

International Autism-Europe Congress.

New Dimensions of Autism

Budapest
26-28 settembre 2013

Bisogna **INCLUDERE, FAR PARTECIPARE** le persone con disabilità, per quanto grave questa sia...

“The progressive achievement of human rights cannot ...wait for a renewal of prosperity”

High Commissioner of Human Rights (Council of Europe)

Avanti anche il progetto SILVIA, col quale ci si informa su e si promuovono occasioni di inclusione nel territorio!!

DECLOC Study

PRO: «Small, community-based services»; comunità piccole (...quindi anche **non affollare stanze**, che dà un po' quella sensazione, in piccolo, di massificare)

PRO: Diritto a essere «actively involved in decision-making processes» (attivamente coinvolti a prendere decisioni: **QUINDI AVANTI TUTTA CON PECS e RICHESTE/SCELTE**)

Diritti (CARTA ONU)

- A scegliere (quindi a sentirsi chiedere) DOVE E CON CHI vivere (Art.19)
- EDUCAZIONE ANCHE DA ADULTI (Art.24)
- Abilitazione e riabilitazione (Art.26)
- SERVIZI APPROPRIATI E ECONOMICAMENTE ACCESSIBILI (Art.28)

Markovic

Mental Disability Rights Initiative of Serbia

Nel passato recente il triste quadro era così caratterizzato:

Basse aspettative in termini di educabilità e di integrabilità nei contesti territoriali

Adulti senza «futuro» in istituto con molti farmaci antipsicotici

Mancanza di PRI, personal items, privacy

Gli operatori pensavano che non potessero fare niente

Gli operatori non vedevano il problema comportamentale come un segnale di inadeguata stimolazione e di insoddisfazione dei bisogni

Oggi: Movimento di De-istituzionalizzazione

Adesso: Centri diurni*, Appartamenti e Programmi del weekend**

*ma con profilo degli operatori, i programmi e l'approccio è tipo-istituzionalizzazione. Poi mancano percorsi formativi per gli operatori. Poi mancano percorsi di avviamento all'indipendenza.

** (che soddisfano più i bisogni dei genitori)

ACT per familiari

- Intervenire su serenità, concentrazione, meditazione, coinvolgimento personale nel *care-giving* ...FA MOLTO BENE AI CARE-GIVERS (genitori ...e operatori?)
- Avanti!!

PAMAPI

Analisi del sangue ASDI

Visita odontoiatrica

Visita oculistica

Visita ginecologica

Persone (foto, interviste)

Luoghi (video, foto panoramiche, pittogrammi)

Strumenti/oggetti medici/infermieristici (fonendo, piattino e siringa, ecc.) (foto, pittogrammi)

Procedure (fumetti in sequenza, video)

<http://ua.hggm.es>

www.fundacionorange.es

Sensibilizzazione (nel territorio?)

VIDEO su “El viaje de Maria”

...”Quando *Maria* è con noi rende il mondo un posto migliore”

Poster sull'inserimento lavorativo di persone con ASD

Datori di lavoro intervistati:

L'esperienza e la conoscenza dell'autismo è un fattore importante nel ritenere possibile un'assunzione di una persona con ASD.

E' necessario che la persona venga prima conosciuta, provi

...abbia «commitment e persistence», abbia «social skills», sia «istruito sui compiti»

L'importante è il CARE-GIVER

Bisogna concentrarci sul PARENT-CHILD
interactions

Dobbiamo continuare a lavorare sulla
motivazione, sul senso di aggiornamento e
competenza, e sul benessere degli operatori!

Si può coinvolgere «a impacchettare, inscatolare» ...prodotti finiti?

SOCIAL ENTERPRISE FOR LOW FUNCTIONING PEOPLE WITH AUTISM IN POLAND

Using the principles of the TEACCH programme, we have created a workplace near Warsaw for people with ASD. By appropriately organising work places and dividing the production process into its smallest component stages, we have vocationally engaged persons on very different levels of functioning. Despite their serious difficulties (some are non-verbal, with multiple disabilities, behavior problems) they are taking an active part in creating high quality products.

SYNOPSIS Fundation www.synopsis.org.pl www.procowalysynopsis.pl

Our online store - here one can see our other products and get to know the people who made them. It also helps us with contacting prospective customers from the world of business. Please visit: www sklep.procowalysynopsis.pl

Jobs on fair and events sometimes the children are our employees with Asperger Syndrome. For the customer it is an chance for direct contact with the creator of the products. This method of selling gives our employees an opportunity to see the meaning behind their daily work.

How about our money or something that is made and enjoyed by the employees with ASD? A large figure, comic book or a favor to skin care product. Positive motivation is a key aspect of any work.

Because of their difficulties people with ASD require complex therapeutic activities. We provide physiotherapy, music, therapy, sports, communication classes, psychology, art, self-help and social skills training etc. Additionally, group meetings in the morning allow to get to know the daily schedule and prepare for activities. Afternoon meetings aim at the workshop and show how much has been achieved.

The role of the vocational instructor - It is his/her job to make it possible for an employee with ASD to work independently. He/she sets up the work schedule, assigns tasks to match specific skills, supports them so that they begin to understand and always clear and ensures the quality of the work and that it gets properly reworked/repacked.

Our final product - the effect of combining different skills of many persons. Each is on its own a small and yet functional work of art. Its quality compares like with mass made items.

Assembling glass kitchen pendant - requires fine attention of the thickness of the glass, evenness of construction and many other skills. It is one of the most difficult stages in producing ceramic goods.

The receiving of clay ends with it being soaked in water and compressed. This is done either manually or using electric tools. Mixing does not require much precision, only endurance and patience. The recycled clay can be poured directly into molds, or pressed to a wall so that it achieves its original consistency.

On our every box there is a sticker or label with carrier information while and who made the product inside. The labels are small and the stickers are corresponding in size, so this box only requires one handle to pull off the sticker and place it on the inner side of the label.

Running an office involves a lot of not so popular, overlooked paper. It also is important which paper is used for address labels to protect people's privacy. Working with a shredder is a job for attention to detail, which is one of the most difficult stages. It has to be done carefully, keeping the paper and the shredder in mind and the shredder in a steady state.

Working coffee on a ceramic stand - this is the start of the process of making a bowl. The model determines the "basic frame" of the bowl. Putting clay in it might seem straightforward, however, creating a quality bowl requires experience in order to smoothly shape when it dries.

Sometimes things break - this is an important lesson both for our employees and for therapists. Fortunately, most materials can be corrected. It is a disadvantage while being dried or polished, can be turned back into clay again.

The SYNOPSIS Different Things Atelier is a social enterprise, employing (on contract) 24 adults with ASD. It has two workshops - ceramics, wood, arts & crafts and paper. Our products are tangible evidence that despite many difficulties people with ASD can achieve a high level of work. Our staff (therapists, psychologists, trainers) guarantees that our employees also receive comprehensive therapy. Having a major role in creating items which are eagerly bought is also a source of pride and empowerment for them and a way to take part in adult life.

Sensory Profile Thesis

E' da riprendere il discorso

Interessante per pomeriggio

UNIVERSITY OF BIRMINGHAM
ACEE Autism Centre for Education and Research

Adult Interactive Style Intervention (AISI): how can adults increase the spontaneous communication of autistic children

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1. Literature background:
 Spontaneous communication is often a core difficulty in autism. The way adults interact with children with autism can have a great impact on their spontaneous communication. Few studies have focused on modifying adults' behavior and even fewer have been conducted in school settings, actively involving teaching staff.

2. Research objective:
 To explore the extent to which teaching staff were able to build on their good practice and also their interaction style.

3. Theoretical framework of the study:
 - Transactional model of child development and
 - Social model of disability

4. Research design:
 Setting an Early Years class as an autism specialist school
 Participants: 3 teachers of early intervention/acknowledgment
 Methods: video recording, focus group interviews, and self-evaluation checklist

5. The intervention-AISI:
 AISI consists of 13 general principles and 8 communicative opportunities.

Table 1: AISI principles

GENERAL PRINCIPLES

1. Gain the child's attention
2. Establish appropriate proximity and/or touch
3. Show availability
4. Wait for initiations
5. Respond to all child's communicative attempts
6. Assign meaning to child's random actions and sounds
7. Imitate the child
8. Follow child's lead or focus of attention
9. Use exaggerated pitch, facial expression, gestures and body language
10. Use minimal speech
11. Provide time for the child to process the given information
12. Expand on child's communicative attempts
13. Use a range of non-verbal cues to support understanding

COMMUNICATIVE OPPORTUNITIES

1. Offer choices of activities or food
2. Stop part-way through an activity
3. Give small portions of food or drink
4. Make items inaccessible
5. Give the child materials they will need help with
6. Contradict child's expectations
7. Give the child non-prefer items
8. Set up a situation and 'forget' something vital

6. Results:

Figure 1: Total number of single staff used for AISI principles and opportunities and 2.5 hours

Category	Staff	Value
Principles	Staff	200
	Opportunities	211
Opportunities	Staff	200
	Principles	211

Figure 2: The top 10 AISI principles staff used the most

Principle	Value
1. Gain the child's attention	20
2. Establish appropriate proximity and/or touch	18
3. Show availability	15
4. Wait for initiations	12
5. Respond to all child's communicative attempts	10
6. Assign meaning to child's random actions and sounds	8
7. Imitate the child	7
8. Follow child's lead or focus of attention	6
9. Use exaggerated pitch, facial expression, gestures and body language	5
10. Use minimal speech	4

Figure 3: A qualitative list of number of staff

7. Discussion-Conclusion:

- AISI is cost and time-effective and it has been validated through school-based research (i.e. high ecological validity)
- When actively involved in research, school staff are more likely to change their interactive style, and maintain this change to a certain extent even when support ceases
- Using existing good practice as a starting point to change interactive style can be a very positive and empowering experience for school staff.

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Giardino

Erbetta

Attività laboratoriali associate?

Zona con sabbia?

Fontana?

Basilico, lavanda, menta

Spin, Trampolino?

Disposizione di pietre?

Zona per star da solo (delimitata, isolata)?

La cosa più importante da insegnare è a
CHIEDERE AIUTO

- Prevenire ed evitare NEGLECT (che siano a casa, isolati, lasciati senza servizi mirati)
- ATTIVARE Complaint mechanism (es. chiedere nei vari contesti: **COME STAI? STAI BEN QUI? DOVE VORRESTI ANDARE? DOVE TI PIACEREBBE STARE? COSA VORRESTI FARE?**)
- Investing in inclusion services (participation) & self-determination X TUTTE LE ETA'

Infant-toddler learning (specialmente in AUTISMO)

Anche per i nostri?

Hands-on learners

Hanno motivazioni

Imparano in routines

Con caregivers

Readiness affects learning

La comunicazione comincia con gesti

Beneficiano di differenti esperienze

Sociabilità = quanto socevoli siamo e vogliamo essere

Withdrawn/solitary (approccio direttivo, uno a uno, desensibilizzante per paure)

Passive/responds (interest & structured play exp)

Active but odd ()

eccentric-sensitive ()

VD. Se si scarica la presentazione PPT...