

Working Tools Used in the Education of Functional Behavior in Children with Autism. Means of Communication and Visualization

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Abstract: Formation of functional behavior in children with autism is primarily based on specific education. This should be tailored to each case, depending on the symptoms and needs. Because a child with autism receives and accumulates less information and less knowledge in the environment than a regular child, intervention from an early age is required. There are many structured methods for teaching children with autism; of these, the most used are the ABBA method and the TEACH method. The intervention is based on several types of therapies that help to form functional behavior, which is particularly important in developing the autonomy and independence of the autistic child.

Keywords: functional behavior; autism; education; therapy; childs

It may include: - behavioral therapy that helps the child to adapt to his / her living conditions; - integration programs that support it to adapt to the surrounding world - ensuring an organized living environment; audio-visual therapy that helps to form an adapted communication in speech therapy. In the formation of functional behavior in the child with autism it is important to follow the principle of sequencing.

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This principle refers to the fact that each behavior is learned sequentially and for this we must develop schemes that the child, in time, will acquire. The model adapts according to the specific of the child. Since the child with autism is difficult to generalize, he must be supported to learn this. The experience learned at the work table moves to another place, for example: to the garden, on the street in the park.

Thus, they are trained in their ability to understand and express themselves.

The child must be taught to work at the work table. In the beginning, this is quite difficult, because the child tends to resist, but finding out the firmness of the behavior of others will help the child to perform the given tasks. If the child expresses himself difficult, unintelligible, we offer the following forms of communication:

Schedule - is a working tool that helps to carry out the activities in order, has a function of understanding and must be customized according to the specific of the child.

Schedule with icons - with the help of icons the child visualizes what activity to do in a certain time frame; after performing an activity the icon is returned and proceeds to the next activity. The schedule must be within reach of the child, each time in the same place, so that the child has access to it.

It is good that the schedule alternates less pleasant activities (learning new behaviors) with pleasant activities that the child knows how to do. When the timetable is first used, the child is taken in front of the timetable and is verbalized what he will do; so he learns what to do later independently.

In front of the schedule there is talk only about the schedule, with short sentences, a firm tone, showing what needs to be done and this should be understood by the child.

The ring or the key ring with icons is a tool that has a communication function. It consists of a ring with small plastic icons hanging. For example, five icons can be hung: a hamburger, a glass of liquid, a pencil, a ball, toilet paper. Thus the child can communicate, showing the icon with the glass when he wants water or juice, he can go to the kiosk - showing the icon with hamburger, etc.

Icon sort is a tool that has a communication function. They are hung with scales, on a sort, objects, and then they will be replaced with icons.

Thus, the child shows what he wants or what he is asked. Placemate is the plastic sheet on which the plate and cutlery are placed. On its edge are icons attached to the dishes. The child is taught at the table to ask, pointing to the placemats, what he wants to eat.

Photographs with family members can be attached to these placemats and so they learn the place at the table and the members of their own family.

The clock with icons is a clock dial where objects are placed that represent an activity that must be performed between certain time intervals. In the beginning, objects are used: the spoon - we eat, the teddy bear - we play, the box with colored pencils - we color.

As the child learns, only the icons indicating a certain activity are pasted. This tool organizes the child's time, so that he knows at what time an activity will do, how long it lasts, but also the order of the activities.

The stand or shelf for objects is a wooden support where the icons are stuck on top and below them the associated objects. Agenda, the album with icons helps to arrange the icons on domains. It can also be done on a piece of cloth nailed to the wall and stuck the pockets where the icons on the domains are kept.

CV - a C.V. formed from an album, with photos arranged in chronological order, the presentation of his life in pictures (the child at one year ..., 2 years ..., photos from different places where he was, photos presenting him performing different activities, for example: give food to the chick when she is visiting grandmother, pictures when she cries, when she is happy, when she is angry, etc.). This tool helps to develop the ability to tell and to create and develop the feeling of identity.

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