

PROGETTARE IL FUTURO

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Università Cattolica del Sacro Cuore di Milano



Potenziare le abilità sociali

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Ambulatorio minori – Fondazione Sospiro

PROGETTARE IL FUTURO

Dsm V

- Deficit persistente nella comunicazione sociale e nell'interazione sociale (che comprende sia le difficoltà sociali che quelle di comunicazione);
- Comportamenti e/o interessi e/o attività ristrette e ripetitive.

Tali caratteristiche hanno un impatto notevole nella vita quotidiana e di relazione e vengono pertanto percepite dalla famiglia e dai contesti sociali come un importante limite all' integrazione.

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E' possibile sviluppare le abilità sociali in un progetto di vita?

REVIEW ARTICLE

Evidence-Based Social Communication Interventions for Children with Autism Spectrum Disorder

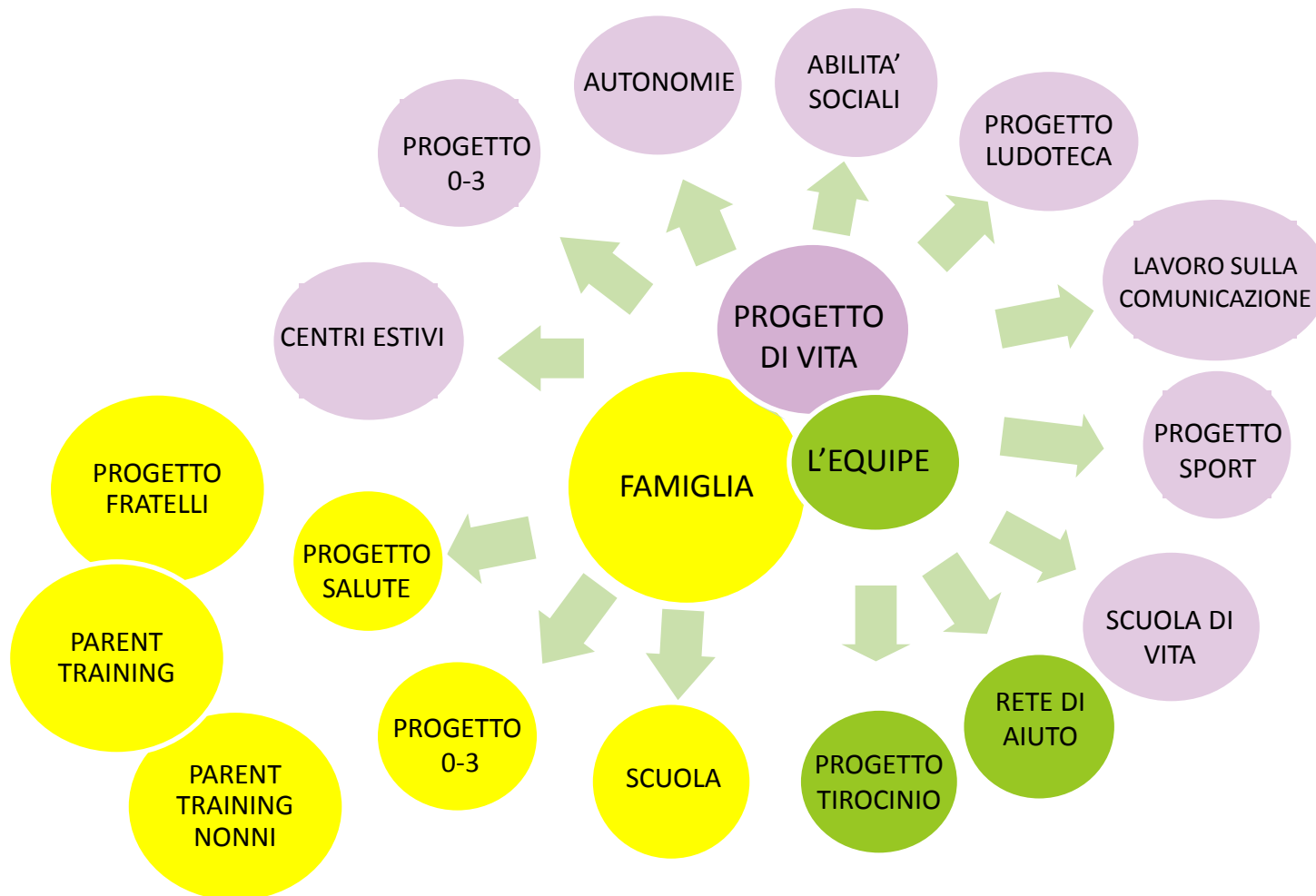
Laci Watkins¹ · Michelle Kuhn¹ · Katherine Ledbetter-Cho¹ · Cindy Gevarter¹ · Mark O'Reilly¹

Table 1 Summary of evidence based social communication interventions for children with ASD [9]

Evidence-Based Interventions	Ages	Intervention description	Social communication outcomes	Evidence base
Antecedent-Based Intervention	Toddlers, preschool, elementary school, middle school, high school	Variety of modifications that are made to the environment or context in an attempt to change or shape a learner's behavior	Reduction of interfering or challenging behaviors and increase in communication, play, initiations, and language skills	32 single case design studies
Cognitive Behavioral Intervention	Elementary school, high school	Learners are taught to examine their own thoughts and emotions, recognize when negative thoughts and emotions are escalating in intensity, and then use strategies to change their thinking and behavior	Reduction of problem behaviors related to specific emotions (e.g., anger or anxiety), and increase in emotion recognition and emotional regulation	3 group design and 1 single case design studies
Differential Reinforcement of Alternative, Incompatible, or Other Behavior	Preschool, elementary school, middle school, high school	Reinforcement is provided for desired behaviors, while inappropriate behaviors are ignored	Reduction of interfering or challenging behaviors and increase in pro social behavior, communication and language skills	26 single case design studies
Discrete Trial Training	Preschool, elementary school	One-to-one instructional approach used to teach skills in a planned, controlled, and systematic manner	Increase in joint attention, imitation, symbolic play, perspective-taking, answering questions, responses, requests, labeling emotions, and expressive language	13 single case design studies
Functional Communication Training	Preschool, elementary school, middle school, high school	Systematic practice to replace inappropriate behavior or subtle communicative acts with more appropriate and effective communicative behaviors or skills	Reduction of interfering behaviors and subtle, less-clear communicative forms with clearer language or communicative forms	12 single case design studies
Modeling	Toddlers, preschool, elementary school, middle school, high school	Demonstration of a desired target behavior that results in imitation of the behavior by the learner and that leads to the acquisition of the imitated behavior	Increase in joint attention, play skills, language, initiations, empathy, and social engagement	1 group design and 4 single case design studies
Naturalistic Intervention	Toddlers, preschool, elementary school	Collection of practices including environmental arrangement, interaction techniques, and strategies based on applied behavior analysis principles designed to encourage specific target behaviors based on learners' interests by building more complex skills that are naturally reinforcing and appropriate to the interaction	Increase in joint attention, turn-taking, speech intelligibility, use of gesture, requesting, expressive language, social phrases, and social interaction	10 single case design studies
Parent-Implemented Intervention	Toddlers, preschool, elementary school	Parents directly use individualized intervention practices with their child to increase positive learning opportunities and acquisition of important skills	Increase in joint attention, conversation skills, social interaction, spontaneous language, use of augmentative and alternative communication, and play skills	8 group design and 12 single case design studies
Peer-Mediated Instruction and Intervention	Preschool, elementary school, middle school, high school	Typically developing peers are taught ways to interact with and help learners with ASD acquire new social skills by increasing social opportunities within natural environments	Increase in initiations, responding, conversational reciprocity, empathy, social engagement, and social interaction	15 single case design studies
Picture Exchange Communication System	Preschool, elementary school, middle school	Learners are taught to give a picture of a desired item to a communicative partner in exchange for the item	Increase in requesting, communicative interaction, social functioning, and play skills	2 group design and 4 single case design studies
Pivotal Response Training	Toddlers, preschool, elementary school, middle school	Naturalistic intervention based on the principles of applied behavior analysis that uses learner initiative and interests to improve motivation, responding to multiple cues, self-management, and self-initiations of social interactions	Increase in joint attention, imitation, verbal communication, social interaction, and symbolic play skills	1 group design and 7 single case design studies
Prompting	Toddlers, preschool, elementary school, middle school, high school	Verbal, gestural, or physical assistance is given to learners to assist them in acquiring or engaging in a targeted behavior or skill	Increase in joint attention, verbal and nonverbal communication, initiations, requesting, asking questions, emotion recognition, and pretend play skills	1 group design and 32 single case design studies
Reinforcement	Toddlers, preschool, elementary school, middle school, high school	A consequence that increases the probability that a behavior will occur in the future, or at least be maintained, is delivered contingent upon demonstration of a specific learner behavior	Increase in joint attention, imitation, play skills, seeking assistance, social interaction, initiations, responses, and requesting	43 single case design studies
Response Interruption/Redirection (RI/R)	Preschool, elementary school, middle school, high school	Introduction of a prompt, comment, or other distractors when an interfering behavior is	Reduction of vocal stereotypy and increase in social, communication, and play skills	10 single case design studies

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Ambulatorio Minori - Fondazione Sospiro IL MODELLO DI INTERVENTO



- Nome: Viola S.
- Data di nascita: 10.06.2004
- Composizione della famiglia:
madre, Padre, sorella maggiore,
fratello minore
- Servizio inviante: NPI
- Presa in carico: 2008
- Scuola:
primaria di secondo grado - classe
III
- Diagnosi:
**Disturbo Generalizzato dello
sviluppo**





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Antecedent based intervantion

STRUTTURAZIONE DELL'AMBIENTE E CAA:

aumento della comprensione
aumento della comunicazione
iniziative spontanee
comprensione e prevedibilità

riduzione dei comportamenti problema



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Parent – implemented intervention

PARENT TRAINING E PROGETTO CON LA SORELLA:

formazione alla famiglia
osservazione nel contesto familiare
partecipazione attiva ai trattamenti



Aumento dell'attenzione congiunta
Interazione sociale
Abilità di gioco

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Naturalistic intervention
Pivotal response training



INTERVENTO NATURALISTICO e PIVOTAL RESPONSE TRAINING:

intervento naturalistico che utilizza
l'iniziativa e l'interesse per aumentare la
motivazione e la nascita spontanea di
interazioni sociali



Aumento dell'attenzione congiunta
Imitazione
Comunicazione
Interazione sociale
Gioco simbolico

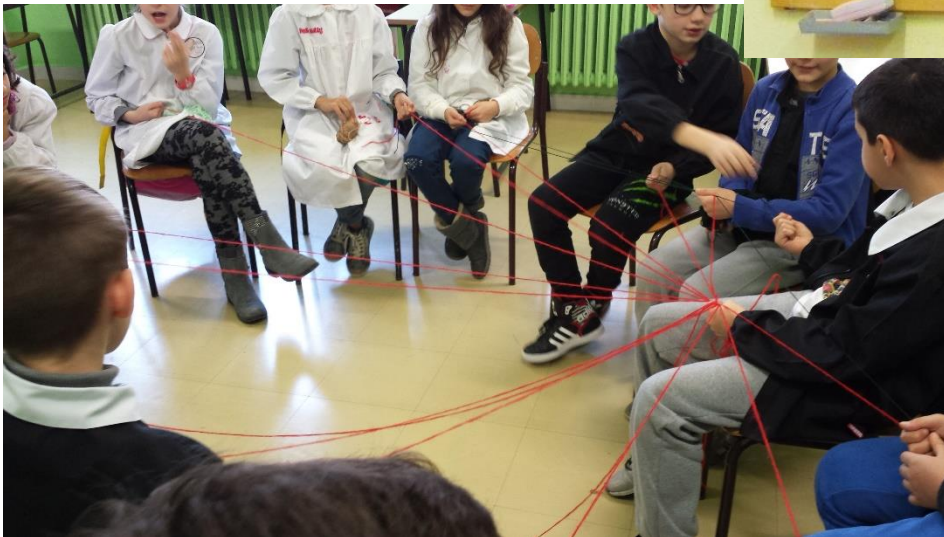
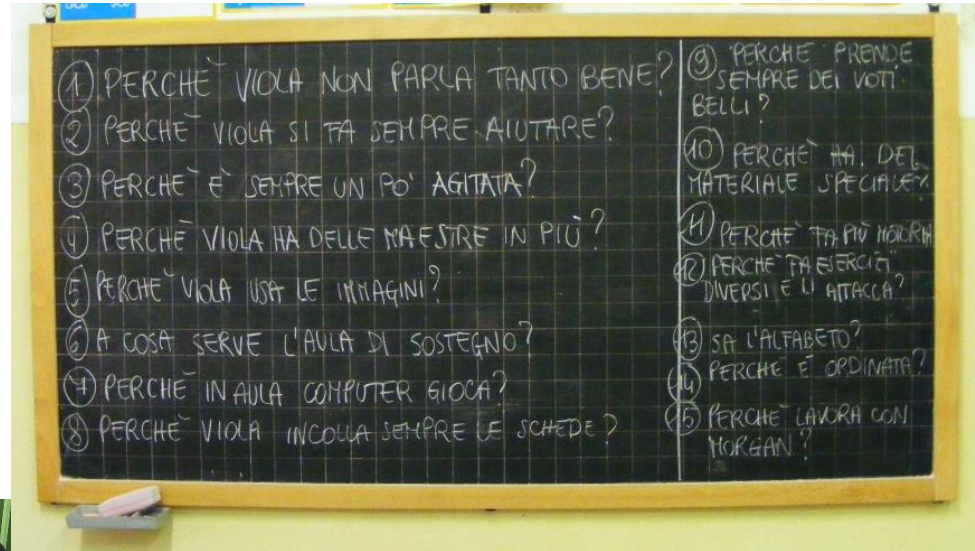
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Peer mediated instruction

APPRENDIMENTO COOPERATIVO e PEER TUTORING:

progetto con i compagni

nuove competenze sociali
aumentano le opportunità sociali all'interno del
contesto di vita naturale



Aumento di imitazione
 Comunicazione
 Interazione sociale

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VIDEO MODELING:

dimostrazione di un comportamento target desiderato
imitazione del comportamento
acquisizione del comportamento



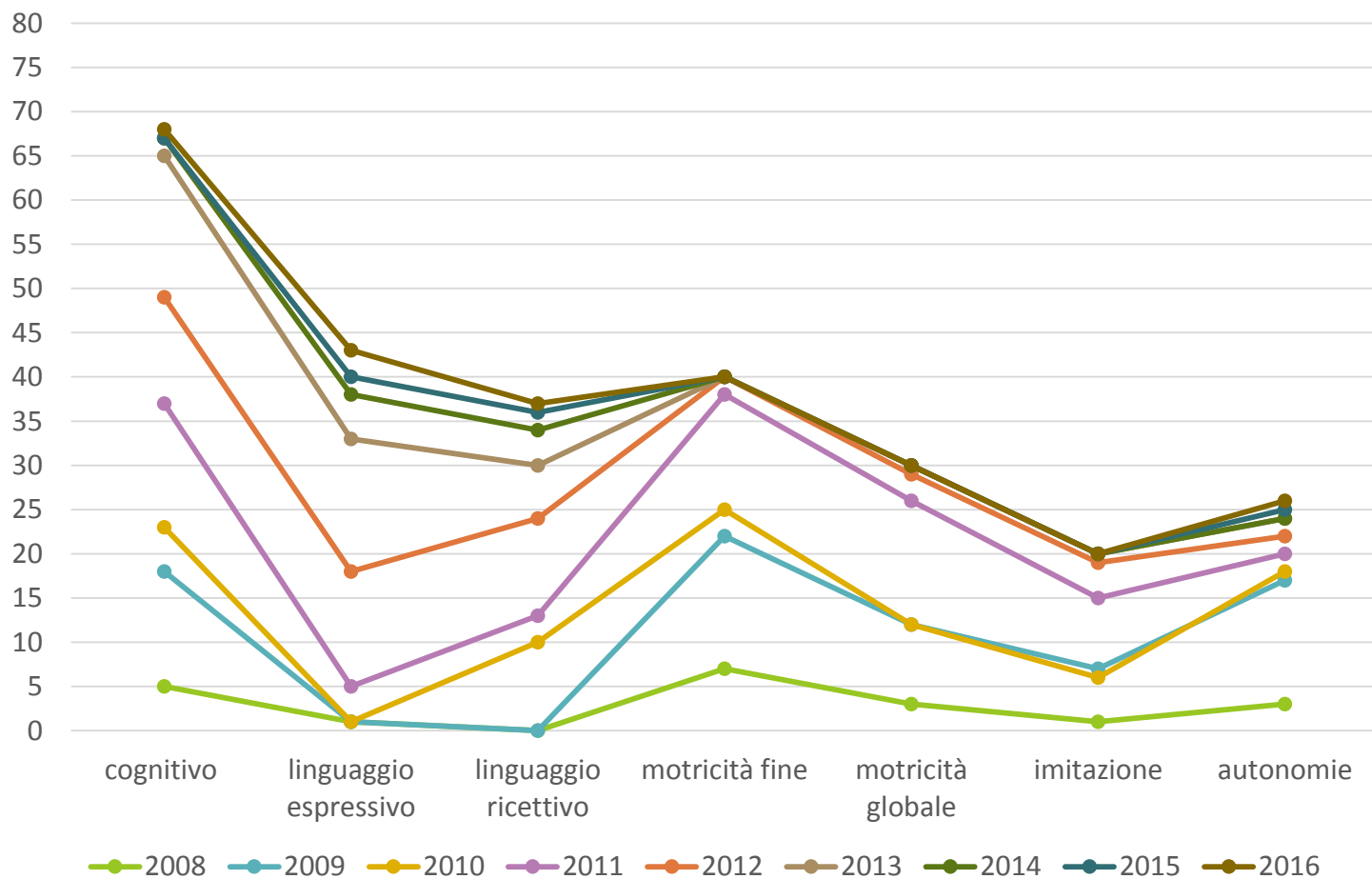
aumento di attenzione congiunta
Abilità di gioco
Imitazione
Interazione sociale

Oggi stare con gli altri è diventato per Viola naturale, un comportamento auto rinforzato che crea opportunità di accesso a nuovi contesti sociali



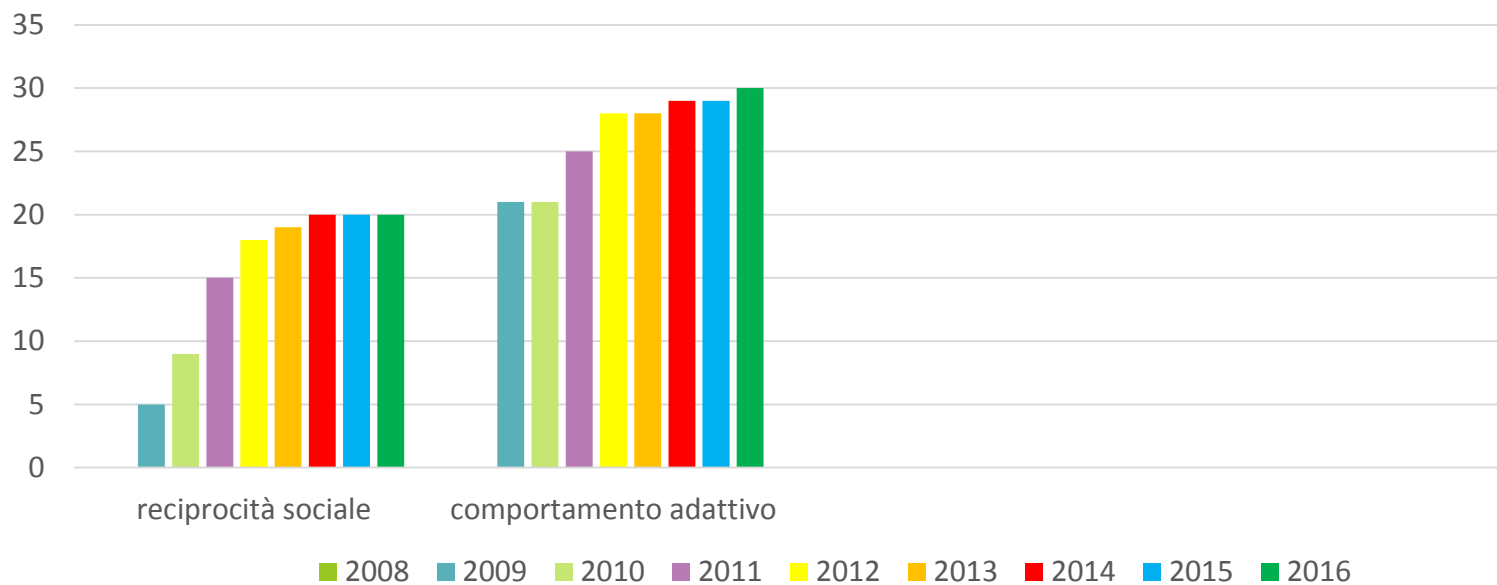
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PEP 3

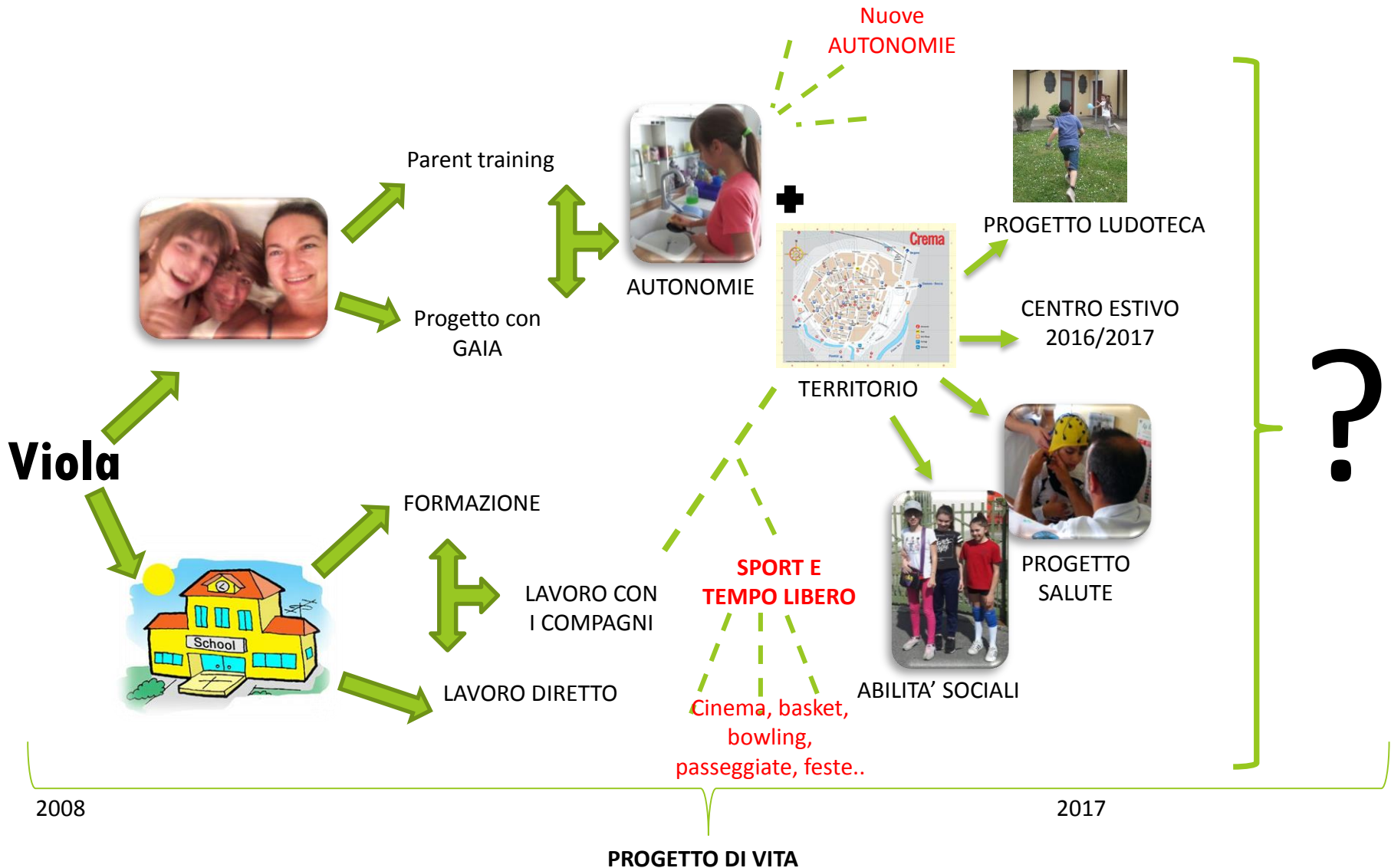


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PEP 3



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intervento diretto e indiretto Formazione, informazione e monitoraggio in ogni contesto

Inizialmente trattamento individuale, poi in piccolo gruppo.

Viola



Parent training

Incontri mensili

Progetto con GAIA

all'interno del trattamento (5 incontri)
a casa (2 incontri)

FORMAZIONE

Diretta

Formazione allargata
Pacchetti di intervento
flessibili

LAVORO CON I COMPAGNI

LAVORO DIRETTO
1 incontro al mese
(1 anno)
Pacchetti di
intervento flessibili



AUTONOMIE

Nuove
AUTONOMIE



TERRITORIO

**SPORT E
TEMPO LIBERO**

Cinema, basket,
bowling,
passeggiate, feste..

ABILITA' SOCIALI



PROGETTO LUDOTECA

formazione dei tecnici
(2 incontri)

formazione insegnanti
(1 incontro)

supervisione tutoraggio Gaia
(2 incontri)

**CENTRO ESTIVO
2016/2017**



PROGETTO SALUTE

formazione dei tecnici
(2 incontri)

formazione insegnanti
(1 incontro)

Supervisione tutoraggio Gaia
(2 incontri)



**SCUOLA DI
VITA**

**TEAM DI
TRANSIZIONE**

**PROGETTO
0-30**



2008

2017

PROGETTO DI VITA

PROGETTARE IL FUTURO



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