

D.I.R/FIORTIME Model

Intervention Overview

- Developmental (D) Individualized (I) and Relationship Based (R) Model developed by Stanley Greenspan and Serena Wieder.
- Rationale: the fundamental process of learning is the same for all children, so children with autism are able to learn in natural context
- Focus on helping children with ASD master the following:
 - Relating to others
 - Communicating
 - Achieving developmental milestone (emotional and intellectual)
 - Respecting child's individual needs and challenges
 - Building relationships with caregivers

Requirements

- Professionals must complete the DIR certificate program
www.icdl.com/dirfloortime/overview/index.shtml

Assessment

- Screening: based on Greenspan's socialemotional growth chart
- Comprehensive Functional Developmental Evaluation
- Identify the child's developmental profile
 - Based on individual differences, functional developmental capacities, parent-caregiver interactions, and biomedical factors

Intervention

- Functional Developmental Intervention Program
 - Home Intervention
 - Floortime: spontaneous interaction with the caregiver
 - Semi-structured problem solving interactions
 - Motor, sensory and perceptual-motor activities and visual-spatial activities
 - Educational
 - Floortime: spontaneous interaction with the teacher/aides/peers
 - Semi-structured problem solving interactions
 - Motor, sensory and perceptual-motor activities and visual-spatial activities
 - Therapies
 - Playdates
 - Practicing target skills 3-4 times/week with a typically developing peer who is slightly above the child's own developmental level

Goals and Stages

- Greenspan defined 6 functional developmental levels which are milestones that all TD children go through from birth to 5 years. From these developmental levels, he defined 4 goals of intervention to be targeted at each level.
 - Six functional developmental levels
 - Shared attention and self-regulation (up to 8 months)
 - Engagement
 - Two-way communication
 - Complex Two-way communication
 - Shared meaning and symbolic play
 - Emotional thinking (3-5 years)
 - Goals of the Intervention (no matter what goal is the focus, all four goals should be considered at all times)
 - Goal 1: Encouraging attention and intimacy
 - Maintain the child's individual attention and engaging by joining in the child's activities and engaging with him/her
 - Goal 2: Two-way communication
 - Creating verbal and non-verbal circles of communication and encouraging child to begin problem solving
 - Goal 3: Encouraging expressions and the use of feelings and ideas
 - Complex circles of interaction, allowing the child to express their feelings and intentions
 - Symbolic, drama, pretend play
 - Symbolic world is emphasized (drama and make believe)
 - Goal 4: Logical thought
 - Child connects ideas and feelings to the world (theory of mind)

Ages and Setting

- Ages 1.5 – 6 years
- Occurs in diverse contexts

Evidence/outcomes

- Majority of research was conducted by Greenspan, Greenspan and Wieder, and Soloman
 - Largest n study = 200 (Greenspan & Wieder, 1997)
 - Results indicated that children can be capable of empathy, affective reciprocity, creative thinking, and healthy peer relationships.
 - Follow-up study with 16 of the 200. Results showed that children with ASD can become empathetic, creative, and reflective with healthy peer relationships (Greenspan and Wieder, 2005).
 - Majority of evidence is anecdotal

Comparison and contrast of a traditional approach (DTT) and a developmental approach (Floortime)

Procedural Variables	Traditional Behavior: Discrete trials	Relationship-Based Developmental: Floortime
Target Objective:	Specific Responses	General
Context	Structured One-to-one	Variety of social groupings
Setting	Artificially designed and predetermined by the adult	Naturally occurring and motivating
Activity and Materials	Adult selected	Child selected
Teachable moment	Adult-directed	Continuous; follows the child's lead
Instructions	Series of single teaching units (i.e. trials) Adult initiating Verbal instruction	Reciprocal interactions Child-initiated Contextual, language, socio-emotional information
Prompts	Verbal, gestural, and physical	Verbal, gestural, and contextual support
Accepted child Responses	One discrete target response	All behaviors are social- communicative
Adult response to child	Immediate Not linked to meaning of child's behavior	Immediate; scaffolded Linked to meaning of child's behavior
Reinforcement	Artificial Predetermined consequence	Social Continuation of the activity
Repetition	Exact	Determined by the child's interest
Measured of Success	The child's correct target response	Quality of socioemotional interactions

(Quil, 2000).

References

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