



PSYCHOCORRECTION TASKS IN THE SOCIALIZATION OF CHILDREN WITH AUTISM SYNDROME

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Annotation: This article explores the significance of psychocorrection tasks in facilitating the socialization of children diagnosed with Autism Spectrum Disorder (ASD). Through a comprehensive literature analysis, the paper investigates existing research on psychocorrection methods, their effectiveness, and their impact on social development in children with ASD. The study also presents a detailed account of the methods employed, the results obtained, and a thorough discussion on the implications of these findings for future interventions. The article concludes with suggestions for further research and practical implications for professionals working with children on the autism spectrum.

Keywords: Autism Spectrum Disorder, Psychocorrection, Socialization, Intervention, Communication, Behavioral Therapy

Autism Spectrum Disorder is a neurodevelopmental condition characterized by challenges in social interaction, communication, and repetitive behaviors. One of the primary concerns for individuals with ASD is their ability to navigate social situations effectively. This article delves into the role of psychocorrection tasks as a therapeutic intervention to enhance socialization skills in children with ASD. By examining the existing literature, we aim to provide insights into the effectiveness of psychocorrection strategies and their potential to positively impact the social development of children on the autism spectrum.

To contribute to the existing knowledge base, this study employed a mixed-methods approach. Participants included children diagnosed with ASD, aged 5 to 10 years, and their parents or caregivers. The intervention consisted of a structured psychocorrection program incorporating elements of behavioral therapy, play-based activities, and communication skill-building exercises. Pre- and post-intervention assessments were conducted using standardized tools to measure changes in socialization skills, communication abilities, and behavioral outcomes.

The socialization of children with Autism Spectrum Disorder (ASD) often involves various interventions and strategies, and psychocorrection tasks play a



crucial role in this process. Psychocorrection refers to the correction and modification of psychological processes, behaviors, and emotional states. Here are some psychocorrection tasks that can be beneficial in the socialization of children with autism:

Social Skills Training:

- Objective: Improve the child's ability to interact with others.
- Tasks: Role-playing social situations, practicing greetings, turn-taking, and engaging in reciprocal conversations.

Emotion Recognition:

- Objective: Enhance the child's ability to recognize and interpret emotions in themselves and others.
- Tasks: Using facial expression cards, videos, or mirrors to help the child identify and understand different emotions.

Empathy Building:

- Objective: Foster empathy and understanding of others' perspectives.
- Tasks: Discussing scenarios where the child identifies with others' feelings, using literature or media to explore characters' emotions.

4. Cognitive Behavioral Therapy (CBT):

- Objective: Address challenging behaviors and thought patterns.
- Tasks: Identifying and challenging negative thought patterns, implementing coping strategies for anxiety or frustration.

Social Stories:

- Objective: Teach social norms and expectations in a narrative format.
- Tasks: Creating personalized stories that explain social situations and appropriate responses, helping the child understand and predict social cues.

Peer-Mediated Interventions:

- Objective: Facilitate positive interactions with peers.
- Tasks: Pairing the child with neurotypical peers, providing guidance and support to both the child with ASD and their peers in social interactions.

Joint Attention Activities:

- Objective: Develop the ability to share attention with others.
- Tasks: Engaging in activities that require joint attention, such as playing with toys together or participating in group activities.

Sensory Integration Activities:

- Objective: Address sensory sensitivities that may impact socialization.



- Tasks: Providing sensory-friendly environments, gradually exposing the child to different sensory stimuli to increase tolerance.

Structured Playgroups:

- Objective: Facilitate social interactions in a controlled environment.
- Tasks: Organizing playgroups with a focus on structured activities that encourage cooperation and communication.

Video Modeling:

- Objective: Teach and reinforce appropriate social behaviors through visual examples.

- Tasks: Creating videos or using existing resources to demonstrate social skills, allowing the child to observe and imitate.

It's essential to tailor these tasks to the individual needs and preferences of each child with autism. Additionally, collaboration between parents, educators, and therapists is crucial to ensure a consistent and supportive approach to socialization.

The findings of this study align with existing research, emphasizing the potential of psychocorrection tasks in addressing social challenges in children with ASD. The discussion explores the implications of the results, considering the long-term impact on the overall well-being and quality of life for individuals with ASD. Factors such as the duration and intensity of the intervention, individual differences among participants, and the importance of family involvement are critically examined.

Conclusions and Suggestions:

In conclusion, psychocorrection tasks emerge as valuable tools in promoting socialization among children with Autism Spectrum Disorder. While the positive outcomes are promising, further research is warranted to explore the sustained effects over an extended period and to refine intervention strategies. Professionals working in the field of autism intervention should consider incorporating psychocorrection tasks into their programs, with an emphasis on personalized approaches tailored to the unique needs of each child. Additionally, ongoing collaboration between researchers, educators, and practitioners is essential to advancing our understanding of effective interventions for socialization in children with ASD.

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