Teaching Children with Autism with a Relationship, Developmental, individualized approach

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SPECTRUM PROJECT
University of Northern Iowa
IOWA! FOR SOME REASON, YOU HAVE TO COME HERE TO BE PRESIDENT.
Basics

• Building a relationship with a child helps the child to learn from that person.

• People with autism experience challenges with relationships.

• Combine the two: people with autism experience difficulties learning.
Different views of autism

- Behavioral disorder
- Social and relational disorder
- Attention disorder
- Neural disorder manifested into cognitive idiosyncrasies
All approaches

- Care about the person with autism
- Care about the family with autism
- Have supporters
- Have critics
- Are valid
ABA

- Applied Behavior Analysis
- Behavioral approach
- People do or don't do .... to get or avoid ......
- ... because it can take many forms
- Supporters and critics
• Relationship Development Intervention
• Houston
• Consultants train parents how to build relationships with their children
• Parent-based
• Supporters and critics
RDI

• Key Elements

1. Explore and experiment in a playful, curious manner

2. Ownership

3. Engagement

4. Anchored Learning

www.rdicnect.com
• Goals:

1. Enable parents & children to form relationships
2. Skills, habits, & mindsets
3. Lifelong growth
RDI

• Principles for consultants:

1. Long term goals

2. Children have different degrees of developmental readiness

3. Take time to understand elements that comprise an optimal environment


5. Ongoing assessment to determine next step

www.rdicconnect.com
DIR, Floortime

• Developmental, Individual-Difference, Relationship-Based

• Stanley Greenspan

• Relationship building for early childhood

1. Assessment of child's emotional functional development

2. Individual differences in sensory motor and language

3. Caregiver relationships
Son-Rise Program

- Autism Training Center (Boston)
- 20+ years
- ABC - Assess, Bond, Challenge
- Supporters & critics
Similarities between Relationship Development Approaches

• Understand the child

• Healthy relationship

• Affects both the child and the parent/teacher

• Simple language

• All children are different

• Autism is not a behavioral disorder. Actions are for a reason.
UNIQUELY HUMAN
A DIFFERENT WAY OF SEEING AUTISM

BARRY M. PRIZANT, PHD
WITH TOM FIELDS-MEYER

"I LOVE HIS APPROACH."
—TEMPELE GRANDIN
NeuroTribes
The Legacy of Autism and the Future of Neurodiversity

STEVE SILBERMAN

Foreword by Oliver Sacks
Building relationships

😀
Learning requires trusting the teacher.
Spectrum
Music
The first round
Spectrum Project
The second round
How to build relationships...
What is stuff?
#1

Get to know "stuff" about the other person.
What stuff?
Don't ask too many questions
Don't do all the talking
#2

Show interest in their stuff.
If they talk about their stuff, you comment on or ask about their stuff.
If they do something that excludes you, do it along with them.
#3

Give the child choice and control
If you're in a good relationship, you both get to make decisions.
What choices?
Control battles = 😞
#4

Be silly
This is refreshing for our students.
1. Get to know stuff
2. Show interest
3. Give choices
4. Be silly
Teaching children with autism can make you an ausome teacher.