The DIR® Model of Treatment

A CASE BASED DIR FLOORTIME COURSE
Understanding the Model, the Role of the Therapist to Assess & Treat a Child in Collaboration with the Caregiver

PART 3

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Infancy & Early Childhood Conference
Tacoma, Washington
May 2 & 3, 2018

Functional Emotional Development

- Co-regulation to lead to Self Regulation & Shared Attention – Taking in the sights, sounds and action of the world
- Engagement – To woo & be wooed
- Intentionality – Purposeful communication, showing intent & responding to the intent of others
- Shared Social Problem Solving – engaging in a long continuous flow of interaction, power both physical & emotional, impulse control, shared problem solving;
- Emotional Thinking
- Building Bridges between Ideas – Logical thinking,

Initial Session
Functional Emotional Assessment Scale

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The D … What Constricts the D....

ASSESSMENT OF THE UNIQUE INDIVIDUAL PROFILE

- Regulatory capacities, sensory processing and sensory modulation;
- Postural control for function;
- Communication (Geller 2012);
  - Capacity for Shared Attention and Engagement
  - Response to sound, and later, gesture and verbal communication
  - Engage in fun, playful, interpersonal interactions
  - Intentionality
  - Shared Meaning
  - Understanding and creating new ideas and meanings
  - Comprehension
  - Production
  - Use of vocalizations, and later, gestures, words and language for communication
- Response to visual environment
- Visual Spatial Capacities
- Praxis - ideation, planning, sequencing, execution and adaptation.

The “Developmental Capacities” What Constricts the “D”? 

- Is he taking in what is going on around him?
  What Constricts this ability.....
- Is he able to engage with others & “invite” them to interact?
  What Constricts this ability.....
- Does he respond when other “invite” him?
  What Constricts this ability.....
- Is he able to show his ideas & intentions with actions, vocalizations &/or words?
  What Constricts this ability.....
- Does he respond to the another person’s actions/questions/ideas?
  What Constricts this ability.....
- Does he stay in an interaction – the balloon toss (circles of communication) of back & forth interaction.
- Does he recognize when there is a problem & pull others in to assist?
- Does he feel physically & emotionally powerful?
- Does he put on the brakes (impulse control)?
  What Constricts this ability.....

Initial Session
Styles of Interaction to Support Engagement
ASSESSMENT OF THE UNIQUE INDIVIDUAL PROFILE

- Regulatory capacities, sensory processing & sensory modulation;
- Postural control for function;
- Communication (Gerber 2012 & Profectum SLP Workgroup):
  - Capacity for Shared Attention & Engagement
    - Response to sound, & later, gesture & verbal communication
    - Engage in fun, playful, interpersonal interactions
  - Intentionality
  - Shared Meaning
    - Understanding & creating new ideas & meanings
    - Comprehension
    - Production
    - Use of vocalizations, & later, gestures, words & language for communication
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Key Considerations for Treatment from the OT/PT Perspective

It is not just what you do
But
How you do it!!!!

DIR® SESSION SUPPORTING
FUNCTIONAL EMOTIONAL DEVELOPMENT CAPACITY – LEVEL 1

Taking in the Sights, Sounds and Action

What Do You See?
- Watching to see his focus of attention
- Joining his focus of attention
- Pacing of our actions so that he can attune to them
- Adding an auditory layer to his and our actions

The Interactive Dance

- Arousal,
- Alerting
- Attention,
- Anticipation
- Predication
- Action
**Sensory Affective Inter-Action**

- Arousal -> Alerting -> Anticipate

**The Interactive Dance**

- Arousal,
- Alerting
- Attention,
- Anticipation
- Predication
- Action

**DIR® Session Supporting Functional Emotional Development Capacity – Level 1-3**

Purposeful Communication, Affect to Intent

What Do You See?
- Joint Attention
- Intentionality
- Dad’s pacing and waiting

**A Case Based DIR Floortime Course**

Understanding the Model, the Role of the Occupational Therapist to Assess & Treat a Child in Collaboration with the Caregiver

Part 3b: Bringing the OT Lens into the Back & Forth Flow of Caregiver & Child Interaction

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Forms - A Guide for You

- Functional Emotional Developmental Level Chart (FEDL)
- Individual Profile Chart (Profectum Parent Toolbox)
- DIR OT Rx - One Page Assessment
- Summary of FEDL & Type of Affect/Emotion/Cognition That Supports the Child
- Guide for Reflection on a Clip

Affective Interaction is Informed by the Understanding of the “I”

- Pacing
- Tone Of Voice
- Gesture
- Facial Expression
- Touch
- Movement
- Emotional Expression & Tone

Type of Affect, Emotional & Cognitive that Supports the Child to Attain & Sustain Developmental Capacity……

- Visual
- Auditory
- Gesture - Body Movement; Facial Expression; & Gesture
- Sensorimotor – Physical Movement in the Interaction; Touch; Support Surface
- Pacing
- Language
- Emotional Tone
- Emotional Range

Just as no sensory System Functions alone
No Sensory support occurs alone
We are going to think about what is the support that leads the interactive orchestra,
& how do we tailor other sensory support with the leader.

Reflecting on Support
Affect, Emotional & Cognitive Support for the Child to Attain & Sustain Developmental Capacity

Type of Visual Affect/Emotion that supports the child is –

- Facial expression,
- Body action to observe,
- Position in child’s line of vision,
- Remain still so that you become a “visual anchor” for the child,
- Position yourself 4-6 feet from the child so that they can see your whole body,
- Move your toy with movement that increases the range of the child’s visual field & attention,
- Use body action to convey emotion,
- Simple drawing to convey actions or emotion

Type of Auditory Affect/Emotion that supports the child is –

- Low frequency,
- High frequency,
- Variable,
- Prosody (sounds &/or words do you emphasized),
- Rhythm.
- Auditory Figure Ground (where the sound is coming from)

Type of Pacing of Affect/Emotion that supports the child is –

- Fast,
- Slow,
- Predictable
- Variable

Reflecting on Support
Reflecting on Support

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Reflecting on Support

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Affect, Emotional & Cognitive Support for the Child to Attain & Sustain Developmental Capacity

Type of Language in Affect/Emotion that supports the child is –

- Simple words highlighting action;
- Tone expecting a response;
- Expressing your desires “I want”, “I love”, “I wonder”;
- Clarification; language to clarify context;
- Language to support comprehension;
- Back & forth dialogue
Affect, Emotional & Cognitive Support for the Child to Attain & Sustain Developmental Capacity

Type of Emotional Tone in Affect/Emotion that supports the child is –

- Matched,
- Down regulating,
- Up regulating,
- Questioning
- Challenging
- Playful

Reflecting on Support

Excited,
Confused,
Fear,
Sad,
Anger,
Jealousy,
Anxious,
Competition
Reflecting on Support

Characteristics of Sensation & Perception within the Process of Co-Regulation

- Amount (a little – a lot)
- Intensity (weak – strong)
- Duration (how long)
- Frequency (how often)
- Speed (slow – fast)
- Rhythm (rhythmic – random)
- Symmetry (unilateral – bilateral)
- Location in Space (close – far)
- Focus (specific – diffuse)
Guide to Reflection on a Clip & Cases

- Description
- Focus on the “I”
- Focus on the “D”
- Styles of Affective/Emotional/Cognitive Interaction to Support
- Reflection on how I would coach myself

Reflection Guide

<table>
<thead>
<tr>
<th>Guide</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflect on the key factors in the “I” of the client that you are considering:</td>
<td></td>
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<tr>
<td>For example - Sensory Processing - synchrony or dysynchrony (what sensory system is the leader and do the other systems harmonize or is there a lack of harmony)</td>
<td></td>
</tr>
<tr>
<td>Physiological Reactivity/Regulation - Emotional Reactivity/Regulation</td>
<td></td>
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<tr>
<td>Postural Control – righting &amp; equilibrium reactions, motor patterns</td>
<td></td>
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<tr>
<td>Spatial Awareness – visual, auditory, postural</td>
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<tr>
<td>Praxis (ideation, planning and sequencing, execution of the plan, adaptation)</td>
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<tr>
<td>Communication (shared attention, engagement, intentionality, shared meaning, comprehension, production)</td>
<td></td>
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</tbody>
</table>

FEDL’s that you are focusing on in the flow of the interaction –
- Shared attention,
- Engagement,
- Purposeful communication,
- Long continuous flow of interaction, shared problem solving, sense of self, behavioral organization
- Elaboration of Ideas
- Emotional Thinking & Building Bridges between ideas.
### Guide to Reflection on a Clip

**Description**

- Focus on the “I”
- Focus on the “D”
- Styles of Affective/Emotional/Cognitive Interaction to Support
- Reflection on how I would coach myself

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**Reflection on a Clip**

**Tapping into the Rhythm & Timing**

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### Reflection Guide

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<td>Reflect on yourself &amp; coach yourself – Highlight your strengths and support yourself to see where the challenges lie and what you can do moment to moment in the flow of the interaction.</td>
<td></td>
</tr>
<tr>
<td>How you would - Encourage - Coach - Identify what you would recommend to yourself to promote continued development.</td>
<td></td>
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Guide to Reflection on a Clip

- Description
- Focus on the “I”
- Focus on the “D”
- Styles of Affective/Emotional/Cognitive Interaction to Support
- Reflection on how I would coach myself

Later after Reflection: Tapping into the Rhythm & Timing

REMINDER OF OUR TIME...........

- Assessment – FEAS
- Establishing Initial Treatment: Focus on “R” that is sensitive to the “I” to promote the “D”
- Treatment and Coaching that Changes over time based on progress, challenges and expanding abilities socially, emotionally and functionally
- Interdisciplinary Collaboration
- Relationships with Caregivers over the course of treatment
- Reflective practice – an interactive process so participants can contribute to the discussion around the case

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