4TH MEETING: "PARENT'S INTERACTION WITH THE CHILD.A GUIDE FOR AN ENHANCED QUALITY OF LIFE FOR FAMILIES WITH A MEMBER WITH ASD"

LECTURE 2:
Shaping Everyday Life I

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Outline

- ## HOW TO BUILD USEFUL AND FULFILLING ROUTINES

- ## NEED FOR CREATING A STABLE AND PREDICTIVE ENVIRONMENT

- ## SHAPING DYSFUNCTIONAL OR STEREOTYPED BEHAVIORS

. Q&A

SHAPING EVERYDAY LIFE

How to build useful and satisfying routines

It is important to:

→ **Maintain stable main schedules and habits**

→ **Clearly and visually scan the day**

→ **Alternate proposed activities**

→ **Doing motor activity at home**

→ **Ensure the child has the right sleep-wake rhythm, constant and continuous**

→ **Promote household chores and activities**

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SHAPING EVERYDAY LIFE

Need to create a stable and predictive environment

It is important:

That the organization of the living environment is presented through stimuli that are appropriate to the child's level of understanding and that use mainly the visual channel.
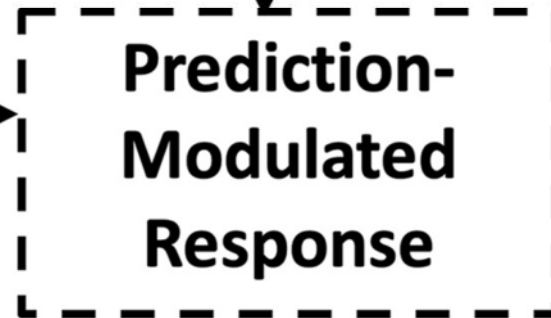
Building a good quality of life for children with disabilities, through the structuring of a healthy and protected environment, means transforming obstacles and barriers into a context that facilitates well-being according to the bio-psycho-social model.

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Learned association of antecedent-consequence pairs

Antecedent and/or context Δt **Consequence observed**

Predictive event

Antecedent and/or context **Consequence observed**

Predictive Process → **Prediction-Modulated Response**

Possible Update

SHAPING EVERYDAY LIFE

- Displaying dysfunctional or stereotypical behaviors

- Behind every problematic behavior, there is usually a discomfort, that the person with autism is not able to express in other ways and that is important to decode, in order to identify a specific strategy aimed at resolving it.

SHAPING EVERYDAY LIFE

Modeling dysfunctional or stereotypical behaviors

- sensory analysis

- The first thing to do in order to manage the problem behavior is to understand the reason for the behaviour itself, through:

- collection of data to understand what happened before and after the problem behavior (what people were present, what changed in the environment, what happened after the behavior itself) (ABC)

- assessment of the context in which the behavior took place.

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Managing problematic behaviours is not always easy.

You can:

→ Observe tasks or activities that create frustration and acute anxiety for the individual, decreasing the burden of difficulty.

→ Pay attention to processing and pacing issues related to cognitive and/or motor difficulties

→ Give individual time to respond

→ Structure a supportive environment for activities and tasks

→ Teach in natural environments that contain cues and reinforcers that maintain learned and functional behaviors

→ Ensure that all stakeholders encourage and support the independent effort whenever possible

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Questions

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