

## **UPBRINING OF CHILDREN WITH AUTISM: CORRECTION OF UNACCEPTABLE BEHAVIOUR**

**Summary.** The article deals with the peculiarities of bringing up children with autism at home. PECS cards are defined as an effective tool for building interaction between parents and children with autism. The authors proposed the reasons for the unacceptable behavior of autistic children and the ways to correct them.

**Keywords:** upbringing, a child with autism, parents, causes of behavior, correction of unacceptable behavior.

**Аннотация.** В статье рассматриваются особенности воспитания детей с аутизмом в домашних условиях. Карточки PECS определены как эффективный инструмент выстраивания взаимодействия между родителями и детьми артистами. Авторами предложены причины неприемлемого поведения детей аутистов и способы их коррекции.

**Ключевые слова:** воспитание, ребенок с аутизмом, родители, причины поведения, коррекция неприемлемого поведение.

Autism is a complex multifactorial developmental disorder. A child with autism is a child with special needs, and his upbringing can not be approached as an education for an ordinary child. As we know, children with autism have problems not only with interaction with the environment, but with their own parents. Parental support is required in adapting the child with autism not only at home, but also in kindergarten, in public places.

They often find it difficult to share their feelings with others: joy, anger, sadness. Also they can not explain what they want and what does it require of them? This all leads to unacceptable behavior. Unacceptable behavior is behavior that you would not want to repeat again under similar circumstances. We understand, through unacceptable behavior, a child attracts the attention of others. A child with autism can show unacceptable behavior in the form of: disobedience is when the child does not fulfill the requests and demands, the lack of response to treatment and escape from the adult. The next form of behavior is hyperactive behavior. This is when the child is restless, impulsive, certain motor anxiety, ignores the rules and norms of behavior. Aggression implies hysterics, loud crying, screaming, damage to toys and objects, causing harm to other people. Self destruction – this aggression is directed at oneself, the child can fall to the floor and beat his head on the floor, bite his own hands, feet. And self stimulation behavior – the child may orally examine any items that he sees in front of him, will be coated and sucking and rocking his body to touch his fingers in front of his eyes, or to elicit certain sounds, sniffing objects can also sniff at yourself or other people, the most effective from this whole pleasure and as it were calms down. To change the child's unacceptable behavior is a very difficult task. Many parents come to a specialist, complain that the child is unconcerned, does not want to learn, is capricious, shows aggression. This is because parents do not know how to properly raise such a child. A.N. Smirnova, in her work on the education of problem children, identifies the following forms of the relationship of parents to children with developmental problems:

1. Parents deeply, even tragically, experience the inferiority of the child, feel sorry for him, surround him with excessive attention; guardianship, freeing from the feasible duties. Excessive care deprives the child of independence, the ability to properly adapt to difficult living conditions.

2. Not wishing to reconcile with the inferiority of the child, parents exaggerate his capabilities, not noticing the shortcomings.

3. Parents are embarrassed about the inferiority of their child, hide from people, do not visit public places, depriving him of life's impressions. The child develops slowly, grows hammered, timid.

4. A child with problems takes the position of a "stepchild" in the family, offends him, laughs at him, emphasizing his inferiority. The child is often depressed, he is touchy, irritable, stubborn.

5. Parents do not pay attention to the child, trying to shift all education to school [1, p. 62].

To effectively teach the skills of a child with autism, it is first necessary to cope with unacceptable behavior. In order to understand why unacceptable behavior occurs, one needs to understand the behavior of «Do» (which led to unwanted behavior) «Behavior» (what the child does and what reaction it causes you) and «Consequence» (what the child receives as a result of his behavior) [2, p. 161–174]. Also the reasons for the behavior are different.

There are four main causes of behavior (Meleshkevich O., Erz Yu.) Such as: attracting attention, avoiding tasks or unpleasant situations, access to the desired subject, sensory stimulation [3, p. 67–73]. For example, a child does not want to study at home, he throws everything that stood before him. The reason for this behavior is avoidance of assignments. The parent in such situations needs to be taught the child to ask for help, to teach the child to ask for a change, or temporarily to ease the tasks. Maybe the job is too complicated, and maybe the job is too long. Then the task offered to the child should be revised. Do not stop the assignment and do not remove the child. You must always be persistent and persevering in your demands. At first, of course, it may seem that the child's behavior has worsened (it can scream, kick, throw objects). Do not be frightened and not comment on unacceptable behavior. Over time, the child will comply with your rules, that is, the parent will have supervisory control. Some children can spend hours with their fingers in front of their eyes, orally examine any objects, swing their bodies. The reason for such unacceptable behavior brings physiological pleasure, it is «self-stimulating» behavior. In this case, the Adult should take this into account and try not to prohibit or extinguish this behavior, but to redirect it to another channel. Give the child the opportunity to get these feelings in an acceptable way. If the child likes to swing his body, we offer him a rocking chair or a swing. If the child touches his fingers, we can replace him by offering him to play with kinetic sand, with beans, finger games.

While upbringing a child, you can still use visual materials. This concept refers to the use of images or other visual elements to communicate with a child who has difficulty understanding or using speech. Visual carriers can be photographs, drawings, objects, written words or lists. Studies have shown that visual materials act as one of the means of communication. A «first-after» tablet is a visual display of something your child prefers, and what happens after the completion of the first task, which is less preferred. For example, in the picture «first» the child dines, and on the picture «later» a playground is depicted. Visual schedule – is a visual representation of events that will occur during the day or in the framework of a task or activity. A visual schedule is useful for splitting tasks that have several stages into separate sequential steps. This helps to make sure that the child has really learned certain actions and follows their sequence. Also, the visual schedule plays a crucial role in reducing the anxiety and rigidity of the transition skill, as they tell the child which types of activities will occur throughout the day or part of the day [4].

If a child who does not speak can apply sign language to him, you can also use the alternative communication system «PECS» (Laurie Frost, Andy Bondy) with a picture of what he wants.

The main advantages of using the PECS system:

1. PECS is a program that allows you to quickly acquire basic functional communication skills.
2. With the help of PECS, it is possible to train a child to take initiative and spontaneously pronounce words, than by teaching subjects, vocal imitations, or enhancing the look.
3. With the help of PECS communication for the child with the surrounding people becomes more accessible and, thus, it becomes possible to generalize the acquired verbal skills [5].

Hence, children with autism are not lazy when they do not pronounce words and do not communicate, they just do not know how to do it, and alternative methods of communication

like PECS teach them. Using PES does not only hinder the development of spoken language, but, on the contrary, speeds up it – by parrying the verbal and visual stimulus in the exchange process.

Thus, parents should show patience and consistency in the upbringing of a child with autism, creating the most peaceful environment for him at home. Give the child as much as possible attention, praise and approve of the child when he behaves well. If he begins to behave in an unacceptable way, try to give his behavior as little attention as possible. If it is safe and if circumstances allow, do not pay any attention to it. Let the child understand that this behavior will not help him. Persistently, but gently overcoming his resistance.

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