



DEVELOPMENTAL APPROACHES TO AUTISM TREATMENT

Kris Worrell, RDI(c) Consultant,
OTR/L

Revel Weber, MSW, LICSW
Vanessa Slivken, MA, LMFT

What is a Developmental Approach?

- Based on Developmental Psychology
 - Meet the child where they are at developmentally
- Emphasises importance of:
 - Engagement (emotionally meaningful interactions)
 - Emotional connections foster growth and development
 - Relationship
 - Regulation
- Child-led, Adult-supported
- In context learning, implemented naturally
- Encourages and motivates thinking and learning
- Enables spontaneous thought
- Parent involvement is essential



DIR/Floortime

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Functional Developmental Capacities (9 Capacities)

D



Developmental Profile of the Child



Sensory
Emotional
Motor
Auditory
Visual

I



Interactions &
family patterns

R

D = Developmental
(the trunk)

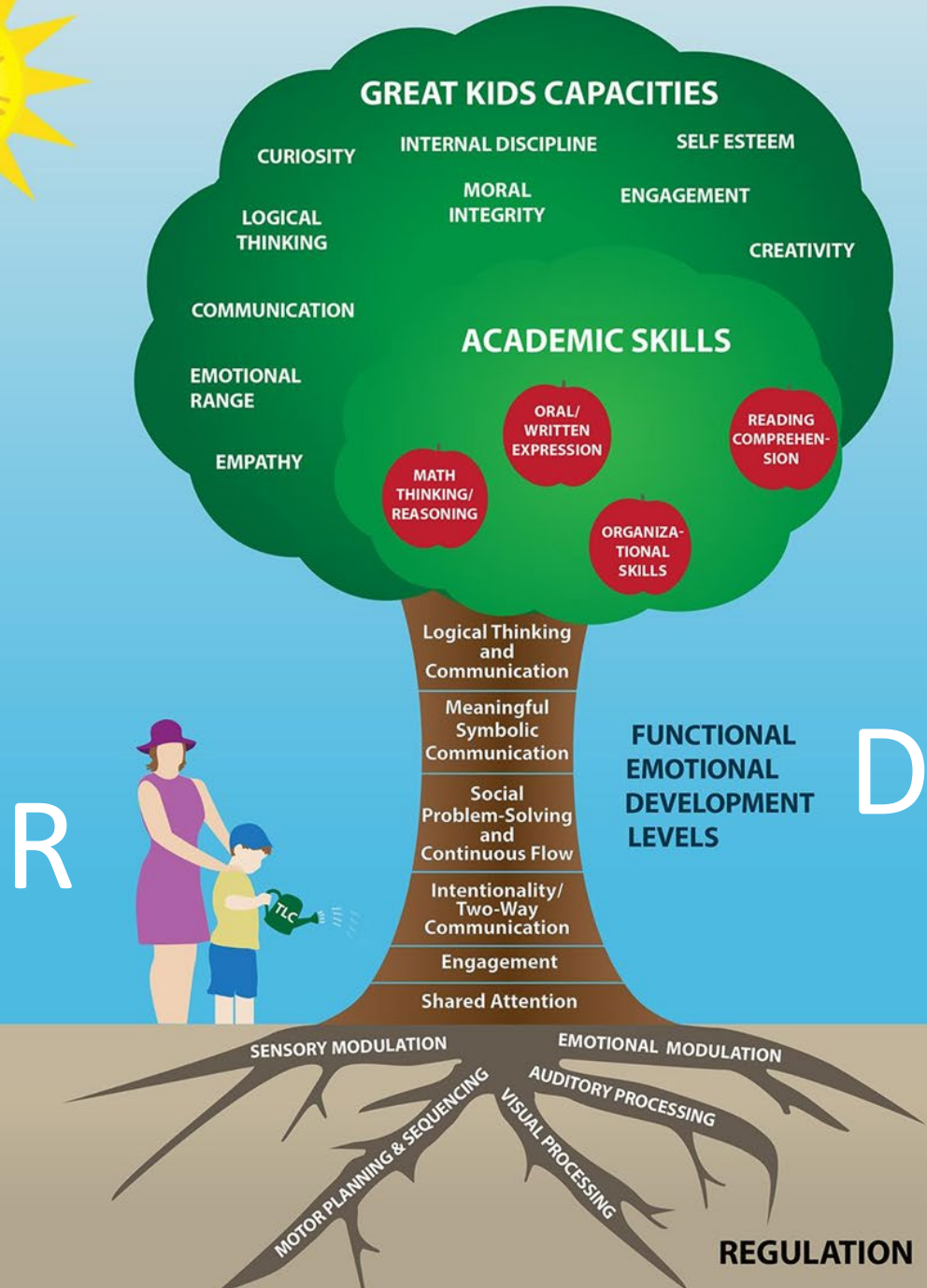
I = Individual Differences
(the roots)

R = Relationship-based

*These 3 things make up the
Developmental Profile of the
child. As providers we use them
to support and guide the client
in their learning.*



THE LEARNING TREE



R



D

I

DIR/Floortime Fundamentals

1. **Following a child's lead** to join their world, harness motivation, and help the child feel more in control
2. **Challenging** to move up the developmental ladder, help with social problem-solving and thinking, and tolerating stress/frustration
3. **Expanding (without taking control)** to encourage creativity, abstract thinking, and understanding dynamic patterns.
4. **Co-regulating** builds the foundation for the child. Before a child can self-regulate, they must first be successfully coregulated.



RELATIONSHIP DEVELOPMENT INTERVENTION

Kris Worrell, RDI(c) Consultant,
OTR/L

Origins of RDI®

Gutstein did not reinvent the wheel but developed an intervention based on

- Observation of parent-child interactions
- Study of neuropathway development

Until RDI®, no one had considered providing an intervention, when the natural parent-child guiding process was disrupted.

Mindful Guide Training shows the broader, deeper potential the parent-child connection provides when we're teaching individuals with different kinds of learning styles

- Consciously using subtle differences gives parents the tools to guide their child in situations they weren't aware were possible

RDI® Mission Statement

The mission of the RDI® program is to provide clients of a wide range of ages, mastery levels, learning strengths and vulnerabilities, with the means for lifelong development of their dynamic intelligence.

This includes providing each client with an optimal entry point, support process and a guiding environment that meets their individual needs

When we can be in synch with each other, there is fun in exploring, we don't have to spend so much time protecting our kids and our clients from surprises, and we begin to see the motivation to grow.



Growth Seeking

Dynamic Intelligence

- Dynamic Intelligence vs. Static intelligence

- Static Intelligence is gathering information and Dynamic Intelligence is how we use that information

- Examples of Static Intelligence (things that are always the same);

Remembering names, procedures, spelling, reading, math calculations, routines, etc.

- Examples of Dynamic Intelligence (things that change depending on outside factors);

How to make friends, how to adapt to change, how to attune to other people, etc.

- "The neural and cognitive foundations for dynamic intelligence are typically constructed through...guided participation." This is supported from research by Jerome Bruner, Barbara Rogoff, Alan Fogel, and Alan Sroufe. - Gutstein, The RDI® Book, pg. Xii

How can I start today?

Slow down	Slow down- find moments of your day that aren't urgent and tune in, watch, listen, experience alongside your child. Be available to support and guide, but not take over or control.
Notice	Notice how others enrich your life and believe that it is possible for your child to feel that joy of feeling connected.
Remember	Remember times you have felt competent, uncertain, supported, mentored. Seek those possibilities for your child.
Consider	Consider small amounts of responsibility that you can transfer to your child that will help build his sense of competence.

Poll

1. Is there interest in another training with a more in-depth overview of the developmental model?
2. Specific topics?
3. Day/Time preferences?

RESOURCES

<https://www.stanleygreenspan.com/>

<https://www.thefloortimecenter.com/>

<http://www.icdl.com/home>

<https://www.profectum.org/>

<https://www.dcsmn.org/>

QUESTIONS?

Thank you!