

DIR®/Floortime™

The DIR®/Floortime™ approach was developed by Stanley Greenspan, M.D., and Serena Wieder, Ph.D. The acronym “DIR” stands for:

Developmental Model – phases of typical social-emotional development are described by the model, these phases being the building blocks for problem solving, thinking, and social interaction; the model is a child-directed model

Individual Differences – the individual, unique biological and sensory processing profile of the child is considered, with particular interest in how individual differences might impact smooth progression through the developmental phases

Relationship-Based – the model is also relationship-drive; the strength of the relationship between parent and child, and secondarily, the therapeutic relationship established between therapist and child is the most vital element in helping the child progress when typical development has been hindered due to biological, environmental, or developmental causes

The DIR®/Floortime™ model builds on the three concepts above to create intervention programs based on a child’s unique individual profile and rate of developmental progression through clearly defined social-emotional stages. While DIR® is often referred to as Floortime™, Floortime™ is actually one component of a comprehensive DIR-based intervention program. Floortime™ focuses on creating emotionally meaningful learning interactions that encourage the basic developmental capacities. A comprehensive DIR® program may include semi-structured problem-solving activities, speech therapy, occupational therapy, peer play opportunities, and other complementary therapies and approaches.

Reference: **Engaging Autism** (2006); Greenspan, S. and Wieder, S.