The DIR®/Floortime™ Model
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Developmental

Individual Differences

Relationship Based Model
Why DIR?

“We are trying to focus on all the elements of the Model, which is a Human Development Model”
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D = Developmental Capacities

“Functional Emotional Developmental Capacities”

Core capacities that integrate all areas of functioning into one milestone
How are functional emotional milestones different from traditional milestones?

By observing how a child is exchanging a variety of “back and forth” emotional signaling, we can understand all areas of development rather than focusing on each specific area separately.
<table>
<thead>
<tr>
<th><strong>D</strong></th>
<th><strong>Developmental Capacities</strong> (continued)</th>
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<tbody>
<tr>
<td>❖ <strong>Functional</strong>: It has to do with all the areas of functioning</td>
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<tr>
<td>❖ <strong>Emotional</strong>: The emotions take the lead, orchestrate the entire mental team: “Core Capacities that orchestrate the entire mental team”</td>
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<td>❖ Learn from the bottom-up: first an integrated basic foundation before moving on to higher levels of functioning</td>
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I = Individual Processing Capacities

- The way the child comprehends what they see, what they hear, what they smell, etc.
- The way the child processes sensations coming in
- Individual differences include…
  - Over-reactive or under-reactive
  - Relative strengths and weaknesses in, for example, auditory or visual processing (e.g. auditory/visual processing)
- Look at the different components of the way each child processes information
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R = Relationships

- **Learning Relationships**: Child to caregiver, family, educator, therapist

  - Learning relationships should be tailored to the child’s individual differences
  - Learning relationships should meet the child at his or her functional emotional developmental level
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\[ R = \text{Relationships} \] (continued)

If the child is not being met at his or her \textit{Functional Emotional Developmental Level}, we may be missing critical foundations…

- The thinking capacity comes from back and forth emotional signaling and meaningful use of language
- The first academic skill is the ability to think
- The first foundation for academic work is social and emotional capacities that force thinking