

Cognitive-Sensory- Architectural Education for Autistic Children

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INTRODUCTION

A recent conceptual research allows us to measure the link between its findings and the team's experience, based on the environmental notion, specifically the spatio-temporal structuring of the autistic child. And it is the works of E. Negroni (2006) that strongly reinforce our conviction regarding the instability of the link between this dual notion, the alignment of morphological and sensory architecture with cognitive-behavioral education, in the epigenetic management of children with ASD.

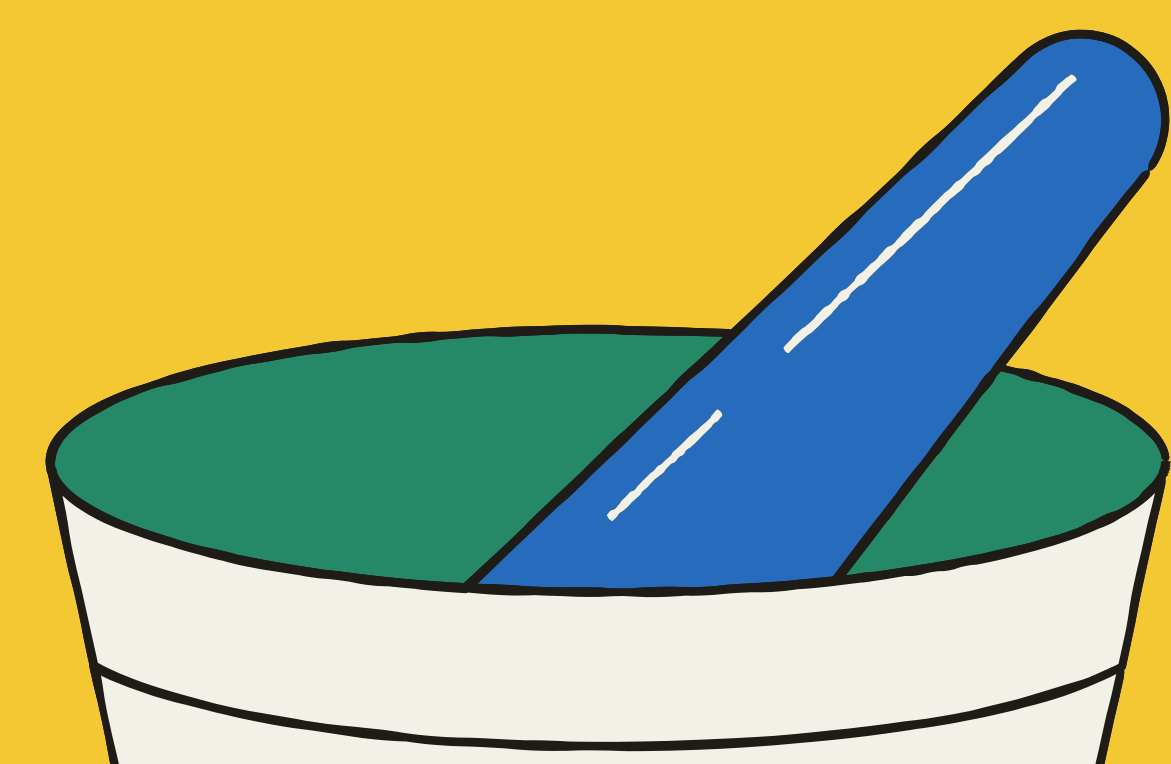
OBJECTIVE

The study was conducted to better understand and appreciate the impact of cognitive and sensory education, as well as the architecture of the therapeutic space, on autistic children.



METHODOLOGY

1. The research conducted over the past forty years in the field of aphasia has also been applied to autism for the past decade, with a particular focus on non-verbal cognitive spatio-temporal education using the technique of ten non-verbal prerequisite acoustic-body situations (**Situation A**).
2. Then, verbal therapy is implemented using adapted protocols inspired by cognitive-behavioral programs such as Schopler, PECS, or MTA. This therapy is initially conducted in individual sessions, in the late afternoon, in a small-sized space with dim lighting (**Situation B**). Subsequently, systemic group therapy is offered in the middle of the day, in a spacious environment bathed in natural light and sunlight (**Situation C**).



RESULTS/ FINDINGS

After several years of empirical work, it can be observed that:

1. Without individual support, no improvement in communication is possible in autism: there is no transfer of skills from **Situation A** to **Situations B** and **C**.
2. **Situation B** is significantly more favorable for verbal communication and overall behavior of the child with Autism Spectrum Disorder (ASD) compared to this dual paradigm observed longitudinally in exclusive **Situation C**.

IMPORTANT!

Similar to aphasia,
autism affects the
acquisition

RELATED LITERATURE

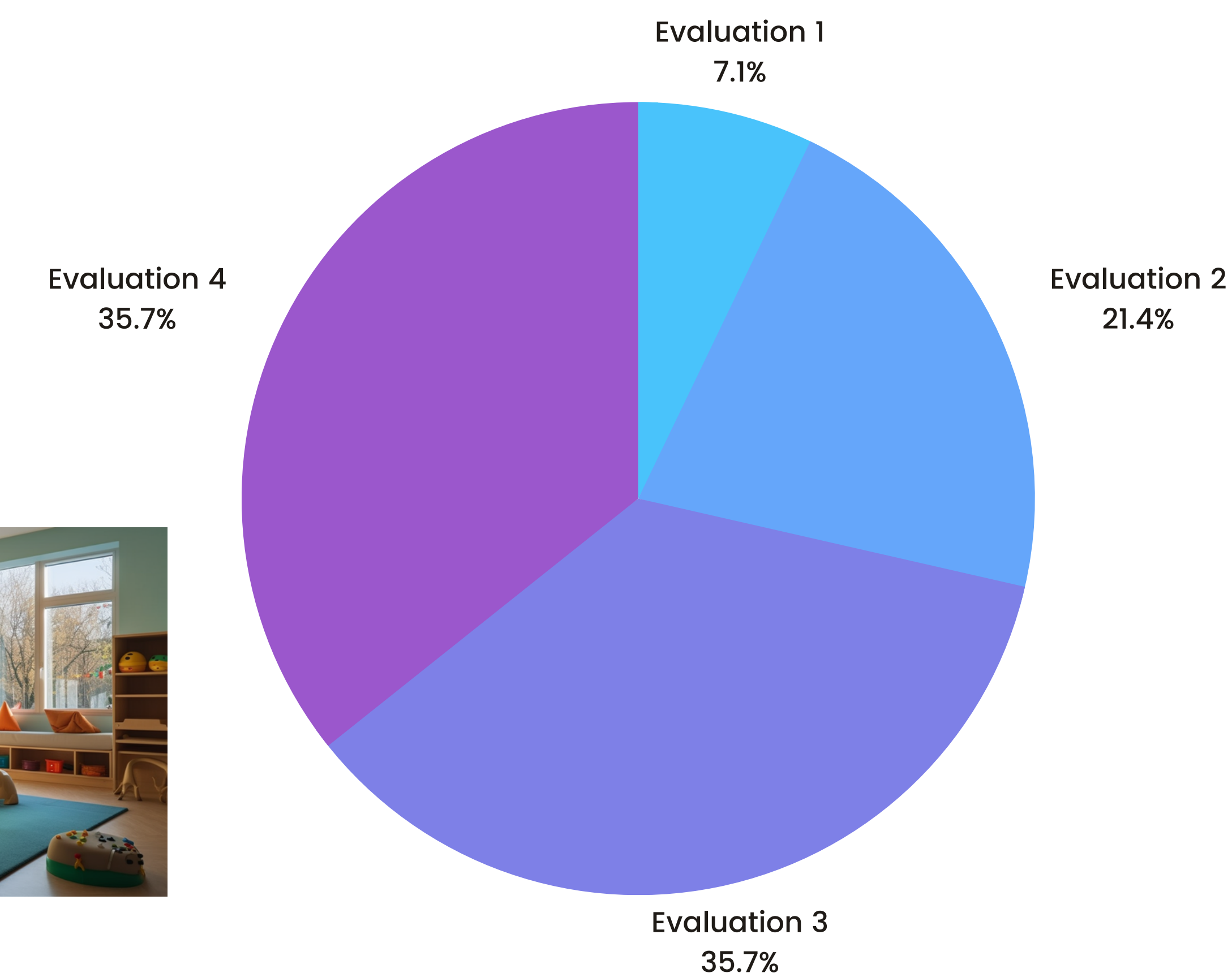
- [1] Negroni, E., 2018, Architecture thérapeutique. ScienceDirect, (1), S-166.
- [2] Zellal, E., 1995, A three month therapeutic program for aphasia, Folia Phoniatrica e Logopaedica, 47 (2), S. Karger, Basel, Paris, Bangkok, New Delhi, Fribourg, ISSN 1021 17762, 116-120.

The understanding of therapeutic environments for autistic children has always been limited. Recently, a study was conducted to explore the impacts of cognitive and sensory education, as well as the architecture of therapeutic spaces, on autistic children.

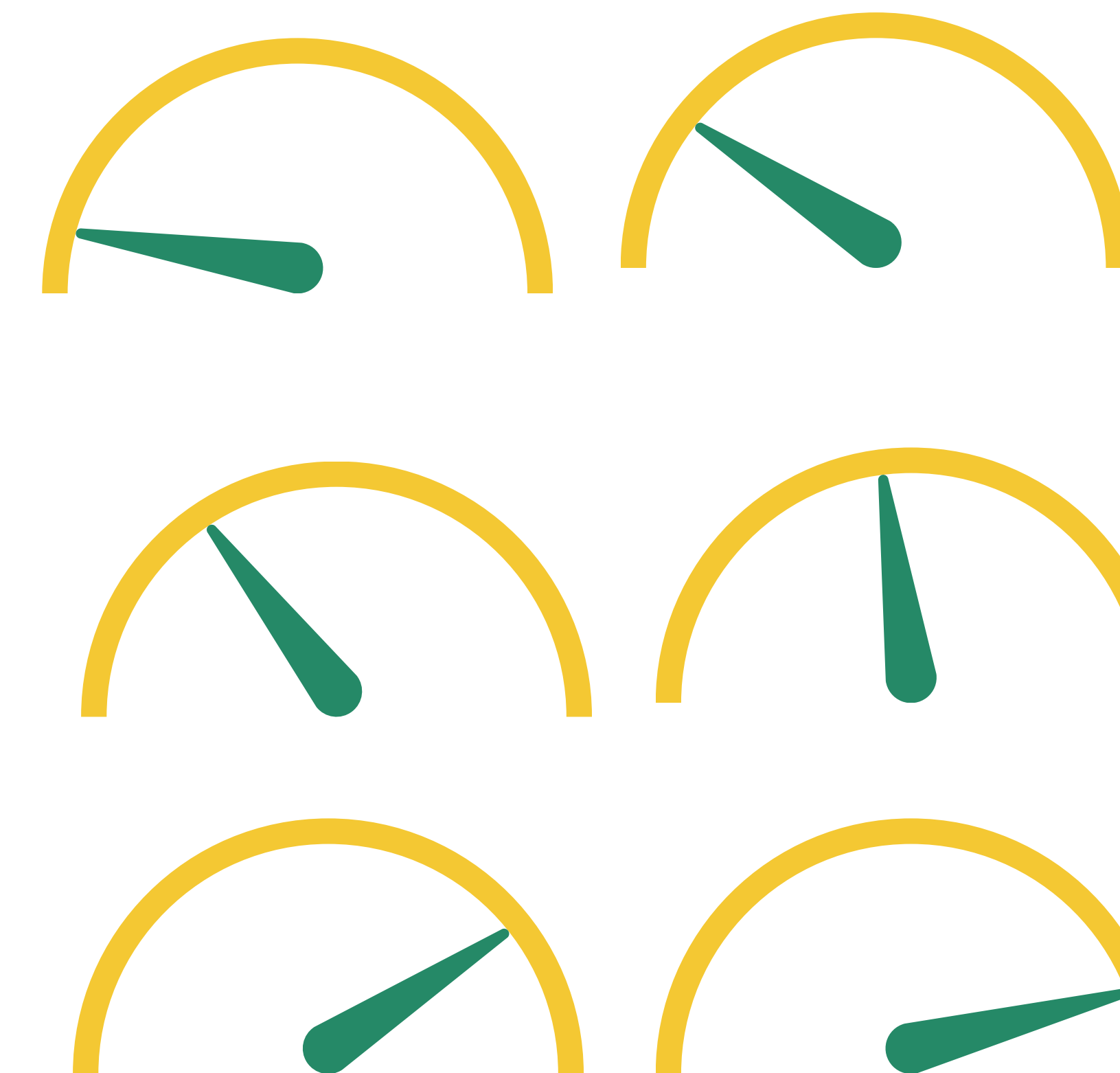


ANALYSIS

The results demonstrate that cognitive and sensory education, along with the architecture of therapeutic spaces, are crucial for the health and well-being of autistic children.



The increasing relationship between the rate of skill acquisition, retention of new skills, and generalization from a neutral baseline prior to architectural adaptation.



Exploration of the impacts of cognitive and sensory education, as well as the architecture of therapeutic spaces, for autistic children in reducing negative behaviors and enhancing social skills.

CONCLUSION

This shows that the architecture of the educational environment for children with ASD must be rigorously adapted to their psychological situation and needs, taking into account the standards and recommendations proposed by E. Negroni, while continuing with the spatio-temporal education.

