

RDI School Ideas

*Constructing Partnerships to Develop Neurally
Integrated Brains & Minds*
Susan Hollar, MS CCC
RDI CERTIFIED CONSULTANT
(818) 269-0143
SusanHollarSpeechServices.com

Number 1 Motivator of Children

Descriptive Praise

- Most powerful motivator and training tool
- Best strategy for nipping misbehavior in the bud
- Tool for re-motivating a child who is in crisis or refusing to cooperate
- Saying the tiny little things you see
- Does not have to be at the level of average/normal

Descriptive Praise

- Notice and mention the absence of the negative
- Use a tiny magnifying glass to discover that nanosecond of positive behavior
- Reward child's effort even if result is below average
- Do it all day long (10 times per day minimum)

Evaluative Praise 20% Success	Descriptive Praise 90% Success
<ul style="list-style-type: none">• Good Job!• You're so clever• Awesome• That's a beautiful picture	<ul style="list-style-type: none">• I noticed that.....• Your arm went up but you didn't hit• You remembered...

Growing Flexibility

- Rearrange the daily schedule
- Vary the way you present lessons
- Alter the location of familiar items
- Use different and unusual tools
- "Surprise Bag"
- "Different Brains"


Growing Flexibility

- What Type of Neuropathway are We Growing?
- Static or Dynamic
- Mapping the Environment

Growing Flexibility


VARIATION CHEAT SHEET

- P = Person
- L = Location
- O = Object
- P = Pace



Mistakes “Being Wrong”

- Black and White Thinking
- Good Enough




Mistakes are Good


- Give points for “drafts” with mistakes
- Notes vs. final paper
- Game activities where mistakes are on purpose
- Classroom lessons – purposeful mistakes
- Model thought process of own mistakes
- Try to get a “B” on a test
- Guessing time it takes to complete a project

BUMMER SHEET

• BUMMER



• I GOT OVER IT



Conduct Relative Thinking Experiments

- When is softer too soft? When is louder too loud?
- When is closer too close? When is farther too far?
- When is hotter too hot? When is colder too cold?
- What is the best distance for playing catch?
- What is the best volume for speaking?
- What is the best route to drive from one place to another? How does that change at different times of the day?
- What is the meaning of "enough"?

Objectives

Communicate to determine whether child and child's partners have similar reactions and conclusions to the things that are seen, heard, tasted, touched and smelled (i.e., science experiments or history-based projects) two times during structured activities

Growing Peer Engagement

- Assign role for group activities (Handout)
- Insist on a balance of communication between group members
- Combining separate projects
- Comparison story frameworks
- Pictures of classmates on blocks for free play

Living with Uncertainty

Adopt an attitude of embracing uncertainty and view it as an opportunity for your own growth and that of your students
