

PRILAGODBA OKOLINE

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RAZVOJ DJETETA

- Razvojna načela jednaka su za svu djecu svijeta
- Poštovati razvojni tempo
- „Trava ne raste brže, ako ju vučemo za vlati”

UTJECAJI NA RAZVOJ DJETETA

- BIOLOŠKI
- OKOLINSKI (fizički, socijalni (okolina interakcije), „organizacijski – rutine”)
- Dijete je aktivni primalac informacija koje omogućavaju događaji, predmeti i situacije koje se zbivaju u kontaktu sa obiteljskim okruženjem

Kako i koliko utječe okolina na razvoj djeteta?

- FIZIČKA OKOLINA
- Ima značajan utjecaj na djetetove psihosocijalne karakteristike – utjecaj na akademska postignuća, kognitivni, socijalni i i emocionalni razvoj, ali i na ponašanje roditelja
- Istraživanjeproučavali su utjecaj zvuka, prenapučenosti i karakteristike susjedstva

- Zvuk:u glasnim sredinama djeca imaju teškoća čitanja (ignoriraju auditivne informacije i tiše pričaju – coping strategija)
- U prenapučenoj okolini: roditelji su manje responzivni
- Zaključno: osigurati tiho i manje kaotično mjesto za život

HOME ENVIROMENT – kućno okruženje

Značajan utjecaj - ne adekvatna okolina:

Slabiji razvoj jezika i govora

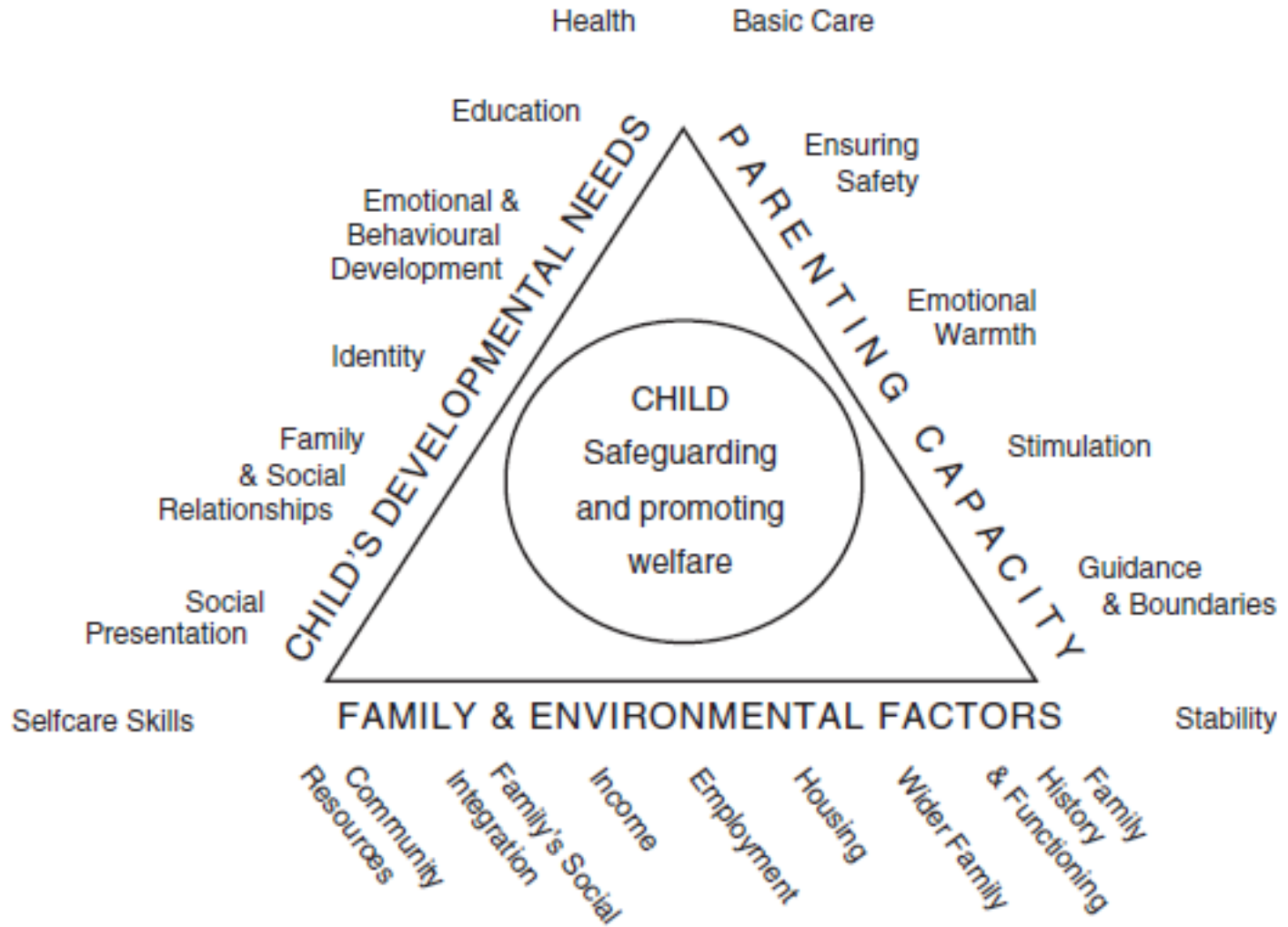
Problemi u ponašanju

Teškoće u učenju

Agresija, anksioznost

Slabiji kognitivni razvoj u dobi od 3 godine

Utjecaj na djetetov razvoj



The Assessment Framework developed by the Department of Health (2000)

Mala djeca razvijaju se u „okolini odnosa”

...kako bi se dijete normalno razvilo, dijete treba progresivnu i kompleksnu združenu aktivnost sa jednom ili više odraslih osoba koja ima iracionalnu emocionalnu poveznicu sa tim djetetom. Netko treba biti lud za tim djetetom! To je prvo, zadnje i vrijedi zauvijek.

Urie Bronfenrenner

ŠTO JE SVE OKOLINA?

Table 1. The Infant-Toddler HOME inventory (ages 0 to 3)

Name of subscale	Description	Example item
Emotional and verbal responsivity of the primary caregiver (items 1–11)	The communicative and affective interactions between the caregiver and the child	Mother spontaneously vocalises to the child at least twice during visit Mother caresses or kisses child at least once during visit
Avoidance of restriction and punishment (items 12–19)	How the adult disciplines the child	Primary caregiver (PC) does not shout at child during visit PC does not express overt annoyance with or hostility about the child
Organisation of the physical and temporal environment (items 20–25)	How the child's time is organised outside the family house. What the child's personal space looks like	When PC is away, care is provided by one of three regular substitutes The child's play environment appears safe and free of hazards
Provision of appropriate play materials (items 26–34)	Presence of several types of toys available to the child and appropriate for his/her age	Child has one or more large muscle activity toys or pieces of equipment Provides equipment appropriate to age e.g. infant seat, infant rocker, playpen
Parental involvement with the child (items 35–40)	How the adult interacts physically with the child	PC tends to keep child within visual range and look at him/her often PC talks to child while doing her work
Opportunities for variety in daily stimulation (items 40–45)	The way the child's daily routine is designed to incorporate social meetings with people other than the mother	Father provides some care-giving everyday. Family visits or receives visits from relatives approximately once a month

ŠTO JE SVE OKOLINA?

Table 2. The Early Childhood HOME inventory (ages 3 to 6)

Name of subscale	Description	Example item
Learning materials (<i>items 1–11</i>)	Toys and activities directed towards the intellectual development of the child	Child has toys that teach colours, sizes and shapes Child has three or more puzzles
Language stimulation (<i>items 12–18</i>)	Verbal communication between child and caregiver that is intended to help language development	Child has toys that help teach names of animals. Child is encouraged to learn the alphabet
Physical environment (<i>items 19–25</i>)	The family house	Building appears safe and free of hazards. Outside play environment appears safe
Responsivity (<i>items 26–32</i>)	The verbal interactions between the caregiver and the child	Parent holds child close for 10-15 minutes per day. Parent converses with child at least twice during visit
Academic stimulation (<i>items 33–37</i>)	Encouragement of the child's intellectual development	Child is encouraged to learn colours Child is encouraged to learn patterned speech
Modelling (<i>items 38–42</i>)	Use of boundaries in the caregiver-child relationship	Some delay in food gratification is expected TV is used judiciously
Variety (<i>items 43–51</i>)	Indoors and outdoors activities of the child	Child has real or toy musical instrument Child is taken on outing by a family member at least every other week
Acceptance (<i>items 52–55</i>)	The way the caregiver disciplines the child	No more than one instance of physical punishment occurred during the past week Parent does not scold or yell at or derogate child more than once

PRILAGODBA OKOLINE

- Djeca sa određenim atipičnim razvojnim karakteristikama uče na drugačiji način
- U poticanju razvoja potrebno je PRILAGODITI okolinu kako bi dijete bolje razumijelo svijet oko sebe, osjećalo više podrške, ostvarilo sve svoje mogućnosti i postalo samostalno

PRILAGODBA FIZIČKE OKOLINE

- Osigurati dovoljno prostora kako bi se djeca mogla slobodno kretati, a prilikom ispada se ne bi udarila
- Osigurati „mirno mjesto” gdje se dijete može povući kada je tužno, ljuto, frustrirano
- Vrata prostorije mogu biti otvorena jer djeca ponekad puno trče po prostoru, ali paziti na njihovu sigurnost

PRILAGODBA FIZIČKE OKOLINE

- Namještaj prilagoditi dječjem uzrastu
- Zaštiti oštre rubove namještaja, kutove stolova, jer i djeca sa teškoćama vole istraživati, ali još ne poznaju opasnost
- U prostoru je potrebno imati i mekane jastuke ili spužve kako bi se djeca mogla odmoriti ili u trenucima ispada kako bi se zaštitila

Prilagodba okoline u funkciji socijalnih interakcija

- Prilagodba fizičke okoline, rasporeda, aktivnosti i materijala podržava bolju socijalnu interakciju u grupi djece
- 1. manji broj „kutića” u vrtiću – npr. 20 djece i 10 kutića je 1 :2. Ako smanjimo broj kutića biti će ih više u jednom kutiću, više će dijeliti i naučiti surađivati

Prilagodba okoline u funkciji socijalnih interakcija

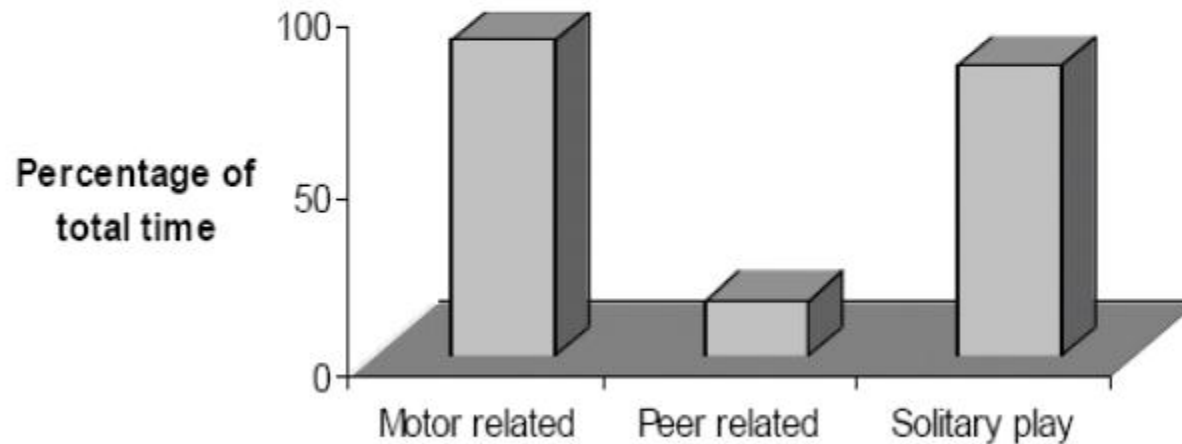
- Koristiti zanimljive i nove igračke i materijale ‘ rotacija, razmjena interesantnih igračaka u grupi
- Koristiti igračke i materijale koji zahtijevaju suradnju i interakciju – motoričke igre, bicikle zamijeniti vagonima, bojanje na velikom zajedničkom papiru
- Uparivati dijete koje slabije komunicira i dijete koje puno komunicira, ali pri tome dati smislenu aktivnost za sve, pozicionirati djecu tako da su okrenut licem jedan prema drugome

.....na igralištu

- Izvor....
- Igralište je prirodna okolina
- Potiče fizičku aktivnosti i socijalnu interakciju
- Ali može biti izazovno za djecu s perceptivno – motoričkim teškoćama kao (gužva, buka, izbori, nema strukture) – socijalno izolirano i fizički zahtjevno

Što djeca s Ds rade na igralištu?

Figure 1. Percentage of total time spend on motor related, peer related and solitary play activities



Aktivnosti u fizičkoj okolini

Table 1 A. Motor tasks commonly observed under different physical environmental conditions

Physical Environment	Motor Tasks
<i>Even surface</i>	<ul style="list-style-type: none">· Walk· Run· Balance on one foot independently· Climb into tire swing· Climb into stationary play car· Crawl through tunnel· Climb up stairs to slide
<i>Uneven, grass surface</i>	<ul style="list-style-type: none">· Walk (some with wide base)· Run (most with wide base)
<i>Uneven, grass + incline</i>	<ul style="list-style-type: none">· Walk (all with wide base)· Sit down and slides down inclines

Aktivnosti u socijalnim interakcijama

Table 1 B. Social tasks commonly observed under different social environmental conditions

Social Environment	Social tasks
<i>Solitary</i>	<ul style="list-style-type: none">· Monologues
<i>Child + adult</i>	<ul style="list-style-type: none">· Eye contact· Increased social initiation· Limited conversation· Some inappropriate behaviours to indicate need (yelling, stamping of feet, walking away)
<i>Child + peer</i>	<ul style="list-style-type: none">· Monologues· Minimal social initiations· Imitation of action· Minimal eye contact· Rejection of peer by pushing child or walking away

Razviti 2 strategije:

- 1. potaknuti ranu aktivnu interakciju dijete-roditelj (roditelj kao model)
- 2. strukturirati socijalnu i fizičku okolinu na igralištu (ljuljanje, klackalice)

RUTINE U OKOLINI

- rutine osiguravaju *poznato* mjesto i *poznato* okruženje za dijete
- rutine kao prilike za učenje
- prepoznati okolinu gdje postoje rutine

Kriterij za odabrati rutinu?

Concept	Criterion
R outines based	Intervention strategies fit normally into routines without taking time and attention away from following them.
O utcome related	It is easy to identify the connection between the intervention strategy being used and the developmental outcome it is targeting.
U nderstandable	Intervention strategies are written in ways so that all team members understand what to do without knowing professional jargon.
T ransdisciplinary	Strategies combine several discipline-specific interventions into a single activity that fits into routines and meets goals.
I mplemented by family and caregivers	Intervention strategies are designed to be carried out by families, teachers, and aides in daily activities and routines.
N onjudgmental	Intervention strategies emphasize shared roles and responsibilities of team members without compliance being an issue.
E vidence based	Intervention strategies use approaches most appropriate and proven effective in supporting targeted developmental outcomes.

Prilagodba okoline u rutini za Tanju

	IFSP Learning Outcomes		
Toddler Room Routines	Tania will make sounds or gestures to express her needs.	Tania will cruise or walk to get where she wants to go.	Tania will feed herself preferred soft foods.
Arrival	Greet her on arrival and ask her if she wants to play with a preferred toy or friend, encouraging her to imitate “yes” or “yeah.”	Point to where the toy or friend is located, and ask her to go there. Provide support with one hand or with toy walker if needed.	Provide toy spoons and bowls as a play activity, encouraging her to “cook,” “stir,” and “taste” using her spoon.
Circle	Include her in group shared responses, prompting her to respond, or imitate the response anticipated from her.	Point to the class circle, and ask her to walk to circle. Provide support with one hand or with toy walker if needed.	Have group pretend to eat something with a spoon as part of a game or imaginary play.
Transitions	Ask her if she is ready for the next activity, encouraging her to imitate “yes” or “yeah.”	Offer hand or toy walker to her in preparation for moving to new location or activity.	

Prilagodba okoline u rutini za Tanju

	IFSP Learning Outcomes		
Toddler Room Routines	Tania will make sounds or gestures to express her needs.	Tania will cruise or walk to get where she wants to go.	Tania will feed herself preferred soft foods.
Centers	Ask her if she wants to play at a preferred center, encouraging her to imitate “yes” or “no.”	Point to a center she prefers, and ask her to walk to the center. Provide support with one hand or with toy walker if needed.	Provide toy spoons and bowls as a play activity, encouraging her to “cook,” “stir,” and “taste” using her spoon.
Outside	Ask her if she wants to play with a toy or friend, encouraging her to imitate “yes” or “yeah.”	Tell her it’s time for outside play. Help or carry her out the door, and provide support with one hand or toy walker if needed outside.	Provide toy spoons in sandbox and pebble tables, encouraging her to “cook” and “stir” (but not taste!) using her spoon.
Bathroom	Ask her if she needs her diaper changed, encouraging her to imitate “yes” or “yeah,” and ask if she feels better with a clean diaper, encouraging her to imitate “yes” or “yeah.”	Offer hand or toy walker to her to move to the diaper-changing area.	After lying down on the diaper-changing area, offer her a plastic or toy spoon to play with.

Prilagodba okoline u rutini za Tanju

	IFSP Learning Outcomes		
Toddler Room Routines	Tania will make sounds or gestures to express her needs.	Tania will cruise or walk to get where she wants to go.	Tania will feed herself preferred soft foods.
Snack	Give a small amount of food and ask if she wants more, asking her to imitate “more.”	Point to the snack table and ask her to walk to the center. Provide support with one hand or with toy walker if needed.	Use curved bowl and spoon with small amount of food. If needed, provide support to assist her to bring the spoon to her mouth.
Story time	Include her in group responses to the story, prompting her to respond, or imitate the response anticipated from her.	Point to where the story is going to be read and ask her to walk to it. Provide support with one hand or with toy walker if needed	Read stories that include using spoons as part of the story and encourage the group to pretend they are eating with a spoon at that part.
Departure	Ask her if she is ready to go home, encouraging her to imitate “yes” or “no.”	Tell her it’s time to go home. Point to the door and ask her to walk to the door to meet her parent. Provide support with one hand or with toy walker if needed.	