

Developmental Individual- Difference Relationship Model (Floortime)

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The Developmental, Individual-Difference, Relationship-Based (DIR_{TM}) Model

- D – Developmental levels
- I – Individual Differences in processing
- R – Relationships with others

- The DIR model looks comprehensively at the child. It is focused on an integrated understanding of human development.
- The DIR is a framework to understand the developmental profile of a child and his family.

Cornerstones of the DIR Model

- ‘The formulation of primary functional emotional developmental capacities in the early years of life and additional ones throughout the course of life’.
- ‘The description of individual processing differences that express biologically based constitutional and maturational variations’.
- ‘The conceptualization of, and emphasis on, affectively-based, caregiver-child learning interactions that mediate family, community, and cultural influences.’ (Greenspan,2005)

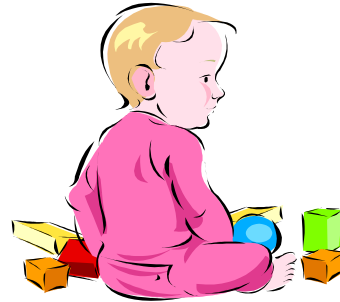
The Developmental Process

Biological Make-up

- * Sensory Reactivity
- * Processing Capacities
- * Muscle Tone
- * EEG Abnormalities
- * Gastro-Intestinal Functioning
- * Genetic Make-up

Environment

- * Socioeconomic Status
- * Family Structure
- * Home set-up
- * Allergens
- * Noise Levels



Parenting Patterns

- * Personality Traits
- * Parental Reactivity
- * Depression/Anxiety
- * Beliefs/Fears/Fantasies
- * Comfort with emotion

Cultural Practices

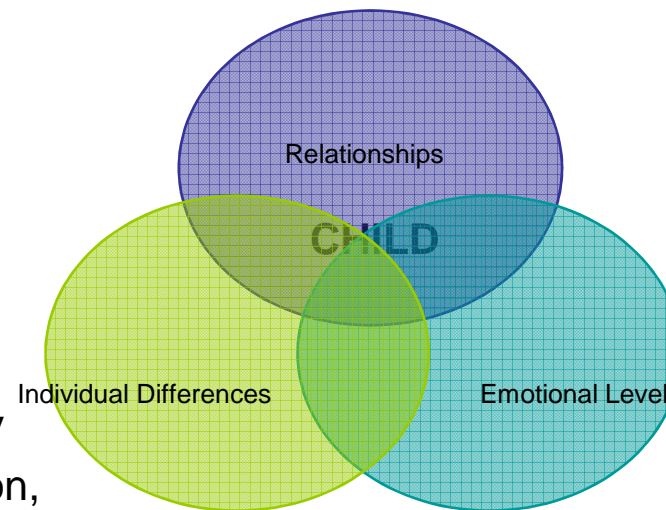
- * View of Disability
- * Gender Beliefs
- * Child Rearing Customs
- * Religious Beliefs

DIR_{TM}

Developmental, Individual Difference, Relationship Based Model

Affective interactions
develop relationships,
emotional range,
symbolic capacities,
abstract thinking and
creativity

Biologically Based
differences in sensory
processing, modulation,
muscle tone, motor planning,
and sequencing



- *Regulation and Shared attention.
- *Engagement
- *Intentional two-way communication
- *Complex problem solving gestures
- *Representational capacities
- *Emotional Thinking

Introduction to DIR

- Basis of the DIR model is: To create learning interactions that mobilize the six primary functional emotional developmental capacities through affect- based learning interactions with others.
- To develop these we must tailor them to the child's unique processing profile.
- Affect-based interactions must be carried out in a relatively continuous back and forth manner.

The DIR_{TM} Model of Assessment and Intervention

- Assessment involves:
 1. Review of current functioning and challenges, including;
 - A. Ability to incorporate the six functional levels of development into play.
 - B. Ability to process and integrate sensory and motor input.
 - C. In relevant contexts for example at home or school.

Assessment involves continued

2. History of development.
3. Observational sessions with child-caregiver interactions.
4. Exploration of caregiver/family/sibling patterns.
5. Biomedical evaluations.
6. Speech and language Evaluation.
7. Occupational Therapy Evaluation.
8. Evaluation of Cognitive Functions.
9. Mental Health Evaluations of family members.

Interventions

1. Home based, developmentally appropriate interactions, including;
 - A. Spontaneous, follow the child's lead floor time.
 - B. Semi-Structured problem solving.
 - C. Motor, Sensory, Sensory Integration, Visual-spatial, and perceptual-motor activities.
 - D. Peer Play.

Interventions continued:

2. Speech Therapy.
3. Sensory integration based Occupational Therapy.
4. Educational programs
5. Biomedical interventions
6. Consideration of; Nutrition and diet, technologies geared to improve processing abilities.

Six Core Levels

1. Regulation and Shared attention.
2. Engagement with warmth and trust.
3. Two way purposeful communication.
4. Interactive problem solving with gestures.
5. Functional use of ideas.
6. Building Bridges between ideas.

DIR Level I: Attention and Regulation

- Becoming calm, attentive and interested in the world
- The child can stay regulated without over or under- reaction to external or internal stimuli in order to attend and interact
- As the child grows and achieves higher levels of functioning , attention and regulation are evidenced by the capacity to maintain a long continuous flow of interaction.

(Developing birth to 3 months)

DIR LEVEL 1 – ATTENTION AND REGULATION (HOMEOSTASIS)

Sensory Modulation Issues	Failure to Orient <>	RESPONSE TO INPUT Homeostasis	<> Over Orientation
	Hypo-responsive behaviors; <i>Diminished response</i> or Seeks to counteract.	Appropriate Attention Homeostasis	Sensitive/Defensive Hyper-responsive Behaviors; <i>Exaggerated responses</i> or Withdraws.
Tactile	<i>'Out of touch with body' re: messy etc</i> Constantly touching items and others		<i>Sensitive to imposed touch, i.e. haircuts, clothing, other people touching them.</i> Withdraws or avoids touch play
Vestibular	<i>Slow to become dizzy</i> Continually on the go; running and jumping with no concern for safety		<i>Afraid when feet leave the ground, avoids swings.</i> Very cautious unwilling to take movement risks.
Proprioceptive	<i>Unaware of body position and movmt in space, 'bull in china shop'.</i> Craves jumping, crashing etc		<i>Over responds to hugs and physical contact and uncomfortable in physical play.</i> Avoids activities that demand movement of body ie jumping and limited texture diets.
Auditory	<i>Difficulty adjusting volume of speech</i> Prefers loud sounds ie tv, constantly talks, sings or makes noise.		<i>Difficulty filtering out background noise and actively focusing on specific input.</i> Covers ears from loud sounds.
Visual	<i>Doesn't notice details in surroundings.</i> Likes stimulating visual experiences, eg computer or television etc		<i>Hyperfocussing on visual. Ie wheels etc, Sensitivity leads to closes eyes, looks out of peripheral avoids eye contact</i>
Gustatory / Olfactory	<i>Doesn't notice smell and taste.</i> Prefers strong taste and smells people and objects		<i>Sensitivity and awareness of taste and smell. Refuse to eat any food that is not bland</i>

SELF REGULATION

- *Self-regulation is the ability to achieve, monitor and change a state of attention and behavior to match the demands of the environment or situation.*
- *Self regulation enables the individual to initiate and cease activities in relation to the task and situational demands and to comply with a request of another*
- *Self regulation provides the foundation of ones ability to function in society.*

The Interactive Piece

- Use the child's individual sensory and motor profile to draw him into shared attention.
- Use all available senses, as well as motor capacities and affects.
- Use both constructive and playful obstructive strategies.
- Stretch the child's capacity for shared attention by increasing the interactive circles of communication.

DIR Level II: Forming Relationships and Mutual Engagement

Sensory Modulation - Homeostasis

- Forming a relationship with an emotionally available caregiver for pleasure, but also for comfort and soothing when needed, so that she can deal with satisfactions and frustrations.
- As the child grows, the capacity for engagement will embrace the full range of emotions (joy, caring, anger, jealousy, fears, competition etc), supported by affect cues (e.g.. smiles or scowls) from others, which help the child stay engaged and feel comfortable and curious about different experiences.

(Developing 2-7 months)

The Interactive Piece:

- Follow the child's lead
- Build on pleasurable and enjoyable interactions
 - “woo” the child and let him “woo” you
- Join the child's rhythm in terms of affect, visual/auditory, vocal and motor movements
- Join with the physical objects that interest the child (put the toy he is fascinated with on your head)
- Attempt to deepen the warmth and pleasure by giving priority to his comfort and closeness.
- Use playful obstruction to entice them to focus on you.

DIR Level III: Intentional Two Way Communication - Purposeful Interactions with Gestures (Motor Planning)

- The child uses back and forth reciprocal gestures, including affective interactions to convey his or her intentions or desires to start the “conversations” needed to participate actively in the world.
- The simple gestures of a child less than a year old, such as pointing or playing “give and take”, turn to complex gestures in the second year, and then to back and forth conversation as the child develops language.

(Developing 3-10 months)

Level III

- A true reciprocal process means the child and the caregiver influence each other.
- True two –way communication is essential for higher level emotional, social and cognitive skills.
- The recognition of others as part of a reciprocal interaction develops when the caregiver responds to the child's natural affect and interests and builds on these.

Level III

- Through the process of reciprocal interactions the child is able to develop an emotional awareness of the other person.
- The sense of self is part and parcel with the recognition of the other person as it is the back and forth affective interaction between the child and the caregiver that defines both the sense of self and the sense of the other.

The Interactive Piece:

- Be animated
- Go for the gleam in her eye
- Build on the child's interest
- Treat every action as purposeful
- Encourage initiative
- Challenge him to do things to you
- Help him be purposeful
- Build obstacles
- Be playfully obstructive

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DIR LEVEL IV: Two Way Purposeful Interactions with Complex Gestures and Problem Solving (Motor Planning)

- Children learn more about how to solve problems with their new ability to move, use their hands and use complex gestures and words to get what they need or want .
- Complex gestures involve sequences - all the steps needed to communicate and solve problems - first through actions and then with words as well.

(Developing 9-18 months)

Level IV

- To develop interactive problem solving we set up a problem that the child wants to solve, we're creating affect (motivation), which the child can then connect to the verbal and motor problem-solving strategy they are learning.
- This connection is what makes the learning meaningful.
- For example to teach up and down we place a favorite object high up on the self and as the child is reaching for it we work on up and down.

The Interactive Piece:

- Extend the circles of communication (create extra steps, be playfully obstructive) > continuous flow.
- Challenge the child's closure
- Combine affect with action and interaction
- Increase the affective and emotional range
- Increase interaction in the various processing areas

Level V - Elaborating Ideas, Pretend Play, Creating Symbols - (Motor Planning with Mental Manipulation)

- The child begins to express thoughts, ideas and feelings through symbols, using pretend play and words. A child can communicate what she imagines through role play, dress up, dolls, action figures, which now represent experiences from real life as well as those learned from other sources.
- These become her own as she projects her feelings into the character and actions.

(Developing 18-30 months)

Interactive Piece:

- Encourage use of ideas in imaginative play and realistic verbal interactions.
- Use ideas off of affect (Oh, you want juice!!! rather than labeling it)
- Words, Affect, Action
- Chit-chat
- Pretend Play

Interactive Piece:

- Jump into drama
- Alternate characters
- Periodically encourage the child to move the drama along
- Entice long dialogues
- Create challenges where ideas or words are necessary
- Encourage all types of ideas

Level VI - Building Bridges Between Ideas, Emotional Thinking - (Motor Planning with Mental Manipulation)

- The child can connect and elaborate ideational sequences in logical ways, taking time and space into account
- Realistic conversations and pretend play stories are now made up of logically interconnected ideas. They often have a beginning, middle and end, with clear motives and anticipated consequences.
- The child can now also abstract and reflect on various feelings and lessons to be learned.

(Developing 30-48 months)

Interactive Piece:

- Close all symbolic circles in both pretend and reality based dialogue.
- Challenge the child to connect different ideas or subplots
- When ever the child seems confused bring in something from the left field – do not supply the missing piece
- Provide multiple choices – the obvious first

Interactive Piece:

- Ask “w” questions – if the child does not answer throw out silly suggestions
- Have characters create unexpected situations
- Challenge the child to broaden the emotional range
- Encourage reflection
- Encourage opinions rather than facts
- Enjoy debates

Interactive Piece:

- Encourage back and forth use of words
- Increase spatial thinking, motor planning and sequencing.
- Encourage understanding and mastery of time, quantity concepts.
- Social interactions –visualizing what will happen

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PRINCIPLES OF FLOORTIME:

- Follow the child's lead
- Join in at the child's developmental level and build on his or her natural interests
- Open and close circles of communication
- Create a play environment
- Extend the circles of communication
- Broaden the child's range of interactive experience
 - Broaden the thematic and/or the emotional range
 - Broaden the range of processing or motor capacities used in interactions
- Tailor your interaction to the child's individual differences in sensory modulation, motor planning and sequencing
- Simultaneously attempt to mobilize the six functional levels
(Greenspan and Wieder)

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