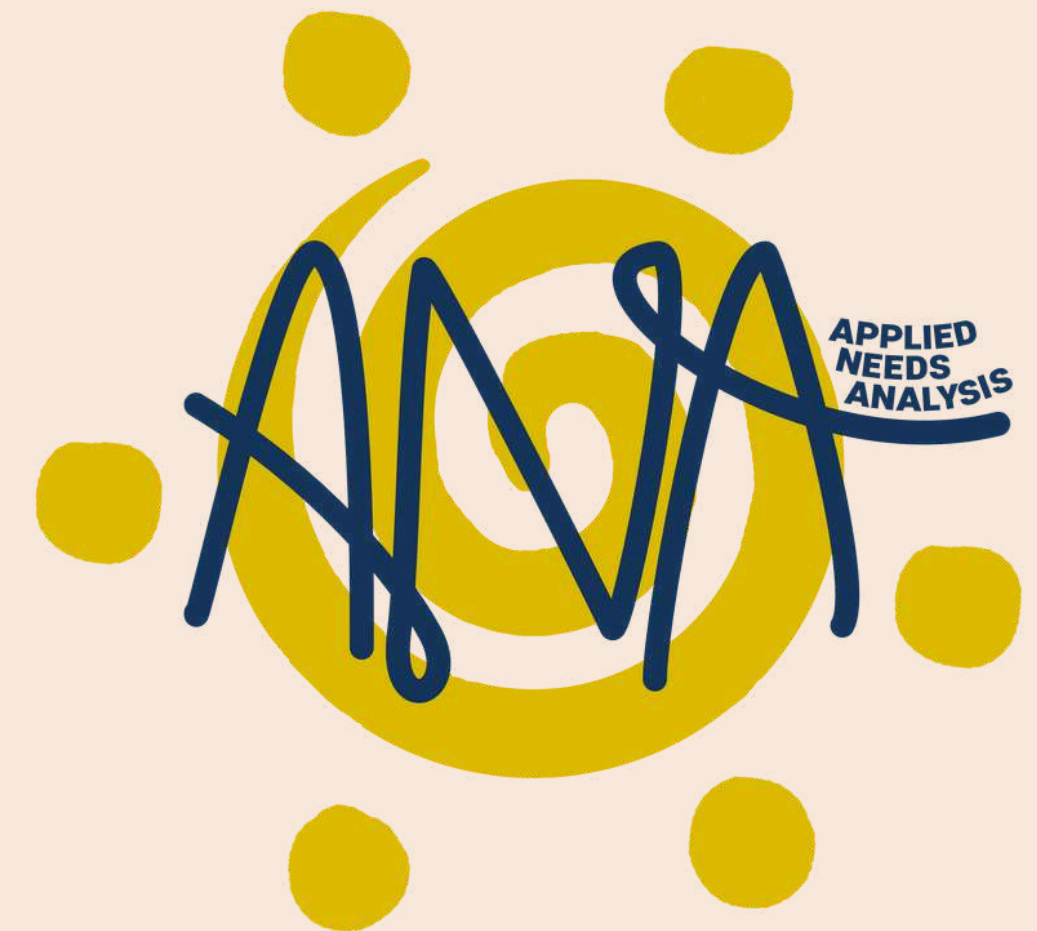


APPLIED NEEDS ANALYSIS NEUROINCLUSIVE SUPPORT FOR AUTISTIC PEOPLE



EFFECTIVE METHOD OF
SUPPORT FOR NEURODIVERSE
ENVIRONMENTS

ABOUT ME

MY STORY

DOKTORASKA.PL



fundacja
Pr@deste



CONSENSUS
dr Aska Ławicka

- 46 years of experience living as a developmental minority,
- 24 years experience as a mother of neurodivergent children
- 20 years of professional work in a neurodiversity environment,

*"GOSH, YOU DON'T LOOK AUTISTIC AFTER ALL,
YOU MUST BE VERY HIGH FUNCTIONING".*

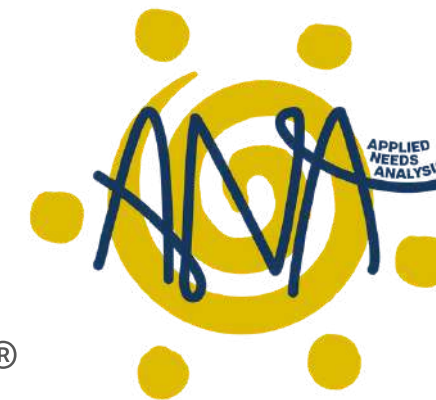
I really don't know what I should look like as an autistic person...



ABOUT THE METHOD

THE FOUNDATION'S STORY

WWW.PRODESTE.PL



The Applied Needs Analysis[®] is the proprietary method of the Prodeste Foundation. Over the course of 15 years of the Foundation's existence, we have come to understand that supporting human development is not synonymous with "child therapy."

The Applied Needs Analysis is based on a philosophy and vision in which humans live in a neurodiverse environment.

fundacja
Prodeste



SEPARATE DEVELOPMENT PATHS - SOURCE OF NEURODIVERSITY

There are multiple, equal variants of human development. None of them is better or worse. In every neurotypes there are people who are sick, disabled and in need of care, but this does not mean that the whole population should be treated as such. The fact that 4% of non-autistic people are intellectually disabled does not make everyone non-autistic disabled.

SEPARATE DEVELOPMENT PATHS

DR JOANNA ŁAWICKA

APPLIED NEEDS ANALYSIS



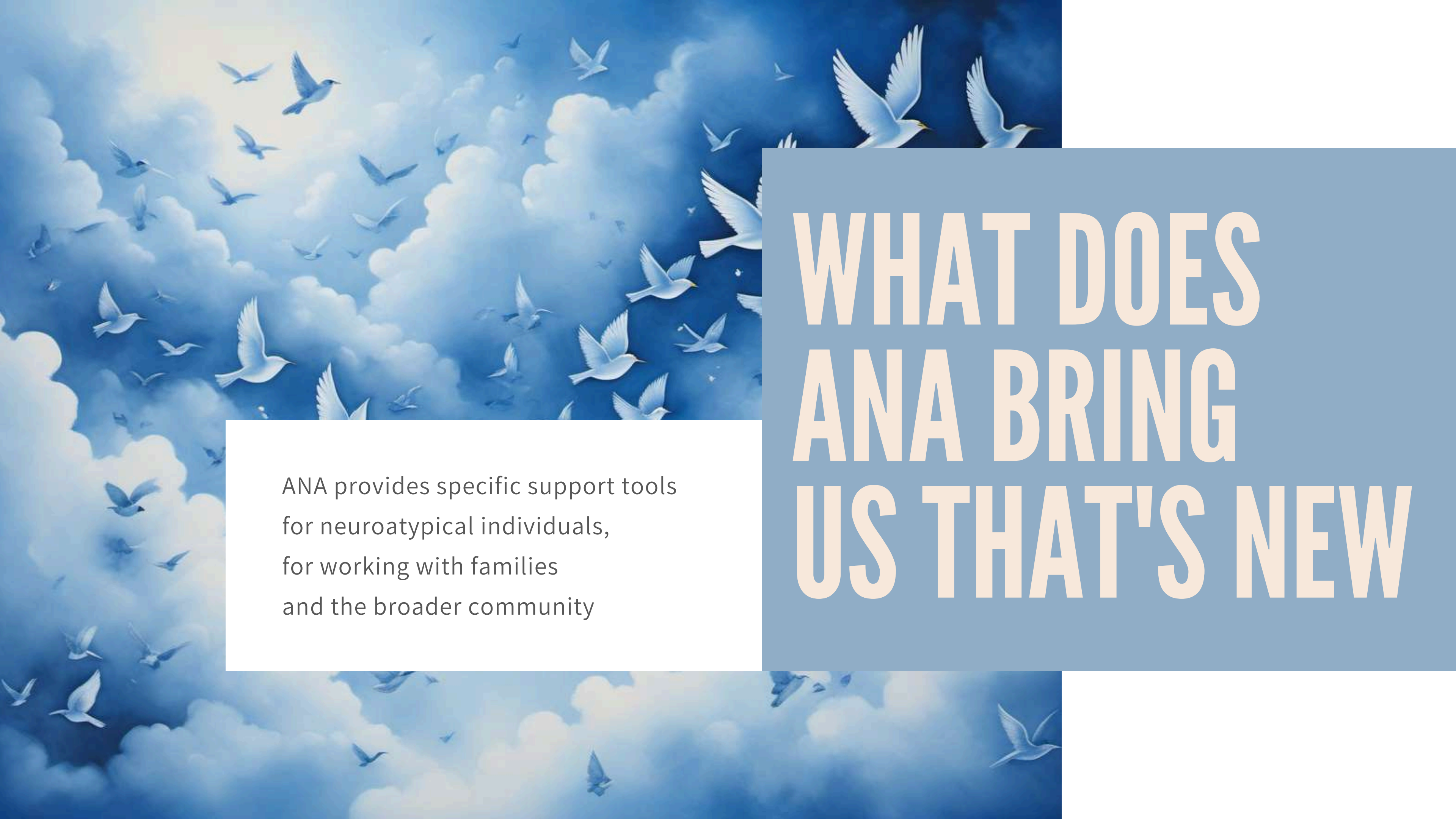
IF YOU WANT TO KNOW MORE -
DOWNLOAD MY RESEARCH REPORT
FOR FREE



GOAL

The goal of the **Applied Needs Analysis** is not to cure autism, minimize autism symptoms, or even adapt to a non-autistic environment. The measure of success is a significant improvement in the quality of life and the attainment of optimal developmental conditions.

Our method was developed in response to the needs of autistic individuals, however we also know that it is equally effective in supporting anyone who needs it.



ANA provides specific support tools
for neuroatypical individuals,
for working with families
and the broader community

**WHAT DOES
ANA BRING
US THAT'S NEW**



THE FIVE AREAS OF NEEDS

this tool diagnoses the needs of autistic people in general.

We diagnose 100 key needs in ANA, on areas:

- body
- spirit
- intellect
- relationships
- imagination

TAXONOMY OF RELATIONAL NEEDS



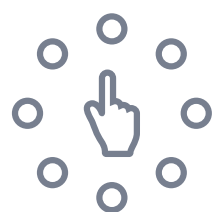
For healthy development, in which people build healthy and secure bonds with each other, the most important needs are those that determine the evolution of attachment. That is why I have created a proprietary taxonomy that allows us to track what a child absolutely needs for a healthy developmental relationship with their environment. TRN is not an inherent part of ANA, but is my own extension of the methodology of working with the autism community at school and at home.



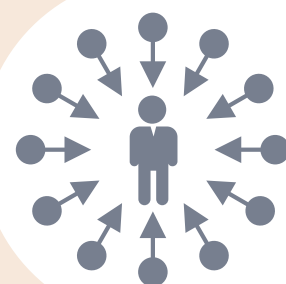
FOUR-FACTOR MODEL OF ANA



CONSTANCY



ANALYSIS



NEEDS



RECIPROCITY

The first three traits (constancy, analysis, needs) form the basis for building relationships with other people and with oneself. The fourth factor is an added value that makes SAP a method that influences the improvement of the quality of life for every individual in a given environment. In this method, there is no clearly defined giver and receiver of supportive interaction because the focus on needs includes all participants in the process.

5 STEPS OF APPLIED NEEDS ANALYSIS

We assign 5 roles to the 5 levels of Applied Needs Analysis simultaneously for the method specialist.

- Observer - observes
- Narrator - communicates
- Rescuer - secures with safety wheels
- Defender - protects
- Guide - leads into new areas

At each level, every task is thoroughly described in ANA and helps the environment effectively support an autistic individual in recognizing their own emotional codes, needs, and self-regulation strategies.

independence



lead



protect



secure



communicate



observe



- Child/person behavior
- Context of the situation
- Repetitions and patterns
- Individual emotional codes
- Individual sensory profile

OBSERVER:

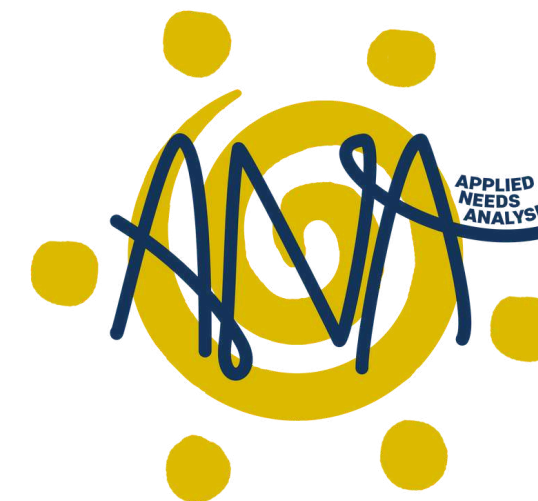
YOU OBSERVE AND DRAW CONCLUSIONS



NARRATOR: YOU COMMUNICATE WHAT YOU HAVE OBSERVED

WE USE AN EASY-TO-COMMUNICATE MODEL IN WHICH THE BEGINNING OF THE STATEMENT AUTOMATICALLY IMPOSES A DECLARATIVE COMMUNICATION STYLE

1. **I see you** swinging your leg
2. **I hear you** talking a lot about geodes
3. **I feel you** hug me tight
4. **I think you** need help



SECURE: PASS THE “LIFE PRESERVERS”

WE DEVELOP A SET OF LIFE PRESERVERS BASED ON OBSERVATION AND COMMUNICATION. WHENEVER POSSIBLE, WE DO SO IN FULL RELATIONSHIP. THE USE OF THE LIFE PRESERVER DOES NOT COME FROM FEAR, BUT FROM CARE.

1. A lifeline doesn't solve the problem;
2. It improves your mood temporarily but significantly;
3. It allows you to survive difficult moments;
4. It helps you make difficult decisions;
5. It's not always healthy;



- on't hesitate to be a shield;
- The only potentially healthy and mature defense mechanism for a child/dependent person is some adult (parent, teacher etc.);
- Protect especially where the child/person does not have the resources to protect themselves in situations and is a risk of severe decompensation

**PROTECT:
YOU PROTECT YOUR CHILD FROM THINGS THAT
ARE BEYOND THEM**





LEAD:

BUT YOU CAN LEAD A PERSON WHO:

- HAS KNOWLEDGE ABOUT THEMSELVES, THEIR **EMOTIONAL CODES AND NEEDS**;
- USES **LIFELINES** EFFICIENTLY;
- KNOWS THAT **YOU ARE ALWAYS** THEIR SHIELD;

IRNS-ASC-1

Inventory of relational needs of students on the autism spectrum

The inventory consists of 60 closed questions (6 questions for each of the 10 scales representing Relational Needs).

The Inventory is accompanied by an answer key. The results can be visualised in a graph allowing you to easily see at what level of satisfaction/frustration of relational needs the child is functioning.

The test is attached by a collection of games and activities to be used by teachers for groups with autistic children. The aim of the activities is to make children aware of the importance of relational needs.



GRY I ZABAWY
WSPIERAJĄCE ROZWÓJ RELACYJNY
U DZIECI W SPEKTRUM I NIE TYLKO

10 pomysłów jak być uważnym na potrzeby relacyjne dla specjalistów pracujących z grupami w których „zachowania trudne” to codzienność.

Joanna Ławicka



CONSENSUS
dr Aśka Ławicka

INWENTARZ IPRU-ASC-1

POTRZEB RELACYJNYCH
UCZNIÓW W SPEKTRUM
AUTYZMU

DR JOANNA ŁAWICKA

IRNS-ASC-1

Inventory of relational needs in family

The inventory consists of 40 closed questions (4 questions for each of the 10 scales representing Relational Needs).

The aim of this tool is to enable parents and family support professionals to gain a deeper understanding of the individual needs of autistic children, which is crucial for building a safe attachment.

The questionnaire can be used by specialists as a supplement to the interview, and can also be used by parents who want to take a more conscious approach to the process of raising an autistic child.

INWENTARZ IPRR-ASC-1

POTRZEB RELACYJNYCH
W RODZINIE DZIECKA ZE
SPEKTRUM AUTYZMU


DR JOANNA ŁAWICKA



ŚCIEŻKI POTRZEB RELACYJNYCH WSPARCIE PSYCHOEDUKACYJNE DLA RODZIN OSÓB AUTYSTYCZNYCH

Scenariusze 15 spotkań psychoedukacyjnych dla specjalistów/
terapeutów oraz zestaw 20 zabaw i aktywności dla całych
rodzin do wykorzystania w domu.

Joanna Ławicka



A TAXONOMY OF RELATIONAL NEEDS-BASED,
ANA-COMPATIBLE
PSYCHOEDUCATION PROGRAM FOR PARENTS

SELF-AWARENESS DEVELOPMENT SUPPORT PROTOCOL

This protocol is divided into five stages. In each stage we address specific areas of self-focus, using facilitators and the individual's internal resources. It is not exactly part of ANA, it is part of my own support system based on the Taxonomy of Relational Needs



SELF-AWARENESS DEVELOPMENT MODEL

The development of self-awareness is a dynamic and multidimensional process that evolves over the course of an individual's life.

In our model, all stages and phases constitute a coherent sequence that allows for the planning of an effective support process

CHILDREN'S COMPETENCY DEVELOPMENT PROGRAM: “HONEYCOMB SLICES”



SEARCHING AND COLLECTIVE GATHERING OF NECTAR

Passion serves as nectar -
a source of inspiration and
motivation for learning.

This is a project of a support system for the youngest children (up to 6 years of age) based on the Taxonomy of Relational Needs. Children's Competency Development Program: “5 Honeycomb Slices” is fully compatible with the Monotropism Theory and the Double Empathy Theory.

As such, it promotes the natural and healthy development of the neuroatypical child. Thanks to this program, it is possible to support a child's development from an early age.



DR. J. ŁAWICKA'S PROPRIETARY PROGRAM

WWW.PATRONITE.PL/ASKA-LAWICKA

TRAUMA TREATMENT PROGRAM

AND MENTAL HEALTH CARE FOR INDIVIDUALS
ON THE AUTISM SPECTRUM

The program is carried out in cooperation with experienced trauma psychiatrists. It includes a comprehensive mental health assessment, including cPTSD. Each individual in the program has a completely personalized treatment plan.

The program is partially funded by dr. Joanna Ławicka's private Fund for Neurodiversity.

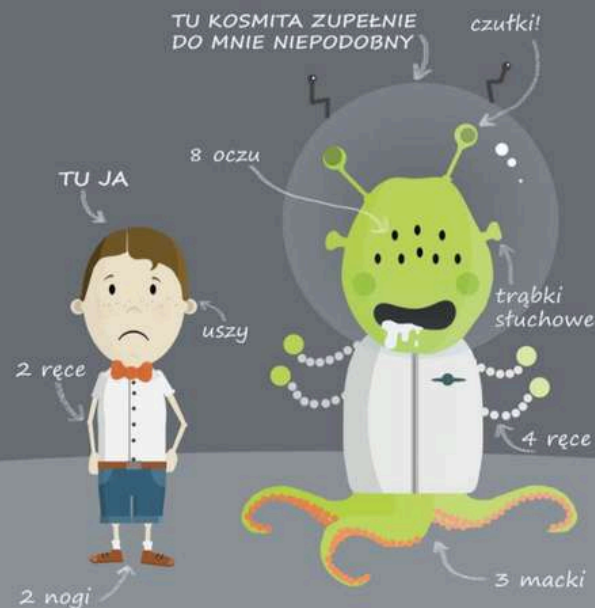
JOANNA ŁAWICKA



JARZMO

SPEKTRUM PRZEMOCY

NIE JESTEM KOSMITA
MAM ZESPÓŁ ASPERGERA



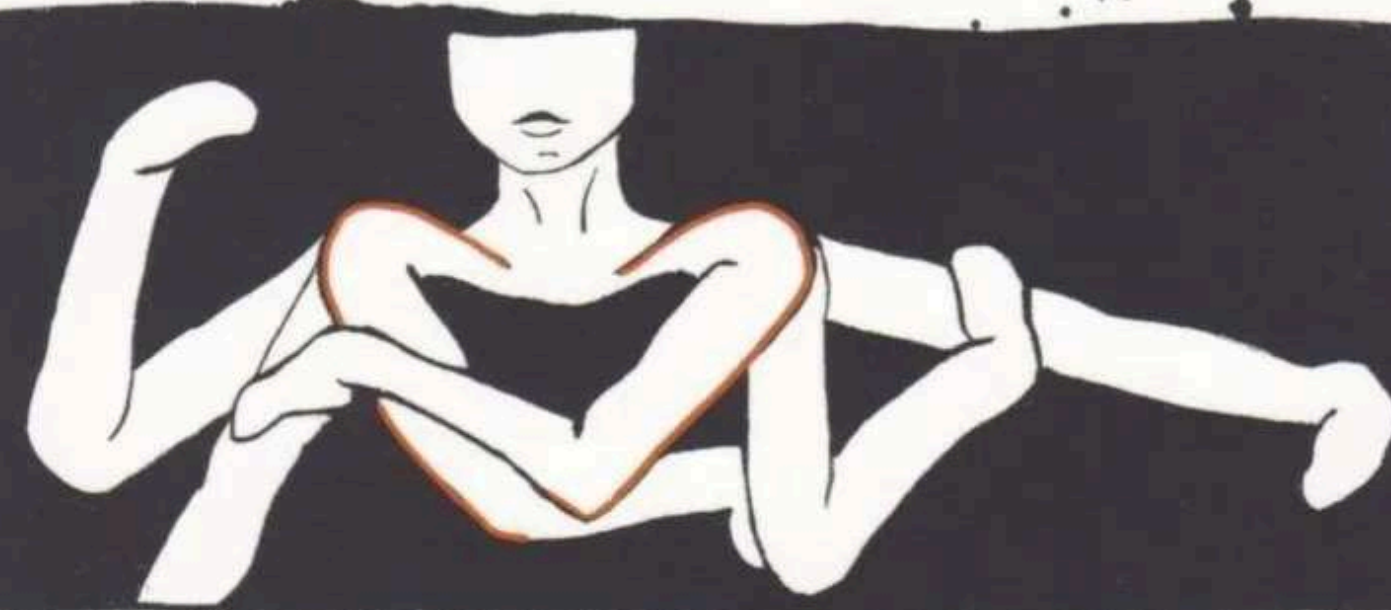
Joanna Ławicka
ilustrowała Marta Stachurska

JOANNA JAKŚ
JOANNA ŁAWICKA




SPEKTRUM AUTYZMU
i Stosowana Analiza Potrzeb

*Człowiek w spektrum autyzmu.
Podręcznik pedagogiki empatycznej*

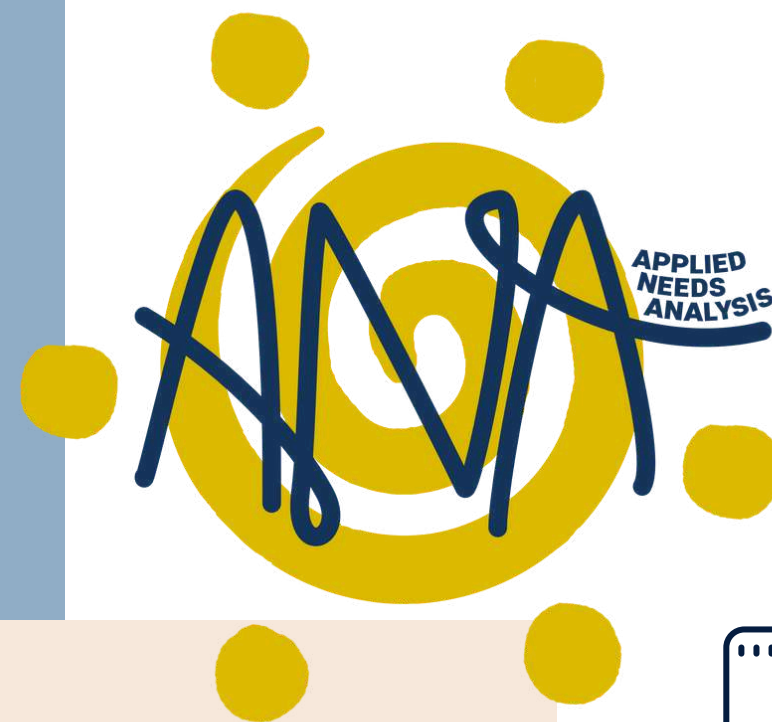


*Joanna Ławicka
ilustrowała Weronika Ławicka*



Autistic children were 6.5 times more likely to harbor a de novo duplication or deletion of a HAR and had 43 percent more recessive mutations in HARs when compared with non-autistic children.

GENOMIC REGIONS THAT SET HUMANS APART FROM OTHER PRIMATES CARRY MANY AUTISM-LINKED MUTATIONS



CONSENSUS
dr Aśka Ławicka

THANK YOU

FOR YOUR COMMITMENT



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