

Experiences from therapeutic activities with youth with ASD (ADHD) in direct pedagogical work of elementary school teachers

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Experience

Experience (from „to experience“) is used in several senses:

- A skill, gained by long time work: „experienced MD“, „life experience“;
- Result of usually sensory perceptiveness, a source of knowledge, which don't have to be in words yet: „experience of red color“;
- Stable result of experience of enjoyment: inner experience, religious experience;

Note

On the other hand learning by own experience is **expensive** or **dangerous** and that is why people far more often follow example or advice of others, tried by social custom rather than risk **failure and own experience.**

Theoretical background

- Knowledge from ASD field – theories nad practice.
- Transformative systemic therapy according to Virginia Satir – backbone of entire system.
- Added elements from: Cognitive therapy, Behavioal therapy, Pесо – Boyden psychomotoric therapy and Logos-therapy.
- This is not integrative or eclectic approach.

Therapeutic goals - specific

- Problem managing / symptoms reduction – I don't want to have a fear, anxiety better, to know how?; I want to know
- Interpersonal goals – not to be alone, have a friend;
- Feeling of full health – to feel good in ones body;
- Orientation / finding a purpose – Why live? Art of orientation in life. Understanding values.
- Self improvement / self value – self confidence, not

Therapeutic activities (T.A.)

- * Sport group (4x per month)
- * Drama society (2x per month)
- * Art therapy (once per month)
- * Siblings group (once in two months)
- * Grand parents group (once in two months)
- * Parents group (once in two months)
- * Man group „Man themselves“ (once in two months)
- * One day trips – „KAT“ ADAM o.s. Havířov
- * Suburban camp (once per year in August)


Needs fulfilled in T.A.

- **Need of place** – on two levels- Physical and Psychical.
- **Need of support** – support in courage of trying new things; support in confidence in own strengths; support of changes in outside environment and setting of difficulty level so child with autism may experience success.
- **Need of safety** – lead the child or adult so he or she may learn to draw the line between what is and isn't safe.
- **Need of care** – in order of good development of curiosity and inquisitiveness, „flooding“ with care and attention is necessary;

Unfilled needs - consequences

- * Low to non self esteem – self-confidence, self-evaluation
- * High internal uncertainty – anxiety, fear;
- * Relationship problems – dependence on others, or by the contrary extreme isolation;
- * Fear of being abandoned;
- * Problems with healthy (appropriate) self enforcement and assertivity – tendency to manipulate or will to be manipulated;
- * Problems with skills of appreciation, praise and support
- * Problems with limits – inability to say „no“ to self or to others;
- * Problems with borders of others – lowed skill of respecting others' spaces and needs;
- * Often perceive oneself as victim;

Experience No.1

- * Clarify expectations from myself, my expectations from parents, what does parent expect from me.
- * Why parent?
- * Parent is the best specialist on his/ her child behavior! 
- * Unfilled expectations Anger!
- * Find time and place for a partnership conversation

Experience No.2

- * Clarify expectations from myself, my expectations from adolescent, what does adolescent expect from me.
- * What do I(we) want – goals? How do I want to achieve that? What way will I choose?
- * What is motivation/incentive for adolescent?
- * This way I am better in connecting to adolescent.
- * Supervision of experienced colleague.

Experience No.3

- * Develop relationship with adolescent by useful help:

- ❖ Calm, concentration on boy/ girl;
- ❖ Instructions for good solution (provided in calm and factual way)
- ❖ Cooperative behavior brings more cooperation
- ❖ Specific, clear requirements and clear instructions
- ❖ Initiative, alternative suggestions, interest
- ❖ Polite and patient formulation of requirements and instructions – not leading, not orders
- ❖ Do not push more instructions after one
- ❖ Expressed interest in way and results of dealing with that or problem
- ❖ Adjust tasks to individual ability of child

Experience No.4

- * Avoid unfunctional help:

- ❖ „sit straight“, „write nicely“ – information which are known;
- ❖ „So focus for sake“ – stimuli to more effort;
- ❖ „where is your student record book“ – interruption and disturbance of work effort;
- ❖ „use your brain“, „patience bring roses“ – abstract instructions or advices;
- ❖ „those who learn, make it further“ – moralization;
- ❖ „Look at Josef, what he can do!“, „Josef would have already be done.“ – examples of others;
- ❖ „don't blink“, „don't move while sitting“ – surplus advices;

Sport group



Drama society



Closure

- * Challenge the society to help families with children not only with autism spectrum disorders by your personal example and courage!
- * Engage your peers – great co-therapists.
- * Thank you for your attention.