

HER FOCUS & BEHAVIOR IMPROVED DRAMATICALLY

meet

YITTY RIMMER

Yitty Rimmer is an Occupational Therapist who works with children with ASD and other special needs in her practice. Since using the Kebbi system with her patients, she's seen an instant connection and marked improvement.

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takeaways

- kids naturally connect with the robot
- this patient's therapy was ineffective until RAI was introduced
- the child generalized what she was learning in therapy

ABOUT YITTY RIMMER

Yitty Rimmer is an Occupational Therapist who has worked with numerous children, including those with sensory, neurodevelopmental, cognition, endurance, and balance issues. She has been using the MOVIA Kebbi system with outstanding results. She points out that “[the children are] more receptive – perhaps because [the robot] doesn't raise her voice. She has a smile on her face but there are no emotional responses. They don't have to interpret the facial expressions.”

In the beginning, she used the robot towards the end of the session. Lately, however, she has begun using it for transitions when the children come for therapy behaving defiantly and without any interest in working. When Ms. Rimmer turns on the robot to start a session, the children respond extremely well; it naturally deescalates their mood and calms them down. “The robot gives [the children] a good vibe,” Ms. Rimmer remarks. “When the robot asks, ‘Are you ready,’ they answer, ‘YES!’ The kids love the robot; it's amazing. They know it's not real,” but, “when the robot asks questions, they respond. It's funny; I'm curious to see what will be the long-term result.” Robot-Assisted Instruction (RAI) allows Ms. Rimmer to reinforce the areas she is focusing on in therapy and easily incorporate the lessons into her intervention.

THE CHALLENGE

Ms. Rimmer has been working with a particular patient, a five-year-old girl diagnosed with Autism Spectrum Disorder, for about two months. The child struggled with behavioral issues, sensory issues, and a lack of focus, being unable to sit still and complete assigned work. She attended a mainstream school for Kindergarten but required lots of additional support. Despite having Occupational Therapy in school, she was seeing little to no improvement.

HOW MOVIA HELPED

The five-year-old began therapy with Ms. Rimmer, coming two days a week for 30-minute sessions before school. During their first session, the five-year-old was distracted and unfocused. Ms. Rimmer decided to introduce Robot-Assisted Instruction during the second session; the child immediately sat in front of the robot, focused and attentive. In future sessions, Ms. Rimmer then began using Robot-Assisted Instruction for about 10 minutes per session. The robot led the child through Role Play lessons on subjects such as raising your hand, listening in class, washing hands, and getting dressed. The results were clear and concrete: now the child was able to follow directions such as washing her hands on her own and showed dramatic improvement in her focus and behavior. The child's mother could not believe how amazing the technology was and how well the child responded to it. Completely unsolicited, the Special Education teacher from school called to tell her mother how wonderfully the Occupational Therapy with Ms. Rimmer was working. When the five-year-old arrives to school after therapy, she said, despite coming late, she is extremely focused, attentive, and follows direction, generalizing what she is practicing at therapy in the classroom.

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