

## **Tolerance Skills: Developing Autonomy and Quality of Life for Learners with Moderate to Severe Difficulties**

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### **Abstract:**

Teaching tolerance skills to challenging situations is essential for learners, especially those with complex medical conditions, rare diseases, autism, or severe interfering behaviors. These situations may involve interacting with objects, activities, or people, but they also require tolerance to contexts that do not involve direct interaction, such as using medical equipment or experiencing unavoidable everyday experiences (e.g., lights out, noises, or basic social interactions).

When learners are unable to tolerate these situations, they often display interfering behaviors, such as crying, screaming, or running away from the environment. Teaching tolerance to these situations is essential to avoid the phenomenon known as “Walking on Eggshells,” whereby the learner avoids experiences for fear of triggering interfering behaviors or severe crises. This avoidance can result in significant limitations in the learner’s life, restricting their quality of life, opportunities for socialization, and full participation in the community.

To overcome these limitations, it is crucial to use protocols that meet the specific needs of each learner. The Essential for Living protocol suggests prioritizing these objectives and promotes systematic desensitization curricula to develop tolerance skills.

The objective of this lecture is to present how it is possible to teach learners to face these situations in a functional way, without interfering behaviors, promoting a more dignified and autonomous life.

### **About the Speaker:**

Daiton Martins is a Speech-Language Pathologist and Behavior Analyst, with a Master of Science in Applied Behavior Analysis (ABA) from TCSP - The Chicago School of Professional Psychology (USA). He is certified as a BCBA (Board-Certified Behavior Analyst) and has an International QBA Certification from the QABA Board.

In addition, he is an instructor and trainer by PCMA and holds certifications in PFA and SBT Level 5 for severe behaviors. He currently works as Clinical Director at CEDIN, coordinating interventions with autistic children aged 2 to 19. He is also recognized as a researcher, consultant and ABA supervisor, with extensive experience in implementing therapeutic programs and behavioral support strategies.

