DIR/FLOORTIME OVERVIEW

The Greenspan Floortime Approach
The Interdisciplinary Council on Development and Learning
Profectum
Functional Developmental Capacities (9 Milestones)

D = Developmental (the trunk)

I = Individual Differences (the roots)

R = Relationship-based

These 3 things make up the Developmental Profile of the child

Sensory
Emotional
Motor
Auditory
Visual

Interactions & family patterns
The 9 Functional Emotional Developmental Milestones

- Milestone 1: Shared Attention
- Milestone 2: Engagement
- Milestone 3: Intentionality/Two-Way Communication (5-10 circles)
- Milestone 4: Social Problem-Solving & Continuous Flow
- Milestone 5: Meaningful Symbolic Communication
- Milestone 6: Logical Thinking & Communication
  - Milestone 7: Multi-causal, Comparative Thinking
  - Milestone 8: Grey Area Thinking
  - Milestone 9: Reflective Thinking Off an Internal Standard
“I” INDIVIDUAL DIFFERENCES

Sensory Modulation & Processing
- Over- and under-reactive sensory systems
- Vestibular and proprioceptive systems

Emotional Modulation/Regulation

Motor Planning & Sequencing
- Gross and fine motor
- Balance and coordination

Auditory/Language Processing
- Expressive and receptive

Visual-Spatial Processing
- Tracking and scanning
- Visual thinking
“R” RELATIONSHIP-BASED

Relationships include:
- Caregiver/child interactions
- Family patterns
- Teacher/child interactions
- Therapist/child interactions

All must reflect on self:
- What type of individual am I?
- How do I react to different emotions?
- Does child act differently around me?

How to establish a positive relationship:
- Have fun!
- Use AFFECT!
  - Show interest and enthusiasm in child’s interests
- Listen — don’t judge or lecture
- Sympathize
- Empathize
Join the child’s interest and activity. Say something and do something!

Treat the child’s every action (even repetitive motions) as purposeful and effective.

Use your voice, facial expressions, and actions to become the most interesting object in the room.

"There should not be a lull in the emotional environment, fill it with language and affect."
Encourage interaction, communication, and thinking, building complexity with each challenge.

Expect a response. Do not try for one desired answer.

Let the child think of solutions, move their body, and use their own ideas as much as possible.

2 main approaches:
- Playing Dumb & Playful Obstruction

"It's fine to solve the challenge for him, if you think you're losing him. The goal is the interaction, the goal is the activity, the goal is the experience, NOT that one challenge."
FUNDAMENTALS: EXPAND

Always increase the interaction by only one new step to encourage a response and not frustrate the child.

Let the child expand the interaction and activity when possible.

Be patient and avoid filling in gaps or suggesting new directions.

“Pose the problem without solving it for him. If your character falls down, fall down and say you’re hurt. Don’t say “come help me” or “save me”; that’s the solution if you think about it. And even further, once he decides to do that, how are you going to do it. He’s got to keep expanding with his ideas and how to solve those problems. You present the problem as something contextual and that he is interested in; and then he gets to come up with the solution.”
RESEARCH/EVIDENCE

• Randomized-controlled studies have identified statistically significant improvement in children with ASD who used Floortime. These studies showed the effectiveness of addressing the caregiver and specific skill improvement including turn taking, two way communication, understanding cause and effect, and emotional thinking.

• A pre/post-randomized-controlled trial utilizing an approach based on DIR was published and showed not only statistically significant improvement in specific skill development, but also that caregivers reported a decrease in stress with treatment while the control group showed an increase in stress.

• The DIR/Floortime intervention can be effectively replicated in different cultural settings.

• Children made significant improvements in two-way purposeful communication, forming relationships, behavioral organization, and problem solving following a home-based DIR/Floortime intervention program. The adaptive functioning of children with ASD improved, especially communication and daily living skills. Mothers of children with ASD perceived positive changes in their parent-child interactions after implementing the home-based DIR/Floortime intervention program.
TARGET AUDIENCE

DIR/Floortime targets children on the Autism Spectrum, with developmental delays, who need to overcome challenges resulting from genetic disorders (Fragile X, Down’s Syndrome, etc.), learning delays, and/or physical impairments (i.e. Cerebral Palsy).

The fundamentals of DIR/Floortime don’t depend on chronological age, but rather, functional, emotional, and developmental levels. It is most often used with children, but can and has been used with adults.
SETTINGS

DIR/Floortime can be provided at home or in-clinic.

- It could be provided in school or in the community; although these environments may make it more difficult to follow the child’s lead.
THE GREENSPAN FLOORTIME CERTIFICATION

Certification process looks similar across all three organizations with slight variations:

- Greenspan: https://stanleygreenspan.com/certification
  - Level 1: Provisional license to provide Greenspan Floortime services for 1 year
  - Level 2: Non-provisional practitioner
  - Level 3: Train parents and practitioners
  - Level 4: Ability to teach
- Qualifications:
  - 18 years or over
  - Proficient in English (Reading, Listening, and Speaking)
  - Have worked in child development for at least two years. Acceptable experience includes working at a school, clinic, or hospital with children with developmental challenges. (Self-employed individuals can only apply if they are a licensed professional)
  - Seems to align well with EIDBI provider qualifications
ICDL CERTIFICATION

- ICDL: http://www.icdl.com/education/dirfloortime/curriculum
  - DIR 101: Intro
  - DIR 201: Basic
  - DIR 202: Advanced
  - DIR 203: Coach others
  - DIR 204A: Become a Trainer and Expert
  - DIR 210 & 220: Group & Individual Mentoring
PROFECTUM CERTIFICATION

- Profectum: https://profectum.org/training-programs/certificate-programs/
  - Introductory Program for Parents & Professionals
  - Profectum Academy Parent Course
  - Profectum Academy Administrator/Educator Certificate (beneficial for group or school settings)
  - Profectum Academy Professional Certificate
  - Profectum Academy Fellow Certificate (write a comprehensive, long-term case study)
  - Profectum Academy Trainer Certificate
  - Profectum Academy Faculty Certificate
Number of DIR/Floortime Providers in Minnesota:

- Approximately 26
  - Data based on ICDL Directory, St. David’s Center providers certified to provide Greenspan Floortime, and a Google search which resulted in a list from Autism Speaks
FAMILY AND CAREGIVER TRAINING

Includes specific training and coaching for parents and caregivers

- Parents/caregivers can receive a manual, take the online professional course, and participate in other trainings offered
- Sessions include parents/caregivers learning FEDLs and Fundamentals, clinicians modeling these concepts, clinician and parent/caregiver implementing together with child, parent/caregiver implementing with child with clinician coaching, and parent/caregiver implementing and “reporting back” to clinician successes and struggles
- 6-10, 20-30 minute Floortime sessions every day are optimal; parents/caregivers and clinicians are encouraged to work together to reach this goal.
- There are many free resources for families on each of the three DIR/Floortime websites!
REFERENCES


REFERENCES


RESOURCES

https://stanleygreenspan.com/
http://www.icdl.com/home
https://profectum.org/

A Partial List of Works by Stanley I. Greenspan (handout)
The Greenspan Floortime Approach FAQ (handout)
QUESTIONS?

Thank you!

Vanessa Slivken, MA, LMFT
Senior Director of Autism Services
St. David’s Center
vslivken@stdavidscenter.org
952-548-8789