

Elementary Age Regulation

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RDI PRINCIPLES

- **Develop Parents as Guides for development of Dynamic Intelligence**



RDI

- **RDI in Everyday Experiences**
- **“Verbing Your Day”**



RDI

- **PARENT OBJECTIVES COME FIRST**
- Regulate
- Scaffold
- Frame
- Communicate



Regulation

Parent Regulation

Co-regulation



Self-Regulation

Collaboration

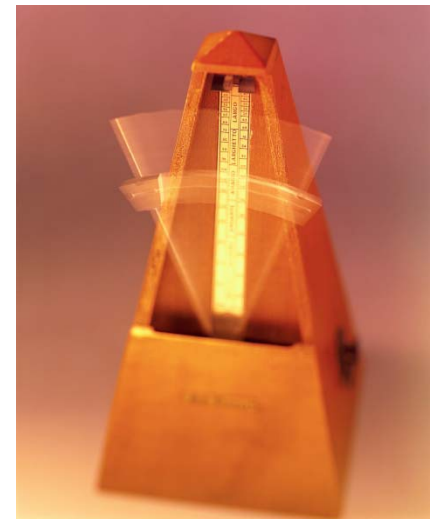
Parent Regulation

- **Remain calm and understanding that resistance is a normal part of learning to regulate**



Co-Regulation

- Regulation as a substitute for Control
- The Regulate – Challenge – Regulate Cycle
- Simple rhythmic movement – almost hypnotic quality





Regulation-Dysregulation-Regulation

1. Establishing initial co-regulated state:

Parent and child establish a simple regulatory system. Based upon a partial synchronization of biological and behavioral rhythms and a limited demand for rapid performance.

Regulation-Dysregulation-Regulation

- 2. Experiencing “Different but Same”**: Once this is established parents gradually increase variability and deviation from the simple pattern, so that the child can assimilate the change in the pattern while maintaining their role as an active participant in parent-directed co-regulation.

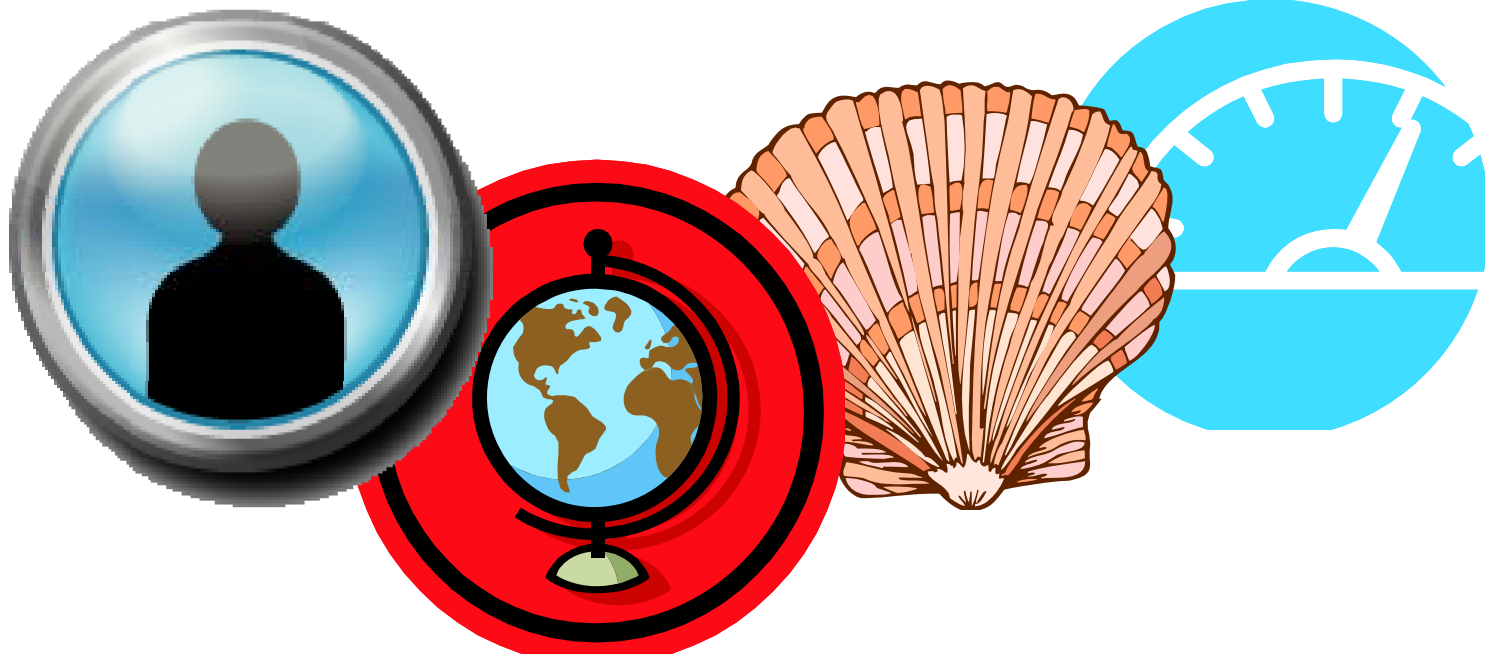
Regulation-Dysregulation-Regulation

3. Productive Uncertainty:

Introduction of challenge, the challenge is recognized. There is the equivalent of an “orienting” response including lowered heart rate, decreased movement, increased internal allocation of resources, deliberate external referencing

Elaborations

- **PLOP IT!**

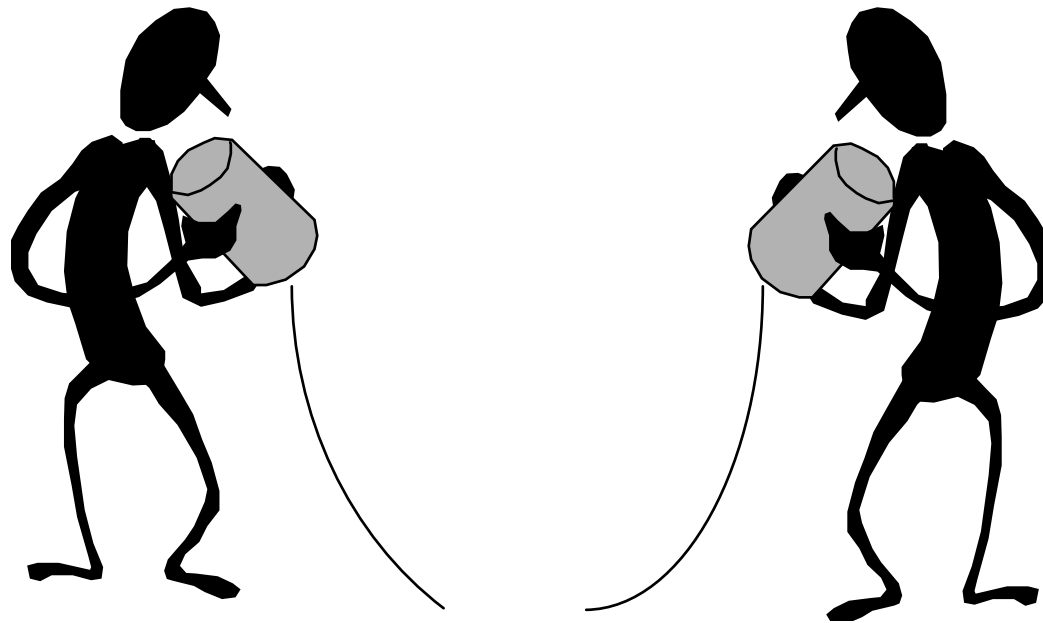


Forms of Co-Regulation

- Pulling a string just hard enough to play back-and-forth but not so hard as to pull it out of your partner's hands
- Adjusting the loudness of your drumming, to match your partner when he/she becomes a little softer
- Throwing a ball softer when you notice your partner is having trouble catching it
- Slowing down to remain side-by-side with your partner while walking
- Quickly going to help your partner lift and carry a beanbag chair when you see it is heavy for them

Sender/Receiver

- How can you do this at home?





BUILDING SUCCESS AND COMPETENCY

- **SETTING UP ACTIVITIES FOR**
- **SUCCESS AND COMPETENCY**
- **Location, location, location,**
- **Pattern Pattern Pattern**
- **Pace, pace pace**

LIMIT SETTING



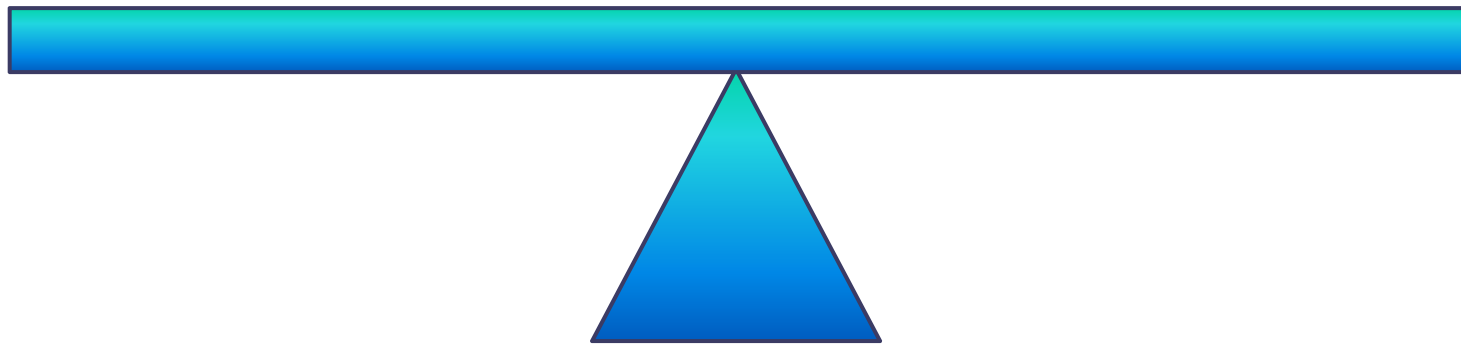


RDI SET UP

- **RDI LEARNING SYSTEM**

REMEDIATION

**We can move towards quality of life
by balancing remediation between
dynamic and static intervention**



Effective intervention programs Require a balance

1. Compensation
Surviving
short-term crises

Social
Stories

1:1 Aide
Shadow

Coping
Strategies

**2. Long-term
remediation**

Emotional
Referencing

Relative
Thinking

Flexibility

**3. Co-occurring
Disorders**
obstacles to progress

ADHD,
Seizures

Speech
Motor

Emotional
Regulation