

COMPOSITE REGIONAL CENTRE FOR SKILL DEVELOPMENT REHABILITATION & EMPOWERMENT OF

PERSONS WITH DISABILITIES (CRC-KOZHIKODE)

Under NIEPMD ,Chennai ,DEPwD (Divyangjan),

**Ministry of Social Justice & Empowerment, Govt. of India
IMHANS Campus, Medical College PO, Kozhikode – 673 008**



TEACHING SITTING TOLERANCE TO A CHILD WITH AUTISM



DEPARTMENT OF SPECIAL EDUCATION

A Case Study – Sara, 4 years



School: Sara is attending her neighbour kindergarten. The teacher complains that Sara doesn't sit in a place. She is **constantly on move, or takes a toy car and plays alone**. If teacher tries to take it from her, **she screams and throws tantrums**. When tries to make her sit to do activities, she wriggles and gets on the floor to get away from the task.

Home: Sara seems to be in 'a world of her own'. When her brother calls her to play with him, she hardly responds. If she needs something, she holds her mom's hand and tries to direct her hand to the object. She is **seen moving around, or sits alone and plays with her toy car**. Her mother tries to get her to a chair or on the floor, but **she doesn't comply**.

Sitting Tolerance

- An important skill **necessary in learning process** -

- ✓ To pay attention

- ✓ To manipulate objects

- ✓ To follow instructions & learn skills

- ✓ To retain information

- ✓ To reproduce what has been learnt



Sitting Tolerance and Children with Autism



- Children with autism have **sitting and on-task behaviour problems** due to
 - ✓ deficit in social and communication skills
 - ✓ sensory issues
 - ✓ pre-occupied in repetitive or stereotypical behaviours

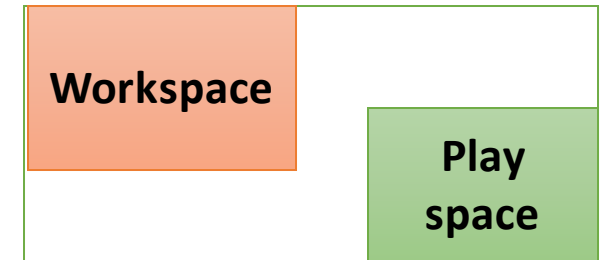


- They require **structured intervention plan** to learn sitting behaviour.

Intervention Plan

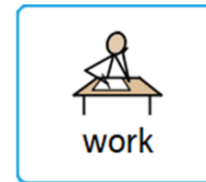
- Provide a **distraction free structured environment**

- **Workspace:** place a chair and a table/make arrangement on the floor.
- Keep all the toys/objects away from the child.
- **Play space:** Keep set of toys including the toy child interested in

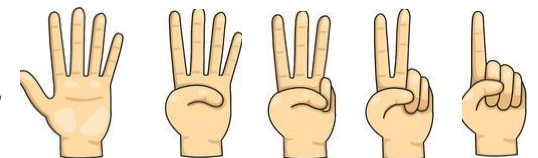


- First, allow the child play with the toy (around 30 seconds) at play space

- Instruct the child – ‘Sara, its worktime’ (show visuals)



- Give a count of 5 showing your hand 5....4...3...2...1 – take the toy away from the child.



- Take the child to the workspace

(child may scream or cry- just ignore and **DON'T** give eye contact and **NEVER** comment on behaviour)

Intervention Plan - Doing activity

- Provide a very simple interesting task (inserting one shape, putting one coin in the box or placing one piece puzzle, threading one bead etc)
- Provide physical prompt (*hold child's hand make him/her do the activity - child may be hesitant to do the task*).
- As soon as child does the activity, give the toy/object back saying "its playtime" and direct to the 'play space'.



Intervention Plan

- You may keep a timer or set a timer on your mobile, preferably with an alarm sound.



- Allow the child to play for 30 seconds

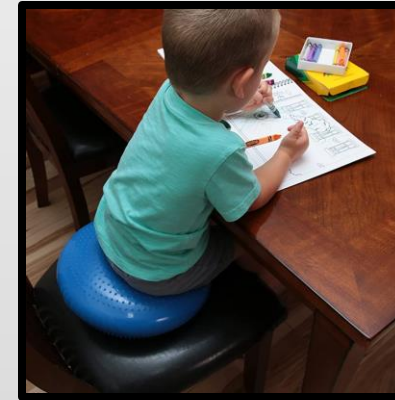
- Then follow the same steps mentioned previously to get the child to the work space.

- Repeat this till the tantrums reduces. Shower praise on your child “Good sitting Sara!”

- Gradually you may increase the items in the tasks (2 shapes, 3 coins, three puzzle pieces etc.) and then the number of activities

Sitting Tolerance and Sensory issues

- If the child has any sensory issues, it may interfere with sitting behavior.
- Discuss with the Occupational therapist and get a sensory diet (group of activities) for the child to calm down, get focused and attentive to the task.
- Try a sensory seat wedge. Seat wedges provide extra sensory input, reducing the need to fidget and wiggle.
- Provide sensory inputs after one activity (deep pressure, massage etc) as per the need of the child.

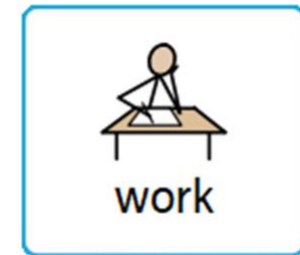
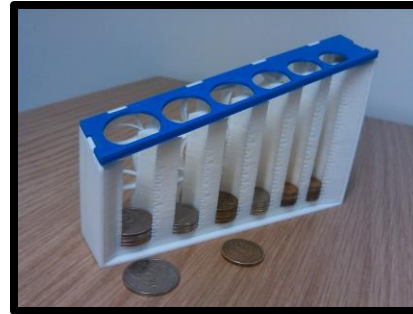


Visuals that can be used to support children

Visuals of activities and reinforcement (icons, actual pictures, actual objects)

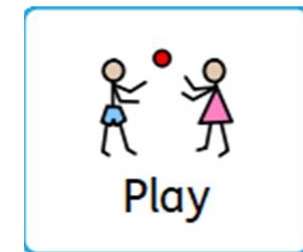
• E.g.

Activity Cards



• E.g.

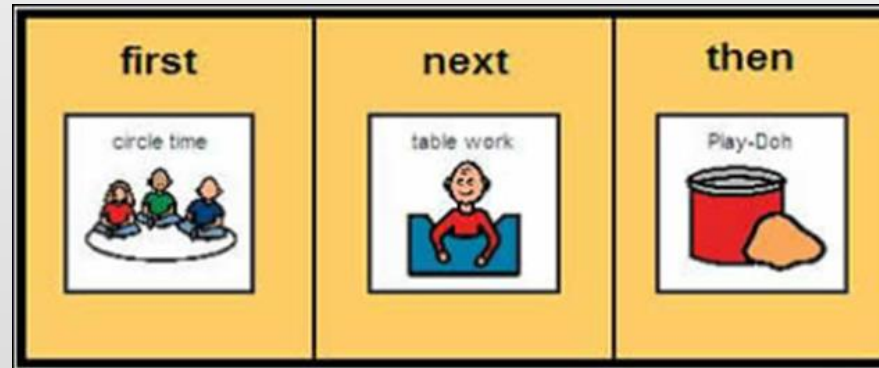
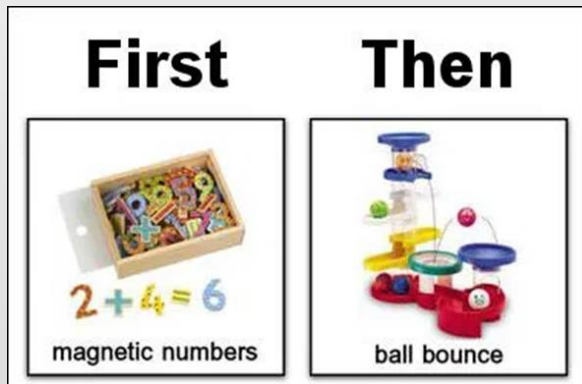
**Reinforcement /
Playtime activity
cards**



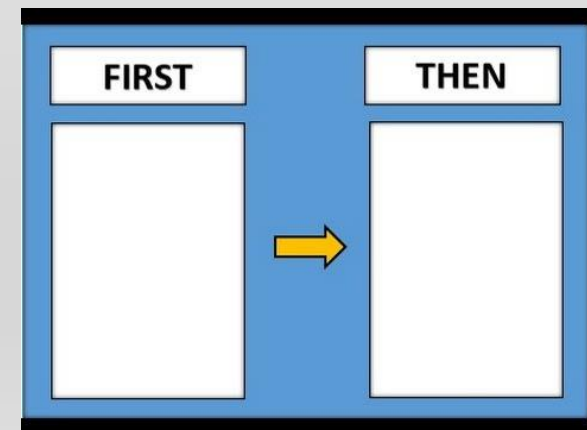
- Show activity card when getting the child to the table
- Show playtime card/ picture of reinforcement when allowing the child to play.

Visuals that can be used to support children

First and then cards



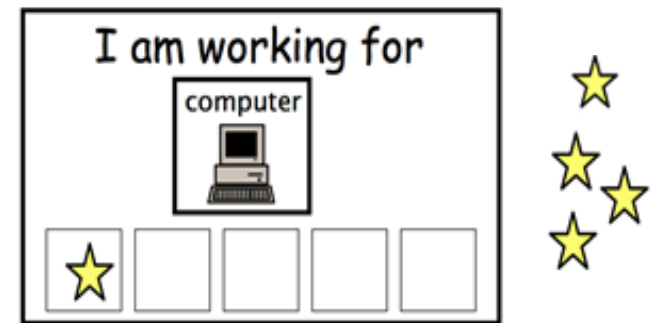
- You may stick visuals of activity and playtime card on this template and instruct the child – ***“First put shapes then toy car”*** referring to



Visuals that can be used to support children

Token Board

- Star on the board indicate number of activity (*Begin with one activity*)
(you may use star/ coins/ smileys etc.)
- Top right column for reinforcement (what child likes)
 - ✓ One activity (one star on board) + Reinforcement
 - ✓ Two activities (2 stars on board) + Reinforcement
 - ✓ Three activities (3 stars on board) + Reinforcement
- Always remember to set time for playtime (reinforcement)
- Gradually you may increase the number of stars (no. of activities) followed by reinforcement



GENERAL INSTRUCTIONS

- Practice consistently with your child.
- Make this exercise part of your schedule
- Do not change the place and time
- Use the allotted place only for activities.
So that the child knows 'where' and 'when' to do the activities.
- Discuss with teacher and try to provide a work setting in the class.

Always Remember!
**"Slow and Steady
wins the race"**

