

I'm human



## Escuela de padres blogspot cp

**Star sessions escuela de padres 3.1 blogspot cp. Escuela de padres blogspot. Escuela de padres 5.0 blogspot cp. Escuela de padres 4.0 blogspot cp. Escuela de padres blogspot cp 2023. Escuela de padres blogspot cp 2024. Escuela de padres 6.0 blogspot cp.**

Recovered video. Although it's not up-to-date, it gives an idea of the atmosphere in meetings... soon we'll have the first one! The following schema collects the main characteristics, symptoms, types, etc., of this Disorder: For more information about this Disorder: Page 2 The following schema collects the main characteristics, symptoms, types, etc., of this Disorder:For more information about this Disorder: Page 3 We're leaving you with a link to answer three simple questions about the Disorder (TEA): . If any doubts arise or if you want to ask something, please write us in comments! Page 4 After an interview with the mother of the affected child, we were able to gather the following information: Eduardo was born prematurely. After birth, he spent approximately 21 days in the incubator, and according to his mother, initially everything seemed to be developing correctly. The first year was complicated because Edu's pulmonary development did not advance favorably or at an adequate pace. At six months of age, he began receiving early intervention help due to his prematurity. At that age, there was no alarming sign in terms of his development; everything went smoothly except for the exceptions that any premature child may have. It took him a while to start walking and they started reevaluating the situation with the pediatrician and neurologist, observing that there was something in Edu's development that deviated from normal. Regarding language, he said isolated words (papa, mama, tita) but later started worrying about his gaze not being maintained and him not responding to hearing his name. These were really the first notable symptoms, as he was a very affectionate child who began to notice how he became uncomfortable with people's presence in social settings. Nobody gave them any answers because he was still too young to be diagnosed and they were very disoriented and confused. Having acquired parts of language as previously exposed, there came a moment when there was a regression, not only in language but also in other areas, and they began studying with professionals what the best therapies are to work with the child. One of the most complicated moments was when he had to enter school. as everything went well in preschool. In school, the BOE (orientation team) advised the family to include him in a special autism education class with children of approximately the same age and similar characteristics. The specific class at Eduardo's school has a PT (special education teacher) and a PTIS (social integration professional). He has an hour of auditory training and language, another hour of physical therapy, and three hours of social integration throughout the week. The mother tells us that she thinks her son is not being worked with enough and that in four years since he started school, he has learned very little because the pictograms and TEACCH methodology (supposedly) they are using do not suit him; therefore, it's unclear what they work with him and how. Después de cuatro años sin comprender la situación, ahora trabajamos en casa con una psicopedagoga que utiliza métodos conductistas para mejorar las conductas y la comprensión. También tenemos ayuda de una terapeuta ocupacional para trabajar el tema sensorial. Actualmente nos centramos en ayudar a Edu a desarrollar su lenguaje, ya que sigue sin hablar. Usamos un sistema de comunicación alternativa (SAAC) con un programa específico para la comprensión del lenguaje, y gracias a esto, Edu tiene más peticiones. Además, trabajamos con pelotas, circuitos y columpios para mejorar su psicomotricidad y tonicidad.