



DIRB Orientation and Guidelines

Welcome to all DIRB Participants!

The DIRFloortime™ Training Leaders are very pleased you will be attending the DIRFloortime Washington DC Regional Training. It will be a very intensive training and we hope this immersion in DIRFloortime concepts and practice will provide the foundation you need to establish competencies in DIRFloortime so that you can complete the Certificate program.

What you will be doing in DIRB

All DIRFloortime™ training programs are organized around small group case discussions. Each group will be led by a pair of Training Leaders, generally from different disciplines. The group will meet to present and discuss cases. The groups are kept small to encourage participation and provide for emotional safety. The rest of the educational program involves attending larger group presentations (Clinical case discussion and/or plenary sessions). These larger sessions may overlap with the other DIRFloortime™ programs going on at the same time. In addition, you will also have the opportunity to select various conversation hours in topics of interest to you, to take advantage of networking opportunities, and to attend panel programs in the evenings.

DIR B participants will each make a case presentation in the interdisciplinary groups to which they have been assigned. These presentations and small group discussions are one of the main features of the DIRFloortime™ Washington DC Regional Training experience. It is the presentation of the videos and the subsequent discussion that provides the framework for everyone to learn some of the core aspects of the DIR model. The case presentation with a brief video clip of your work with the child and then the group discussion will be a total of 30 minutes. You should plan to spend approximately 10 minutes in your presentation, including approximately 5 minutes video and 5 minutes narrative. This will ensure that there will still be 20 minutes left for a group discussion to learn from your case.

In addition to the opportunity for presentation and discussion, we also have planned time for each group to give and receive feedback as well as for individual feedback. We will present the specific schedule for group assignments, presentation times, and individual feedback at the Washington DC Regional Training. It is not unusual for changes to be made at the last moment, so please be prepared to do so if needed. We will announce any changes at the morning opening session.

The teaching and discussions that will be facilitated by the Training Leaders around the DIR B videos will include:

- Each of the Functional Emotional Developmental Capacities using the FEDL form as a frame of reference
- Opening and closing circles of communication -
- Developing a continuous flow of interaction
- The "I" - using the "individual differences" form of the FEDL as a frame of reference

Permission for Use of Video Tape for Educational and Training Purposes

Client Name: _____

DOB: _____

I hereby authorize _____, a participant in a DIR[®] Floortime[™] Training Program, to video tape my child for educational and training purposes only. This video tape will be used for the sole purpose of _____'s participation in a DIR[®] Floortime[™] Training Program.
Name of DIR[®] Floortime[™] Training Program participant
Name of DIR[®] Floortime[™] Training Program participant

I understand that our faces and first names may be revealed to faculty, facilitators, participants, readers and other staff associated with the DIR[®] Floortime[™] Training Program. The faculty, facilitators, participants, readers and staff agree to maintain the family's confidentiality. This video will not be used for any other purpose without the expressed consent of the persons in the video.

A photocopy of this document shall be considered to be as valid as the original.

Parent/Guardian Name (Please print): _____

Relationship to the child: _____

Parent/Guardian Signature: _____

Date: _____

By the end of their participation at the Regional training - DIR B program, DIRFloortime Certificate Candidates will be able to:

1. Apply, at a beginner level, the basic concepts of the DIRFloortime model (D, I, R, & Floortime principles) when describing a video clip illustrating a child or adult with special needs playing or interacting with an adult
2. Differentiate the core elements of each of the 6 Basic Functional Emotional Developmental Levels
3. Identify and count 3 full Circles of Communication
4. List the core areas that should be described when assessing individual differences in a child or adult with special needs
5. Give examples of basic strategies that could help increase regulation, engagement and continuous flow of interaction between the child and adult illustrated in selected video clips
6. Explain the concepts of reflective practice and case base discussions, and the importance of these concepts as fundamental in supporting effective work with families

Getting Ready!

DIR®/Floortime™ is a model which can be used for understanding all children and families. We know you have elected to come because you would like to integrate this model into your current work and professional expertise. You have already attended introductory courses and done some reading, so now we would like you to think about one child you would present which will show how you think about the DIR®/Floortime™ model in your intervention. Preparation is important and will give you a chance to become conversant in the model before you arrive at the DIR®/Floortime™ Washington DC Regional Training. The following is recommended:

Select a short video clip of yourself doing Floortime with a child. If you also have a few minutes of the parents interacting with their child, please bring that as well. The video should not take more than 5 minutes total.

Please prepare an MP4 video file and bring it with you on your USB flash drive. We do NOT require that you submit your video clips in advance, but that you bring it with you for the training. To ensure the confidentiality of your clients, please do not email your consent form, as it is like sending a postcard in the mail!

NOTE: It is up to you to get the release (approval) from the parents to use the tape for this purpose only. **It is important that you fax (301-979-7011) or send a copy of the written consent form to the ICDL Drop box (please see website for appropriate deadline)!!!** For your convenience, this form is attached as an appendix to this document.

In advance of your presentation at the Washington DC Regional Training, prepare a one page description of your case, why you selected it, what you think it will show and what questions you have. Please give two copies to your faculty/facilitator team when you meet. Write your name but use initials or disguised name for the child. A “Case Presentation Overview” is provided in the appendix of this document for your convenience in organizing this information. Please remember to limit this written overview to ONE page.

Your presentation is not expected to be a perfect example of Floortime™. You are here to learn more about the contributions of the D, the I, and the R and what it may take to connect by using affect to support processing and get a continuous flow of interaction. The videos you bring provide the opportunity for learning and for deepening your understanding of the DIR model. It is not an evaluation of your DIRFloortime™ session.

It is very important you practice the presentation in advance so that you do not run over the time limit and so there is adequate time for discussion. Please allow about five minutes for your narrative (description and questions) and up to five minutes for the video and questions. The rest of the time will be used for discussion.

You will begin your group presentation by providing a 1 - 2 minute thumbnail description of the child using the following information:

- Age
- Onset of challenges
- Any known diagnosis
- Family members (who does the child lives with or who provides care for the child?)
- What current interventions/treatments are being used?
- How long have you known the child?
- What is your role?

For instance, you may wish to plan an introduction using this example but tailoring it to fit your needs:

“TTT is a 3 year old child who lives with his mother but who spends every Thursday evening and every other weekend with his father. His mother works full time. TTT is enrolled in an early learning center and attends M-F from 8 am until 3 pm. He also attends a wrap around child care program from 3 – 6 pm when he leaves the early learning center. When he was two years old, his parents noticed that he wasn’t talking or interacting with them as much as they thought he should be. After evaluations by his pediatrician and by other Early Intervention professionals, he was given a diagnosis from the DSM IV of Pervasive Developmental Disorder. He currently receives speech and occupational therapy services 1x/week for ½ hour each. I have known TTT for 18 months – when he was enrolled in the early learning center where I teach.”

After your narrative description, you will have 3 – 4 minutes (depending upon the length of your narrative) to respond to questions from your group.

Next you will spend 1 – 2 minutes to tell us what we will see on the video followed by 3 – 4 minute questions to respond to questions from your group. You may use the following as a general guide to help you prepare to describe the video:

What are the roles of the people in the video?

What are they doing?

What are the relative strengths and weaknesses that you see during this video?

Describe, as best you can, your assessment of the child’s Functional Emotional Developmental Levels (FEDLs) and sensory profile.

Functional Emotional Skill Area Mastered?	Mastered	Constricted	Not Present
Self Regulation and Interest in the World			
Forming Relationships, Attachment & Engagement			
Effective Two Way Communication			
Problem Solving			
Symbolic Play			
Expanding Themes in Symbolic Play			

You will then show your video clip(s) to observe what is needed to connect to and interact with the child in a continuous flow. This is the heart of Floortime™ and the DIR® model. This is not the time to tell the history or give details on the intervention program. We want to look at what is actually happening in the interaction and what it takes to engage the child. This will lead to a discussion led by the Training Leaders of what the functional emotional developmental and individual processing challenges may be, and what strategies may help the child move forward.

Please see the suggested readings and videos listed on the website, or web radio programs to focus on Floortime interactions to help you prepare. While not required, you may find the books *Engaging Autism* (by Stanley Greenspan and Serena Wieder) and the **DMIC** (ICDL Diagnostic manual) to be very helpful.

Again, remember, this program is designed for those **beginning DIRFloortime™ practice**. The goal is to become conversant with the concepts of the DIRFloortime™ model, to enhance your observations and reflections of what you are doing and how you think about it, and to learn to apply the principles of DIRFloortime™ in what you do. Rest assured this is not a “test” but a reflection of how familiar you are with DIRFloortime™ and what you would like to learn.

As you can see, your preparation for the DIR B program is a learning opportunity! We accepted you into the program because you are already a competent practitioner in your field and trust you will enjoy this program as many already have. The immersion in DIRFloortime™ is both exciting and challenging! We follow your lead (coming to the Washington DC Regional Training) and challenge you to learn more!