



# What is RDI?

## Restoring the Guided Relationship

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HappyOrange

# Why I chose to be an RDI Consultant?

## **Kabir at 5 years:**

Very anxious, Intolerant to change, Rigid thinker, Little eye contact, Scripted speech, Echolalia, Static Intelligence, Very hard child to parent, ODD (Oppositional defiance)

## **Kabir at 15 years:**

Experience sharing communication, Age appropriate vocabulary, Empathetic, Creative thought process, Problem solver, Risk taker, Self motivated. Independent, **Dynamic Thinker**



## **Keerat at 3 years:**

Verbal stammer, Very little functional speech, Thrower, Impressive static Intelligence, Did not recognize anyone, No sense of personal space, Lost in his world.

## **Keerat at 8 years:**

Expressive communication, Creative thought process, Problem solver, Empathetic, Understands body language, Seeks attention, Risk Taker, Self Motivated. Independent. **Dynamic Thinker**

Happy, Full of life, Naughty kids that have a personality

# Different Growth Trajectory

Stability-  
Maintaining



First 6 months



Typical kids growth trajectory

Post 6 months, typical kids move to a Growth-Seeking trajectory, seeking novelty.



Kids with Autism growth trajectory

Autistic kids prefer to stay on the Stability-Maintaining path, rejecting novelty

Practicing for Mastery



Join Attention, Observing



Growth Seeking

**TYPICAL Children:**

Accept their parents as their Guide.

They seek challenge, novelty and autonomy.



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Referencing and Experience Sharing

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## Children with AUTISM:

Reject the Guided Relationship.

Display powerful desire to maintain stability. Reject novelty.

Don't provide any feedback to the Guide to fuel the engagement.



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Stability Maintaining instead of Growth Seeking

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# Breakdown of the Guided Relationship

Due to lack of feedback from the child parents resort to:

- Intense directing of the behavior
- Compensating for the weaknesses

The forceful directing by the parent is viewed by the child in conflict with his own desires and the child starts to:

- Fight, Flight, Freeze
- Shuts down (stimming, self calming)
- Become passive



# How RDI helps

# RDI restores the Guided Relationship

Through tools like:

- Slowing down
- Less use of language
- More body language

RDI helps **restore the parent/child Guided-Relationship** and enables the parent to be an effective Guide to their child with Autism.



# RDI gets you on a Growth-Seeking path

Through tools like:

- Just Noticeable Differences
- Edge+1 scenarios
- Appropriate scaffolding

RDI introduces novelty to the child enabling them to get on a **Growth-Seeking path.**



# RDI builds Competence

Through tools like:

- Spotlighting
- Building episodic memories

RDI helps **build competence**  
reducing rigidity and increasing  
the risk taking ability of the  
child.



# RDI makes Mindful kids

With tools like:

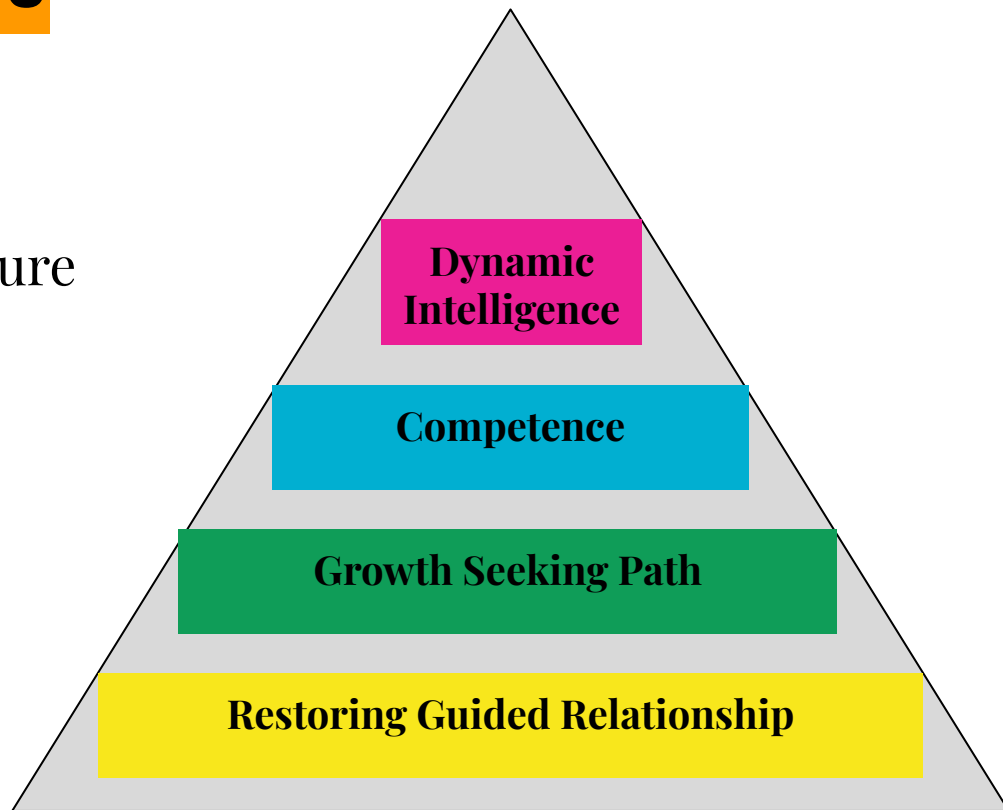
- Declarative language
- Use of less language
- More body language

RDI encourages more referencing to get information, understanding of subtle cues and **Mindfulness** in kids with autism.



# Dynamic Intelligence

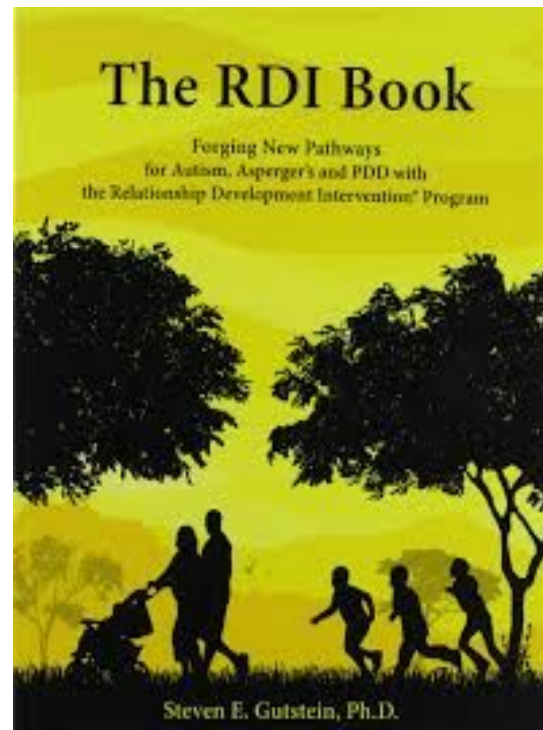
- Adapt to changing environments
- Reflect, connect past and future events
- Filter information and form hypothesis
- Prioritize to make everyday decisions.
- Empathy, perspective taking
- Process multi-channel information



# How RDI works

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1. Free up the child's schedule to make time to do RDI.
2. Get an account on RDI Connect ([rdiconnect.com](http://rdiconnect.com)).
3. Read the RDI book for more information



# Your Consultant's Role

**Step 1:** RDA (Relationship Development Assessment) Assessment of the parent/child Guided Relationship.

**Step 2:** I will assign weekly Goals and assignments for you to work with your child. You will record and share videos through the week. I will review videos and provide feedback. We will meet/sync up once a week.

**Step 3:** We do periodic assessments and as we meet each Goal we will move forward to the next Goal.



# RDI Goals: Pathways to Healing

# Goal 1: Recover, Restore and Understand

1. Recover from Crisis: Feeling of desperation, day today survival than long term goals, feeling like trying everything.
2. Restore your empowerment and hope: Recognize you are the primary influencing agent in your child's life.
3. Restore confidence in your child's potential



# Goal 2: Prepare for Mindful Guiding

1. Creating a mindful communication environment.
2. Using non-directing influencing communication.
3. Slow your communication pace
4. Model space for thoughtfulness.
5. Be aware of overcompensating.
6. ...



# Goal 3: Mindful Guiding Basics

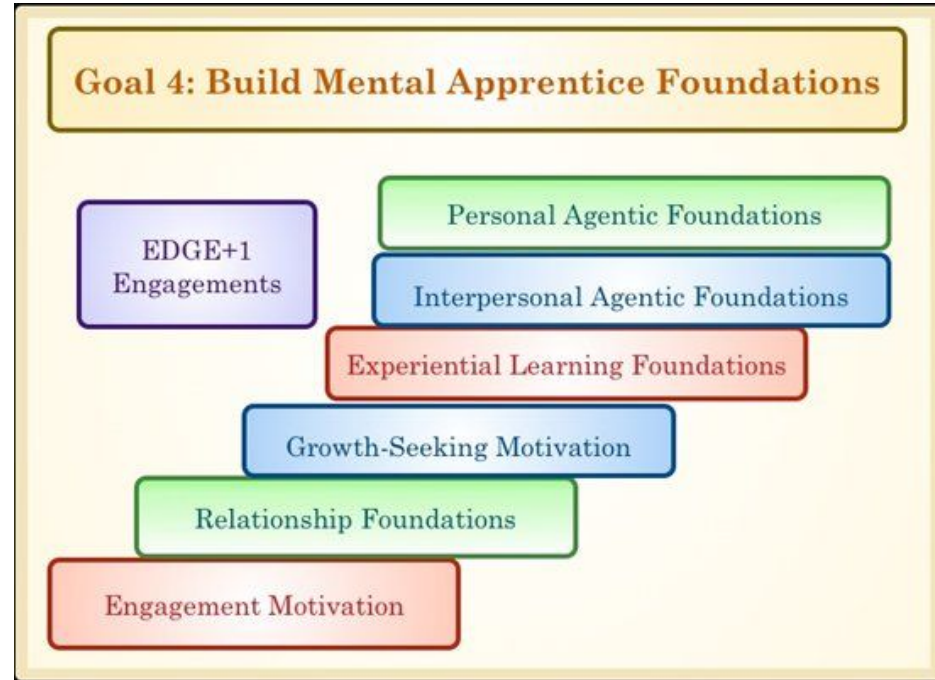
1. **Framing:** Clarifying purpose of engagement, role-relationships, and limit setting.
2. **Scaffolding:** Providing necessary support as a Partner, Facilitator or as a Model.
3. **Co-experiencing** to jointly review memories.
4. **Emotional Bookmarking**
5. **Employing Mental-Rehearsal**
6. ...



**BRAIN UNDER CONSTRUCTION**

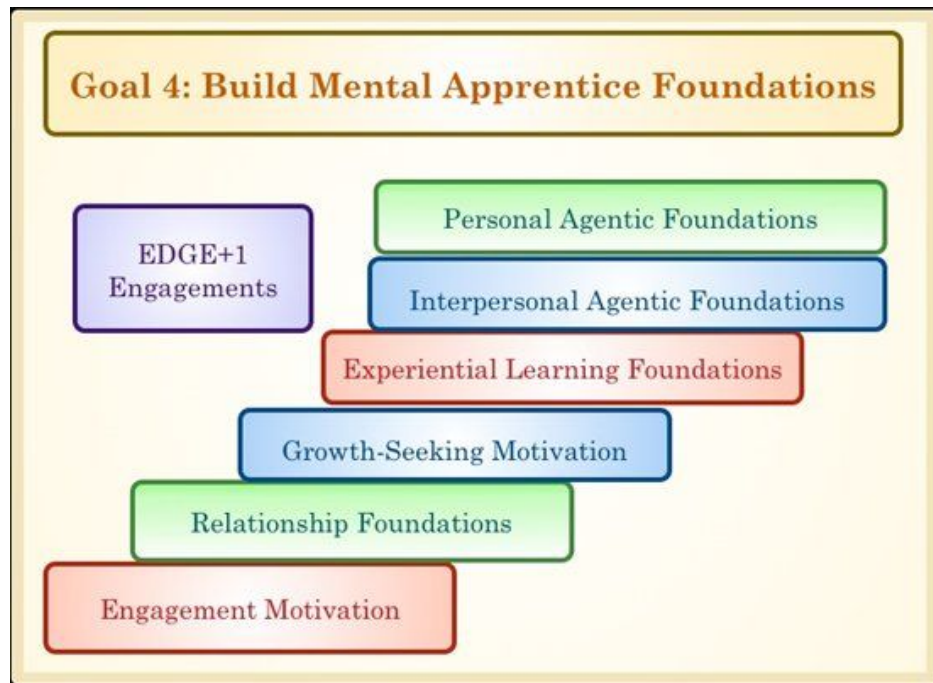
# Goal 4: Apprentice Foundations

1. **Engagement Motivation:** Ability to initiate, maintain and repair engagements.
2. **Relationship Foundations:** Emotional attunement, Synchronized movement, Mutual regulation, Non-verbal dialogue.
3. **Growth-Seeking Motivation:** Novelty seeking, drive for Agency and Autonomy, drive to Explore and Experiment, desire for mental challenges.



# Goal 4: Apprentice Foundations Contd.

- 4. **Experiential Learning:** Learning from your own and other peoples experiences.
- 5. **Personal Agency:** Motivation and ability to influence one's internal and external world.
- 6. **Interpersonal Agency:** Caring, Co-ordinating, Collaborating, Communicating



# Goal 5: Imagination

1. **From External to Internal:** Shift from what we see and hear to Ideas, Feelings, Imagination, Mental Replays.
2. From “here and now” to **Past and Future.**
3. **From Actual to Imagined:** Pretend role-plays, fantasy based narratives.



# Goal 6: Topic Complexity

1. Responsibility for Topic Selection.
2. Increased Topic Complexity.
3. Expectation for Independence.
4. From Guiding to Facilitating.



# Dynamic Intelligence Objectives

# Objective 1: Interpersonal Agency

1. **Collaboration**
2. **Communication**
3. **Friendships**
4. **General Social Expectations**

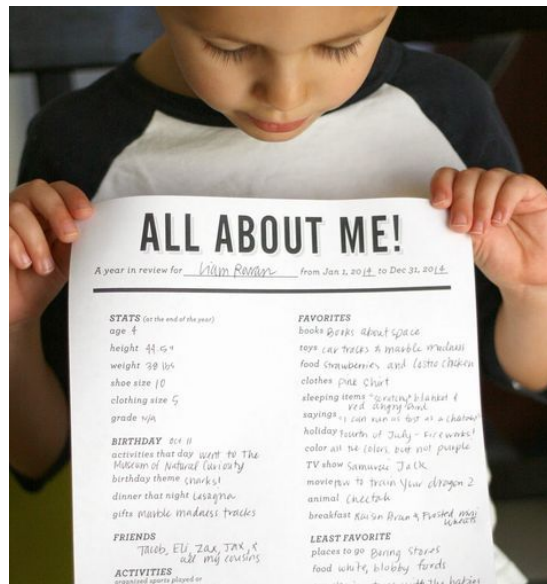


# Objective 2: Personal Agency

1. **Experience Widening:** Divergent thinking, Imagining.
2. **Mindful Decision Making:** Stop and think, generate ideas
3. **Self Regulating:** Behavior, emotion, language, attentiveness.

# Objective 3: Self Development

1. **Personal Identity:** Self as different from others.
2. **Self Awareness:** Self-Reflection, self-evaluation, private experiences of inner fears, shameful actions.



# Next Steps...

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1. **Construct Mission Previews** (Where you see them in 2 yrs, 10 yrs and 20 yrs)
2. **RDA (Relationship Development Assessment):** Both parents will record videos of them working with the child and share with me. I will create an assessment report and a plan based of the findings.

**Thank You.**

## Foundational skills

- Sustained focused attention
  - Attempting challenging tasks than giving up.
  - Recognizing bodily needs of needing a break, snack, water etc.
  - Ability to take mental/physical notes for future reference.
  - Retrieving mental/physical notes as needed.
  - Organizing and cataloging information in your head.
  - Expected social behavior
  - Time management awareness
  - Stress management. How to deal with stressful situations.
- Effective coping