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### Effects of a Collaborative Intervention for Children and Adolescents with Autism Spectrum Disorder (ASD) promoted by Global Integration Method (MIG)

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**F**amily-centered service is an approach to healthcare of children with disabilities and their families that is characterized by family- professional partnerships and includes the engaging of families in goal setting and intervention process. This is one of the main principles of the Global Integration Method (“Método de Integração Global”, MIG), an interdisciplinary, family-oriented and naturalistic intervention program for children and young people with Autism Spectrum Disorder (ASD). The purpose of this study is to examine the effects of the MIG

collaborative intervention process on parent and child outcomes and describe parents’ experiences. Methodology & Theoretical Orientation: In this quasi-experimental design study, 206 Brazilian children and adolescents diagnosed with ASD (74.3% boys, 67% classified as levels 2 and 3 of support), aged between 1.8 to 18.25 (6.92±3.61) years, and their families answered the Canadian Occupational Performance Measure (COPM) and an Experience Questionnaire (developed by the authors to understand parents’ experiences related to family-centered service during intervention) to evaluate effects of a collaborative intervention program. Findings: Parents reported great or very great encouragement from therapists during the process of defining treatment goals (81.1%), planning interventions (80.6%), and providing information and instructions for implementing activities into their daily routine (78.2%). Significant effects were observed in pre- and post-intervention comparisons for performance ( $t[205] = -15.89$ ;  $p < 0.001$ ,  $d = 1.11$ ) and satisfaction ( $t[205] = -14.36$ ;  $p < 0.001$ ,  $d = 1.10$ ) evaluated using COPM. Regarding to parental satisfaction with the intervention program, 93.5% of parents were satisfied or very satisfied. Conclusion & Significance: At the end of the intervention, parents were satisfied and believed that family-professional collaboration was incorporated into the program. The MIG program resulted in significant improvements in performance and satisfaction of collaboratively established functional goals. The findings of this study contribute to advances in the rehabilitation of children and adolescents with ASD.

#### Biography

Thalita Karla Flores Cruz holds a degree in Physical Therapy from the Pontifical Catholic University of Minas Gerais (2013), a master’s degree in Neuroscience from the Federal University of Minas Gerais - UFMG (2016) and a PhD also in Neuroscience (2020). She is certified as a Specialist in Neurofunctional Physical Therapy for children and adolescents by the Brazilian Association of Neurofunctional Physical Therapy - ABRAFIN (2022). She is currently a researcher at Neurodevelopment, Cognition and Inclusive Education Institute (INCEI-TREINITEC), consultant for the TREINI® and MIG® Intensive Methods at TREINITEC (a private sector company that develops products and services for the rehabilitation of children and adolescents with disabilities), and member of the Physical Therapy Committee for Autism Spectrum Disorder (ASD) at Regional Council of Physiotherapy and Occupational Therapy of the 4th Region (CREFITO-4 MG).

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