

An Introduction to DIR®

Course Description

DIR® Floortime is a developmentally-based framework that helps educators, clinicians, and parents develop an intervention tailored to the unique challenges and strengths of the child with autism.

The objectives of the model are to build healthy foundations for social, emotional and intellectual capacities.

This course is provided by the Special Education Support Service in conjunction with Mari Caulfield, Speech & Language Therapist, DIR/ Floortime™, International Faculty ICDL.

Course Overview / Content

- D refers to 'Developmental' which represents the developmental nature of this model, supporting the child's social, emotional, cognitive and language development. The course explores six developmental milestones essential to learning. Participants leave with an understanding of the levels and the importance of being aware of healthy foundations and gradual building blocks for integrated learning to take place within the child's educational environment.
- I refers to Individual differences, which the child brings to learning. Each child has individual differences in his/her cognition, learning, language, sensory processing and motor/physical characteristics. The 'I' is explored from the standpoint of the unique features we witness in each individual child.
- R refers to the Relationship-based approach and the importance of relationships. Dr Stanley Greenspan reports that it is through relationships that the children learn when the caregiver is aware of the child's developmental level and individual differences to support his overall learning.

Information for Applicants

This course is open to:

- Teachers working in classes for student(s) with ASD in a mainstream setting
- Teachers in special schools who are currently working with student(s) with ASD
- Full-time Resource/Learning Support teachers who are currently working with student(s) with ASD

Registration: 8.45 AM

Start 9.15 AM

Finish: 4.00 PM

Refreshments and lunch will be provided.

Participants will require permission from the Board of Management to attend. 'Typically, substitution for this seminar will only be allowed for classroom teachers who have primary responsibility for students with a special educational need and if it is deemed absolutely essential by the principal'.

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