

An Introduction to DIR® Floortime

Summary description

DIR® Floortime is a Developmentally-based framework that helps educators, clinicians, and parents understand their intervention within a developmental context together with consideration of the 'I', the unique individual strengths and challenges of each child with autism, and the 'R' relationships, which form a central role for learning and crucial affective exchanges between parents and their children and within the relationships of the learning and clinical environments of the child. Emotional and motivating experienced-based learning supports improvement in social emotional skills, language, independence, and higher level thinking. Interdisciplinary working is key.

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

Anticipated outcomes

Participants will be able to:

- Describe the key concepts of the DIR framework and the importance of a relationship-based intervention
- Define the social emotional Developmental levels inclusive of communication and developmental language levels therein
- Identify markers at these levels
- Consider the inclusion of DIR goals within the framework of IEPs
- Have an appreciation of Individual differences in children who present with relating, the communication challenges and the importance of interdisciplinary working
- Identify and Outline principles of Floortime in support of the child and family

Course overview and 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 developmental 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.
- refers to the Relationship-based approach and the importance of relationships. Dr Stanley

Greenspan & Dr. Serena Wieder report that it is through relationships that the children learn when the caregiver is aware of the child's developmental level and individual differences to provide meaningful, experiences to support his overall learning.

Information for applicants:

Participants will require permission from the Board of Management to attend. Typically, substitution for this seminar will only be allowed to classroom teachers with primary responsibility for students with a special educational need and if it is deemed absolutely essential by the Principal. Typically substitution will only be allocated to non - substitute teachers. Payment is not available to teachers in a substitute capacity. Refreshments and lunch will be provided.

Registration: 8.45 AM

Start: 9.15 AM

Finish: 4.00 PM

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