

# Dalla prima infanzia verso l'età adulta

Laura Alzani

Coordinatrice Ambulatorio minori e progetto I CARE  
Fondazione Sospiro

# AMBULATORIO MINORI FONDAZIONE SOSPIRO e PROGETTO I CARE



## ***Chi siamo:***

**Direttore dipartimento** Serafino Corti

## **Equipe psico-educativa**

Elisa Bernasconi, Elisa Azzini, Alice Cigoli, Anna Nodari, Sara Bergonzi, Silvia Sperandio, Sara Parizzi, Elena Lupi, Valentina D'angelo, Ginevra Carbone, Laura Canevari, Chiara Paci, Laura Alzani  
NPI Daniele Arisi

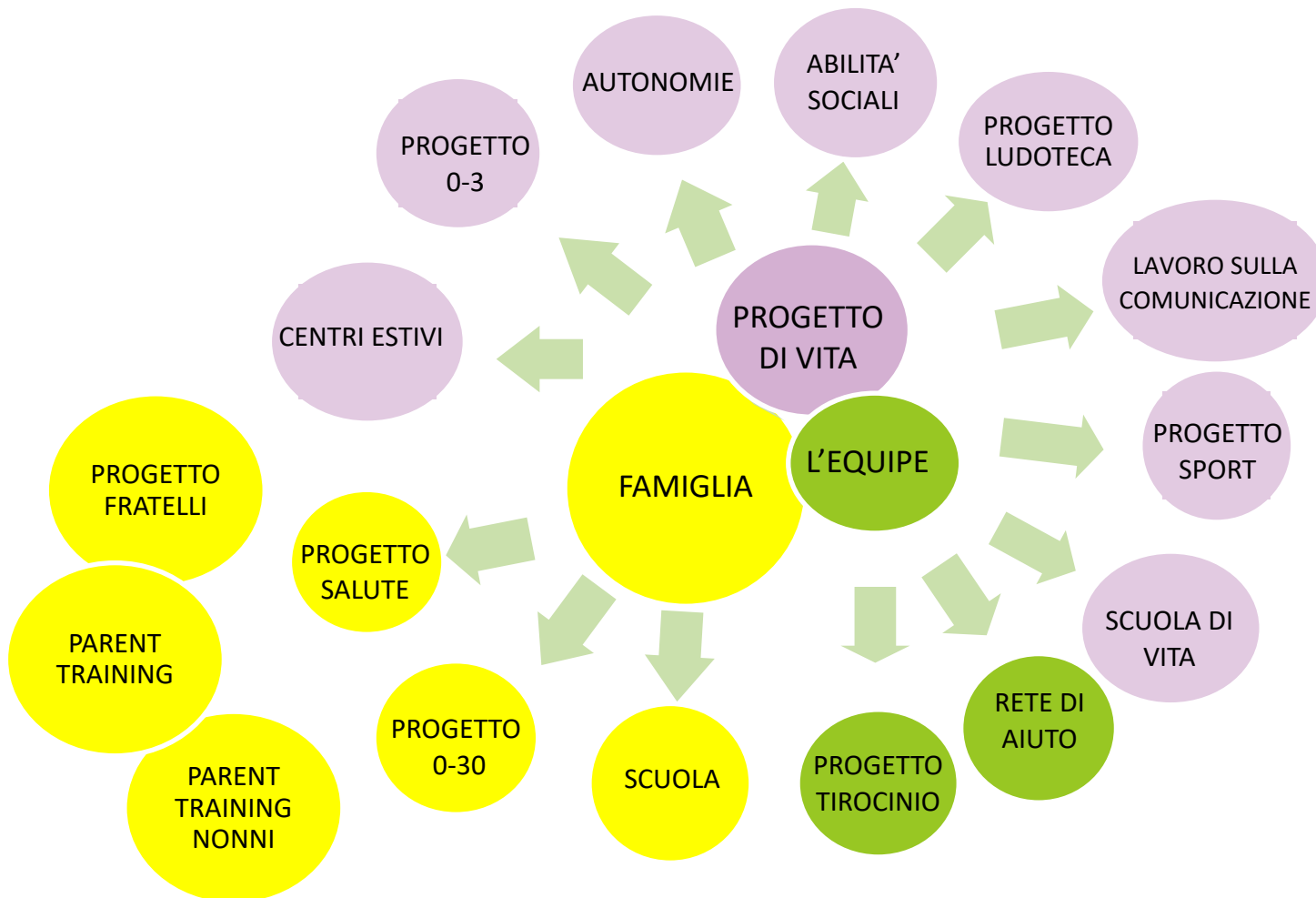
**Responsabile progetto 0-30** Marilena Zacchini

## ***In carico:***

- 123 minori AMBULATORIO MINORI
- 32 minori I CARE (Intervento Contestualistico di Abilitazione delle Reti Educative)
- 13 giovani adulti *over 18*
- Disabilità intellettiva e DGS

# Ambulatorio Minori - Fondazione Sospiro

## IL MODELLO DI INTERVENTO



# “I CARE”

## Intervento **C**ontestualistico di **A**bitazione delle **R**eti **E**ducative

Principi cardine  
delle **Linee Guida** :  
Necessità intervento

**PRECOCE**

**INTENSIVO**

- fondato **sull'approccio**  
**PSICO-EDUCATIVO** e  
**sugli assunti dell'ABA**  
(Applied Behaviour  
Analysis)

**Approccio ecologico:**

Nei vari **CONTESTI** di  
vita

# Destinatari e Identificazione del Bisogno e tipologia dell'intervento

		Minori	Età
Modulo ambulatoriale	ELEVATO SOSTEGNO	6	3-6
	MEDIO SOSTEGNO	12	4-11
	BASSO SOSTEGNO	5	12-16
Modulo di abilitazione sociale		5	16-18
Modulo disturbi del comportamento		4	3-18
Totale		32	

		DIRETTE	INDIRETTE
MODULO AMBULATORIALE (continuo)	ELEVATO SOSTEGNO	8h/sett	2h/sett
	MEDIO SOSTEGNO	5h/sett	2h/sett
	BASSO SOSTEGNO	2h/sett	2h/sett
MODULO DI ABILITAZIONE SOCIALE (annuale)		70h Scuola di Vita 40h Pre-professionale	40h
MODULO DEI DISTURBI DEL COMPORTAMENTO (ciclo di 4 mesi)		-	61h

## intervento diretto e indiretto



- Rivolto direttamente al ***minore***
- Rivolto alla sua ***famiglia***
- Rivolto alla ***scuola***
- Rivolto ad altri ***contesti significativi***

# 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.



**...il nostro lavoro quotidiano**



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

Laci Watkins<sup>1</sup> · Michelle Kuhn<sup>1</sup> · Katherine Ledbetter-Cho<sup>1</sup> · Cindy Gevarter<sup>1</sup> · Mark O'Reilly<sup>1</sup>

**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 (R/I/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

- 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**

VIDEO

- **Pre requisiti dell' apprendimento**
- **Comunicazione**
- **Attenzione**
- **Abilità sociali**
- **Ampliamento degli interessi**



**MOTIVAZIONE**

Antecedent based intervention

### STRUTTURAZIONE DELL'AMBIENTE E CAA:

aumento della comprensione  
aumento della comunicazione  
iniziative spontanee  
comprensione e prevedibilità

riduzione dei comportamenti problema



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  
Ampliamento degli interessi





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



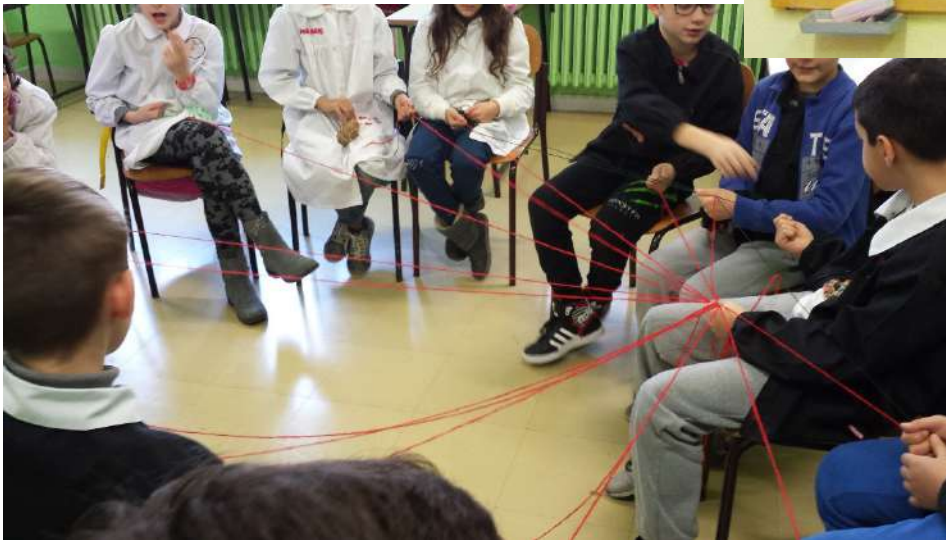
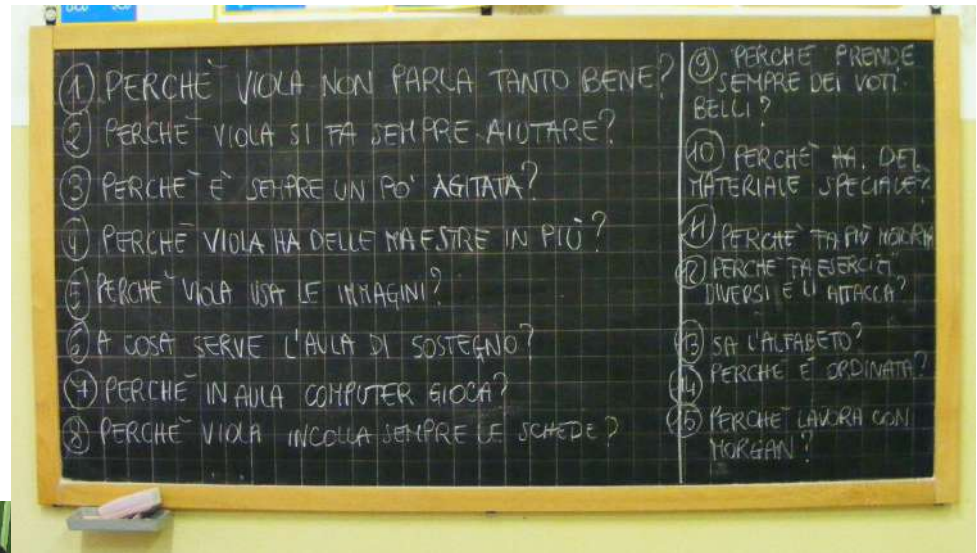
Aumento dell'attenzione congiunta  
Imitazione  
Comunicazione  
Interazione sociale  
Gioco simbolico

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



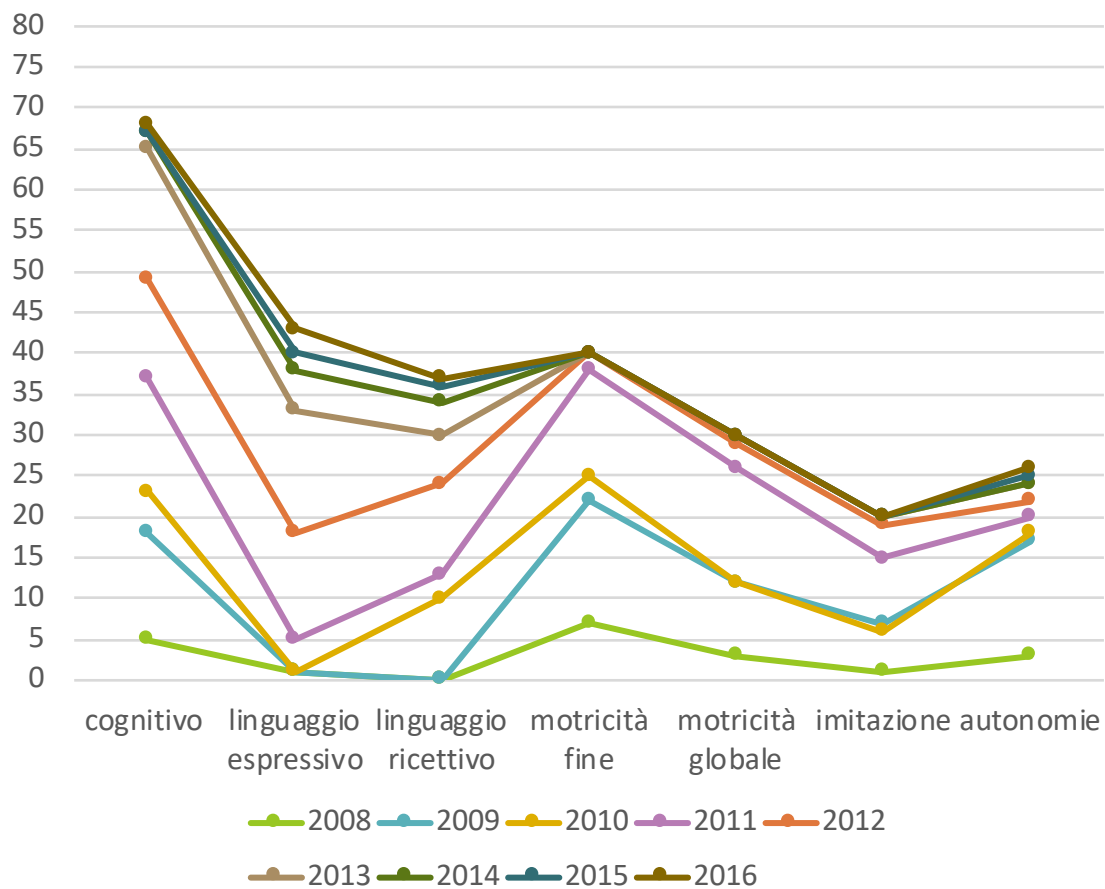
### VIDEO MODELING:

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

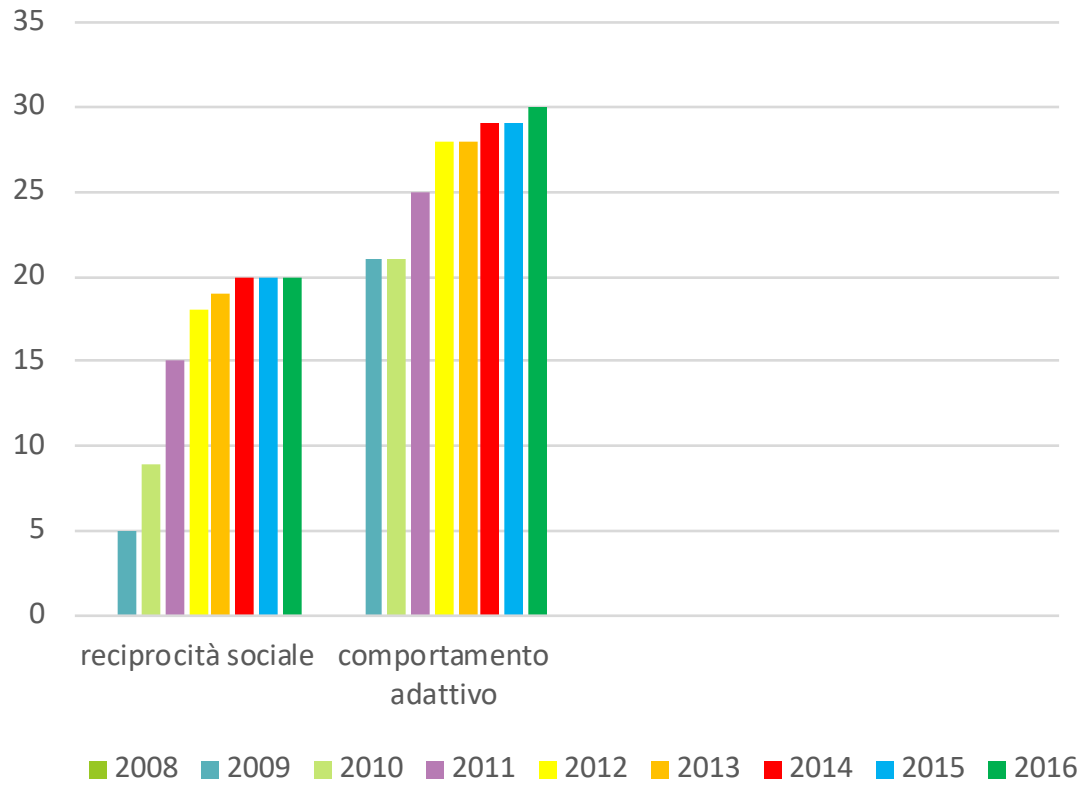


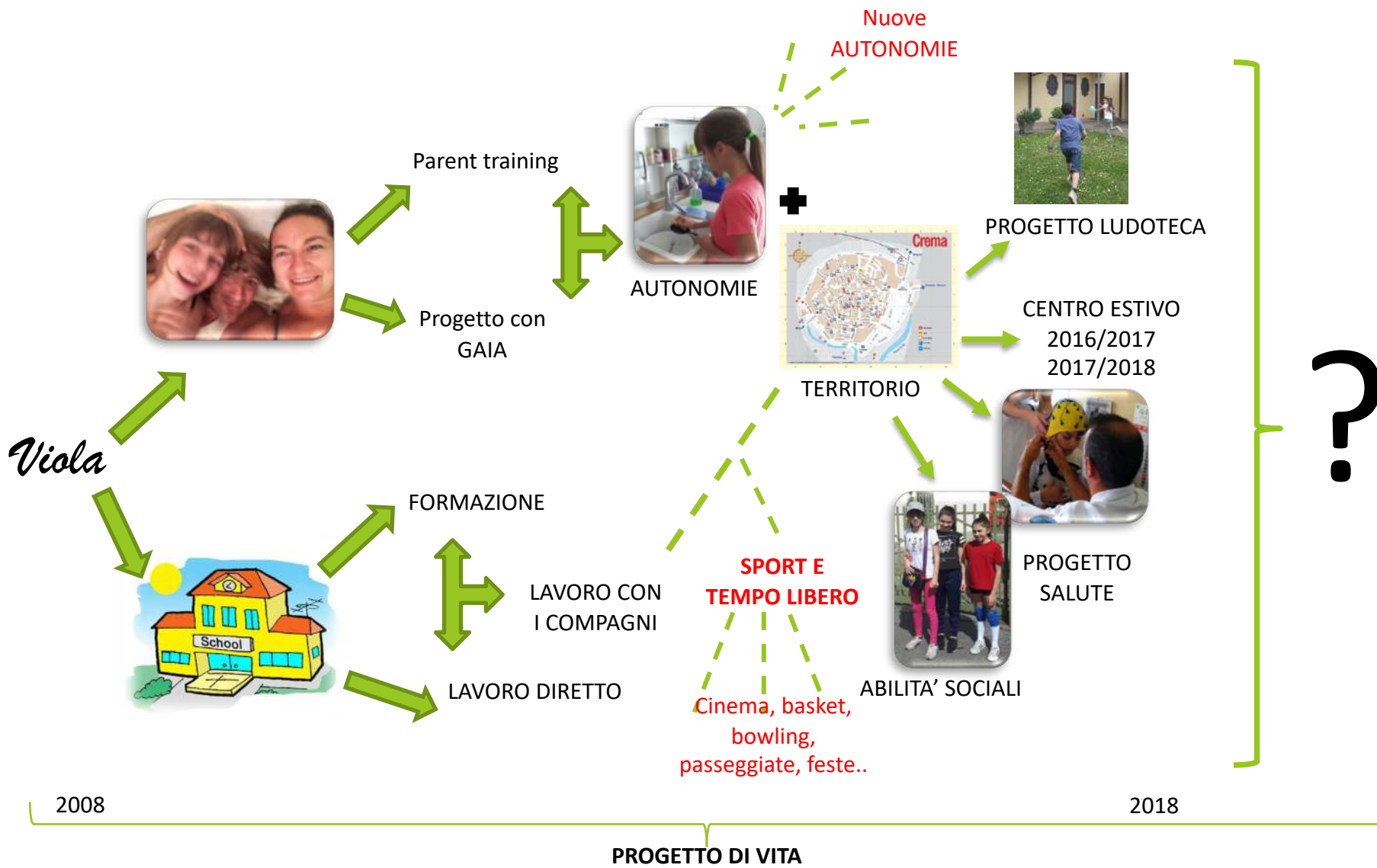
aumento di attenzione congiunta  
Abilità di gioco  
Imitazione  
Interazione sociale

# PEP 3



## PEP 3



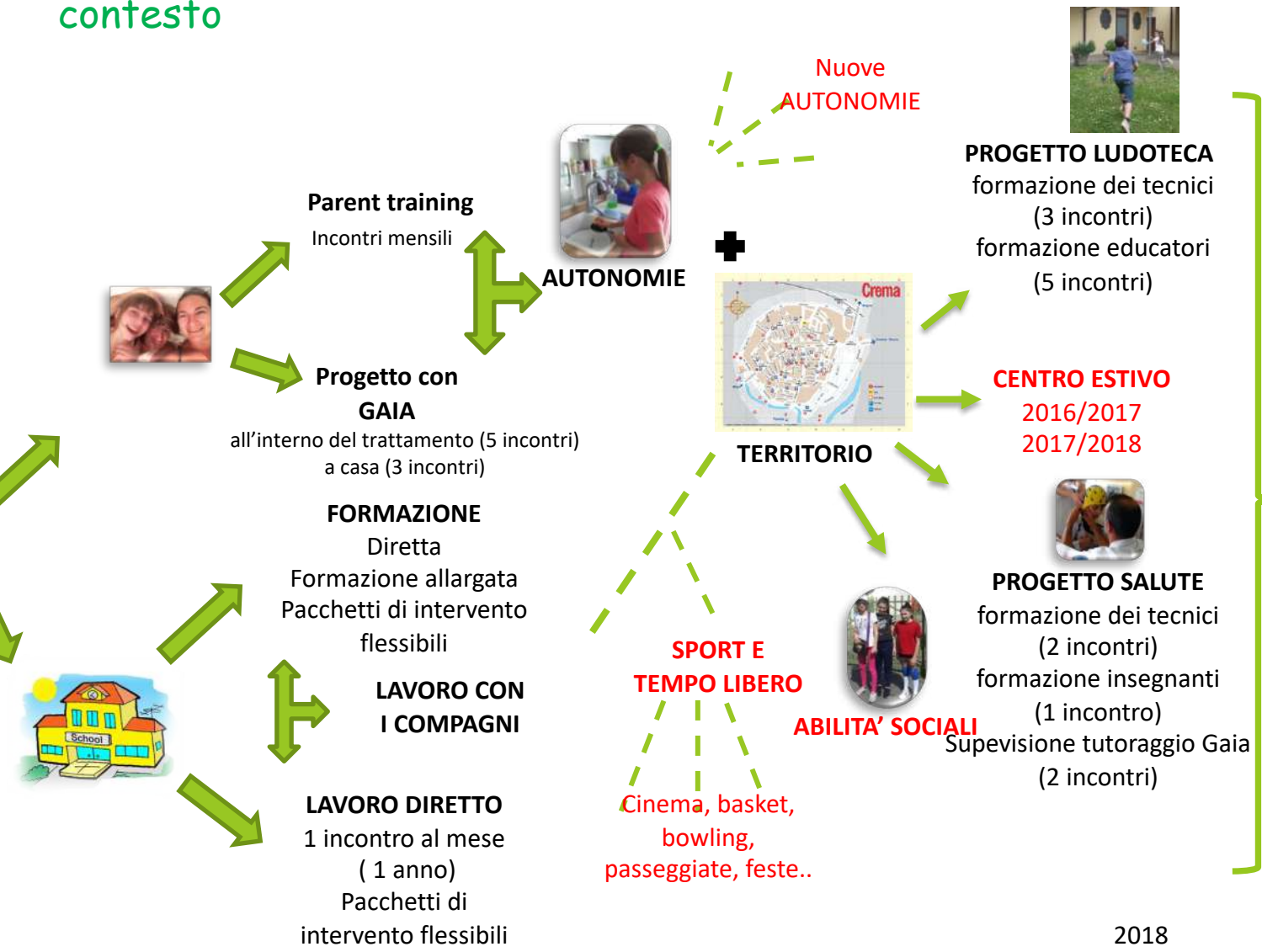


# intervento diretto e indiretto

## Formazione, informazione e monitoraggio in ogni contesto

Inizialmente trattamento individuale, poi in piccolo gruppo.

*Viola*



SCUOLA DI VITA  
 ?  
 TEAM DI TRANSIZIONE  
 PROGETTO 0-30

## La letteratura ci ricorda che..

- Le persone con disabilità evolutive hanno pochissime opportunità di effettuare scelte rispetto ai loro coetanei (Reid, 1990)
- Pertanto, dobbiamo insegnare:
- Autonomia «aiutami a fare da solo» (Montessori)
- Scelta, ovvero esprime ciò che siamo. Scegliere è l'opportunità per diventare autori della nostra vita
- Ma per poter scegliere dobbiamo fare esperienze.. ed avere un repertorio ampio (Schloss, 1986).



COLLABORAZIONE



TEMP  
O  
LIBER  
O

ABILI  
TA'  
SOCIA  
LI



AUTONOM  
IE



AUTODETERMI  
NAZIONE



MAGGIORI  
INTERESS  
I





**E POI..**

