

Interaction Between Adults and Children

THREE STAGES

Paraphrasing an idea from a book about autism, a child's behavior is not governed by norms accepted in society and not even whims that are accessible to understanding, but by motives and mechanisms that are closed and incomprehensible to other people.

However, if you come into contact with the child, earn their trust, be attentive and observant, these motives and mechanisms become clear, the child's behavior begins to make sense. The child will be grateful for you recognizing and sharing his world.

Unfortunately, although special attention is paid to the problems of special children in America, the system is designed so the child is constantly influenced by a variety of people, with conflicting rules and approaches. One can only wonder how these children learn to adapt to the complex environment in which they exist, and how they achieve what they need to.

Adapting to reality, children will learn different types of behavior which are considered unacceptable in society. Often I came across children who did not speak and hardly interacted with the outside world. In many cases, the reason for this lies in the continuous prohibitions. It seems that parents are afraid the child will inadvertently do something "inappropriate".

I once worked with a wonderful 10-year-old boy who was passed from one adult to another or strapped to a chair, afraid he would break something or injure himself. He was kept on a strict diet, and was very fond of bread, and ate mostly dry rice cakes. He loved bread very much. Like many children with autism, he grabbed everything that attracted his attention. In stores, I did not take my eyes off him and stayed away from bread. Once I was not careful and was amazed at how quickly he nibbled off a piece of bread, stuffed it into his mouth, and stared at me, expecting consequences. I only admired him: "Well, you are a dodger, such skills are wasted in vain."

When it was possible to achieve relative freedom for him, he began to open up and showed such ingenuity which nobody expected from him. The boy began to take the initiative in games, he did not do what I asked him not to do. I fully agree with those who believe that non-speaking children understand everything, and I have had to be convinced of this more than once.

I believe that if a child can learn the wrong behavior, then they can learn the right one, only if he realizes it is beneficial for him. You need to open this benefit up for him.

I have developed my approach to working with children by drawing information from the most reliable sources - the children themselves. They showed me how to help them, and I wanted to share with you what they taught me.

The most important thing is to win the trust of the child.

A child will trust if an adult is honest with him and will respect him. Not letting down or deceiving them. That unfortunately, happens quite often when adults want to get immediate results from a child. I never do this and believe this is part of the reason for my popularity among kids and opportunity to form strong creative alliances with children.

They made me understand that the "strict mentoring" tone, which is unusual for me, but popular among teachers is completely unacceptable, when I tried to master it and be like everyone else. With me It stimulated not action, but protest so I had to find my own methods that work. I have formulated three consecutive stages to achieve the main goal - trust.

Stage one - getting to know a child

The diagnostic stage, which makes it possible to study the child's behavior, to identify "problem areas" and weaknesses, as well as abilities and strengths. The child also gets his impression of me, which the productivity of our relationship depends on. I carefully observe and study - what the child loves, what he knows and is able to do, offering different options for

spending time with me. I photograph unobtrusively. Photos as a mirror reflect the real situation and serve as a good help during the initial period.

When I start working with children, I give them maximum freedom to let them express themselves in various situations. I try to ignore bad behavior unless it is dangerous. At the first meetings, I am hardly present. I play the role of a leisure partner or "entertainer", I completely give the initiative of the choice to the child and play along with them as much as possible.

I offer children many new, interesting, and enjoyable activities that we can do together, and try to be as kind, sympathetic, generous, and understanding as possible, regardless of the behavior and problems that arise in connection with this. At this stage, I study the level of development and determine the child's abilities, select the types of activities that they are able to perform and study their preferences.

Over time, the child understands how valuable the time spent together is for him, and he seeks to communicate with me. He is waiting for me and rejoices at the meeting. He perceives me as a valuable acquisition, and communication which is a source of pleasure, and, most importantly, someone who has appeared in his life who understands him and agrees to communicate at his level, fulfills his desires and offers entertainment and not boring activities.

Specialists from Massachusetts have developed a program of interaction with special children - Son-Rise. To inspire confidence, an adult, copying the child's behavior, repeats his/her actions: for example, he begins to make movements with his hands or circle in one place, thereby showing that he recognizes "the world of the child", that he is also "there with child".

I do it differently. Connecting to the actions of the child, I do not repeat them, but try to stimulate agreement to cooperate. If a child constantly shakes the rope (this phenomenon is called stimming), I will not try to repeat his actions, but I will say: "Oh, what a pretty rope you have. What fun to play with it. Can I play with you too?" I try to join the game with the child and observe what his further reaction will be. In case of refusal, I do

not insist, in case of indifference, I try to interest him, and in case a child shows interest, I try to take the initiative into my own hands and benefit from it - try to complicate, to expand the game a little.

In our Sunday afternoon program for special children, there was one non-verbal little girl, very sweet, with a charming smile. Once I had the good fortune to work with her. And towards the end of the program, when everyone was watching the video, I suggested that she take a walk in the fresh air (she is not a fan of video films). We go outside, and she pulls me to the bus. Departure is not soon and the bus is standing with closed doors. The child appears confused, fearful and bewildered. She was used to the certain order-in the end of the program she was taken into the bus. I tried to explain that it's still early. We'll just take a walk for now. All the time we were walking, I looked at her, and it seemed that she was relaxed, but as we passed the bus, her face changed: preoccupied, excited. Finally the driver came and opened the doors. As soon as the door opened, I immediately sat her down and saw a happy face and smile. So, if to follow a child's needs or desires, talk about them with a child, offer compromising solution, they usually cooperate, feel relaxed and start to build trust, comparing to the way, when they just silently being taken to somewhere

Stage two - "struggle for power"

The second stage serves to determine the personal qualities of the child, to identify suitable methods of influence. It begins after the relationship is consolidated when the child already values my presence. Gradually and very carefully, I change my behavior, by letting the child understand that he is not the "main" person here and that I have my own plans for him. Children usually don't like this because they feel they are losing their role as leader. This rivalry is a very important moment. In defending their

position, children demonstrate amazing ingenuity, and here you can learn a lot about the child.

At the same time, I demonstrate my qualities so that the child understands who they are dealing with. I behave very consistently, always keep my word and be sure to explain: what I do. When necessary, I use "the authority of a Higher Power." For example, I say: "I don't mind if you want to walk down the street on your own, but your mother asked me to hold your hand. I'm sorry, but we have to respect your mom."

I introduce the child to a variety of games. I offer him all possible options for activity and understand that the child will resist the loss of his leadership. I then try to demonstrate how much new and interesting activities I can offer him in return.

At this stage of communication-rivalry, the child demonstrates aspects of his personality that would not have manifested in another situation. From my part, this is the time to search for the best impact on the child - I experiment in approaches to him, remember what he responds to best: a request, praise, a call for a sense of responsibility, and select the best way to influence.

- Request: "Please do it!"
- A call for kindness and compassion: "Oh, I'm so tired, do it, please, help me , be kind"
- A praise: "I know how great you can do these things, show me again!"
- Call for ambition: "Let's see if you can do it faster today than yesterday?"
- Sense of responsibility: "Well, be patient, we promised to finish that today. We have to keep our word.."

Almost always, after a long (or not so) resistance, the child gives up the struggle for power and is ready to give up the leading position and start to cooperate. It is important that he does this voluntarily, without coercion, realizing that he will gain much more from this than he will lose. Children are so different, and each child often requires their own ways of communicating.

One example of how I take the reins of power into my own hands was working with a boy named Maxim (from the story "School named after me"). The main problem with this boy was that he did not have the patience to listen to other people, demanded constant attention, and tried to be a leader in every situation.

During our joint work, the expected difficulty arose - from the very beginning, Maxim constantly interrupted me:

- "Me! I! I will say. I know what to do!"

Each time, I calmly replied,

- "Okay, I'm listening."

Of course, it was becoming clear soon that he was incapable of expressing himself clearly on any topic and didn't know how to solve problems. . After several unsuccessful confrontations, he began to give way. However, as soon as I tried to explain my point of view, he interrupted endlessly - he did not give up easily:

- "No, no, I have something to say."

"Well, I'm listening, we're all listening."

And again, there was nothing of value in Maxim's words. I moved very patiently, insistently sticking to my line, without giving in, but without pressure either. Time passes, but the problem is still not solved. Finally I ask:

"Well, are you done? Did you say what you wanted? Now can I say what I think?"

This is a very important point, because I try to show the child, by his own example of misbehavior, that he is simply incapable of being the leader and it is much more profitable for him to give me leadership. He voluntarily surrenders because he begins to see the problem, understands that it must be solved, and realizes that I am offering a solution for it. After a while, the problem disappears, because Maxim, like any child, understands what is

best for him. He learned not to interrupt other people, because he realized listening is beneficial. I create decision making easy for children because I give them the opportunity to express themselves through the right behavior.

Thus, the child refuses negative behavior, but voluntarily, it is his own choice and free will, without any punishment or pressure. The child chooses the right behavior by seeing the benefit of it, and the wrong one is repressed, naturally dissolved. As a result, there are no negative consequences, in this “battle” the child does not lose but concludes a mutually beneficial peace agreement. Everybody is satisfied

Stage three – creating photobooks

Directly working and learning stages of creating photobooks, where the leading role is gradually transferred back to the child in a different form.

Learning should be organic and consistent. The acquired skills should be included in everyday life (if a child has learned to open the door himself, then he must now always do it on his own; he learned to cut with scissors - now it is his responsibility). I can help if needed, but never ever would do it for him/ Unused skills are quickly forgotten, constant practice is required. The creation of photobooks provides a suitable platform, as it involves the mastery of a variety of skills that are increasingly difficult.

I follow the principles of consistency and repetition, which creates very good results, especially in conjunction with detailed and understandable explanations.

The agreed, learned and accepted rules must be strictly observed in the work. “Punishments” are the natural consequences of breaking the rules, for which the child himself is responsible and understands that no one will share it with him. As for material incentives, they are used only in the form of unexpected surprises and gifts, but not as incentives, which are always individual and depend on the personality of the child: some are inspired by

overcoming difficulties, others are inspired by the opportunity to make the loved ones happy.

MICHAEL and MERCEDES

Michael is a boy who would do everything to earn a sticker. This is a program that is used by teachers. For that "salary" -certain amount of earned stickers, he was supposed to have an additional video. Video something that he already spent all his time on and made constant scandals if he did not get what he was supposed to. Of course, he had no desire to waste time on photography.

The solution for the right approach came unexpectedly. A beautiful woman named Mercedes worked in Michael's house as a cleaning lady. . She loved Michael, and he was attached to her. Once I asked him to take a picture of Mercedes. He refused. I promised a sticker - the refusal was instantly replaced by consent.

When I brought the photos, I asked Michael to cut them (Lots of pictures are on one sheet). He didn't want to, of course. I insisted. He lay down on the floor, started his usual tantrums, protesting. Looked like he was hoping to get another sticker. Mercedes came over.

"Look what beautiful pictures Michael took." –I told her

"Ah-oh! What great photos! I will send them to my homeland so that my relatives can see them.", Mercedes said

"Yes, it would be nice - such wonderful photos, but you won't be able to send them if Michael doesn't cut them first." - I said to Mercedes , being upset for her

Suddenly our Michael gets up, comes over, takes the scissors, and starts to cut photos . Well, I did not expect such a result! Such a surprise! Michael really loved Mercedes and wanted to do good things for her!

Proof again, that during tantrums children are aware pretty good about the environment.

ABOUT ROLES AND GAMES

With each child, I initiate a game that is right for him. Roles are distributed depending on his personal characteristics and the situation in which we find ourselves. We can be partners, the child can be my assistant, we can do something together, for example, help his mother. It is important that the child is aware of the distribution of roles, and he is comfortable on his own