



Parental training for managing children with neurodevelopmental disorders

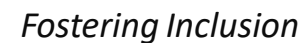
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Neurodevelopmental disorders



Fostering Inclusion

- Neurodevelopmental disorders are a group of conditions in which the growth and development of the brain are affected. This can impact an individual's language, emotions, behaviour, self-control, learning and memory.
- Delays or deficits usually show up the child enters elementary school and can continue throughout the individual's lifetime. They can be limited in nature, for instance affecting speech or learning only or the deficits can be global and affect intelligence, learning, communication, social skills behavior and daily functioning together.



Contd...



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- It is not unusual for the disorders to occur together.
- There is no known cure for these disorders. But intervention and treatment can greatly improve outcomes for individuals with the disorder.
- It is important to note that individuals with these disorders have unique strengths and abilities and should be celebrated for their differences rather than stigmatized or discriminated against understanding and acceptance of these disorders is key to creating a more inclusive and supportive society for individuals with the disorders.

Contd...



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- It is common for neurodevelopmental disorders children to behave in challenging ways.
- If you understand why these children behave in certain ways, you can work out how to change the behavior and help children manage it.
- When these children can manage their own challenging behavior, they can learn and get along better with others.

Contd...



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- These children behave in challenging ways or ways that are difficult to manage.
- Refuse or ignore requests.
- Behave in socially inappropriate ways, like taking their clothes off in public.
- Behave aggressively.
- Hurt themselves or other children (head banging or biting).

WHY?



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- Have trouble understanding what's happening around them for example what other people are saying or communicating non verbally.
- Have difficulty communicating their own wants and needs which can lead to frustration.
- Are highly anxious and stressed.
- Feel overwhelmed by what's going on around them.



Contd ...



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- Behavior might also have specific triggers like the following:-
 - Routines and rituals
 - Transitions
 - Sensory sensitivities
 - Sensory overload
 - Unrealistic expectations
 - Tiredness.
 - Discomfort, pain or illness
 - others



Behavior management



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1. Define.
2. Understand.
3. Develop



Applied behavior analysis



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- Over 1000 journal articles.
- 50years of experience.
- Almost 50% catch up .

- WHAT is ABA?

ABA is a scientific approach based on operant conditioning which basically means that consequences have an effect on behavior.

Behavior-> consequence-> future behavior

Cont...



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ABA is

- learning at table and the natural environment
- positive and fun
- Individualized

Cont...



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Behaviour => positive consequence => behavior increases

Behaviour => Negative consequence => behavior decreases



1. Praise or reward desired behaviour

2. Do not give attention to undesired behaviour

3 key strategies



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Key Strategies of ABA



Break Skills
Down



Reinforce



Practice

Breaking skills down

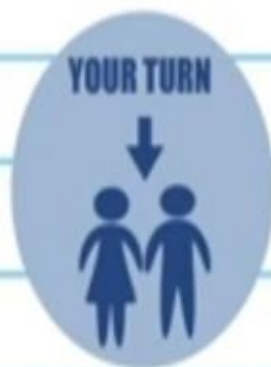


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For example speech

- Greeting
- Responding
- Asking a question
- Answering the question
- staying on topic





1. One to one setting

2. No distractions

3. Break skills down

Reinforcement

1. Tangible reinforcement
2. Social reinforcement
3. Automatic reinforcement





- 1. Make a list of reinforcements**
- 2. Which ones have been free?**
- 3. Give reinforcement after desired behaviour**

Practice

- Emerging skill
(Speaking, eye contact)
- Established Skill
(hand pulling , hand flapping)





1. Repetition audit

2. Increase practices per day



1. Make a list of all the challenging behaviours your child currently demonstrates.

2. Now highlight which are the top 3 behaviours you really want to work on first.

Function of a behavior



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- All behavior is a form of communication.



FUNCTIONS OF BEHAVIOURS

TANGIBLE REINFORCEMENT

- Toys
- Screen time
- Food
- Etc.

AUTOMATIC REINFORCEMENT

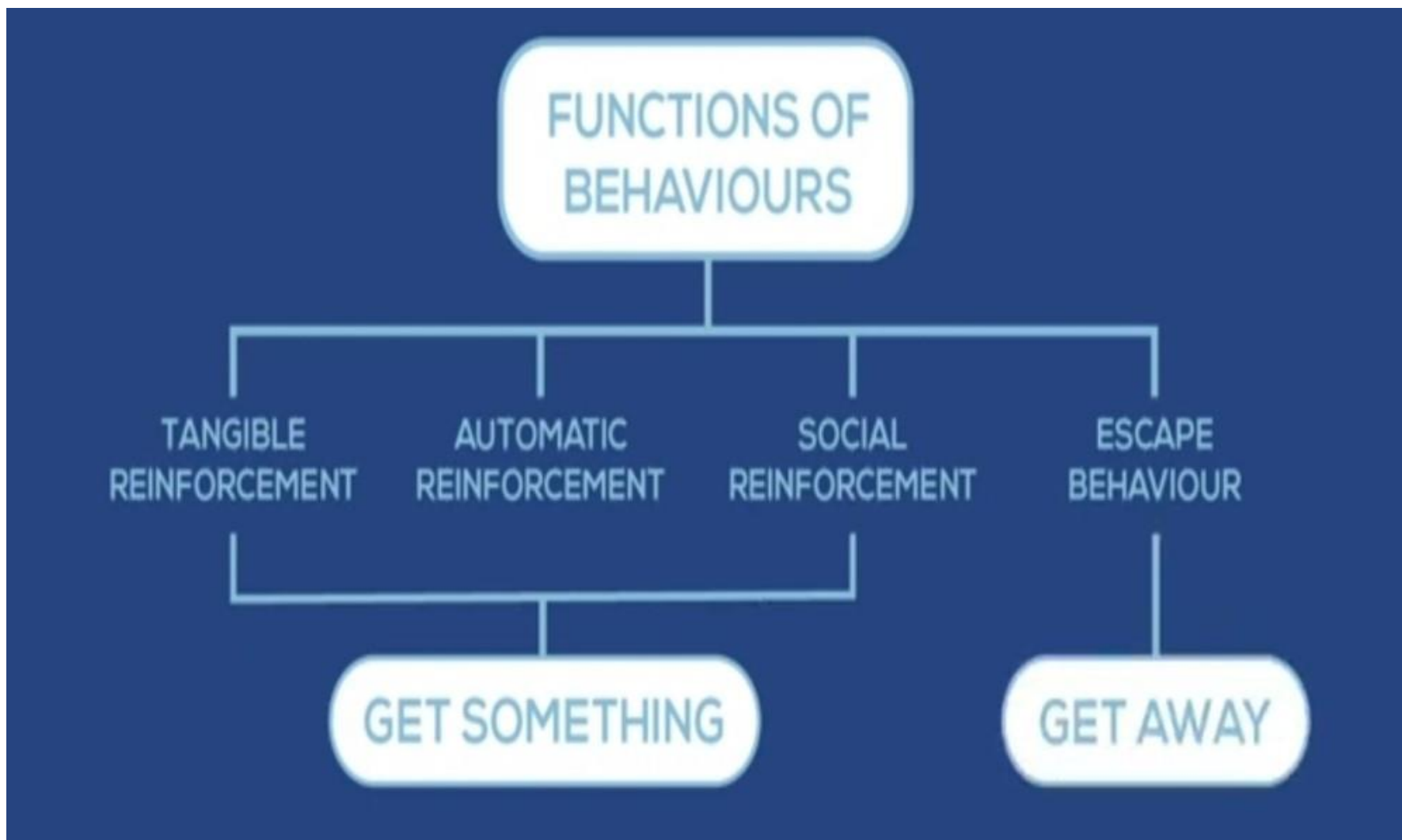
- Self-Stimulatory
Behaviour:
- Jumping
 - Spinning
 - Repetitive Play
 - Etc.

SOCIAL REINFORCEMENT

- Child Wants
Social Attention.

ESCAPE BEHAVIOUR

- Avoid Task





Behaviour	Function
1.	To GET something:
2.	1. Tangible?
3.	2. Automatic?
	3. Social?
	Or to GET AWAY from something:
	4. Escape?

Comprehensive Behaviour Plan



Teaching strategies



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1. Communication
2. Teach tolerance
3. Replacement behavior
4. Teaching coping skills



9 Critical Communication Skills

ADAPTED FROM PICTURE EXCHANGE COMMUNICATION SYSTEM (PECS) BY FROST & BONDY (2002)

- ☒ Request reinforcer
- ☒ Request for help
- ☒ Request for a break
- ☒ Reject things
- ☒ Accept things
- ☒ Respond to "Wait"
- ☒ Respond to instructions
- ☒ Transition between activities
- ☒ Follow a schedule

Teaching strategies



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Communication can be :

- Speech
- Sign language
- Gestures
- Visuals
- Devices

Teaching strategies



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Teach tolerance - Waiting

- Flexibility
- Coping with changes
- Accepting No



Cont ...



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Managing self stimulatory behavior

- Reduce it
- Limit to specific time
- Limit to specific locations

Teaching strategies



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Teaching replacement behaviors

- teach play skills
- redirect to more appropriate behavior

Teaching strategies



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Relaxation strategies

- Counting to 10
- Drinking water
- Squeezing hands
- Hugging a soft toy
- Reading a book
- Taking deep breaths
- Asking for quiet time



Behaviour	Function	Teaching Strategies
	To GET something:	1. Communication
1.	1. Tangible	2. Teach Tolerance
2.	2. Automatic	3. Replacement Behaviours
3.	3. Social	4. Teaching Coping Skills
	Or to GET AWAY from something:	
	4. Escape	

Proactive strategies



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1. Simplify expectations
2. Give predictability - foreshadowing
 - visual schedules
 - social stories
 - visual rules
 - token boards
 - video models

YOUR TURN



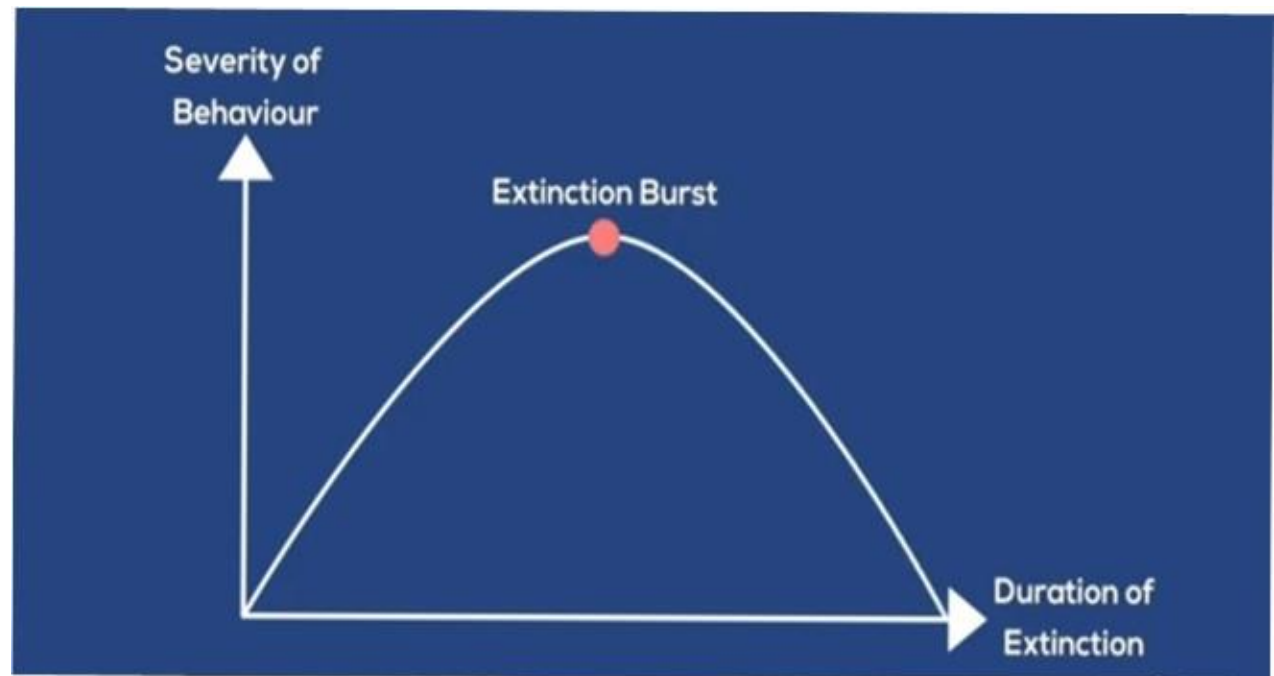
Behaviour	Function	Teaching Strategies	Preventative Strategies
	To GET something:	1. Communication	1. Simplify expectations
1.	1. Tangible	2. Teach Tolerance	2. Give predictability
2.	2. Automatic	3. Replacement	a. Foreshadowing
3.	3. Social	Behaviours	b. Visual schedules
	Or to GET AWAY	4. Teaching	c. Social stories
	from something:	Coping Skills	d. Visual rules
	4. Escape		e. Token boards
			f. Video models

Reactive strategies



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1. Extinct/ignore
2. Redirect
3. Follow through



YOUR TURN



Behaviour	Function	Teaching Strategies	Preventative Strategies	Reactive Strategies
	To GET something:	1. Communication	1. Simplify expectations	1. Extinct
1.	1. Tangible	2. Teach Tolerance	2. Give predictability	2. Redirect
2.	2. Automatic	3. Replacement	a. Foreshadowing	3. Follow through
3.	3. Social	Behaviours	b. Visual schedules	
	Or to GET AWAY	4. Teaching	c. Social stories	
	from something:	Coping Skills	d. Visual rules	
	4. Escape		e. Token boards	
			f. Video models	

Setting up your home



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1. Safety comes first
2. Establish structure
3. Utilize visuals
4. Promote independence
5. Learning stations
6. Play stations
7. Specific needs



Benefits of structure



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- Routines can be comforting
- Help children regulate behaviors
- Better sleep cycles
- Regular eating patterns
- Overall better mood



What are some changes you can make to your child's routine to make it more consistent, more predictable, not just for your child, but the whole family?

Promote independence

1. Washing hands
2. Toileting
3. Eating
4. Easy chores





PROMOTE INDEPENDENCE:

1. Washing hands
2. Toileting
3. Eating
4. Easy chores

What changes can you make today
to help your child be more independent?

Typical visuals:

1. Visual schedules
2. Visual routines
3. Visual rules or reminders
4. Additional Visual support
5. Visual for communication

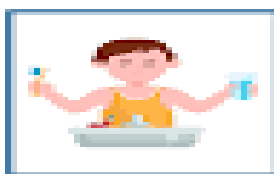
DAILY VISUAL SCHEDULE



Wakeup



Washroom



Brush Teeth



Bath Time



Breakfast



School



Book Time



Sport/Playtime



Dinner



Sleep Time

Play stations, why?



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1. Occupies your child's time appropriately
2. Prevents inappropriate behavior
3. Improves overall development of skills

Examples:

Reading Corner

Craft Corner

Kitchen set

Puzzle Corner

Blocks and lego corner

Trains and car corners etc..



1. Are the toys all organised in their own stations?

2. Do you need to invest in more variety of activities?

Learning station



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A closed room:

1. With door
2. Without a bed
3. Without screens
4. Age appropriate table and 2 chairs
5. Toyboxes in shelves
6. Boxes for teaching materials
7. Special play items



Is there an appropriate Learning Station,
preferably a closed room:

1. With a door
2. Without a bed
3. Without screens
4. Age-appropriate table and 2 chairs
5. Toy boxes in shelves
6. Boxes for teaching materials
7. Special play items

Specific needs



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- Self stimulatory behavior
- Aggression
- Self injurious behavior
- Sensory needs



One of the most important
things you can do on this
earth is to let people know
they are not alone.





Thank You

Contact us for more details =

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GuideStar India Transparency Key award,

2021 Tata Social Enterprise Challenge,

IIM Calcutta, 2019 Best Social

Entrepreneur Award, Hand In Hand, 2018

India Inclusion Fellow, 2017

Community Service award, Rotary Club, Bangalore, 2017

Social Entrepreneur Of The year – Namma Bengaluru Awards, 2015