

Elementary Age
Road to 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

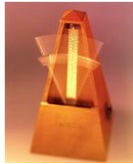
Parent Regulation

Remain calm and understand 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

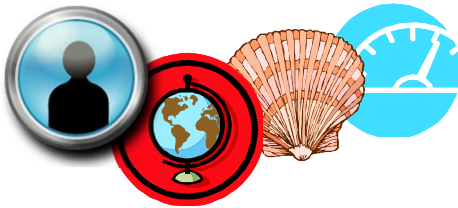
Regulation-Dysregulation-Regulation

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, and deliberate external referencing

Elaborations

- PLOP IT!

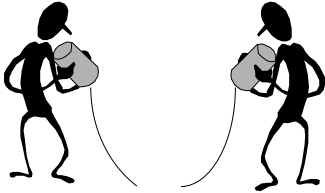


Forms of Co-Regulation

- 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
- Going quickly 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

