Relationship Development Intervention (RDI™)
Evidence Based Practice for Remediating Symptoms of Autism Spectrum Disorder

Relationship Development Intervention (RDI™) is a cost-effective research-guided intervention approach for remediating autism spectrum disorders. The program uses a parent-training model to help children learn skills like joint attention, social referencing, theory of mind, social reciprocity, and communication for experience sharing purposes. It is an evidence-based practice approach that makes use of a combination of the best available research and clinical expertise in treatment decisions (Twachtman-Cullen, 2009). The following are peer-reviewed published articles document evidence of its efficacy for children with ASD.


A broader examination of the literature demonstrates a growing body of empirical research evidence and best practice recommendations supporting the practices embedded in RDI™. Specifically, RDI™ is a family-centered, intensive, objective driven, individualized intervention targeting the components of social-emotional development in the context of the parent-child relationship. The articles listed below document the peer-reviewed published evidence supporting the core components of RDI™ for treating autism spectrum disorders.

**SUPPORT FOR RDI™ – remediating the core deficits of autism in a developmental progression**


**SUPPORT FOR RDI™ – improving overall functioning (per special education placement, ADOS diagnostic category, and other normed valid measures of ASD symptoms like flexibility and joint attention)**


**SUPPORT FOR RDI™ – training parents through ongoing consultation and using the parent-child relationship as a natural context for child learning and growth**


**SUPPORT FOR RDI™ – incorporating intervention into daily routines while accounting for caregiver needs and child functioning**


Deborah Berrang, Amy Leventhal, Melissa Rascovitch, Blair Armstrong, and Sarah Wayland contributed to this list.