NATIONAL ITP RESEARCH SYMPOSIUM 2021

THEME: Resilience | Aumangea
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Resilience in daily routines for children with Autism

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Pepeha

- Bandarban
- Buriganga
- Bangladesh
- Dhaka
- Whaea
- Matua
- Tahera Afrin
- Tama
Professional identity and motivation for the research

Early Childhood Teacher Educator & Researcher

Future plan to pursue further study

Positioning Special Education within ITE programmes

First step
Diverse lenses for the word “Resilience”

• Māori kupu for resilience- Aumangea
  (Keep being brave)

• Tongan upu for “resilience”- Fakaakeake
  (Reaching for healthier state)

• Bangla word for “resilience”- Shohonshilota / সহনশীলতা
  (Staying with patience)
Professional identity continued

- Teachers and parents – the field workers
- Thoughts for practicality lead the investigation towards Daily Routine
- At home and in early childhood setting/school

<table>
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<tr>
<th>Morning</th>
<th>Afternoon</th>
<th>Night</th>
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<td>Freshen up</td>
<td>Play</td>
<td>Going to bed rituals</td>
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<td>Nappy changing/toileting</td>
<td>Mealtime</td>
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<td>Getting dressed</td>
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<tr>
<td>Entry routine</td>
<td>Community visits</td>
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Methodology: Socio-cultural, qualitative

Aim- To know what is out there

Questions:
1) What characteristics are identified within the literature in relation to resilience and autism?
2) What information can be retrieved that would help the parents and educators to identify resilience strategies that a child with autism uses throughout the day?

Research tool:
1) Literature review-Integrative
2) Experiential case study
Literature review

1. Which psychological resilience attributes are associated with lower aspects of anxiety in boys with an autism spectrum disorder? Implications for guidance and counselling interventions.


Subjects: Children; Anxiety; Resilience (Personality trait); Queensland; Autism -- Psychological aspects; Questionnaires; Data analysis software; Descriptive statistics

Show all 4 Images
Case study - Mary and Max issue

• My own experience and observation of a child for whom I have the right to consent
• Ethical consideration - n/a
• Acknowledgement (my relationship with the child)
• Use of pseudonym - Thomas
Finding: Literature review

- Almost all of the research conducted in this area are done by professionals from health, medicine and psychology disciplines.

- Almost all of the research are quantitative and outcomes of clinical trials.

- Majority of the research are linked to family stress and family resilience and very few to examine child’s own resilience.

- Majority of the research are conducted with children who have mild or moderate autism and labelled as ‘high-functioning’.

- Few research are conducted with the concepts of daily routines.
Findings: Literature review continued

“Resilience” in the world of Autism comes with a range of concerns.

<table>
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<tr>
<th>Resilience in Te Whāriki (early childhood curriculum)</th>
<th>Resilience in the conducted literature review</th>
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<tbody>
<tr>
<td>Learning dispositions listed in Te Whāriki: courage and curiosity, trust and playfulness, perseverance, confidence and</td>
<td>Themes that are related to Resilience of an autistic child: Generalised Anxiety Disorder, Separation Anxiety,</td>
</tr>
<tr>
<td>responsibility, reciprocity, creativity, imagination and resilience</td>
<td>Stressors, Parental stress, Harmful effects and behaviours, Depression and Intervention.</td>
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</table>
Case study

Thomas - a boy who is currently 6 years old.

Autism level: Severe (38.5 in CARS-Child Autism Rating Scale with measures from 15 to 60, where achieved score of 30 to 36 are mild/moderate, and 36-60 are severe)

Immigrant nuclear family - only child

SES of the family: Financially sound (both parents working)

Cohesion of the family: Healthy

Attendance to early childhood setting by the child: from 6 months to 5.5 years

Communication level: Verbal, but not functional

Gross-motor skill: Mostly achieved in terms of classic development

Fine-motor skill: Some achieved in terms of classic development

Social interaction: Interested, but not appropriate

Behaviour: A number of challenging behaviour exists
Daily routine: Morning

- **Freshen up**:  
  - The child uses physical pressure in objects.
- **Nappy changing/toileting**:  
  - The child picks up and shares the urge with verbal cue, but often does not co-operate.
- **Getting dressed**:  
  - The child shows preference to clothes that are loose and at the same time wants to have the inner that can create pressure.
- **Travel to early childhood/school**:  
  - The child tries to lengthen the travel in any way he can.
- **Entry routine**:  
  - The only successful entry routine is the one that the child picks up by himself.
Daily Routine: Afternoon

- **Play**
  - The child prefers to choose sensory items to have repetitive play.
  - The child cooperates with imaginary play if played by others.
  - The child attempts to persist on repetitive play, but co-operates with finishing if a warning/reminder system is used.

- **Mealtime**
  - The child makes mess and makes it bigger if told off. The child (who cannot argue) shows protests via actions.
  - The child co-operates with gentle pressure to be seated and to eat using one hand only.

- **Pick up from ECE setting/school:**
  - The child tries to hide emotions of being happy. He looks away.

- **Buckling up transport restraints:**
  - The child shows a lot of resistance to be restrained.

- **Community visits:**
  - The child uses singing/music to minimise the excitement in the bus.
  - The child settles in new places after visiting few times.
  - The child shows an ongoing interest to join in peers’ play, but fails. He ignores (or pretends to ignore) and spend some quiet time and continues to play with carer adults.
  - The child often uses laughter/a gesture of being naughty to ignore comments by others.
Daily routine: Night

**Going to bed:**
The child *uses hitting if the child has a stressful day.*

The child *often repeats the dressing and undressing many times before setting down to sleep.*

**Sleeping:**
The child *shows preference to sleep under lights (or even bright lights).*

The child often wakes up at night and remains awaken for hours. The child wants to get adult’s attention, but if he does not get it, *the child can put himself to sleep with sensory play.*
Strategies for resilience used by the child

- Challenging behaviours
- Sharing preferences and repeating actions/phrases
- Using self-selected tools (time, sensory items and music)/routines
- Ignoring/Autism is special even in the world of special needs!
# Te Whāriki strands-for early childhood teachers

*Note the word “may”!*

<table>
<thead>
<tr>
<th>Strands of learning</th>
<th>What can Kaiako do to promote the strand for a child diagnosed with autism?</th>
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</thead>
<tbody>
<tr>
<td>Mana Atua/Wellbeing</td>
<td>Understand that the child may deal with a number of stressors. If possible, observe and identify the stressors.</td>
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<tr>
<td>Mana whenua/Belonging</td>
<td>Try celebrating the child. Unlike others, this child may have very limited opportunities where he/she gets celebrated. Every success maybe an outcome of huge amount of resilience.</td>
</tr>
<tr>
<td>Mana tangata /Contribution</td>
<td>The child maybe able to pick up his own entry routine. Let it be.</td>
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<tr>
<td>Mana reo/Communication</td>
<td>The child may use challenging behaviour as a strategy for resilience. Try communicating to challenging behaviour from that thought process.</td>
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<tr>
<td>Mana Auturoa/Exploration</td>
<td>The child may need a range of sensory exploration. Keep providing a range, as only few of them might be used by the child.</td>
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Limitations of the study

• Validity

• Could extend to a project using other cases using author’s social media network.
References


• Thank you for listening!