

**CASE STUDY****INTERVENTION MODEL NAME**

Enrolment Date: 01-04-2020

Registration Number:

L006

**I. DADOS DO APRENDENTE**

Full Name: Isabel

Name to use: Isabel

Date of Birth:  Age: 26 Gender:  F  MLevel of Education:  Diagnosis: ASD

Address: Travessa da Água Formosa, nº 53

Postal Code: 2415-720 Telephone: 244821251

Nationality: Portuguese Mobile phone: Citizen Card:  Valid through: **II. LEARNER RESPONSIBLE INFORMATION**

Full Name: Pedro

Parenthood/Relationship: Tutor

Date of Birth:  Age:  Gender:  F  M

Address: Travessa da Água Formosa, nº 53

Postal Code: 2415-720 Telephone: 244821251

Nationality: Portuguese Mobile phone: Citizen Card:  Valid trough:

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### III. GROUNDS FOR REGISTRATION IN THE PROJECT

Learner Isabel's enrolment in the project and the respective assessment of requirements took place on April 1, 2020. Isabel is a 26-year-old girl diagnosed with autism spectrum disorder and an associated cognitive deficit. According to the evaluation carried out, the learner aspires to experience new activities, both therapeutic and playful, which promote, on the one hand, interpersonal interaction, and on the other, the acquisition of emotional and behavioural self-regulation skills. Isabel's legal guardians expect their participation in this project to acquire self-regulation tools and strategies. They also value their participation in recreational and group activities, in order to improve their interpersonal relationship skills and appropriate behaviour. It is considered that it would be an asset for Isabel to participate in this project, in order to provide her with the acquisition of emotional and behavioural self-regulation skills, as well as the possibility of creating interpersonal relationships and experiencing new intervention methodologies.

### IV. SUMMARY OF THE DIAGNOSTIC EVALUATION

1. Communication area: Understands and expresses herself through simple verbal language, but sometimes misinterprets what is transmitted to her.
2. Area of Social Interaction: She likes to be and interact with peers and technicians. However, she manifests inappropriate interaction with new people, treating them with an intimacy that she does not have.
3. Area of Cognitive Skills: has good visual perception skills. Recognizes letters and numbers, but has great difficulty forming words and performing calculations.
4. Autonomy in Daily Life Activities: Isabel is autonomous in her daily life activities; she only needs verbal reinforcement.
5. Global and Accurate Motricity: The Learner has good skills in terms of global motricity with motor coordination within the expected range. In terms of fine motor skills, Isabel performs precision tasks using pencils, scissors and a brush as requested, having only difficulty modelling parts using pastes.
6. Behaviour: She demonstrates that she enjoys being with others, appearing to feel good in a group. Sometimes she has moments of great anxiety, translated into crying and self-harming

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behaviour, and it is important to work on self-regulation skills and strategies that help her to remain calm and relaxed.

## V. GROUNDS FOR REGISTRATION IN THE MODEL

Through participation in this intervention methodology, Learner Isabel will be able to acquire knowledge related to her desirable behaviours to be promoted and her undesirable behaviours to be reduced, providing the acquisition of emotional and behavioural self-regulation skills. It may also be an asset in terms of providing them with tools that help them improve communication and interaction with others and tolerance for frustration.

## VI. INITIAL EVALUATION AND INTERVENTION OBJECTIVES

With regard to the initial assessment, the model assessment grid was completed during the first four sessions. The evaluation was based on the direct observation of behaviours, verbalizations and behaviours manifested during these initial sessions of the program, resulting from the criteria presented below.

Indicators	0	1	2	3
Mention at least 2 desirable behaviours on issues that the learner should improve		x		
List 3 rewards for fulfilling desirable behaviours			x	
Manifest, at most 1 time in the session, the behaviour to be improved <b>(in this case, extinguish the self-injurious behaviours)</b>		x		
Sort the social story cards correctly at least once		x		
Answer correctly, at least 1 time, to a social stories' reflection question		x		
Receive at least 3 tokens in the session with the technician		x		
Exchange, at the end of the week, a minimum of 12 tokens for a reward	x			

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Exchange, at the end of two consecutive weeks, a minimum of 9 tokens each week for each reward	x			
Put him/herself in 2 different roles in the same situation		x		

(Legend: 0 – does not comply / Not applicable; 1 – Need help/ full reinforcement; 2 – Need help/ partial reinforcement; 3 – Fulfils)

As it is possible to observe, before the intervention, the Learner Isabel presented a need for help or total reinforcement in most of the evaluated indicators, namely with regard to self-harm behaviours, translated into biting herself and/or punching the walls, justifying the need for intervention.

The main objective of the intervention, in the case of Learner Isabel, refers to the reduction of self-aggressive behaviours, namely biting herself and punching the walls. However, other objectives were established, either as small goals to reach the final objective, or as a complement to the intervention. So, we have:

- . Clarify the behaviours considered adequate/inappropriate to the context;
- . Promote the exchange of ideas at the group level;
- . Stimulate the attribution of meaning to the consequences of behaviours;
- . Promote the establishment of priorities and its order of importance;
- . Stimulate the ability to synthesize and integrate information;
- . Encourage commitment to changing behaviours;
- . Promote involvement in activities;
- . Develop empathy, respect and acceptance by positioning herself in different perspectives of the same situation.




## VII. INTERVENTION DESCRIPTION

A intervenção deste modelo contou com um total de 20 sessões, duas sessões por semana, de cariz grupal (cinco participantes), ainda que com um foco individual na intervenção, com a duração de cerca de 45 minutos cada uma, em contexto de sala de atividades.

As técnicas Cognitivo-Comportamentais realizadas para este modelo prenderam-se com a implementação de um Sistema de Economia de Fichas, onde foram combinadas 3 recompensas, de forma hierárquica, entre elas a possibilidade de comer um gelado se conseguisse um total de pelo menos 6 fichas na semana, escolher a receita da culinária no caso

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de conseguisse, pelo menos, 9 fichas ou ter um produto de higiene/beleza à sua escolha se conseguisse adquirir um total de 12 fichas na semana. Como podemos observar no exemplo que se segue, a Aprendiz Isabel, na semana de 2 a 8 de agosto (sessões 15 e 16) conseguiu ganhar 9 fichas, o que lhe deu o direito de escolher a receita do atelier de Culinária, tendo escolhido Baba de Camelo.

<b>Name: Isabel</b>		<b>Week: 02/08/2021 to 06/08/2021</b>	
<b>Won Tokens</b>	<b>Number of Tokens</b>	<b>Weekly Reward</b>	
	6	Eat a chocolate ice-cream	
	9	Choose the Cooking recipe	
	12	A hygiene product of her choice	
<b>Behaviours to Promote</b>		<ul style="list-style-type: none"> <li>. Participate in the proposed activities;</li> <li>. Do not bite the arm or hand;</li> <li>. Don't hit the walls.</li> </ul>	

A Behavioural Contract was also adopted, which contemplated the behaviours to be encouraged or reduced and their rewards. In the present case study, the behaviour to be promoted was the reduction or extinction of self-aggressive behaviours by the learner. Here is the example of Isabel's Behavioural Contract.

Eu, Isabel [redacted] Leiria, concordo em obedecer às seguintes regras:

- 1. Participar em todas as atividades propostas pela técnica;**
- 2. Não morder o braço nem a mão;**
- 3. Não bater nas paredes.**

Nas sessões semanais com a técnica, por cada resposta correta, **receberei 1 ficha**.  
Por casa vez que não cumprir as regras acima descritas, irá ser-me **retirada 1 ficha**.

De acordo com o número de fichas que conseguir ao final de cada semana, posso:  
**6 fichas – 1 Corneto de chocolate**  
**9 fichas – Escolher a receita para a Culinária**  
**12 fichas – 1 produto de higiene**

Caso não cumpra estas regras, não poderei realizar o acima referido.

Este contrato tem a validade de 8 semanas, com Início a 30 de junho e término a 18 de agosto, e o cumprimento das regras será verificado pela técnica responsável.

**Assinaturas:**

**Data:** 30 junho 2021

For the dynamization and implementation of the strategies, several social stories were used with situations similar to those that occur in the real context of the institution, in order to promote interaction, reflection and discussion among peers. For each social story, questions were asked and for each correct answer, 1 token economy card was given. For each behaviour considered undesirable or contrary to the behaviour to be promoted, 1 card was withdrawn. The balance of rewards was weekly done, at the end of 2 sessions.

## VIII. FINAL EVALUATION AND CONCLUSIONS

In the case of the learner Isabel, she had a positive involvement in the sessions, showing constant learning and increasing results throughout the sessions, as we can see in the following table:

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Session number	Amount of Tokens achieved
5-6	7
7-8	6
9-10	6
11-12	7
13-14	10
15-16	9
17-18	12
19	10

Throughout the sessions, Isabel maintained a growing involvement and ability to respond to questions with more and more correct answers, and consequently, with a greater number of tokens.

According to the following table, relative to the final evaluation according to the evaluation model, there is a significant improvement in the behaviours worked on.

Indicators	0	1	2	3
Mention at least 2 desirable behaviours on issues that the learner should improve			x	
List 3 rewards for fulfilling desirable behaviours			x	
Manifest, at most 1 time in the session, the behaviour to be improved. <b>(in this case, extinguish the self-injurious behaviours)</b>				x
Sort the social story cards correctly at least once			x	
Answer correctly, at least 1 time, a reflection question from social stories			x	
Receive at least 3 tokens in the session with the technician				x
Exchange, at the end of the week, a minimum of 12 tokens for a reward			x	
Exchange, at the end of two consecutive weeks, a minimum of 9 tokens each week for each reward			x	
Put herself in 2 different roles in the same situation		x		

(Legend: 0 – does not comply / Not applicable; 1 – Need help/ full reinforcement; 2 – Need help/ partial reinforcement; 3 – Fulfils)

As noted, the vast majority of indicators recorded an improvement with regard to the type of help needed, highlighting the Learner's main objective, to reduce or extinguish self-injurious behaviour, in which the result was clearly satisfactory, taking into account that, in an initial

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assessment, the learner needed help or total reinforcement to manage her behaviours, and at the end of the intervention she was able to self-regulate in order not to manifest self-aggressive behaviours during the sessions.

In short, it is considered that the participation of the learner Isabel in the present project was an added value in the acquisition of skills to improve her self-regulation capacity and tolerance to frustration, as well as in the promotion of social and communication skills.

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