

The program involves a systematic approach to working on building motivation and teaching skills while focusing on the child's current developmental level of functioning. Children begin work in a one-on-one setting with a parent. When the child is ready, he or she is matched with a peer at a similar level of relationship development to form a "dyad." Gradually, additional children are added, as are the number of settings in which the children practice, in order to help the child form and maintain relationships in different contexts.

Who provides RDI?

Parents, teachers and other professionals can be trained to provide RDI. Parents may choose to work together with an RDI-certified consultant. RDI is somewhat unique because it is designed to be implemented by parents. Parents learn the program through training seminars, books and other materials and can collaborate with an RDI-certified consultant. Some specialized schools offer RDI in a private school setting.

What is a typical RDI therapy session like?

In RDI, the parent or provider uses a comprehensive set of step-by-step, developmentally appropriate objectives in everyday life situations, based on different levels or stages of ability. Spoken language may be limited in order to encourage eye contact and nonverbal communication. RDI may also be delivered in a specialized school setting.

What is the intensity of most RDI programs?

Families most often use the principles of RDI in their day-to-day lives. Each family will make choices based on their child.

Find more information on RDI on the Connections Center website at RDIconnect.com.

What is TEACCH?

The **TEACCH® Autism Program** is a clinical, training and research program based at the University of North Carolina – Chapel Hill. TEACCH, developed by Drs. Eric Schopler and Robert Reichler in the 1960s, was established as a statewide program by the North Carolina legislature in 1972 and has become a model for other programs around the world.

TEACCH developed the intervention approach called "Structured TEACCHing", an array of teaching or treatment principles and strategies based on the learning characteristics of individuals with ASD, including strengths in visual information processing and difficulties with social communication, attention and executive function. In response to this profile of strengths and challenges, Structured TEACCHing includes:

External organizational supports to address challenges with attention and executive function

Visual and/or written information to supplement verbal communication

Structured support for social communication

Structured TEACCHing is not a curriculum, but instead is a framework to support achievement of educational and therapeutic goals. This framework includes:

Physical organization

Individualized schedules

Work (Activity) systems

Visual structure of materials in tasks and activities

The goal of Structured TEACCHing is to promote meaningful engagement in activities, flexibility, independence and self-efficacy. Structured TEACCHing strategies are integrated into other evidenced-based practices.