



## Learning the Truth About Autism Remediation

THE PHRASE "EYE CONTACT" DOES NOT CAPTURE THE ACT OF LOOKING AS A FLUID, DYNAMIC SKILL, BUT AS A ROTE, MECHANICAL, OR STATIC ACT—AN END IN AND OF ITSELF FOR THE PURPOSE OF ATTENTION. INDEED, IF EYE CONTACT IS SUSTAINED FOR TOO LONG A PERIOD OF TIME, IT MAY ACTUALLY BE INAPPROPRIATE.  
LINDA MURPHY, 2012

RDI HAS REMOVED EYE CONTACT AS A TREATMENT GOAL AND REPLACED IT WITH VISUAL REFERENCING: THE DYNAMIC SKILL OF USING THE SENSE OF SIGHT TO GATHER, OR REFERENCE, INFORMATION.  
DR. STEVE GUTSTEIN

## How Important is Eye Contact?

One of the hallmarks for parents of children with autism is lack of eye contact in their child. For some, the lack of eye contact with their children is one of the most devastating results of autism. If you are one of those parents, our work in RDI over the years will change your lives

Years of studying this obstacle has caused RDIconnect to redefine what is truly missing when we see lack of "eye contact". In fact because of the dramatic results of our work, we do not use the term eye contact.

"If you are at all interested in understanding the thinking and attention of your student, the first thing you must do is stop teaching eye contact. The more you prompt eye contact, the more you are taking away your database that gives you clues into your student's thinking. Instead, learn to observe where the student is placing her gaze, which will give you a sense for what she feels is important in the moment. When humans want to attend and focus on something, we shift our gaze to that subject. If we force a person to we are eliminating our best chance to understand what they are thinking. Forcing eye contact disconnects a student's gaze from his thoughts and essentially just teaches him how to stare without any meaning behind the action."

(Dr. Steven Gutstein)

"In teaching children with ASD to visually reference, it is important to understand and respect why they may look away (e.g., perhaps there is too much stimulation) and also to give them opportunities and whatever assistance they need, to take in visual information at a pace that allows them to derive meaning from what they are seeing....when we help children to use their vision to take in information and, when needed, assist them in figuring things out, we motivate and empower them to become seekers of information."

(Moving Beyond Eye Contact, Linda Murphy, 2012)

If you are someone you know is facing an autism diagnosis, or just looking more more in-depth answers about how to form meaningful communication with your autistic child, join us in the

**RDI Learning Community**

# The Problem of Eye Contact



## Learning the Truth About Autism Remediation

One of the hallmarks for parents of children with autism is lack of eye contact in their child. For some, the lack of eye contact with their children is one of the most devastating results of autism. If you are one of those parents, our work in RDI over the years will change your lives

Years of studying this obstacle has caused RDIconnect to redefine what is truly missing when we see lack of "eye contact". In fact because of the dramatic results of our work, we do not use the term eye contact.

"If you are at all interested in understanding the thinking and attention of your student, the first thing you must do is stop teaching eye contact. The more you prompt eye contact, the more you are taking away your database that gives you clues into your student's thinking. Instead, learn to observe where the student is placing her gaze, which will give you a sense for what she feels is important in the moment. When humans want to attend and focus on something, we shift our gaze to that subject. If we force a person to we are eliminating our best chance to understand what they are thinking. Forcing eye contact disconnects a student's gaze from his thoughts and essentially just teaches him how to stare without any meaning behind the action."

(Dr. Steven Gutstein)

"In teaching children with ASD to visually reference, it is important to understand and respect why they may look away (e.g., perhaps there is too much stimulation) and also to give them opportunities and whatever assistance they need, to take in visual information at a pace that allows them to derive meaning from what they are seeing....when we help children to use their vision to take in information and, when needed, assist them in figuring things out, we motivate and empower them to become seekers of information."

(Moving Beyond Eye Contact, Linda Murphy, 2012)

If you are someone you know is facing an autism diagnosis, or just looking more more in-depth answers about how to form meaningful communication with your autistic child, join us in the

**RDI Learning Community**

THE PHRASE "EYE CONTACT" DOES NOT CAPTURE THE ACT OF LOOKING AS A FLUID, DYNAMIC SKILL, BUT AS A ROTE, MECHANICAL, OR STATIC ACT—AN END IN AND OF ITSELF FOR THE PURPOSE OF ATTENTION. INDEED, IF EYE CONTACT IS SUSTAINED FOR TOO LONG A PERIOD OF TIME, IT MAY ACTUALLY BE INAPPROPRIATE.  
LINDA MURPHY, 2012

RDI HAS REMOVED EYE CONTACT AS A TREATMENT GOAL AND REPLACED IT WITH VISUAL REFERENCING: THE DYNAMIC SKILL OF USING THE SENSE OF SIGHT TO GATHER, OR REFERENCE, INFORMATION.  
DR. STEVE GUTSTEIN

# Is Quality of Life with ASD Possible?



## Learning the Truth About Autism Remediation

**“After several tests and evaluations from various specialists, the reports confirmed; Gabe had autism. I will never forget the day when all our hopes and dreams for Gabe withered right before my very eyes.” (RDI mom)**

What causes such despair to come along with the diagnosis? Unlike other neurological disorders (ADD/HD, etc.) with autism, we seem to have very low expectations for the futures of our children. This mainly comes from the fact that most of the research that has been done into the “quality of life” for those with ASD have focused on IQ, test scores, and things of that nature, instead of focusing on treatments and how they affect real-world skills. In fact, in the last 10 years, only a handful of studies have measured actual Quality of Life (Independent living, steady employment, close friendships and companions), and they are not giving a promising glimpse into the future of our children. So, we read through the research and we see no promising results, it is no wonder why parents are so scared of an autism diagnosis!

Dr. Gutstein says that in order to have Quality of Life, we need to stop treating the side effects—language, eye contact, etc.—and start treating AUTISM. “Unless we address the autism, unless we help people with ASD to manage that autism, the impact of the autism itself, it would not appear that we will have much success”

So how is autism treated? With Dynamic Intelligence. Independent studies show that the presence of dynamic intelligence in NT people is the greatest predictor of employment, friendship and mental health as an adult. If it works with NT individuals, why not with those with ASD? RDI focuses on building dynamic intelligence through the parent-child Guiding relationship, to teach you child with ASD to become more flexible, responsive, and to be able to handle whatever life throws at them in a responsible efficient manner.

If you are someone you know is facing an autism diagnosis, or just looking more more in-depth answers and discussion about Quality of Life with ASD, join us in the

THERE IS NO STANDARD LEVEL OF SUCCESS IN THE AUTISM COMMUNITY; LEAVING PARENTS TO FEEL HOPELESS THAT THEIR CHILDREN WILL EVER HAVE QUALITY OF LIFE.

LESS THAN \$100,000 OF ALL AUTISM BASED RESEARCH MONEY IS SPENT RESEARCHING THE QUALITY OF LIFE FOR TEENAGERS AND ADULTS ON THE SPECTRUM. PEOPLE ARE DONATING MONEY FOR AUTISM RESEARCH, IN HOPES TO FIND A “CURE.” BUT WHAT ARE WE TRYING TO CURE? LACK OF LANGUAGE? LOW I.Q?

# Universal Symptoms of Autism



## Learning the Truth About Autism Remediation

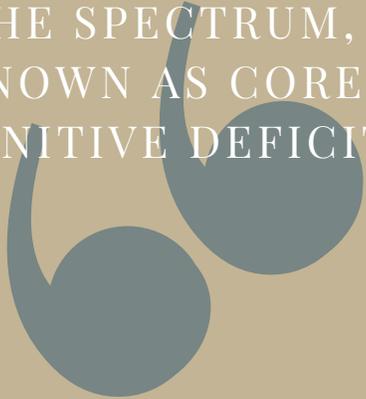
Recent research findings have converged on several areas of functioning that appear to be universally impaired in children, teens and adults with ASD. Each of these areas is extremely important for successful real-world functioning. The combined impact of these impairments is more than sufficient to explain the inability of even those ASD persons with above average IQ's, to achieve Autonomy, obtain satisfactory employment and maintain meaningful interpersonal relationships. If you are not remediating these deficits you are not remediating autism!

- 1. Dynamic analysis or appraisal:** The ability to assess a situation and decide how to respond based on the information you have available, your personal needs and your goals. **RESULT: This can cause a person to have inflexible rules about the way things are done.**
- 2. Experience Sharing:** SOME People with ASD are able to recall and share facts about past events, but they are unable to share that experience with another or themselves. **RESULT: They can not recall the emotional ties attached to the events or be able to relate to someone else's experiences.**
- 3. Self-awareness:** A sense of personal identity. **RESULT: Lack of understanding of how emotions and actions impact you and others.**
- 4. Creative thinking:** The ability to integrate information from different sources and situations and formulate 'good enough' solutions to real life problems. **RESULT: This can cause difficulties accepting change and/or making adjustments based on changing information.**
- 5. Episodic memory:** A representation we form of an event in our lives, rooted around the emotions experienced. **RESULT: Without episodic memory, there is difficulty learning from past experiences and connecting the present and the future, which limits personal memories.**

If you are someone you know is facing an autism diagnosis, or just looking more more in-depth answers about the science behind autism, join us in the

**RDI Learning Community**

EVERY CHILD ON THE SPECTRUM IS DIFFERENT AND CAN HAVE SYMPTOM VARIATIONS BUT THERE ARE SIMILARITIES SEEN IN ALL CHILDREN ON THE SPECTRUM, KNOWN AS CORE COGNITIVE DEFICITS



DEVELOPMENT IN EACH OF THESE AREAS HAS BEEN CLOSELY TIED TO PARTICIPATION IN A GUIDING RELATIONSHIP

# What Causes Autism?



## Learning the Truth About Autism Remediation

The most important thing to remember is that **YOU** did not cause your child's autism.

- There are many possible vulnerability combinations that contribute to the future ASD infant's early disengagement and some of their later problems.
- In children with ASD, an active disengagement from their parents is seen, typically around the first year of life. It is important to note, that not all children disengage during the first year. Disengagement is not seen until year three in some children.
- Early Disengagement of future ASD infants results in a lifelong loss of access to a critical developmental platform known as the parent-child Guiding Relationship.

There may be hundreds of different causes for ASD	<u>Etiology</u> is what we think of as the original "cause" of a condition.
ASD is a "pathogenetic" disorder	<u>Pathogenesis</u> is the way in which a disorder can express itself by forming along a common pathway.

If you are someone you know is facing an autism diagnosis, or just looking for more in-depth answers about the cause of ASD and the subsequent loss of the Guiding Relationship, join us in the.

**RDI Learning Community**

THE CAUSE OF ASD IS UNKNOWN BUT ASD APPEARS TO EMERGE FROM DIFFERENT COMBINATIONS OF GENETIC, PRENATAL, NEURAL, AND EARLY FUNCTIONAL ABNORMALITIES. RESEARCH CONTINUES.

MULTIPLE RESEARCH STUDIES HAVE FOUND THAT BY THE END OF THEIR FIRST YEAR, MOST ASD INFANTS HAVE ALREADY BEGUN TO DISENGAGE.