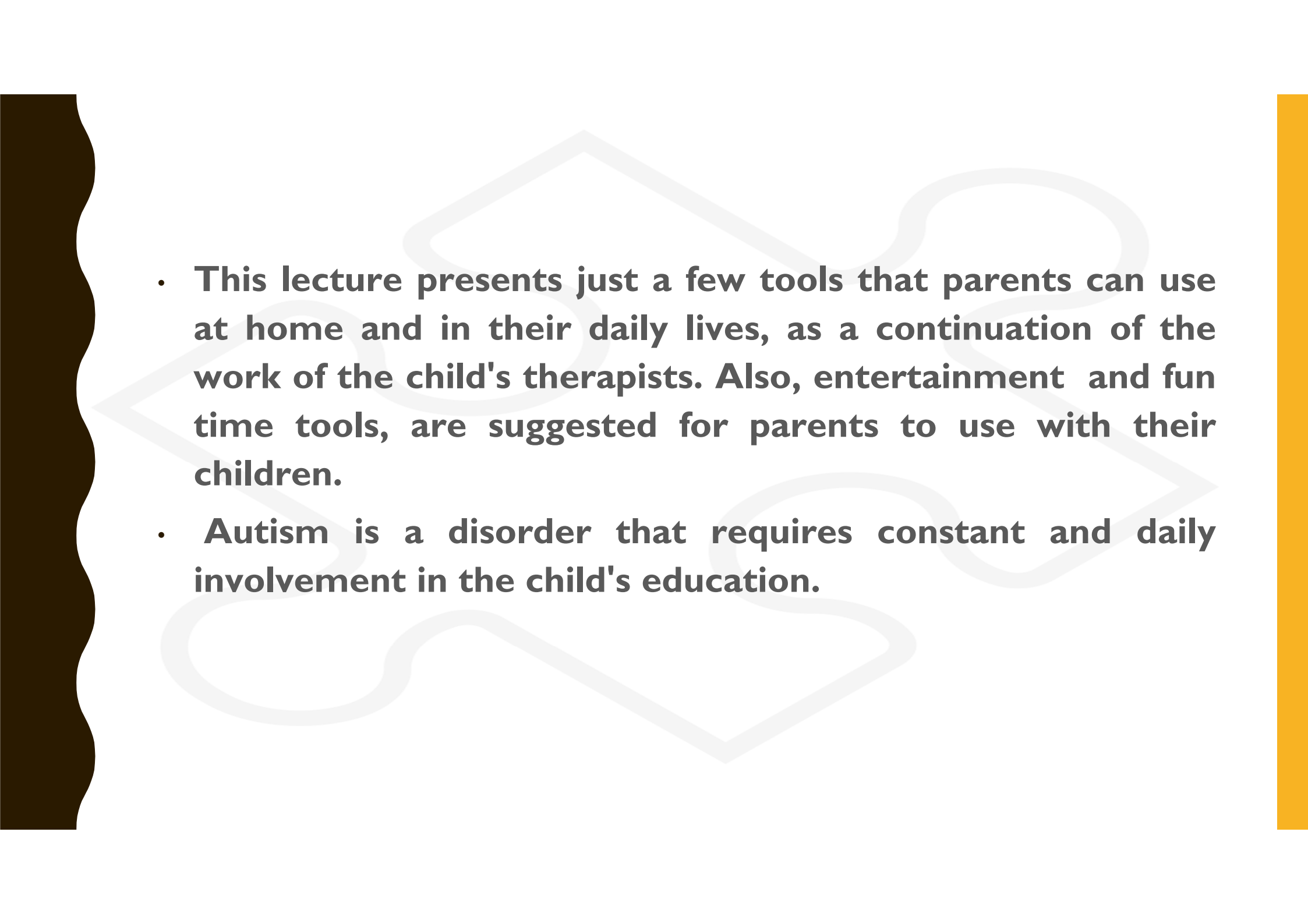# 8th meeting: Additional practical guidance & Closure

LECTURE 2:

Materials and Guidance I

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IPAT
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Autism Burgos
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- This lecture presents just a few tools that parents can use at home and in their daily lives, as a continuation of the work of the child's therapists. Also, entertainment and fun time tools, are suggested for parents to use with their children.

- Autism is a disorder that requires constant and daily involvement in the child's education.

LECTURE OUTLINE

1. Social stories

2. Aba therapy for autism

3. Circle of friends

4. Impact project

5. Floor time

6. Tools for everyday life

7. Useful resources

LEARNING OUTCOMES

1. social stories as a tool for autism

2. How to use applied behavioral anlaysis?

3. Circle of friends: a very strong tool for social relationships

4. Tools and how to use them to boost quality of life and family life

5. Resources to build general and specific areas of knowledge

Why?

- The parents and the family of the person with autism play an important role in his daily life and development.

- The education of the child takes place both in the education and treatment centers, it is also crucial that this continues at home by the family.

- The daily life of the family, is also greatly affected be the child's behavior and mood

- It is especially important for parents to have some tools to help themselves to be strongεp and the child to develop better too.

The purpose of this lecture is to inform parents for the possibilities that they have to support their children as continuation of their therapeutic intervention

Social stories

- Social Stories are a social learning tool that supports the safe and meaningful exchange of information

- A Social Story accurately describes a context, skill, achievement, or concept according to 10 defining criteria.

- Improves understanding of concepts, skills and situations, and might help children learn new behaviour and social responses

- might be less effective for children with poor comprehension skills, and they might not be suitable for non-verbal children

(available: https://carolgraysocialstories.com/)

Social stories

- Details about the setting

- Things that typically happen in that setting

- The actions or behaviour that are typically expected from children in the setting

A Social Story/Article has a title and introduction that clearly identifies the topic, a body that adds detail, and a conclusion that reinforces and summarizes the information

How can I write a social story?

A social story must:

1. Have a goal
2. Include a two-step discovery process
3. Contain a title and introduction that identify the topic, a body that adds detail, and a conclusion that reinforces and summarizes the information
4. Has a format that is tailored to the individual abilities, learning style, talented, interests, and attention span of the audience
5. Have a patient and supportive voice along with vocabulary

(available: https://lifeskillsadvocate.com/blog/how-to-write-a-social-story/)

How can I write a social story?

6. Answers questions about where, when, who, what, how, and why

7. Contains descriptive and coaching sentences (sentences that guide behavior)

8. Has language that describes more than it directs

9. Is constantly revised

10. Has a plan for editing and implementation

(available: https://lifeskillsadvocate.com/blog/how-to-write-a-social-story/)

Steps!

1. Decide What Kinds Of Topics To Tackle In Your Social Story

2. Vary Your Sentence Types:

-**Descriptive Sentence:** *I ride the bus to school.*

-**Perspective Sentence:** *Sometimes I get upset when I ride the bus because it is loud and crowded.*

-**Directive/Coaching Sentence:** *I can put on my headphones and listen to music when I feel upset on the bus.*

-**Affirmative Sentence:** *Staying relaxed on the bus is good for me*

(Gray,2015)

Steps!

3. Prepare The Story

4. Add Some Pictures (if you want)

5. Create Copies

6. Introduce And Read The Story

7. Practice And Provide Feedback

8. If you and the child wants, have the child help when possible

Applied behavioral analysis (ABA)

- Behavior analysis is a science that seeks to understand, predict, and change behavior

- ABA uses operant conditioning and positive reinforcement (praise and rewards) to "program" desired behaviors

helps us to understand:

- How behavior works

- How behavior is affected by the environment

- How learning takes place

Applied behavioral analysis (ABA)

ABA therapy programs can help:

- Increase language and communication skills

- Improve attention, focus, social skills, memory, and academics

- Decrease problem behaviors

involves many techniques for understanding and changing behavior. Is a flexible treatment:

- Can be adapted to meet the needs of each unique person

- Provided in many different locations – at home, at school, and in the community

- Teaches skills that are useful in everyday life

- Can involve one-to-one teaching or group instruction

Applied behavioral analysis (ABA)

- Positive Reinforcement

- Antecedent, Behavior, Consequence:

Understanding antecedents (what happens before a behavior occurs) and consequences (what happens after the behavior) is another important part of any ABA program.

What Does an ABA Program Involve?

Good ABA programs for autism are not "one size fits all." ABA should not be viewed as a canned set of drills. Rather, each program is written to meet the needs of the individual learner.

The goal of any ABA program is to help each person work on skills that will help them become more independent and successful in the short term as well as in the future.

Applied behavioral analysis (ABA)

- Parents, family members and caregivers receive training so they can support learning and skill practice

- The emphasis is on positive social interactions and enjoyable learning.

- The learner receives no reinforcement for behaviors that pose harm or prevent learning.

ABA is effective for people of all ages. It can be used from early childhood through adulthood!

Some examples please?

1. positive reinforcement involves a child that's told to put away their toys after playtime is over.

- If they do so after repeated attempts to show them the reward that they'll receive following it, they could improve to the degree that a reward is no longer needed for them to do what they've been taught is the right behavior to exhibit.

2. A parent encourages a child to ask for things that they want instead of taking them.

- When this is done, it will be given to them as quickly as possible. This is the motivator that drives them to continue to engage in requests to get what they want.

Some examples please?

3. Therapists/parents use scripting when the same words are repeated many times.

It helps the children they teach learn skills quicker this way. First, the therapist/parent develops a circumstance where the child must work with a script.

Circle of Friends

- Circle of Friends (CoF) is a form of Peer Mediated Intervention

Circle of Friends programs can:

- Increase the quality of social interactions for children with disabilities
- Replace physical-only inclusion with true social inclusion
- Prevent bullying
- Develop empathy and caring in peers
- Give group facilitators confidence in teaching social skills
- Support parents in their quest to meet their children's social needs
- Increase academic classroom participation

Circle of Friends

- Family can be trained to the use of CoF and teach their child to distinguish the different types of relationships and what we have to do in a corresponding case

Circles of Relationships

- **Circle One – The Circle of Intimacy**

  This is made up of those who are our "ANCHORS" the people in this circle are those who are closest to us, the people whom we could not imagine living without. They will typically be members of our immediate family but not invariably so. Younger children may include their pets as members of circle one, especially if they talk and tell secrets to them.

Circle of friends

2. Circle Two – The Circle of Friendship

This is made up of those who are our "ALLIES". The second circle contains people who are friends or close relatives but who did not quite make it into circle one. These are people we would confide in and would expect to be on our side and stand up for us in a difficult time.

3. Circle Three – The Circle of Participation

This is made up of our "ASSOCIATES". The third circle lists the people we are involved with because we see them regularly in school classes, at clubs, organisations etc. These are the people an individual "hangs around" with; they come and go and may not always be people we see very often.
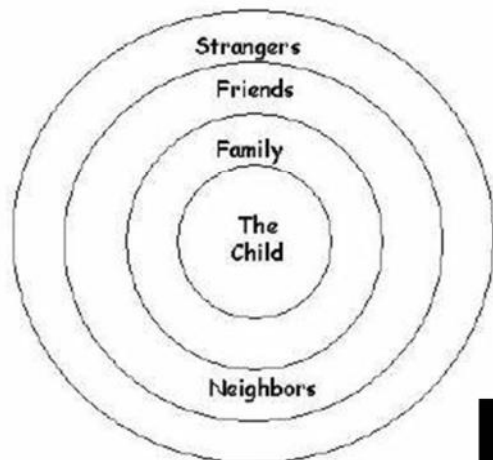
Circle of friends

- **4. Circle Four – The Circle of Exchange**

This is made up of people who are "PAID" to be in our lives. Doctors, teachers, dentists, social workers, therapists, hairdressers, car mechanics and the like make up the numbers here. They are paid by us or our caregivers to provide us with services. Children with disabilities and those in care will tend to have higher than usual numbers of people in Circle Four and this skewing relationships is a serious barrier to their participation in ordinary community activity.

Strangers

Friends

Family

The Child

Neighbors

Circle of Friend Diagram

1. Closest person/s: E.g. family members

2. Best friend/s but not as close as no.1

Me

3. Wider friend/s: neighbours/ sport's team members

4. Paid for help: E.g. doctors

we will continue the lecture with a new presentation!

Resources

- Circle of friends: https://inclusive-solutions.com/circles/circle-of-friends/

- whoqol-bref:https://neurotoolkit.com/whoqol-bref/

- LetMeTalk: google playstore

- RoutineFactory: google playstore
- https://www.crossrivertherapy.com/aba-therapy-techniques
- Social stories: https://carolgraysocialstories.com/
- Social stories: https://lifeskillsadvocate.com/blog/how-to-write-a-social-story

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