

Case study 11

- **Description:** Aisté, an 8-year-old girl, has a reluctance and inability to explore new things, and has difficulty in keeping her balance. She lacks self-confidence and behavioural skills in new situations. Difficulties in communication and decision making. Cannot grasp the big picture in lessons, has difficulty understanding spatial connections and relationships. Fits of anger. Lack of empathy, mood swings, anxiety, depression, fearful or anxious reactions to changes. The girl often feels confused and disturbed and this state may manifest itself in behaviour as attention deficit hyperactivity disorder. She may ask questions that are not related to the context of learning or communication because she has difficulty understanding that context. She often makes verbal comments on her non-verbal activities, as if she is helping herself to perform them. She is able to speak fluently, but her speech lacks emphasis, a sense of the big picture, she pays too much attention to detail, and she does not feel the non-verbal reactions of others to her speech. She has a lot of factual knowledge, but has difficulty in applying it to new situations, in generalising, in solving problems.

Key words:

Visual-spatial abilities, generalising, social and learning difficulties, visual-spatial abilities, clumsiness, non-verbal communication, symbols, gestures.

Action plan for case study 11

Activity 1: Obstacle Course Challenge

Materials needed: Various objects that can be used as obstacles (e.g. cones, hula hoops, pillows, chairs), a timer, and a space to create an obstacle course.

Instructions:

1. Explain to her that she will be participating in an obstacle course challenge. Show her the various objects that will be used as obstacles and explain how she will need to navigate through them.
2. Create an obstacle course by placing the objects in a sequence in a designated space.
3. Explain the rules of the challenge. She will need to complete the obstacle course as quickly as possible, without touching any of the objects or stepping outside of the designated area.
4. Have her practice walking through the obstacle course without a timer. Encourage her to take her time, focus on her balance, and think about how she will navigate through the obstacles.
5. When she feels confident, start the timer and have her complete the obstacle course. Encourage her to try to beat her previous time with each attempt.
6. After each attempt, discuss with the girl what she did well and what she can improve on. Encourage her to think about different strategies she can use to navigate through the obstacles more quickly and efficiently.
7. As the child becomes more comfortable with the obstacle course, encourage her to invite a friend or family member to participate in the challenge with her.

This activity can help the girl to develop her balance, self-confidence, and problem-solving abilities by challenging her to navigate through an unfamiliar environment. It also provides an opportunity for her to practice communication skills by discussing her performance with an adult or peer. Encouraging her to invite someone to participate in the challenge can also help her develop empathy and improve her social skills.

Activity 2

For Aistè, who struggles with self-confidence, behavioral skills, communication, decision-making, and spatial understanding, an activity that could be helpful is role-playing scenarios that simulate real-life situations. This type of activity can provide a safe and structured environment for Aistè to practice and develop social and emotional skills. Here's an example of a role-playing activity that could be used with Aistè:

1. Choose a social situation that Aistè may find challenging, such as meeting new people, ordering food at a restaurant, or asking a teacher for help.
2. Explain the situation to Aistè and provide her with some guidance on how to behave appropriately in that situation.
3. Role-play the scenario with Aistè, playing the part of the other person(s) in the situation. Provide positive feedback and guidance as needed.
4. After the role-play, debrief with Aistè and discuss what went well and what could be improved. Encourage her to reflect on her feelings and actions in the situation.
5. Repeat the activity with different scenarios and gradually increase the complexity of the situations as Aistè becomes more confident and comfortable.

This type of activity can help Aistè develop social and emotional skills, such as communication, decision-making, self-confidence, and empathy. It can also help her understand the perspectives and feelings of others in different social situations, which can improve her social interactions and relationships.

