

# **Relationship Development Intervention (RDI) for autism**

Zoe Thompson



## **We did it!**

Our celebratory meal after 8 months of torture bringing an appeal to SEN Tribunal and using the Judicial Review pre-action protocol

# Unpredictability and novelty

- Visual cliff clip on youtube:
- <https://www.youtube.com/watch?v=p6cqNhHrMJA>

# RDI reinstates the GPR

- GPR = guided participation relationship
- Present in all cultures all over the world
- Enables the adult to put the guiding framework around the child
- Typical development vs autism

# The RDI 'guiding/GPR framework':

- ✓ Firm but fair limit setting
- ✓ Slow pace
- ✓ Pausing to enable social referencing
- ✓ Increasing non-verbal communication
- ✓ Ensuring partner roles
- ✓ Scaffolding and spotlighting

# NICE guidelines CG170 'ASD in under 19's: support and management'

Interventions to work on core autism should:

- Be adjusted to the CYP's developmental level
- Aim to increase the adult's understanding of, sensitivity and responsiveness to the CYP's patterns of communication and interaction
- Include therapist modelling and video interaction feedback
- Include techniques to expand the CYP's communication, play/engagement & social routines

# Bright Futures School (BFS)



# The impact on Philip's autism

- ADOS score on diagnosis was 19 out of 22
- ADOS score after 10 years of using RDI was 12 out of 22
- Our family dynamics and quality of life were transformed

[www.rdiconnect.com](http://www.rdiconnect.com)



# Lucy before RDI

- Video removed

# Lucy after 1 year of RDI at BFS

- Video removed

# Harry before RDI

- Video removed

# Harry after 1 year's RDI

- Video removed

# Philip's autism now

Huge improvements in:

- Motivation to engage
- Social reciprocity
- Frustration tolerance

Still working on:

- Autistic rumination
- Using episodic memory for reflecting & future planning

# Philip's EHCP outcomes

- In the moment, Philip will be able to generate a number of different options as solutions to a problems
- Philip will have an improved understanding of how his actions impact on others
- Philip will be able to make changes and adjustments based on changing information during interaction
- Philip is able to recover better and quicker from setbacks
- Philip is more able to control his negative spiralling and ruminatory thoughts so that they do not impact on his mental health and emotional wellbeing

# Evidence was the backbone of our case

- An up to date Educational Psychology report
- A social communication report from our RDI Consultant
- Witness statements from me (as Mum), school staff, his social care PA and Philip himself

# Philip's timetable

Includes:

- Shopping, cooking, travel training
- Visiting an isolated older person
- Volunteering: litter-picking, Foodbank, Community Friendship Café
- Delivering leaflets (paid)
- IT: web site development
- English: writing his own blog



# Using the EHCP to get RDI

- Section B 'needs': use evidence of core autism difficulties
- Section F 'provision'