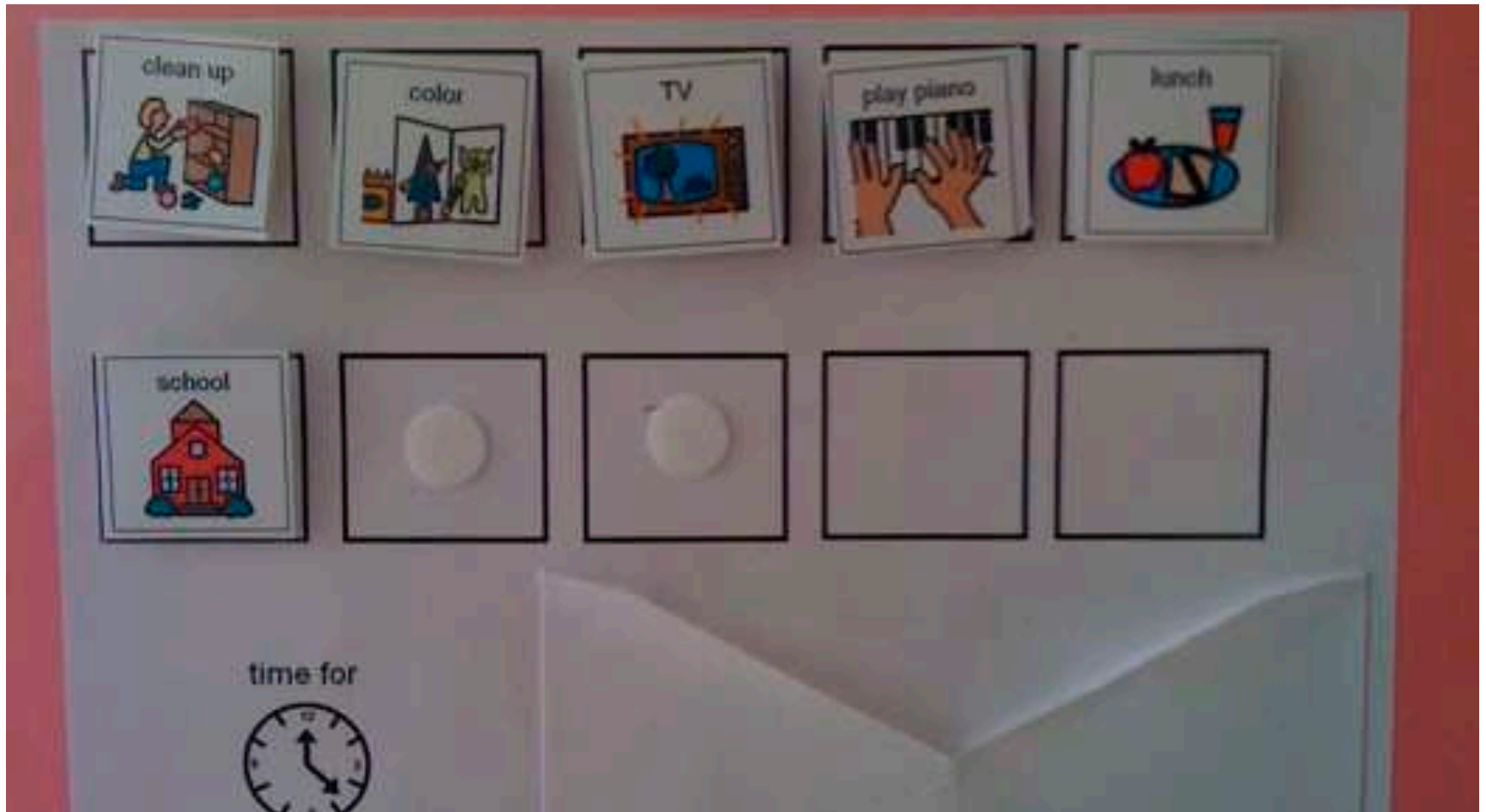


Gestire l'Ansia e i Tempi

- Organizzazione attività
- Gestione del tempo
- Pause
- Autocontrollo
- Nuovi Luoghi e persone
- ...

Organizzazione Visuale delle Attività



Visual Timer

- Gestione del tempo visiva
 - aiuta l'attesa
 - Riduce l'ansia



- Reference: Dettmer, S., Simpson, R., Myles, B., & Ganz, J. (2000). **The use of visual supports to facilitate transitions of students with autism.** Focus on Autism and Other Developmental Disabilities, 15(3), 163-169.

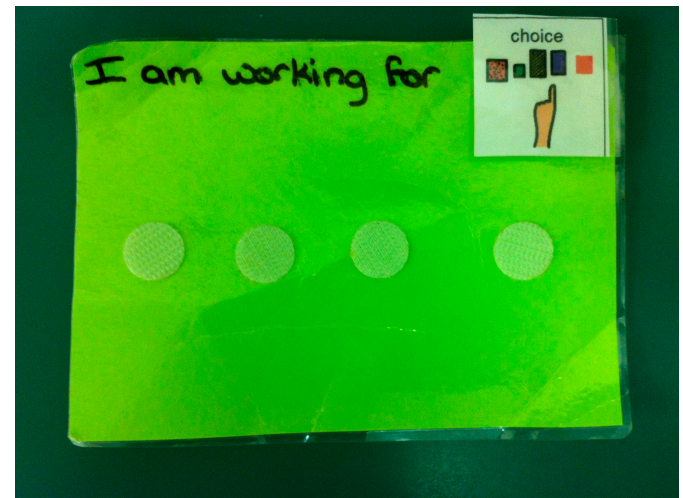
Adattare il Ritmo di Apprendimento

- Cartellini per indicare le pause
 - scheduling
 - a richiesta del bambino



Token economy

- La token economy
 - Stelline o gettoni assegnati in comportamenti positivi
 - Quando arriva a un certo numero avrà un premio



Insegnare a controllarsi

The image displays three sets of visual aids, each titled "I Can Calm Myself Down", designed to teach children self-control techniques. Each set consists of a sequence of steps, each with an illustration and a text label.

Set 1 (Left, Red Border):

- Illustration: A child with hands raised in anger, followed by an arrow pointing to a calm child.
- Text: "I Can Calm Myself Down"
- Illustration: A child taking a deep breath.
- Text: "Take a deep breath"
- Illustration: A child counting from 1 to 10.
- Text: "Count to 10"
- Illustration: A child thinking.
- Text: "Stop and think about what I am trying to say"
- Illustration: A child speaking.
- Text: "Use my words"
- Illustration: A child standing with hands and feet to themselves.
- Text: "Keep my hands and feet to myself"

Set 2 (Middle, Blue Border):

- Illustration: A child with hands raised in anger, followed by an arrow pointing to a calm child.
- Text: "I Can Calm Myself Down"
- Illustration: A child taking a deep breath.
- Text: "Take a deep breath"
- Illustration: A child counting from 1 to 10.
- Text: "Count to 10"
- Illustration: A child thinking.
- Text: "Stop and think about what I am trying to say"
- Illustration: A child speaking.
- Text: "Use my words"
- Illustration: A child standing with hands and feet to themselves.
- Text: "Keep my hands and feet to myself"

Set 3 (Right, Green Border):

- Illustration: A child with hands raised in anger, followed by an arrow pointing to a calm child.
- Text: "I Can Calm Myself Down"
- Illustration: A child taking a deep breath.
- Text: "Take a deep breath"
- Illustration: A child counting from 1 to 10.
- Text: "Count to 10"
- Illustration: A child thinking.
- Text: "Stop and think about what I am trying to say"
- Illustration: A child speaking.
- Text: "Use my words"
- Illustration: A child standing with hands and feet to themselves.
- Text: "Keep my hands and feet to myself"

Set 4 (Bottom Right, Yellow Border):

- Illustration: A child with hands raised in anger, followed by an arrow pointing to a calm child.
- Text: "I Can Calm Myself Down"
- Illustration: A child taking a deep breath.
- Text: "Take a deep breath"
- Illustration: A child counting from 1 to 10.
- Text: "Count to 10"
- Illustration: A child thinking.
- Text: "Stop and think about what I am trying to say"
- Illustration: A child speaking.
- Text: "Use my words"
- Illustration: A child standing with hands and feet to themselves.
- Text: "Keep my hands and feet to myself"

Familiarizzazione con luoghi e persone

- Mostrare al bambino una fotografia della persona/luogo da qualche giorno prima in modo che possa già conoscere la persona o il luogo (scuola, casa amico) prima dell'incontro



Osservare il comportamento ABC

- Trattamento dei **comportamenti problema**
 - Analisi del comportamento ABC
- A – Antecedente/i (Antecedent)
- B – Comportamento (Behavior)
- C – Conseguenza/e (Consequence)

- L'Antecedente o Conseguenza possono rinforzare un comportamento
 - **Modificare Antecedente o Conseguenza** per ridurre/estinguere un comportamento

Name of Child Observed: _____

Observer: _____

Date	Time Incident Began & Ended	A: Antecedent Stimuli	B: Description of Behavior	C: Consequences	Child's Response	Initials

Antecedent Stimuli: Should include events or activities that occur immediately preceded the behavior **Description of Behavior:** Describe the exact behaviors exhibited. **Consequences:** All the events

Intervento integrato

- Comportamento
- Conoscenze
- Coerenza
 - Fondamentale il **raccordo casa scuola**

