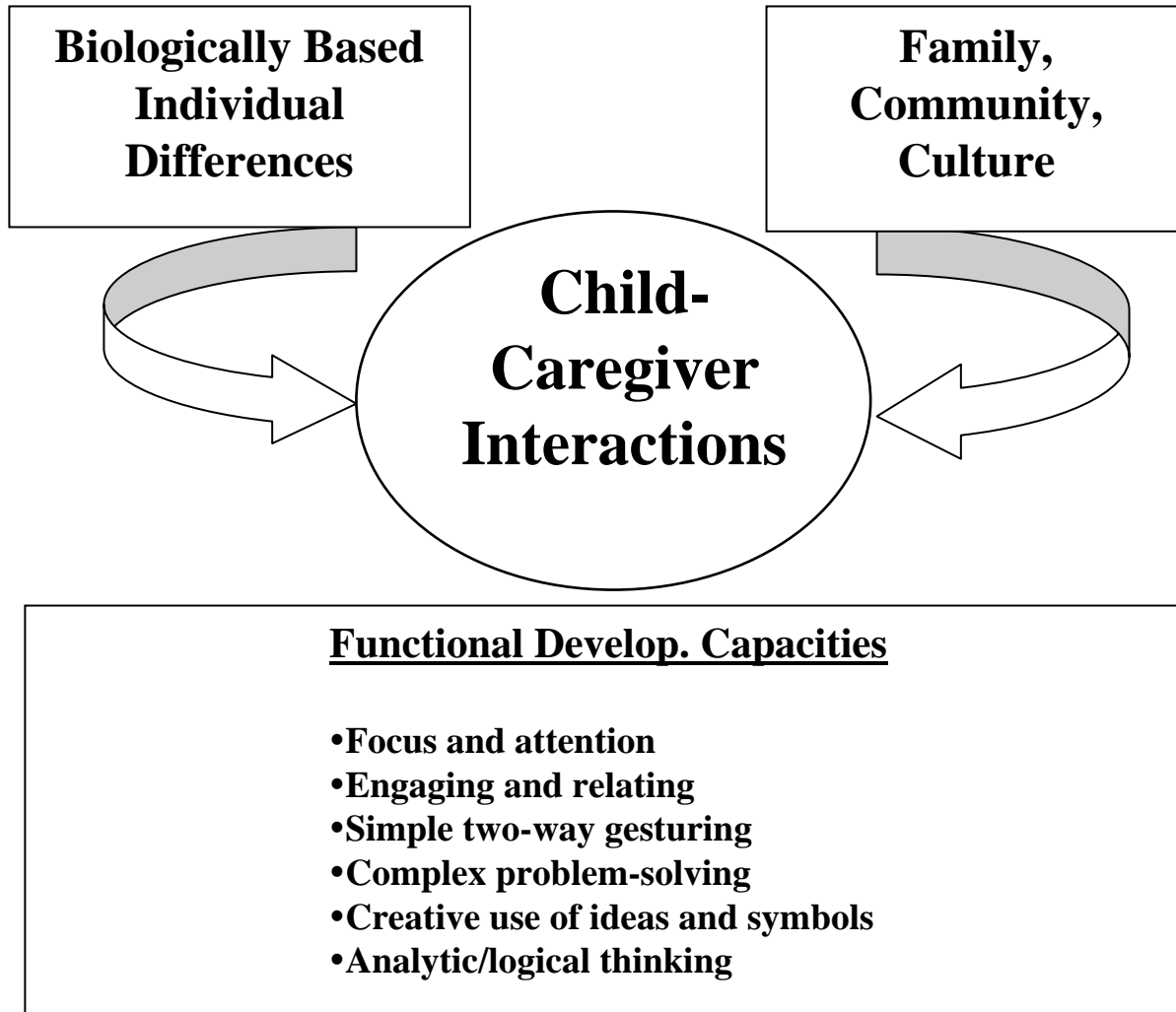


DIR_{tm} Model



Biological Changes

CNS Processing Capacities

- Auditory Processing and Language
- Visual-Spatial Processing
- Motor Planning and Sequencing
- Sensory Modulation

**Child-
Caregiver
Interactions**

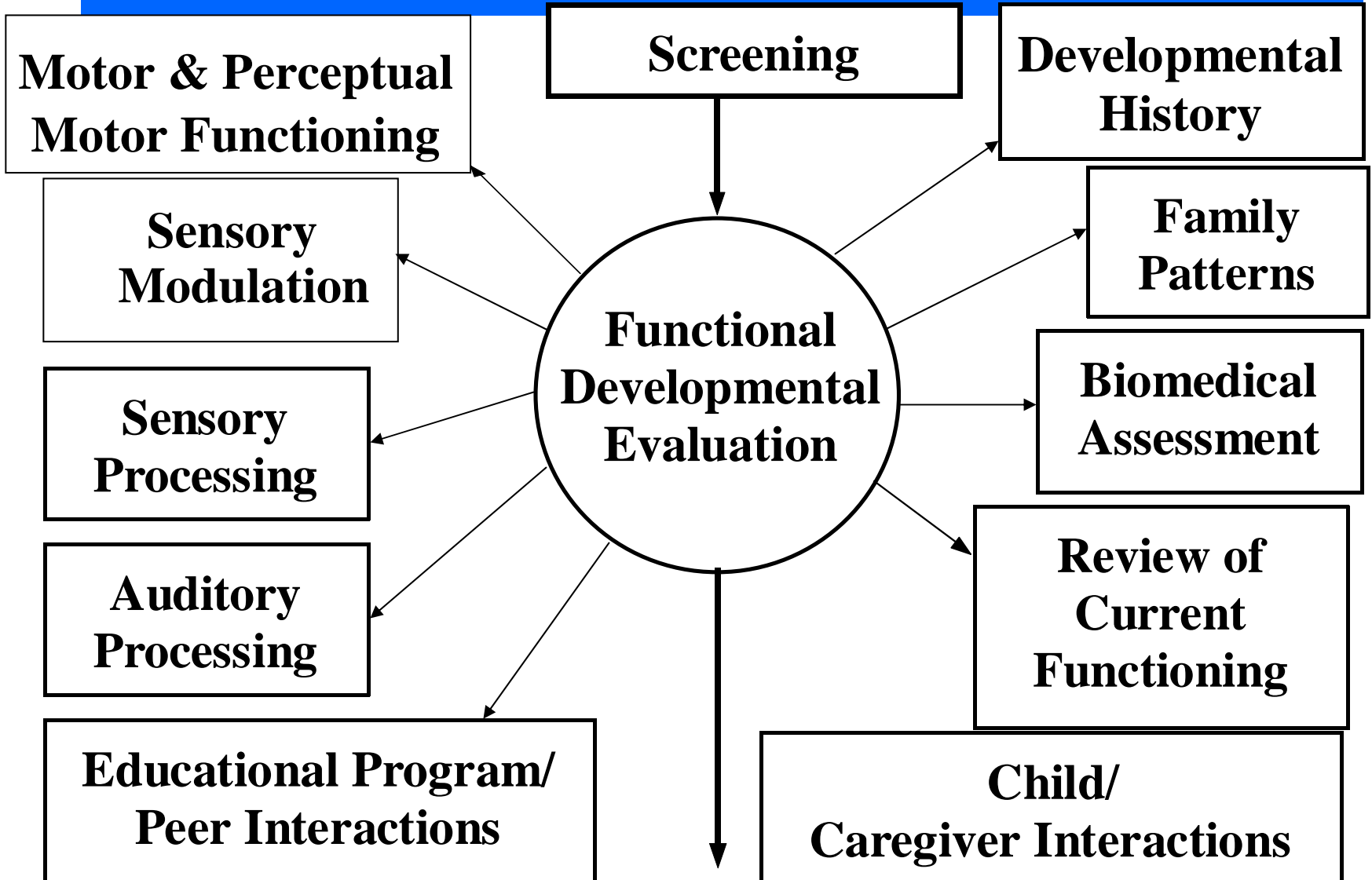
Functional Develop. Capacities

- Focus and attention
- Engaging and relating
- Simple two-way gesturing
- Complex problem-solving
- Creative use of ideas and symbols
- Analytic/logical thinking

Diagnostic Patterns

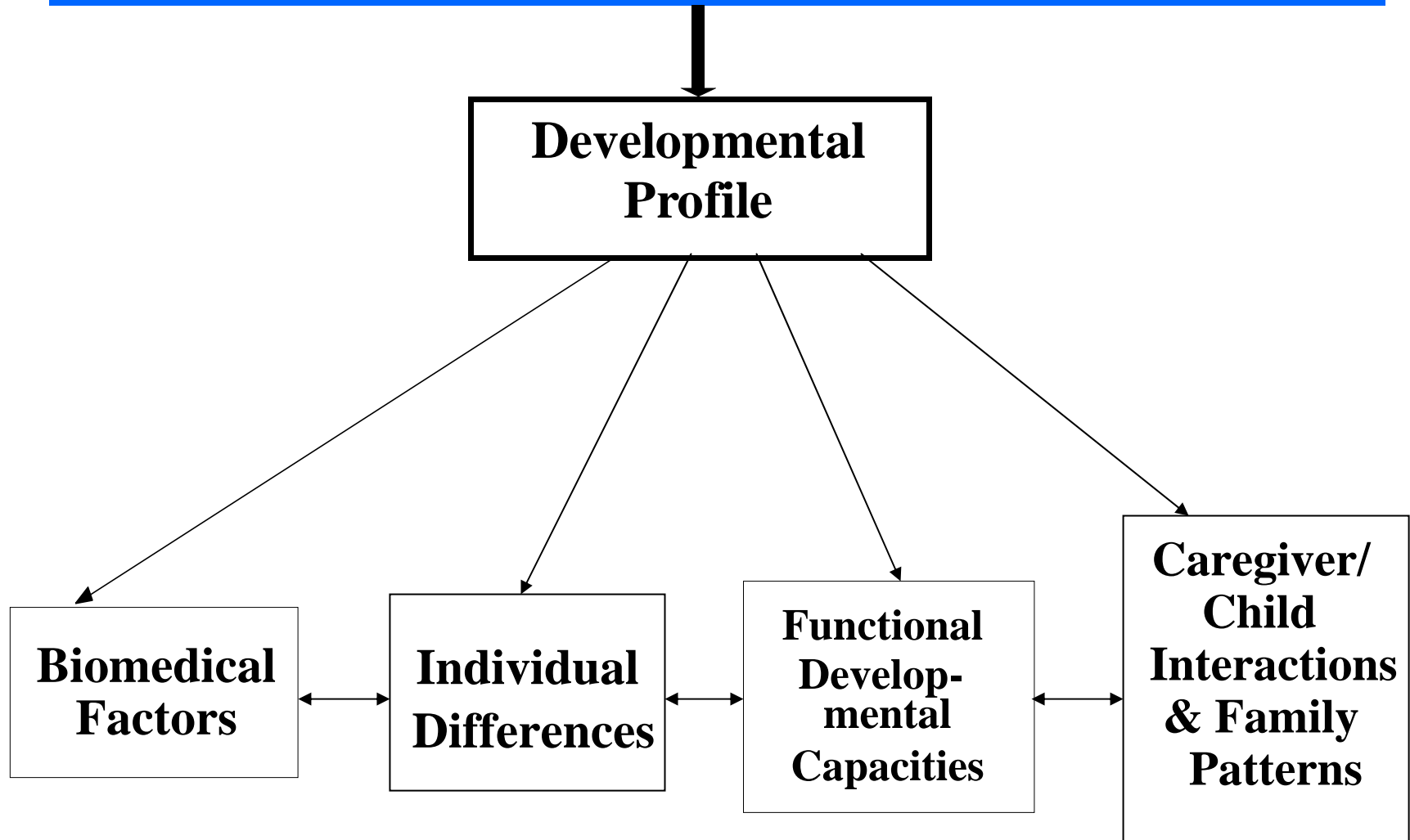
- Deficit in affect-motor planning-symbol formation connection
- Deficit in different processing patterns

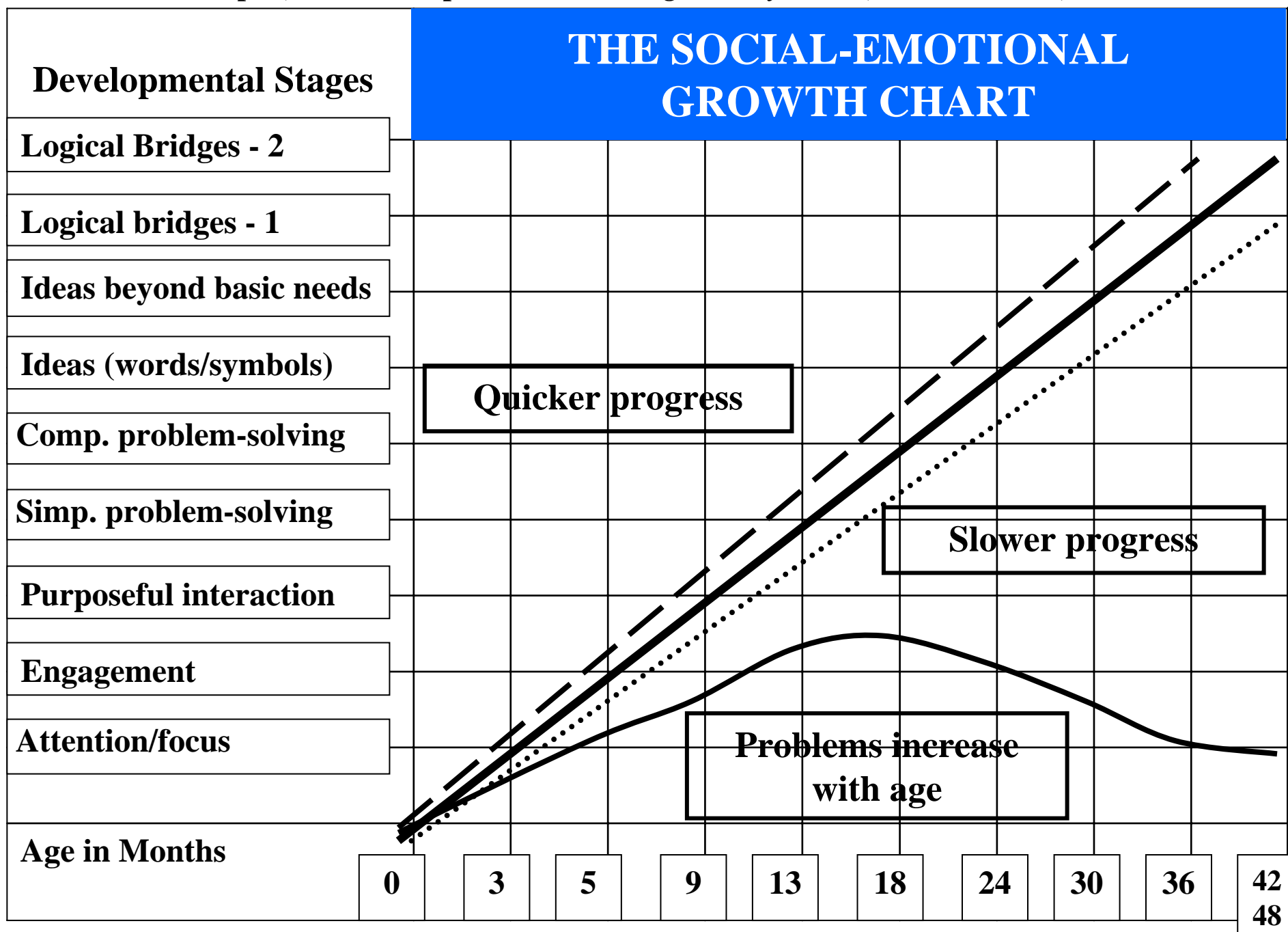
OUTLINE OF THE DIR_{tm} MODEL



OUTLINE OF THE DIR_{tm} MODEL

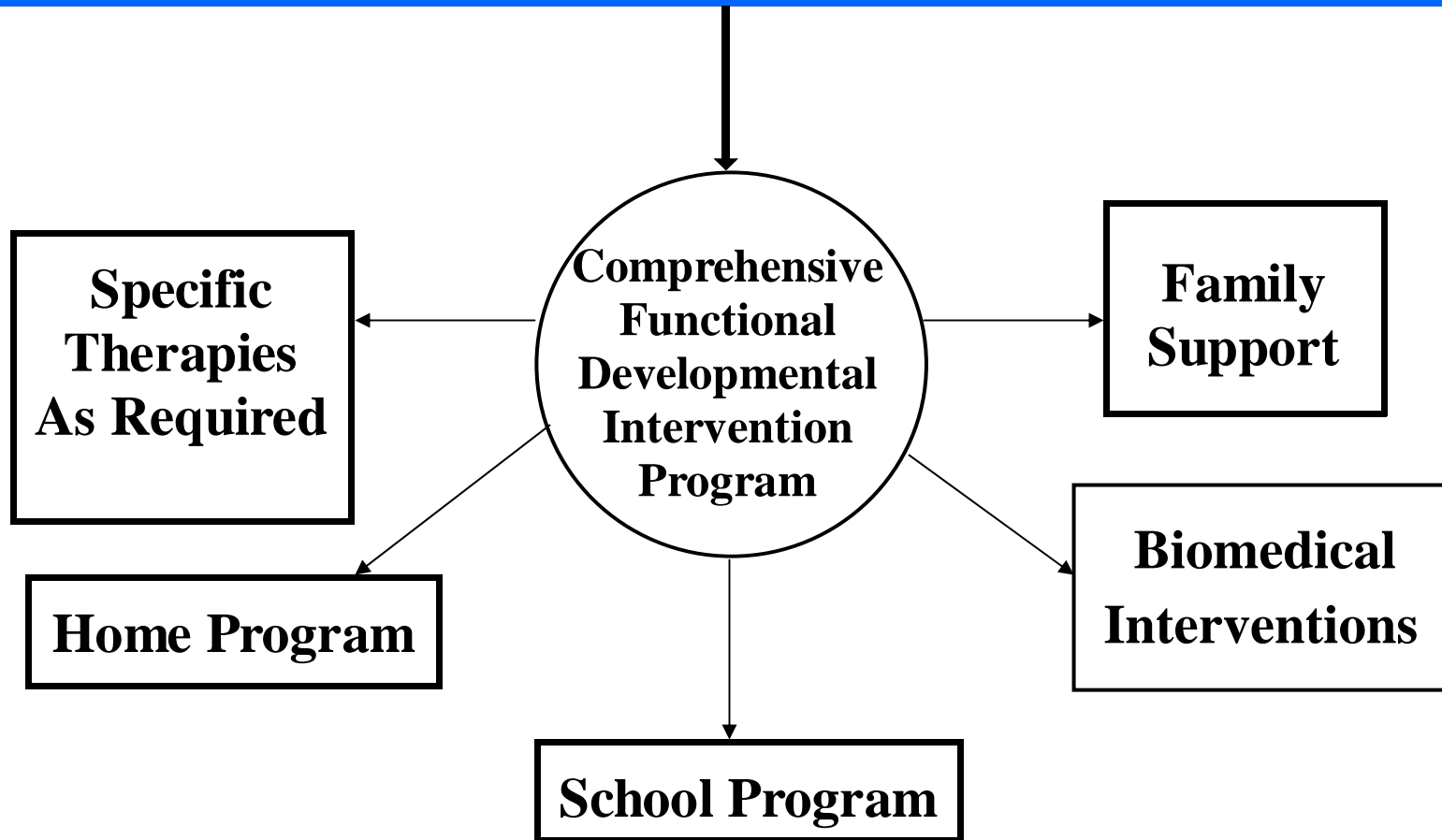
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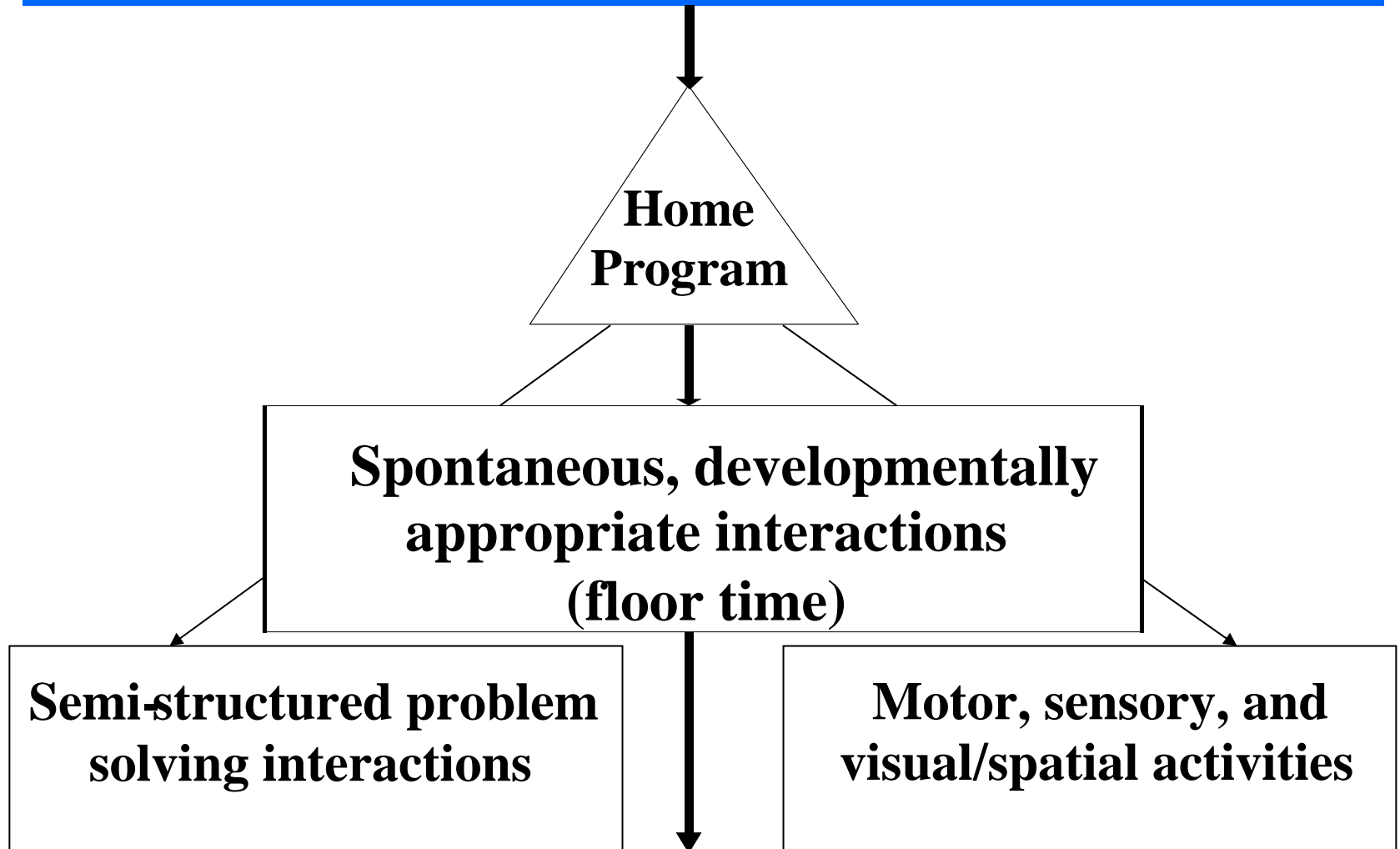
OUTLINE OF THE DIR_{tm} MODEL

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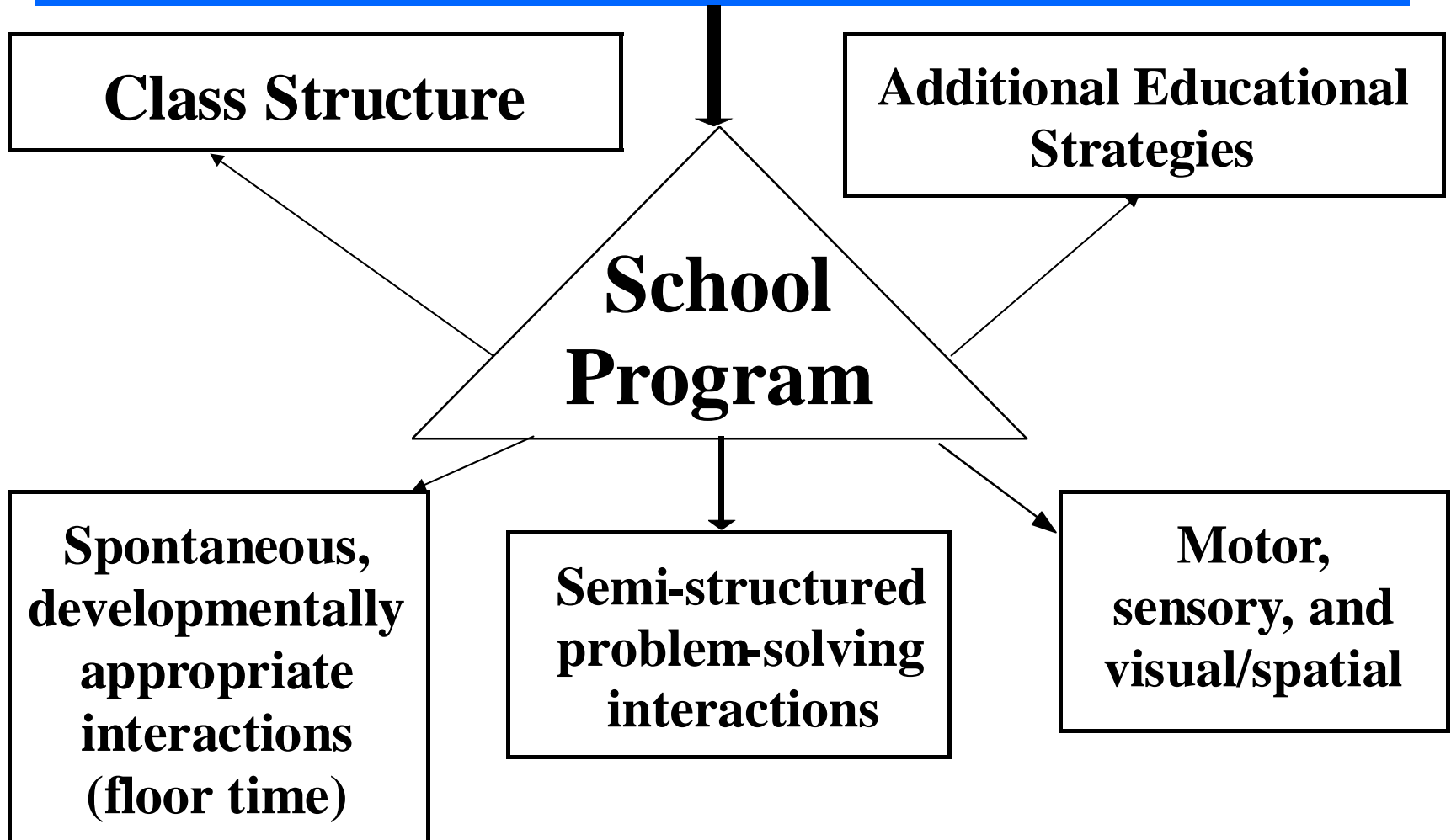
OUTLINE OF THE DIR_{tm} MODEL

(continued)



OUTLINE OF THE DIR_{tm} MODEL

(continued)



Floor Time Intervention Outcomes

	All Degrees of Implementation of Recommended Program N=200
Good to Outstanding	58%
Medium	24%
Ongoing Difficulties	17%

FEAS OUTCOMES

	<i>N</i>	<i>MEAN FEAS</i> <i>(76 is optimal)</i>	<i>Range</i>
Floor Time Intervention Group	20	74.8	70-76
Normal Comparison Group	14	74.9	65-76
Continuing Significant Difficulties	12	23.7	10-40

On Vineland:

No difference

between

Floor Time Intervention Group

and

Normal Comparison Group

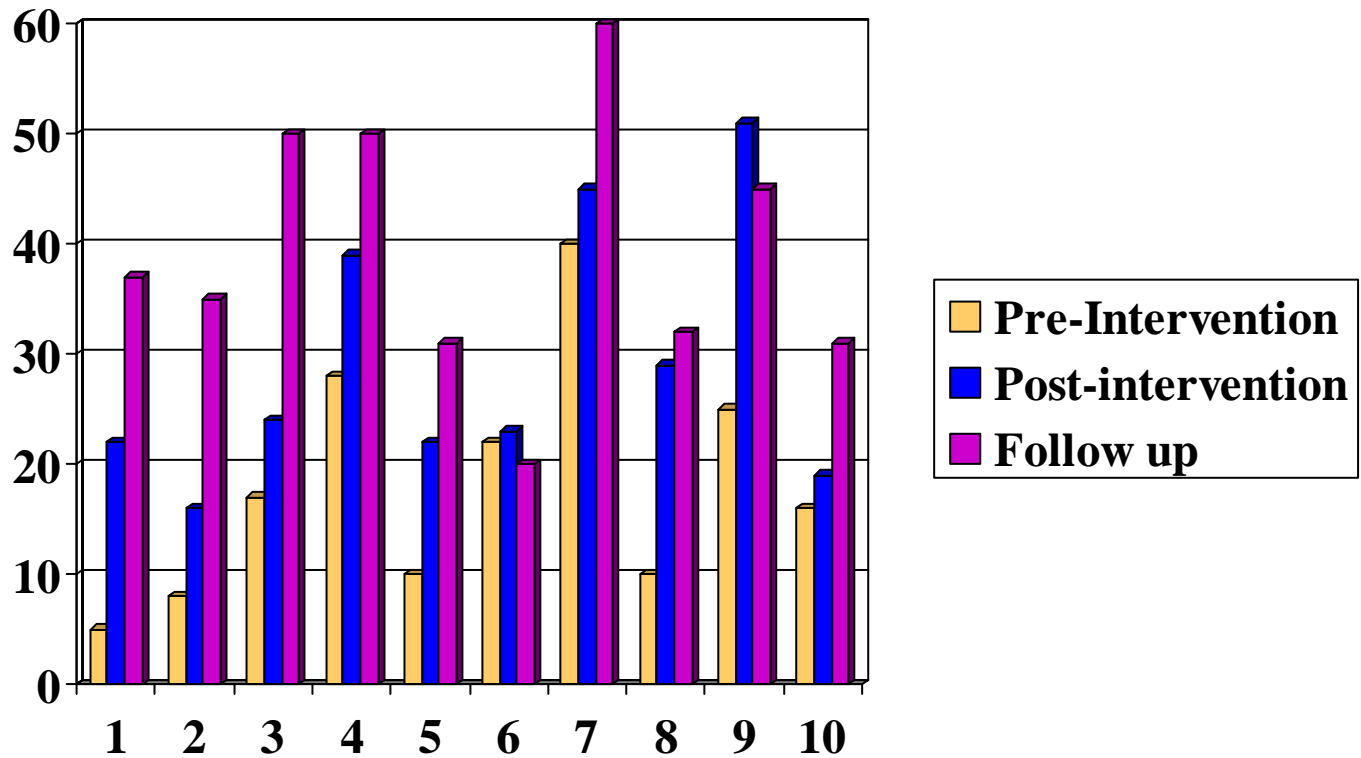
Short term follow up results

Child Behaviors

Child \ FEAS	1 st session Pre- intervention	1 st session Post- intervention	Follow up session	Improvements in 1 st session	Improvements in follow up session
1	5	22	37	17	32
2	8	16	35	8	27
3	17	24	50	7	33
4	28	39	50	11	22
5	10	22	31	12	21
6	22	23	20	1	-2
7	40	45	60	5	20
8	10	29	32	19	22
9	25	51	45	26	20
10	16	19	31	3	15

Short term follow up results

Child Behaviors



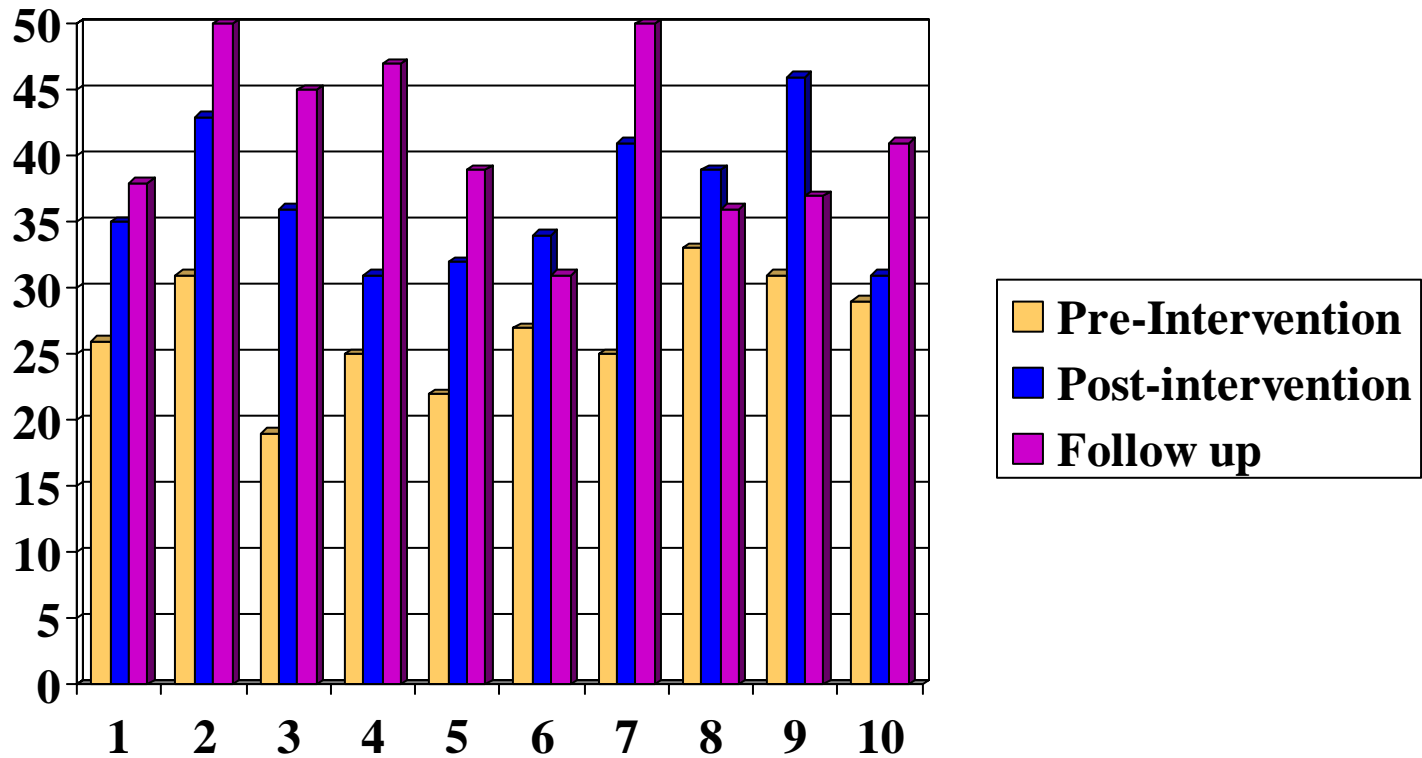
Short term follow up results

Caregivers Behaviors

Child \ FEAS	1 st session Pre- intervention	1 st session Post- intervention	Follow up session	Improvements in 1 st session	Improvements in follow up session
1	26	35	38	9	12
2	31	43	50	12	19
3	19	36	45	17	26
4	25	31	47	6	22
5	22	32	39	10	17
6	27	34	31	7	4
7	25	41	50	16	25
8	33	39	36	6	3
9	31	46	37	15	6
10	29	31	41	2	12

Short term follow up results

Caregiver Behaviors



Long Term Follow-Up

10 to 15-Year Follow-Up

Recommended Books

The Child With Special Needs. by Stanley I. Greenspan, M.D. & Serena Wieder, Ph.D., 1997. Perseus Books, 800-242-7737.

Engaging Autism: The The Floortime Approach to Helping Children Relate, Communicate, and Think. by Stanley I. Greenspan, M.D. & Serena Wieder, Ph.D., Winter, 2006. Perseus Books.

The First Idea: How Symbols, Language and Intelligence Evolved from Our Primate Ancestors to Modern Humans. By Stanley I. Greenspan, M.D. and Stuart Shanker, Phil.D. 2004. Perseus Books, 800-242-7737.

Interdisciplinary Council on Developmental and Learning Disorders' (ICDL) Clinical Practice Guidelines: Redefining the Standards of Care for Infants, Children and Families with Special Needs. Authored by the ICDL Clinical Practice Guidelines' Workgroup. 2000, Interdisciplinary Council on Developmental and Learning Disorders, Bethesda, MD, 301-656-2667.

Floor Time Techniques and the DIR Model for Children and Families with Special Needs: Training Videotape Series. with Stanley I. Greenspan, M.D. and Serena Wieder, Ph.D., 2001, a series of 13 videotapes available from ICDL, 301-656-2667.

Recommended Books

(continued)

The Challenging Child. by Stanley I. Greenspan, M.D., 1995. Perseus Books.

Floortime DVD Training Series. For parents. Stanley I. Greenspan, M.D. and Serena Wieder, Ph.D. 2002. <http://www.icdl.com>.

For information please see:

<http://www.stanleygreenspan.com>

(301-320-6360)

<http://www.floortime.org>

and <http://www.icdl.com>

(301-656-2667)