

The Action is In The Interaction – DIR Training

Outline of Day 1

8.30am Registration

9.00am to 10.45am

- *Introductions*
- *What is the DIR model – an overview including research bodies that inform*
- *Basic Principles - The Three Dynamically related influences on development*
- *Critical Features of Functional Emotional Developmental levels – role of emotion*
- *Developmental Level 1 – Shared Attention and Regulation – including video clip illustration of typical and case clips*
- *Developmental level 2 – Engagement – video clip illustration of typical development and case clips*
- *Developmental level 3 – Two way purposeful back and forth communication – opening and closing circles for communicative flow - video clip of typical development and case clips*
- *Development of Joint attentional states – implications for learning and development*
- *Intentionality and shared meanings – role of affect*
- *Developmental Level 4 – Complex communication – Social emotional problem solving interactions – videoclip illustrations of typical development and atypical case clips*

Morning Break

11.00am to 12.45am

- *Developmental Level 5 – Emotional ideas and representation*
- *Developmental Level 6 – Symbolic and emotional thinking – building bridges between ideas – videoclip illustrations of typical and atypical case clips.*
- *Individual neurobiological differences*

Lunch Break

1.45pm to 3.30pm

- *Individual differences – Exploration of the “I” in DIR – implications of processing challenges on development and tailoring programs to support the individual profile of the child*
- *Sensory Processing Disorder – The Emotional connection*
- *The Tactile, Proprioceptive and Vestibular System*
- *Sensory Modulation*
- *Sensory Discrimination*
- *Co regulation and Self regulation*

3.45pm to 5.00pm

- *Praxis – Ideation, Planning, Execution, Adaptation*
- *Auditory Processing*
- *Visual – Spatial Processing*
- *Oral Sensory Processing*
- *Implications of sensory processing challenges on symbolic development*
- *Introduction to Developmental language models*

Day 2

9.00am to 10.45am

- *Language perspectives and DIR continued*
- *DMIC Language Disorders Framework – case illustration*
- *Comprehension*
- *Importance of Gesture*

Morning Break

11.00am to 12.45am

- *Assessment Tools*
- *Functional Emotional Assessment Scale (FEAS) Overview*
- *Workshop Case Assessment*
- *Development of an individual comprehensive intervention plan*
- *Principles and practice of Floortime – supporting children to strengthen and move up the levels*

Lunch break

1.45pm to 3.30pm

- *Key Principles and practice of Floortime – continued*
- *Supporting shared attention, engagement, and communication*
- *Identifying opportunities for problem solving in daily routines*
- *Building emotional range*
- *Key strategies for language development*
- *Building bridges between ideas*
- *Working with Families – a View from the floor*
- *1.45 to 3.30pm Afternoon Break*
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3.45pm to 5.00pm

- *Introduction to DIR and principles of working in Education*
- *Using Floortime principles in group settings to facilitate peer relationships*