

## Educational areas and primary and complex objectives

<b>Neuropsychological area Prerequisites</b>	<b>Primary Objectives</b>	
	Social attention Social responsiveness Imitation Communication initiative Work attitude Sensory regulation	
<b>Motor-Praxic Area</b>	<b>Primary Objectives</b>	<b>Complex Objectives</b>
	Basic motor schemes Bimanual coordination Eye-hand coordination	Complex motor skills Individual sporting activities Team sports activity
<b>Cognitive area Learning</b>	<b>Primary Objectives</b>	<b>Complex Objectives</b>
	Discrimination Association and Classification Functional and symbolic play Memory Problem solving	Functional reading Functional writing Logical-mathematical skills School subjects (Curricular skills)

	<b>Primary Objectives</b>	<b>Complex Objectives</b>
<b>Social area</b>	Proximity Support the gaze of the other Rotation Sharing materials Collaboration	Request for help and ability to accept it Participation in social activities Participation in organized groups

	<b>Primary Objectives</b>	<b>Complex Objectives</b>
<b>Affective-emotional area</b>	Recognition of emotions on oneself Recognition of emotions on others Recognition of emotions related to situations (context-specific)	Adjusting the behavior based on personal emotions Adjusting the behavior in relation to others' emotions Construction of the autobiography

	<b>Primary Objectives</b>	<b>Complex Objectives</b>
<b>Linguistic-communicative area</b>	Understanding an instruction offered verbally, with gestures and/or visual support	Understanding and answers to questions and comments

	<p>Naming of objects, people, food both for real and visual support.</p> <p>Formulation of a request to express wishes and needs with verbal language, deixis and/or visual support.</p>	<p>Finding Information</p> <p>Ability to hold a conversation</p>
<p><b>Personal Autonomy Area and Adaptive behavior</b></p>	<p><b>Primary Objectives</b></p>	<p><b>Complex Objectives</b></p>
	<p>Alimentation</p> <p>Personal hygiene</p> <p>Dressing, undressing</p> <p>Movements in living environments</p> <p>School life</p>	<p>Homemaker (e.g.: making the bed, etc.)</p> <p>Integrative skills (e.g.: using the watch, use a telephone, etc.)</p> <p>Moving independently</p>

**I M P O R T A N T**

**Do not feel frustrated!**  
**It does not always be possible to achieve all the goals**

