



"All children have within them the potential to be great kids. It's our job to create a great world where this potential can flourish."

Stanley Greenspan, M.D. founder of the Inter-disciplinary Council on Developmental & Learning Disorders (ICDL.com)

If you think your child would benefit from DIR/Floortime or if you have further questions please contact Sara Mendez, LCSW, at 973-740-1233, or smendez@jfsmetrowest.org



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Jewish Family Service of MetroWest New Jersey has been helping families and people of all ages manage life's challenges since 1861. Time-honored values of empathy, professionalism and confidentiality are the hallmark of JFS, while our up-to-date treatment modalities and nimble response to community need have distinguished JFS as a premier family service agency.



DIR[®]
Floortime[™]

An intervention program tailored to the unique challenges and strengths of children with Autism Spectrum Disorders (ASD) and other developmental challenges



Jewish Family Service
of MetroWest New Jersey



Children with Autism Spectrum Disorder may have difficulty with:

- Relating & Communicating
- Processing Information and Sensations
- Planning or Executing Responses

Children with Autism Spectrum Disorder may:

- Tend to avoid interactions
- Avoid making eye contact
- Use repetitive statements, play or behaviors
- Have problems with simple directions
- Have difficulty making needs and desires known
- Struggle with pretend play skills
- Have difficulty dealing with changes in environment
- Be avoidant or have self-stimulating behaviors

Jewish Family Service of MetroWest is pleased to offer DIR/Floortime

What is the DIR® Floortime™ Model?

The DIR Model and Floortime Approach is a comprehensive developmental framework which enables clinicians, parents and educators to construct a program tailored to the child's unique challenges and strengths.

Floortime is a particular technique where clinicians and caregivers get down on the floor and work with the child to master each of their developmental capacities. Follow the child's lead. Join the child's world and pull them into a shared world. The ultimate goal for entering their shared world – to help them be empathetic, creative, logical and reflective individuals.

The D (Developmental) part of the model understands where the child is developmentally and helps children develop capacities to remain calm and regulated, engage and relate to others, initiate and respond to all types of communication. These and other developmental capacities are essential for spontaneous and empathetic relationships as well as mastering academic skills.

The I (Individual Difference) part of the model describes the unique biologically-based ways each child takes in, regulates, responds to, and comprehends sensations such as sound, touch, and the planning and sequencing of actions and ideas.

The R (Relationship-based) part of the model recognizes the importance of relationships in all interactions and emphasizes the caregiver-child relationship as the most significant. Caregivers, educators, therapists, peers, and others are taught to follow the child's lead and join in the child's world while engaging in a shared experience.

