
Professional Course Topics

The DIR® Model

- D=Functional Developmental Stages
- I=Individual differences in auditory processing and language, visual-spatial processing, motor planning, sensory modulation
- R=Relationships, dynamic learning interactions and family patterns
- And the central role of *Emotion* in the development of intelligence, language, motor, and sensory processing.

Clinical Assessment Approaches

- Analyzing adaptive development, including motor, affective, sensory, language, cognitive and sense of self
- Observing infants' and children's behavior, affects, and developmental patterns
- Comprehending infant and child/caregiver interactions and family patterns
- Discovering constitutional and maturational variations
- Taking the initial interview and eliciting the developmental history
- Assessing clinical challenges, such as the differences between developmental variations and disorders
- Using the Functional Emotional Assessment Scale (FEAS) and the Social-Emotional Growth Chart for clinical and administrative requirements

The Diagnostic Profile

- Determining functional developmental levels (in comparison to age-expected levels)
- Discovering the range, flexibility, and stability of adaptive and coping strategies
- Assessing the contribution of environmental and family patterns, stresses, and conflicts, as well as constitutional and maturational patterns
- Evaluating emotional and developmental delays and disorders

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Intervention: The DIRFLOORTIME™ Approach

An in-depth presentation for children with special needs and their families based on the DIR® Model. Includes a home and family program of developmentally appropriate interactions, interventions and practices geared to each child's developmental profile.

Interventions for different subtypes of Autistic Spectrum, Pervasive Developmental and Multi-System Developmental Disorders (i.e. neurodevelopmental disorders of relating and communicating), including discussions of a range of communication, motor, sensory, cognitive, and relationship patterns.

Interventions for special challenges, including:

- Aggression
- Avoidant behavior
- Negativism, self-injurious behavior
- Perseveration
- Compulsive rituals
- Inappropriate or embarrassing behavior
- Children with severe environmental or family challenges, including trauma, patterns of abuse and neglect, attachment disorders (including the special problems of children from orphanages), mood and impulse control disorders;

Interventions and new findings for subtypes of Regulatory disorders, including:

- Attention difficulties
- Motor, sensory, and behavior modulation problems
- Language difficulties
- Excessive fearfulness and/or avoidant behavior
- Defiant and/or rigid behavior
- Tendencies toward self-absorption
- Sensory craving, excessive activity and aggression

This discussion will describe and illustrate the DIR® approach to classifying subtypes of autism and relationship and communication problems presented in *The ICDL Diagnostic Manual for Infancy and Early Childhood (ICDL-DMIC)* as well as a study of 200 cases.