PARENT/CAREGIVER MANAGEMENT TRAINING

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BEFORE DIAGNOSIS

Period of uncertainty and fear

Confusion, self blame, guilt feeling, hopelessness

Relief in some situation following diagnosis

Hope not lost, positively living with autism

> Early diagnosis and intervention means better outcome

Stigma, lack of knowledge

AFTER DIAGNOSIS

Caregivers should request for specific family design and implement treatment plan at home

Majority of the work load is done at home. Ownership of the therapy is key

Learn more about the condition. Search through the Internet, journals and attend seminars

Individual and group discussion help

> Develop coping skill or mechanism

Skill on how to overcome stress of caring

PARENT/CAREGIVER OWN THE TREATMENT



RELATING WITH THE CHILD AT HOME

> Keep rules clear and simple, give clues that serve as reminder calmly

> Understand what triggers abnormal behavior response and keep records

> Ensure that the child make eye contact before giving instruction

PARENT MUST SET A REASONABLE GOAL

Child capabilities in term of intellectual functioning

*Some are gifted in areas like music or computer * intellectual disable

Verbal fluency

- * Minimal verbal * delay verbal
- Social development

*mildly impaired * grossly impaired

CREATE A HOME SAFETY ZONE

Spacious room if possible

Keep away dangerous materials around the house

Padded room if possible. In the absent of that device mean to prevent self inflicted injuries * Head banging

SAFE HOME ENVIRONMENT



STICK TO A SCHEDULE

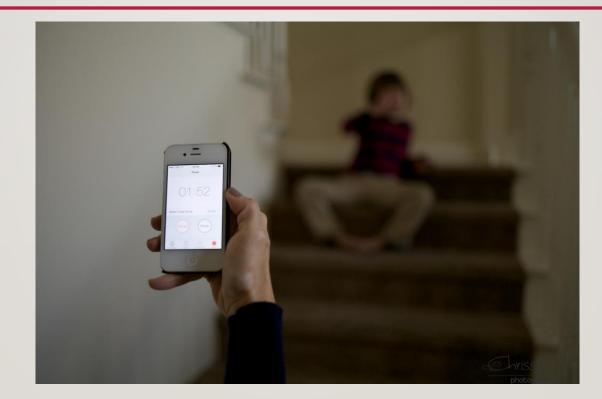
Regular meal time

Therapy session

School activity

➢ Bedtime

TICK TO A SCHEDULE PROGRAM



STUDY THE CHILD CLOSELY

> Learn to understand their non verbal cues example sound, gestures, facial expressions

* Keep diary of event

> Sensory sensitivity such as hypersensitive to light, touch, smell or taste

Intense focus on minute details and react to it.

> Be positive and consistent with the therapy at home after seeing the child therapist

CONTINGENCY MANAGEMENT

- Uses principle that if any behavior persist, it is being reinforced by certain of its consequences and if the consequence can be altered, the behavior will change
- The goal will be to reinforce a positive behavior through reward system (token economy)
- Example instead of non verbal communication of pointing to express a desire you can get them to speak and give reward for that
- Ethical issue may be problem

ASSIST THE BEHAVIORAL THERAPIST

Keep record of event at home

≻ A B C

- > A= Activating event or trigger factor
- > B= Behavior shown or display by the child
- > C= consequence of the behavior or response

JOIN SUPPORT GROUP

Advice

> Opportunity for training from various agencies

> Sharing view and experience with other parent/carers

Friendly atmosphere

SEEK RELIEF FROM STRESSFUL HOME ENVIRONMENT

> You must take time out and attend to your personal needs and health concerns

* Respite care using relatives or paid carers

> Seek assistance from counsellor, health professionals

COMORBIDITY

Intellectual disability (5% have IQ above 100 while majority of those described by Leo Kanner have low IQ)

> ADHD (30% to 40%)

> Anxiety disorder especially in a new environment

Epilepsy (25% develop seizure disorder)

> Depression

Schizophrenia (some schizophrenic symptom like social withdrawal mimic social impairment

USE OF MEDICATION

Maladaptive behaviour that fail to respond to behavioral therapy eg aggressive, self injurious, disruptive or severe hyperactivity behaviours

Co-existing medical conditions....

➢ Seizure

> OCD

Depression etc

OUTCOME

> Depending on the scale on the spectrum

- Severe form as described by Leo Kanner < 15% lives an independent live while two third remain severely handicapped throughout adult life
- Milder form as described by Hans Aspergers have normal average IQ and are called high functioning autism
- > CDC (2007) gave rate of 67 per 10,000 but majority are not the severe form.

Thank you for your attention