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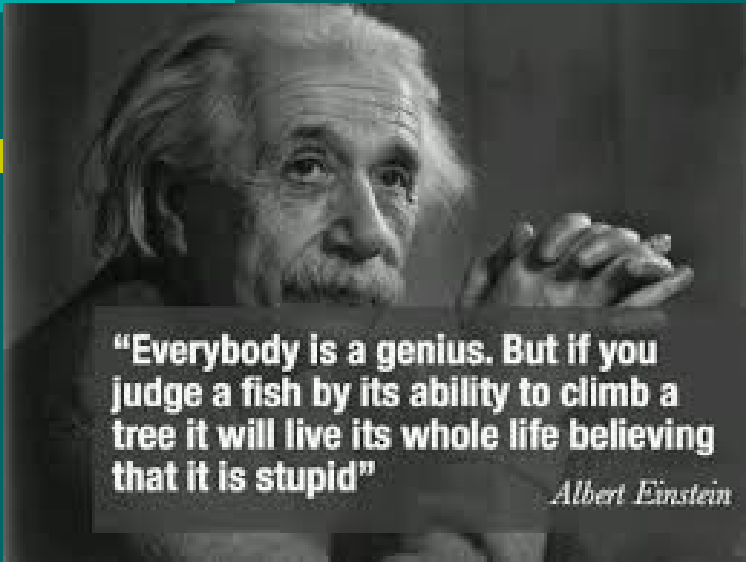
A
Developmental
Model for
Infant Mental
Health

Gerard Costa, Ph.D.

Traverse Bay Area Intermediate School District
**Northwest Michigan
Infant Mental Health Training Series**

Greenspan's Model of Functional
Emotional Development and
DIRFloortime

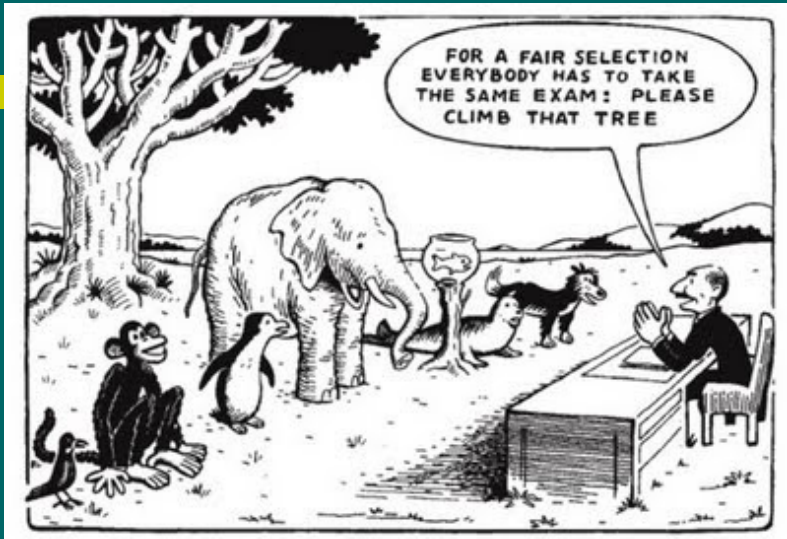
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"Everybody is a genius. But if you judge a fish by its ability to climb a tree it will live its whole life believing that it is stupid"

Albert Einstein

Gerard Costa, Ph.D., 2014



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE

Gerard Costa, Ph.D., 2014

DIR®Floortime™: Key Ideas

- ❖ “Inside-Out” approach to a wide array of developmental problems and educational practices.
- ❖ Affectively charged relationships are essential for development.
- ❖ No two people are alike. Individual differences are the norm not the exception.
- ❖ Strength-based model

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DIRFloortime: Key Ideas (cont)

- Parents are the cornerstone.
- A child’s interdisciplinary team and treatment plan are formed based on the child’s individual profile.
- Process is emphasized over content.
- Surface behaviors and compliance are de-emphasized.

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The D-I-R Model

- D – Developmental
- I – Individual-difference
- R- Relationship-based

Approach to assessment and intervention

The DIR Basic Model

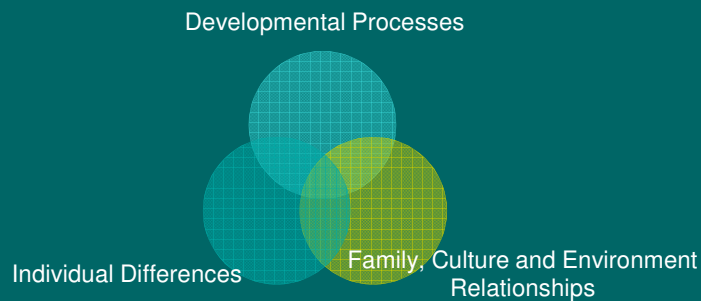
Greenspan and Wieder

Considers

- The child's functional emotional developmental level, and related developmental areas.
- The Individual differences in sensory, modulation, processing and motor planning.
- The nature of the child's relationships and affective interactions

Serena Wieder, Ph.D.

DIR Model for Infant mental Health

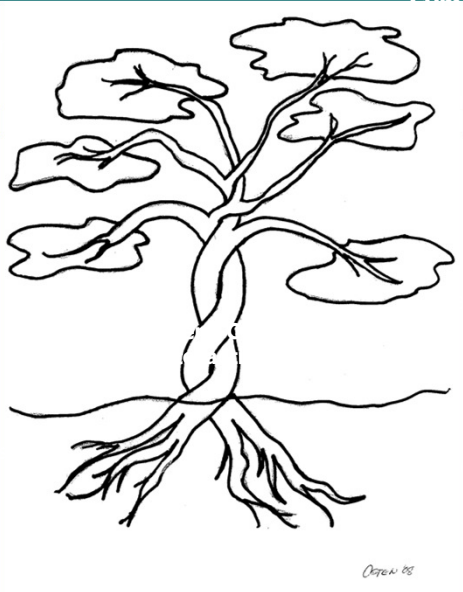


Six Developmental Milestones of Emotional Development

- Self-Regulation and Interest in the Word
- Forming Relationships: Attachment
- Intentional Two-way Communication
- Complex Communication
- Emotional Ideas
- Emotional Thinking

Stanley Greenspan, MD

Water With Affect-Rich Relationships



Representational Ideas

Reciprocity

Engagement

Individual Differences

- Regulation
- Sensory Processing
- Motor Planning
- Auditory Processing
- Language

Symbolic Thinking

Problem Solving Interactions

Regulation

Behavior Patterns

- History
- Individual Differences
- Social Functioning

Functional Emotional Development

**Logical Thinking:
Building Bridges
Between Ideas**

Creating ideas, representations

Problem Solving interactions

2-way intentional communication

Engagement and relating

Shared attention and regulation

Mobilize Core Developmental Capacities

Milestone 1. Self Regulation & Interest in the World

Harness attention - mutual attention

Physiological homeostasis

- With parent/caregiver – how to be 'quiet alert' in my presence
- Share attention with me
- Able to take in full range of sensations
 - With peer
 - In a group
 - Across contexts



Milestone 1. Self Regulation & Interest in the World

Roots in Co-regulation

Infant and parent communicate through many sensory pathways-

- Baby **looks** toward talking parent, at face, gestures
- Infant begins to **follow** parent's visual gaze
- Caregiver is animated, **warm**, engaging
- Parent able **Soothe** baby via touch, pleasurable movement
- Parent **sustains** interest in the child, reach to each other
- Caregiver **Interacts** calmly, **awaits** child response,
- **Reads cues**, learning sensory preferences

Milestone 2. Forms Relationships: Engages

The ability to engage in relationships

A depth and range of feelings

Pleasure and warmth

Intimacy

Stability

Milestone 2. Forms Relationships: Engages

Baby Responds to emotional overtures

- With intentional behavior:
 - Smile
 - Frown
 - Reach
 - Vocalize
 - moving extremities
- With pleasure
- With curiosity and interest

Milestone 3.

Intentional 2-way Communication

- Open and close circles of communication
 - With gestures (the child and YOU)
 - With language
- Rapid back and forth
- Encourage initiative
- Treat everything as purposeful, create a goal

Milestone 4:

Problem Solving Interactions

- Complex Communication
- String together many circles
- Create extra steps
- Larger pattern- negotiating needs, figuring out the world
- Increase range of emotions

Milestone 4: 2 way Purposeful Problem Solving

- “want cookie” and go about problem solving, interacting, feeling expression around this idea
- Use of playful obstruction
- Play dumb
- Continue to extend the interaction
- Encourage use of different processing areas:
 - Visual spatial
 - Motor planning & sequencing
 - Auditory processing & language

Milestone 5. Creating ideas, Representations

The child's ability to create mental representations based on her real life experiences thus far

Pretend play

- Use words, phrases, sentences
- Convey emotional intention

Create an inviting, multisensory environment for symbolic play

Milestone 5. Creating ideas, Representations

- Real life scenarios prompted by real feelings
- Use yourself as a character
- Narrate from time to time
- Create challenges
- Encourage expansion
- DRAMA

Milestone 6. Building Bridges Between ideas: Logical Thinking

- The child's ability to make connections between different internal representations
- Foundational for higher level thinking
- Modulating impulses and moods

Milestone 6.
**Building Bridges Between Ideas:
Logical Thinking**

- Connect ideas, sub plots of drama
- Close all circles
- Toys as language
- “I’m confused” “What happened”
- What, where, when, **why**, how questions
- Reasons for actions and feelings

Milestone 6.
**Building bridges between ideas:
Logical Thinking**

- Role play
- Dress up
- puppets

Functional Emotional Development

Handout

- 6 capacities of Early Childhood
- 16 stages of Life Span Development

7. Multiple- Cause and Triangular Thinking
8. Gray Area, Emotionally Differentiated Thinking
9. A Growing Sense of Self and an Internal Standard

10. An Expanded Sense of Self
11. Reflecting on a Personal Future
12. Stabilizing a Separate Sense of Self
13. Intimacy and Commitment
14. Creating a Family
15. Changing Perspectives on Time, Space, the Cycle of Life and the Larger World: The Challenges of Middle Age.
16. Wisdom of the Ages

Source:

The First Idea: How Symbols, Language, and Intelligence Evolved From Our Primate Ancestors to Modern Humans (2004), by Stanley I. Greenspan, M.D. and Stuart G. Shanker, D. Phil. Cambridge, Mass: Da Capo Press/Merloyd Lawrence Book.

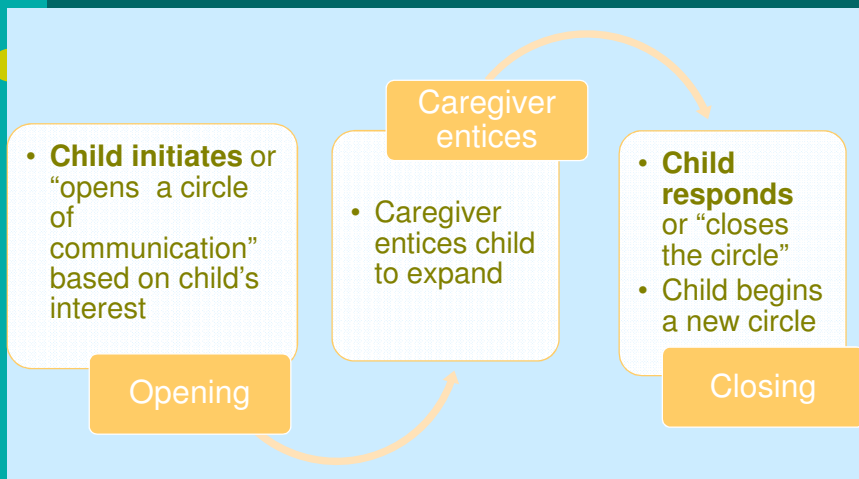
Guiding Principles in DIR

- Consider the sensory and motor elements of functioning.
- Examine the meaning of the behavior
- Follow the child's lead
- Discern level of engagement and interact at and slightly above the level (optimally discrepant)

- Convert all actions into interpersonal events so that the child is playing WITH people USING objects.

- Use rich affect and elaborate play and ideation for child
- Engage preverbally, then gesturally, then verbally.
- Eye contact and reciprocity grow out of engagement
- As child progresses, encourage "building bridges among ideas" - using language for affect and social processes.

Circles of Communication – led by the Child (ICDL.COM)



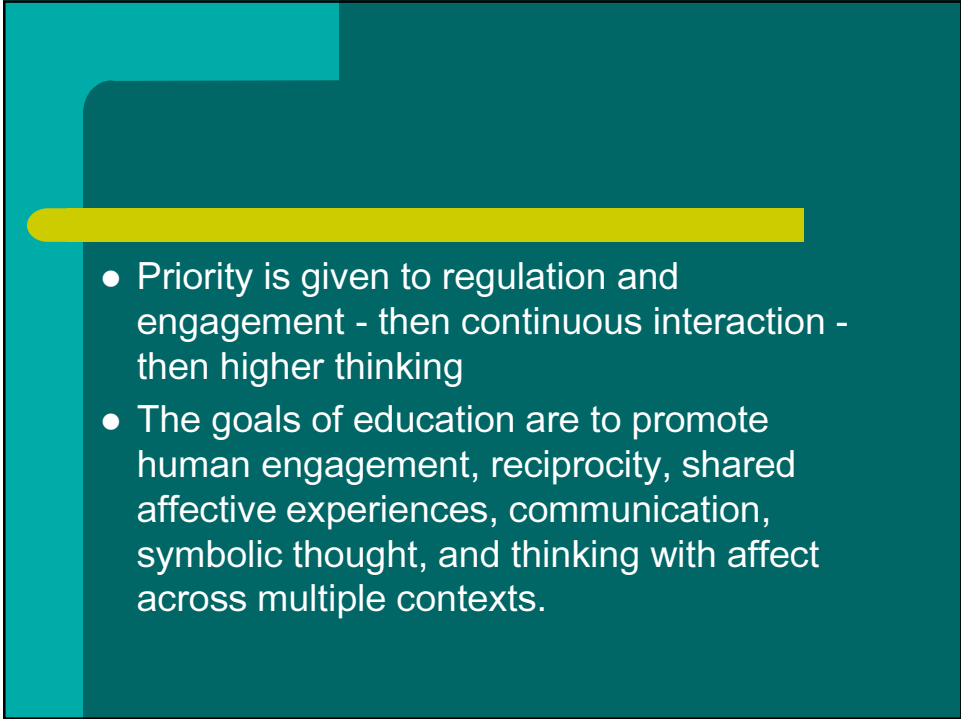
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- All learning is interactive and dynamic; no rote learning
- All learning takes place in a relationship and involves affect
- Affect is linked to intentionality and symbolization - deficit areas in children with disorders in relating and communicating
- All learning considers individual differences - including the sensory and regulatory needs of the child and the demands of the environment

- 
- Priority is given to regulation and engagement - then continuous interaction - then higher thinking
 - The goals of education are to promote human engagement, reciprocity, shared affective experiences, communication, symbolic thought, and thinking with affect across multiple contexts.