

PAMAPI

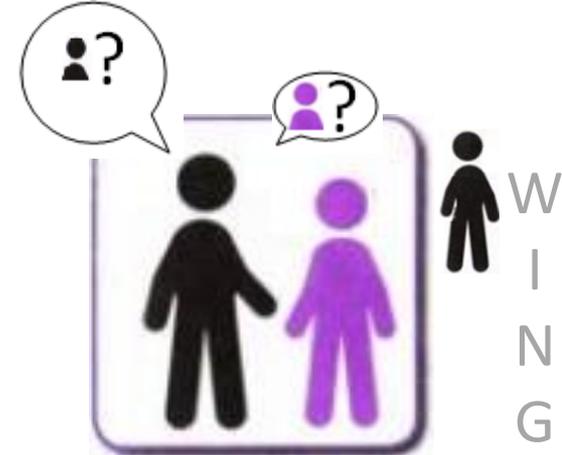
Center for adults with autistic disorder
Florence, ITALY

Wing's triad
in the staff itself:
how this model can help
enhance the work climate
in a center for ASD people.

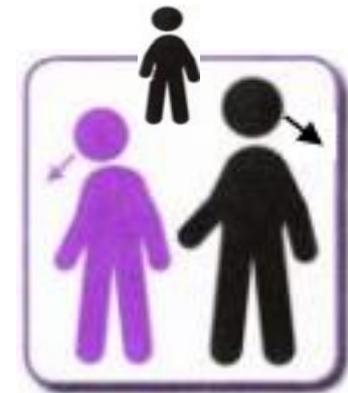
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Psychologist

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Misunderstanding



Lack of communication



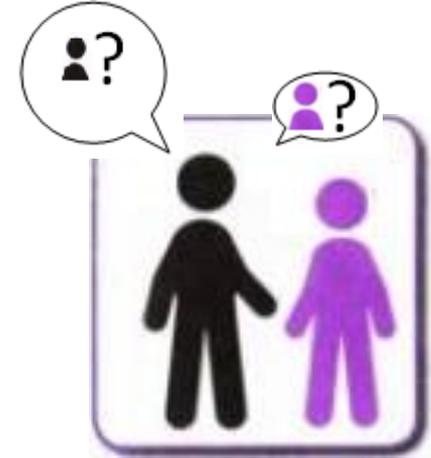
Indifference

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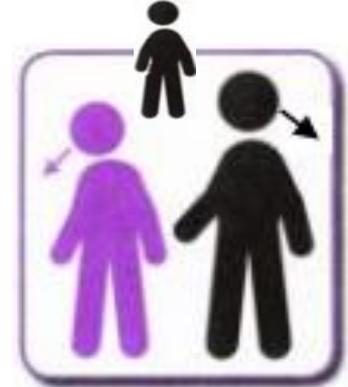
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Work-climate in a center for ASD people

- PAMAPI
- Work-climate
- Difficult periods
- Communication and inter-personal patterns of educators
- Systemic point of view



Misunderstanding



Lack of communication



Indifference

Cognitive empathy

The person with ASD doesn't understand thoughts, emotions and states of mind of the operator

The operator is less solicited (and less able) to understand the state of mind of others

Communication problems

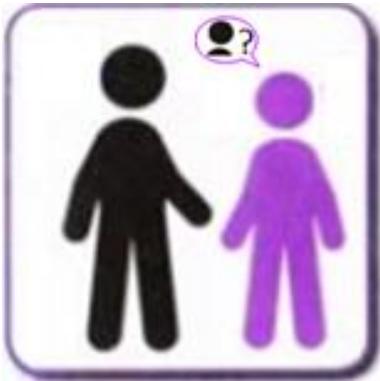
The person with ASD doesn't communicate well

The operator is less solicited (and less able) to communicate

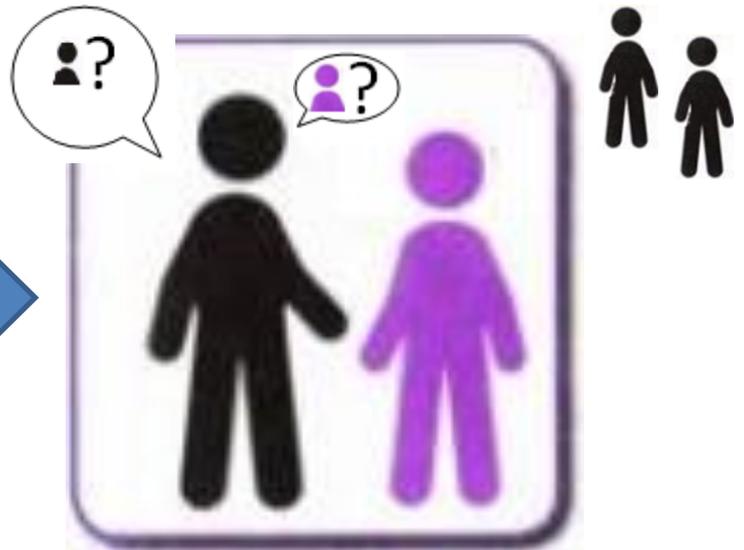
Apparent disregard for human relationships

The person with ASD doesn't show much interest in and appreciation of the operator

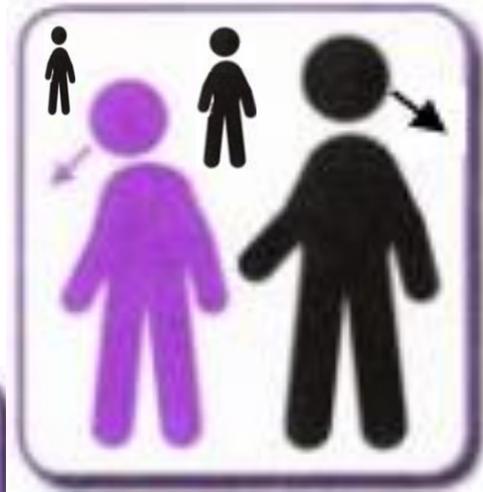
The operator is less solicited (and less able) to show appreciation of others



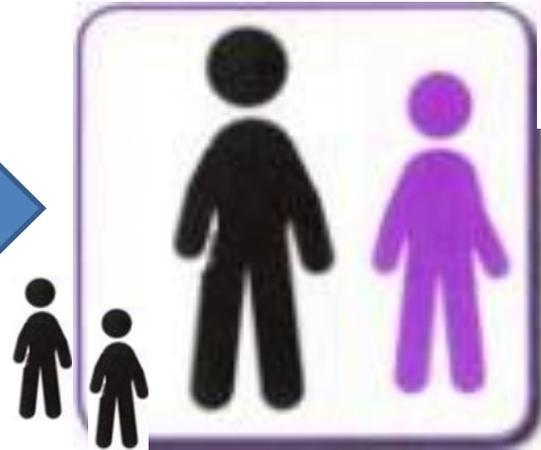
Misunderstanding
and rigidity



Lack of communication



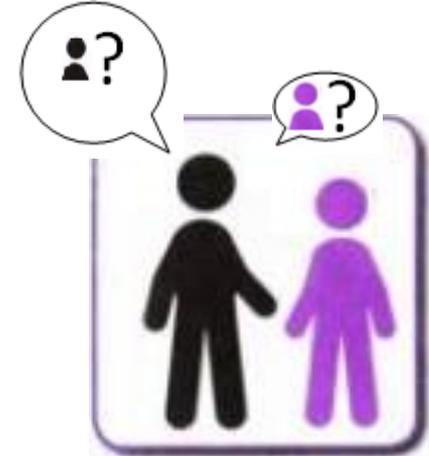
Indifference



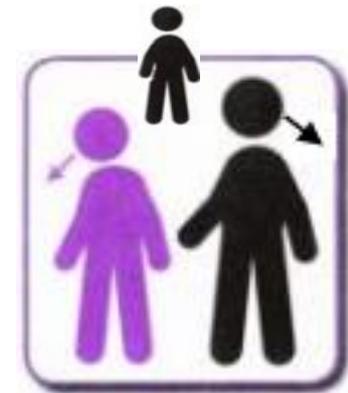
Objectives

To improve the working climate

- **To communicate better**
- **To better understand the inner world of colleagues**
- **To show mutual interest** in what "everyone is" inside
- To experience the "group that communicates well" as a resource to better handle problems and stress



Misunderstanding



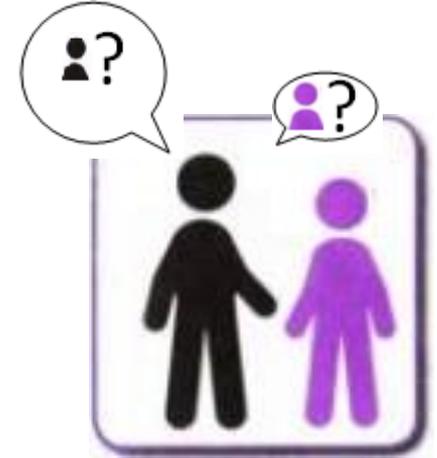
Lack of communication



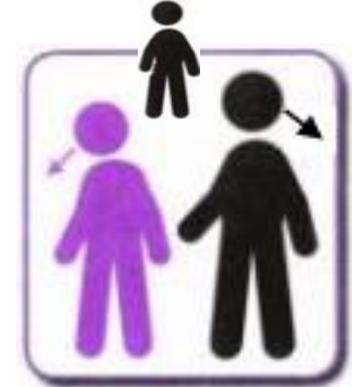
Indifference

Intermediate objectives

- To reflect together on work-related problems (and stressors)
- To urge everyone to focus on his/her inner dynamics (e.g. to see personal susceptibilities and aptitudes vs. others' faults)
- To use the visual pathway (to grasp more information and to activate additional emotional experiences)



Misunderstanding



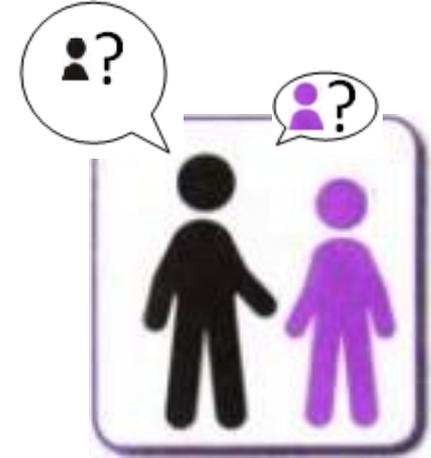
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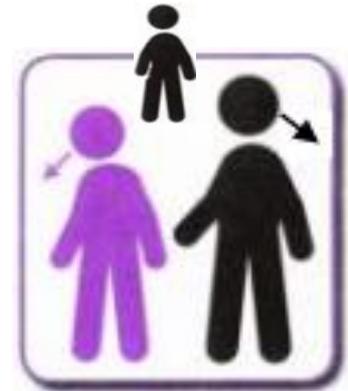
Indifference

(The role of the group leader)

- To encourage and to model active listening, that is appreciative, respectful and curious, as well as to increase communication skills such as:
 - To know when to stop when you see that you are influencing the relational climate or that you are insisting too much
 - To know how to tune into others' moods
 - To be able to grasp what disturbs the other person



Misunderstanding

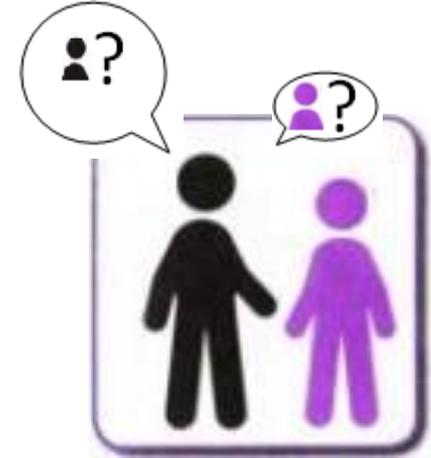


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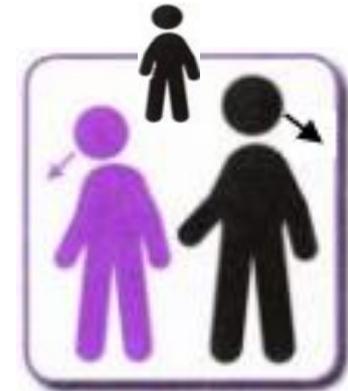


Indifference

- To experience new effective ways to cope with stress and problems
- To urge everyone to listen to each other (relative to the personal dynamics perceived by each one)
- To share the “positive emotional-relational effects” of the group exercise, in order to reinforce and consolidate hope (that the group could grow and improve its dynamics)



Misunderstanding



Lack of communication



Indifference

Example 1 – Cognitive empathy

...memories, emotions and impressions about the future

Past

Subject 1: Separate groups of educators; gossip, boredom

Subject 2: Enthusiasm, gossip, lack of sufficient support, clients' appreciation

Present

Subject 1: Rivalry among colleagues, variety of duties

Subject 2: Fatigue, immobility, lack of confidence

Hopes for the future

Subject 1: Further updating; new activities and more educators

Subject 2: Clearer work climate; motivating duties

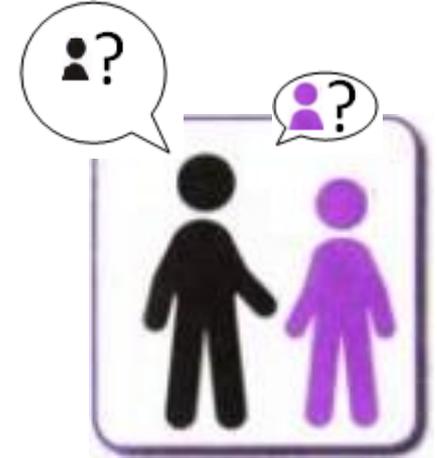
Worries for the future

Subject 1: New clients with challenging behaviors

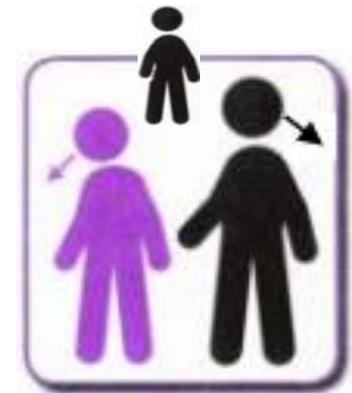
Subject 2: Gossip and lack of cooperation despite good intentions

Good climate, new empathy Everyone participated and respectfully listened to the others. Each member of the group had the opportunity to become aware of the differences relative to the emotional difficulties of the group members.

Developmental input - Both the fear that nothing will change in the attitude of colleagues and the fear that the job's requests will get more difficult, suggest a lack of attention and confidence in one's own attitude towards change. There's an absence of a personal active and creative participation to change.



Misunderstanding



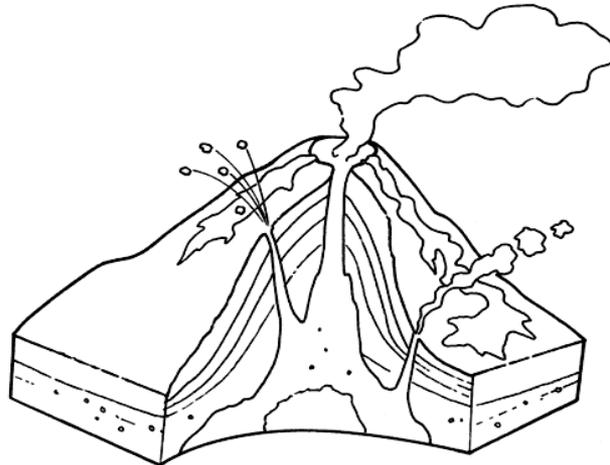
Lack of communication



Indifference

Example 2 – Communication ...of disappointment/anger

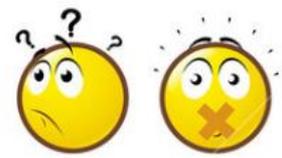
ANGER and DISAPPOINTMENT – Should we express them? Should we control them? When and how? To what advantages and what risks?



How do you usually behave? Would you like to change something about your emotional reactions? What kind of help would you like to receive?



Group problem-solving



Why express disappointment

1. To avoid misunderstandings (and the inner turmoil of anger)
To give the opportunity to apologize, repent and/or clarify
2. To give confidence to the other person
3. To avoid aggression displacement and its subtle forms (passive aggression, gossip)
4. To prevent an accumulation of anger (which then becomes explosive)
5. To help everyone solve the problems

Why delay its expression

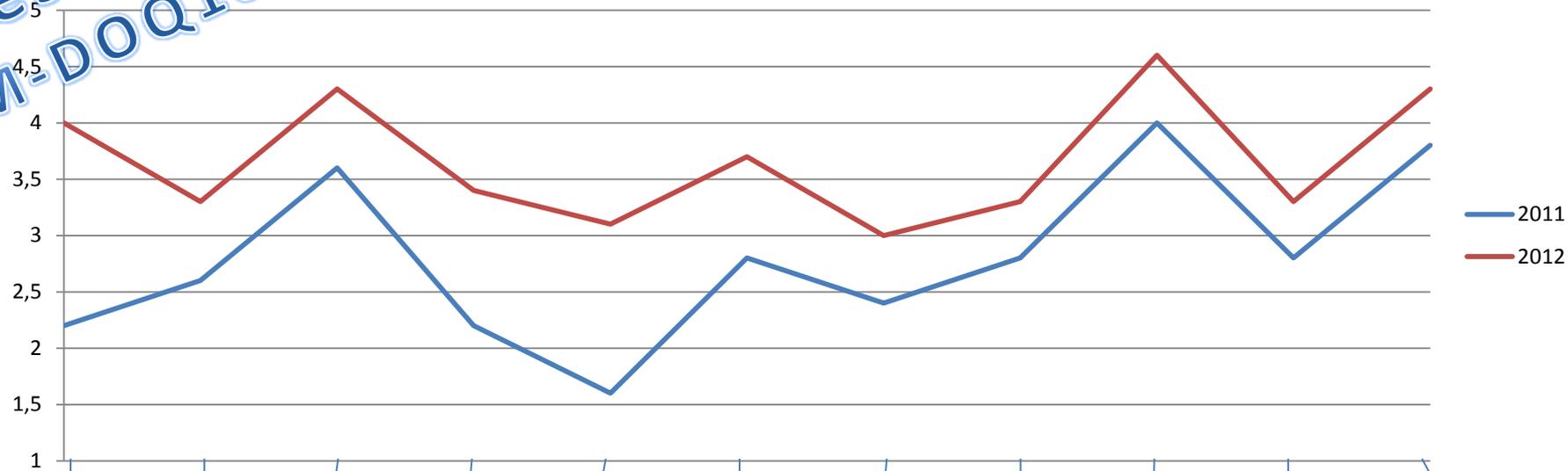
1. To look for and discover mitigating reasons for the action that produced disappointment
2. To discover personal susceptibilities in oneself
3. To discover a better way to express disappointment, a better place and moment, so that it hurts less and is more effective
4. To avoid annoying the other person and damaging the relationship

Example 3 – Interest in the relationship with others



Results
M-DOQ10

In my workplace...



People are collaborative

People understand each other without problems

People help each other

Everyone thinks for himself (rev)

Personal ambitions are valued more than team-spirit (rev)

There's a strong spirit of cooperation

The human climate is cold and impersonal (rev)

People interfere with others' job (rev)

...people try to put newcomers at ease

In front of my managers it's hard for me to express what I really think (rev)

I can easily tell my personal problems to my managers

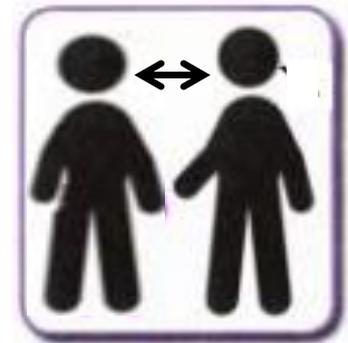
Conclusions

Staff in long-term services for low-functioning people with ASD can benefit from interventions that strengthen social imagination, ingroup communication and relationships, through supervised meetings, visual supports and positive modeling. Replications of this study are also desirable for family members of people with ASD.

Thank you for your attention!



Better understanding



Better communication



Group spirit