CASE STUDY

Cognitive Rehabilitation

Enrollment Date: 01-04-2020

Registration No:
L001

I. LEARNER DATA

Full Name: Pedro

Name to be addressed:
João

Date of birth: 07-11-1991   Age: 29   Gender: ☐ F ☑ M

Level of Education: 9th grade   Diagnosis: ASD

Adress: Travessa da Água Formosa, nº 53 Vale do Areeiro

Postal Code: 2415-720   Telephone: 244821251

Nationality: Portuguese   Mobile Phone:

Citizen Card: 23456789   Valid through:
23/10/2028

II. LEARNER'S RESPONSIBLE DATA

Full name: Maria

Kinship/Relationship: Mother

Date of Birth: 15/01/1954   Age: 67   Gender: ☑ F ☐ M

Adress: Rua das Árvores Palhais

Postal Code: 2430-025   Telephone:

Nationality: Portuguese   Mobile Phone:
999 995 223

Citizen Card: 123456789   Valid through:
23/10/2028

III. GROUNDS FOR REGISTRATION IN THE PROJECT

Pedro is a young man who tries to relate to others, whether colleagues or technicians, despite not always understanding the best way to do so. He has good communication skills, with adequate vocabulary, but sometimes has a confused speech and always within his area of interests. It is considered that your participation in the project would be an asset in the sense that it could broaden your area of interests, as well as provide you with useful tools to help you listen to the other, express yourself more concretely and to correctly interpret the information transmitted to him.

IV. SUMMARY OF THE DIAGNOSTIC EVALUATION

1. Communication area: Understands and expresses himself through simple verbal language, but sometimes misinterprets what is transmitted to him. It is important to work on the ability to express yourself more clearly, with more organized speech and to understand the other.

2. Area of Social Interaction: Likes to be and interact with peers and technicians, some nervousness about being with new people.

3. Area of Cognitive Skills: has good visual perception skills and some reading, writing and math skills.

4. Autonomy in Activities of Daily Life: the Learner is autonomous in his activities of daily life, he only needs verbal reinforcement.

5. Global and Fine Motricity: some difficulties in postural control and flexibility and high execution time in fine motricity tasks.

6. Behaviour: Shows enjoyment of being with others, feels good in a group. He sometimes has moments of great anxiety, and it is important to work on self-regulation skills and strategies that help him to remain calm and relaxed.

V. GROUNDS FOR REGISTRATION IN THE MODEL

Participating in the project would give Pedro the opportunity to improve his skills in relating to others, as well as understanding and accepting his own personal characteristics, bringing him the possibility of experiencing new intervention methodologies, meeting new technicians and new colleagues. that could help him to be a more confident young man, more autonomous and more active and socially participatory. Furthermore, it could provide for the development and maintenance of skills related to cognitive functions, preserving and improving them.

VI. INITIAL EVALUATION AND INTERVENTION OBJECTIVES

With regard to the initial evaluation, this was based on the average of the results obtained in the exercises carried out in the first 5 sessions, and later compared with the average of scores of the last 5 sessions. The scores vary between 0 and 16 points for each session, with the average of the first 5 sessions being 12.6 points.

The main objectives of the intervention, in particular in the case of the Learner Pedro and in general for all the participating Learners, relate to improving the executive functions of memory, visual perception, logical reasoning and attention and to stimulating the handling of computer materials, as well as promoting an improvement in the well-being and day-to-day experience of the Learners.
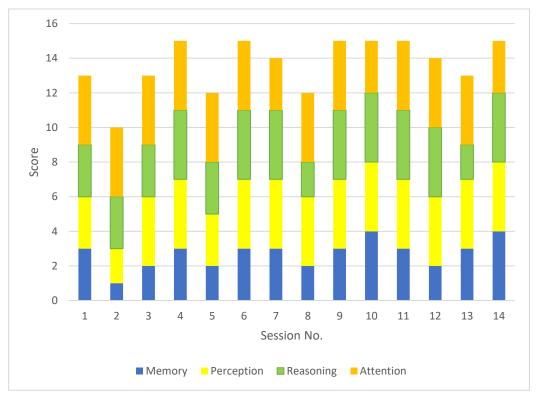
VII. INTERVENTION DESCRIPTION

The intervention was based on remedial strategies to work on the cognitive functions of attention, memory, visual perception and logical reasoning, including exercises and tasks using PowerPoint.

There were a total of 14 individual sessions, lasting about 20 minutes each, in the context of an activity room. Each session included 16 exercises, 8 at a beginner level and 8 at an intermediate level. Within each level, there are 2 exercises for each cognitive function to be worked on. In the total of 14 sessions, 224 exercises were applied, 56 for each cognitive function.

VIII. AVALIAÇÃO FINAL E CONCLUSÕES

In the case of the Learner Pedro, he had a positive involvement in the sessions, showing constant learning and increasing results throughout the sessions, as we can see in the following graph.

As a global assessment of the first 5 sessions, the results show that the average score is 12.6, and for the last 5 sessions, the average is 14.4. Analysing each of the cognitive functions, we can observe that it was in Attention that the highest results were verified right from the first session, remaining constant throughout the intervention. Visual perception was also a function that the Learner showed satisfactory results, with an improvement in his performance as can be seen in the graph, where from session nº 6, the Learner reached the maximum score until the end of the intervention. With regard to the functions of Memory and Logical Reasoning, there is also an improvement in the results in average terms, although the results were more inconsistent throughout the intervention. Analysing these results, we may conclude that there was an improvement in the Learner's performance throughout the sessions and that the intervention had a positive effect on his performance, thus justifying the relevance of the model.