The DIR® Model of Treatment

DIR Floortime Summer Camp
July 9 – August 3, 2018
Our 19th Year!!!!!

PART 4

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Goal of the Camp

- Our goal is for the campers to have fun and to develop play skills in rich interactions with peers.
- Each camper is supported in a way to enable him or her to feel comfortable and successful in the ebb and flow of play with his/her peers.

Philosophy of the Camp

- The philosophy of the camp is to embrace DIR® Floortime model of treatment.
- DIR/Floortime focuses on supporting social interactions that are "sensitive" or "tailored" to each individual child.
- The goal is for the child to be able relate to others, sustain engagement and stay in a "back and forth flow" of interaction.
- The outcome is that the children develop successful social interaction with peers.

How do we extend the interactions so we can support physical & emotional regulation & empower the child
How do we support so the "player" has a sustained relationship with the child.
How do we support the child to attune to their peers.
THE FLOW

*There is no set schedule or structure - The structure comes from within -*

- The focus of the camp is for the campers to engage in free play with their peers.
- The role of the staff is to facilitate engagement and interaction between the peers using DIR/Floortime.
- The camp is not structured in the sense of the therapists and aides teaching skills, rather we facilitate each child’s functional emotional development during spontaneous play.

The Developmental Approach We Embrace in Summer Camp...

Supports a child’s ability to take in the sights, sounds, and action of the world around them – what they see, hear, smell & the emotion the child feels from his own body and those who interact with him.

- Supports sharing of attention
  - Initially we join the child, focusing our attention and interest on what the child is attending to.
  - As the interactions develop the child becomes aware of what we may be adding to what he is attending to.
  - To engage with others in the rhythm of a back & forth flow.

Parachute Begins......

Parachute Continues......
Expectations
Campers Bring the Parachute Up

SUPPORTING RELATIONSHIPS IN CAMP
- Shared Attention
- Wooing peers
- Gluing the group
- Addressing the individual profile of the child while in the group
- Supporting children to stay in a long continuous flow of interaction
- Shared Problem Solving & conflict resolution

Cameron

Clarifying Ideas
Pokeman
Shared Experience for the Boys

Overview of the Flow in the 4 Weeks of Camp

Week One:
- Supporting Shared Attention and Engaging frequently with Floortime Players

Week Two:
- Attuning to Peers, Observing,
- Imitating One Another and Play Supported by Floortime Players

Week Three:
- Peer Groups begin to develop,
- Clarification of Ideas to highlight the child’s intent and the intent of peers

Week Four:
- Peers interact with a wider group of children,
- Challenge to Cope with Adapting play to others.
- Reflection on Emotionally Challenging Interactions,
- Savoring Emotionally Rewarding Interactions

Reflecting on Support

Problem Solving Begins
(Lincoln, Dale, Isaac)
Problem Solving Continues (Dale, Isaac, Nola)

Retrieving the Shoe (Isaac, Dale, David)

Taking in the Sights and Sound Feeling Joy with Peers (Sebastian, Edin, Joel)

Revisit Card Play Share Attention with Peers Actions
THE FLOW

- Observe
- Add a mirrored sensory layer (sound, gesture, breathing, visual attention, action)
- Add an sensory affective layer that says “I am with your and love what your are doing” (sound, gesture, breathing, visual attention, action)
- Feel the rhythm
- Add a sensory affective emotional layer that reflects the child’s experience – (Joy with a warm smile or vocalization, a shrug if it is hard or frustrating)
- Feel the Back and forth Flow

THEN ADD THE LANGUAGE

Children Develop Through Relationships......

- The rhythm of interaction in relationships with significant others creates social interactions that show that the child is thinking about himself and also about others.

In camp we bring these same aspects of development into our interactions with campers.

Training of the Floortime Players during Camp

- Every morning during camp we meet from 8am to 8:45am for reflective tutoring...
- I have a pptx with reminders for the day, for example, bathrooms, snack, safety, boundaries, and video clips. We will have an interactive discussion with the myself and the other lead therapist highlighting the aspect of the work that we feel will guide you, the players, as you continue to work in the camp.
- My goal each I show: A clip that highlights how the floortimer facilitated a successful interaction, a clip that we can learn from, and then another successful clip, or even the next part of the previous clip that facilitates a successful interaction.

Charlie
Reminders….

- Big affect does not mean to be too loud. Think in the moment what engages the child - “fish….”
- Support to get the creativity of the children.
- As pretend play emerges think about how you can support sharing of attention and attuning to others ideas.
- Apex of the triangle is really ….
The player who is really just reflecting back the ideas of the other children for clarification and understanding. Don’t push too high…… Be comfortable being an emotional and responsive player…

SUPPORTING RELATIONSHIPS IN CAMP
The “Developmental Focus” of DIR

- Take in the sights and sounds of the world to shared attention with others….
- Engage with peers, responding to one another
- Understanding and supporting the unique individual profile of the child while in the group
- Gluing/connecting the group of children
- Supporting children to stay in a long continuous flow of interaction
- Shared Problem Solving & conflict resolution

OBSERVE AND …..

- Observe
- Add a mirrored sensory layer (sound, gesture, breathing, visual attention, action)
- Add an sensory affective layer that says “I am with your & love what your are doing” (sound, gesture, breathing, visual attention, action)
- Feel the rhythm
- Add a sensory affective emotional layer that reflects the child’s experience – (Joy with a warm smile or vocalization, a shrug if it is hard or frustrating)
- Feel the Back & forth Flow

THEN ADD THE LANGUAGE

- Supporting Shared Attention,
- Engagement,
- Intentions,
- Mirroring Actions,
- Vocalizations,
- Rhythm……
Think about the Child’s Sensory Processing

Join the child thinking about all the sensory systems – The Orchestra

Shared Joy

Share Experience (affect, attuning)

Affect in the Relationship is tailored to the “Individual Child” to Support Engagement

- When a child is feeling “overwhelmed” and this can be expressed in many ways - he may cry, want to be carried, withdraw or become physical …
- Every child needs TLC that is sensitive to them in the moment. We we support in a way that helps them to move into a more calmed state...
- We may sit down with the child and take the time to connect, to use our affect that communicates we understand...
- We may soothe with our voice, our touch, a gentle pressure at the rhythm of a heartbeat, and or use a mantra that is related to what we sense is the challenge as to why the child needed more support…

It is the Relationship that is the Power

Supporting Interactions at all levels...

- Many of the children have challenges yet they are very aware of others and do have a desire to interact...

- Spontaneous interactions are wonderful and meaningful and many of the children are interested in all the other campers … so we are responsive to their interests, joining one another at the climber, or in the pool or in the rooms.

The Journey Continues as We Climb Higher the Ladder
Growth over the Years

- Fun with Friends
- Maturation of Campers
- Maturation of the Staff

Key Considerations

It is not just what you do

But

How you do it

ABOVE ALL

HAVE

FUN!!!!