

# Registration

**Participants wishing to register under the non-credit option:**

**Course Info:** January 25—May 10, 2010  
Mondays, 4:00 PM—6:30 PM at Lesley University  
University Hall 4-037

**Course Fee:** \$300  
This fee does not include the cost of books and course materials

**Please make checks payable and return to:**  
The Astra Foundation/Attn: Deborah Bauch  
524 Main Street, Acton, MA 01720

**For more information or if you have questions:**  
Contact Deborah Bauch: 978-266-3700 ext. 237. Or  
email: [Debbie@astrafoundation.org](mailto:Debbie@astrafoundation.org).

Name: _____
Address: _____
City, State, Zip: _____
Daytime Phone: _____
Evening Phone: _____
Employer/ Occupation: _____
Email (required): _____

**Participants wishing to register for 3 credits from Lesley U:**

**Course Fee:** \$300 payable to The Astra Foundation as noted above

**Lesley University Credit Fee:** \$450  
(3 credits at \$150/credit)

**Lesley University Registration Fee:** \$30

Steps to follow:

1. Register for the course as noted under the non-credit option above.
2. Check box below to receive Lesley University Course Registration materials.

I wish to receive Lesley University course registration materials.

Astra Special Needs Center  
524 Main Street  
Acton, MA 01720

# DIR<sup>®</sup> Floortime

An Introduction to the  
Developmental,  
Individual Difference  
Relationship-Based Model  
for the Special Child

*For Professionals  
Spring 2010*

**January 25 - May 10, 2010**  
(no class 2/15, 3/8, 4/19)  
Lesley University

presented by:

Deborah Bauch, M.S. OTR/L and  
Sarah Measures, M.Ed., PGCE

Offered by:



Lesley University

## Course Description

Cont Ed Course #: LEDUC 5058;  
Grad Course #: EEDUC 5057

This course presents an introduction to the Developmental, Individual Difference, Relationship-Based model, pioneered by Dr. Stanley Greenspan and Serena Wieder, PhD, for working with children with developmental delays. Students will learn about the six functional developmental levels that a child must master including Shared Attention, Engagement, Two-Way Purposeful Communication, Two-Way Problem-Solving Communication, Emotional Ideas and Abstract Thinking. Students will also learn about Floortime, a strategic, goal-oriented, affect-filled way of interacting that encompasses assessment, goal creation and other tools to help a child initiate and respond at higher developmental levels.

Because emotional growth is integral to both social and cognitive learning, Greenspan and Wieder maintain that subtle emotional interactions form the building blocks of all human intelligence and the origins of the highest orders of human capacity: morality, creativity, and even consciousness itself. The DIR® model places a special emphasis on helping the child develop and strengthen the special relationships in his or her life. Also, because processing difficulties can be at the root of the child's problems with relationships, learning and interactions, the model considers and addresses the child's unique biology and processing capacities.

The DIR® framework is particularly helpful when working with children with attention, behavioral, communication, regulation and sensory issues, as well as PDD/Autism. In this course, we'll be focusing primarily on children from 0 to 5, with applications for older children as well.

*The Astra Foundation is a private, regional foundation that supports programs and initiatives that help children thrive in their home and educational environments. The Astra Special Needs Center was established in 2001 to promote the availability of DIR® services to families with special needs children, including children with regulation, sensory, relational and behavioral issues as well as PDD/Autism disorders.*

## Course Objectives

### Students will:

- Understand basics of DIR® theory and practice; differentiate between DIR® and other models of intervention; demonstrate knowledge of basic principles of the model including following the child's lead, building on the child's natural interests, opening and closing circles of communication and "finding the gleam in the child's eye."
- Explore a broad range of teaching strategies that include structured, semi-structured and child-directed (Floortime) and how they can be integrated into various settings and disciplines.
- Understand the many components of the DIR® approach to assessment, including an introduction to the administration and scoring of the Functional Emotional Assessment Scale.
- Learn about the creation of measurable functional outcomes (goals) for children and how to implement those goals in a home, early childhood program or school program.
- Demonstrate understanding of the sensory system and appropriate interventions for children with sensory issues.
- Discuss issues of auditory processing and how to support a child's development of gestural communication, a precursor of spoken language.
- Be introduced to strategies for involving children in social interactions with other children
- Understand the importance of collaboration with the child's family in all aspects of intervention; understand the importance of considering the family's culture, language, context, and individual strengths and stressors in developing a program for a child.
- Become aware of the importance of self-reflection and self-awareness with regard to the DIR® model and children with developmental delays and their families.

## Faculty

### Astra Foundation Faculty

*Deborah Bauch, M.S., OTR/L*, has more than twenty years of experience in pediatrics and EI. As a Clinical Director at the Astra Foundation, she conducts DIR®-based workshops for parents and professionals and has presented at local, regional and national conferences. Ms. Bauch serves as a senior clinician and facilitator for the Interdisciplinary Council on Learning Disorders (ICDL) and the DIR® Summer Institute. Ms. Bauch consults to school districts, works directly with children and families, and serves as a mentor for professionals. Ms. Bauch has extensive expertise in sensory integration and processing issues. She is the 2008 recipient of the Margaret L. Bauman award for Outstanding Therapy Provider. She has Sensory Integration Certification, and is a registered Occupational Therapist.

*Sarah Measures, M.Ed., PGCE*, has been working with special needs children for twenty years, specializing in children with autism. As an instructor at the Astra Foundation, she conducts DIR®-based workshops and courses for professionals and parents and has presented both locally and at regional conferences. She also consults to school districts, mentors professionals, and works directly with families with special needs children. Ms. Measures has DIR® training through the Interdisciplinary Council on Learning Disorders (ICDL) and has additional expertise in TEACCH, PECS, PRT, Social Stories, Augmentative Communication, and Behavior Modification.

## Credit Information

Lesley University is accredited by the New England Association of Schools and Colleges. Taking a course for credit earns students who fulfill the necessary course requirements assigned by the instructor, Lesley University credit. Students desiring to transfer Lesley credits should check with the receiving institution prior to registering, as credits are accepted at the discretion of the receiving institution.

Students may also be able to apply for Massachusetts Early Intervention Competencies.

Continuing Education students will pay \$300 to the Astra Foundation for the course. Students who elect to receive Lesley University credit may do so for an additional \$150 per credit (\$450), plus a registration fee.