

Jasna Strona Spektrum
Light Side of the Spectrum

fundacja
Prodeste

Joanna Ławicka Ph.D.
Prodeste Foundation

Separate development paths

way to mutual understanding and social inclusion





Development paths

"People take different roads seeking fulfillment and happiness. Just because they're not on your road doesn't mean they've gotten lost"

H. Jackson Brown Jr.

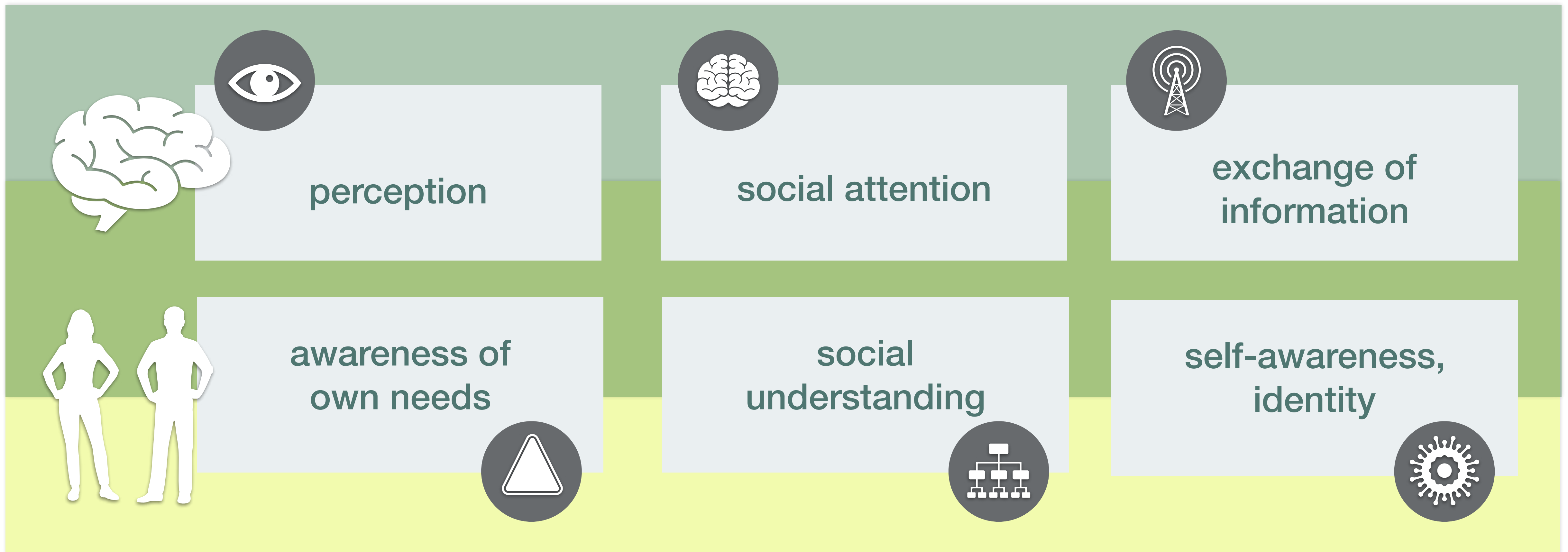
What does it mean that there are different paths of development?

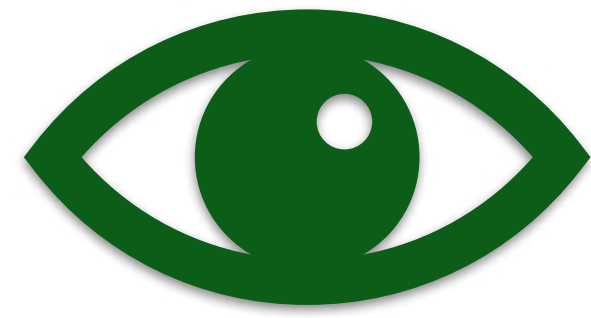
- the development of people on the spectrum is not a disturbed typical development;
- we have a completely separate development path;
- it's impossible to change someone on the spectrum to be non-autistic;
- there are general development laws that are common to all people;
- no path of life is worse or better;

regardless of the difficulties,
the world is beautiful in its diversity

Areas of developmental distinctness

Every human being is subject to **biological** and **social** determinants.
Many adverse environmental influences can be avoided by **understanding** biological determinants.





Development of **perception**

A human is born with specific perceptual predispositions.

The first year of a child's life is the most important for the subsequent development of higher-order functions - social communication, motor skills, and specific or typical emotional codes.



Functions

Fact: different sensory sensitivity hinders the development of the functions of the sense organs. Smart support, use of "sensory toys" and solutions that facilitate functioning in the world of stimuli, and training can reduce the sensory discomfort of the person on the spectrum.

Myth: it is possible to change the structure of the senses.



Sensitivity

Fact: people on the spectrum are often characterized by greater or lesser sensitivity than people with typical (average) development.

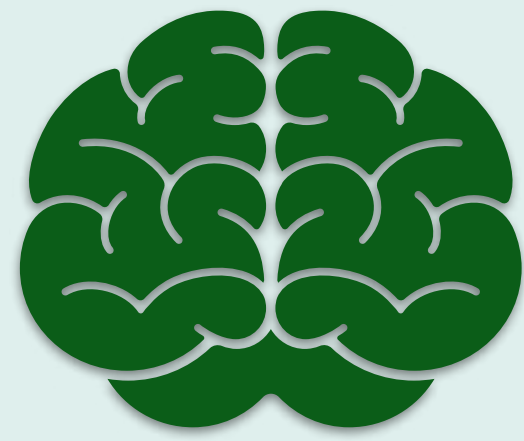
Myth: this difference is a disorder which if it is cured - it brings the person on the spectrum closer to being typical.



Motivation

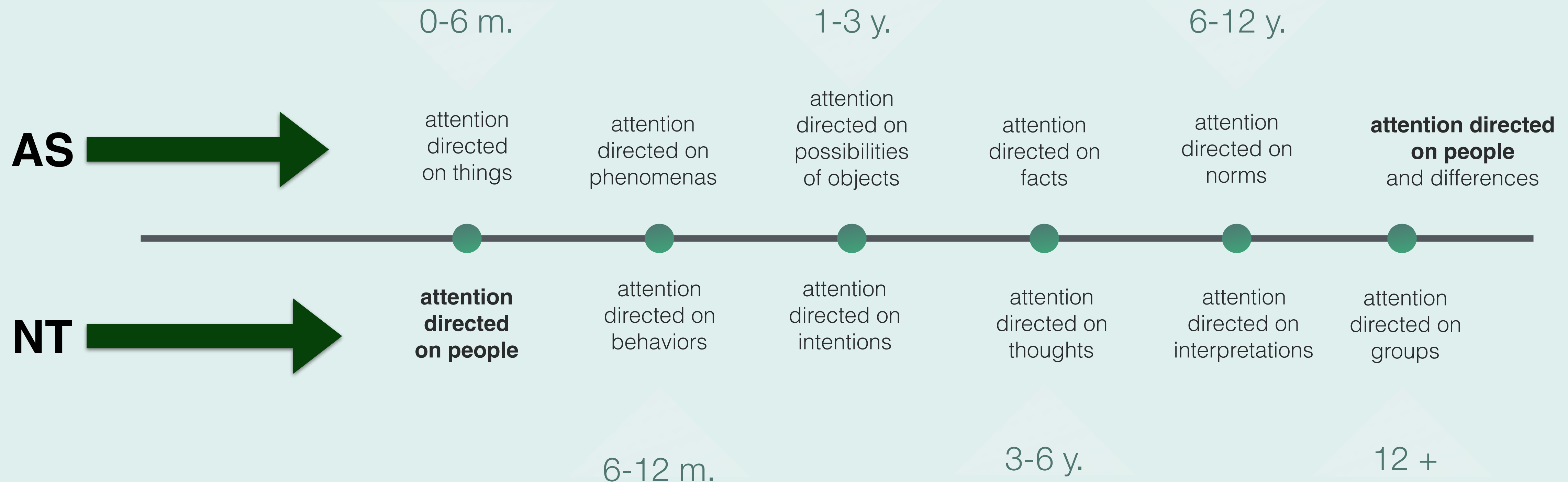
Fact: thanks to motivation, you can deal with sensory discomfort and consciously act to improve your sensory functioning.

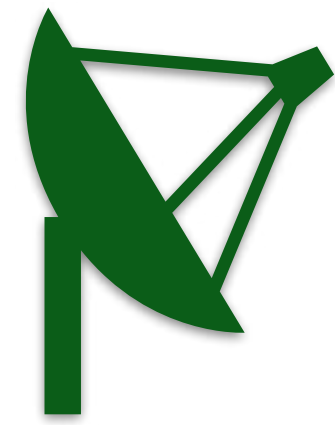
Myth: the sensory discomfort is a permanent and unchanging condition resulting from developmental disorders.



Development of **social attention**

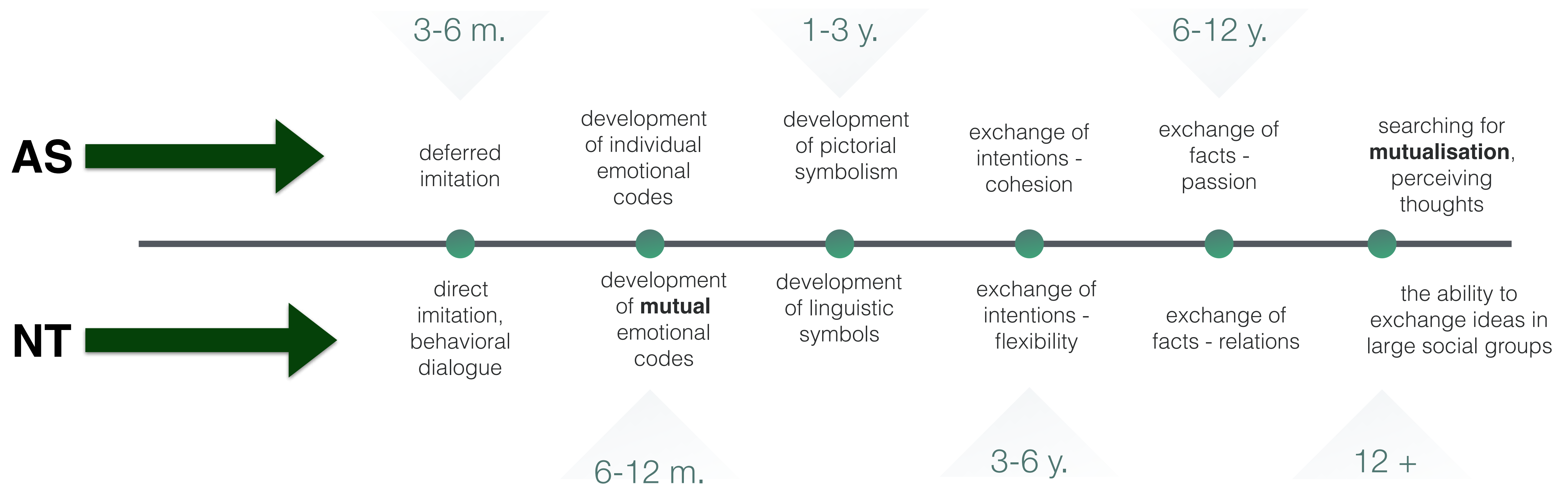
People are supportive typically developing children from the beginning mostly in areas that are “obvious” to children on the spectrum, namely: objects, things and phenomena. However, when it comes to children on the spectrum, instead of supporting their interest in people (which also means building trust), people try to use objects (prizes, penalties) to change the course of their development.





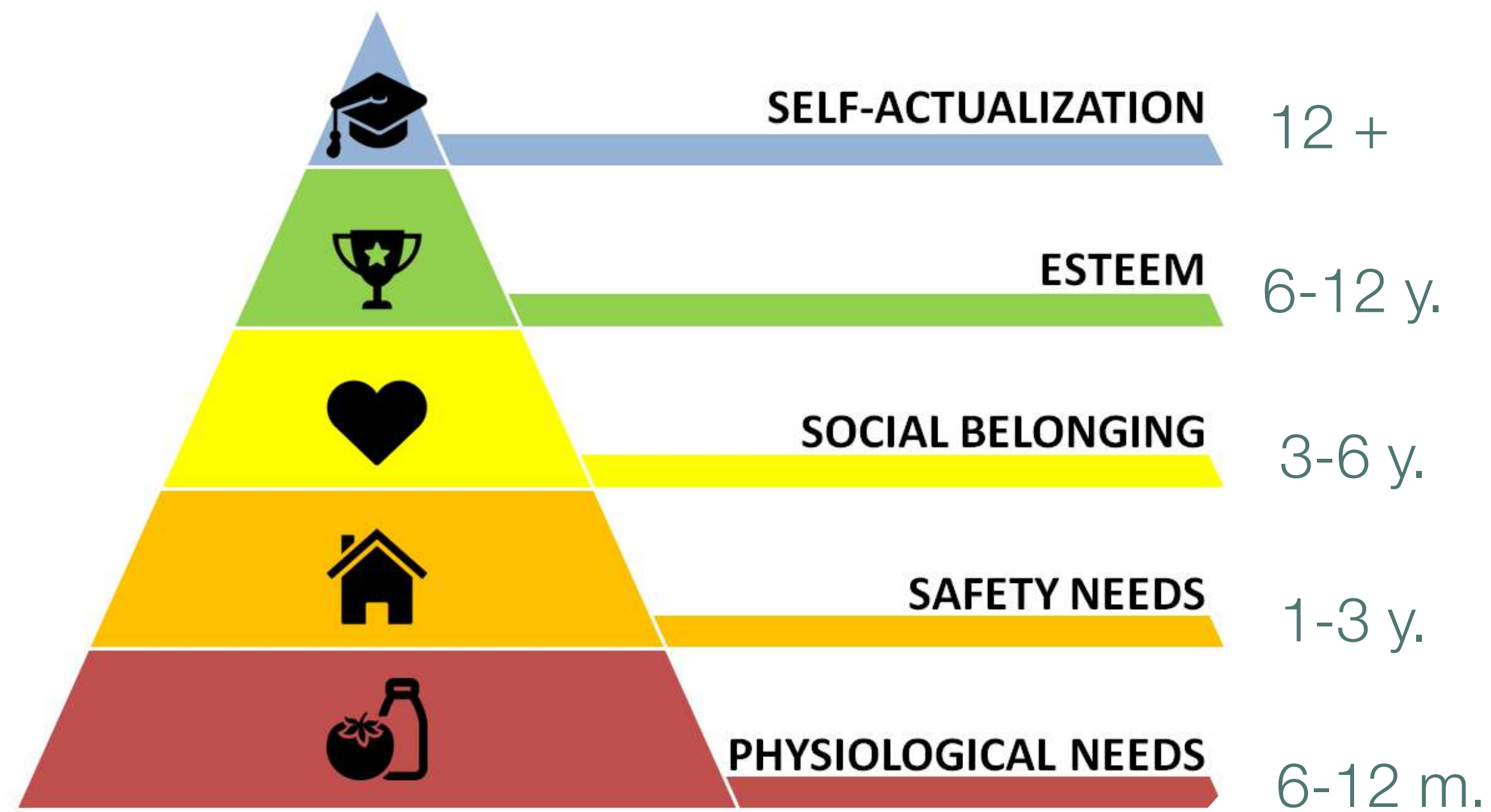
Development of **exchange of information**

Information exchange, at various levels, especially emotional - is crucial for social functioning. The unusual nature of informations sent from autistic children, leads to a deep misunderstanding. Adults can not give the child what is most important to them at each of these stages: adequate feedback. This prevents the child from functioning effectively in the environment.



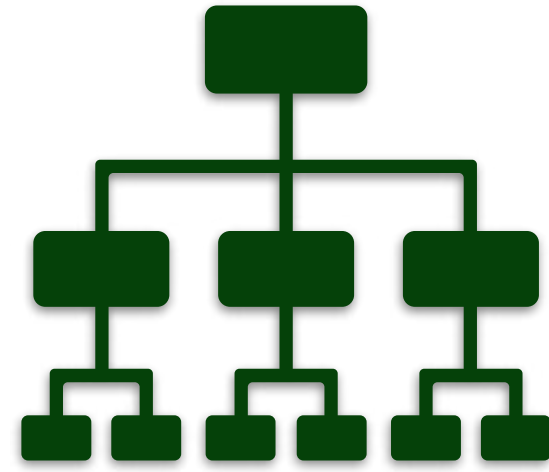
Developing awareness **of one's own needs**

Every human being has the same needs, in this same hierarchy - this is biological level. The development of their consciousness is closely related to the reactions of the other people - and to how the needs are expressed by the child.



A child with autism has a wider range of specific physiological & sensory needs, which determine their further development in the area of awareness of needs.

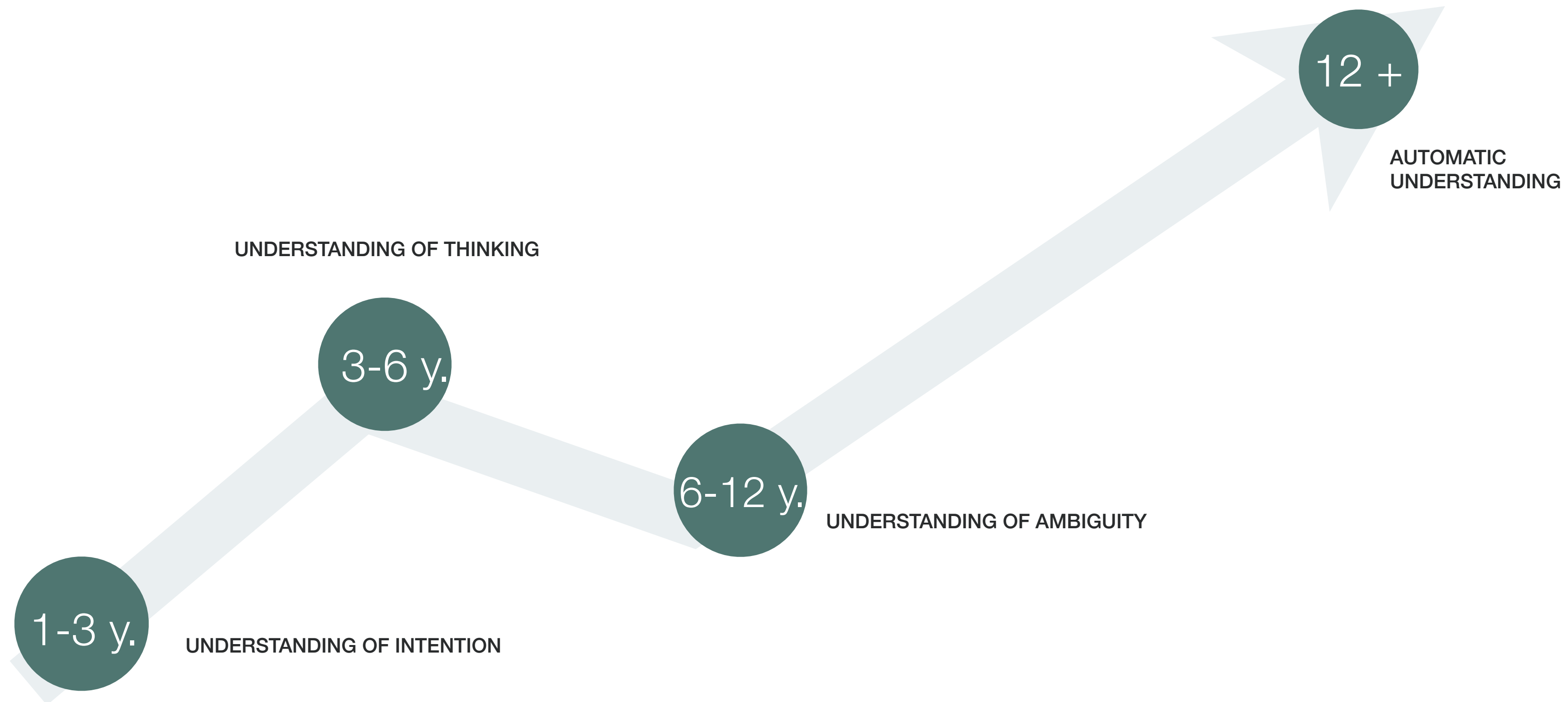
Obstacles in decoding and an inadequate response to the needs of other people lead to an unusually low level of contact with one's own needs.



Social understanding

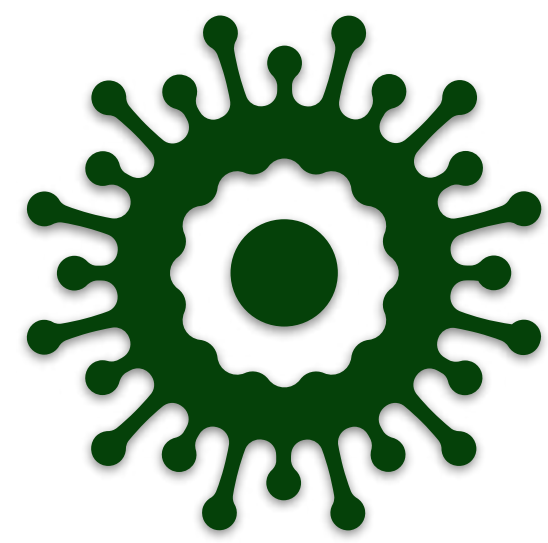
AS

analysis, analysis, analysis



NT

synthesis, synthesis, synthesis



Self-awareness, identity

The way of building the self-awareness and identity of people on the spectrum is disturbed by social factors - an excess of expectations, standards and requirements - all without support in building elementary knowledge about oneself.

AS ➔

knowledge of social norms



SEPARATENESS

3-6 y.

understanding the requirements
of other people



INDEPENDENCE 6-12 y.

**knowledge about myself,
from social beliefs**



IDENTITY

12 +

NT ➔

**knowledge about myself,
from social beliefs**

knowledge about myself,
from „social mirror”

real ego



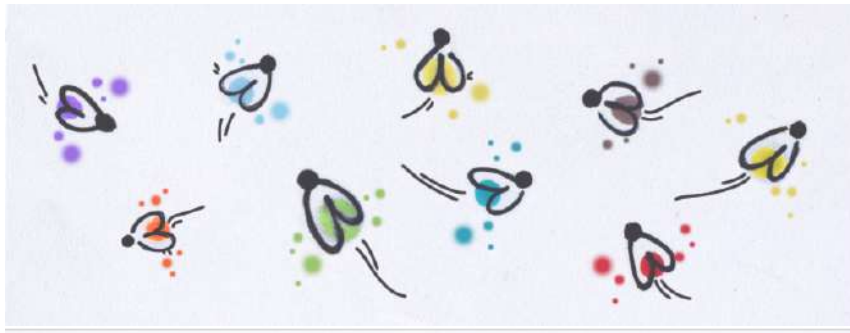
Support, not therapy

Separate development paths in first three areas are biologically conditioned to a large extent. Ignoring these determinants causes serious difficulties in the implementation of the development tasks of the next three paths.

Typical approaches to the "therapy" of children on the spectrum lead to procedures interfering the natural mechanisms of their development.

Support:

- the use of natural development mechanisms for the child, for better adaptation;
- developing knowledge about oneself;
- providing information about needs, in a social context;
- understanding of different communication and emotional codes and using adequate responses;
- providing tools to facilitate compatibility with the environment;



Jasna Strona Spektrum
Light Side of the Spectrum

fundacja
Prodeste

Joanna Ławicka Ph.D.
Prodeste Foundation

Thank you for your attention

Prodeste Foundation, Krakowska 51/16 Street, Opole, Poland

Email: j.lawicka@prodeste.pl FB: www.facebook.com/prodeste

