

The Southern California DIR® Regional Institute*



**Pasadena, California
October 2010- May 2011
Description**

1. Overview

The Southern CA DIR® Regional Institute is approved by ICDL to provide the FTP, DIR®B, and DIR®C1 levels of training. This program occurs over the course of an academic year and provides interdisciplinary training in the DIR®/Floortime™ approach. This regional institute fulfills a portion of the requirements for a DIR®/Floortime™ Certificate, equivalent to attendance at a Summer Institute for DIR® B and DIR® C1 and DIR® C2 for the clinical challenge. It also offers training at the Floortime Players level. Candidates for the Credential in DIR®/Floortime will need to complete the DIR®C2 level at the national Institute. 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 7 full day sessions, including faculty presentations, small group discussion, and case presentations by the candidates. Participants will be asked to do preparatory reading and assignments for each session. There will be an evaluation process and documentation of advancement will be given at either the DIR®B or the DIR®C1 level as appropriate.

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

2. The Certificate Process

ICDL awards certificates of competency in DIR®/Floortime™ to individuals who have completed DIR®C at the advanced (2) level and have completed a written case report and completed 25 hours of clinical tutoring in DIR® with a DIR® faculty or facilitator. 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 a minimum of two Institutes. 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. The DIR®C2 level is only available through attendance at the national summer institute. A full description of the process, regional institutes, and the national summer institute is available at www.icdl.com.

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.

DIR®C

DIR®C (Clinician) level is for professionals who have already had some experience working in the DIR® framework. 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 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
- 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 summer 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.

After participating in the Southern California Regional Institute, it is expected that candidates will receive tutoring and continue to gain clinical experience before returning for the next level. Candidates would not be eligible to apply for the 2011 summer Institute, but could apply for the 2011-2012 regional institute at the C1 level or the 2012 summer institute at the C2 level, as appropriate.

3. Floortime Players Program.

The Floortime™ Player Program is a program to educate individuals to provide Floortime™ to children with special needs in either home, center or educational settings where DIR® supervision and liability coverage is provided. This program does not provide education in diagnosis, developmental assessment, program planning, or independent practice. It does, however, provide education on how to do Floortime™ with different types of children on the autism spectrum or with regulatory disorders with varied profiles. This includes setting Floortime™ goals, evaluating progress, working with teams and families, carrying out semi-structured problem solving activities, prescribed sensory-motor activities and small group interactions. The Floortime™ Player program offers basic and advanced levels.

Floortime™ Players Program focuses on understanding the profiles of various children and how to use Floortime™ strategies to engage them in a range of activities to support development, including:

- Spontaneous Floortime™ strategies to support functional developmental capacities for shared attention, regulation, engagement, two way communication, social problem solving and the continuous flow of interactions, creating ideas and building bridges between ideas in symbolic play and conversations
- Semi-structured activities to learn social interactions and thinking through games, songs and various activities to “run with the crowd!”
- Problem-solving approaches and “work” to develop reasoning and self-help skills
- Supporting communication and the use of visual and augmentative strategies
- Sensory motor activities indoors and outside to develop regulation, visual-spatial capacities, improve sensory motor and sensory integration capacities, including “sports” activities – playing ball, skating, riding bikes, hiking, etc.
- Play dates at home and at school and community based experiences
- Implementing the recommendations of teachers and therapists

3. Who can apply

Eligibility for Floortime Players: B.A. level college graduates, graduate students, educational assistants, aides, and others who provide supervised experiences to children in accredited educational and home intervention settings are invited to apply. Individuals with special experiences can inquire about exceptions. 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. Those holding professional credentials or licensing should apply to **DIR®B** or **DIR®C** Programs, as applicable. 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.

Eligibility for DIRB and DIRC: These programs are designed for *licensed and credentialed* professionals from different disciplines 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).

Difference between DIR®B and DIR®C

The main difference between the [DIR®B](#) and DIR®C programs is the extent and range of experience and tutoring you have actually had using the DIR® model and your readiness to demonstrate competencies across a range of children and families. 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. The [DIR®C program](#) is for the more experienced DIR® clinician or educator who is ready to present a range of cases and has begun the tutoring process.

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®.

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.

4. Southern California Regional Institute program

The Southern California Regional Institute program will take place over 7 Saturdays, (October, November, January, February, March, April, and May.) Sessions will begin at 9 am and conclude at 4 pm. with a one hour lunch break. The first two sessions will be used to review general DIR® concepts, and to discuss the preparation for case presentations. The following 5 sessions will each begin with specialty lecture, and a model case presentation, followed by case presentations in small groups. Each day will conclude with time for a discussion of professional development.

The small groups of participants will meet in the afternoons of sessions 3-7. The faculty will rotate between the groups so that students will have the benefit of interacting with all faculty in the small group setting. The specialty lectures, model cases, and other discussions will be presented with all students together.

Each participant will present twice, using the same case. All participants will be asked to prepare a brief written outline of their case and to prepare a 5 minute video clip (DVD) for each presentation. The format will be discussed in the first session. You will present the same case both times. The expectation is that with each presentation there will be further refinement as the concepts are integrated into your work.

5. Educational objectives

	Theme	Special topic
Session 1:	Overview of DIR® and the regional Institute	
Session 2:	Floortime™ and Interdisciplinary work	
Session 3:	FEDL 1 and 2;	Regulatory-sensory processing
Session 4:	FEDL 3 and 4	Motor planning and visual-spatial processing
Session 5:	FEDL 5 and 6	Auditory processing and language
Session 6:	Family function and dynamics	Challenging behavior
Session 7:	Professional Development	

By completing reading, clinical work, and the presentations, participants will be able to: (* for DIR®C)

Session 1:

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

Session 2:

1. Describe the basic principles of Floortime
2. Describe the role of different disciplines within DIR®
3. Describe the use of DIR®/FT within your own discipline
4. *Identify your function as a team leader and boundary issues for your work

Session 3:

1. On viewing video, identify strengths and constrictions within FEDM 1 and 2
2. Describe strategies to support FEDM 1 and 2

3. Describe regulatory-sensory processing capacities (DMIC Axis III)
4. Identify and describe a child's sensory profile and how it supports or hinders a child's development
5. Describe the role of affect in understanding and working with a child with regulatory and sensory processing concerns.
6. *Provide in-depth discussion of Regulatory-Sensory Processing Disorders (DMIC Axis I)

Session 4:

1. On viewing video, identify strengths and constrictions within FEDM 3 and 4
2. Describe strategies to support FEDM 3 and 4
3. Define motor planning and visual-spatial processing
4. Identify and describe a child's motor planning and visual-spatial capacities and how this profile would support or hinder a child's development
5. Describe the role of affect in understanding and working with a child with motor planning and visual-spatial challenges.
6. *Be familiar with the development of visual-spatial capacities (DMIC Axis V)
7. *Describe ways to tailor interactions based upon a child's motor planning and visual-spatial profile, both to accommodate and to remediate deficits.

Session 5:

1. On viewing video, identify strengths and constrictions within FEDM 5 and 6
2. Describe strategies to support FEDM 5 and 6
3. Define auditory processing
4. Be familiar with DMIC Axis IV: Language capacities and 400 Language Disorders
5. Identify and describe a child's auditory processing and language and how this profile would support or hinder a child's development
6. Describe the role of affect in understanding and working with a child with challenges in auditory processing and use of language.
7. *Describe ways to tailor interactions based upon a child's auditory processing and language, both to accommodate and to remediate deficits.

Session 6:

1. On viewing video, identify clues about patterns of family interaction
2. Be familiar with DMIC Interactive Disorders
3. Be familiar with Axis VI Caregiver and Family Patterns
4. Be familiar with Axis VII Stress
5. 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.
6. Describe how specific behavioral concerns can be addressed through DIR®/FT™
7. *Describe coaching strategies that you would use based upon family dynamics
8. *Describe how you include mental health components and address behavioral concerns within your disciplinary work

Session 7:

1. Have an accurate self-assessment of strengths and areas for growth within DIR®/Floortime™
2. Have a plan for continued professional development.
3. 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, and progress over the year.
2. Students also participate in feedback to peers as part of their training
3. Self evaluation is done by each candidate through reflection on professional development each session
4. Objective assessment of comprehension or reading and faculty presentations.

In addition, there will be evaluation of the Institute through feedback each session.

7. Faculty

Faculty rotate through the groups

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

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 Feder specializes in neurobehavioral medicine, spending his clinical time in evaluation, case management, complex psychopharmacological medication treatment, and doing therapy, often applying DIR®/Floortime methods and principles with families and in schools. He conducts pharmacogenetic research, teaches in local and online courses, consults, and hosts support groups for professionals and families. Dr Feder sits on the BRIDGE (Bond Regulate Interact Develop Guide Engage) Collaborative, a community-wide effort for early identification and intervention in San Diego County. He serves as medical education director for the Rady Children's Hospital Autism Research Workgroup, and has served on the Autism Committee and on the Medications and Autism panel of the American Academy of Child and Adolescent Psychiatry. Dr Feder reviews grants for the Organization for Autism Research and the National Foundation for

Autism Research and is a commentator on ValeriesList, a web-based information service for autism and related disorders. Dr Feder's volunteer community work extends into engineering design and the fine arts.

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

Dr. Delahooke is a clinical psychologist specializing in infant and toddler development. She has worked in various settings in the field of mental health since 1980 including the Glendale Adventist Medical Center, the Behavior in Babies Clinic at Children's Hospital, Los Angeles, and the Los Angeles Child Guidance Clinic Early Intervention Training Institute. With a special focus on early childhood development, she is a faculty member of the DIR Institute, and an advisor for the ICDL Graduate School. She contributed a chapter entitled "Retraining Clinicians to Work with Birth to Five Year-Olds: A Perspective from the Field" in the Handbook of Training and Practice in Infant and Preschool Mental Health (Finello, 2006). Currently in private practice in Arcadia, she consults with parents, preschools, regional centers and school districts in the areas of neurodevelopmental screening, assessment and intervention in children under the age of five.

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.

Ricki Robinson, M.D., MPH

Developmental and Behavioral Pediatrics

Co-Director, Descanso Medical Center for Development and Learning

Pasadena, CA

Private Practice; Clinical Professor of Pediatrics, Keck School of Medicine-University of Southern California; Board Member, International Council for Development and Learning; Autism Speaks Scientific Advisory Council. Dr. Robinson is a nationally and internationally recognized speaker on the topic of biomedical approaches to and development of multidisciplinary treatment plans for children who have Autism Spectrum Disorders.

Dr Robinson has been involved in the field of autism since 1990, working in her local community developing a multidisciplinary evaluation and treatment program for children with Autism Spectrum Disorders following the DIR model. A central figure in the evolution of CAN (Cure Autism Now) Foundation, she has devoted endless hours educating physicians and parents. She has organized two autism task forces in Southern California teaching centers and stimulated research efforts within these institutions. She was instrumental in the development of an educational program for these children through the nationally acclaimed Villa Esperanza School, for which she received their highest honor. She is a founding board member of the Interdisciplinary Council of Development and Learning and for the past ten years has been on the planning committee for their annual conference.

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.

Time: 9:00- 4:00, with one hour for lunch

Session 1:	Saturday October 9, 2010
Session 2:	Saturday November 20, 2010
Session 3:	Saturday January 22, 2011
Session 4:	Saturday February 26, 2011
Session 5:	Saturday March 26, 2011
Session 6:	Saturday April 16, 2011
Session 7:	Saturday May 14, 2011

9. Continuing Education Credits

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

10. Application process

Completed applications should be received through email by August 31, 2010. Notice of acceptance will be delivered by email September 15, 2010.

11. Cost

The tuition for the program (all levels) is \$1636. This is due in full by September 30, 2010. 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

Ricki Robinson, M.D, MPH

rrobinsonmd@dmccl.com