



DIR 202: THE FUNCTIONAL EMOTIONAL ASSESSMENT SCALE AND REFLECTIVE SUPERVISION IN DIR® / FLOORTIME™



Lesley
University

COURSE DESCRIPTION

Cont Ed. Course # LEDUC 5066

This course is designed for students who have a basic understanding of the theoretical foundations of the DIR model and who also have basic skill in and knowledge of Floortime techniques. Students will learn to administer Greenspan, Wieder and DeGangi's FEAS. Students will explore *Greenspan's Affect Diathesis Hypothesis: The Role of Emotion in the Core Deficit in Autism and in the Development of Intelligence and Social Skills*. Students will continue to expand and refine their Floortime skills.

Course Expectations:

Practicum participants are expected to read and/or write for approximately 1-2 hours each week

Videotaping expectations:

Participants will be asked to tape their Floortime sessions once a week, each week, for one hour. During this hour there should be no classroom responsibilities such that your only agenda is doing Floortime.

Certificate

An intermediate ICDL certificate will be awarded (\$39) upon successful completion of this course.

CREDIT INFORMATION

Lesley University is accredited by the New England Association of Schools and Colleges. Students who fulfill the necessary course requirements may opt to earn 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.

Course tuition for Continuing Education students is \$400 (includes a \$100 ICDL fee), payable to the Astra Foundation. Students who elect to receive Lesley University credit may do so for an additional \$165 per credit (\$495), + a registration fee.

COURSE OBJECTIVES

Students will:

- Continue to continue to refine and develop their theoretical understanding of DIR/Floortime.
- Student will demonstrate an understanding of key Floortime principles, strategies and techniques and will further develop and broaden their practice of Floortime.
- Students will read Greenspan's seminal work: *The Affect Diathesis Hypothesis* and will discuss and reflect on the application of this article to their work with children and families.
- Students will continue the process of self-reflection and reflective supervision, as it relates to their work in DIR/Floortime.
- Students will reflect on the impact of their relationships with children and/or families and how those relationships impact their Floortime.
- Learn how to administer and score Greenspan, DeGangi and Wieder's FEAS (Functional Emotional Assessment Scale).
- Learn how the FEAS may be used to understand a child's Functional Developmental Capacities and to develop a more comprehensive view of a child's strengths and needs.
- Learn how the FEAS can be used to further develop Floortime goals as well as Floortime strategies.

FACULTY

Deborah Bauch, M.S., O.T.R./L. has more than twenty-five years' experience in pediatrics and sensory integration. As the clinical director of the Center for Neurodiverse Development, she conducts classes and workshops for parents and professionals and has presented at local, regional, and national conferences. Ms. Bauch is a Training Leader and Expert DIR/Floortime provider for the ICDL (Interdisciplinary Council on Developmental and Learning Disorders). Ms. Bauch holds a Certificate in Infant Parent Mental Health and is certified in Sensory Integration. Ms. Bauch consults to schools, works with children and families and serves as a mentor for professionals. She is the 2008 recipient of the Margaret I. Bauman award for outstanding therapy provider.

Karen Levine, Ph.D. is an Instructor in Psychology, Department of Psychiatry at Harvard Medical School and a practicing Psychologist in Lexington MA. She was the co-founder and co-director of the Autism program at Boston Children's Hospital in the 1990s, and of the Autism Center at Cambridge Health Alliance. With Naomi Chedd, she authored *Replays: Using Play to Enhance Emotional and Behavioral Development for Children with Autism Spectrum Disorders*. Their second book, *Treatment Planning for Children with Autism Spectrum Disorders: An Individualized, Problem-Solving Approach* is in press (Wiley). She developed Replays, a play-based approach for treating anxiety, phobias, and dysregulation in children with autism or other developmental disabilities. She is the recipient of the 2012 Lesley University Autism Hero Award, and the 2010 Federation for Children with Special Needs Founders Award. She is a frequent regional and national presenter.