Infancy and Early Childhood Conference
Tacoma, Washington

Part 1:
INTRODUCTION TO DIR.......  

Presented by: Rosemary White, OTR/L  
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Children Develop Through Relationships......

- The sensitive interaction of the parent supports an infant to become calm, interested in the parent and to take in what is going on around him.
- The sensitive response of the caregiver to the infant sets the stage for the infant to have the desire to interact & to “woo” everyone to interact with him?
- The infant begins to understand gestures of the parent in interactions and use his gestures to communicate his needs and interests. The gestures then become sounds and then language.

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Mother Infant Interaction – Sensory Support

Rosemary White Adapted from  
Stanley Greenspan, MD (Building Healthy Minds)
Children Develop Through Relationships......

- In the first and second year of life the infant and toddler develops a sense of his body and how it works. This leads to him being able to think & plan how to move, how to get what he want and to solve problems with his body and actions.

Rosemary White
Adapted from: Stanley Greenspan, MD (Building Healthy Minds)

Infant and Mummy “Where is it??” A Back and Forth Interaction

- As a child shares experiences with his parent and those close to him,
  - He uses gestures and vocalizations to show what he is interested in
  - He develops ideas, he engages in action around his ideas
  - If he struggles he engages others to solve problems with him.

- This rhythm of interaction in relationships with significant others sets the foundation for the child to be social, to think, and to communicate.
Children Develop Through Relationships

This rhythm of interaction in relationships with significant others creates social interactions that show that the child is thinking about himself and also about others.

Rosemary White Adapted from: Stanley Greenspan, MD (Building Healthy Minds)

This Developmental Approach to Treatment

Supports a child's ability to take in the sights, sounds, and action of the world around them – what they see, hear, smell & the emotion the child feels from his own body and those who interact with him.

Supports sharing of attention
- Initially we join the child, focusing our attention and interest on what the child is attending to........
- As the interactions develop the child becomes aware of what we may be adding to what he is attending to......
- To engage with others in the rhythm of a back & forth flow.

Pediatric PT & OT Services
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**This Developmental Approach to Treatment**

Supports social & emotional development in individualized treatment sessions & in everyday life, including home & school.

Emphasizes understanding the child’s unique individual strengths & challenges.

“Tailor” interactions that are sensitive to the individual child & the caregiver.

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**“DIR Floortime” Developmental Approach to Treatment**

• “D” – The Functional Emotional Development

• “I” – The Unique Individual Profile

• “R” – Relationships

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**DIR® Floortime**

is a treatment philosophy for parents & professionals that supports the development of children who have challenges in relating & communicating, including autism.

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Free Resource

**Profectum Parent Toolbox**

Learn how to engage, play and interact with your child.
Profectum Parent Toolbox “Story”

The Four Step Process

Step 1: Become your child’s play partner
- Setting the stage for play
- Following your child’s interests
- Build circles of interaction
- “Go for the gleam”
- Persist through breakdowns

Step 2: Discover Individual Differences
- Explore your child’s individual sensory and motor differences that may be making interactions more difficult for him/her
- Learn and practice interactive strategies that support your child’s individual challenges while building on strengths

Step 3: Build and Extend Circles of Interaction Moment to Moment
- Practice using all your Toolbox strategies tailored to your child’s Individual Profile to extend Interactions
- Help him/her experience the joy of a continuous flow of interaction

Step 4: 

Help him/her experience the joy of a continuous flow of interaction
Step 4

Practice, Practice, Practice!
Keep Interactions "Flowing"

- Learn how to mobilize interactions with your child (and together with your family) throughout the day
- Learn how to use "glitches" to foster interaction
- Introduces moving from functional to pretend play

The "D" of DIR supports the caregiver to join the child to develop their ability to:

- Taking in the sights, sounds & action of the world around them to share attention with others ...
  - Co-regulation supporting the development of shared attention & self regulation.
- Be engaged with others in co-regulated interactions....
  - To woo and be wooed
- Show ideas, through gesture & actions, sounds & words...
  - Purposeful Interactions, Affect conveying Intent

DIR® Floortime

DIR® Floortime supports the child's social & emotional development.

It can be embraced in individual sessions, in group settings and can be blended into every day life.

Emphasis is placed on understanding the child's unique individual strengths & challenges & to "tailor" interactions that are sensitive to the child & the caregiver's individual profile.
What do we see from our Professional Lens???

SLP...OT...PT...MH...EDU...MD...Parent...Others...

CLINICALLY “DIR/Floortime”......
- Fosters Relationships......
- That are Tailored to the Individual Child & the Caregiver......
- To Promote the Functional Emotional Development of the Child......
- To Support the Back & Forth Flow of Interactions......
THE UNIQUE INDIVIDUAL PROFILE
The “I” of DIR

- Synchrony of Sensory processing: Sensory Discrimination; Sensory Modulation; Interconnectivity, Sensory Association & Perception
- Regulatory capacities
  - Physiological & Emotional
  - Bottom Up & Top Down
- Postural control for function: Muscle Tone, Righting Reactions, Balance & Equilibrium, Gross & Fine Motor Function
- Praxis - Ideation, Planning, Sequencing, Execution & Adaptation.
- Other areas
  - Communication
  - Visual Spatial
  - Family Patterns

What do we see from our Professional Lens???
SLP...OT...PT...MH...EDU....MD...Parent...Others...

“UNDER THE DIR UMBRELLA”
Tailoring Interactions to the Individual Child & Caregiver
An Approach for all Professions

Now what do we see from our Professional Lens???
SLP...OT...PT...MH...EDU....MD...Parent...Others...
As Parents and Professionals Embrace “DIR” We Develop ….

Interactive Relationships with the Child to Support his/her Individual Profile and Foster his/her Functional Emotional Development

Our Journey of Discovery……

We are going to look at videos of treatments, some individual interactions and some in groups.

We will review, moment to moment, how we are “tailoring our interaction” to the “individual profile of the child and the caregiver….

Back and Forth Interaction
Co-Regulation

CO-REGULATION

- Co-regulation has been defined as the social process by which individuals dynamically alter their actions with respect to the ongoing and anticipated actions of their partner. (Fogel, 1993)

- When both partner’s actions are successfully anticipated and the altered actions of the individual produce continued interaction, communication about the relationship is interpreted by both. (Cortney A. Evans, Christin L. Porter, 2008)

- [https://psychologyisgrowth.wordpress.com/2015/04/05/what-is-co-regulation-what/]
WHEN THERE ARE CONSTRICTIONS IN THE FLOW OF A CHILD’S INTERACTION OBSERVE & REFLECT

• Observe the Rhythms of Interaction
  • Co-Regulation and Engagement
  • The “R” of DIR

• Reflect on the Individual Profile of the child and the caregiver
  • Co-Regulation and Engagement
  • Sensory, Motor, Communication, Visual Spatial, Praxis
  • The “I” of DIR

Co-Regulation.....Synchrony .......
Engagement and Ability to Predict

What Occurs for Both Parties in the Rhythm of a Relationship?

Arousal
- Ability to maintain alertness & transition between states

Attention
- Ability to focus selectively on desired stimulus or task

Affect
- Emotional component of behavior
- Sensation elicits emotion

Action
- Ability to engage in goal directed behavior – ideas, plan & sequence, execution & adaptation.

Williamson & Anzalone, 2001
RELATIONSHIPS
The “R” of DIR

The foundation for life is built on the ability to attain & sustain a co-regulated interaction.

Relationships are the vehicle for creating multiple opportunities for learning & understanding people & the world...

Thus creating every individual’s unique & meaningful perceptions & memories.....

Understanding the Unique Individual Profile of the Child & the Caregiver Informs Us How to Tailor Our Affective Interactions to Support Interactive Synchrony for Co-Regulation in the Flow of an Interaction

Position, Visual Support, Pacing...... Waiting for the Response........
Free Resource ----

Profectum Parent Toolbox
Learn how to engage, play, and interact with your child

10 Key Strategies for Building and Communicating Words in Children.
All Activities 
Free for all to Learn and Use!
Parent Tested

www.freetoolbox.org
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Profectum Parent Toolbox