

00:00.00

theautismhelper

Hi Jamie thank you so much for joining me I am really excited about this topic and to kind of pick your brain. This is something we haven't talked too much on the podcast about today you're going to introduce us to naturalistic developmental behavioral interventions. It's a mouthful right.

00:00.87

Jamie

Hi Sasha good afternoon I'm so happy to be here.

00:17.55

Jamie

Yes, yep I call them n dbi is because it's much easier to get it all about in the they're not new, but categorizing them as this specific type of intervention is so way back in.

00:19.64

theautismhelper

Um, you want to explain what these are. Ah.

00:37.18

Jamie

Goodness ages ago which I'm going to call 2015 the developers at these several named interventions wrote this really cool consensus paper and they said that you know these similar approaches while they're guided by this shared philosophy are different in their own ways.

00:39.23

theautismhelper

Do things.

00:54.76

Jamie

And that's a shriman 2015 article that I'd love to share with the listeners if they're interested and in that article they really talk about the theoretical basises for and ndbis they talk a lot about the empirical support surrounding and ndbi's the different characteristics and these shared common features. So. It's a really good article if you want to learn about and ndbis and this new category category of what they are to get into. Yeah and it's great because I know that you've been in the field for a while I've been in the field for almost thirty years which is just mind blowing to me.

01:21.17

theautismhelper

Yes, definitely we will link those in the show notes.

01:30.61

theautismhelper  
Um.

01:32.80

Jamie

And in that time you know autism intervention has changed significantly. So we think about those highly structured aba interventions that were you know coming back from the 6070 s and then we have this ongoing research that's really kind of moving us towards these more naturalistic interventions that are integrating. ABA Principles are science with developmental psychology and that's what and Ndbis bring in we have this naturalistic setting. It's developmentally focused. We have the amazing behavioral aba type science guiding the strategies that we're using. Packed into everyday routines activities and play. So. It's amazing. Yes, better together. That's what I always talk about that's a great way to think about it and so back in ah 15 there was also an article by waggenbaum and colleagues and same thing. Their research is saying that.

02:11.19

theautismhelper

So it's kind of the best of both worlds.

02:28.18

Jamie

Effectively integrating developmental and behavioral interventions is amazing for the 0 to 3 population which is where I spend most of my time. So the sooner the better we get in there. We can really try and get these kids support but doing it with that population with the little ones is a little bit different approach than maybe our. For me and an older kiddo would be 4 5 and 6 which I know is not old but when you work with infants and toddlers whoo those are preschool babies.

02:51.87

theautismhelper

Um, ah so you kind of mentioned this you know traditional aba like in the sixty s for those that kind of are unfamiliar with the types of strategies that that would entail can you kind of flush that out and then. You know the next piece. How is how are these strategies different than that.

03:11.20

Jamie

Yeah, absolutely so. We talk about some of those more traditional type aba programs where it's more adult structured adult led adult driven might be some mass trial. You know quote unquote drill and kill at the table if you will. That was a great way and it's still a great way for some children to learn. They need that structured approach and they're not quite ready to move into the more naturalistic child led but 1 of the things that I think is really missing from that is taking into

consideration social motivation kind of what is happening within autism. But are those characteristics. How are we supporting social communication for children. Are we thinking about the social role of imitation. So when we look at and ndbis we're really looking at this back and forth dtic engagement where. If you think about it from like a conversation. The child is the speaker. The child is the listener I'm the speaker. The child is the listener. So. It's much more fluid in terms of the flow of what we're doing and the targets that we might select as well. Are a little bit different. So if we were thinking about education goals for ieps or intervention or treatment goals for an aba type program those are going to look a little bit different too and so we're really trying to get into what are these foundational.

04:36.73

Jamie

Pivotal skills that are going to really maximize and amplify the child's learning and I think in and Ndbis we do this so so well and one of the reasons I think we do that is we think about these cascading effects and we think about them when we're developing the goals and objectives. So what I mean by that is we're talking about the flow or progression from these lower level skills kind of prerequisite foundational all the way up to some higher level language skills but we also put a really important foundational role there into play because we know that that's going to impact and trickle down if you will. Those developmental outcomes so joint attention is a great example of this imitation. Functional communication shared and reciprocal engagement that back and forth social daytic engagement. We need our teachers and our professionals and parents to understand. How these skills ah layer on top of 1 another and so that we are not skipping those prerequisite collateral skills. We're not overlooking them and that way we're really ensuring that the child is ready for everything that's coming at them so they're.

05:47.56

theautismhelper

I Think that's such an important point the prerequisites and I think honestly I see this in classrooms a lot teachers that are really struggling with kids trying to get them to the table and let's do workbook. Let's do worksheets and they don't have joint attention or they have very little imitation skills and I'm like we're not there yet guys like scale back.

05:52.78

Jamie

Yeah.

06:05.60

Jamie

Moderns Yes, and you have an amazing course on Executive functioning for some of our little ones even at this age and range. We're starting

to to target these skills where we're coming to get them to a table but they have issues with transition. There's a attention motivation issue I call I talk about it as can't do won't do I've talked about it. Like that forever. Can they do the skills or don't they want to do the skills right? Motivation is key so thinking about what do we need to do to condition the table right? condition The workbooks pair it with reinforcement to make it more fun and within and Ndbi is the learning is naturally fun by the way of what we're doing and it could be a workbook.

06:24.49  
theautismhelper  
Are.

06:42.69  
Jamie  
And it could be a puzzle or Plato at a table. The difference is that we're trying to really support them with these foundational skills cascading effects thinking about all of these really cool strategies that we have that we can unpack a little bit later that are going to really enhance attention and motivation and make it that balanced. Child led child choice activity and when you do that I find that dysregulation decreases behaviors go away and you get that maximal optimal learning which is what we all really want to strive for.

07:14.56  
theautismhelper  
And it's and it's so much of it is that reinforcement piece. They want to be there. They want to be doing it because it was their idea which I totally get.

07:20.64  
Jamie  
Is absolutely choice. The power of choice is so important and I think when we we go into learning objectives or thinking about Iep goals a bit more. Um, what we're trying to do with an Ndbi is just to really focus on supporting those.

07:37.50  
Jamie  
Characteristics are challenges that a lot of our autistic children are are Experiencing. We want those foundational skills again some of those precursors to language and social attention join Attention. We Want to support them and that's I feel like a little bit different from a more traditional Aba type program. Really the emphasis on social communication and getting into gesture social attention join attention imitation all of that good stuff is so so key, especially for the little ones.

08:08.87

theautismhelper

Yes, and and I think too our our older ones that are like and I way to say older I even think about that 4 5 6 year old that you're talking about that you know comes to preschool first time and you know is like hey I'm here and it then doesn't have those those prerequisites too. Um, can you talk.

08:19.42

Jamie

Um, yeah.

08:26.80

theautismhelper

Little bit because you've mentioned a few times child initiated and really kind of define what that means and then my follow-up question to that would be how how can that look in a classroom setting.

08:33.90

Jamie

Absolutely yeah when I think about some of the myths and misconceptions about and Ndbi so Ndbis are not letting the child have control of everything.

08:43.15

theautismhelper

Um, listen.

08:45.76

Jamie

Um, they're not just physically following the child around the room and doing whatever the child wants and they're not imitating quote unquote inappropriate behaviors. So those are some things to kind of clear up what they are. They're grounded by the science of Aba they're guided by the developmental psychology.

08:47.38

theautismhelper

That.

09:03.68

Jamie

Evidence based and they can really easily be integrated into the natural environment. So there is a difference between child led and child kind of driven if you will so when we're talking about child lead. We're looking at what is that child's spotlight of attention right? Where are they focusing.

09:12.96

theautismhelper

Are.

09:22.27

Jamie

How can I join in that spotlight. How can I get them to shift and share that spotlight with me so we can focus on what's motivating to them to capture their interest and get in there with some of that social attention. So we're really trying to maximize attention and motivation to get them to engage with us a bit more. So it might look like that I might follow the child around the room but I'm not following the child I'm following the child's attention and motivation. So I can become a part of that and engage with them and through that social engagement is where we're gonna get all that amazing learning to happen. There's also. Balance. There's boundaries. There's guidelines and expectations that we're doing within ndbis so sometimes when I hear people talk about oh and Ndbis or esdm. Um, it's just child play. Well we do play because children 0 to 3 typically learn through play so that is by nature of what we do.

10:15.19

theautismhelper

Um.

10:16.63

Jamie

But we also embed these into community outings into everyday routines self-help skills so thinking about what children are doing at that age range or even into preschool they are learning through different types of activities that are functional and. I think more importantly, meaningful for them and then we make it fun and we get in there and really try to maximize the learning so those are things I think that hopefully will help clear up like child blood versus child run. Yeah in you know you see that kind of.

10:35.89

theautismhelper

Are.

10:45.74

theautismhelper

Um, yes, that's really helpful because I think you have that misconception of like when we think like you know child initiated and child led that like oh we just let the kids do whatever what they want and then we just sit there and it's you know I think that's good to clarify. That's not what we're talking about here.

11:00.12

Jamie

Yeah, when we're talking about kind of these child blood sessions and it's not like eighty fifty percent of the time. It's this back and forth that ebbs and flows as we work with the children. We're really

valuing that connection over compliance. We want to join in with them. We want to expand on their interest get them interested in what we're trying to do as we embed those learning objectives and then we're adding that structure and support to their idea to really scaffold it to help them expand on their learning process. And again, there's limits and boundaries and we share that curiosity and enjoyment with them and we hope that they also share in ours. So it's this mutual back and forth where it's not always adult directed I wish I could say it was fifty fifty eighty twenty it just ebbs and flows like.

11:45.44  
theautismhelper  
Are.

11:47.93  
Jamie  
Attention and motivation everything changes from moment to moment and so being flexible in our teaching is going to be so helpful and I giggle when I think about people who aren't flexible because we're trying to get children to be flexible. Yes.

12:01.55  
theautismhelper  
Um, I know ah so often it's the adults right? that have the hardest time being flexible.

12:05.48  
Jamie  
I have been there myself yes and trying to capitalize on that sorry I know you're a second question. Follow up with a second question again.

12:07.38  
theautismhelper  
Um, yeah, yeah, so so no, that was really helpful to kind of think through that all and you know when we think child led we we do often think of play right? That's like is first thing that comes to mind and and kids do learn through play.

12:17.77  
Jamie  
No too.

12:24.10  
theautismhelper  
Even even our older kids are learning through play those are hands-on experiences and even before I get to my second question I was thinking as you were talking about. You know these real life experiences our daily living skills community outings that when we're learning in these real moments. Not only is that like natural motivation there. But there's.

12:39.40

Jamie

Will see.

12:42.54

theautismhelper

There's also no need to really so much plan for generalization as much because the generalization is right there. It's already a real- world thing and I think that's a problem with some of our quote unquote old school strategies is that we have to do so much work with generalization because okay, you learned the color blue sitting at a table.

12:46.27

Jamie

Yes.

13:00.63

theautismhelper

With a flashcard cool but like what are we doing with that like do you know that it's your blue shirt. Do you know you have a blue lunchbox. Can you find the blue dinosaur and like if we have to do all of that then teaching after teaching the blue flashcard. What was the point of teaching the blue flashcard. You know what I mean.

13:00.67

Jamie

Um, after that.

13:04.83

Jamie

If needs.

13:13.20

Jamie

I Do I do I feel you on a deep deep level there and I get flashcard. They're convenient. They're easily accessible. You know if I want to teach the concept of an elephant I'm not going to do bybye I can't go there and get one but I can get a card. So I understand they're easy to organize sort match all that good stuff you can do with it but you are absolutely right with the generalization component when we are teaching in an environment such as life that the child lives in. You're naturally going to have those multiple exemplars around you're going to have generalization built in just by nature of what it is and those teaching targets blue like you said are going to be much more meaningful. Get your blue cup where's your blue Teddy if that happens to be the favorite so you can really embed in and and think about how to support the child with there.



13:58.40  
theautismhelper  
Um, her.

14:02.98  
Jamie

And when we talk about the esdm. Um, early start at Denver model where I spend most of my days and we think about kind of a framework for structuring our sessions and our interactions and that looks like a setup a theme some variations and some closing transition. And so throughout all of the things that we're teaching they're embedded within that and we're layering in That's the best way to describe it those learning opportunities. So if a child in a classroom wanted to I don't know get bubbles down and play with bubbles. You wouldn't just get the bubbles and open it. You might. Put them in a place where they're insight out of reach right? Some of these awesome strategies that are going to enhance attention motivation to maximize communication. So that's an environmental arrangement but then they bring it down. Maybe it's the child points. We get the chair the child can gently with some support stand up on the chair to reach it. Tap the lid to open it all of these little layers are getting so much more learning in place for the child as opposed to I want bubbles and it opens it and it starts so you could have 8 nine ten steps in your setup and get 10 learning opportunities for 10 different goals before you even get into. Pull the wand out start blowing pop pop stomp stomp whatever and then changing up the variation of it so these joint activity routines jar as we call them could be a minute could be 10 minutes it depends on the activity. It depends on the child and that's that structure that we really bring in to help.

15:36.35  
Jamie

Support Cognitive flexibility. It helps support executive functioning because there is a sequence to the flow of the routine that we're doing so that could be something we do in play that could be something getting dressed brushing your teeth eating that same Framework is just rinse and repeat Across. All of these different activities of life to really maximize that learning I'm gonna say that a lot maximize the learning.. It's so important.

16:01.62  
theautismhelper

Um I love it. That was a good example. Um, and to think through what that really looks like and the 2 kind of different ways of like oh here's I want bubbles here's your bubbles versus all of those different learning targets that you can embed.

16:10.57  
Jamie

You? Yeah so po you know we were talking about like a theme that theme

is this conversation I Love to talk about jars and Frameworks of conversations we say hello right? That's the greeting then we get into a theme. It's the topic that we're going to talk about. Back and forth with each of us having our own role I blow the bubbles and you catch them and stomp them reverse and then having that variation sometimes the topic changes if we talk about the same thing too long. It gets boring some people drift off. We don't want to talk anymore. So that variation helps prevent that from becoming boring keeps it exciting and fun maximizes attention and motivation. But it also helps support some of that flexibility I'm doing something different in a different Way. Can you roll with that.

16:58.28  
theautismhelper  
Are.

17:00.32  
Jamie  
And a lot of our children have a hard time if they get rigid and kind of stuck to have some sticky attention if you will of doing something a certain way our support for them through the framework is already building that in to make sure that we don't have those issues and that we're targeting them and hitting them kind of head On. And then that closing we got to shut it down together. We say Goodbye don't leave me here and ghost me walk away like in the conversation with me pick the toy up put the ball away close the bubbles. Whatever it is that we're doing transition to the next thing and support them on that transition which starts the next.

17:24.70  
theautismhelper  
Um.

17:37.26  
Jamie  
Conversation or framework if you will and that is just over and over and over within the esd. Yeah model how we do our teaching which yeah and there's a bunch of group esdm research out there how they take this and they implement it into the classroom I think was one? yeah.

17:45.70  
theautismhelper  
Um, love that.

17:53.32  
theautismhelper  
Yeah, that was my follow up question like 10 minutes and I was like well wait. Let's talk about this? Um, but okay so we typically you know we can think about this in this one to 1 playba session. Great. This looks awesome. A school is by nature. You know, kind of adult

driven the culture of a school right? So how can we pull.

17:57.80

Jamie

And.

18:02.12

Jamie

Um, you know? Yeah, so we have again embedding those learning opportunities. So in the classroom that's your natural environment right? there you have.

18:10.94

theautismhelper

These strategies into the classroom.

18:20.64

Jamie

Circle time group time small center time outside recess time. All of those would be activities that you would be embedding the learning opportunities that match up with the benchmarks of the iep goals that are working on them and there's again, different models that have really done well with this There's. Classroom pivotal response teaching cpr t there's an amazing manual available for that. There's the group esdm model another really great manual available if you want to learn how to put this into practice. Those are two commercially available things you can tap into there's the Walden program. There's early achievements for settings. So there's a bunch of stuff out there that people could look at not only are we doing esdm or ndbi applications in the classroom. There's a lot of literature and data to support that they do work. Well so when we think about again that structured or predictable environment which you're going to find in the classroom. Don't see it any different than the planning of what you're already do right? You plan the environment this schedule your daily activities and what we're trying to do is to really emphasize our wedge in there that those activities are meaningful learning experiences. We've got a rich variety of different materials. <unk>re supporting ideas that invite the children to come in and want to learn. We got that active engagement back and forth where it's adult directed because it's a teacher but there also are opportunities that we're pausing for children to initiate for children to reciprocate. We're trying to build in that relationship.

19:55.13

Jamie

And that back and forth dieadtic engagement between us I'm sure there are many teachers that are offering choices and we want to offer choices that are going to help promote kind of agency. We want advocacy. We want the children to tell us what they want and what they don't want. Um, that's a. Hot topic right now in the field of Aba

ascent and ascent withdrawal looking at all of that and so it's really important when we think about how to support this so within the group Estm model We have different roles so there is a support person. There's a float that helps the children transition across.

20:16.72  
theautismhelper  
Um.

20:30.42  
Jamie  
Different centers and we have children that are um, neurotypical as well with children with language delays autism or other neural developmental differences and they're supported together. And it's ah, really based on pure models. The peers are modeling things. There's a person to help facilitate. Whatever it is. They're doing plato matching letters writing whatever and so that makes it doable to have this type of support with the teaching framework in a classroom setting. And then there's the key teacher and then some support staff just like you would have with the the helpers or the paraprofessionals. So for that model specifically it's easy to implement because of the nature of the way the model is set up. We don't always have that 1 to 1 beautiful teaching like you said but also. Not every child needs that and if we always give that 1 to 1 are we teaching the children to learn from what's going on around them. That's not life right? like they have to learn in a small group group setting.

21:26.65  
theautismhelper  
Um, yeah.

21:32.28  
Jamie  
So I think that's an excellent question of how we can support and ebis in classroom settings.

21:36.35  
theautismhelper  
And I think that you know looking at that group model so often we have you know in early childhood classrooms and in preschool classrooms or special Ed Classrooms paraprofessionals that sometimes are one to ones or classroom helpers that we.

21:50.73  
Jamie  
Pre.

21:50.89  
theautismhelper

What what are they supposed to do like do do I do it for them. Do I help them. But if they have this clearly defined role on how to support these goals How to integrate peer models because I I often see really hardworking Great peer professionals that are like I don't know what to do my soul play with him like you know what? what's my role here and then.

22:07.29

Jamie

Um, yeah, ah absolutely and then that would reduce stress and excite them to want to come into work because they have those clear expectations and know what to do and.

22:08.74

theautismhelper

It can help kind of define. What their job is.

22:19.16

Jamie

Just like our children like to have you know some predictability and clear expectations. They feel comfortable with that. They feel successful with that So you're still going to have that individualized instruction. But within those small group are centers right? So you have that person that kind of people are transitioning from group A over to group B There's a person who literally just kind of directs the traffic if you will to move them over and then the children rotate and then that helper that prompt or float still stays. There. So. It's really exciting to think about how you could do something like this in a classroom setting in thinking about how you're maximizing the learning by arranging the environment to support what those children's strengths and needs are. So we're going to use that data you know from your assessments and your teaching that you're doing to really help tailor those activities and trying to think about what's going to make it meaningful for a child within the context or maybe the constraints of what the teacher has to do in that Classroom. So. The child is learning regardless of what it is that they're doing if it's playtime small group Recess Group Instruction Center Time. We want them to be working on something that's related to helping support their learning and to get those outcomes where we want them to be.

23:34.33

Jamie

Um, I think the other thing that could be really helpful is trying to foster or facilitate these responsive interactions between the peers and the teachers. So again, we're we're joining in that child's play and idea they're joining in with ours and we have that back and forth.

23:54.23

Jamie

Reciprocity not just with adults. We want our children to learn from

their peers right? We want that to have so what pure confederates might be available that we can match up and how can they support one another in their learning So does a teacher have to do everything or can we create an environment where it's. Portive and set up in a way that children are learning from the other children clear expectations of like you said paraprofessional helper roles when to support when to back off to let that independent initiation response kind of come out and how do we go from there.

24:28.61

theautismhelper

I Feel like all of this requires like a lot of adult restraint like I was like thinking as you were talking through some of these you know allowing those responsive interactions not just being the one to like.

24:32.64

Jamie

Um, yeah.

24:41.24

theautismhelper

Oh hey, no this is how you this is how you open the bubbles or this ah you know this is the way that we should use This is the way I envision the sensory table being used that like you know we get so stuck in our own ideas and kind of going back to that flexibility too that it does require the adults whether it's a teacher paraprofessionals Clinician to.

24:44.62

Jamie

Um, afternoon.

24:47.47

Jamie

You haven't.

24:59.96

theautismhelper

Kind of check themselves a little bit and allow the flexibility but allow the responsiveness of the back and forth. Well why? Why did you think to put those in there. That's cool like those kind of kind of responses.

25:06.76

Jamie

Um, yeah, absolutely and I think that's why sometimes children kind of move away from adults when adults get into teach mode If you'll call it that um you know here is the the the train. Oh what is it? What's it say.

25:16.55

theautismhelper

Um, yeah for sure.

25:23.16

Jamie

Put it on here push it push it and it's like that smells and looks like work to a child. They're not interested in that.

25:28.11

theautismhelper

Ah, we just start asking questions and I find myself guilty of this sometimes too like you're like what is the train where does the train go what type of vehicle is it and you're like why did I just ask you 6 questions. Ah.

25:32.24

Jamie

Yeah, because you want to get learning right? You want to get for that learning you want to know that they're doing something but holding that train out and slowly pushing it or pushing it faster and watching the child's reaction. Those are bids those are communication bids back and forth and they might not be overt or discreet. But that's still engagement that's happening on a social level. Um and thinking about that. So Sometimes I'll see kids. They're my little flitters they flit around from toy to toy and item to item or Sundra Discenter. And when I watch them What I find is as soon as they land on something boom an adult pounces on them. They're out of there is they're like Nope gotta go so just purposefully intentionally thinking about how we can support the children to engage with something I think we as adults.

26:10.29

theautismhelper

And breath.

26:24.39

Jamie

You know we want purposeful Play. We want appropriate play and playing with things in a certain way and that's just not how children play or learn all of the time. Everyone's different and everyone's wired differently. So I think we need to respect their interest and how they play with things and I really Think. Giving professionals to think about play Schemas is is really Important. So For example, the child who likes to spin around in a circle or spin things around right? that might look like a self-stimulatory behavior for some children that are developing play Schemas That's a rotational play Schema. There's nothing wrong with it right? They eventual grow out of it is they get language they get engaged their executive functioning all that good stuff starts to develop. They go into higher levels of Play. So I'm a huge supporter of looking at what are those different play schemas

that look like stems and are they really just.

27:02.45

theautismhelper

Um, and then.

27:20.11

Jamie

Underdeveloped play schemas so the kids that like to pace and wander back and forth or push things around I drop my son off at Daycare I look at the little baby toddlers. They're constantly pushing the cars and the wagons back and forth with no purpose outside other than to transport which is a play schema. So I think um, we could start to identify how children play with things gosh this could be a whole nother episode making things and how they learn what is that reinforcing property or aspect about what they're doing and that doesn't matter if it's play if it's self-help if it's learning in a group center.

27:44.88

theautismhelper

Um, ah.

27:57.90

Jamie

What makes it fun and meaningful is where you're going to get that learning to come out of it and then eventually we start you know, fading the supports and as they get older work and learning starts to look a little bit less fun and then you become an adult and you know so.

28:13.58

theautismhelper

Ah, um, no, that was a great example and I love the concept of play schemas too and and thinking a little bit more critically Beyond just like oh he likes trains. Let's like throw train things at him. Well what is it about about trains that he likes or.

28:27.84

Jamie

Um, yeah.

28:28.21

theautismhelper

Ah, trampoline or and thinking a little bit deeper and obviously in a classroom with 22 kids you can't think super critically too much about every child because you don't have time but but really, but I think more observation in all classrooms can really give you so much valuable information like that about reinforcers about interests about.



28:33.17

Jamie

In learning. Yeah.

28:47.92

theautismhelper

And that and that you can play it play off of.

28:48.73

Jamie

Yeah, and I think I'm a big fan of putting visuals up to support staff and staff training. So I know like in my clinic in Vegas we had right by the front door when the kids came in. There was a big stop sign and it said wait so they could initiate. That's not a prompt for the children. That's a prompt for the adults.

29:03.74

theautismhelper

Ah, yeah.

29:06.44

Jamie

When we look at why children are not initiating asking questions or or coming up with ideas again. Sit back and observe they don't have a chance to do so we're constantly 1 step ahead of them directing it.

29:20.63

theautismhelper

Um, yeah.

29:21.70

Jamie

Yeah, not bad. But if we want this back and forth reciprocity where they are initiating. They're coming up with ideas to how they want to draw the letters circle paper. Whatever if we're not holding space and using these purposeful pauses to get them to do that. Then? how will they ever do that.

29:38.13

theautismhelper

Yes, and all these little strategies are things that can so easily be embedded I mean really into any classroom any age level.

29:42.70

Jamie

Yeah. Yeah, it's kind of you know and I hear sometimes well if I put something in a clear container or put it up on a shelf I'm I'm restricting something you know and I think I'm not restricting access to the item I view it as I am arranging the environment. To contrive

or create an opportunity for that child to initiate and to seek out and advocate for themselves if they have free access to everything. There is no function or need for them to do that. Um, because I know there's a big thing sometimes up withholding reinforcers and withholding items I think it's a concept. It's a it's a. Framework of how you view what you're trying to do with it I'm trying to arrange the environment to really get myself face to face to support the child to really help them seek out people ask for assistance all of that good social pragmatic stuff that we want to have support with.

30:26.71  
theautismhelper  
Um, yeah.

30:43.34  
Jamie  
If I don't have an environment set up to help with that I can't support those skills and make sure that they master them and become proficient and then move on to the next level of skills.

30:52.44  
theautismhelper  
Absolutely and I think it mimics the real world. You know in the real world for me to access my reinforcers I do have to engage in social behaviors like I to get Starbucks I have to walk into the Starbucks I have to order my drink I ought to wait for my drink like there is things I have to engage in in order to get what I want.

31:05.82  
Jamie  
Um, could be.

31:10.95  
theautismhelper  
Typically and and so I think that kind of mimics the typical schedule of reinforcement in the real world.

31:14.92  
Jamie  
Absolutely and and I think think about classrooms like positive behavior support or managing behaviors or supporting behaviors. You know we talk a lot about regulation within ndbis and you know it's important I think to look at signs of dysregulation. What does it look like when a child starts to get dysregulated a scale of like 0 to 5 before they go nuclear. You know they might pivot and shift their body away from us. There are subtle cues I think like you said if we sit back and observe that we can start to pick up or. Circle time if they don't get to sit on the particular square that could be a trigger for them right? How can we support them to stay regulated and work on that cognitive flexibility and get into those executive functioning skills

I think some of the stuff that you have done on this is great and. Getting that information out to more and more classrooms to help them like if we get executive functioning skills for a lot of these little ones it solves a lot of these issues that we keep encountering. They don't have the prerequisite skills. The collateral skills are missing.

32:13.40  
theautismhelper  
Um, yes.

32:17.22  
Jamie  
But yet they need those executive functioning skills to manage and be successful in that classroom environment for where do we start.

32:21.23  
theautismhelper  
And I love how these strategies tie so nicely into that and that self-regulation piece which I've been like on a deep dive on research on that over the last like three months and it it comes back to everything you know what? I mean if you're not regulated. There's.

32:27.93  
Jamie  
And.

32:35.30  
Jamie  
Yeah.

32:38.56  
theautismhelper  
You know you're just at such a disadvantage and play such a role in our behaviors and academics and everything else. So I like how you know this idea of categorizing strategies under and Ndbis is is kind of combining all of these things that we know are important. But how do they work together.

32:53.88  
Jamie  
Yeah, for sure and I think you know you know babies are born with the same range of emotions that we all have they just don't get the skills until much later to start to cope with that. And if you again are by nature of some of the characteristics of who you are just not as much socially attuned into the world around you learning from others and watching others because of some social attention motivation differences you miss out on how to self-regulate. But before we can self-regulate. We need to co-regulate right? We need to learn how to do that well to get us to that level and how do we do that we need some support with that and I think it's huge to be able to find out

how we can advocate and support our little ones and to help them kind of. You know they're little people with big emotions right? and it's okay for them to have a bad day. It's okay for them to have a tantrum right? We're just trying to kind of keep that pendulum within not hurting themselves and not hurting others and all that good stuff and you know they're their children and I also like to talk about. You know they might be 3 or 4 chronologically.

33:41.25  
theautismhelper  
Um, earth.

33:58.39  
Jamie  
Where are they at developmentally with emotional regulation identifying emotional states. Maybe not there so kind of thinking about how we can support them and I love when you say deep dive I'm always deep diving down a rabbit hole or I'm peeling back something. That's my other term I use.

34:01.49  
theautismhelper  
Um, yeah.

34:12.11  
theautismhelper  
Um, yeah, ah.

34:14.95  
Jamie  
Um, going back to the basics of what are those prerequisite skills Again, what does he need to do to self-regulate to go back to co-regulate to figure out does he even know what those feelings are I think those are really important, especially because when you get into the classroom environment. You have this beautiful little.

34:34.68  
Jamie  
Petri dish if you will of mixed personalities and opinions and characteristics of all of the children like a little melting pot of everything that's in there and then how do you manage that right? It's just like managing a workforce like different people different personalities different strengths different. Things that you know bother some people versus another and I think teachers are amazing by nature of what they do to manage all of that 1 to 1 is easy peasy putting into ah a classroom environment takes a whole anotherther layer of skills to take all of that in. But I really think and Ndbis are ah.

35:02.34

theautismhelper

Um.

35:10.63

Jamie

A gateway for that because they are so good about getting everything kind of in line that's going to support that child and those strategies to have that supportive inclusive learning environment that's going to maximize and promote social communication and academic development for. You know kids with Autism I Think there's a great way for them to really enhance what the teachers are already doing to make that learning a little bit easier to support that regulation which you know hopefully helps the whole flow of the classroom go a little bit more smoothly. Yeah.

35:45.39

theautismhelper

Yes, oh my gosh I feel like I could talk about this forever and I'm sure you could as well. There's like probably 3 sub episodes. We should do on top it we touched on. But um I know well Jamie thank you so much. This has been I think a great overview for people that this was new to but also.

35:49.69

Jamie

Yeah, not only place keep us first.

36:01.67

theautismhelper

You know I love the in-depth kind of strategies and examples that you gave for people that are already familiar with this? Um, so thank you so much. Can you tell a little bit more where people can learn more from you and actually before you answer that I just want to highlight that in the show notes.

36:09.25

Jamie

You're welcome. Thanks for having me this has been great.

36:18.55

theautismhelper

Um, Jamie made some amazing visuals that give even more information that I love and I will be linking those? Um, but where can people more learn. Um, go to learn more um about and ndbi's from you.

36:28.80

Jamie

Yes, absolutely so I have just launched an and ndbi essentials professional development mentorship. So it's an online platform. It's called and ndbi essentials and if you want I can give you the link to

share and it's all about. Esdm and dbi all this good stuff that's out there. So once a month we have a free Ceo there are 10 to 12 downloadable resources to help you put into practice what you're learning um sometimes more because I get excited to make these fun visuals. We have weekly office hours with myself. We have. Guest mentors that come in and talk with us and then members only events. So the whole premise of that is to come for the content and stay for the community as kind of the brain child I had with it to get people who are looking for mentors and want to implement this amazing. Practice with their children their students their learners that you have a place to go to to access those and then I also have an online a bunch of online courses that are designed for professionals and I can get you that link as well. That's just through the sage learning systems which is my company where i.

37:27.23

theautismhelper

Um, well great.

37:38.19

Jamie

Develop the courses and the products and all that good stuff to really disseminate and ebis to get it out there and so I am very grateful for this opportunity to chat more about this important topic.

37:47.41

theautismhelper

Perfect I will link all of that in the show notes and again. Thank you so much jami.

37:51.69

Jamie

Thank you as well.