

THE MILLER METHOD[®] NEWSLETTER

Fall/Winter Quarter, 1998 Arnold Miller, Ph.D., Editor Vol. 3, Issue No. 1

The **Miller Method[®] Newsletter** is a publication of the Language and Cognitive Development Center (LCDC) of Boston. It seeks to encourage exchanges of information between Miller Method programs and practitioners in the United States and abroad. Periodically, this newsletter will contain strategies for helping children with autism and pervasive developmental disorders. Certain issues may also contain names and phone numbers of parents and professionals who have participated in one of the Center's programs and who would welcome questions from other parents or professionals.

ARNOLD MILLER AND STANLEY GREENSPAN GET ACQUAINTED

Over the past year, Dr. Stanley Greenspan of Bethesda, Maryland has, on three occasions, invited Dr. Arnold Miller, Director of the Language and Cognitive Development Center of Boston, to share different aspects of the Miller Method with large audiences of professionals and parents at Greenspan conferences in Rockville, MD. Dr. Miller's first presentation was on November 16, 1997 to a responsive audience of over 1,100 people. He made a second presentation on April 28, 1998 to about 600 professionals and parents. Dr. Greenspan then invited Dr. Miller to participate in two panels in his November 13-15, 1998 conference."

Approaches to Developmental and Learning Disorders in Infants and Children" in Rockville, MD. On one panel (November 13) Dr. Miller will present the Center's Symbol Accentuation Reading Program; November 15, on a second panel (with Drs. Feuerstein, Greenspan, Schopler, Weider and Rogers) he will discuss and illustrate how the Miller Method[®] compares with other programs.

From these contacts, numerous phone conversations, and their joint treatment of children from a half dozen families, they found that the two approaches complement each other...While the Greenspan approach is more free-form and the Miller Method[®] more structured, both approaches seek to transform children's disordered behavior into functional and adaptive coping with people and objects... Currently, Drs. Miller and Greenspan

are preparing a proposal for the U.S. Office of Special Education entailing an interactive-developmental model for schools which blends both approaches. We will report on the progress of this collaboration as it develops.

ANGELA RETURNS TO LCDC/LYNNFIELD



Angela Bogus, the beautiful, flaxen-haired 5-year old girl with autism-spectrum disorder from Mississauga, Canada, who spent four months last year at the Language and Cognitive Development Center in Lynnfield, Massachusetts, is returning to learn how to read and write...When Angela first came to LCDC/Lynnfield

she was completely nonverbal and tantrummed and screamed with almost every change in the day's routine. Within four months this disorganized little girl made dramatic progress which was recorded in the video documentary "Where is Angela?" Here, in mother's own words recorded in the documentary, is what happened:

"She would scream a lot and tantrum...With even little demands she would throw herself on the ground, bang her head, slap her face and bite her wrist...But in the second week of the program she made her first sign...I remember we were in the swimming pool and she was in the hot tub and she looked at me, smiled...and for the first time in her life she signed come to me and I immediately ran over to her.

From that time -- every day she would come up with a new sign she had learned in school: come, go, plate, give, cup, glass...About one month later she both signed and spoke her first words "come" "give" "plate" "juice" "drink." After three months and three weeks she could request in words -- using

Visit our website at
<http://www.millermethod.org>

simple sentences -- "Give Angela Juice (or drink or apple)." Or she would say, "I want juice...I want play...I want toys."

Once Angela started to sign and speak that was the turning point in her life...Actually, that was the turning point in our life...Our whole life changed because she became much happier. She tolerated changes much better...And, for the very first time in her life she could wait for things she wanted...She now understands what we say to her and she focuses much better.

Since we left the program I haven't seen her slapping her face or biting her wrist...Also, her tantrums and screaming have subsided...I would like to thank Mrs. Miller (director of the LCDC/Lynnfield program) and Dr. Miller (director of LCDC/Boston) for implementing this program for Angela...And I would like to thank the exceptional teachers and therapists who were very gentle and caring and yet made a profound change in her life...and in ours."

And now, on Monday, September 29, 1998, a year later, six year old Angela returns with her mother, a nurse, and her father, an engineer, to LCDC/Lynnfield to attempt the next step in her development -- learning to read and write. If all goes well and LCDC's dedicated staff and their **unique Symbol Accentuation Reading Program** succeeds, Angela and her parents will return home to Mississauga in the province of Ontario, Canada, at the end of December with a wonderful Christmas present -- the ability to make sense of written words.

Recently, a review of the Millers' book, "From Ritual to Repertoire" appeared in the *Journal of Autism and Developmental Disorders, Vol. 28, No. 2, 1998*. The review was written by M. Mary Konstantareas, University of Guelph, Ontario, Canada. Some excerpts follow:

"...Relying on a variant of the "method clinique,"

cial and physiological psychology, neurology, and psychiatry, the Millers provide an interest-

reasoned and sequentially ordered to constitute a unique view of psychopathological development..."

"...The book is an invaluable source of rich ideas

its contribution of the developmental perspective, the role of assessment as a precondition

dress the vexing problem of motivation. For the Millers, it is through judicious and clinically sen-

in the child's cognitive, affective, and interpersonal structures can come about. I find the

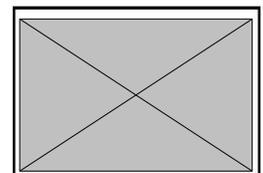
group of children, although its usefulness and overarching relevance to the entire population

"...This reviewer recommends the book highly for its wealth of theoretical views and as yet

M. Mary Konstantareas, Ph.D.
University of Guelph

LCDC EXPANDS ITS VCO CAPABILITY

Because of the increasing de-oversight (VCO), LCDC has expanded its capability by in-



lines and new video conferencing equipment which enables staff at LCDC to control (pan, tilt

necessary to allocate a person at the remote site to guide the camera during cognitive-developmen-

staff person, Celina Meilak, to serve as VCO consultant. Currently, VCO personnel include Arnold

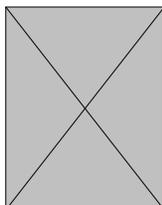
Callahan and Celina Meilak.

"COME BACK, JACK!" VIDEO DOCUMENTARY

Robert Parish, a professional video producer, is producing a video documentary titled "Come Back, Jack" which records his 6-year old son, Jack's emergence from autism during the 4-month period he has been attending LCDC/Lynnfield. PBS has already expressed interest in airing the hour long documentary.

BOOK REVIEW OF "RITUAL"

From Ritual to Repertoire: A Cognitive-Developmental Systems Approach with Behavior-Disordered Children by Arnold Miller and Eileen Eller-Miller, John Wiley and Sons, 1989. Fourth Printing. (The book may be purchased at a discount at Cognitive Designs, Inc., PO Box 151, Waban, MA 02168, Phone 617-964-3123.)



UPDATE ON PROGRAMS USING MILLER METHOD® STRATEGIES

All Saints Catholic School, Mississauga, Ontario, Canada. The Miller Program at All Saints is entering its second year using VCO technology enabling LCDC senior staff to provide on-line consultation for two hours each week to special education teacher, Sonia Mastrangelo and her assistant, Carol Roberto. All six children in the class have made significant progress. The program is administered by Connie Gale, Vice Principal of the school and strongly supported by Mike Bator of the Catholic School Board. Connie Gale's phone number is (905) 828-7984.

Broadmoor School, Mentor, Ohio. Also entering its second year is the program at Broadmoor School under the supervision of Dr. Margaret Quell, Principal. This program involves 11 children who receive regular VCO consultation from LCDC during three scheduled hours each week. Through this program four professionals from Broadmoor staff are meeting the requirements of certification as Miller Method® Specialists. They include: Barbara Broad, speech and language pathologist; Maria Mejia, psychologist; Amy Waltos, occupational therapist; Vicki Vivod, special education teacher. All 12 children have made significant — and in some instances dramatic — progress during the past year as determined by pre and post testing. Dr. Quell's phone number is (440) 942-0260.

William Patrick Day Center, Cleveland, Ohio. Entering its fourth year, the Miller Program at William Patrick Day Center (WPDC), introduced by Dr. Christine Cook, continues its groundbreaking work in Cleveland, Ohio. Recently, 12 students at WPDC demonstrated important progress in social and communication areas at the end of 7 months of Miller Method. This year, WPDC will establish a VCO link with LCDC so that staff can gain additional training through that modality...It should be noted that Dr. Cook conducted the first doctoral dissertation on the Miller Method — portions of which will be published November, 1998 in the Journal of Developmental and Learning Disorders. Dr. Cook's phone number is (216) 736-2920.

Community Park School, Morris Plains, New Jersey. Entering its second year under the skillful guidance of Sheryl Kaufman and the broad support of Superintendent Angelo Vilardi, Morris Plains Education Commission, the program has grown from two to fourteen children. In the space of a single year the program has become a magnet to many parents in the region. Dr. Miller conducts two, one-hour VCO sessions per week with Heather Dobbs and Helen Fuller, Special Education teachers. This year Sheryl Kaufman is initiating pre and post testing so that the nature of gains achieved can be documented. Sheryl Kaufman's phone number is (973) 267-5696.

NEW MILLER PROGRAMS USING VCO OR TCO

Westlake School, Westfield, New Jersey. Supervised by Linda Bradway, Principal and occupational therapist — and taught by Jennifer Hooten — this program is beginning with three developmentally disordered children. There are two VCO sessions with LCDC each week. Linda Bradway's phone number is (908) 232-6655.

Allegro School, Morris Plains, New Jersey. Cathy Miller, special education teacher, participates in a weekly TCO (telephone conference oversight) supplemented by monthly videotape analysis with Dr. Paul Callahan of LCDC. There are 7 developmentally disordered children in Cathy's class.

Ross Tilley School, Bowmanville, Ontario, Canada. Dr. Brenda McGuinness, speech and language pathologist, who supervises a class of seven developmentally disordered children, is soon to be engaged in a twice weekly TCO sessions supplemented by monthly videotape analysis of her class via VCO with Dr. Miller at LCDC. Dr. McGuinness seeks to gain certification as a Miller Method® specialist through her training within the next year. Dr. McGuinness' phone number is (905) 372-6871.

Small Wonder Preschool, Glendale, Long Island, New York. Lisa Hauben, special education teacher, after attending both basic and advanced Miller Method workshops with her colleague, Lori Smith, is currently in training leading to certification as a Miller Method Specialist via weekly VCO contact with Dr. Miller at LCDC. Lisa is currently working with a class of 11 developmentally disordered children under the general supervision of Sandy Noble. Her phone number is (718) 849-3002.

THE "HUMBLE BUREAU" AS AN ADJUNCT TO THE ELEVATED SQUARE

We have found that the addition of a bureau with 6 - 8 drawers (about 4 feet high and 3 feet wide) to the room in which the Elevated Square is located, provides a number of important options for teachers and therapists working with children having developmental issues. Used as suggested, the bureau provides the children with important "real-world" training in eye-hand coordination (putting in and taking out drawers), language (words and signs), representation (pictures) and problem solving as they figure out how to "fix" the bureau and find things in drawers.

Here, we list some of the options the bureau permits and the problem areas it helps address:

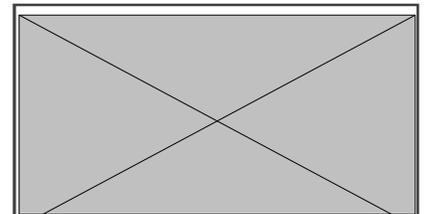
1. Child opens and closes the drawers as open-close signs and words are used by teacher or therapist. (body efficacy; sign/word guidance)
2. Child pulls the drawers out entirely then puts them in with accompanying signs and words. (perceptual-motor coordination; sign/word guidance)
3. Child must "fix" a bureau turned on its side, its back or upside down, first with then without help. (body coping/problem solving)
4. Child learns to pull- out and put-in drawers when the bureau is on its side. (perceptual-motor coordination, expansion of drawer-object concept).
5. Child must find the object teacher or therapist has hidden in one of the drawers. (problem solving)
6. Teacher or therapist attaches pictures to the different drawers so that the child can be guided to the appropriate objects in the drawer. (learning picture-object relations)

7. Teacher or therapist interrupts a child's system (rolling cars down a ramp on the elevated square) by placing the needed car in a bureau drawer. To continue the interrupted system the child must leave the square, go to the bureau, find the car and return to the square to complete the system by rolling the car down the ramp. (Expanding systems, problem solving)
8. Teacher or therapist tells a child with word and sign that the object he/she needs is in the (top, bottom, middle) drawer...(Sign-word guidance, concept formation)

Additional uses of the "humble" bureau await the creative teacher or therapist. If you develop additional uses send them to the editor for inclusion in this newsletter.

BASIC AND ADVANCED COURSE LISTINGS

LCDC, in response to many requests, now offers — in addition to its Basic 5-Day Workshop on the Miller Method® — an Advanced 5-Day Workshop. The Advanced 5-Day Miller Method Workshop® is open only to those who have either taken the Basic Workshop or who have had substantial exposure to the Miller Method in their workplace. All 5-day workshops are limited to 20 people and are credited toward certification as a Miller Method Specialist.



The schedules for Basic and Advanced 5-Day Workshops are listed below:

Basic 5-Day Workshops

October 19-23, 1998; December 7-11, 1998; February 8-12, 1999; April 12-16, 1999; June 14-18, 1999.

Advanced 5-Day Workshops

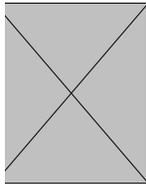
January 11-15, 1999; March 15-19, 1999; May 17-21, 1999; July 19-23, 1999.

Location: All 5-Day workshops are located at the Language and Cognitive Development Center, Boston, MA

Tuition: \$975. Contact Sheila McNamara at (800) 218-5232 to register or for further information about the workshops.

PARENT-CHILD TRAINING

There are now several different Parent-Child Training options at the Language and Cognitive Development Center in Boston. These are as follows:



1. Miller Umwelt Assessment\$1000
(2 hrs., written report, recommendations)
2. Parent-Child Training\$2500
(Assessment plus 8 hrs. Training over 5 days)
3. Parent-Child Intensive Intervention\$5000
with Assessment (one month)
4. Six-Week Summer Session\$6000
with Assessment
5. Variable Duration Placement at LCDC\$2500
(from 2 months to a year) per mo.
6. Videoconference Oversight (VCO)\$2000
approx. 8 (1 hr.) sessions /month per mo.

Parents and Professionals Listing

The parents and professionals listed below have given their permission to have their names and phone numbers included in this newsletter so that they may share their first hand LCDC experience with other parents and professionals seeking an effective, developmentally oriented program.

Parents Whose Children Have Participated in an LCDC Program

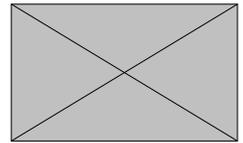
- Ms. Kristina Bogus (905) 450-8790
 Dr. and Mrs. David Grossman (610) 430-0690
 Barbara and Jack Hitchcock (508) 376-5365
 Ms. Sherry Hoty (216) 967-3291
 Dr. and Mrs. Stephen Kastl (919) 510-8184
 Diane and Robert Parish (513) 248-8868
 Mrs. Kelly Pinhey (613) 258-3322
 Ms. Lynn Thompson (410) 295-7219
 Dr. and Mrs. Charles Tucker (502) 753-7463

Professionals Who Have Participated in a Five Day Miller Method Workshop®

- Dr. Steve Buttrum (905) 828-6348
 clinical psychologist
 Dr. Christine Cook (216) 736-2928
 early education supervisor
 Lisa Hauben (718) 849-3002
 special educator
 Susan Henry (519) 453-4400
 speech and language pathologist
 Dr. Brenda McGuinness (905) 372-6871
 speech and language
 Dr. Margaret Quell (440) 942-0260
 principal-special educator
 Stephen Shore (617) 277-9653
 music specialist
 Amy Waltos (440) 942-0260
 occupational therapist

MILLER METHOD® CERTIFICATION

To qualify for certification as a Miller Method® Specialist a professional must meet criteria related to their discipline, participation in 5-day training workshops at LCDC, hours of supervision, cases covered and written examination.



Professional Disciplines

Among the appropriate candidates for training and certification include:

- clinical and developmental psychologists
- music and movement therapists
- occupational therapists
- pediatric nurses
- physical therapists
- psychiatrists
- social workers
- special educators
- speech and language pathologists

Five Day Miller Method Workshops

Participation in the Basic Five-Day Miller Method Workshop is mandatory; currently, participation in the Advanced Five-Day Miller Method Workshop is optional -- although recommended. Those who participate in the Advanced Workshop reduce their needed weeks of supervision from 50 to 44.

Supervision

A total of 50 weeks of supervision (1 hour per week) is required unless the advanced workshop is taken. Supervision may be taken either at LCDC, via videoconferencing oversight (VCO) or via teleconferencing oversight (TCO) supplemented by monthly analysis of videotapes.

Cases

Each trainee selects 3 children -- two nonverbal and one limited verbal with autism or PDD or severe communication disorder -- as the group on which they will be supervised. On a quarterly basis copies of notes on each child are sent to their supervisor. In the course of the year, each trainee conducts an Umwelt Assessment on each child, works out a treatment/education plan for each child and conducts treatment sessions. Those with VCO will have opportunity to have some of their sessions supervised while they are conducting them; those with TCO will have a monthly videotape of their sessions analyzed and discussed over the telephone.

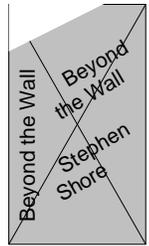
Written Examination

At the end of the 50 sessions, each trainee is given a series of searching questions about the children with whom they have worked. On successful completion of the examination, certification as Miller Method Specialist is awarded by the Language and Cognitive Development Center.

The Language and Cognitive Development Center is planning a 1.5 day Miller Method® workshop on Friday and Saturday (January 29 and 30, 1999.) Interested parties should contact Sheila McNamara (800) 218-5232 for further information.

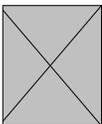
NEW BOOK ON AUTISM

Stephen Shore has personal experience with autism. Currently, he is working on a book that describes these experiences as well as finishing a doctorate in music education. When he is not working on these two projects or using music to work with autistic children, he volunteers at the Language and Cognitive Development Center.



Find out more about his experiences as he writes a guest column in the next issue of this newsletter.

A range of devices and programs -- including the Sign and Spoken Language and Symbol Accentuation Reading Programs -- used at the Language and Cognitive Development Center, are distributed by Cognitive Designs, Inc., Box 151, Waban, MA 02158 and may also be ordered from website <<http://www.cognitivedesigns.com>>



Language and Cognitive
Development Center
P.O. BOX 270 / 11 WYMAN STREET
BOSTON (JP), MA 02130