



DIR 202: The Functional Emotional Assessment Scale and Reflective Supervision in DIR®/ Floortime™



Course Description

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

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.

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. Deborah is a Training Leader and Expert DIR/Floortime provider for the ICDL (Interdisciplinary Council on Developmental and Learning Disorders). She holds a Certificate in Infant Parent Mental Health and is certified in Sensory Integration. Deborah also 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.

Maria Albarran, MA-CCC, Bilingual SLP has more than 15 years experience as a pediatric Speech Language Therapist practicing Floortime. As the program coordinator for the speech-language pathologists in her Early Intervention Program, she teaches, trains and mentors therapists and parents in neurodiverse affirming practices to incorporate Floortime into their everyday lives. She is a Training Leader and Expert DIR® Floortime™ provider for ICDL (Interdisciplinary Council on Developmental and Learning Disorders) and has taught DIR courses to multidisciplinary audiences. She is a LEND (Leadership Education in Neurodevelopmental Disabilities) Fellow and holds a certificate in Diversity in Early Relationship Support.