



DIR 201: ESSENTIAL FLOORTIME SKILLS FOR DIR®/ FLOORTIME™ PRACTITIONERS



Lesley
University

COURSE DESCRIPTION

Cont Ed. Course # LEDUC 5062

This course is designed for students who have a basic understanding of the theoretical foundations of the DIR® model and who wish to do effective Floortime with children with special needs.

Strategic and finely-tuned Floortime requires the ability to view the child within the context of a larger DIR framework. Students will learn to put together a basic profile of a child that includes an understanding of the model's three component parts:

D (Functional) Developmental Level
I Individual Differences
R Relationship Patterns

Students will explore and practice a range of Floortime strategies and techniques geared toward challenging a child to move to higher levels within a session and making developmental progress over time. Students will present video of their sessions and brainstorm ways to make their work more effective.

This course is the second of three courses which leads to a DIR/Floortime Basic Certificate (DIR-Basic).

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 **\$390** (includes a \$90 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 develop their understanding of the theoretical foundations of the DIR model
- Demonstrate an understanding of key Floortime principles and explore/practice a variety of Floortime strategies and techniques
- Learn to modify their Floortime based on a particular child's profile (sensory, processing, regulatory, etc.)
- Learn how the FEAS and other tools may be used to refine the understanding of a child's profile and to develop more focused and strategic Floortime goals.
- Demonstrate an understanding of how everyday opportunities and semi-structured activities may be used to mobilize all six developmental levels.
- Be able to discuss how the DIR model and other structured teaching methods (e.g. Applied Behavioral Analysis, O.T., Speech) can work together in an effective program
- Learn to write a report assessing a child's functional developmental level and individual profile and formulating specific, measurable goals for the child.
- Be encouraged to reflect on their own strengths and weaknesses and how their own individual profiles impact their work
- Be encouraged to develop (where possible) collaborative relationships with the child's family and/or other members of the child's team
- Discuss how DIR may be used as a framework for working with a child regardless of discipline.

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.