

Introduction

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Rules for this workshop!

- There is no truth out there
 - Please interrupt!

Client case

Work out in al kind of methodes

Methods to use specially at autism

- Total Communication
- TEACCH
- Give me the five
- I'm special
- Internal Motivation
- Seks@Autisme.kom
- Sensoric Integration

General methodes we use

- Observation
- Video analyse
- Experiance/life historie of the cliënt

Jan

- 28 years old
- Autism
- Social emotional low (6/12 mnd)
- Cognitive: verbally strong, he can read, write a little bit (6 years)

Jan

- Motorical bad
- Sexual abused (15 years)
- Father died
- Mother intellectual disabled

Problem behaviour

- Obsessive surging for little 'animals'
- When you disturb him than he get very aggressive

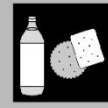
Problem: he is
obsessive busy with
little 'animals'

The background is a smooth blue gradient, transitioning from a lighter blue at the top to a darker blue at the bottom. A bright sun flare is visible on the left side, creating a shimmering effect across the blue field.

What to do????

Total Communication

Surrounding adapt to the communication style of the person with autism



esmapäev

teisipäev

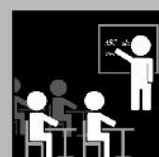
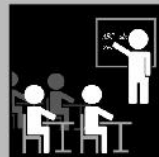
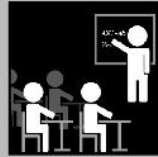
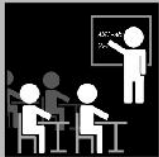
kolmapäev

neljapäev

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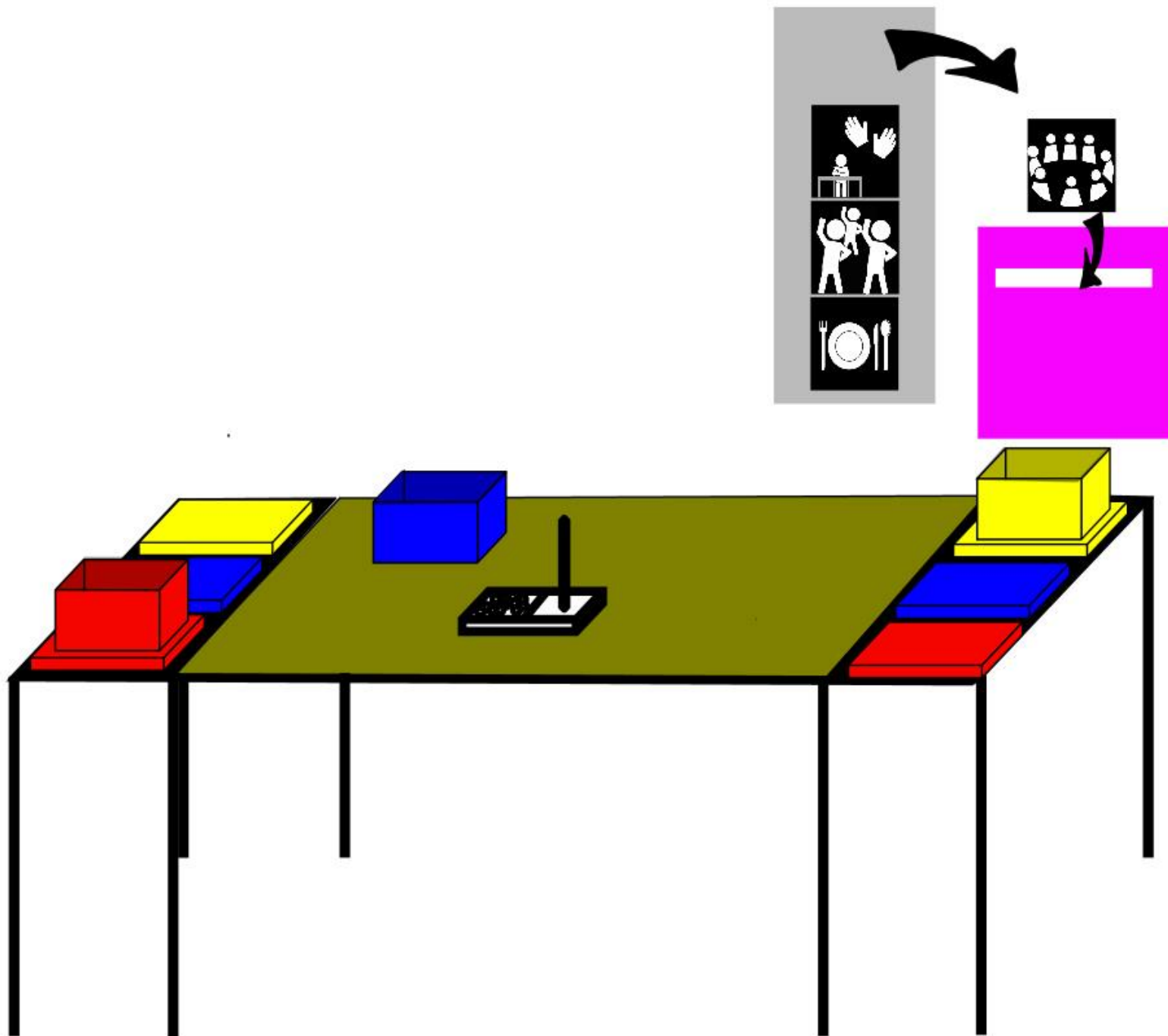
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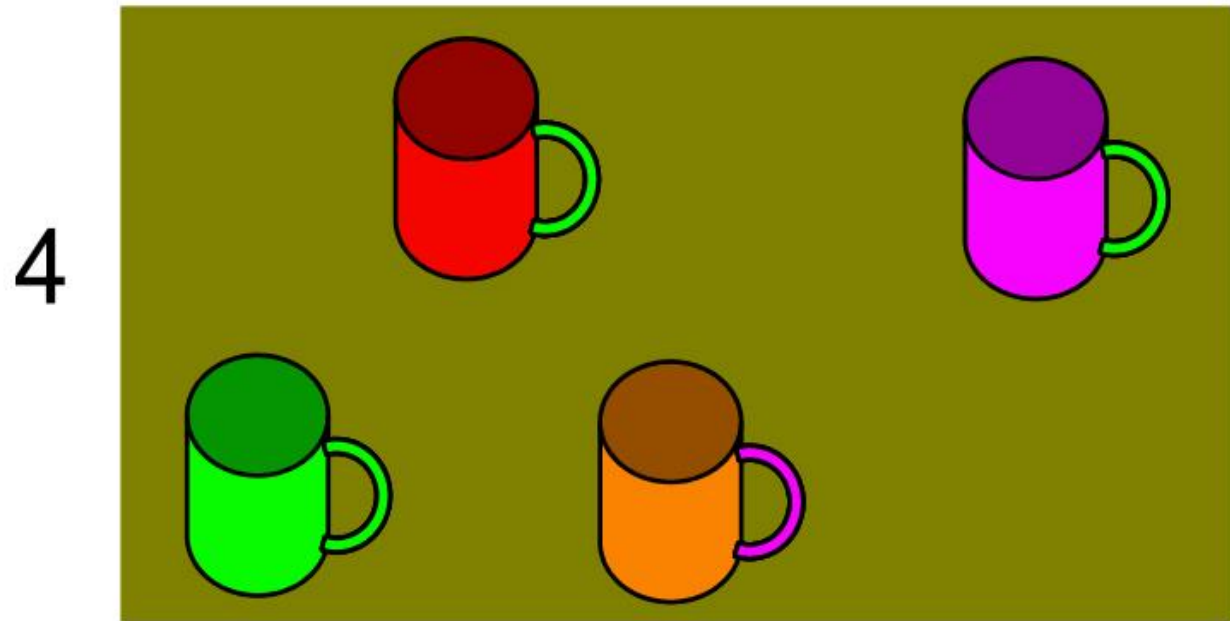
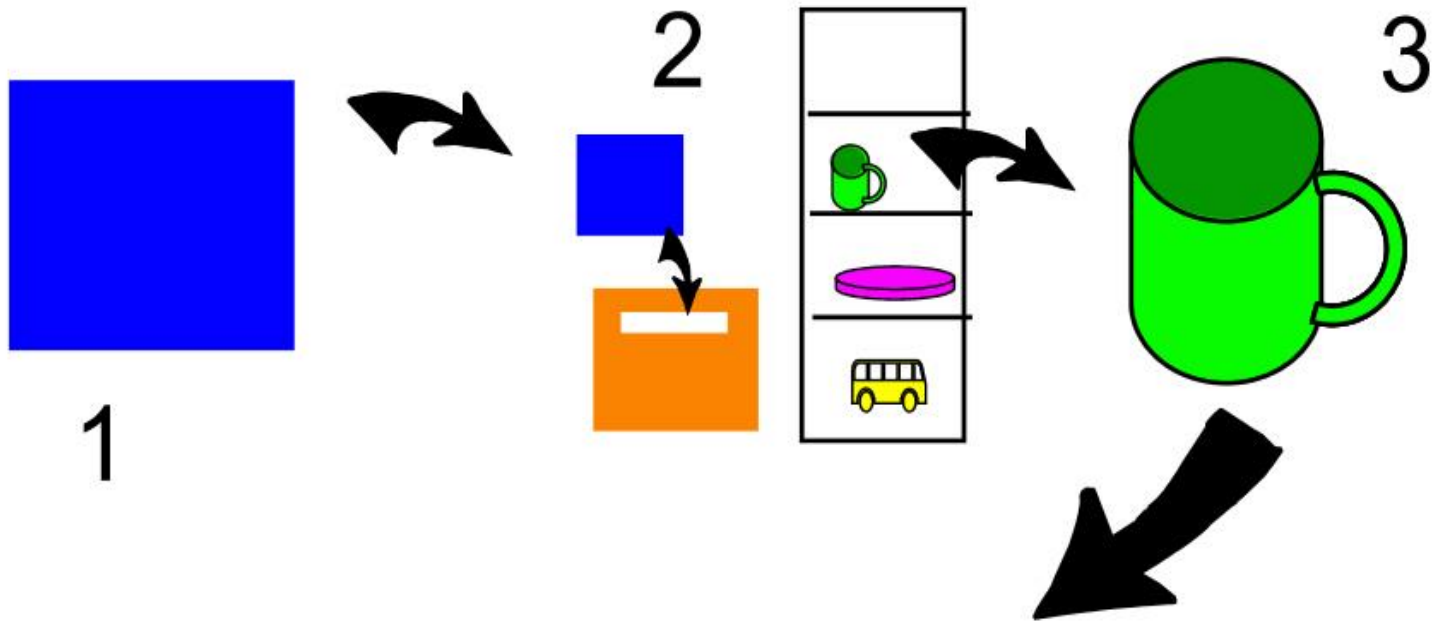
pühapäev



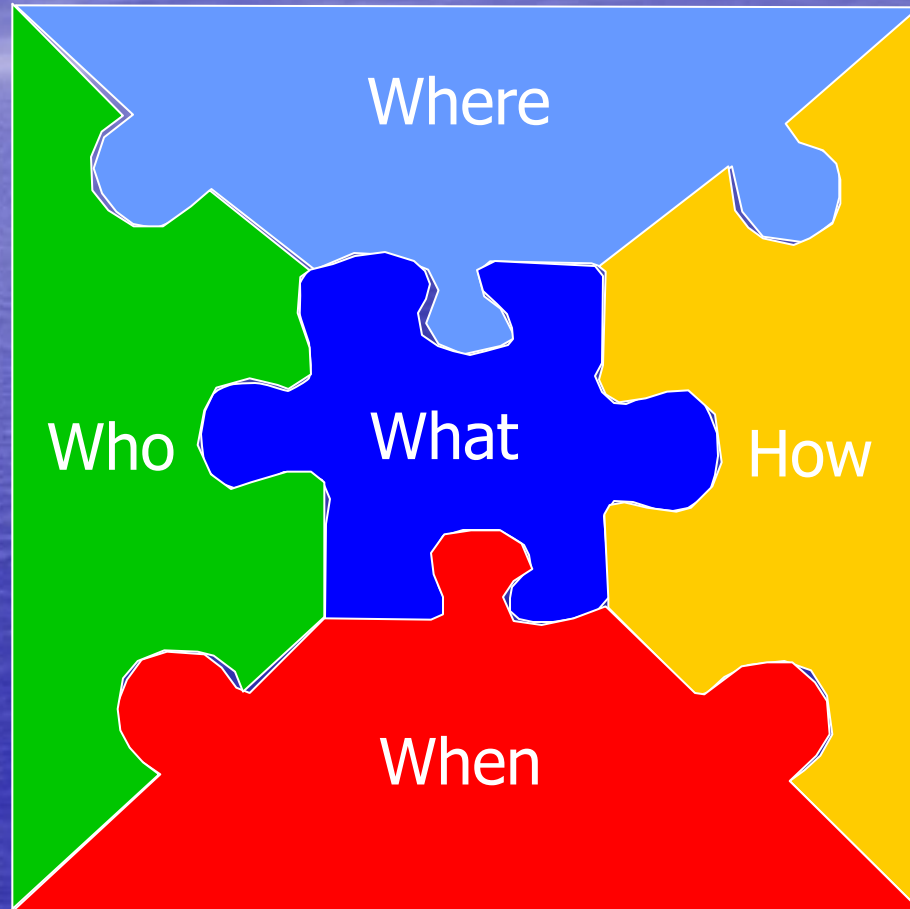
TEACCH

- T = Treatment
- E = Education
- A = Autistic
- C = Children
- C = Communication
- H = Handicap





Give me the 5 (Colette de Bruin)



Give me the five

- Makes activities predictable
- Makes them clear (understandable)
- Divide activities in pieces which the individual client can handle
- Closes themes and issues that bother or preoccupies the client (box system)

Give me the five

- A coaching tool to learn the environment to look through autistic glasses

I am special (Peter Vermeulen)

psycho-education with the goal that the persons with autism get self-knowledge

I'm special

- Maps the specialty's of the client
- Brings out the strong points
- Explains why the client is special
- Explains why the client doesn't understand certain things, why he is who he is

Internal Motivation



Can there be motivation for the activity:

- **L:** is the activity **logical**, does the client see the connection between the activity and the final goal/purpose?
- **A:** How **attractive** is the activity for the client?
- **E:** How **easy** is the activity for the client, is it reachable for him, can he do it?

Motivation for the Goal/purpose:

- **I:** is the client **involved** in reaching the goal?
- **F:** is the goal **functional** for the client, does it give him something?
- **I:** is the goal **interesting** for the client, does it bring fun?
- **R:** is the goal **reachable** for the client, can he do it?

Seks@Autisme.kom

Sexual education
and emotions

seks@autism.kom

- Gives tools to get information about what the client thinks about emotions, friendship, sexuality
- Gives tools about wishes and ideas of the client
- Gives concrete handouts about emotions
- Sexuality is made very visual (photo's)

SMI

- Sensoric and Motoric Integration
- How to support the sensoric problems?
- Deep pressure activities

Structure/ Predictability

- Proper stimulation (environment)
- Make the world predictable (day plan, etc)
- Concrete guidance
- Autistic activities
- Stress on rewarding

General information about autism

- Relation disturbance
- Communication disturbance
- Extreme sensoric experiences
- Bizarre motoric experiences
- Resistance towards changes
- Extreme and illogical fears

How to get an 'autistic image' of the client?

- Observe the 6 'symptoms' of autism, write down what you see...
- What are the strong points?
- What are the weak points?
- What are the triggers?
- What relaxes the client? (stereotypical behavior, preoccupations, etc)
- What kind of support needs the client?
- How about the fluctuation of the autism?
- How about the senses (over-sensitivity)

Trias of Wing

- Aloof
- Passive
- Active but odd

- NB: the 'Hermit'

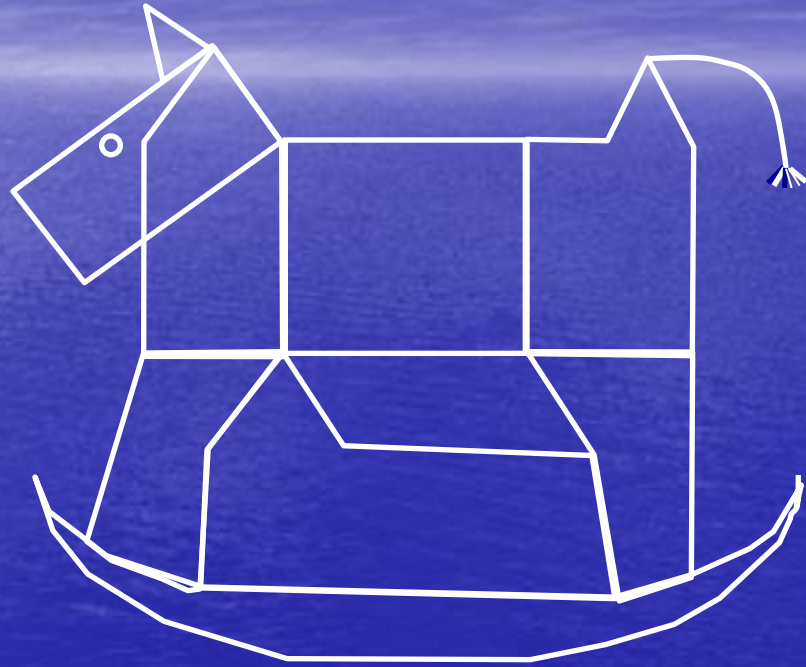
Fluctuation of autism

Autism comes in waves.....

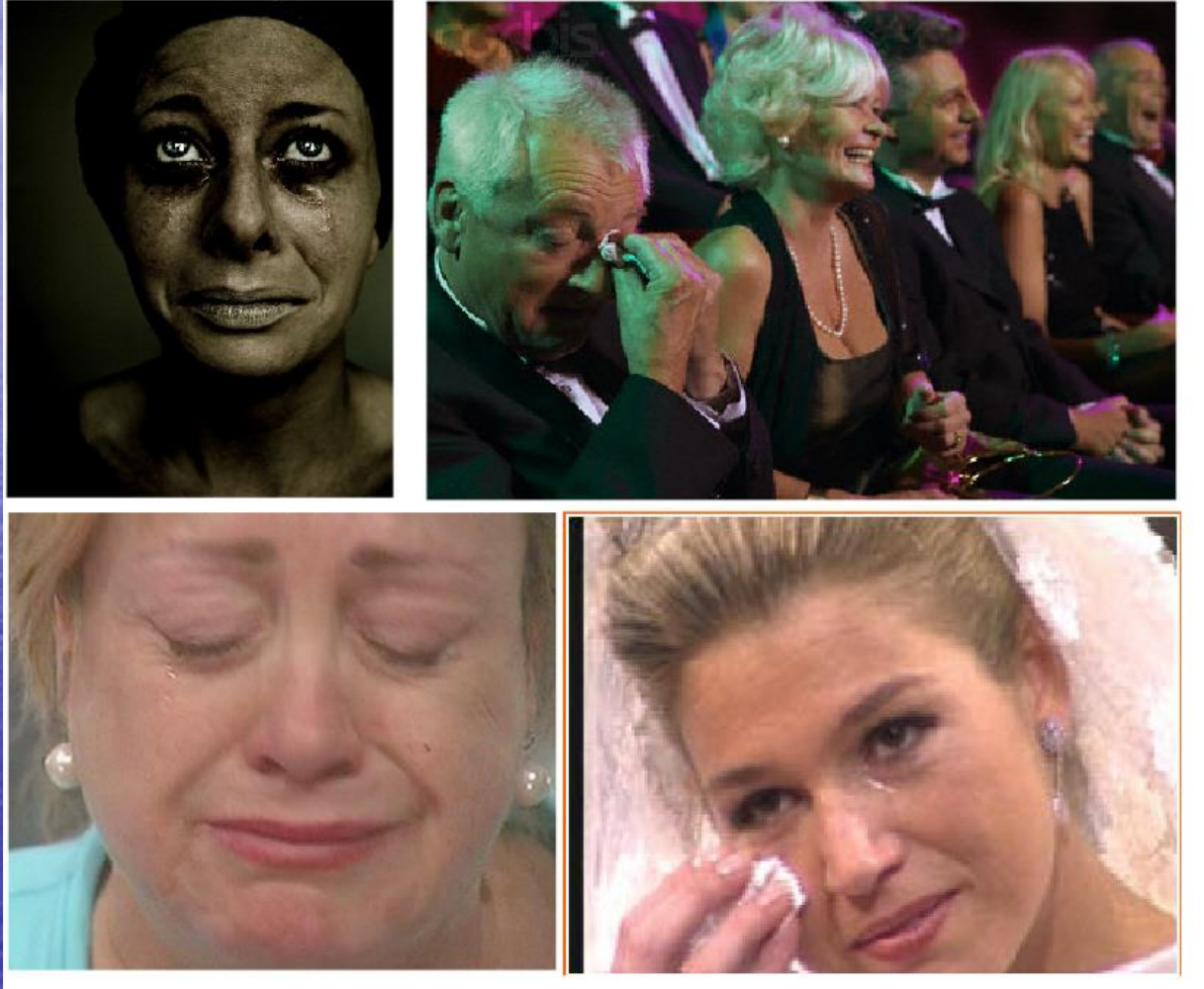
Problems all people with autism have:

- Seeing/experiencing things as a detail
- Making differences between essentials and non essentials
- Learning of certain behavior in concrete situations
- Impossibility to see things from the perspective of others
- Impossibility to see logical relationships between cause and consequence

Details instead of the whole concept



Central coherence / Context blindness



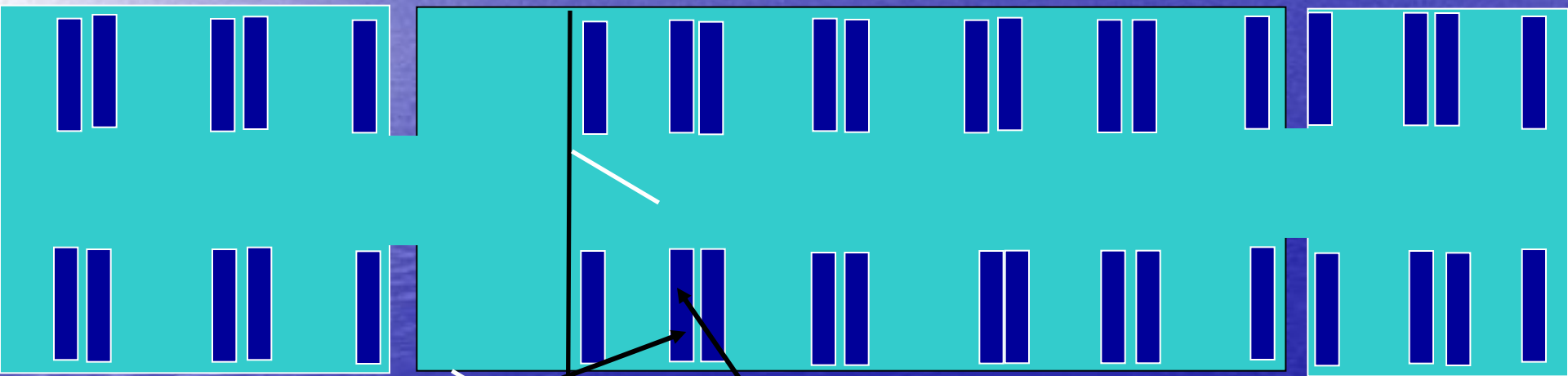
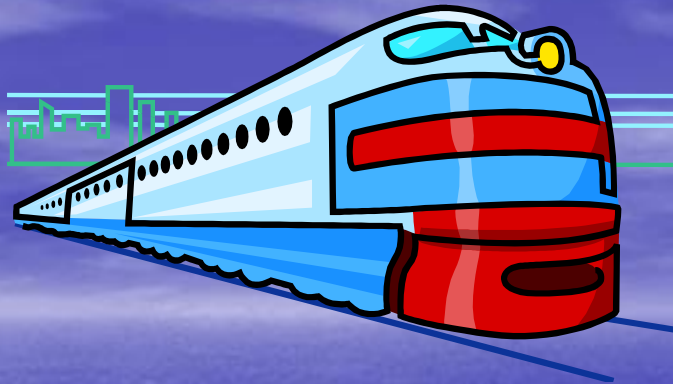
Theory of mind



Social problems

Shaking hands, drinking some coffee?





Words with different meanings

Duck



Tomorrow I go with my duck to Paris

We have a duck in our pond

I like to play with my duck in the bath

How to guide and teach?

- Be consequent
- Prepare yourself
- Use concrete language
- Don't think about manipulation
- Don't try to follow them in their preoccupation and patterns

Proactive guidance

- Talk less, be concrete (Total Communication can support)
- Be neutral, don't project own emotions
- Always think a head in predictability
- Know how to react on sudden changes
- Learn how the autism works for that specific client (sensations, stimuli, fluctuation, the autistis 'fibe')

Questions?

