

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

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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

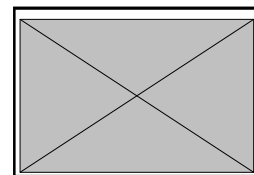
group of children, although its usefulness and overarching relevance to the entire population

"...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.)

