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An example of psychomotor therapy with a child with ASD

This is an example of an 8-year-old child with high functioning autism and coordination problems, who has never been engaged in body-oriented therapies before, and who encounters problems at school, after-school activities, and social interaction.

Goals:

Conjunction between top-down and bottom-up approaches:

- Increasing his motivation and ability to participate in sport activities at school and in the community.
- Acquiring competency in school-based activities such as graphomotor skills and school-related executive functioning skills.
- Improving his physical self-esteem.
- Developing his social skills.

Skills:

To improve in order to succeed the goals such as gross motor skills, graphomotor skills, body awareness (interoception), body-space orientation, relaxation, non-verbal communication skills, social-motor synchronization and rhythmic capacity, executive functioning skills (set a goal, plan, initiate and stop an activity, complete a task, checking, set future goals etc.).

Activity:

Engage in a variety of psychomotor activities and body experiences, such as: trampoline, climbing wall, obstacle courses, ball games, riding a bicycle, track and field, gymnastics, martial arts, dance exercises, Sherborne Developmental Movement, yoga, interoception training, imitation-based, creativity, cooperation and interactional coordination activities, graphomotor exercises, stop-and-think technique (Meichenbaum), CO-OP approach, Brick-by-Brick™ programme. It is a client-oriented approach, just-right challenge, interdisciplinary approach and cooperation with parents and other stakeholders.

References:

Simons, J. (2009). *Introdactie tot de psychomotoriek*. [Introduction to psychomotricity] Antwerpen: Garant.
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