

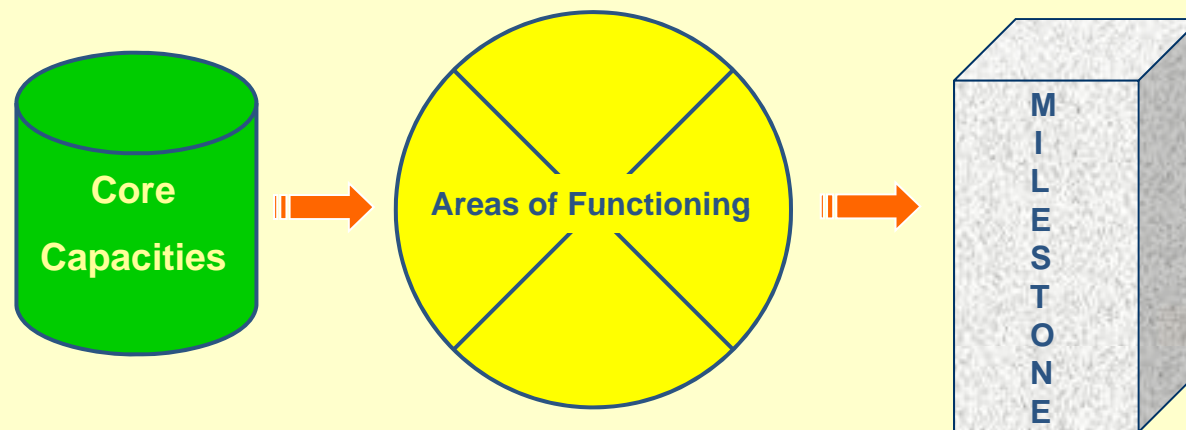
Lecture 2

The Development Part of the DIR[®]/Floortime[™] Model

D = Developmental Capacities

“Functional Emotional Developmental Capacities”

Core capacities that integrate all areas of functioning into one milestone



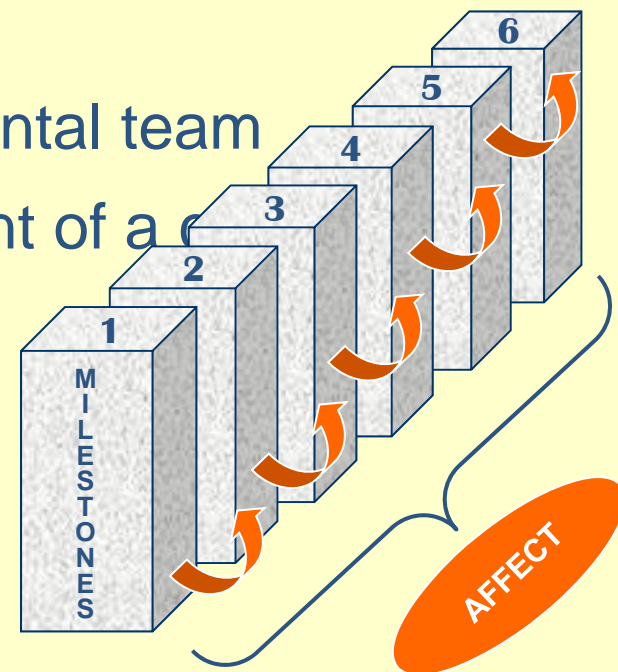
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Functional Emotional Developmental Milestones

- ❖ Central role of affect and emotion that works as a “team leader”

- ❖ Orchestrates the entire mental team

- ❖ Covers overall development of a



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Stage 1: Regulation and Interest in the World

- ❖ Self-regulation, shared attention
- ❖ Purposeful movements
 - ✓ Moving head toward voices and people
 - ✓ Rhythmic movements of the baby with caregivers voices
 - ✓ Needs the element of affect to take a purposeful interest in the world
 - ✓ **Sensory Affect Motor Pattern (SAM)**
 - ▶ **Affect** links sensation coming in with the coordinated motor pattern



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Stage 1: Setting the Stage for Further Development

Main Points:

- ❖ Without pleasurable affect, there is no purposeful looking/listening nor rhythmic movements
- ❖ SAM is critical at the first stage
- ❖ The basic capacities are experience based. without the experience, the brain does not develop optimal levels of cognitive, language, social or emotional skills
- ❖ Early experiences are critical for most of the brain development
- ❖ Early affect connection is important for the first stage and for setting the agenda for further mental and brain development



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Stage 2: Engagement or Falling in Love

- ❖ 2-4 months of age
- ❖ Special interest in the human world
- ❖ Warm smiles and interaction with the caregivers
- ❖ Synchronous vocalizations and arm movements
- ❖ Broadening of emotional range (protest, curiosity, as well as pleasure and delight)
- ❖ Emerging attachment and relationships
- ❖ Further cognitive, social and emotional development



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Stage 3: Two-Way Purposeful Communication

- ❖ 3-9 months of age
- ❖ Beyond engaging with the caregiver but communicates with the caregiver
- ❖ Learns cause and effect (baby's smile leads to a smile)
- ❖ Learns social reciprocity
- ❖ Learns to respond and comprehend others' emotional signals
- ❖ Differentiate between their own emotions and sounds (different feelings get different reactions from caregivers)
- ❖ Cannot teach social skills in a social settings with memorized rules
 - ✓ Need to learn the social signals and how to read and respond to them instead of memorizing rules
 - ✓ Even at older ages, with experience, social signals can be learned



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Stage 3: Two-Way Purposeful Communication Outcomes

- ❖ Stage 3 introduces many cognitive, language, motor, and sensory processes
- ❖ As the baby learns two-way purposeful communication, she is learning self-regulation
- ❖ Emotional signaling is used for negotiating what the baby needs
- ❖ Self-regulation is the product of two-way affective signaling
- ❖ Through experience (particularly in this stage), self-regulation occurs through growth and adulthood



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Stage 4: Shared Social Problem-Solving

- ❖ 9-18 months of age
- ❖ Toddler is learning a continuous flow of back and forth communication – **circles of communication**
 - ✓ The key to look for is if the child is closing the circle of communication
 - ▶ Usually weaknesses in this continuous flow are seen among children diagnosed with ASDs and children with other special needs
 - ✓ Should be seeing 50 plus circles of communication in a row



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Stage 4: Shared Social Problem-Solving (continued)

Vulnerability within this stage:

- ❖ Added stressors (illness, toxic chemical) can increase the likelihood of a regression
- ❖ If you strengthen this stage, it may decrease the likelihood of a regression



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Stage 4: Shared Social Problem-Solving (continued)

A ***Sense of self*** is forming because the child is now interacting and getting feedback from the environment...

- ❖ Learning what love, anger, discipline, etc. is about
- ❖ Learning to operate in terms of patterns, not just isolated behaviors
 - ✓ Patterns having to do with love, curiosity, discipline, etc. define the child and their expectations of others
- ❖ The child is learning the concepts that will define the language that they are yet to learn in terms of words and symbols.
 - ✓ Words will be shorthand labels of what the child already knows



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Stage 4: Shared Social Problem-Solving (continued)

- ❖ If this stage is not occurring, the words that they learn will be scripted (for example love = when I give mom a kiss)
- ❖ The child is learning to be a better self-regulator - emotional interactions help internalize their limits, be attentive and focused
- ❖ The child forms the ability to have a symbolic world (more than just language and words). They have multi-sensory images of sight, sounds, smells, relationships that are “symbols” used to think and acquire meaning
 - ✓ Fixed perceptions and actions are separated and replaced by problem-solving
 - ▶ When you separate the perception from action, the child has a free-standing perception



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Stage 4: Shared Social Problem-Solving (continued)

- ❖ The more the child can master functional emotional learning, the more the child can develop symbols and have meaningful language, not just scripted language
 - ✓ Key to the intervention approach
- ❖ Experienced-based – the child interacts with the environment; separates perceptions from actions; forms free-standing images; invests those images with emotional meanings; and creates meaningful symbols
 - ✓ With genetic impediments, there are other pathways to get to these outcomes



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Stage 5: Creation of Ideas

- ❖ Use symbols in pretend play
- ❖ Meaningful use of language instead of repetitive phrases
- ❖ Learns new words in a problem solving manner
- ❖ Full engagement, back and forth communication, emotional investment



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Stage 6: Creation of Logical Bridges Between Emotions and Ideas

- ❖ Combining emotionally meaningful ideas together
- ❖ Thinking at the symbolic level
- ❖ Reasoning why they feel the way they do, connect feelings together
- ❖ Connect ideas of the immediate past, present, and future together



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Stages 7, 8, and 9:

The first 6 stages build the foundation for more advanced stages:

- ❖ **Stage 7** - Multi-causal Thinking
- ❖ **Stage 8** - Comparative Thinking (not just why, but how much)
- ❖ **Stage 9** - Internal Sense of Self
 - ✓ Reflects on feelings, comparing how you feel vs. how you should feel; requires a sense of self (around ages 10-13 years and builds)
 - ✓ Forms judgment and negotiates the tasks of adolescence and adulthood – high levels of creative and reflective thinking

All progress is meaningful through the stages, even if it doesn't reach all the intended stages

