

# Developing play–skills using *DIR Floor–time*

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# Agenda

- ▶ D, I, and R
  - Stages of Social and emotional development
- ▶ Tailoring our interactions
- ▶ Following the child's lead
- ▶ Conclusion

# The DIR Floor-time Model

Developmental

Individual Difference

Relationship-Based

# D= Developmental Capacities

*Functional, emotional developmental capacities*

Functional : it has to do with all areas of functioning

Emotional: The emotions take the lead, orchestrate the entire mental team.

# Stages of Social and emotional development

## 1 –Self Regulation (0–3 months)

- ▶ The ability to be calm, alert and attend.
- ▶ Recovers form distress within 20 minutes with the help of a caregiver

**RED FLAG:** lack of sustained attention to different sights and sounds.

# Stages of Social and emotional development

## 2-Engagement (2-5 months)

- ▶ The ability to engage in relationships with trust and full range of affect.

**RED FLAG:** no engagement or only brief expressions of joy rather than purposeful, sustained engagement.

# Stages of Social and emotional development

## 3–Purposeful Communication (4–10 months)

- ▶ Ability to initiate communications, preverbal stage.
- ▶ Shows curiosity by reaching for the mother's hair or nose.
- ▶ Shows pleasure by putting finger in mother's mouth

**RED FLAG: only brief back and forth interactions (mostly responding)**

# Stages of Social and emotional development

## 4-Complex problem solving (10-18m)

- ▶ Create complex gestures—to distinguish facial expressions & body postures
- ▶ String together a series of actions into long chains of problem solving interactions
- ▶ Imitate something new that a caregiver introduces
- ▶ Closes circle during wide range of feelings
- ▶ FANTASTIC TWOs!!

**RED FLAG:** inability to initiate and sustain many consecutive back and forth social interaction.

# Stages of Social and emotional development

## 5 – SYMBOLIC PLAY & COMMUNICATION (18–30m)

- ▶ Symbols
- ▶ Thoughts , feelings and ideas
- ▶ Understand facial expressions
- ▶ Begin to relate to another's experience
- ▶ Solve their own problems

**RED FLAG:** No words, or rote use of words (he repeats what is heard)

# Stages of Social and emotional development

## 6 – EMOTIONAL & LOGICAL THINKING (30–42m)

- ▶ Connecting emotions
- ▶ Space and time in his own way.
- ▶ Connects ideas in spatial and verbal problem solving
- ▶ What, When, Where, Why
- ▶ Gone talkative!

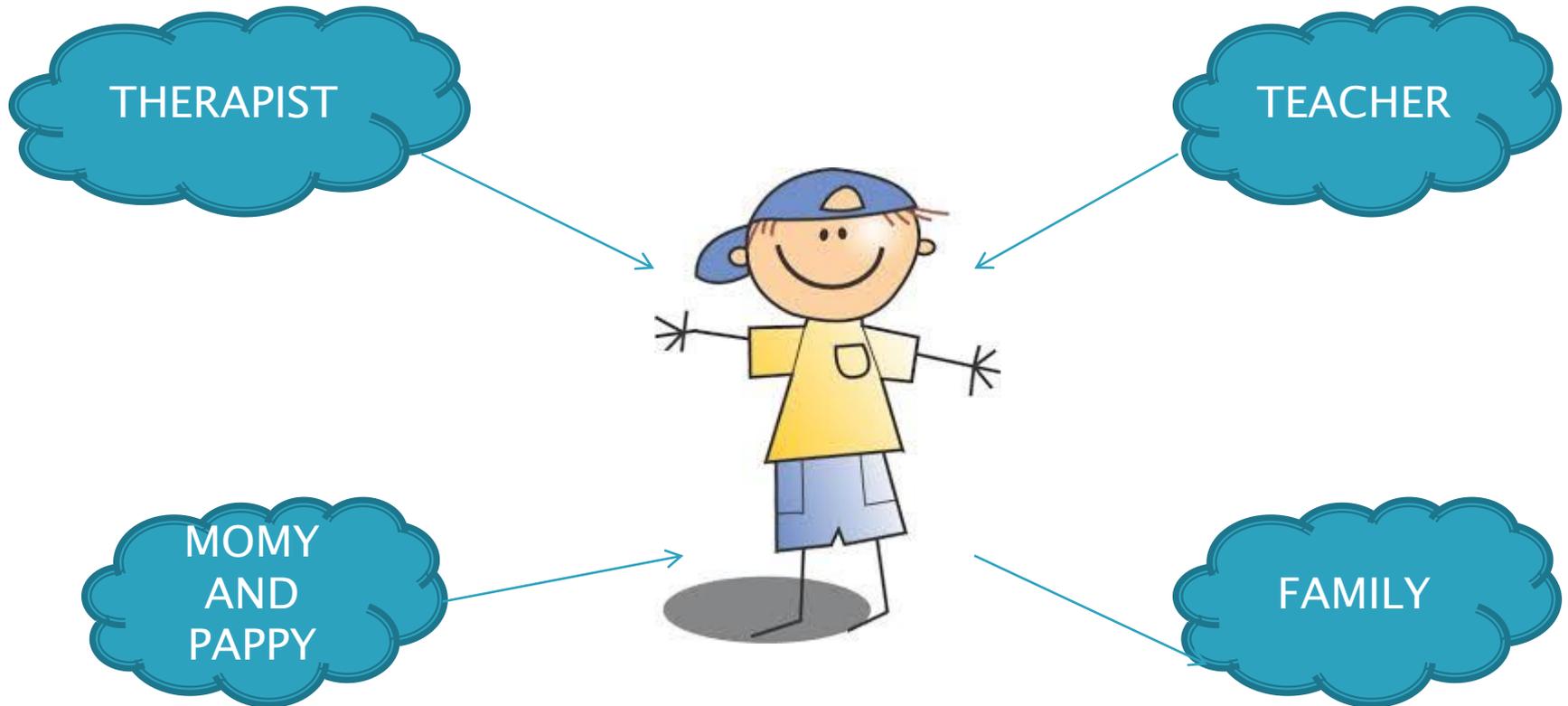
**RED FLAGS:** memorized scripts, joined with random use of ideas.

# I= Individual differences

- ▶ The way the child comprehends what they see, what they hear, what they smell, etc..
- ▶ The way the child processes sensations coming in
- ▶ Look at the different components of the way each child processes information



# R = Relationships



How to meet the **I**, to have a successful **R**?



# TAILOR YOUR INTERACTIONS

- ▶ What sights, sounds, touches, and movements bring her pleasure?
- ▶ Which senses keep him calm and get his attention? Does he like firm or soft touch?
- ▶ Does he enjoy energetic, animated facial expressions and sounds or calm, soothing interactions?

# TAILOR YOUR INTERACTIONS

- ▶ **Watch, Wait, Wonder**
- ▶ Respond to initiation/intentions (actions/gestures)
- ▶ Provide choices
- ▶ Be persistent
- ▶ Provide sensory support



# TAILOR YOUR INTERACTIONS

- ▶ Lets have a role play!
- ▶ Use AFFECT to convey emotions for characters – BE the character!
- ▶ Add depth and complexity to the theme
- ▶ Bring in different emotional expressions
- ▶ Challenge & support using different roles
- ▶ **FOLLOW THE CHILD'S LEAD**

# Video 1

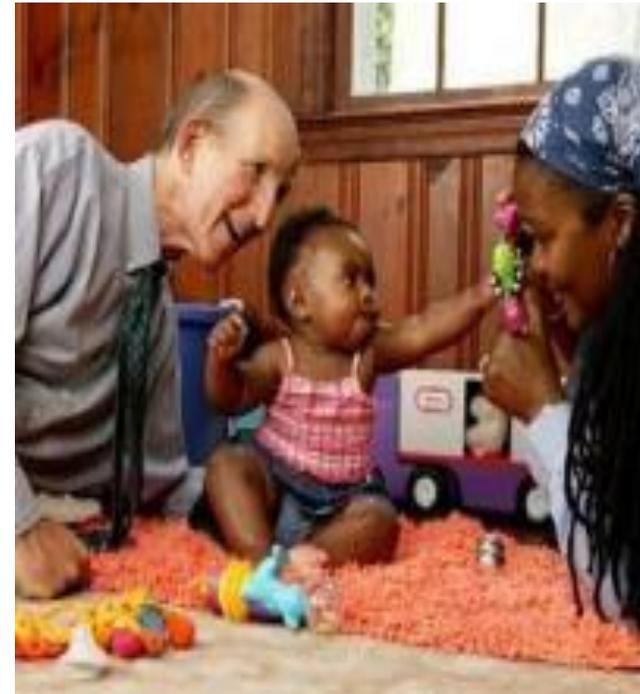
<https://www.youtube.com/watch?v=Il9qj1Fidkw>

# Following the child's lead

Why follow the child's lead?

*“when we follow the child's lead , we are following the child's emotions”*

Dr. Stanley Greenspan



Nagwa Khedr

# Following the child's lead

## ▶ Sensory–Affect–motor connection

- Children with ASD may not have this connection
- Main highways are blocked but the side pathways are still available.
- Following the child's lead (emotions) we can develop these pathways



## Video 2

- ▶ <https://www.youtube.com/watch?v=6MYyOHzgXnk>

# Following the child's lead

- ▶ Amygdala is 13% larger in young children with autism.
- ▶ Theory that it grows quickly interfering with social processing by remaining too activated.
- ▶ May respond to “normal” events as if they were dangerous or traumatic.

# How to follow the child's lead?

- 1) We need to find what motivates the child.
- 2) Identify the child's Individual Differences
- 3) Use the right "Affect" to keep the flow going
- 4) Slow down the activity to get more interaction
- 5) CHALLENGE

# Video3

<https://www.youtube.com/watch?v=CjCHG7qvYEc>

# Thoughts?



# Video discussion

**1) Regulation:** we start by identifying the child's sensory needs to help the child attend

**2) Engagement :** we try to find what is pleasurable for the child.

**3) Purposeful two way communication:** we help the child takes initiative and ask ourselves if we are getting back and forth interaction going or not.

- 4) Shared problem solving:** we need to avoid telling the child what to do and challenge the child to initiate and problem solve.
- 5) Creating Emotional Ideas:** we try to enter the child's pretend drama without telling him what to do or say.
- 6) Logical thinking:** we try to challenge the child to connect his/her ideas by asking questions or giving him/her options

# Conclusion

- ▶ Understanding stages of Social and Emotional Development
- ▶ Being available to meet the child's needs.
- ▶ Creating shared enjoyment with the child
- ▶ Understanding and expanding play

# Thank you

# Resources and References

–Basic Elements and the Hardest Part of the DIR/Floortime Approach Stanley I. Greenspan, M.D.Serena Wieder, Ph.D July 14, 2005

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– Wieder, S., & Greenspan, S. I. (2005). Can children with autism master the core deficits and become empathetic, creative and reflective? A ten to fifteen year follow-up of a subgroup of children with autism spectrum disorders (ASD) who received a comprehensive developmental, individual-difference, relationship-based (DIR) approach. The Journal of Developmental and Learning Disorders, 9, 39-60. Retrieved from <http://playworks.cc/articles/DIRstudy--10yearfollowup.pdf>