

Relationship Development Intervention presented by Dynamic Connections

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RDI® Mission Statement

The mission of the RDI® program is to provide students in 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 student with an optimal entry point, staging process and a guiding environment that meets their individual needs

Dynamic Intelligence

- Dynamic Intelligence vs. Static intelligence
 - "Peter Hobson...infers that in autism something interferes with the specific early parent-child learning experiences required for developing dynamic neural networks, while generally leaving the static brain pathways intact." -Gutstein, The RDI® Book, pg. xii
- Uncertainty + security = dynamic thinking
- "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
- Oftentimes when we use dynamic thinking, we are motivated to engage with others to help us manage this complexity, which continues the guiding relationship and even promotes it in a variety of experiences
- Many of these thought processes have been underestimated in individuals with ASD. When I see people from different learning styles apply this kind of intelligence, it provides beautiful diversity, it surprises people and it cultivates shared experiences in everyone involved

Guiding Relationship

RDI® seeks to celebrate and advance the natural guided relationship between caregivers and children

This relationship is developed through comfort, trust, and facing life together

These relationships are how we learn to interact with the world and how we learn to value ourselves as individuals.

This guidance can then be generalized to others, including mentors and friends

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 alternative, when this guiding process was disrupted

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

- Consciously using subtle differences gives parents the tools to guide situations they weren't aware they knew how to before

Mindful Thinking Towards a Guiding Relationship

Daily interactions not only serve instrumental or experience sharing functions but also contribute to brain development.

We provide opportunities, we do not demand or determine the outcome.

Guides slow down to teach small steps.

Guiding is invitational.

Slowing down and finding moments that don't require expectation is a challenge for all of us. RDI® professionals provide a support and structure to show you this is attainable.

Recent research findings have converged on several areas of functioning that appear to be universally impaired in children, teens and adults with ASD

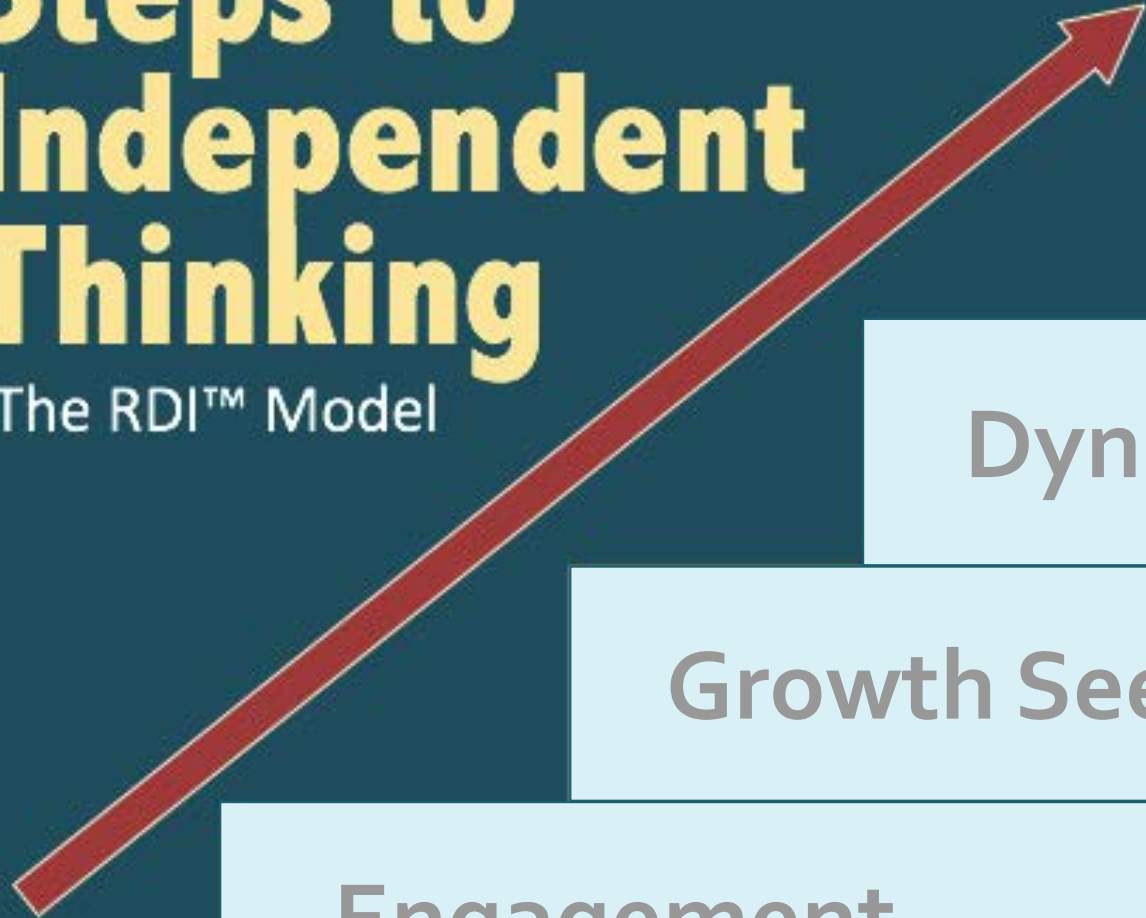
Each of these areas is extremely important for successful, real-world functioning

The combined impact of these impairments is more than sufficient to explain the inability of even those ASD persons with above average IQ's, to achieve autonomy, obtain satisfactory employment and maintain meaningful interpersonal relationships

What gets in the way?

Steps to Independent Thinking

The RDI™ Model



Self-Guiding

Internalizing

Dynamic Intelligence

Growth Seeking

Engagement

Readiness

Readiness

- Prepare to be guides
 - figure out your style, your role in the family, your limits and strengths, vulnerabilities and support for additional help.
- Begin Mindful training
 - Notice of your time, of your environment, your mood, your relationship, of the people you're responsible for
 - Know your limits, times you are not available
 - Notice times you are more relaxed, decide a time to begin being more present with the people around you
- Grow confidence that you provide security
 - parents can be real good at this one
 - Know things that work, use them, and expand them
- Recognize too much stress
 - this is not a place for people to learn
 - it's a place to help recover, provide more security
 - Notice what helps and differences you can provide in the future
- Shift focus from maintaining calm to promoting growth
- When both parties feel available and ready to be with each other, then we're ready to take advantage of experiences which promote togetherness and competence

We establish more comfort and enjoyment with each other.

Interacting with others is motivating. Communicating can be fun and effective. People feel more free to express themselves.

No more need to control all variables!

We feel confident in our connections with our kids, our clients. They feel confident to learn more and more from us, and learn from others as well.

Our kids, our clients feel confident to learn on their own with less reliance on adults. Our kids' relationships have the potential to fulfill and enrich, they no longer intimidate.

Our kids are the commanders of their universe. They affect change and growth and seek out experiences, even challenges which they know they will enjoy and that they can conquer.

What's possible?

Engagement

Motivation to Connect with People is essential

- Provides us with "Why bother?" Or "Who cares?"
- shared experiences
- develops empathy and perspective taking

Providing engagement means making ourselves available to enjoy one another and feel together without the insecurity that we are doing something wrong

- We provide opportunities, we do not demand results

When we feel competent at something, we want to do it more. This can apply simply to interacting with each other

- This is my favorite way to repair disruptions in relationships

Complexity and Security

- Change and newness adds to the "Why bother?"

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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.

Parents and providers learn to construct experiences that encourage exploration without being overwhelmed.



We begin by establishing security, connection, and competence in each other.



Then we challenge! Find the edge. Be aware of the just noticeable difference.



Mastery promotes pride and memories of success.



Challenges provide complexity.

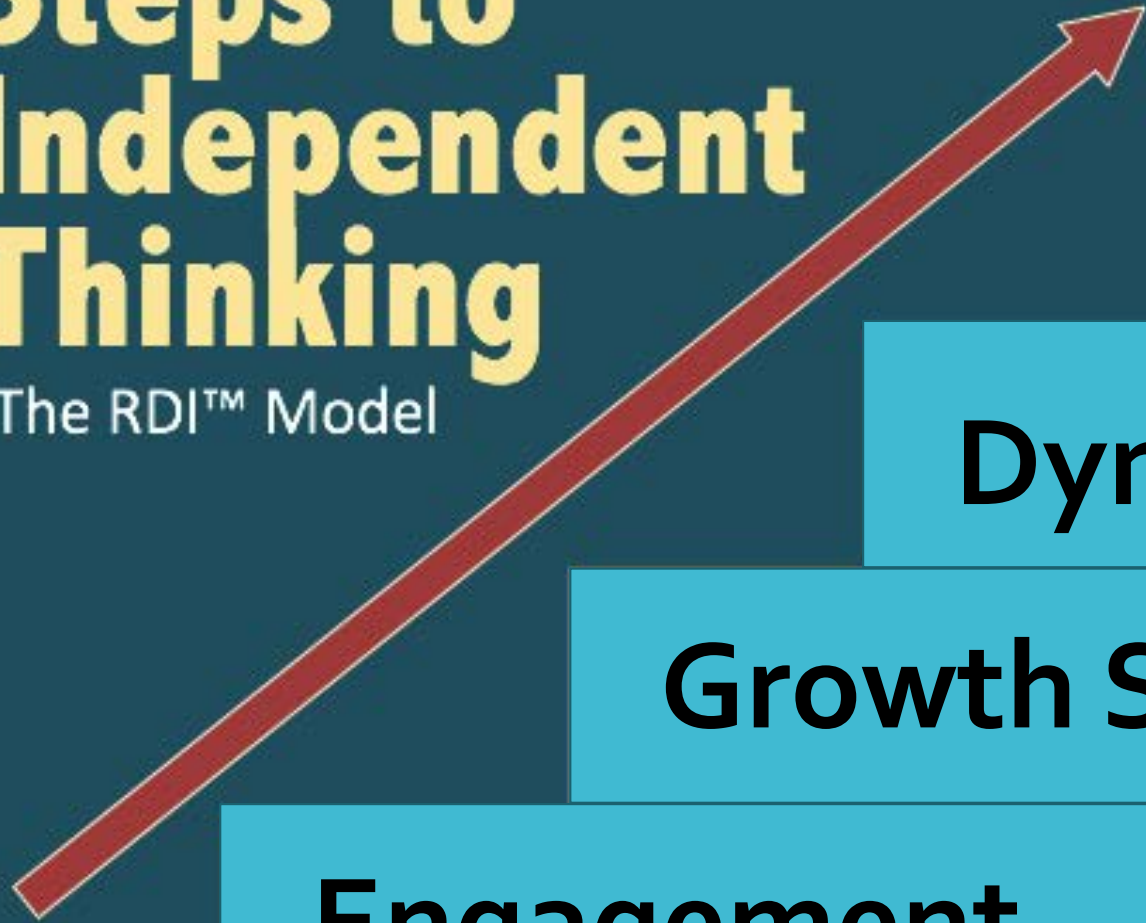


Success elicits trust in the guiding relationship, highlights the individual's strengths, and further motivates more exploration.

Growth Seeking

Steps to Independent Thinking

The RDI™ Model



Self-Guiding

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Engagement

Readiness

How?
If there's some things we could send you home with right now they would be...

Slow down	Slow down- find moments of your day that aren't urgent watch, listen, experience <ul style="list-style-type: none">•Time for yourself•Time with others
Notice	Notice how others enrich your life <ul style="list-style-type: none">•enjoy that feeling even if it's only one moment
Remember	Remember that memory I had you think about and find out how you can repeat that feeling more and more
Consider	Consider places where you could share just a little more responsibility with your family, community, other groups

- Mary Wandrei PhD, LP, QSP - a talented psychologist who oversees client and program goals and parent education. She also has a big impact over how our program guides sense of self, incorporates CBT strategies, and educates about child development
- Kris Worell, RDI® Consultant, Occupational Therapist, Level 1 provider – Kris works in conjunction with Mary developing program and individual goals. She provides the most direct guidance for parents, which is her expertise as an RDI® consultant, as well as for staff.
- Meghan Dunn, RDI® extender, Program Coordinator, Level 2 provider – The Program Coordinator oversees the majority of formal training for our Level 3 providers and provides supervision and observation and direction for Level 2 and Level 3 providers. This requires advanced training in relationship development and supervision from both the RDI® consultant and the QSP.
- Emma Worthley, RDI® extender, Case Coordinator, Level 2 provider – The Case Coordinator is a position for more experienced Level 2 staff, this includes training in RDI®, OT, and supplemental psych strategies such as CBT strategies. The Case Coordinator helps coordinate ongoing support towards ITP's and uses observation and direction with Level 2 and Level 3 providers.
- Direct Care Providers- Level 3 EIDBI providers- study RDI®, OT, and supplemental psych strategies, have a min of 30 mins of observation and direction a week, weekly supervision from the Program Coordinator and intermittent supervision from Kris and Mary.
- only RDI®-influenced program in the state

EIDBI at Dynamic Connections

Research Supporting RDI®

- Beurkens NM, Hobson JA, Hobson RP. (2013) Autism severity and qualities of parent-child relations. *J Autism Dev Disord.* Jan;43(1):168-78.
- Gutstein, S. E., Burgess, A. F., & Montfort, K. (2007). Evaluation of the relationship development intervention program. *Autism*, 11(5), 397-411.
- Gutstein, S. (2004). The effectiveness of Relationship Development Intervention in remediating core deficits of autism-spectrum children. *Journal of Developmental and Behavioral Pediatrics*, 25(5), 375.
- Mahoney, G., and F. Perales. (2005) "Relationship-focused early intervention with children with pervasive developmental disorders and other disabilities: a comparative study." *Journal of Developmental & Behavioral Pediatrics* 26(2): 77-85.
- Prizant, B. (2009). Creating a culture of family-centered practice for the autism community", *Autism Spectrum Quarterly*, Summer, 30-33.
- Schertz, H.H., Odom, S.L. (2007). Promoting joint attention in toddlers with autism: a parent-mediated developmental model. *Journal of Autism and Developmental Disorders.* Sept. 37(8) pp. 1562-1575.
- More research available at www.rdiconnect.com

Helpful resources from Dynamic Connections

The RDI® Book by Steven E Gutstein, PhD

The Whole-Brain Child by Daniel J Siegel, MD and Tina Payne Bryson PhD

How Does Your Engine Run? Leader's Guide to the Alert Program for Self Regulation by Mary Sue Williams and Sherry Shellenberger

Emotional Intelligence: Why It Can Matter More than IQ by Daniel Goleman

Wired for Joy!: A Revolutionary Method for Creating Happiness from Within by Laurel Mellin

Tools of the Mind: The Vygotskian Approach to Early Childhood Education by Elena Bodrova and Deborah J Leong

Planting Seeds by Thich Nhat Hanh

"What to do when you..." series by Dawn Huebner PhD

Nurture My Heart--A Nurtured Heart Approach Handbook by Catherine Stafford and Mark Kunzelmann

There are many more resources at www.rdiconnect.com for more about the RDI® approach

Dynamic Connections

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Dynamic Connections strives for every person to feel competent and confident within themselves, within their relationships, and within the world.