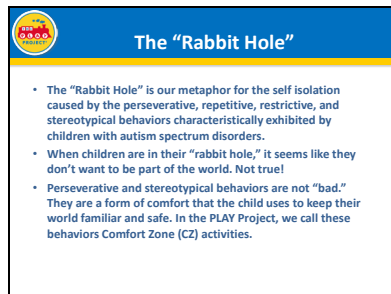


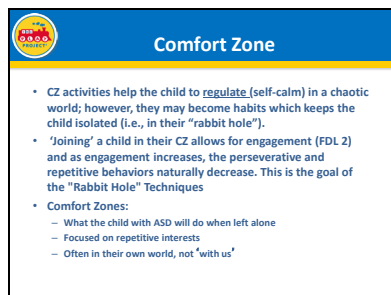
Slide 1




Slide 2



Slide 3




Slide 4




The Rabbit Hole Techniques


- Be with – sit with them, in their space. If they are on the move, move with them!
- Narrate
- Help the child do it better
- Imitate the child
- Use Theme & Variation
- Change the sensory modality




Slide 5



Video – Be with




Slide 6



Parental Reactions to CZ: Triggers

- Parents may not like the idea of joining the child's 'autistic behaviors'
- They may want to 'get rid' of these signs of autism, not accept them.
 - They may show subtle signs of resistance
 - Not doing what you suggest!
- Triggers parental emotions
 - Sadness & grief
 - Pressure to help their child makes progress
 - What will my spouse think, my family?
 - Insecurity about their ability to learn how to help
 - Anger at autism and the unfairness
 - Fear of the stigma
 - Frustration and/or anxiety about progress. The need to get going!


Slide 7



Parental Reactions to CZ: PPC Approach

- First, realize that your reactions and parental reactions may differ.
 - You may feel that a neurodiversity affirming approach is best
 - You may feel confident that PLAY will help
 - You may feel that PLAY is best when it is slow and joins the child in the moment.
- PPCs often use 'indirect' (regarding parental feelings) suggestions (that are directive!)
 - "If he moves away just follow him and sit where he is and just be with him"
 - Modeling is a form of indirect suggestions
- PPCs also use 'direct' discussion about the parents' feelings:
 - "How do you feel about your child's CZ/autistic like behaviors?"
 - "When I ask you to join your child's CZ and use the RHT, are you okay with that?"

Slide 8




Our Mottos*

*When you do what the child loves,
the child will love to be with you.*

*When you accept the child right where he or she is at
that is the fastest way to help them make progress!*

*Explaining the **REASONS** for our methods and techniques
is very important for parental understanding


Slide 9



Parental Reactions to CZ: Parallel Process


- We offer a 'parallel process' of following the parent's lead and honoring the parent's intentions and feelings.
- It's very important to give permission to parents to share what they are feeling. You want this dialogue
 - PPC: "Please let me know if I am doing what you want."
 - Please be honest with me; you can't hurt my feelings.
- Use '3rd Person Technique'
 - "Some of my parents find joining the child's CZ difficult because they don't like to see these types of behaviors."
- Parents will love the open support and acceptance
- Parents need to reduce their stress, and our 'luxurious' approach can take pressure off IF the parents are okay with it. Give them permission to go slow.

Slide 10

**Parental Reactions to CZ: Other Helpful Responses**


- Explaining the idea behind RHT
- “It may look like we are doing nothing, but we are getting tuned in to Johnny and really accepting where he is.”
- “In my experience, when you accept the child and meet him where he’s at, he will come out of his self isolation.”
- “Being with helps Johnny to regulate and de-stress. Making a lot of demands can cause him to withdraw further into his CZ.”
- Point out progress: “You see, right there! As soon as you joined him gently and waiting, he looked at you! Yay!”

Slide 11

**RHT - Narrate**

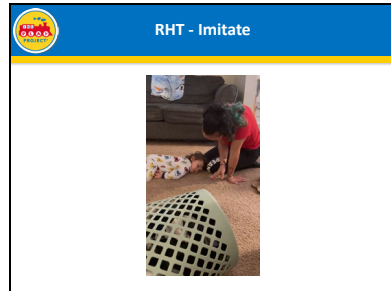
- Focus on paying attention to what the child is doing. Provide a running commentary on what you see. This means to watch and describe out loud what it is that he/she is doing.
 - You may sound just like a sportscaster – that’s good! As an example, let’s say he is coloring. You might follow what he’s doing by saying, “... and now you’re coloring the hat red.”
- Describe their actions!
- Don’t tell the child what to do or how to play – focus on what they are already doing
- Avoid questions – instead, try to give statements about what he is doing. For example, instead of, “are you building a tower?” you can say, “You’re building a tower!”

Slide 12


**RHT - Imitate**

- Imitate the child’s idea.
 - If the child is lining up cars, add to his line or create your own line of cars next to him
 - If she’s running back and forth, run with her!
- Follow the child’s lead
 - What is his intention? Where is his attention? How can you join?
- Imitate any vocalizations and words the child uses

Slide 13

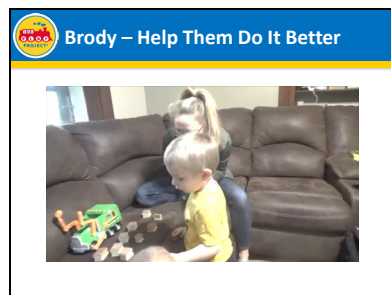


Slide 14

**RHT - Help Them Do It Better**

- Once you figure out their idea, join it! How can you help them with their idea?
- For example, if the child is lining up cars you would begin to hand him or her additional cars to add to the line of cars or show the child new ways of using the cars.
- By helping you are engaging and getting circles!

Slide 15




Slide 16




RHT – Theme and Variation

- Add small variations to the play – but stay within the child’s play theme
 - Ex: line the cars up in a slightly different way, add a song, talk loud/soft, add silly sounds, etc.
- When handing items (focusing on back-and-forth interactions), vary how you hand items:
 - Put block in his shirt, hold onto the block and wiggle it before letting go, put the block on your head, put the block on his head, tickle him with the block
- If child becomes frustrated with variations, go back to simply imitating his play


Slide 17




Valor – Theme and Variation



Slide 18



Bryce – Change the Sensory Mode



Slide 19



Rabbit Hole Techniques: Conclusion

- The RHTs are a great way to help the autistic child regulate and feel accepted.
- They are very neurodiversity affirming
- Parents do not inherently understand the idea of RHT, so you as PPC must engage in a parallel process with the parents.
 - Explain how and why RHT work.
 - Use indirect and direct methods of engaging with parent's feelings
- They love your support! So, invite parental feedback.
- PLAY ON!