BETTELHEIM AND LOVAAS

A Study on the Treatments of Autism
BRUNO BETTELHEIM

- Born August 28, 1903
- 1938 sent to Nazi Concentration Camp
- Moves to America
- Works for Orthogenic School in Chicago
- Commits Suicide in March 13 1990
Dr. Ole Ivar Lovaas

- Birth: May 8, 1927
- Nazi Occupation in Norway
- University of Washington
  - Psychology Degree
- UCLA – teacher
- ABA – Applied Behavior Analysis
- Death: August 2, 2010
Bettelheim’s Method

- Bruno Bettelheim did not have a specific method to curing Autism however believed in:
  - Loving/Caring atmospheres
  - Allowing the child to feel accepted
  - He would work with children to increase their sense of Autonomy.
Bettelheim’s Theory Behind Autism

- Bettelheim believed that children with autism developed this difference around the age of 2 years for the reasons of:
  - The “Refrigerator Parent (Mother)” theory
    - Parents (mostly mothers) who lack maternal warmth, creating problems for the child.
  - Lack of the sense of autonomy
    - Bettelheim believed children who were neglected opportunities to develop personal autonomy later developed autism, feeling constant fear of their surroundings and no self confidence.
LOVAAS’ METHOD

▪ ABA – Applied Behavior Analysis
▪ Intensive Time – 40hrs per week
▪ One-On-One – only interaction with a teacher
▪ Language Development
  – The ultimate goal of the treatment was to reach some sort of language development. This would be a gateway to other forms of communication.
THE STUDY

Analyzing “Son-Rise: A Miracle of Love” and the classroom
Which aspects of Bettelheim and Lovaas’ methods are present in the Son-Rise method of treatment?
- Overall, which was more beneficial to Raun Kaufman?

In a classroom, are the ideas of Bettelheim and Lovaas evident in the way that the teachers approach their students?
HYPOTHESIS

- Because affection has such a great deal on the development of any child, we hypothesize that the Son-Rise method of treatment would be more similar to that of Bettelheim than Lovaas.

- Within a classroom, we hypothesize that there will be elements of Bettelheim and Lovaas’ methods of teaching.
# Guide for Determining Therapies

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<th>LOVAAS</th>
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<td><strong>Teaching Approach</strong></td>
<td><strong>Disciplinary Actions</strong></td>
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<tr>
<td>• Intensive</td>
<td>• Early Lovaas: used shock treatment, slap children</td>
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<td>• One-on-one interactions</td>
<td>• He doesn’t.</td>
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<td>• Alone w/ the child</td>
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<td>• Phases of teaching</td>
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<td><strong>Familial Influences</strong></td>
<td><strong>Separate the child from the family if the family is believed to be a cause of the disability</strong></td>
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<td>• Would train the parents also in the ABA idea so that they could continue the treatment</td>
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SON-RISE: A MIRACLE OF LOVE
▪ True Story
▪ Based on the Kaufman Family
▪ Raun Kaufman developed autism and his parents, Bears and Suzie, looked for a treatment center but could not find one that would work.
▪ Bears and Suzie create their own method of treatment, the Son-Rise Program.
Kaufman’s Treatment – Son Rise Program

- 3 years – 9,700 hrs
- Constant contact w/ someone
  - Originally it was just w/ Raun’s mother, but eventually led to his father and also his own siblings.
- Solidarity
  - Suzie imitates Raun to try to reach him.
- Language Development
  - Once Raun was able to use some form of language, the rest of the treatment was easier to complete.
ASPECTS OF BETTELHEIM

- In Son-Rise we are told that Raun was only bottle fed as a baby
  - Links to Bettelheim’s theory that breastfed kids are able to learn autonomy through this process

- Constant Love and Acceptance
  - The parents sitting in the bathroom with Ron doing the same things he does
ASPECTS OF LOVAAS

- (Early Lovaas) - punishments
  - As __ and __ are looking into therapies for Raun, the schools they attend have the instructors or therapists yelling, forcefully making them do things and even hitting.

- Intensive amount of time
  - Raun spends 75+ hrs a week with his mother, one-on-one, throughout the treatment.

- Loving care/affection
  - Raun receives much affection from both his parents and anyone else that is involved when he does something right
PIAGET!

Object Permanence
INSIDE THE CLASSROOM

3rd/4th Graders & Kindergarten
BETTELHEIM VS. LOVAAS IN THE CLASSROOM

- Bettelheim
  - Positive reinforcement, encouragement
  - Badges (“math student of the day”)

- Lovaas
  - Teacher would correct students “sternly”
  - Being a team – parents, students, and teachers
  - Rewards and punishments
    - Sticker system for kindergarten
IMPROVEMENTS

- Piaget – look into the developmental theory in contrast to autism
- Peers – could they better relate than a parent?


