



Understanding the DIR®/Floortime® Approach to Assessment and Intervention

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Description

The Developmental, Individual Differences Relationship-based Approach (DIR®/Floortime®) model was developed by Stanley Greenspan M.D. and Serena Weider, PhD. The model is a whole-child comprehensive framework for assessment and intervention that tailors therapeutic intervention to the unique strengths and challenges of each child. The objective is to build a healthy and strong foundation for language, social, emotional and intellectual capacities. Additionally, a child's individual differences which involves how they take in information, process that information and act on their world will be reviewed and incorporated throughout the course. Floortime principles will be reviewed and defined to help participants understand the meaning and purpose of this component of the model. The importance of ongoing assessment of each child's developmental process and individual differences will be highlighted through video clips.

Target Audience

This course is appropriate for caregivers, parents, clinicians and teachers interested in learning about the DIR®/Floortime® Approach® or interested in expanding their beginning knowledge of the model. Each child's development and unique individual differences require their partner to set up the environment and utilize supports and strategies specific to their profile. The child's partners' ability to facilitate, support and sustain interaction through wooing the child, use of pacing, affect and rhythm, and following the content of the child's mind is KEY to the developmental process.

Objectives

- Exploring the 9 Functional Emotional Levels (FEDLs) of the DIR model with primary focus on stages 1 through 6.
- Highlighting developmental language capacities within each FEDL.
- Reviewing individual differences including sensory processing, motor planning, and visual-planning.
- Incorporating Floortime principles within intervention.
- Incorporating developmental language strategies and supports into intervention



- Focusing on the child doing more and more within their daily lives to contribute to building their sense of self and competence
- Understanding development, individual differences and supports and strategies to utilize in interaction.