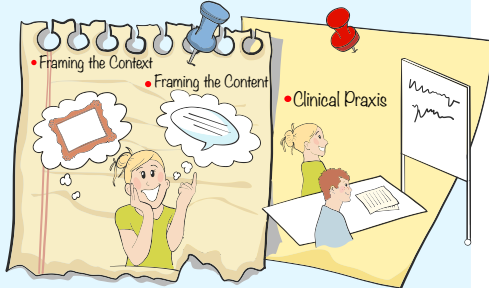


FRAMING THE CONVERSATION WITH ASD



In therapeutic & professional settings
Catrine Madsin, Authorised psychologist, Autismecenter Nord-Bo, Denmark

● INTRODUCTION



When planning conversations with people with autism spectrum disorders (ASD), we need to frame both the context of which the conversations are to take place in as well as the content of the conversation.

This poster presents models developed in and used in my own clinical praxis.

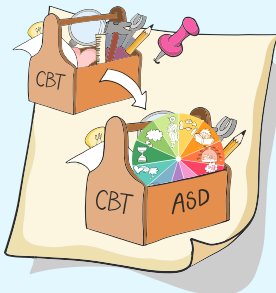
● FRAMING THE CONTENT

The cognitive diamond illustrates how thoughts, emotions, bodily sensations and behaviour are inter-correlated.

When combining the cognitive diamond with the criteria of the ASD diagnosis, it shows that impairment in social interaction and communication abilities can make it difficult to explain and gain access to organizing thoughts and emotions. It is often easier to describe behaviour and (sometimes) bodily sensations

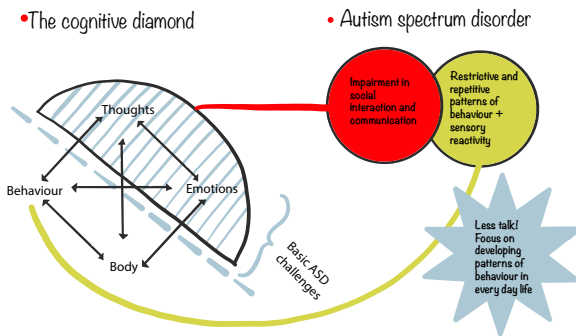
When we focus on developing patterns of behavioural strategies in daily life, we improve independence and life-quality. Meanwhile the chaos in thoughts and emotions often lowers, and the access to discussing thoughts and emotions may improve (for some).

● THEORETICAL ON-SET: COGNITIVE BEHAVIOURAL THERAPY (CBT)



Research has shown, that Cognitive Behavioural Therapy (CBT) in an adapted form is effective for people with autism spectrum disorders (ASD)

● STARTING POINTS IN THE CONVERSATION WITH ASD



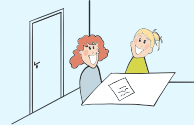
● FRAMING THE CONTEXT

• The agenda



Always frame the content of the conversation beforehand and stick to the plan during the conversation

• The room



Individual needs, generally keep the room simple, no disturbances, visually and auditory, and never sit directly confronting your client.

• Less words - more visualizing



Never let words stand alone as a conversation technique. Always have a common third: Models, drawings or writing.

• Guide your conversation



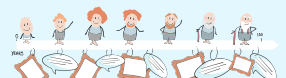
The Neurotypical needs to take charge and guide the conversation

• Teamwork



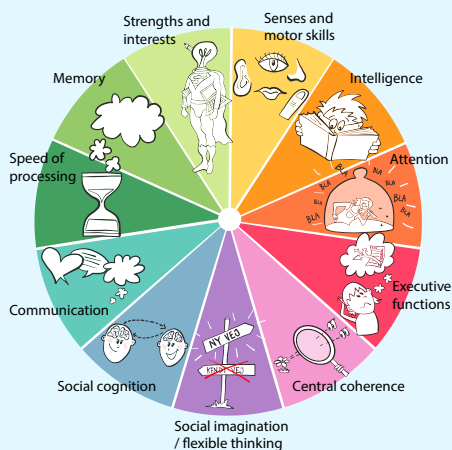
Share knowledge and coordinate efforts amongst the person with ASD, caregivers and professionals.

• Lifelong supportive needs undergoes changes



ASD is lifelong, supportive needs change accordingly.

● ASD ELEMENTS TO ADDRESS

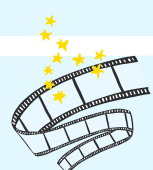


When framing the conversation we need to take the individual ASD-profile into account.

● FURTHER INSPIRATION



• Research inspiration



• Video presentation of the model: "Starting points in the conversation with ASD"