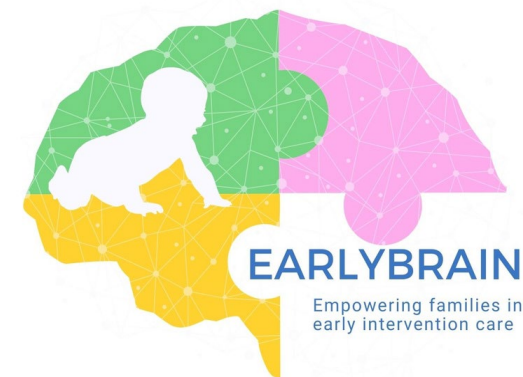


The use of storytelling to tackle behavioural issues in children, the EarlyBrain project

Speaker: Irene Bertana, Senior Policy Officer, EASPD





Aim of the project:

Provide parents and relatives of children with developmental disorders with specific knowledge and skills to promote the development of their children.



How?

By developing a set of **training content** for parents/caregivers to increase their competencies, skills and strategies in:

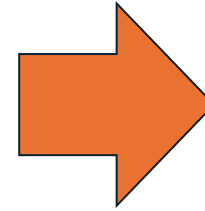
- identifying problems and/or deficits early;
- managing children's behaviour during daily routines;
- involving their children in play and social interaction;
- contributing to the perception of self-efficacy and increased well-being.





Developmental conditions

Developmental issues impact an individual's physical, cognitive, emotional, or social development. These issues can affect daily functioning and may require specialized support.



EARLY ONSET

DEVELOPMENTAL DEFICITS

**WIDE RANGE OF
CONDITIONS**

AUTISM SPECTRUM DISORDER (ASD)

ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)

INTELLECTUAL DISABILITIES

LEARNING DISABILITIES

COMMUNICATION DIFFICULTIES

MOTOR DIFFICULTIES



Why storytelling?



- **Enhanced Language Development:** it stimulates language skills, vocabulary, and comprehension in young children, aiding in early literacy development.
- **Cognitive Growth:** it fosters imagination, critical thinking, and problem-solving abilities, promoting cognitive development in early childhood.
- **Emotional Understanding:** Stories help children identify and navigate emotions, promoting empathy and emotional intelligence.
- **Bonding and Communication:** Storytelling encourages bonding between caregivers and children, enhancing communication skills and nurturing positive relationships.





Erasmus+

#ChoiceAndControl

**Duration: Nov 2022
- Oct 2025**

The partnership

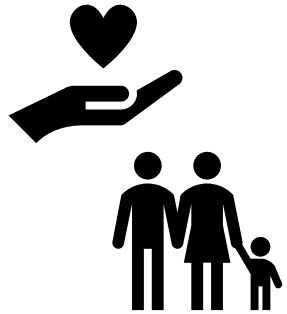


- IRENEA - Instituto de Rehabilitación Neurológica (Spain) [Coordinator]
- Istituto di Gestalt (Italy)
- Fundación TMA (Spain)
- European Association of Service providers for Persons with Disabilities (Belgium)



WP2: Development of Toolkit

- Best practices selection
- Development of training resources
- Co-creation of tales and stories
- Guidelines for users
- Design and validation activities



WP3: Policy Recommendations

- Draft recommendations
- Coordinate the exchange of practices among practitioners
- Guidelines to identify and engage relevant stakeholders
- Awareness raising





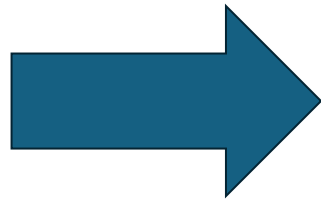
Erasmus+

Duration: Nov
2022 - Oct 2025

#ChoiceAndControl

All the stories

- Lucas doesn't want to cut his hair
- Super Marta against the toilet
- Happy holidays
- Exquisitely Maria
- The slip-on club



SUPPORT MATERIALS FOR PARENTS AND CARERS

STORIES

AUDIOBOOKS



Lucas had long hair mainly because he didn't like going to the hairdresser: he was very afraid of scissors, razors, and the noises and sensations they produced on him.



Additionally, he did not like strangers and was afraid of the hair salon because of the noises, the bright lights and all the tools for a hair cut.



To help overcome his fears, his parents decided to play with toys as if it was a hair salon. Lucas was thus able to wash and cut the hair of teddy dolls and understand how the hair cut process works by doing it himself in a game.



Lucas doesn't want to cut his hair

Each story has training materials for parents with concepts addressed in the story with definition, clinical characteristics, how it is reflected in the story and bibliography.

Concepts:

- Cognitive inflexibility
- Sensory hypersensitivity
- Childhood reasoning in new situations
- Anxiety and phobia
- Social skills in early childhood and the relationships with strangers in their inner circle
- Visual anticipators & role playing
- <https://online.fliphtml5.com/zlabo/zutr/#p=1>



Lucas doesn't want to cut his hair



Super Marta against the toilet

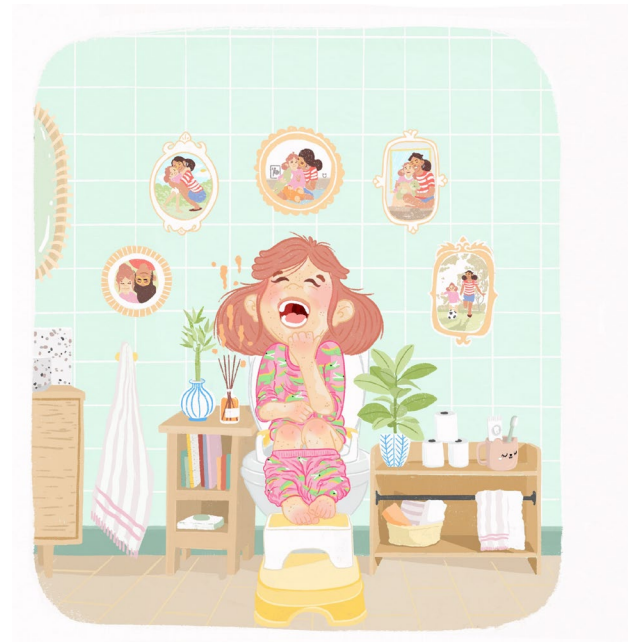
At the beginning of the story Marta is learning how to use the toilet but she has some problems due to fear, uncomfortable smells and feelings



Her mom tries out a few strategies which include, eating more fruits, doing tummy exercise and rewarding her with stars when she uses the toilets to poop



She also adapts the toilet to make it nicer, adapting the wc for her to sit more comfortably, and playing with her while in the toilet, and in the end super Marta overcome her fears!





Super Marta against the toilet



Concepts:

- Cognitive inflexibility
- Intentional withholding
- Optimal diet
- Visual cues

