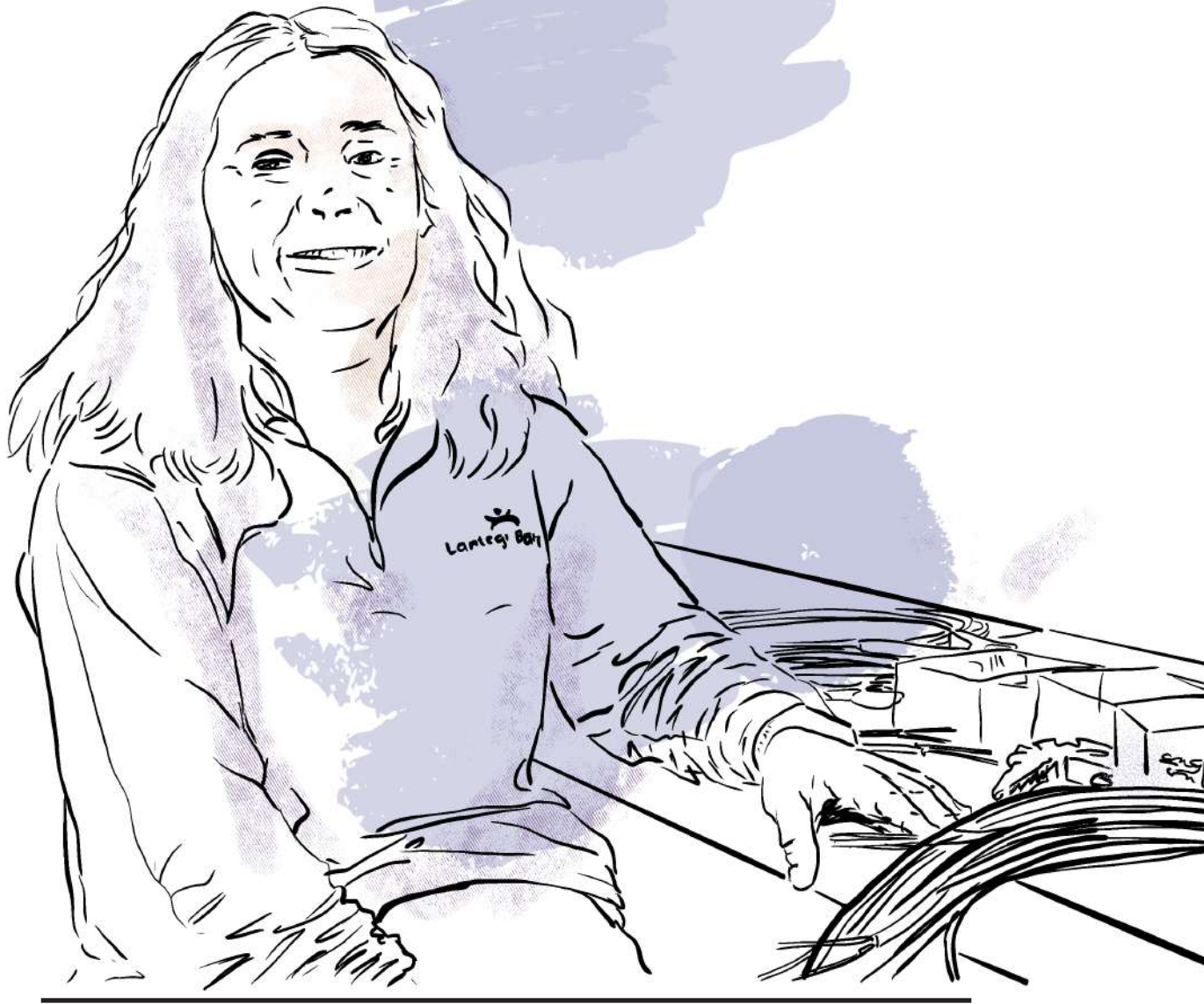
ISOLATION



Lantegi Batuak
Ehuneko ehun gai Cien por cien capaces



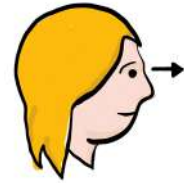
PROFILE OF THE PERSON



Top window of the person's profile

This section has no contrast in the job profile

A. Vision



Definition

It refers to limitations in vision.

1

Total blindness.

2

Severely impaired vision or large visual field restrictions, distant and/or near vision.

3

Visual limitations for the fine perception of small details, objects and/or in distant, near or visual field vision.

4

Limitations of visual field, distant vision or near vision that can be corrected by means of lenses.

5

No vision limitations for work activity.

B. Hearing



Definition	It is the ability to hear provided by the organ of hearing.
1	<p>Total deafness.</p> <p>The person must not be exposed to noisy environments.</p>
2	<p>Very little hearing even with a hearing aid.</p> <p>The person must not be exposed to noisy environments.</p>
3	<p>Hear only the raised voices.</p> <p>You can wear a hearing aid.</p> <p>The person must not be exposed to noisy environments.</p>
4	<p>Limitations in hearing corrected by hearing aids.</p> <p>In noisy environments he maintains a conversation with some ease.</p> <p>The person must not be exposed to noisy environments.</p>
5	<p>No limitations.</p>

C. Speech



Definition

It is the ability to articulate words and sounds that constitute language and enables adequate communication.

1

Total inability to produce sounds and/or articulate words.

2

The articulation of words is deficient.
Trouble understanding you.

3

He is able to articulate words.
It is understood even if the pronunciation is not correct.

4

Speech is understood effortlessly.
There may be small difficulties in pronunciation or articulation.

5

Articulate and pronounce clearly.

D.1. Physical health



Definition	Organic and physical functioning of the person.
1	Person who presents a serious state of health that may prevent the performance of a work activity.
2	The person has serious limitations, due to the frequency or intensity of their conditions.
3	Certain limitations with occasional or chronic conditions that may be of moderate or severe intensity.
4	Some limitation with few conditions and symptomatic stability.
5	Person without physical limitations for work activity.

D.2. Mental health



Definition

A state of balance between a person and his or her socio-cultural environment.

1

Person with mental illness and serious symptomatic imbalances that may prevent the performance of a work activity.

2

The person has severe limitations due to the frequency or intensity of decompensation.

3

Certain limitations and / or occasional decompensations, and that can be, of moderate or severe intensity.

4

Some limitation with few conditions and symptomatic stability.

5

Person without limitations for work activity.

D.3. Social inclusion



Definition	It is defined by the quantity and quality of the person's participation in community contexts.
1	Person in a situation of social exclusion and with almost total absence of social participation.
2	The person is in a situation of vulnerability and has serious deficiencies in social participation.
3	Certain limitations in social participation (or these are limited to specific occasions) that hinder, in part, their social inclusion.
4	Some limitation in social participation, which does not prevent its inclusion.
5	Person with a good level of social inclusion.

E. Technical assistance



Definition

They are those support products that serve to enhance or compensate the capabilities of the person.

1

It has great limitations even with technical aids.

2

It requires different technical aids customized and adapted to each different work activity that develops.

3

Certain limitations for the performance of its activity despite having technical aids or support products.

4

It needs technical aids for the development of its activity.
Such aids allow you to execute your task practically without limitations.

5

It does not require any adaptation for the performance of its work activity.

F. Self-control



Definition	It is the person's ability to regulate his or her behavior.
1	<p>The behavior is inappropriate. You need continued support.</p>
2	<p>The behavior is inappropriate. It requires frequent support.</p>
3	<p>The person is able to regulate his behavior. Occasionally you may need supports.</p>
4	<p>It is able to self-regulate its behavior. On very few occasions it usually needs support.</p>
5	<p>The person habitually displays self-regulating behavior.</p>

G . Adaptability



Definition

It is the ability to adapt to different or new situations and to different people or groups.

1

The person has serious difficulties in adapting to different situations.

2

Shows little ability to adapt to new situations.
It requires individualized supports.

3

It has the ability to adapt to new situations.
Occasionally it may require supports.

4

Generally, he adapts his behavior to the various situations that arise, accepting the changes.

5

The person adapts, with total autonomy, to the various situations that arise, accepting the changes and unforeseen events and adapting to them.

H. Troubleshooting



Definition	It is the ability to solve the problems or difficulties that arise.
1	The person needs continuous support to solve problems or difficulties.
2	It requires support, almost always, when it comes to solving problems or difficulties.
3	Occasionally, it requires supports to solve problems or difficulties.
4	It solves, autonomously, most problems or difficulties. In a timely manner you may need support.
5	It autonomously solves the problems or difficulties that arise.



A. Personal autonomy

1. Appearance and self-care



Definition

Degree of acquisition of personal hygiene habits and an adequate external appearance.

1

Totally dependent on other people in the habits of grooming and external appearance (dressing, washing ...), either because he is not able to do it autonomously, or because he does not want to do it.

2

Performs some of the basic tasks of self-care (washing, putting on clothes ...), but requires a lot of supervision.
It is rarely washed even if it knows how to do it.

3

Autonomous in grooming habits and appearance but requires some supervision to carry them out (selection, change of clothes ...)

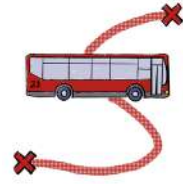
4

It is autonomous, sometimes requiring reminder.
For example: Before and after eating wash your hands, when handling food...

5

It shows, at all times, a proper grooming and external appearance.
He cares about his physical appearance and takes care of his image.

2. Mobility in the community



Definition

It is defined by the degree of development of the person in the community and in the workplace.

1

The person is accompanied in all his displacements.

2

You need ongoing supervision to get around both in the community and in your workplace.

3

She knows her section, the common spaces of the workshop and is autonomous to go from her home to the workplace.

4

It is autonomous in displacements and environments that it knows. It would have difficulty overcoming unforeseen situations both in the workplace and in the usual transports.

5

It is autonomous in all its displacements. He is able to go anywhere, even if he does not know it. Resolve any unforeseen situation.



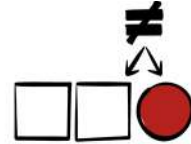
B. Information processing

3. Visual memory



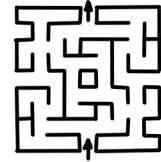
Definition	<p>It is the ability of the person to retain visual information in a limited time.</p>
1	<p>It is able to memorize in its visual field 2 or 3 objects.</p> <p>Sometimes, he remembers a very limited number of pieces that are in his stall.</p>
2	<p>It is able to memorize three objects among several.</p> <p>Remember certain parts, very common tools, requiring a lot of time to do it.</p>
3	<p>Visually retains a set of four objects among several.</p> <p>Remember the tools of the environment, even if it takes some time to achieve it.</p>
4	<p>It retains most of what appears within its visual field even when tools, objects, etc., are placed on a diffuse background.</p> <p>Able to remember 5/6 objects, requiring an acceptable time to achieve it.</p>
5	<p>Great visual speed .</p> <p>In short periods of time it retains everything that is presented to it within its visual field.</p> <p>Able to remember 6/8 objects.</p>

4. Similarities and differences



Definition	<p>Ability of the person to discriminate the similarities and differences between objects and group them by color, shape or size.</p>
1	<p>It does not perceive any similarity or difference in its usual work material, nor does it discriminate objects by color, size or shape.</p>
2	<p>Appreciate similarities and differences, between parts, materials and tools, when they are clear.</p> <p>Group elements by their color.</p> <p>It requires support and time to notice.</p>
3	<p>He is able to appreciate the similarities and differences between pieces and materials, when these are not very diffuse.</p> <p>Discriminate objects by color, shape, and size.</p> <p>You need a first help and time to perceive them.</p>
4	<p>He perceives differences in pieces, works and even in very similar images.</p> <p>It also groups all objects according to color, size and shape.</p> <p>It does so without help and in a very reasonable time.</p>
5	<p>It is able to appreciate similarities and differences and discriminate color, size and shape, without any problem, and in a short space of time, even though the difference is scarce.</p>

5. Spatial orientation



Definition

It is the ability of the person to, taking himself as a point of reference, place himself and place the objects in the space that surrounds him.

1

Serious problems to orient oneself in space.
 It does not have acquired most of the spatial notions: up / down, front / back.
 Great spatial disorientation.

2

It is oriented in space with quite difficulty.
 It takes time to place the objects where it is asked.
 Know some concepts: inside and outside, above and below.

3

It has acquired the basic spatial notions.
 It orients itself well in space but takes some time to integrate its movements.
 He knows his left and his right.

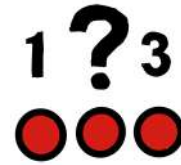
4

Its orientation in space is automatic.
 It understands all spatial notions and its development in the space environment is adequate.
 She knows the left and the right about herself, objects, and people.

5

It is perfectly oriented in space.
 The integration of all your movements is perfect.
 Spontaneously dominate space.

6. Numerical knowledge



Definition	The person's ability to understand and use the concepts of quantity, number, measure, and basic arithmetic operations for their work and daily lives.
1	No numerical knowledge.
2	Understand basic numerical concepts: plus/minus, little/much.
3	Understand basic numerical concepts at the abstract level. Concept of numbers based on elements (For example: counting up to 15 objects).
4	Perform simple mathematical operations: addition/subtraction with carries. Use of the metro in concrete actions.
5	Ability to perform complex mathematical operations: multiply/divide and is able to perform operations applied to solving a problem.

7. Task learning



Definition

It is the ability shown by the person when developing new tasks.

1

Great difficulty in assimilating any task, no matter how simple it may be.

2

Learn simple tasks although very slowly, needing to be shown the task repeatedly.

3

Learn tasks of medium complexity.
Sometimes he makes mistakes.

4

Learn complex tasks.
Sometimes he makes mistakes.

5

Learn quickly.
Shows ability to acquire complex tasks.

8. Expressive language



Definition	<p>Ability of the person to correctly express instructions, opinions, doubts... or through oral and/or gestural language.</p>
1	<p>Scarce expressive repertoire: yes, no, common words and / or gestures such as your name, house, bread, water ...</p> <p>Serious difficulties in making oneself understood.</p>
2	<p>Basic expressive repertoire: Simple phrases or is understood through gesture.</p>
3	<p>It has a certain expressive repertoire.</p> <p>It is able to carry out a simple conversation.</p>
4	<p>It follows the thread of a conversation without problems although it must be directed.</p>
5	<p>It reports correctly through oral reports, and/or through sign and gesture language.</p> <p>Very good expressive level.</p>

9. Knowledge of writing



Definition

Knowledge of writing.

1

He doesn't write.

2

Write by copying.

3

Write if dictated.

4

He writes functionally even though he makes mistakes.

5

Type correctly.

10. Comprehensive language



Definition	Ability of the person to correctly understand instructions, opinions, doubts... or through oral and/or gestural language.
1	Great difficulty in capturing instructions, no matter how simple they may be.
2	Very simple words and phrases: verb + noun.
3	Orders of two chained parts.
4	Complex orders: 2 or 3 action verbs without chaining.
5	It includes very complex information.

11. Knowledge of reading



Definition	Knowledge of reading.
1	He doesn't read.
2	Read whistling (ability to know letters).
3	Read but without understanding the content: labels, words...
4	Read and understand content at a general level.
5	Comprehensive and autonomous reading.



C. Physical Aptitude



12. Dynamic coordination



12a. Dynamic requirements

It is the ability to coordinate movements and tolerate efforts.

1	Lack of coordination in their movements. The person has great difficulty in exerting minimal efforts.
2	Difficulty in coordinating movements in those actions that require a certain skill. It tolerates only brief efforts.
3	It coordinates its movements well, but presents some difficulties in actions that require greater coordination. It can exert medium intensity efforts.
4	Good overall dynamic coordination. He tolerates well efforts that, although of medium intensity, occupy an important part of his day.
5	Very good dynamic coordination. Great facility to coordinate movements no matter how complex they are. Tolerates short stresses of high intensity. It is able to perform tasks that require sporadically, working postures with great physical load.

12b. Static charge. Posture

It is the ability to tolerate maintained postures.

1	Ability to work exclusively seated.
2	Ability to work mainly sitting having to alternate postures in an obligatory way.
3	Ability to maintain a static posture during certain periods of work by alternating postures.
4	Ability to maintain static postures for a large part of the working day; although, it must move from time to time. It can maintain forced postures sporadically.
5	Ability to maintain forced postures (kneeling, squatting, etc.) during certain periods of time.



12. Dynamic coordination



12c. Handling and transport of loads

It is the ability to lift and/or carry loads.

1	Great difficulty in handling even light loads. You should not handle weights.
2	Some difficulty in handling loads of low weight.
3	It occasionally lifts and transports average weights, of about 5 kilos.
4	It can carry loads of around 10 kilos with some frequency.
5	It can handle heavy loads, of 15 kilos sporadically.

12d. Accessibility

It is the ability to access and undo-become in the workplace.

1	The person has severe limitations that would prevent him from accessing the job.
2	It has motor limitations that sometimes require the help of another person. Wheelchair user.
3	It moves with significant limitations, and / or requires devices or technical aids.
4	It moves with certain limitations.
5	No limitations on access.

13. Manipulative coordination



Definition

Ability to correctly execute precision movements with the hands.

1

Total limitation for activities that require precision.

2

Trouble controlling movements.
Perform tasks of low difficulty, which require simple movements, requiring effort to achieve it.

3

Able to do tasks of medium difficulty that require mastery of basic manipulative skills, although for others of greater dexterity requires training.

4

Able to do high difficulty tasks.
Seamlessly execute fine movements on precise tasks.
You need some time to get to control them.

5

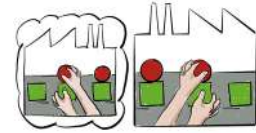
Great precision of movements in very difficult tasks.
Person with great manual dexterity.



D. Attitudes to work



14. Responsibility



14a. Labor autonomy

It is the ability demonstrated by the person to execute the task autonomously.

1	It presents difficulties in executing tasks without constant supervision.
2	Is able to perform tasks repeatedly requiring supervision or support.
3	The person performs tasks sometimes requiring supervision.
4	The person executes the tasks needing very few times supervision.
5	Work with total independence.

14b. Accomplishing the task

It is the ability shown by people to perform the task correctly.

1	The error rate in the task is very high.
2	Works with high error rate.
3	Mistakes made are rare.
4	It works with low error rate in the tasks performed.
5	The possibility of errors in tasks is very low or remote.

15. Repeatability



Definition	Degree of tolerance of the person to adapt to a repetitive task.
1	The person does not adapt well to repetitive work.
2	He has a certain ability to do repetitive tasks.
3	It adapts to repetitive work of medium duration.
4	Ability to perform repetitive tasks for long periods of time.
5	Great adaptability to do repetitive work without time limit.

16. Versatility



Definition

Ability of the person to adapt to changes in jobs.

1

The person does not adapt to changes in tasks.

2

It has a certain ability to adapt to changes.

3

Adapts to task changes.

4

The person is able to adapt and perform varied tasks.

5

Great ability to adapt to changes (proposals even to change the center by workload).

17. Attention



Definition	It is the person's ability to reach the level of attention that the task demands.
1	Very dispersed attention, unable to remain focused on her work for a short period of time.
2	Scattered attention, manages to maintain your attention for a short period of time.
3	In general, she remains attentive, although sometimes she disperses, and it is necessary to focus again on her task.
4	Good level of attention, from time to time disperses, having ease to refocus, without requiring the intervention of the monitor and without this having an impact on their task.
5	Great attentional capacity, remains long periods of time throughout the working day focused on their work. It is very rare for it to disperse.

18. Rhythm



Definition

Ability of the person to maintain the march imposed on their work on a regular basis and even the ability to change pace in the face of specific needs.

1

Very slow and unable to adapt to the required pace.

2

It presents ups and downs, needing help to adapt to the imposed rhythm.

3

Constant but slow, having difficulty changing pace when the task demands it.

4

Constant and appropriate to the situation.

5

Very fast, being able to change pace to adapt to the situation.

19. Organization



Definition	<p>It is the ability of the person to plan and arrange the materials in such a way as to facilitate the execution of the task.</p>
1	<p>Does not organize or plan, even when the monitor reminds you. Either, she is only able to order according to her own criteria, or she is very obsessive.</p>
2	<p>You need help organizing and tidying up your work.</p>
3	<p>He organizes and orders his work with some difficulty.</p>
4	<p>He knows how to order and organize the work according to a given criterion.</p>
5	<p>It effectively organizes and orders its work and even the work of a group.</p>

20. Interest



Definition

Degree of satisfaction and involvement that the person shows towards the task.

1

In general he is not interested in the work, he does not show interest in any of the tasks of the workshop or service.

2

If forced, he works routinely but without worrying about the completion of tasks.

3

From time to time the person needs to be reinforced to maintain interest in their work.

4

Generally, she is interested both in her work and in learning other tasks, trying to leave it finished, informing herself of how to improve it...

5

Great interest in everything that concerns the work and / or the tasks it performs.

It raises possible improvements in the way of doing this.

Always interested in learning.

21. Employment relations



Definition	Ability of the person when it comes to interrelating in his job with his peers, or responsible, etc.
1	<p>She has difficulty working alone as a group. Poor ability to relate to those responsible or equal.</p>
2	<p>She has a certain ability to work alone as when she does it in a group, and also with managers.</p>
3	<p>The person is able to work alone, sometimes collaborates with the group and with managers.</p>
4	<p>She is able to work both alone and in a group. In general, interact appropriately with the group and with managers.</p>
5	<p>Great facility to adapt to tasks that require working alone (without the presence of a person in charge) and also in a group (chain work).</p>

22. Security



Definition

It is the ability of the person to perceive and assess the risk and, if necessary, know how to use the necessary means of protection in their workplace.

1

There is a total lack of knowledge of occupational safety and health on the part of the person, or does not value the risk, nor perceive it. It does not know or use means of personal protection.

2

Difficulty understanding the warning signs .
He knows how to use some means of personal protection even if he does not understand it.

3

The person has basic security knowledge.
It has a certain assessment of risk and would know how to avoid it with help.

4

He has knowledge in the use of the means of personal protection.
Know the risk situations and how they occur.

5

The person knows the means of individual protection and uses them correctly.
Full knowledge of the risk and how to avoid it.



E. Environmental factors

23. Thermal environment



Definition

It refers to the physical tolerance that the person presents to the different factors that define thermal comfort (temperature, effort made, etc.)

1

The person has total intolerance to temperature changes, as well as greater sensitivity to extreme temperatures.

2

It has a minimum tolerance to temperature changes or to very high or very low temperatures.

3

It tolerates, in a moderate way, temperature changes, as well as situations of thermal discomfort.

4

It presents a certain decrease in tolerance to the different factors that make up the thermal environment.

5

The person tolerates the different factors that make up the thermal environment.

24. Sound environment



Definition	It refers to the physical tolerance that the person presents to aspects related to noise, either in intensity or frequency.
1	The person has total intolerance to high sound levels, although these are rare.
2	It has a minimum tolerance to a high sound level or constant sounds.
3	Moderately tolerates a high sound environment.
4	Almost total tolerance to uncomfortable sounds generated in the workplace.
5	The person has no limitations on exposure to noise.

25. Lighting conditions



Definition

It refers to the physical tolerance that the person presents to the lighting conditions of both the workplace itself and the workplace in general.

1

The person has a visual impairment that leads to a total intolerance to poor or excessive lighting conditions.

2

It has a very low tolerance to uncomfortable lighting conditions.

3

It tolerates, in a moderate way, uncomfortable lighting conditions.

4

Some decrease in tolerance to situations of light discomfort.

5

The person tolerates well the different factors that constitute the light environment.

26. Environmental hygiene



Definition	<p>It refers to the physical tolerance, which the person presents, to aspects related to atmospheric hygiene, vibrations, the use of chemical products or substances, dirt or dust, biological risk, etc.).</p>
1	<p>The person has total intolerance to the hygienic factors present in the workplace.</p>
2	<p>It has a minimum tolerance to different hygienic factors.</p>
3	<p>It tolerates, in a moderate way, the different hygienic factors.</p>
4	<p>It shows a certain decrease in tolerance to the different factors that make up the hygienic environment.</p>
5	<p>It tolerates the different factors that make up the hygienic environment.</p>



F. Aging

OTHER VARIABLES ADDED FOR THE DETECTION OF DETERIORATION AND/OR AGING

		1	2	3	4	5	PROFILE OF THE PERSON
Name and surname		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1 1.- Tiredness
Instructor		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2 2.- Memory
Workshop or Service	Stand	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3 3.- Irritability and mood swings
Level / Category	Profile	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4 4.- Sadness and Apathy
Evaluation date		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5 5.- Isolation

EVALUATORS

OBSERVATIONS

27. Tiredness



Definition

It is a state of fatigue, lack of strength that the person shows.

1

He shows serious signs of fatigue that prevent him from developing his activity normally.

2

It often shows signs of tiredness.

3

Occasionally, he shows signs of tiredness.

4

It does not usually show signs of tiredness.

5

Shows a good level of activity.

28. Memory



Definition	It is the ability to retain, store and evoke information.
1	The person is not able to remember the tasks or activities they usually perform.
2	Frequently/weekly you do not remember the tasks/activities you have to perform at work.
3	Sometimes you don't remember all the steps of the task/activity you have to perform.
4	It does not usually present memory leaks, and if it does, it is not significant to perform the task correctly.
5	Maintains a good memory.

It is considered that for the proper assessment of this item it is necessary to take into account the following conduct Observable. These behaviors can be assessed together with the family/guardians. If in column A, in three of them the answer is tofirmativa you can not score more than 3 in the perfil. If in column B, in 2 of them the answer is afirmativa you can not score more than 3 in the perfil. If in column C, in one of them the answer is tofirmativa you can not score more than 2 in the perfil. Definition.

A	B	C
The person does not remember recent events but does remember his youth.	The person is not able to remember family and friends.	He does not remember his name, age, place of residence.
The person does not remember an instruction they have just received or something they have recently been told.	The person presents disabilities to remember visual stimuli that he has previously observed (he does not recognize machines, parts ...)	The person has lost the ability to remember how to commute to work.
He is not able to orient himself and find his way to places to familiar places.	The person has the right to understand and apply mathematical knowledge.	
He doesn't remember what he did the day before or today.	The person has lost the ability to understand and execute simple orders.	
He doesn't recognize people he just met in recent weeks.	The person has the right to remember routines that he had acquired (he forgets the keys, sandwich, medication ...)	

29. Irritability and mood swings



Definition	It is the propensity to get angry and to change mood very quickly.
1	It presents frequent and noticeable signs of irritability and mood swings.
2	You have frequent signs of irritability and mood swings.
3	It sometimes presents signs of irritability and mood swings.
4	It does not usually show signs of irritability and mood swings.
5	It presents an adequate emotional stability.

30. Sadness and Apathy



Definition	Mood that involves regret, discomfort, lack of vitality and interest.
1	It presents a general state of sadness and apathy.
2	Most of the time he presents a state of sadness and apathy.
3	Sometimes he presents a state of sadness and apathy.
4	Their emotional state, in general, is cheerful and optimistic.
5	His emotional state is cheerful and optimistic.

31. Isolation



Definition	<p>It is the tendency of the person to avoid social relationships, relating little or insignificantly.</p>
1	The person does not relate.
2	The person tends to avoid contact or relationship with other people.
3	The person relates to a small number of people and/or in few settings.
4	It relates to normality.
5	He is outgoing and maintains multiple relationships.



METHOD OF
PROFILES OF
ADEQUACY OF
THE **TASK** TO THE
PERSON



Lantegi Batuak

Ehuneko ehun gai

Cien por cien capaces

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