

The Southern California DIR®/Floortime Regional Institute*



**Pasadena, California
February 24, 25, 26 2012
Description**

1. Overview

The Southern CA DIR® Regional Institute is approved by ICDL to provide the DIR®B, DIR®C1, DIR®C2, and DIR®C3 levels of training. This three day program provides interdisciplinary training in the DIR®/Floortime approach. This regional institute fulfills a portion of the requirements for a DIR®/Floortime Certificate. This regional program is offered to support the ICDL goal of expanding the number of people across disciplines that are knowledgeable and competent in applying the model to help persons with developmental and learning disorders and their families.

The regional institute is comprised of 3 full day sessions, including faculty presentations, case presentations by the candidates, and small group discussion. Participants will be asked to do preparatory reading. There will be an evaluation process and documentation of advancement will be given as appropriate.

* DIR® is a registered trademark of the Interdisciplinary Council on Developmental and Learning Disorders

2. The Certificate Process

Certificates are granted within the discipline or license candidates have already acquired, i.e., DIR® Certificate as a psychologist, occupational therapist, special educator, etc. Acquisition of the Certificate is based on the demonstration of clinical or educational competencies through case presentations at the Institutes, the final written case, and mentoring from a DIR faculty or facilitator. Presentations need to include such features as: developmental, sensory processing, and caregiver-family profiles, dynamic clinical and/or educational formulations, short and longer term goals and stages of intervention process, comprehensive case management (if applicable) and intervention challenges, reflective practice, etc.

DIR®B

The goal of DIR®B (beginner level) is to immerse professionals in DIR® theory and practice in order to facilitate the application of DIR® in their workplace. The DIR®B also prepares candidates for the Certificate program (DIR®C) following acquisition of further DIR® experience with a range of cases. The DIR®B program focuses more on learning how to do DIR® work and the DIR®C program focuses more on advanced competencies such as coaching, teaching, and team leadership. College graduates,

graduate students, educational assistants, aides, and any others who provide supervised experiences to children in accredited educational and home intervention settings are invited to apply to DIRB. Parents of children with special needs who have used Floortime™ are welcome to apply to this program only after they gain experience working with other children in the above settings. Priority is given to applicants who have attending ICDL/DIR® Conferences, the Greenspan course, in-service training, or other related presentations. Applicants are expected to have read the basic books on Floortime and be conversant with DIR® concepts.

Pre-Requisites for DIR®B (beginning) level:

- Attendance at a DIR Introductory level course. See www.icdl.com for current conferences and on-line course offerings.
- Beginning to directly use DIR® in practice with people who have developmental, emotional, or learning challenges.
- Awareness and exposure to the multidisciplinary approach of DIR®.

DIR®C

This program is designed for *licensed and credentialed* professionals from different disciplines who have completed DIRB and who apply DIR® principles and practices in their existing areas of expertise and specialization in their work with children with developmental, learning and infant mental health challenges. Professionals from the following disciplines are invited to attend including: education, special education, speech and language pathology, occupational therapy and physical therapy, developmental optometry (visual-cognitive therapy), art, drama, and music therapy, clinical social work, marriage and family therapists, nursing, pediatrics, developmental pediatrics, child psychiatry, infant mental health, clinical social work, developmental and clinical psychology. Specialization in developmental and learning disorders and infant mental health is welcome.

To enter the program you are expected to already have some range of experience in your discipline working within the DIR® framework to conduct assessment and intervention, utilizing developmental and sensory processing profiles, and relationship/caregiver patterns. Applicants who have completed their required course of academic study in their discipline and are working on post-graduate hours for licensing purposes under supervision, are invited to apply with the understanding they will have to have their professional license before completing their DIR® Certificates (e.g., a psychologist who has her Ph.D. or Psy.D. but has not yet completed post-doctoral hours for licensing).

Pre-Requisites for the DIR®C1 (clinical) level:

- Participation in the DIR®B Program. If you have not participated in the DIR®B program, you can also request advanced standing into DIR®C if you have experience working in a recognized DIR® setting, or have experience supervised by a DIR® clinician or educator who recommends you.
- Complete a minimum of 6-8 hours of individual clinical tutoring in DIR® with a DIR® faculty or facilitator. (group tutoring is counted at 1:3 ratio, i.e. 3 hours of group count for one hour individual)

- Experience working within the DIR® framework to conduct assessment and intervention, utilizing developmental and sensory processing profiles, and relationship/caregiver patterns with a range of children.

To receive a certificate, candidates at the DIR®C level are required to present 4 case examples of their work to demonstrate competencies working long term across a range of children, including:

C1 level:

- A vignette of a case including an assessment and short term (9-12 months) treatment

C2 level:

- A long term case (18+ months) demonstrating experience integrating DIR® in comprehensive assessments, treatment, and work with families, schools, groups, etc.
- A clinical challenge

C3 level:

- A written case and video of a long term case (2 years or more). The fourth case can be submitted and does not require attending the institute program. For those who do not see children beyond each school year, a comparison of two children over the course of one year is an alternative. ICDL awards certificates of competency in DIR®/Floortime to individuals who have completed DIR®C3 including a completed written case report and completed 25 hours of clinical tutoring in DIR® with a DIR® faculty or facilitator. Participation in the institute at the C3 level is optional.

After participating in the Southern California Regional Institute, is it expected that candidates will receive tutoring and continue to gain clinical experience before returning for the next level.

3. Southern California Regional Institute program

The Southern California Regional Institute program will take place over 3 days. Sessions will begin at 8:30 am and conclude at 5:30 pm. The first session will be used to review DIR® concepts. The following 2 days will be used for case presentations in small groups. All participants will be asked to prepare the following:

	Minimum Length of time with client	a brief written outline	video clip	Length of your presentation	Show
DIRB	--	ü	3 min	10 min	Your FT
DIRC1	9-12 months	ü	5 min	15 min	FT + coaching
DIRC2	18 months	ü	10 min	20 min	FT + coaching
DIRC2	---	---	1 min	5 min	Clinical challenge
DIRC3	2 years	ü	10 min	20 min	FT + coaching + Community role

Educational objectives

Participants will be able to:

(* for DIR®C)

- 1) Describe the components of DIR®
- 2) Describe the 6 basic FEDL, and the three higher milestones
- 3) Be familiar with the FEAS
- 4) Be familiar with the DMIC (ICDL Diagnostic Classification System)
- 5) *Be able to utilize DMIC 300: Neurodevelopmental Disorders of Relating and Communicating
- 6) *Be able to present the core principles and philosophy of DIR® to parents or other professionals
- 7) Describe the basic principles of Floortime
- 8) Describe the role of different disciplines within DIR®
- 9) Describe the use of DIR®/FT within your own discipline
- 10) *Identify your function as a team leader and boundary issues for your work
- 11) On viewing video, identify strengths and constrictions within FEDM
- 12) Describe strategies to support FEDM
- 13) Identify and describe a child's sensory profile and how it supports or hinders a child's development
- 14) Describe the role of affect in understanding and working with a child with regulatory and sensory processing concerns.
- 15) *Provide in-depth discussion of Regulatory-Sensory Processing Disorders (DMIC Axis I)
- 16) Define motor planning and visual-spatial processing
- 17) Identify and describe a child's motor planning and visual-spatial capacities and how this profile would support or hinder a child's development
- 18) Describe the role of affect in understanding and working with a child with motor planning and visual-spatial challenges.
- 19) *Be familiar with the development of visual-spatial capacities (DMIC Axis V)
- 20) *Describe ways to tailor interactions based upon a child's motor planning and visual-spatial profile, both to accommodate and to remediate deficits.
- 21) Identify and describe a child's auditory processing and language and how this profile would support or hinder a child's development
- 22) Describe the role of affect in understanding and working with a child with challenges in auditory processing and use of language.
- 23) *Describe ways to tailor interactions based upon a child's auditory processing and language, both to accommodate and to remediate deficits.
- 24) On viewing video, identify clues about patterns of family interaction
- 25) Be familiar with DMIC Axis VI Caregiver and Family Patterns and Axis VII Stress
- 26) Describe how key aspects of family history and dynamics are important to consider in FT and how you would derive this information through history, observation and interaction.
- 27) Describe how specific behavioral concerns can be addressed through DIR®/FT
- 28) *Describe coaching strategies that you would use based upon family dynamics

- 29) *Describe how you include mental health components and address behavioral concerns within your disciplinary work
- 30) Describe cultural influences on relationships.
- 31) Recognize the influence of extended family relationships, and family history on relationships.
- 32) Understand the critical importance of reflective practice in DIR®

6. Evaluation

The list below identifies competencies in DIR®. Competencies will be dependent on the level of the participant. We respect that everyone is in the process of learning.

- 1. General competencies
 - a. Demonstrates conceptual knowledge of DIR® principles and practices
 - b. Demonstrates a working knowledge of dyadic work
 - c. Warm well related ability to work with the child
 - d. Demonstrates attunement to family
 - e. Demonstrates capacity for self-reflection
 - f. Demonstrates an ability to be “conversant” in DIR®
 - g. Is able to reflect on own disciplinary boundaries, personal strengths and areas of needed growth.
- 2. Clinical or Educational Competencies
 - a. Competence to conduct discipline-specific assessment in a DIR® context (accurately assesses NDRC, FEDL and sensory profile)
 - b. A working knowledge of the role of mental health principles and practices in the DIR® process
 - c. A working knowledge of the role of different disciplines in the DIR® approach
 - d. Recognizes how weaknesses in one area of development may impact on related areas of function
 - e. Identifies the contributions of family dynamics to the developmental and treatment processes
 - f. Works with team or coordinates with other interveners
 - g. Identifies challenges
- 3. Floortime Competencies
 - a. Demonstrates understanding of how to follow lead and maintain co-regulated affective interactions with the child, group, mediating dyads
 - b. Demonstrates abilities to help child regulate, engage, 2-way communication, continuous flow, create ideas, build bridge/abstract
 - c. Demonstrates abilities to support and encourage child’s initiative
 - d. Demonstrates abilities to coach parents to help child regulate, engage, 2 way communication, continuous flow, create ideas, build bridges/abstract
 - e. Demonstrates abilities to move child from level to level
 - f. Demonstrates ability to work at multiple levels at once

4. Advanced Competencies

- a. Presents on case in-depth at both the descriptive and conceptual levels
- b. Presents case in an organized, logical and coherent manner
- c. Demonstrates congruence between what is shown and what is said
- d. Demonstrates an ability to infer from assessment to a treatment plan
- e. Articulates the clinical /conceptual rationale for implementing strategies
- f. Demonstrates an ability to identify and address multiple levels of FEDL
- g. Demonstrates ability to integrate contributions from multiple sources to generate a cohesive case formulation
- h. Demonstrates facility with DIR®/Floortime™ strategies, and technique including coaching of parents and others
- i. Attends to collateral interventions
- j. Demonstrates competence as a team leader.

The Southern California Regional Institute will evaluate competencies by:

1. Faculty will assess each candidate on ICDL competencies, reviewed at the time of each presentation.
2. Students also participate in feedback to peers as part of their training
3. Self evaluation is done by each candidate.

In addition, there will be evaluation of the Institute by the participants.

7. Faculty

The faculty for the regional institute for this year will be:

Diane Cullinane, M.D.

Developmental Pediatrician

Co-Executive Director

Pasadena Child Development Associates, Inc.

Faculty, Interdisciplinary Council on Developmental and Learning Disorders

Dr. Cullinane is board certified in Pediatrics, Developmental-Behavioral Pediatrics and Neurodevelopmental Disabilities. She has focused her work on child development for over 25 years. Her areas of specialty include the evaluation of children, from birth to twelve, with disabilities and possible delays in development, including premature infants, children with attention and learning difficulties, autism, cerebral palsy and children with complex medical issues affecting development. Dr. Cullinane utilizes the DIR®/Floortime™ approach, and play-based assessment as the basis of understanding children's behavior, and combines developmental, therapeutic, and medical concepts to provide guidance to parents about their children. Dr. Cullinane also presents at numerous workshops and conferences about the DIR®/Floortime™ approach.

Mona Delahooke, Ph.D.

Clinical Psychologist

Faculty, Interdisciplinary Council on Developmental and Learning Disorders

Mona M. Delahooke, Ph.D. is a clinical psychologist specializing in the development of infants, young children, and their families. She has received training as an infant mental health specialist, and works widely with multi-disciplinary teams supporting children with developmental or emotional delays. She is a faculty member of ICDL, the Profectum Foundation, and the Early Intervention Training Institute (EITI) of the Los Angeles Child Guidance Clinic. She also provides training to personnel in the Los Angeles County Department of Mental Health and the Westside Infant Family Network. Currently in private practice in Arcadia, California, she consults with parents, preschools, regional centers and school districts in the areas of developmental screening, assessment and intervention in young children and their families.

Joshua D. Feder, M.D.

Child and Family Psychiatry

Distinguished Fellow, American Psychiatric Association

Assistant Clinical Professor, Voluntary, Department of Psychiatry,
University of California at San Diego School of Medicine

Faculty, Interdisciplinary Council on Developmental and Learning Disorders

Dr. Joshua Feder is the Director of the Department of Research in the Graduate School of the Interdisciplinary Council on Developmental and Learning Disorders, and a voluntary assistant professor at UCSD School of Medicine. Dr. Feder specializes in neurobehavioral medicine and application of DIR/Floortime with families and in schools. He co-chairs the DIR/Floortime Coalition of California, and co-chairs the South Counties Autism Regional Taskforce (SCART) of the California Senate Select Committee on Autism & Related Disorders. Dr. Feder helped write the American Academy of Child and Adolescent Psychiatry (AACAP) Practice Parameter for Assessment and Treatment of Autism and Related Disorders. He reviews grants for the Organization for Autism Research (OAR) and the National Foundation for Autism Research (NFAR), is a primary clinical investigator for National Institutes of Mental Health (NIMH) and privately funded research in pharmacogenetics with the Child and Adolescent Psychiatric Trials Network (CAPTN). Dr. Feder serves as medical director for SymPlay developing interactive technology and distance learning systems to support relationship based interventions. He is involved in advocacy for family choice in evidence-based practice, and he is a frequent commentator and speaker for ValeriesList and for Autism College. Dr. Feder has a full time child and family psychiatric practice in Solana Beach, California.

Patricia Marquart, MFT

Marriage and Family therapist

Clinical Director and Co-Founder

Center for Developmental Play and Learning (CDPL)

Santa Barbara, California.

Faculty, Interdisciplinary Council on Developmental and Learning Disorders

Ms. Marquart has worked in the field of child development and therapeutic intervention programs for over 30 years. She was trained and worked in the Therapeutic Nursery School Program in the Child Psychiatry Department of Cedars-Sinai Medical Center in Los Angeles for 9 years, working with families and children with a variety of developmental disorders, including autism spectrum disorder. She is a licensed MFT who has also worked in private practice and was Director of a program called First Friends, which provided services to children with autism, using the DIR® model.

Additional Guest Faculty to be announced.

8. Location, Dates and Time

The regional institute will be held at the offices of Pasadena Child Development Associates at 620 N. Lake Ave. Pasadena, CA 91101. A listing of local hotels is available upon request.

February 24, 25, 26 Time: 8:30-5:30

9. Continuing Education Credits

Continuing Education credits are available for occupational therapists, speech and language pathologists, LCSW, psychology, and Marriage Family Therapists.

10. Application process

Completed applications should be received through email by Jan 31, 2012.

11. Cost

The tuition for the certificate program is \$1275. The tuition for DIRB is \$750. This is due in full by Feb 15, 2012. Refunds will be awarded if there is a replacement candidate up until the first session. After that, no refunds will be granted.

12. Contact information

For further information about the Regional Institute, please contact:

Diane Cullinane, M.D.

diane@pasadenachilddevelopment.org

Josh Feder, M.D.

jdfeder@pol.net

Mona Delahooke, Ph.D.

mdelahooke@socal.rr.com

Pat Marquart, MFT

patmarquart@aol.com