Neurodiversity: Autism Spectrum and Other Disorders
DIR/ Floortime Approach in Early Intervention

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Fresno, CA, April 4, 2013
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Learning Objectives

* Symptoms and Neurodiversity
* Functional Emotional aspects of development
* Scope of individual differences with ASDs
* Relationship factors in assessment and intervention
* Rubric: biopsychosocial assessment
* Principles and Techniques: DIR/Floortime
* Reflective, Evidence Based Practice
Meeting Certification Objectives

Domain I: Knowledge

- 1A - 1.0  Parenting, Caregiving, Family Functioning and Child-Parent Relationships
- 1B - 1.0  Infant, Toddler and Preschool Development
- 1C - 1.0  Biological and Psychosocial Factors Impacting Outcomes
- 1D - 0.25 Risk and Resiliency
- 1E - 0.25 Observation, Screening, and Assessment
- 1F - 1.0  Diagnosis and Intervention
- 1G - 0.25 Interdisciplinary/Multidisciplinary Collaboration
- 1H - 0.25 Ethics

Domain II - Clinical Experience/ Reflective Practice Facilitation - 1 hour

Total: 6 hours
8:30 - 10:00 am: Defining Autism and Introduction to the DIR Model and It's Developmental Approach
a. Defining ASD and Understanding Neurodiversity (0.5 hr, I-1F)
b. Functional Emotional Developmental Levels (1.0 hr, I-1B)

10:15 - 11:45: Individual Differences and Relationships

c. Individual Differences (0.5 hr, I-1C)
d. Relationship Factors (1.0 hr, I-1A)

12:45 - 2:45: Doing DIR/Floortime as a Comprehensive Bio-Psycho-Social Evidence Based Practice

e. Screening and Assessment (0.25 hr, I-1E)
f. Floortime! (1.0 hr, I-1F, I-1C)
g. Building Resiliency (0.25 hr, I-1D)
h. Interdisciplinary/Multidisciplinary Collaboration (0.25 hr, I-1G)
i. Securing Parent Choice in Informed Consent with DIR/Floortime as an Evidence Based Practice (0.25 hr, I-1H)

3:00 - 4:00: Reflective Practice Pods
a. Guidelines for Reflective Practice (brief reminders)
b. Small group reflective experience (bulk of the hour) planning for follow up (brief)
Try not to peek!

- We will be talking a lot about YOUR observations and experiences through the day
- When we are brainstorming together, it might help if you refrain from looking ahead to allow you the freedom of your own ideas
- If you do peek, try to let the ideas spark specific examples that you might remember
Defining Autism
Understanding Neurodiversity

- What do you already know? (next slide)
- Neurodiversity
- DSM IV and DSM V
- Infants and young children: early identification and intervention efforts
- Other Disorders
What do you already know?

(GROUP PARTICIPATION HERE)

- Symptoms
- Numbers
- Range of the Spectrum
- Range of Interventions
- Range of Outcomes
Neurodiversity

* What do you think that means?
Neurodiversity as Human Necessity: What Make Us Human?

• Diversity in thinking is built into communal problem solving.
• It is actually built into our genetic code.
• Anthropogeny is the study of how we come to be human (CARTA at UCSD – free webinars)
• A difference only in gene expression: Human vs. Chimps; dino-chickens in development
• Close enough cousins: mouse models in medicine, testing fruit flies for medication for Fragile X
dino-chicken
Anthropogeny: Genetic Coding for Social-Emotional Development

- Genes code for mirror neurons that track what other people do and allow us to imitate.
- Imitation leads to affiliation: as we see and we do like those around us, we tend to group with those people.
- Affiliation leads to identification – an extremely potent psychological force in which we take on the characteristics of the powerful people around us (parents, teachers, mentors, even oppressors – Stockholm Syndrome & Patty Hearst).
- Identification leads to empathy and social knowledge (right sided) and communication and language (left sided).
identification
Natural Genetic Variation in Social-Emotional Development

- So we have these genes that code for social emotional function.
- And we know that genes vary in their transmission and character from generation to generation.
- Some genes vary more than others, e.g., hair color varies more than whether or not you will grow a heart. Back to Middle Earth: the heights of Hobbits, while all short, presumably vary in a normal distribution about a mean or average height. However, there is less variation in whether they have hairy feet – they all have hairy feet.
- Back to anthropogeny, i.e., what is unique to actual humans: large brain size; intense drive to imitate, which allows our species to learn from others; sophisticated social abilities; sophisticated technical abilities.
- These areas make us human and as it happens they are all extremely variable in their genetic allelic construction.
Patterns of Genetic Variation

• Numbers of genes: too many CGG repeats in Fragile X; Down's Syndrome trisomy 21. Too few genes in deletion syndromes.
• Single specific spontaneous changes can create ASD. Usually severe and the person does not have kids and pass on that change.
• More often ASDs involve a number of genes that affect those highly human qualities.
• Some people have more trouble reading social cues but are more able to focus on detail, range in severity along the ASD spectrum.
• For others the same genes vary in opposite directions, toward manic, psychotic, and borderline personality symptoms.
• We typically see both poles of symptoms and syndromes running in families, with the easy variability of those genetic alleles leading to natural neurodiversity.
Neurodiversity is Necessary

• This may explain the growing number of studies showing the same rates of broadly defined ASDs in older people as in children, roughly 1/100. Our ASD ‘epidemic’ is more and more seen as a recognition of the true rate of this kind of natural genetic variation.
• Temple Grandin says it best when she talks about how if we were all the same we would still be chatting at each other in caves with no technology.
• This variability has evolutionary value or it would have been dropped over the 6 million or so years that hominids have been developing
• (Dawn of Humankind).
Highly Evolved?
DSM IV & DSM V

* 3 & out
* 2 & others (e.g. ADHD ok)
* associated symptoms
Infants and young children: early identification and intervention

* Screening: CSBS, SEGC, etc.
* How many different interventions for ASD in young children do you know about?
  
  (GROUP PARTICIPATION HERE)
* Scattered Ideas and the need for a comprehensive framework for understanding and assessing and intervention
The DIR/Floortime Model

- Developmental
- Individual Differences
- Relationship Based

- A biopsychosocial framework & philosophy
- Universal: can be used for all ages and situations
Why DIR? because it’s…

- Broad – whole child, supports family
- Welcoming – all about building love
- Enriching – closeness brings progress in relating, communicating, and thinking
**Taking Notes?**

- One word: **ENGAGEMENT**
- Engagement goes beyond compliance
- Connection before correction
- Central Goal: Figure out how to help caregivers create and repair engagement
DIR ‘quick guide’ ...

* Developmental - regulation, warm trust, then a flow of enriching interactions
* Individual Differences– sensory, motor, communication, visual-spatial, cognitive
* Relationship Based – connecting and supporting at many levels
Affect = Emotional Connection

* The “glue” that organizes all of the jobs of the brain
* Coordinates the nervous system from the brain outward
* Lends purpose and meaning to the information we take in through our senses
* Emotional based learning experiences become an internal reinforcement that motivates
Affect is the central organizer of experience in all developmental domains

Experience is dual coded in the sensory system and the affect cueing system

Individual differences in processing sensory motor information impact how parents and children make meaning from their interactions and from expectations about their relationships
More to the point:

- Joint attention – responsive (cured), initiated (when we wait for it)
- Intent
- Engagement
- Repair (Tronick)

These are at the core of the moment to moment affective reciprocity that supports the developing relationship.
Let’s develop this together

What is the first thing you need to be doing to be able to interact with another person?

Then what?

And after that?
<table>
<thead>
<tr>
<th></th>
<th>Functional Emotional Developmental Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>co-regulation, ability to attend, interest in the world</td>
</tr>
<tr>
<td>II</td>
<td>engagement, attachment, gleam in the eye, warmth</td>
</tr>
<tr>
<td>III</td>
<td>circles of interaction, purposive two way communication</td>
</tr>
<tr>
<td>IV</td>
<td>flow, social problem solving, behavior organization</td>
</tr>
<tr>
<td>V</td>
<td>symbolic thinking (critical shift)</td>
</tr>
<tr>
<td>VI</td>
<td>logical connections between ideas (what, when, how, and why questions)</td>
</tr>
<tr>
<td>VII</td>
<td>multicausal thinking</td>
</tr>
<tr>
<td>VIII</td>
<td>grey area thinking</td>
</tr>
<tr>
<td>IX</td>
<td>reflective thinking, stable sense of self, and an internal standard</td>
</tr>
</tbody>
</table>
Break
To even get started at helping someone regulate, you need to understand the person

*Group participation*: examples of individual differences

* Developing categories of areas to look at
Individual Differences: areas to look at

- Sensory modulation and processing
- Postural control and motor planning
- Receptive communication
- Expressive communication
- Visual-spatial function
- Praxis: knowing how to do things to solve the social problem of the moment
Things to Keep in Mind

Hypo-reactive (decreased sensitivity)
* Sensory seeking
* Does not register input or has delayed responsiveness to sensory input

Hyper-reactive (increased sensitivity)
* Sensory avoiding
* Associated with increased reactivity to sensory input (fight/flight/fright responses)

Mixed Hypo/Hyper-Sensitivity: common
Quality of Caregiver-Baby Relationship Matters

- D.W. Winnicott
  - There is no such thing as a baby……
  - A baby cannot exist alone, but is essentially part of a relationship

- Relationships are central to development
Relationships

- What have you seen?
- What are we looking for?
- What might worry us if we see it?
Caregiver Patterns and Child Development

- Mutually confirming interactions
  - Mirroring, Matching, Expanding
- Attachment
  - Secure, Anxious, Avoidant, Chaotic, Aloof
- Sensitive responsiveness
- Attunement
- Repair
from infancy there is a natural, messy process of break and repair [of engagement]
• founded on the real differences in perspective between infant and parent
• there is a break, and then there is repair, over and over
• this is necessary for emergence of a sense of self and for resilience
• confidence in one’s own competence to repair the breaks in engagement (Georgia’s case showed this with an adult yesterday)

Differences are necessary for development
• Clinical work: in the course of life differences also cause pain
Family /Caregiver Patterns: Parameters to Think About

- Comforting
- Finds appropriate level of stimulation
- Engages in relationship
- Reads cues and signals
- Maintains affective flow (for co-regulation)
- Encourages development
Lunch!
Screening & Assessment

- SEG: Social Emotional Growth Curve (next slide)
- FEAS: Functional Emotional Assessment Scale
- Office Assessment and Tracking
Figure 1

THE FUNCTIONAL DEVELOPMENTAL GROWTH CHART

Developmental Stages

1. Focuses and attends to sights and sounds
2. Engages in relationships
3. Interacts in purposeful manner
4a. Organizes chains of interaction (simple problem-solving)
4b. Organizes chains of interaction (complex problem-solving)
5a. Uses ideas (words/symbols) to convey intentions or feelings
5b. Uses ideas (words/symbols) beyond expressing basic needs
6a. Creates logical bridges between ideas
6b. Creates logical bridges between three or more emotional ideas

Age in Months

0  3  5  9  13  18  24  30  36  42-48

Child is making slightly quicker progress than the expectable rate.

Child is making slightly slower progress than the expectable rate.

Developmental problems are becoming greater as the child becomes older.
### NDRC – NEURO-DEVELOPMENTAL DISORDERS OF RELATING & COMMUNICATION - FUNCTIONAL EMOTIONAL DEVELOPMENTAL LEVELS

<table>
<thead>
<tr>
<th>Child: Draw line through To highest level (1-6) child has reached</th>
<th>Caregiver:</th>
<th>Examiner:</th>
<th>Date:</th>
<th>Diagnosis:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not reached</td>
<td>Barely even with support-very intermittent (very in and out)</td>
<td>With persistent and/or predictable support has islands of this capacity</td>
<td>With structure and scaffolding, given high affect, gestural, language, sensorimotor support can expand</td>
<td>Not at age-expected level, immature-fragmented; may be cyclical but comes back for more</td>
</tr>
</tbody>
</table>

### Functional Capacities

#### I. Self-Regulation And Attention
Take in sights and sounds and maintain shared attention

#### II. Engagement And Relating
Woo another or be wooed, stay engaged through emotions

#### III. Use Affect to Convey Intent - Two Way Communication
For requests, emerging back and forth interactions

#### IV. Behavioral Organization Problem Solving
Continuous flow of affective interactions with people for shared social problem solving

#### V. Creates and Elaborates With Symbols
Represents ideas and emotional themes

#### VI. Emotional Thinking Logical – Abstract
Bridges ideas, elaborates and can reflect on actions, motives, aware of time and space

1 > 4: Child requires caregiver support; 5 > 6: Child attains developmental level independently but constricted; 7: Age appropriate
Likert Scale for Each Level

1. Not doing it
2. Barely able to do it
3. Islands of time where the child can do it
4. Can expand those islands with our help
5. Comes back for more with little or no support
6. Pretty normal unless under stress
7. Age appropriate
<table>
<thead>
<tr>
<th></th>
<th>Not there</th>
<th>Barely</th>
<th>Islands</th>
<th>Expands</th>
<th>Comes back</th>
<th>Ok if not stressed</th>
<th>Ok for age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-regulate</td>
<td>3/06</td>
<td>3/07</td>
<td></td>
<td>3/08</td>
<td>3/09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engage</td>
<td>3/06</td>
<td>3/07</td>
<td></td>
<td>3/08</td>
<td>3/09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circles</td>
<td>3/06, 3/07</td>
<td>3/08</td>
<td></td>
<td></td>
<td>3/09</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flow</td>
<td>3/06</td>
<td>3/07</td>
<td></td>
<td>3/08, 3/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Symbolic</td>
<td>3/06</td>
<td>3/07, 3/08</td>
<td></td>
<td>3/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical</td>
<td>3/06</td>
<td>3/07, 3/08</td>
<td></td>
<td>3/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicausal</td>
<td>3/06, 3/07</td>
<td>3/08</td>
<td></td>
<td>3/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grey area</td>
<td>3/06, 3/07,</td>
<td>3/08, 3/09</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Reflective</td>
<td>3/06, 3/07</td>
<td>3/08, 3/09</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
## INDIVIDUAL DIFFERENCES

<table>
<thead>
<tr>
<th>Regulatory Capacities (reactivity)</th>
<th>Postural Control for Functions</th>
<th>Response to the Sounds, Gestures and Verbal Communication (in back and forth reciprocal interactions for communication)</th>
<th>Use of Vocalizations, Gestures, Words and Language for Communication (in back and forth reciprocal interactions for communication)</th>
<th>Response to Visual Environment</th>
<th>Praxis – Executive Function - Prefrontal cortex orchestrating information for function. Praxis is the moment from which one faces the future with the resources gained from the past experiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Indicate +1 = hyper</strong></td>
<td><strong>Can sequence purposeful gestures and actions, to obtain desires, to</strong> -</td>
<td><strong>Observations of the child’s ability to attune and orient to the auditory environment, to affect and gestures and to comprehend words (w) (with benefit of signs/gestures (s) and/or visual (v) strategies.</strong></td>
<td><strong>The child uses -</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- auditory</td>
<td>1. Simple physical actions to indicate desires (gaze, reach)</td>
<td>1. Orient to the auditory source in the environment (auditory figure ground).</td>
<td>1. Mirror vocalizations with the intention to communicate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- visual</td>
<td>2. Physically mirror gestures</td>
<td>2. Attune to key tones in another’s vocalizations.</td>
<td>2. Mirroring gestures with intention to communicate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- tactile</td>
<td>3. Physically imitate gesture</td>
<td>3. Respond to key gestures in another interaction.</td>
<td>3. Intentional use of unique non-verbal gestures to convey intentions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- vestibular</td>
<td>4. Imitate physical actions with purpose.</td>
<td>4. Respond to key words in another interaction.</td>
<td>4. Intentional use of affective tones and sounds to convey intentions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- proprioceptive</td>
<td>5. Obtain desires</td>
<td>5. Switch auditory attention back and forth between self and others (self monitor, other monitor &amp; integration)</td>
<td>5. Uses single meaningful words to convey intentions, actions and desires.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- tastes</td>
<td>6. Problem solve steps with body to move in space to interact with people &amp; objects in environment for exploration.</td>
<td>6. Follow directions (record # ____).</td>
<td>6. Uses two word phrases meaningfully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- odors</td>
<td>- for function and purposeful use of toys</td>
<td>7. Understand questions (how, who, what, where, when, what if, if then).</td>
<td>7. Uses sentences meaningfully.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dominant Functional Profile (Describe):</strong></td>
<td>- for self help</td>
<td>8. Engage in conversations with abstract ideas.</td>
<td>8. Uses phrases and sentences in back and forth exchanges with a logical flow.</td>
<td><strong>The child uses visual spatial strategies systematically to explore and discriminate desired objects. The child can -</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- for back and forth interactions with family and peers.</td>
<td><strong>(# __ steps recorded)</strong></td>
<td><strong>Praxis encompasses all of these individual processing differences as it depends on the child’s –</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(# __ steps recorded)</td>
<td></td>
<td>1. Observe and focus on desired object</td>
<td>- Ideation</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>2. Alternate gaze (initiate joint attention visually)</td>
<td>- Planning</td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Follow another’s gaze to determine the object of their attention and their intent. (respond visually)</td>
<td>- Sequencing</td>
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<tr>
<td></td>
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<td></td>
<td>4. Switch visual attention back and forth between self and other (self monitor, other monitor &amp; integration)</td>
<td>- Execution</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>5. Differentiate salient visual stimuli from background stimuli (visual figure ground)</td>
<td>- Adaptation</td>
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<td></td>
<td></td>
<td></td>
<td>6. Actively search for object she sees hidden</td>
<td></td>
<td>1. Initiates ideas in play with clear goals and purpose.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>7. Can explore two areas of room and search for desired object</td>
<td></td>
<td>2. Is able to associate sensory perceptions from the body, visual system, auditory system to develop a plan.</td>
</tr>
</tbody>
</table>
|                                 | | | 8. Can explore more than two areas with active visual assessment of space, shape and materials. | | 3. Develop the steps of the sequence (# steps - 1, 2, 3, 4 ……)
|                                 | | | 4. Execute the steps and persist. | | 4. Execute the steps and persist. |
|                                 | | | 5. Adapt plan if it does not work or is interfered with by another’s action. | | 5. Adapt plan if it does not work or is interfered with by another’s action. |

Instructions: Identify child’s functional capacities based on observations (o) and parent reports using operational criteria. Match operational criteria with “algorithms” for each NDRC subtype I-IV. (validate with FEAS)
<table>
<thead>
<tr>
<th>Sensory</th>
<th>Postural</th>
<th>Response to Communication</th>
<th>Intent to Communicate</th>
<th>Visual Exploration</th>
<th>Praxis -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Tactile</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Vestibular</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proprioceptive</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Taste</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Odor</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

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### Individual Differences – Charley – First Grade

<table>
<thead>
<tr>
<th>Sensory</th>
<th>Postural</th>
<th>Response to Communication</th>
<th>Intent to Communicate</th>
<th>Visual Exploration</th>
<th>Praxis -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sensory seeking, distractible ...</td>
<td>Low tone; A bit clumsy - impedes rapid reciprocity in the moment</td>
<td>Trouble managing more than one thing at a time</td>
<td>Dysarthric – Logical discourse is Difficult</td>
<td>Distractable.</td>
<td>Easily frustrated Ideation</td>
</tr>
<tr>
<td>Auditory</td>
<td>1. Orient</td>
<td>1. focus on object</td>
<td>1. Mirror vocalizations</td>
<td>2.-3/07-----</td>
<td>Planning</td>
</tr>
<tr>
<td>Visual</td>
<td>2. key tones</td>
<td>2. Alternate gaze</td>
<td>2.. Mirror gestures</td>
<td>3/07-----</td>
<td>(including sensory knowledge to do this)</td>
</tr>
<tr>
<td>Tactile</td>
<td>3. key gestures</td>
<td>3. Follow another’s gaze to determine intent.</td>
<td>3. Switch visual attention</td>
<td>3/07-----</td>
<td>Sequencin g</td>
</tr>
<tr>
<td>Vestibular</td>
<td>4. key words</td>
<td>4. visual figure ground</td>
<td>4. visual figure ground</td>
<td>3/07-----</td>
<td></td>
</tr>
<tr>
<td>Proprioceptive</td>
<td>5. Switch auditory attention back and forth</td>
<td>5. search for object</td>
<td>4. visual figure ground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taste Odor</td>
<td>6. Follow directions</td>
<td>5. search two areas of room</td>
<td>5. assess space, shape and materials.</td>
<td></td>
<td>Execution</td>
</tr>
<tr>
<td>Taste and odor are better</td>
<td>7. Understand W ′s</td>
<td>6. two –word</td>
<td>7. assess space, shape and materials.</td>
<td></td>
<td>Adaptation</td>
</tr>
<tr>
<td></td>
<td>8. abstract conversation.</td>
<td>7. Sentences</td>
<td>7. assess space, shape and materials.</td>
<td></td>
<td>A step forward..</td>
</tr>
<tr>
<td></td>
<td></td>
<td>8. logical flow.</td>
<td>8. logical flow.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

NOT CHANGED

Stronger foundation

Can focus pretty well on an object now
## Relationships - Caregiver Profiles:

<table>
<thead>
<tr>
<th></th>
<th>Not yet able to support</th>
<th>Just starting to support</th>
<th>Islands of support</th>
<th>Moderately effective in supporting '50%'</th>
<th>Becoming consistent in ability to support</th>
<th>Effective except when stressed</th>
<th>Very Effective in supporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comforting the child</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Finding appropriate level of stimulation</td>
<td></td>
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<tr>
<td>Pleasurably engages the child</td>
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</tr>
<tr>
<td>Reads child’s emotional signals</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Responds to child’s emotional signals</td>
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<tr>
<td>Tends to encourage the child</td>
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<tr>
<td></td>
<td>Not yet able to support</td>
<td>Just starting to support</td>
<td>Islands of support</td>
<td>Moderately effective in supporting ’50%’</td>
<td>Becoming consistent in ability to support</td>
<td>Effective except when stressed</td>
<td>Very Effective in supporting</td>
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</tr>
<tr>
<td>Comforting the child</td>
<td></td>
<td></td>
<td>Not fuzzy, but not reactive</td>
<td>mellow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding appropriate level of stimulation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>directive</td>
<td>unflappable</td>
<td></td>
</tr>
<tr>
<td>Pleasurably engages the child</td>
<td></td>
<td>directive</td>
<td></td>
<td>Persistent attempts to engage him</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads child’s emotional signals</td>
<td></td>
<td>Sees when he is upset</td>
<td>Can predict when he will become upset</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds to child’s emotional signals</td>
<td>Unsure what to do</td>
<td>Interested in the flow of activity, not interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tends to encourage the child</td>
<td></td>
<td>directive</td>
<td></td>
<td>Wants him regulated so he can learn (not interact per se)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Not yet able to support</td>
<td>Just starting to support</td>
<td>Islands of support</td>
<td>Moderately effective in supporting ’50%’</td>
<td>Becoming consistent in ability to support</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Comforting the child</td>
<td></td>
<td></td>
<td></td>
<td>Kind and clear mellow</td>
<td>Really there for him, can help him settle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Finding appropriate level of stimulation</td>
<td></td>
<td></td>
<td></td>
<td>Pretty good with him</td>
<td>Calm and positive, able to flexibly shift level of stimulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pleasurably engages the child</td>
<td>directive</td>
<td></td>
<td></td>
<td>Learning to engage</td>
<td>Some nice non-verbal flow</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads child’s emotional signals</td>
<td></td>
<td></td>
<td></td>
<td>Predict when he is upset</td>
<td>Tries hard to do this in the moment</td>
<td>Naturally reads his cues</td>
<td></td>
</tr>
<tr>
<td>Responds to child’s emotional signals</td>
<td></td>
<td></td>
<td></td>
<td>Interested in the flow of interaction</td>
<td></td>
<td>Naturally responds</td>
<td></td>
</tr>
<tr>
<td>Tends to encourage the child</td>
<td>kijken</td>
<td></td>
<td></td>
<td>Strong desire to see him regulated and engaged</td>
<td>Regulated for interaction; coaches aides, staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Doing Floortime

- Principles
- Techniques
- Managing specific challenges
DIR Principles
Contrast of DIR vs. Behavioral Approaches

- Prompt vs woo – top down vs. building relationships and learning together
- Compliance vs. engagement
- Imitation, limits, facts vs. autonomous thinking, negotiation, & exploration
Rough Comparison of DIR/Floortime (Developmental Individual differences Relationship based) with other approaches:

<table>
<thead>
<tr>
<th></th>
<th>Prompts</th>
<th>Compliance</th>
<th>Do/learn what is expected from trainer</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>DTT</td>
<td>Prompts</td>
<td>Compliance</td>
<td>Do/learn what is expected from trainer</td>
<td>Top-down autocratic</td>
</tr>
<tr>
<td>PRT</td>
<td>Prompts</td>
<td>Compliance</td>
<td>Choices – trainer, then parent</td>
<td>Top-down, yet democratic</td>
</tr>
<tr>
<td>RDI</td>
<td>Prompt</td>
<td>Compliance</td>
<td>Do what’s expected – trainer, then parent</td>
<td>Top-down, autocratic</td>
</tr>
<tr>
<td>MM</td>
<td>Super-Prompt with elements of ‘gentle teasing’</td>
<td>Compliance through action and engagement in rituals</td>
<td>Mostly do what’s expected – trainer, then parent</td>
<td>Mostly top-down, with elements of co-created interactions</td>
</tr>
<tr>
<td>DIR</td>
<td>Woo</td>
<td>Engage (joint attention)</td>
<td>Build shared meaning – parent focused</td>
<td>Bottom–up, democratic</td>
</tr>
</tbody>
</table>
Goals of a behavioral programs: appropriate behaviors, learning facts, learning ‘what to do’ in a top-down approach (we teach, child learns and complies).

Goals of a relationship based interventions: connect with others to promote social and cognitive development and problem solving with flexible adaptation to a changing world. This is a ‘bottom up’ approach.

NB: RDI is a social–cognitive behavioral program whose aim is to create the ability to have relationships by training the child in ‘what to do’ with ideas that reflect natural relating but with methods that are top-down and do not reflect natural relating.
Comparison of DIR with behavioral approaches - II

Prompt vs. Woo

<table>
<thead>
<tr>
<th>Prompt</th>
<th>Woo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater power difference between people</td>
<td>Humility – more equality</td>
</tr>
<tr>
<td>Control</td>
<td>Respect for ideas of other person</td>
</tr>
<tr>
<td>Specific expectation</td>
<td>Open ended, hopeful for growth</td>
</tr>
<tr>
<td>Belief in the material</td>
<td>Belief in the process</td>
</tr>
</tbody>
</table>
### Comparison of DIR with behavioral approaches – III

#### Compliance vs. Engagement

<table>
<thead>
<tr>
<th>Compliance</th>
<th>Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do/think what I want you to do/think</td>
<td>Think for yourself and with me</td>
</tr>
<tr>
<td>Drills will create skills</td>
<td>Shared emotional signaling creates a relationship that inspires learning and problem solving</td>
</tr>
<tr>
<td>Schemes to cover new situations</td>
<td>Relationships, available and internalized, give self-assurance to respond to new situations</td>
</tr>
<tr>
<td>Limited sense of competence, self-esteem: “I can do it. I learned how.”</td>
<td>More full sense of competence, self-esteem: “I can figure it out.”</td>
</tr>
</tbody>
</table>
Comparison of DIR with behavioral approaches – IV
A Complementary Relationship

<table>
<thead>
<tr>
<th>Behavioral based contributes...</th>
<th>Relationship-based expands...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Imitation</td>
<td>Autonomous thinking</td>
</tr>
<tr>
<td>Limits</td>
<td>Negotiation</td>
</tr>
<tr>
<td>Facts</td>
<td>Exploration</td>
</tr>
</tbody>
</table>
Integrating the full range of interventions: The Learning Tree
Specific Techniques

* At each FEDL level
What does DIR Look Like?

* Floortime sessions
* Floortime all the time: always engaging the child in a flow of interaction
* DIR is for all ages and all levels of challenge
* Always includes reflection: time away from the situation for thinking and reflecting with others about what works and what to try next
I - Calm enough: (Co-regulation)

* Know the person: individual differences
* We do this together –
* Not a ‘sensory break’ (= escape)
* Reach with 80% intensity to help the person calm down with you.
* ‘Calm enough’ might mean active enough.
* Think about what works and what doesn’t
II - Truly Connected to Others
(Engagement)

* That gleam in the eye…
* Mostly fun and feels good for everyone
* creates the bond that will leads to learning
* Joint attention, but joyful
III – Circles: back and forth interaction

* The person is always doing something
* Follow the child’s lead - Join in - be part of the activity
* Improv = ‘yes’
* If you can’t just join in, gently and playfully get in the way
* If he wants something, he has to get it from you
FEDL Level IV: FLOW

- The ‘engine’ of relating you need to be able to expand
- It might look like ‘baby games’, but it is what we all do every day, constantly, with each other
- Chains of 20-40 circles
- Expanding complexity
Avoiding Questions

* Questions make people close up or act mad
* Statements create social ‘problems’ that the other person can ‘solve’
* Try to maintain a ‘one-down’ power position
* Try it out. It’s hard, but worth the work
Things to Avoid

* Don’t just entertain, quiz, or direct the child with your games, demands, or ideas

* Don’t merely follow the child around – use the child ‘lead’ to start off

* Every idea is a good one to play with – don’t say ‘no’ to the idea - connect and play with it. You can set limits as needed.
FEDL Level V: Symbols

- Words, when they really say something – more than labels
- Play, when it really ‘says’ something – more than trained actions or turn taking
- Gestures, when they ‘talk’ about things or ideas that can replace actions – more than pointing
- *Try to treat everything as having meaning – you might be wrong and that’s ok, the person will correct you*
All Kinds of Symbols

From playing with dollies when the child really means it or crashing cars when it really expresses something to

Fantastical stories of castles and kings, princes, armies, unicorns, spies, heroines and every kind of complex human motivation

(think of the 7 virtues and 7 vices)
FEDL Level VI: Logical Thinking

- Building logical bridges between ideas
- Makes for powerful collaborative thinking
- Far beyond ‘Aspergian Logic’
- Might asks why you feel that way
- Can separate his internal world from your world, and still feel concerned
FEDL Level VII: Multicausal Thinking

* There is more than one reason for why something is the way it is
* Ex: Mom’s mad, after bad day at work, but asks if there are other reasons
* There is more than one feeling one might have about things
* Ex: Mom’s sad that I am going to school, but happy that I’ll be with other kids
Hierarchies, playground politics

The best time for disappointment – better to lose now and have mom’s support than to lose as an adult and have no experience to fall back on.

Emotional experiences define, expand, and deepen the boundaries for the self. Without anger we don’t know what annoys us, without joy we don’t know what makes us happy.

Refining the gradations of these emotions

This expanded and deepened appreciation for emotional experience makes us more able to appreciate it in others.
FEDL Level IX: Reflective Thinking, (9-12 yr and beyond)

* A Stable Sense of Self, and an Internal Standard
* Empathize in a truly reflective manner
* Understand a range of feeling in others and compare it to one’s self
* Helps one be truly a great friend or partner.
* Expanding sense of empathy, more and more inclusive: other kids, groups, school, country, ... the world (other races, religions, etc.).
What about other kids?

* Start with adults
* Build some skills
* Semi-structured activities with peers
* Limiting numbers of kids
* Mediate the process – slow it down
* Statements more than questions
* Democratic decision making
Things you might say or do:

- “We need to figure out what to do…”
- “I need help with…”
- “Wait - I didn’t hear you…”
- “We can vote on whether he was out..”
- Semi-structured: at times you direct things, but work toward less of it.
- In free play, you join the person in a way that attracts other kids, then facilitate the mix
DIR at School

- Maintaining non-verbal contact with a child in a class
- Supervision and facilitation of interactions with vulnerable children
- Empathy first in any difficult situation
- Measuring progress: can track % time regulated and % time engaged, count circles too
Interlude: Medications

- Potions for preschoolers?
- Rationale: last resort vs. covering all bases
- Bottom line: medication might help a good plan work well but it can’t make up for a bad plan
Examples of kids at different places on the FEDL

* FEDL I-IV: manage vigilance, support interaction
* FEDL V-VI: stepping back from the moment
* FEDL VII-IX: critical thinking
Regulating Vigilance and Supporting Interaction:
Functional Emotional Developmental Levels

* I – co-regulation, ability to attend
* II – engagement, gleam in the eye, warmth
* III – circles of interaction
* IV – flow/behavioral organization in social problem solving
* V – symbolic thinking (critical to tolerating affect)
* VI – logical connections between ideas
* VII – multicausal thinking
* VIII – grey area thinking
* IX – reflective thinking, stable sense of self, and an internal standard
Abstract Ability and Vigilance
try to think when you are stressed inside...

* Grossberg
* Hippocampal cells
* iSTART
* The importance of regulating vigilance
Remember:

* ‘Behavior’ means WE need to do better
* Wooing, not prompting
* Avoid mere sensory breaks
* Avoid questions
Example (2) FEDL Levels I-IV: Jack

- Not so verbal, poorly regulated, perseverative Kindergartener
- Seen in SDC PK – wandering, adrift
- Allies: District rep – we pushed for .. K teacher (bends down to child instead of greeting me)
- Family: helping mom see the magic (video: co-regulation and engagement, circles in tongue game DIR F2F Nov 2008 feder presentation – tongue game)
<table>
<thead>
<tr>
<th></th>
<th>1 (not there)</th>
<th>2 (barely)</th>
<th>3 (islands)</th>
<th>4 (ok w/ support)</th>
<th>5 (comes back)</th>
<th>6 (ok unless stress)</th>
<th>7 (ok)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regulate</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Engage</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circles</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Flow</td>
<td>4</td>
<td>8</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Symbols</td>
<td>4</td>
<td>8</td>
<td>10</td>
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<tr>
<td>Logic</td>
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<tr>
<td>Date</td>
<td>Description</td>
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</tr>
<tr>
<td>4/08</td>
<td>Bouncing about, somewhat interested in us</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8/08</td>
<td>Starting modeling circles, vs. discrete trial type interactions</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>10/08</td>
<td>Mom does a warm, spontaneous game, based on his lead</td>
<td></td>
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</tr>
</tbody>
</table>
## Individual Differences - Jack

<table>
<thead>
<tr>
<th>Sensor</th>
<th>Postural Responses</th>
<th>Response to Communication</th>
<th>Intent to Communicate</th>
<th>Visual Exploration</th>
<th>Praxis -</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auditory</td>
<td>1. indicate desires</td>
<td>1. Orient</td>
<td>1. Mirror vocalizations</td>
<td>1. focus on object</td>
<td>Ideation</td>
</tr>
<tr>
<td>Tactile</td>
<td>3. imitate gesture</td>
<td>3. key gestures</td>
<td>3. gestures</td>
<td>3. Follow another’s gaze to determine intent.</td>
<td>Execution</td>
</tr>
<tr>
<td>Vestibular</td>
<td>4. imitate with purpose.</td>
<td>4. key words</td>
<td>4. sounds</td>
<td>4. Switch visual attention</td>
<td>Adaptation</td>
</tr>
<tr>
<td>Proprioceptive</td>
<td>5. Obtain desires</td>
<td>5. Switch auditory attention back and forth</td>
<td>5. words</td>
<td>5. visual figure ground</td>
<td></td>
</tr>
<tr>
<td>Odor</td>
<td></td>
<td>7. Understand W ?’s abstract conversation.</td>
<td>8. logical flow.</td>
<td>6. search two areas of room</td>
<td></td>
</tr>
</tbody>
</table>

- **Response to Communication**
  - 1. Orient
  - 2. key tones
  - 3. key gestures
  - 4. key words
  - 5. Switch auditory attention back and forth
  - 6. Follow directions
  - 7. Understand W ?’s abstract conversation.

- **Intent to Communicate**
  - 1. Mirror vocalizations
  - 2. Mirror gestures
  - 3. gestures
  - 4. sounds
  - 5. words
  - 6. two –word sentences
  - 8. logical flow.

- **Visual Exploration**
  - 1. focus on object
  - 2. Alternate gaze
  - 3. Follow another’s gaze to determine intent.
  - 3. Switch visual attention
  - 4. visual figure ground
  - 5. search for object
  - 6. search two areas of room
  - 7. assess space, shape and materials.
### ‘Marilee Sheet’ for Jack and Mom

<table>
<thead>
<tr>
<th>Following his lead:</th>
<th>Joining:</th>
</tr>
</thead>
</table>
| • Interest in mom’s spontaneous affectively rich nyah nyah tongue on video | • mom goes along with his desire to have her do it again  
• not worrying about whether it is ‘appropriate’ |

<table>
<thead>
<tr>
<th>Circles:</th>
<th>Set the environment:</th>
</tr>
</thead>
</table>
| • waiting for him to respond  
• affective gestural hesitation | • keep it simple  
• no special toys  
• not a didactic task |

<table>
<thead>
<tr>
<th>Expanding the concept:</th>
<th>Broadening Emotional themes:</th>
</tr>
</thead>
</table>
| • tongue  
• splutter  
• noises | • anticipation  
• excitement  
• joy |

<table>
<thead>
<tr>
<th>Individual Differences:</th>
<th>Working Multiple Levels:</th>
</tr>
</thead>
</table>
| • sensitive to overstimulation  
• postural instability  
• receptive communication  
• expressive communication  
• Visual spatial  
• praxis (planning) | • co-regulation: stretching capacity to tolerate excitement  
• engagement: strengthening bond with mom  
• circles: waiting and working on closing more circles  
• flow: behavioral organization – keeping the circles going even if the game changes |
The bottom line: Engagement over compliance

- Compliance won’t teach you to think
- Co-regulation supports abstract thinking
Stepping back from the moment itself: Functional Emotional Developmental Levels

- I – co-regulation, ability to attend
- II – engagement, gleam in the eye, warmth
- III – circles of interaction
- IV – flow/behavioral organization in social problem solving
- V – symbolic thinking (critical to tolerating affect)
- VI – logical connections between ideas
- VII – multicausal thinking
- VIII – grey area thinking
- IX – reflective thinking, stable sense of self, and an internal standard
Stepping Back from the Moment: Symbolic thinking and Logical social social problem solving

• Makes it possible to solve problems without being caught in the moment
• Shrug well, shrug often, and shrug where he can see you shrug: Non-verbal gestural emotional symbols must always be present
• Verbal balance – our comedy shows and their diatribes: don’t be fooled by our entertaining or by their logic without real engagement
Example (3) FEDL Levels V-VI: Jon

Aggression and Rigid Aggressive Play Themes
About Jon:

- **Why he came to me**: aggression toward peers in private kindergarten. Removed anyway and placed in public setting.
- **Main symptoms**: Receptive language, difficult to understand speech, reactive to busy environments, low tone, active, impulsive, sensory seeking, rigid, controlling, aggressive
Video
(Dec F2F demo nov, jon 112508)

* Fill out FEDL grid while watching:
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</thead>
<tbody>
<tr>
<td>Regulate</td>
<td></td>
<td></td>
<td>11/05</td>
<td>11/06</td>
<td>11/07</td>
<td>11/08, 5/09</td>
<td></td>
</tr>
<tr>
<td>Engage</td>
<td>11/05</td>
<td>11/06</td>
<td>11/07</td>
<td>11/08, 5/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Circles</td>
<td>11/05, 11/06</td>
<td>11/07</td>
<td>11/08</td>
<td>5/09</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flow</td>
<td>11/05</td>
<td>11/06, 11/07</td>
<td>11/08</td>
<td>5/09</td>
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<td>Symbols</td>
<td>11/05</td>
<td>11/06, 11/07</td>
<td>11/08</td>
<td>5/09</td>
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<tr>
<td>Logic</td>
<td>11/05, 11/06</td>
<td>11/07, 11/08</td>
<td>5/09</td>
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<tr>
<td>Date</td>
<td>Description</td>
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<tr>
<td>11/05</td>
<td>Rigid, aggressive, hits in ‘play’, not really symbolic</td>
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<tr>
<td>11/06</td>
<td>Allows me to join his aggressive play on his team</td>
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<tr>
<td>11/07</td>
<td>Increased complexity of aggressive themes; able to play with cousin and brother in water fights, facilitated by dad</td>
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<td>11/08</td>
<td>Racing ‘battle’, controlling, but can be torn between me and dad, and nurturing, creative &amp; symbolic with me; able to play with cousin and brother in games that are competitive but not overtly aggressive</td>
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<tr>
<td>5/09</td>
<td>Talking with me and parents about problems at school</td>
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<tr>
<td>Sensor</td>
<td>Postural</td>
<td>Response to Communication</td>
<td>Intent to Communicate</td>
<td>Visual Exploration</td>
<td>Praxis -</td>
<td></td>
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<tr>
<td>Sensory seeking...</td>
<td>A relative strength; A bit clumsy - impedes rapid reciprocity in the moment</td>
<td>Trouble managing more than one thing at a time Can barely tell ‘why’ we fight or what we fight about Can’t track conceptual discussion of the reasoning behind events and play</td>
<td>Dysarthric – unintelligible Logical discourse is difficult (e.g. at best hedonistic: cheating gets you disqualified)</td>
<td>A relative strength; Frustrated looking for things Some ability to work with shapes and objects to solve problems in play.</td>
<td>Ideas becoming more complex with support Adapting to problems that come up (e.g. when my character is injured, faints, etc.) Ideation</td>
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</table>
Family:

- Dad works hard. Can facilitate kids when available.
- Mom can set up playdates, engage cousin. Has to work hard to manage environment at home so that Jon is not in continuing conflict with older brother.
- Brother is a good guy, and tries to play with Jon. But no one can really keep up with Jon.
- Mom and Dad can play in office; however life at home is busy - hard to find time for Floortime.
Reflection:

- **What works**: office play with Jon and his parents to help them see what we can do; play dates with cousin, brother, facilitated by parents. Now we can talk too!
- **What doesn’t work**: videogames, busy environments with many peers.
- **Why**: Jon is still developing capacities for solid enough symbolic play to be able to engage with peers without becoming aggressive. His language and also his more subtle postural and visual challenges make it hard for him to play with peers.
The bigger picture:

- Broad goals: Improve Jon’s capacity to tolerate and manage his environment, expand his symbolic capacity, and support and expand his parents’ ability to support Jon’s development and figure out ways to involve peers.
- Multimodal intervention; get parents to more meetings and help them do more Floortime at home; increase intensity and relationship-based quality of services (speech, OT); facilitated group play; support to school staff to help them be more on board; medication management.
Critical thinking:
Functional Emotional Developmental Levels

* I – co-regulation, ability to attend
* II – engagement, gleam in the eye, warmth
* III – circles of interaction
* IV – flow/behavioral organization in social problem solving
* V – symbolic thinking (critical to tolerating affect)
* VI – logical connections between ideas
* VII – multicausal thinking
* VIII – grey area thinking
* IX – reflective thinking, stable sense of self, and an internal standard
What do teachers mean by ‘Critical Thinking’?

- Analysis
- Awareness has to be there
- Abstract thought
- Decision making
- Compare and contrast
- Fact and opinion
- Value judgements
- Values: child’s values
- Self esteem/ self-concept
Critical Thinking in the DIR Framework: ‘Wheat vs. Bread’

* Beyond concrete facts & procedures
* Recognizing abstract categories & patterns
* Analyzing information & drawing conclusions
* Stepping back and reflecting on whether the ideas and conclusions make sense
7 ate 9: Toward Critical Thinking

- Multicausal thinking: there is more than one reason, more than one feeling.
- Grey area thinking: there are different intensities of emotion.
- Reflective thinking: we can compare situations to each other, and we can compare ourselves to who we want to be
Example (4) FEDL VII-IX: Tommy

* 5th grader
* Lots of sensory and motor planning challenges, irritability
* School challenges: reluctance to read fiction, difficulty with peers; staff very confident
* (Video: playing with mom, multiple levels through some beginning reflective thinking Sept 2008 DIR Phone Group Clip)
A General Plan for the Management of Difficult Moments *

* Have a plan ahead of time
* Adjust the environment
* Soothe – avoid physical restraint
* Communicate about it with the child afterward
* Anticipate – plan with the child what to do next time
* Make time to reflect about it with others

*reference:
A Bioethical Approach to Overcoming Problems with Aggression and Misbehavior in Schools,
Stanley Greenspan, M.D.
ICDL 12th Annual International Conference
November 7-9, 2008 ICDL Fall Conference, Washington, D.C.
DIR/Floortime: an Evidence Based Practice

- Defining Evidence Based Practice
- Informed Consent
- Evidence for the DIR/Floortime Model
How Do We Decide What to Do? Evidence Based Practice

• From Sackett 1996 to American Academy of Sciences Institute of Medicine 2001 to Buysee 2006 (IMH), and through to today
• The combination of relevant research with clinical judgment and experience to provide families with the information to make truly informed consent decisions based on their own family culture and values.
Balanced thinking:

- Too much reliance on a research paper might not make sense (teaching to point to colored squares), or might not be appropriate for family (e.g. separation of child from parent)
- Too much reliance on clinical experience alone might lead to use of ineffective approaches and poor results (e.g. ‘wait and see’ for toddlers at risk for disorders of relating and communicating, overuse of antibiotics for ear infections)
Elements of Informed Consent

- Diagnosis
- Target Symptoms
- Treatment Protocol
- Alternative Treatments
- Results of No Treatment
- Side Effects
- FDA Labeling: ‘experimental’
- Consent & Assent
- Comments, Questions & Concerns: ‘track closely’

INFORMED CONSENT IS A PROCESS
Evidence Based Practice and Informed Consent

- Relevant Research
- Clinical Judgement and Experience
- Family Culture and Values
- Informed Consent
Macro: comprehensive interventions
* Odom, et al. – there is no one ‘winner’..
* Care reports, single case studies
* Salt, Mahoney
* PLAY
* Pajareya
* York

Micro: core concepts
* Joint attention
* Parent coaching
* Repair
Summary: Why DIR?

* It is BPS, and BPS is good
* We can change outcomes despite genetics.
* **Affect is the key** - this is affect based
* Beyond behavioral treatments
* Medication can only *support* treatment
* DIR is an Evidenced Based Practice
Break!
Reflective Process

* There are always new challenges
* Nothing goes as expected
* Caregivers rarely have the support and time they need to think
* Make time – a moment to *listen*. 
Reflective Process: in the moment

- Humility: you do not have the ‘answer’
- Facilitate problem solving
- Wonder about the situation
- Track the emotion, then and now
- Statements vs. questions.
- Empowering vs. dictating.
Reflective Process: regular contact

* Selling the idea of making another moment – can we make an appt to check in later?
* Set another time to check in.
* Parallel reflective process: the platinum rule
Reflective Exercise

* At your tables, take turns
* Present a situation that you have permission to present
* Group members practice making non-directive comments to help the person think about the situation more productively
* Hint: follow the affect
Want to learn more?

* Take a course at ICDL.com or Profectum.org
* Read Engaing Autism by Greenspan & Wieder
* Go to Circlestretch.com or other web resources on DIR/Floortime