



# PROGRAM DELIVERY STANDARDS

This document outlines desired outcomes and minimum standards of delivery for each of the Davis® Autism Approach and Davis® Concepts for Life programs. If you have any questions or concerns about a program, please contact [admin@rdautismfoundation.org](mailto:admin@rdautismfoundation.org).

## PROGRAMS OFFERED

Davis® Autism Approach - over 8 - adult  
Davis® Stepping Stones - 4-8 years,  
Davis Stepping stones 2 - 6-8 years  
Davis® Concepts for Life - over 8 - adult  
Davis® Concepts for Life – Early years, 4-8 years

## DAVIS® IS A REGISTERED TRADEMARK OF RONALD D. DAVIS.

Use of this name or trademark to represent commercial (fee-based) educational, therapeutic or instructional services is exclusively limited to **qualified** and **actively licensed** professionals who have completed extensive training and are required to maintain strict quality standards and professional development.

## IN ALL OF THE DAVIS AUTISM AND CONCEPTS FOR LIFE PROGRAMS:

All clients must have their own copy of the Davis® Auditory Orientation sound which is used to assist with establishing and maintaining orientation and focus. It is recommended this is used for a minimum of **two weeks – 1 month** before the commencement of the program. Your licenced Facilitator will instruct you as to its usage and maintain contact with you during this period.

Throughout the program, the client will continue to use the Davis® Auditory Orientation sound, and be guided in its usage to assist with mental focus and self-orientation.



All programs are always given in a **one-to-one** context, with licenced Facilitator working with the client. The support person may be in attendance and should create the models alongside the client where appropriate.

When a program is being coached, the initial part of part of the program must be completed by the Facilitator. After this, the Facilitator will then deliver one on one coaching to the support person, for them to complete the program at home with the client.

All programs provide instruction in the Davis® self-regulation tools designed to support stress reduction, and the management of energy levels. Both the client and their support persons are to be guided in the self-use of these tools.

All programs include standardized resources and individualized support training for the family member, tutor or other individual who will be assisting with the ongoing support the client, helping them with integration of the tools and exploration of the concepts into their daily life.

**Clients who are under medical and/or psychological supervision need to have disclosed this information to the Facilitator and should maintain contact with their health practitioner / therapist throughout the course of the program.**

A registration agreement must be signed and a copy received by both the client / support person and the Facilitator prior to the commencement of the program.

A schedule of delivery should be agreed upon prior to the commencement of the program to allow for continuity of learning. The first part of the program should be delivered intensively on consecutive days unless the client is physically or mentally unable to do so; should this be the case, weekly contact must be maintained with the Facilitator.

Programs will be provided in the Facilitators' professional rooms or in some cases in the clients' own home. Part of the program will require environmental exploration and excursions outside the office / home, permission and any required provisions will need to be agreed upon prior to the program commencing.

All clients will be asked to participate in research gathering data, at three points of the program: before commencement, immediately upon completion, and 6 months post program .

All clients will receive follow-up contact and support after the program.

## **DAVIS AUTISM APPROACH**

**Purpose:** To facilitate an understanding of the basic life concepts and self-regulatory skills, that were missed, blocked or reduced due to autistic characteristics; building a foundation for self and social development allowing for fuller participation in life they choose.

**Age:** 8 years – adult

**Program length:** 100 – 200 hours



## **Overview:**

Highly trained, caring Davis Autism Approach Facilitators work individually with each client, so the program is delivered at their pace and according to their needs and goals.

The program follows a three-part process:

First, the focus is on self-regulation and harmonizing neural networks by listening to the auditory orientation sound.

Secondly, a series of fundamental concepts are created using the multisensory medium of plastilina clay, and are explored in the environment and daily life.

The final component social integration facilitates social awareness through exploring the different types of relationships and behaviors we have with others.

## **Learning content:**

### **Self- regulation tools**

Auditory orientation - Focus

Stress management - Release

Energy regulation - Dial

### **Concepts – New foundations**

*Physical world concepts* - change, consequence (cause, effect, before, after) time, sequence, order and disorder.

*Thought world concepts* – continue, survive, perception, thought, experience, knowledge wisdom understanding.

*Instinctual (feeling) world concepts* – urge, energy, force, emotion, want, need, intention.

*Advanced concepts* – Motivation, skill, control, responsibility.

### **Integration of Concepts**

- Experiencing the concepts in everyday life
- Establishing order in the physical environment
- Establishing new orders of behavior
- Developing self-responsibility
- Strengthening executive functioning skills

### **Concepts – Building Bridges**

*Relationship concepts* - These explore different types of relationships, assisting with social integration.



**Resources:**

Davis Auditory Orientation

Davis Helper Guide manual and/or Davis Concepts for Life manual (depending upon age and level of support needed outside the program).

Plastilina clay (4 lbs. or 2 kg)

Clay cutter

2 x Koosh balls

Concept Definition booklet (for coached programs)

**Program outcomes:**

Although no specific changes can be guaranteed, in almost all cases positive and lasting changes have been experienced. These are some examples of the types of improvements Davis Autism Facilitators regularly see in their clients' ability to participate more fully in life. These outcomes are in the process of being verified through independent research:

- Less anxiety
- Greater sense of self
- Reduced sensory overload symptoms
- Reduced or less intense emotional meltdowns
- Greater capacity to cope with change
- More willing to try new things
- Greater ability to cause a change in your life
- Increased ability to take part in daily activities and create order in your life
- Better interpersonal communication skills
- Lower social anxiety
- Better able to establish and maintain relationships with others

Independent research on the Davis Autism Approach can be found at [rdautismfoundation.org](http://rdautismfoundation.org).

**DAVIS STEPPING STONES****Purpose**

The purpose of Davis Stepping Stones program is to facilitate the individual to complete essential early childhood development stages which are missed, blocked, or reduced due to autistic characteristics, through integrating foundational life concepts and developing self-regulation skills.

**Age:**

(3) 4-8 years

Individuals over the age of 8 with limited verbal ability

**Program length:**

15 - 30 hours



**Overview:**

Highly trained, caring Davis Autism Approach Facilitators work individually with each client, so the program is delivered at their pace and according to their needs and goals.

The Facilitator works with both the client and the helper/support person. Depending upon the age and ability of the client, the Facilitator one-on-one time will vary. In many cases, most of the session will focus on the Facilitator coaching the helper/support person to work with the client at home.

Davis Stepping Stones is a four step program.

Firstly, the support person is given a set of self-regulation tools, to assist them to be calm and relaxed while working with the client.

Secondly the client is assisted in becoming more present in the world, developing accurate perceptions and gaining an awareness of self through the use of Davis® Auditory Orientation and self-regulation tools

Thirdly, a series of fundamental concepts are created using the multisensory medium of plastilina clay.

Finally, the learning is consolidated with daily life experiences, essential in allowing the client to integrate the concept for themselves and build a *'filing system'* for their future thinking and behavior.

**Learning content:****Self- regulation tools**

Auditory orientation - Focus  
Stress management - Release  
Energy regulation - Dial

**Concepts**

- Self
- Another
- Others
- Change□
- Consequence□
- Cause and effect
- Before and after

**Integration of Life Concepts**

Experiencing the concepts in everyday life



**Resources:**

Davis Auditory Orientation  
Davis Stepping Stones manual  
Plastilina clay (2 lbs. or 1 kg)  
Clay cutter  
2 x Koosh balls

**Program outcomes:**

Although no specific changes can be guaranteed, in almost all cases positive and lasting changes have been experienced. Below are general trends that Davis Autism Facilitators see in their clients:

- Better self-awareness (eg. expressing appropriate pain when injured)
- Better self-regulation (can calm themselves down)
- Fewer meltdowns
- Less resistance to change
- Willingness to try new things
- Increased ability to refer to self as 'I' or 'me'
- Increase in pretend play
- Growth in language
- Increased understanding of cause and effect
- Can follow instructions using the ideas of before and after

Independent research on the Davis Autism Approach can be found at [rdautismfoundation.org](http://rdautismfoundation.org).

## DAVIS STEPPING STONES 2

**Purpose:**

The purpose of Davis Stepping Stones program 2, is to build on the previously acquired Davis Stepping Stones concepts and self regulation skills, facilitating additional foundational early childhood development.

**Age:** 6-8 years

**Program length:**

15 - 30 hours

**Overview:**

Additional concepts of *time*, *sequence*, *order* and *disorder* are facilitated following the same format and approach to Davis Stepping Stones.

**Resources:**

Davis Stepping Stones 2 manual



### **Program outcomes:**

Although no specific changes can be guaranteed in almost all cases positive and lasting changes have been experienced. Below are general trends that Davis Autism Facilitators see in their clients:

- Better self-regulation
- Less resistance to change
- More able to predict situations
- Willingness to try new things
- Greater understanding of the passage of time
- Reduced rigidity
- Increased understanding of cause and effect
- Better able to understand and follow instructions
- More flexibility
- Less meltdowns

Independent research on the Davis Autism Approach can be found at [rdautismfoundation.org](http://rdautismfoundation.org).

## **DAVIS CONCEPTS FOR LIFE**

### **Purpose:**

This program is designed to assist in the improvement of executive functioning skills, focus and stress reduction. It focuses on self-regulation skills and concepts which make up motivation, self-responsibility and behavior management.

### **Overview:**

The Davis Concepts for Life program was created for anyone who wants to create meaningful change in their life. Throughout the program clients have the opportunity to work on their goals by creating, experiencing and reflecting on a series of essential life concepts which provide the framework for self-responsibility and personal growth.

Highly trained, caring Davis Concepts for Life Facilitators work individually with each client, so the program is delivered at their pace and according to their needs and goals.

It is a three part program, starting with self-regulation tools, followed by clay modelling and exploration of a framework of essential core concepts and capabilities.

Finally frameworks for implementing meaningful change are explored in relation to individualised goals.

### **Learning content:**

#### **Self-regulation tools**

Auditory orientation - Focus

Stress management - Release

Energy regulation - Dial



## **Davis Life Concepts**

*Physical world concepts* - change, consequence (cause, effect, before, after) time, sequence, order and disorder.

*Thought world concepts* – continue, survive, perception, thought, experience, knowledge wisdom understanding.

*Instinctual (feeling) world concepts* – urge, energy, force, emotion, want, need, intention.

*Advanced concepts* – Motivation, skill, control, responsibility.

## **Implementing meaningful change**

- Establishing order in the physical environment
- Establishing new orders of behavior
- Developing self-responsibility
- Strengthening executive functioning skills
- Improving social integration

## **Resources:**

Davis Auditory Orientation

Davis Concepts for Life manual

Plastilina clay (4 lbs. or 2 kg)

Clay cutter

2 x Koosh balls

## **Program outcomes:**

Although no specific changes can be guaranteed, in almost all cases positive and lasting changes have been experienced. People who have completed the Davis Concepts for Life Program have experienced many benefits, including:

- Increased self-awareness and a stronger sense of 'Self'
- Better ability to focus
- Improved stress management
- Less anxiety, including lower social anxiety
- Increased ability create order and reduce disorder in their life
- Breaking long-held negative patterns
- Better equipped in relationships

## **DAVIS CONCEPTS FOR LIFE – EARLY YEARS**

### **Purpose:**

The purpose of Davis Concepts for life – Early Years is to assist children under the age of 8 who are struggling to meet developmental milestones this may include focus, behaviour, relationships, self-regulation, and /or executive functioning skills





**Age:**

4-8 years

**Program length:**

20- 40 hours

**Overview:**

Highly trained, caring Davis Concepts for Life Facilitators work individually with each client, so the program is delivered at their pace and according to their needs and goals.

The Facilitator works with both the client and the helper/support person. Depending upon the age and ability of the client, the Facilitator one-on-one time will vary. In many cases, most of the session will focus on the Facilitator coaching the helper/support person to work with the client at home.

Davis Concepts for Life – Early Years is a four step program.

Firstly, the support person is given a set of self-regulation tools, to assist them to be calm and relaxed while working with the client.

Secondly the client is assisted in becoming more present in the world, developing accurate perceptions and gaining an awareness of self through the use of Davis® Auditory Orientation and self-regulation tools

Thirdly, a series of fundamental concepts are created using the multisensory medium of plastilina clay.

Finally, the learning is consolidated with daily life experiences, essential in allowing the client to integrate the concept for themselves and build a *'filing system'* for their future thinking and behavior.

**Learning content:****Self- regulation tools**

Auditory orientation - Focus

Stress management - Release

Energy regulation - Dial



### **Concepts:**

- Self
- Another
- Others
- Change
- Consequence
- Cause and effect
- Before and after
- Time
- Sequence
- Order and disorder

### **Integration of Life Concepts**

- Exploration of the concepts in everyday life
- Establishing order in the physical environment
- Establishing new orders of behavior
- Strengthening executive functioning skills

### **Program outcomes:**

Although no specific changes can be guaranteed, in almost all cases positive and lasting changes have been experienced. Below are general trends that have been reported.

- Better self-regulation (can calm themselves down)
- Showing much less anxiety
- Reductions in stress
- Less resistance to change
- Willingness to try new things
- Increase in play with others
- Increased understanding of cause and effect
- Can follow instructions using the ideas of before and after
- Improvement in behaviour
- Will go along with others ideas /suggestions in work groups and play.
- Understands why – improved reasoning
- Willing to share own ideas

