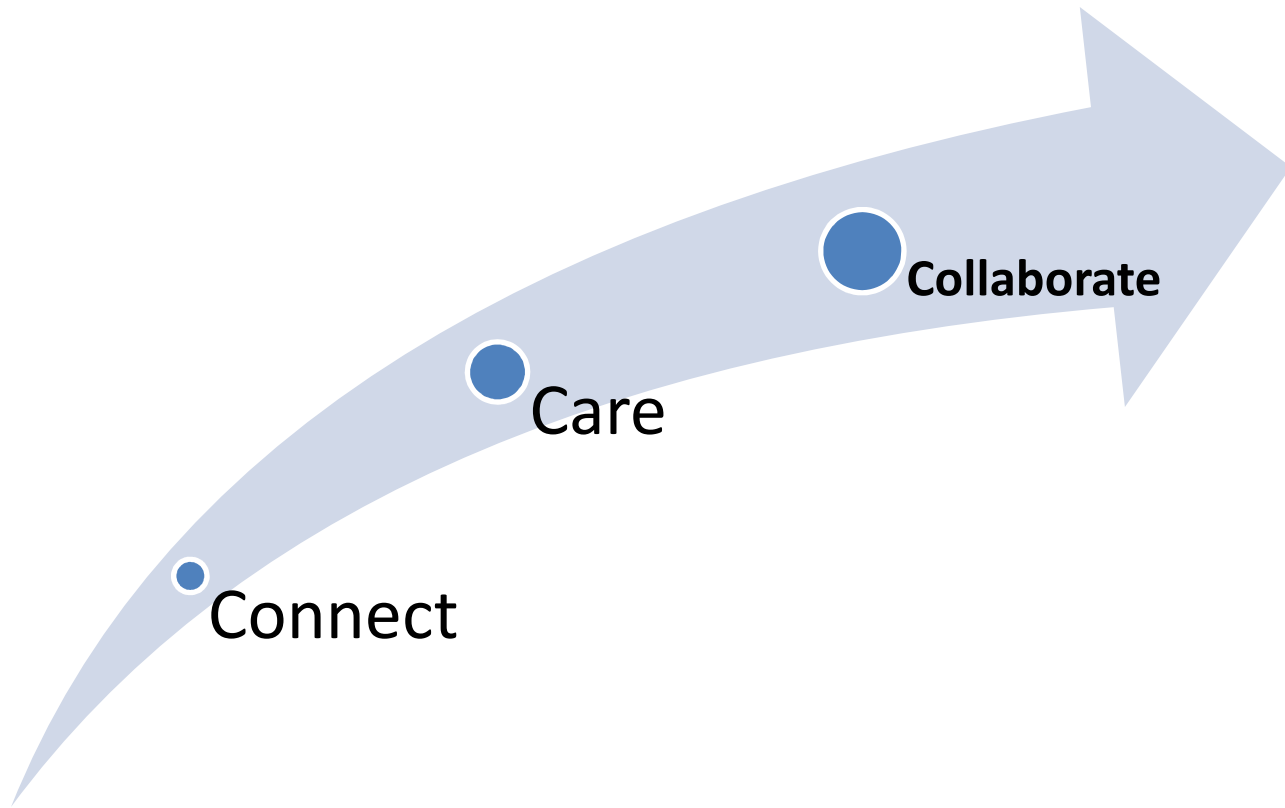


Mastering Milestones in Autism Remediation

Kathy Darrow, BA
Mom and
RDI Certified Consultant

Autism One 2012



rdiTM
relationship development intervention





NOW WHAT??

What did I want for my boys?

What defines a good quality of
life?

Quality of Life Measurements

Friendship

Marriage

Employment

Independence

Family

Employers are looking for...

Flexibility

Problem solving skills

The ability to collaborate with others

Creativity

The ability to integrate ideas

The ability to share perspectives

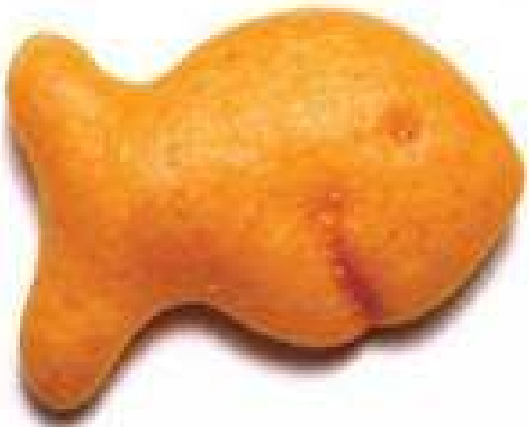
Connect, Care, Collaborate, Compete

the foundations needed

- For home
- For school
- For friendships
- Understanding the core reasons for relationships

And Ultimately compete in the world as an independent adult

Goldfish



Broccoli



How did we learn?

twins - perspective taking

What are the foundations for development
for further problem solving, skills,
perspective taking,
Friendships, employability...and on and
on.....

Video examples

What is Dynamic Thinking/ Intelligence

What you can do with what you know

Learning through shared experiences

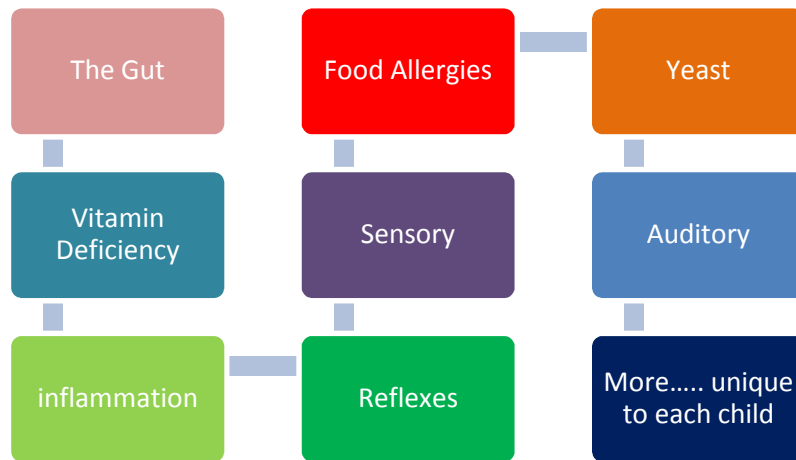
- Involves major processes like flexible thinking, reflection, experience sharing communication, and self awareness
- Rapidly & effectively review options and select the best-fitting responses in the face of complex, changing environments.
- Understand that even the most careful plans and well thought-out strategies will inevitably require revision
- Strongly motivated to gain more understanding and competence in the world. A desire to expand what they can do, where they can do it and who they can do it with.
- Actively seek to construct and revise meaning wherever and whenever they can, including personal and shared experiences and experiences of failure as well as success

and so much more

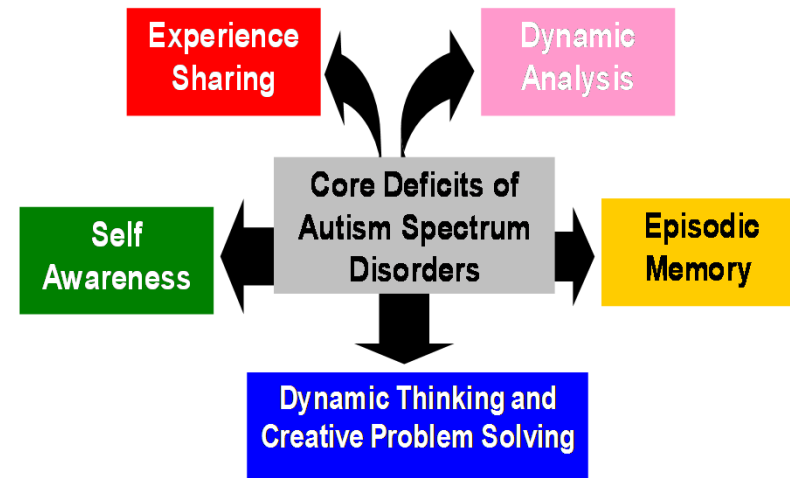
| AREA | STATIC INTELLIGENCE (Static Abilities) | DYNAMIC INTELLIGENCE (Dynamic Disabilities) |
|--|--|--|
| Thinking and Problem Solving (Cognition) | Associative Black & White Detail Analysis Parts – to – whole Procedural Rule-based thinking | Alternative thinking Critical thinking Good enough thinking Grey area thinking (fuzzy logic) Hypothetical (“what if”) Improvisational thinking Reflection Simultaneous processing |
| Social & Communication | Desire Language Questioning Requesting Responding Scripting Social Rules | Collaborating Co-creating Empathizing Multi-Channel communication Perspective taking Regulating & Repairing |
| Self | Compliance Self-description Self-recognition Needs Desires Preferences | Emotional regulation Goal-setting Planning, preparing, previewing Self-efficacy, resilience Self-evaluating Troubleshooting |

Bio Medical + Dynamic thinking

Health and movement that may need to be addressed in children with ASD



Core areas that need to be addressed in children with ASD



Breaking it down

Intersubjectivity is "The sharing of subjective (Mental)states by two or more individuals." (Scheff 2006). It refers to shared emotion (attunement), shared attention, and shared intention.

Inter

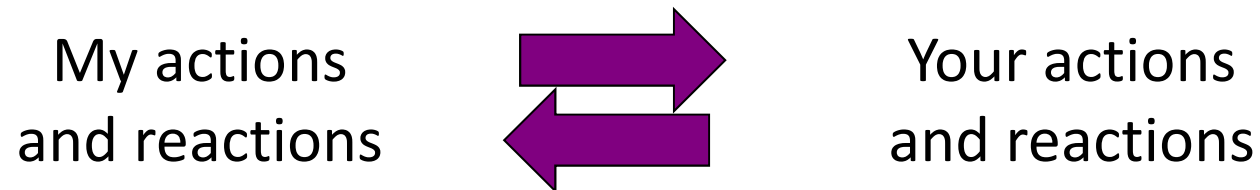
Subjectivity

Happening between
people

Your unique appraisal,
thoughts, perceptions,
feelings, memories
and dreams

Primary Intersubjectivity

Coordinating actions and emotional states (3-9 months)



How coordinated are we?

The topic is “us”
(Peek-a-boo)

Daniel Stern/Alan Fogel

What does The Remediation process look like

Typical developing child

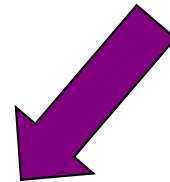
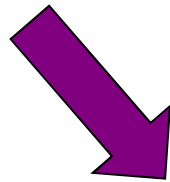
RDI's second chance

Secondary Intersubjectivity

Coordinating subjective reactions to common perceptions (9-15 months)

My reactions
to what we
perceive

Your reactions
to what we
perceive



A common external reference point

The topic is our shared experience of what we see,
hear, feel, taste and smell
(Looking at something together)

What does the Remediation process look like

Typical developing child

RDI's second chance

Third Level Intersubjectivity

Interpreting your intentions through your actions (15-24 months)

My
Actions

Your
actions



My intentions and your intentions

The topic is our expectations and intentions
(Knowing your partner's next action without him/her telling you)

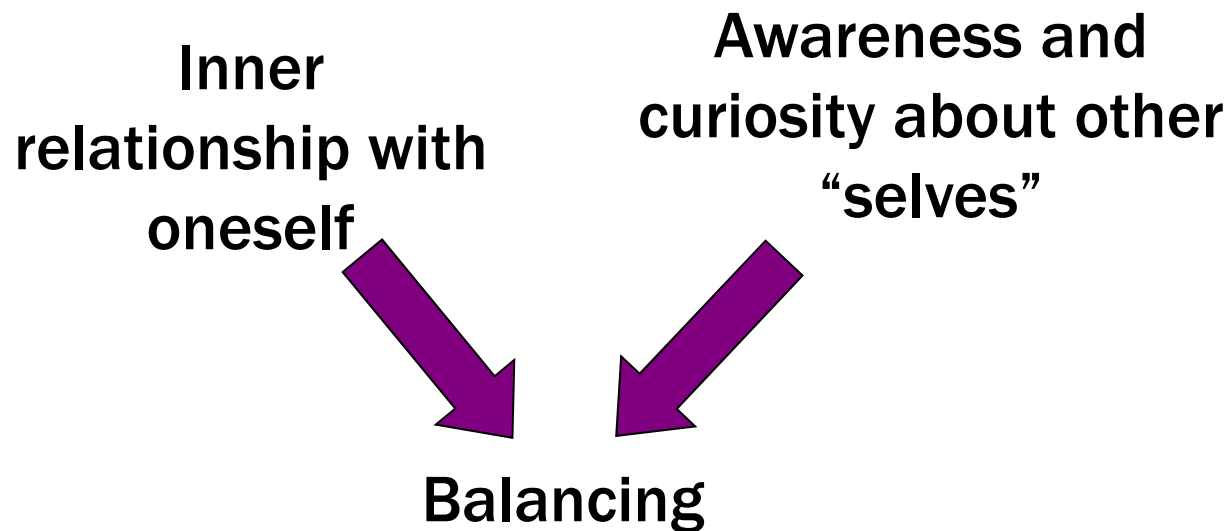
What does The Remediation Process look like

Typical developing child

RDI's second chance

Fourth Level Intersubjectivity

external and internal reference points
(24-36 months)



The topic is coordinating our shared internal and external worlds

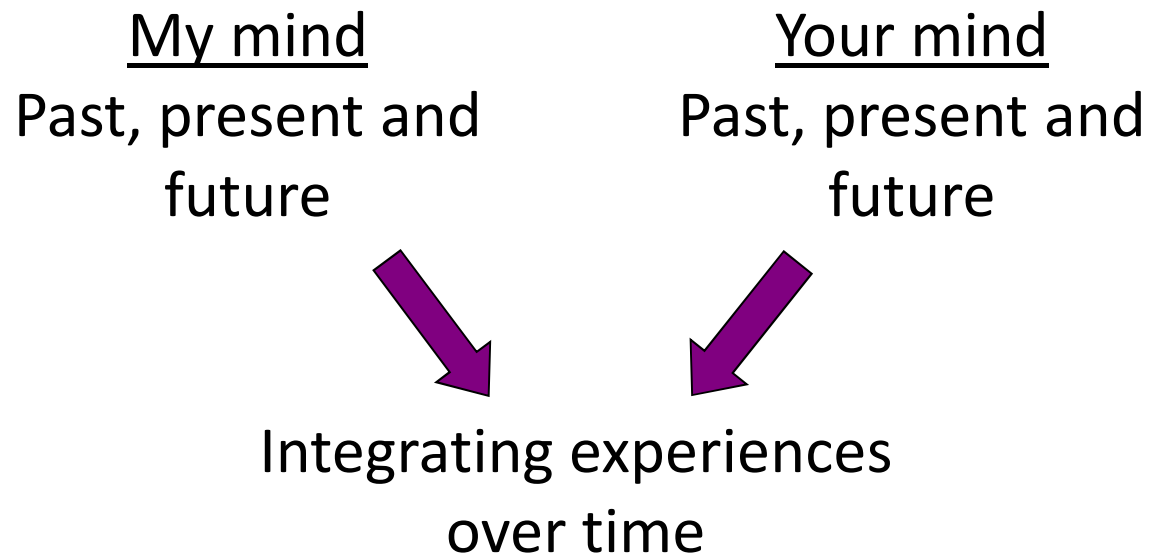
(Figuring how to blend your perceptions with your partner's perceptions)

What does the Remediation process look like

Typical developing child

RDI's second chance

Fifth Level Intersubjectivity



Topics are about reminiscing, reflection, and
collaborative planning
(A conversation with friends about a past trip)

Typical development answers the
question....

*Is there something
missing?*



Take home strategies
to foster dynamic thinking

When engaging with your child remember the 4

S's

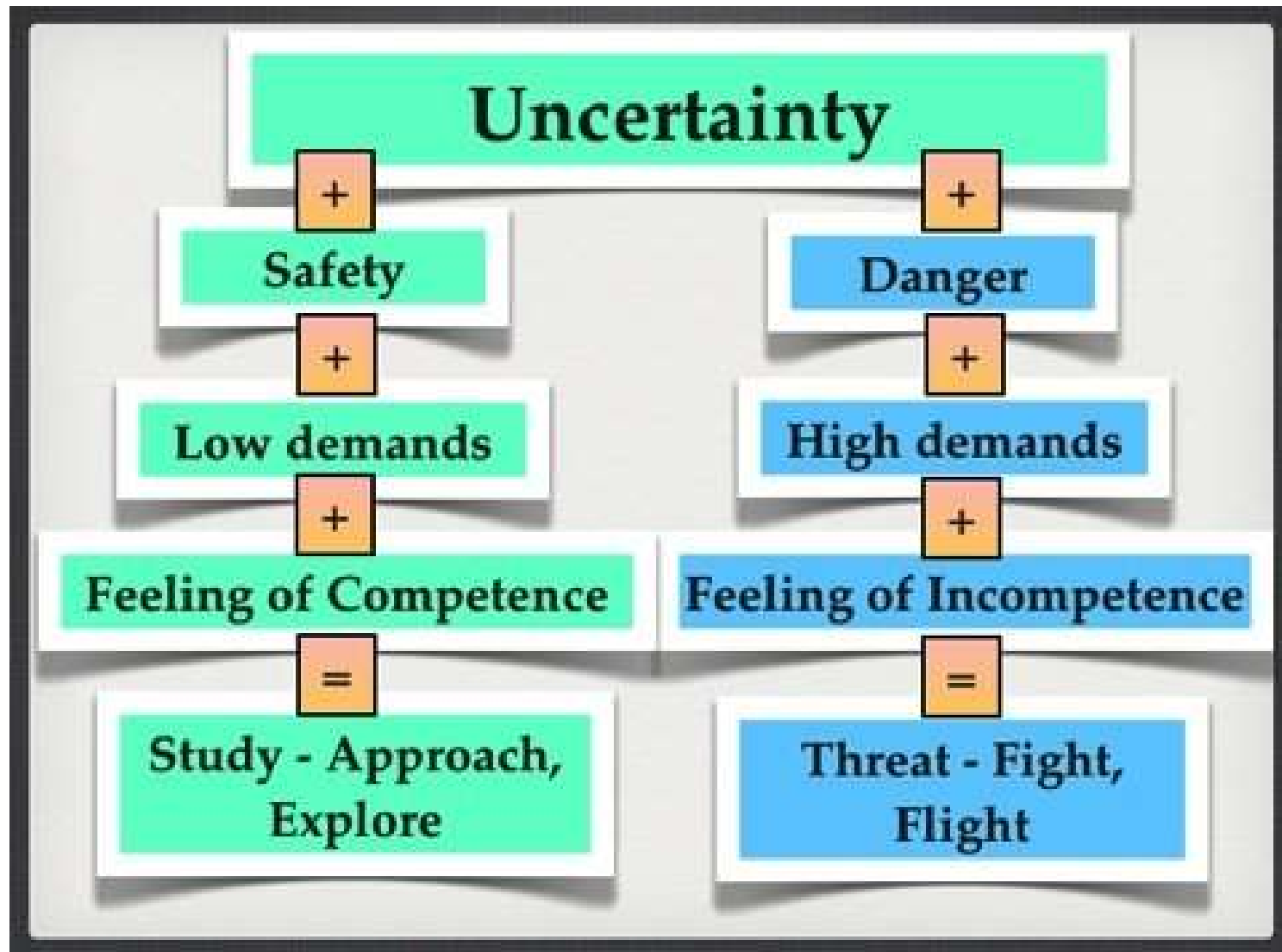
- 1. Keep it Simple*
- 2. Keep it Slow*
- 3. Keep it Short*

Keep it Simple

- Simplify the demands for your child (just a small challenge so they feel safe)
- Simplify the environment. We want the relationship to be the most powerful thing
- Simplify and balance the “to do” list

Plan ahead to incorporate moments in the day for experience sharing and to foster thinking

You should not always feel rushed!



Keep it slow

- Slow down your pace and give your child time to process your actions
- Give your child time to study any situation
- You should not be doing all the work in the interaction...keeping it slow shows your child you will wait for them...their input is valuable

Count 30 seconds before jumping in, to practice giving that crucial time needed

LEARNING TO STUDY

1. **Infant notices new object.**
2. **Doesn't approach.** The infant may use temporary avoidance, but does not withdraw.
3. **Studying Look:** Lowered heartrate and breathing, focus on the precipitating problem, activation of the Pre-frontal cortical (Limbic) neural pathways.



Dr Gutstein

Productive Uncertainty

- ◆ The challenge has to be great enough to drive the brain to search for greater complexity
- ◆ But it cannot be so great, or consequential that it produces a state of fear or threat
- ◆ Optimal challenges produce a state called “productive uncertainty”
 - ◆ I recognize something different or new
 - ◆ There is no reason to run away, or be afraid of failure
 - ◆ I can slow down for awhile and live with uncertainty, while I try to figure it out
- ◆ Where do these challenges come from?

Keep it short (at first)

- Our kids need to build resilience
- We want them feeling safe and understand that we want to share an experience with them, not concentrate on a task
- Competency helps our kids to see the *relationship* in the engagement
- End the activity on a positive note

4. Self Dialogue

Thinking out loud

This lets your child understand how to start borrowing your perspective without direct instruction from you

Remember how early this process starts in typical development!!!

They get to ponder and think with no pressure!!

Verbalize your thinking in a created "situation"

Choose from different options

Specify how you "arrived" at your decision

The best option to use

Reflect if there is a better way for "next time"

Consider the end result, then review

Creating an optimal communication environment for thinking-

Mindfully engaged-Optimal

- I'm getting ready to leave
- I'm finished my turn
- You are going faster
- That food was delicious

Being told/prompting

- Put your shoes on
- It's your turn
- Slow down
- Finish eating

Starter statements to promote thinking

| | | | |
|---------------|---------------|---------|---------------|
| I can't reach | What a mess | Wow | I'm leaving |
| I feel | This is dirty | Uh Oh | Yummmm |
| I wonder | I see it | Ohhhhhh | This is heavy |

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