

4TH MEETING: “PARENT’S INTERACTION WITH THE CHILD - A GUIDE FOR AN ENHANCED QUALITY OF LIFE FOR FAMILIES WITH A MEMBER WITH ASD”

LECTURE 1:

Getting To Know Your Child

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- **WHAT IS:**
 - I. **DIVERSITY**
 - II. **MOTIVATION**
 - III. **DESIRES**
 - IV. **WHAT TO AVOID**

- **HOW TO INTERPRET YOUR CHILD'S REACTIONS – BEHAVIORS**
 - I. **TOOLS**
 - II. **OBSERVATION**

- **HOW TO ADDRESS YOUR CHILD**

- **Q&A**

Outline

LEARNING OUTCOMES

- Observation and evaluation of the subject's strengths and weaknesses
- Encourage motivation to learn
- Learning by doing: strategies for "Knowing how to be" and "Knowing how to do" in autism
- Reduce problem behaviors by increasing proactive strategies to support learning and functional communication
- Shaping everyday life: structuring work and learning environments and spaces



GET TO KNOW YOUR CHILD

Diversity in Autism Spectrum Disorders • Intellectual level • Communication level • Behavioural level

- **I. Diversity:**

- Verbal and nonverbal social communication deficits (impairment of language and reciprocal social communication)
- Social-emotional reciprocity deficits (poor ability to initiate social interactions and no sharing of emotions)
- Deficits of nonverbal behaviors (absence or reduction of eye contact, gestures, facial expressions)
- Relational deficits
- Restricted and stereotyped interests
- Difficulty in learning spontaneously from the environment



GET TO KNOW YOUR CHILD

• II. Motivation:

According to Riello (2018) **motivation** is a process that initiates, guides and maintains purposeful behavior. It is the stimulus, conscious or unconscious, to action aimed in the direction of achieving a desired goal.

Stimulating motivation in individuals with autism, is therefore essential to support learning and a positive relationship!

What Can I Say To Myself?

<u>Instead of...</u>	<u>Try thinking...</u>
• I'm not good at this.	• What am I missing?
• I'm awesome at this.	• I'm on the right track!
• I give up.	• I'll use some of the strategies we've learned.
• This is too hard.	• This may take some time and effort.
• I can't make this any better.	• I can always improve, so I'll keep trying.
• I just can't do math.	• I'm going to train my brain in Math.
• I made a mistake.	• Mistakes help me to learn better.
• She's so smart. I will never be that smart.	• I'm going to figure out how she does it so I can try it!
• It's good enough.	• Is it really my best work?
• Plan A didn't work.	• Good thing the alphabet has 25 more letters!





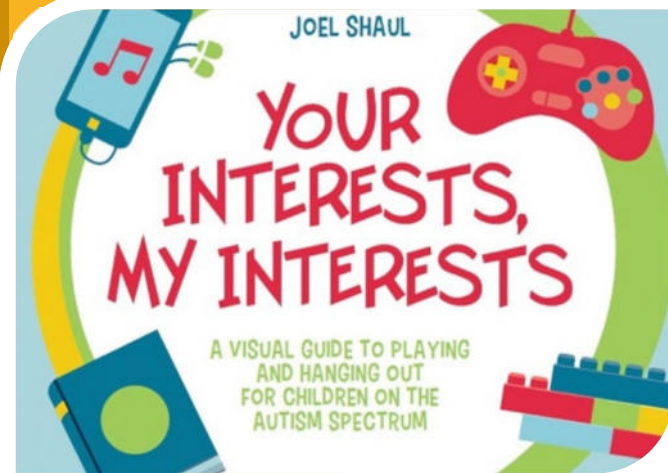
GET TO KNOW YOUR CHILD



- **II. Motivation :**

Motivating people with autism spectrum disorder is an essential but very difficult challenge. Here, then, is where it becomes critical:

- Gathering information about the child and his behaviours
- Understanding what their interests and aptitudes are
- Gathering materials that will help the child on his path to integration
- Teaching the child in a pleasant and fun way
- Playing. The game becomes the perfect framework in which to include all activities that enhance learning *tout court*



GET TO KNOW YOUR CHILD



- **II. Motivation:**

Motivation also comes from experiences that teach people how to interact with social and physical environments in ways that result in positive outcomes.

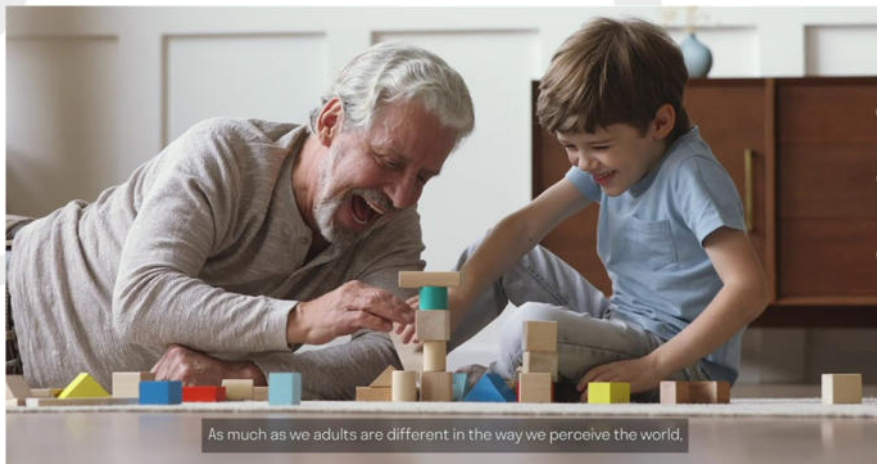
Motivation cannot exist without :

- high levels of reinforcement;
- a continuous variety of prompts (aids) applied initially to the subject's teaching and gradually fading out.
- visual aids
- clear, calm and simple language
- novelty in teaching



GET TO KNOW YOUR CHILD

- III Desires:
- It is important to follow the child's motivation in order to:
 - capture his or her desires in play and learning
 - to introduce us to his or her play, by using functional games
 - to include variations and initially simple requests to increase opportunities for skill, knowledge and learning.



GET TO KNOW YOUR CHILD

- **IV What to avoid:**
 - Fears, an excessive sense of protection and the desire to always be there to prevent children from experiencing their own limits and emotions.
 - Allow the individual to become frustrated through the administration of tasks that are too simple or too complex
 - Cancelling his or her work or taking down finished products

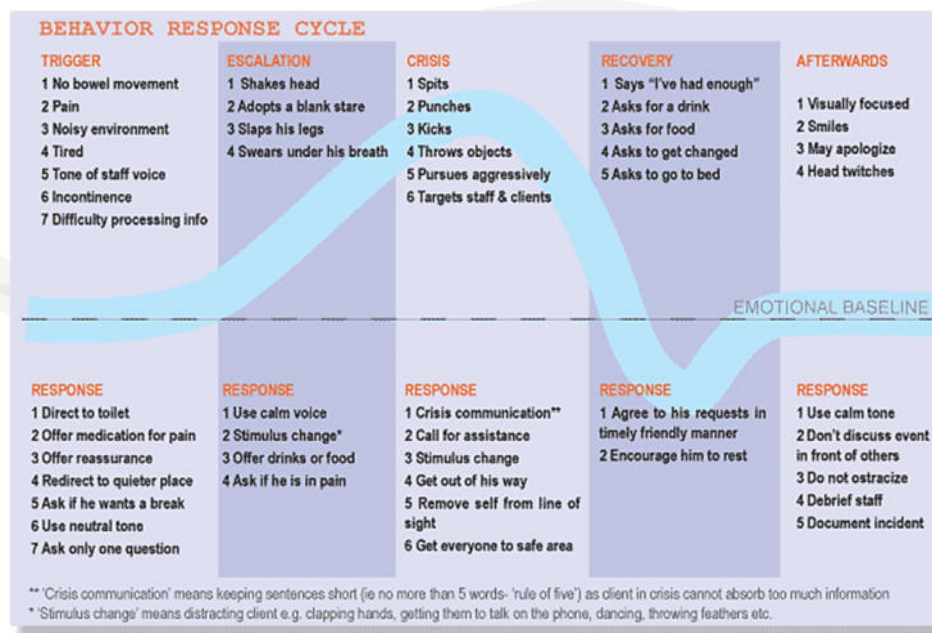


HOW TO INTERPRET YOUR CHILD'S REACTIONS

- **Tools:**

- Observe and monitor the child's mental and physical development
- Intervene if concern becomes excessive
- Do not wait too long!

- **BEHAVIOR RESPONSE CYCLE**



HOW TO INTERPRET YOUR CHILD'S REACTIONS

- **II Observation:**

- The child must be explored and discovered, observed through what s/he can do.
- Starting with the "can do" through its observation, means rediscovering the child.
- find the "right measure"
- stimulate without prevaricating
- Encourage without anticipating,
- learning to put ourselves "in their shoes"



HOW TO INTERPRET YOUR CHILD'S REACTIONS

• **III How to address your child :**

- Minimize direct questions.
- Comment on actions.
- Stimulate communication.
- Use gestures and facial expressions with abundance.
- Use eye contact.
- Modeling.
- Simplify.
- Exaggerate with pitch, volume, and tone of voice.
- Reinforce.
- Make it all really fun!



QUESTIONS



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