



If We Want... Yes, I Am Autistic, But I Can...

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Abbreviations: APA: American Psychological Association

Editorial

Autism Spectrum Disorders (PEA) is developmental disorders that affect individuals at different levels - behavioral, linguistic and social - and in different magnitudes [1]. There is no single identified cause yet, however, several theories have emerged such as: Psychogenetic, Biological, Psychological, Affective, and Cognitive [2]. Because there is no cause, there is no cure; however, it is possible and desirable to make a diagnosis and an intervention program as early as possible, to increase the possibility of evolution and autonomy [3]. Among the most varied therapies are the Model of Behavioral Modification, the Model of Structured Teaching and others that have not been scientifically proven (e.g., hypo-therapy) [4].

There are no drugs for this disorder; however, many individuals with PEA resort to them for the treatment of disorders in comorbidity [3]. Taking into account the exponential increase of diagnoses [1], it becomes fundamental to inculcate and sensitize the population in general and specifically those that relate directly or indirectly to these individuals, such as parents, teachers, auxiliaries, social educators, among others. For this reason, the Module for Psycho-education for Autism was developed, which will function as another module of the REHACOG program, an intervention plan for the PEA.

It intends to realize a resource oriented, fundamentally, for caregivers, formal and informal, that intervenes with the spectrum of autism. In this sense, the present tool addresses multiple aspects around the autism construct, trying to function as an informative/formative/educational module for parents, educators and the population in general. Also, it may have the functionality of integrating evaluation/intervention programs with this population, namely the REHACOG neuropsychological intervention program [5].

The architected and presented module is composed of five (5) rubrics, which can be worked out, according to the needs and priorities, as best you can. We have then,

Heading I: Composition(s)
Heading II: Causes
Heading III: Diagnosis and Evaluation
Heading IV: Interventions
Heading V: Social Resources

Developing a little more, we have

Heading I: Conceptualization(s)
It addresses four themes: I) Origin of the Word; II) History of Autism (according to Leo Kanner and Hans Asperger, Bruno Bettelheim, Lorna Wing and Judith Gould); III) Spectrum of Autism and IV) Analysis based on DSM-V.

Heading II: Causes
This heading is divided into "Explanatory Theories", these are divided into "Non-organic", "Semi-organic" and "Organic".

Heading III - diagnosis and evaluation

It includes explanations of diagnosis and evaluation, an approach to DSM, and a brief explanation of some instruments used to evaluate and diagnose subjects with Autism Spectrum Disorders.

Heading IV – Interventions

The "Interventions" are divided into:

- 4.1 Model of Cognitive Nature
 - 4.2 Portage Program
 - 4.3 Transactional Intervention Model
 - 4.4 Constructivist Intervention of Chronic Disease
 - 4.5 TEACCH Model
 - 4.6 Behavioral Nature Intervention Model
 - 4.7 Applied Behavior Analysis (ABA)
 - 4.8 Social skills training
 - 4.9 Model of Intervention of Psychoanalytic Nature
 - 4.10 Model DIR / Floor time
 - 4.11 Son-Rise
 - 4.12 Denver Model
 - 4.13 Social Communication, Emotion Regulation, Transactional Support (SCERTS)
 - 4.14 Vocabulary Makaton
 - 4.15 PECS (Communication system per figure)
 - 4.16 Hypotherapy
 - 4.17 Music Therapy
 - 4.18 Occupational Therapy
- Heading V - social resources
- In social resources are:
- 5.1 Rights of the person with PEA
 - 5.2 Associations and Support Entities
 - 5.3 Social Security
 - 5.4 Employment and Vocational Training
 - 5.5 Documentaries and films about the theme

It is basically all about autism, its spectrum, schematically, but developed, and updated.

This module resulted in a book with broad usage spectrum that although in Portuguese can be translated

into other languages, thus there is a manifestation of interest.

References

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