


**Tailoring Therapeutic Interactions
to
Support & Integrate
the
Child's Individual Profile to
Promote
Functional Developmental Growth**

Rosemary White, OTR/L
Profectum DIR Faculty



Rosemary White, OTR/L

- Neurodevelopmental Therapy Certified
- Sensory Integration Certified
- DIR®/Floortime Certified
- DIR®/Floortime Faculty
- Faculty Fielding University PhD Program (Formally ICDL PhD)
- Adjunct Faculty University of Washington in Infant Mental Health Certificate Program,
- Profectum Senior DIR Faculty

Pediatric PT and OT Services 20310 19th Ave NE Shoreline, WA 98155 206 367 5853	Pacific Northwest Pediatric Therapy 4305 SE Milwaukie Ave Portland, OR 97202 503 232 3955
--	--


pedptot@comcast.net
www.pedptot.com



Three Core Concepts in Early Development

1 Experiences Build Brain Architecture

NATIONAL SCIENTIFIC COUNCIL ON THE DEVELOPING CHILD
Center on the Developing Child HARVARD UNIVERSITY



Children Develop Through Relationships.....

- How does the child develop the miraculous ability to attend, to be calm & interested in the world, to desire to interact with others & to "woo" those around them to interact with them?
- How does the child learn to read other's gestures, & indicate their needs, initially through gesture & then through the use of language?
- How does the child develop the ability to think & plan how to interact with their world & to solve physical problems to achieve their goals?
- How do they develop the ability to become a social beings, to think, to communicate as well as have compassion for others?



Stanley Greenspan, MD (Building Healthy Minds)

A Developmental Approach to Treatment.....

Supports a child's ability to **share attention, to be engaged with others in co-regulated interactions in the rhythm of a back & forth flow.**

Supports **social & emotional development** in individualized treatment sessions & in everyday life, including home & school

Emphasizes **understanding the child's unique individual strengths & challenges.....**

"Tailor" interactions that are sensitive to the individual child & the caregiver.



Developmental Approach to Treatment

■ **"D" – The Functional Emotional Development**

■ **"I" – The Unique Individual Profile**

■ **"R" – Relationships**



FUNCTIONAL EMOTIONAL DEVELOPMENT

The "D" of DIR

- Co-regulation supporting the development of shared attention & self regulation.
- Engagement
- Purposeful Interactions, Affect conveying Intent
- Sense of Self (physiologically & emotionally), Shared Social Problem Solving with the Capacity to Stay in a Long Continuous Flow of Interaction, Behavioral Organization
- Representational & Symbolic Thinking
- Building Bridges between Ideas & Emotional Thinking



FUNCTIONAL CAPACITIES Bottom Up

Level 1. Getting Calm (Green Zone) Together (by 3 months)

THESE FUNCTIONS ARE BUILT UPON THE CAPACITY TO BE CALM TOGETHER

Level 2. When *calm*, able to make eye contact & look at faces (by 3 months)

Level 3. When making *eye contact*, able to share joy & fall in love (by 5 months)

Level 4. When sharing *joy*, able to create a continuous back and forth flow of communication ("circles") (by 9 months)

Level 5. When in a *flow*, able to expand and read non-verbal emotional & gestural cues (by 13 to 18 months)



FUNCTIONAL CAPACITIES Top Down

Level 6. When *reading cues*, able to share feelings with others through pretend play and/or by talking (by 24 to 36 months)

Level 7. When *sharing feelings*, able to make-sense and solve problems together (by 36 to 48 months)

DIR® Institute adapted from the DMIC, ICIDL Press Original functional levels from ICIDL's FEDL; adapted language & organization by Connie Lillias



THE UNIQUE INDIVIDUAL PROFILE

The "I" of DIR

- **Synchrony of Sensory processing:** Sensory Processing; Modulation; Interconnectivity, Sensory Association & Perception.....
- **Regulatory capacities**
 - Physiological & Emotional.....
 - Bottom Up & Top Down....
- **Postural control for function;** Muscle tone; Righting Reactions; Equilibrium; Gross & Fine Motor Function.....
- **Praxis** – Ideation; Planning & Sequencing, Execution & adaptation.....



10

THE UNIQUE INDIVIDUAL PROFILE

The "I" of DIR

- **Communication (Gerber 2012):**
 - Capacity for Shared Attention and Engagement
 - Response to sound, and later, gesture and verbal communication
 - Engage in fun, playful, interpersonal interactions
 - Intentionality
 - Shared Meaning
 - Understanding and creating new ideas and meanings
 - Comprehension
 - Production
 - Use of vocalizations, and later, gestures, words and language for communication
- **Response to visual environment**
 - Visual Attention
 - Visual Tracking
 - Visual Figure Ground
- **Spatial Capacities**
 - Visual, Auditory, Somatosensory



11

RELATIONSHIPS

The "R" of DIR

The foundation for life is built on the ability to attain & sustain a co-regulated interaction.

Relationships are the vehicle for creating multiple opportunities for learning & understanding people & the world...

Thus creating every individual's unique & meaningful perceptions.....



Mother Infant Interaction – Sensory Support



CO-REGULATION

■ Co-regulation has been defined as the social process by which individuals dynamically alter their actions with respect to the ongoing and anticipated actions of their partner. (Fogel, 1993)

■ When both partner's actions are successfully anticipated and the altered actions of the individual produce continued interaction, communication about the relationship is interpreted by both. (Cortney A. Evans, Christin L. Porter, 2008)


WHEN WE THINK CLINICALLY

"DIR"

- Fosters Relationships.....
- That are Tailored to the Individual Child & the Caregiver...
- To Promote the Functional Emotional Development of the Child.....
- To Support the Back & Forth Flow of Interactions.....

What Occurs in Both Parties in the Rhythm of a Relationship?

- Arousal
- Attention
- Affect
- Action


 Williamson and Anzalone, 2001

Arousal
■ Ability to maintain alertness & transition between states


Attention
■ Ability to focus selectively on desired stimulus or task

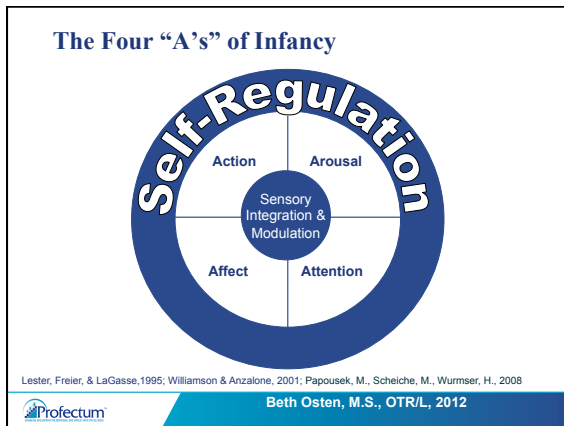
Affect
■ Emotional component of behavior
■ Sensation elicits emotion

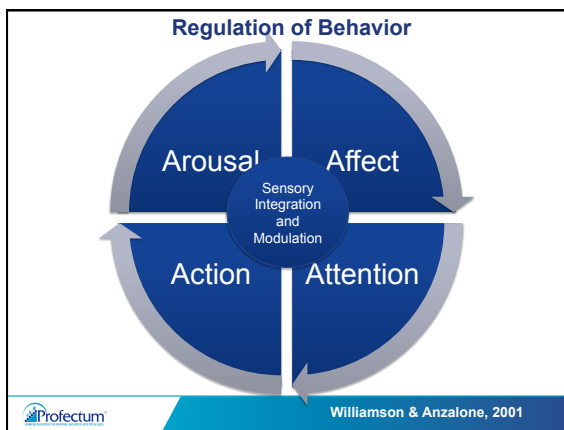
Action
■ Ability to engage in goal directed behavior – ideas, plan & sequence, execution & adaptation

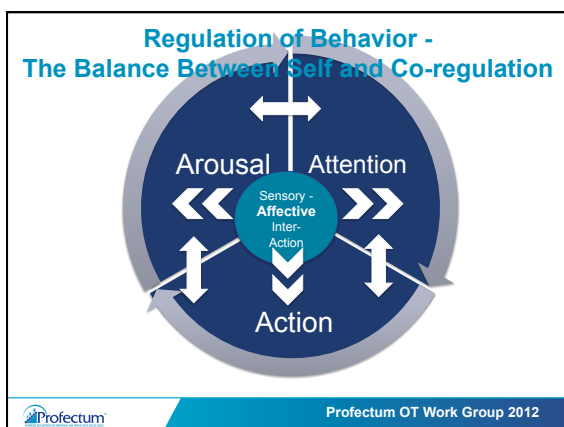
 Williamson and Anzalone, 2001

Co-Regulation.....
Attune & respond to the child's affective state...





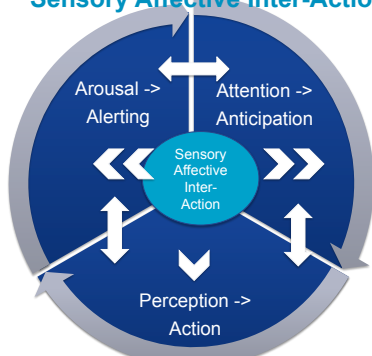




**Understanding the
Unique Individual Profile
of the Child & the Caregiver
Informs Us How to Tailor Our
Affective Interactions
to Support Co-Regulation
in the Flow of an Interaction**



Sensory Affective Inter-Action



Profectum OT Work Group Edit R.White, 2015


DIR®/Floortime

The "I" of DIR

The unique skills of the OT in understanding the underlying neurobiology of the child's sensory processing, postural control, visual spatial, praxis and related motor planning capacities is essential as it informs us how to **tailor affective interactions** and to coach the parent or "play partner" to engage in a manner that will support the child to strengthen their developmental capacities.




Key Considerations
It is not just what you do
But
How you do it




DIR

Case Presentation 1
by
Rosemary



Tailoring the Interaction
to the “I”

Presented by: Rosemary White, OTR/L




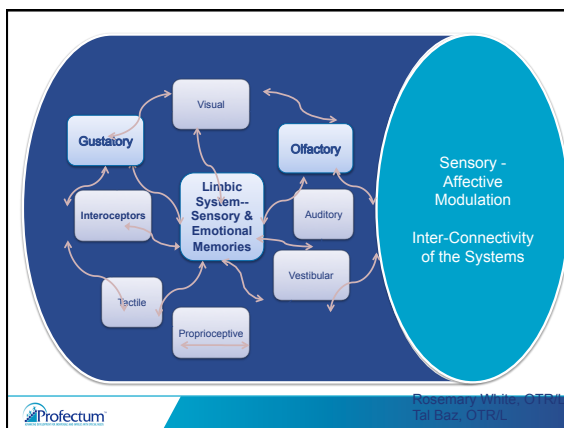
SENSORY SYSTEMS

The What & the Where....

- Auditory – sound
- Visual – vision
- Proprioceptive - muscles & joints,
- Tactile - sense of touch, the body's ear,
- Vestibular - movement in space & relationship to gravity,
- Gustatory – taste
- Olfactory - smell
- Interoceptors – visceral sensations

Think about
How all these Sensory Systems Communicate



28



Synchrony of Sensory Processing

No Sensory System Functions Alone
Sensory Input Occurs Simultaneously

Sensory Systems Communicate
&
Contribute to Perceptions
&
Actions


30

WHEN THERE ARE CONSTRICTIONS IN A CHILD'S FUNCTIONAL EMOTIONAL DEVELOPMENT THE "D" OF DIR

■ Observe the Rhythms of Interaction

- Co-Regulation and Engagement
- The "R" of DIR

■ Reflect on the Individual Profile of the child and the caregiver

- Co-Regulation and Engagement
- Sensory, Motor, Communication, Visual Spatial, Praxis
- The "I" of DIR



Synchrony of Sensory Processing

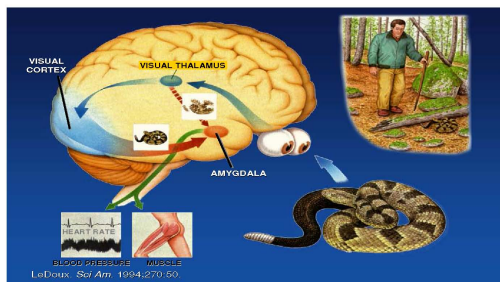
Sensations are Connected in Meaningful
Ways in Concert with the Emotional
Texture & Affective Tone that Occurs with
the Sensory Experience

THE OUTCOME OF THIS IS UNIQUE TO
EACH INDIVIDUAL'S EXPERIENCE
&
NEUROBIOLOGICAL PROFILE

32



Healthy Response to Sensory Input.....




Is it more than Vision???



**The Journey
Receptor to Perception & Action**


- Every sensory receptor in the body has a threshold that leads to electrophysiological action.....
- From the receptors of touch, proprioception, vestibular, auditory, olfactory, visual, auditory & interoceptors the electrophysiological action travels in dedicated sensory pathways to the spinal cord, or directly to the brainstem.

 34

**The Journey ...
Receptor to Perception & Action**

**ON THIS JOURNEY, BEFORE YOU ARE EVEN
AWARE OF A SENSATION, ALL THE SENSORY
SYSTEMS COMMUNICATE TO ONE ANOTHER...**


- Some sensory input does not go further than the brainstem, but the contribution of that sensory input is carried on to the cortex, by the same type of sensory system & by other systems in the pathways that enter the gateway to the cortex.....

 35

**The Journey.....
Receptor to Perception & Action**

**ON THIS JOURNEY, BEFORE YOU ARE EVEN
AWARE OF A SENSATION, ALL THE SENSORY
SYSTEMS COMMUNICATE TO ONE ANOTHER...**


- As sensory input travels up the spinal cord touch & proprioception from receptors of one part of the body communicate with other touch & proprioception receptors, from other parts of the body gaining information about the body & the environment.
- Touch & proprioception passes through the cerebellum, then to the vestibular nuclei (brain stem) communicating with the vestibular & the visual system. This communication is crucial to visual & motor function (body scheme, tone, balance, stabilizing the head & eyes during movement.)

 36

The Journey...
Receptor to Perception & Action

ON THIS JOURNEY, BEFORE YOU ARE EVEN AWARE OF A SENSATION, ALL THE SENSORY SYSTEMS COMMUNICATE TO ONE ANOTHER...


- Auditory input comes from the right & left auditory receptors in the cochlear to the brainstem. Communication then supports the individual to detect where a sound has come from, the left or right side. There is also communication with the somatosensory system (touch & proprioception) that contributes to where to turn our head to find the source of the sound.
- Visual input also communicates with the auditory & the somatosensory system in the brainstem influencing the co-ordination of posture & eye movements.

 37


The Journey Continues
– Receptor to Perception & Action

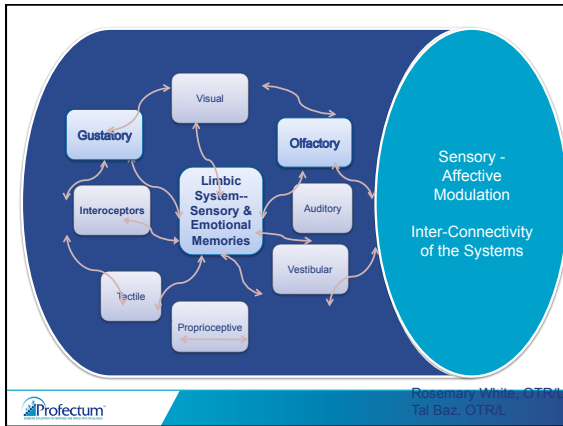
ON THIS JOURNEY, BEFORE YOU ARE EVEN AWARE OF A SENSATION, ALL THE SENSORY SYSTEMS COMMUNICATE TO ONE ANOTHER...

- When input goes to the sensory cortices the input reflects the communication/interconnectivity with other sensory systems that has occurred earlier
- In the cortex, after sensory input goes to its dedicated cortices, the information continues to communicate going to the limbic system & to sensory association areas & connects with other sensory input & with the more detail to the limbic system again.....

 38

THIS PROCESS OF SENSORY COMMUNICATION, THE INTERCONNECTIVITY OF SENSORY INPUT OCCURS IN A MILLISECOND!!!!!!

 39



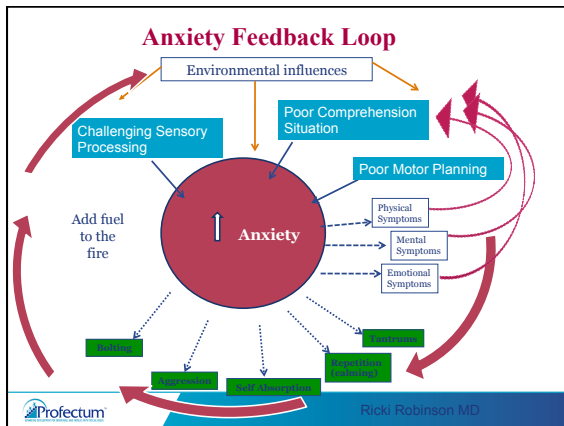
Synchrony of Sensory Processing

- When reflecting on a child's sensory processing you have to consider "is there harmony??"
- Does one sensory system lead & the other systems harmonize with it, or are present but in a resting state?
- Or is one, or more, sensory systems out of sync with other sensory input being a millisecond behind the other sensory systems?
- Does the child's behavioral response reflect this lack of synchrony?"
- Does the lack of synchrony contribute to anxiety?

Profectum

Video Series..... Synchrony & Lack of Synchrony

Profectum



Sensory Processing & Interaction

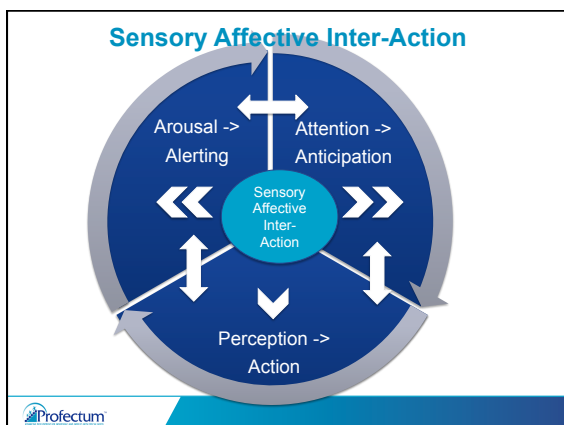
- When there is an understanding of the relationship of the sensory systems & the arousal, attention, action of the child it inform caregivers how to tailor their “sensory affective inter-action” to enable those systems to join & harmonize with the leading sensory system.
- The conscious tailoring of sensory affective inter-action in the course of treatment supports co-regulation, to develop a back & forth flow in the relationship & gives meaning to events.



DIR

Case Presentation 2 by Rosemary





**The Dynamic Flow of the Emerging Joint Attention –
Sensory Affective Emotional Engagement
Levels 1, 2 & 3**

The child is responsive to -
As the caregiver joins the child affectively showing interest in the child's focus of interest. (eg. The caregiver uses sound, vocalization, verbal comment, body gesture, body movement toward the object with a affective tone indicating interest)

-> Shared Gaze to the object of interest

As the flow continues the infant begins to anticipate the caregiver's affective gestures as they focus on an object of interest such as a rattle or toy. The infant is processing & responding to the sensory affective & emotional environment

-> change in tone indicating that the infant senses something is going to happen

Profectum Rosemary White, OTR/L_2009

**The Dynamic Flow of the Emerging Joint Attention –
Sensory Affective Emotional Engagement**

As the flow continues over time the infant begins to anticipate what is going to happen as the caregiver joins

-> anticipatory change in tone indicating the child is predicting what is going to happen

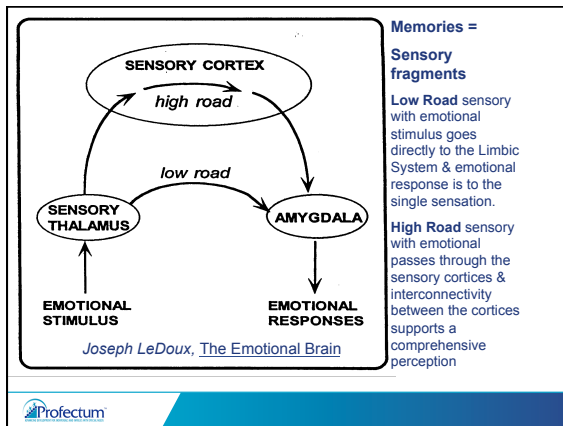
-> Facial Gaze to the Play Partner, with a "Gleam in their Eye"

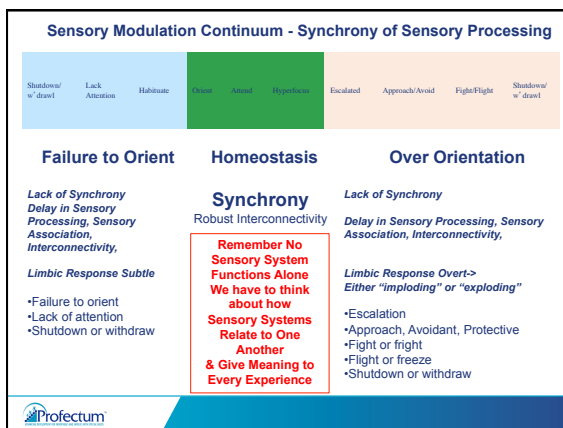
Shared Social Referencing with Shared Focus of Attention

The child initiates joint attention with a play partner to invite them to share attention around their focus of interest with an.....

- Alternating Gaze
- Gesture (eg, facial expression, sound, point
- Verbal Cuing

Profectum Rosemary White, OTR/L_2009





AROUSAL & SENSORY MODULATION

- Sensory Processing
- Sensory Modulation
- Salient Landscape and Emotional Response

How do we bring our understanding of this individual difference into our affective interaction?
 Is it more than sensory diet?

SYNCHRONY OF SENSORY PROCESSING

No Sensory System Functions Alone
Sensory Input Occurs Simultaneously

Sensory Systems Communicate & Contribute to
Perceptions

Sensations are Connected in Meaningful Ways in
Concert with the Emotional Texture and Affective Tone
that Occurs with the Sensory Experience

THE OUTCOME OF THIS IS UNIQUE TO EACH
INDIVIDUAL'S EXPERIENCE & NEUROBIOLOGICAL
PROFILE



In DIR® Interactions are Tailored to
the Child's Unique Individual Profile
to Support the Child's
Synchrony of Sensory Processing
& to
Create Meaningful Perceptions of
Interactions with Others
& their
Environment



HOMEOSTASIS

■ Organizing & processing of sensory information
from the different sensory channels & the ability to
relate input from one channel to that of another in
order to emit an adaptive.

■ Homeostasis leads to focused attention to salient
stimuli with attention to other stimuli is at a "resting" or
"ready" state. However, the individual has the ability to
have dynamic shifts of attention if the environment, the
interaction or the task changes.....

Synchrony of the Orchestra of Sensory Processing



**Video #17:
When the Orchestra is Out of Sync....**



THIS IS A DYNAMIC PROCESS FOR ALL OF US.....

**“Observation of behavior
in response to the sensory environment”
guides us, parents & clinicians,
to understand an individual’s sensory profile.**

**As a human being, it is important to
“KNOW HOW TO READ EACH INDIVIDUAL”
As we interact with the children & families.....**

**The understanding of their UNIQUE INDIVIDUAL PROFILE
will inform us.....**

**How to tailor our interactions to support the relationship....
& their functional emotional development**

**Video #: 18
The Orchestra...**





Case Presentation 3 by Rosemary



Key Concepts from OT/PT Intervention

- **Address the elements of Co-regulation** which gives rise to the emergence of **self regulation**.
 - Over the course of treatment this in turn gives rise to dynamic and adaptive co-regulation within complex social, emotional interactions throughout life.
- **Affect cueing has sensory motor and underpinnings and has to be considered as a essential component of treatment.**
 - It is a foundation for communication, regulation, and early motor planning
 - Support the emerging capacities for **joint attention** as a foundation for the higher levels



AFFECT Central to all learning!

Affective reciprocity allows children to find meaning and symbolize experience



Affect is.....

- The sensation that conveys to others the emotional tone and intent in an interaction



Affect is....

Affect is a physical change that occurs in the face of arousing stimuli.

–Affect has a **physiological root**

- The relationship between sensory and emotional regulation both have a physiological core.

(Foley 2012)



Affect comes from a variety of avenues from each and every individual...

- It is the **tone of voice**
- The **gesture** that you use
- The **rhythm and pacing** of your voice and action
- The **sigh** that conveys frustration
- The **jump** or squeal that conveys “joy”, “fear”, “surprise”, “excitement”.....



- Sensory experiences are dual coded for Affect
- Affective experiences are perceived as sensations
- Neither experience occurs without the other
- Affect impacts the child's ability to draw meaning from sensory experiences
- Affect underlies Intentionality, Orientation, & Perception

**Sensory -
Affective
Modulation;**

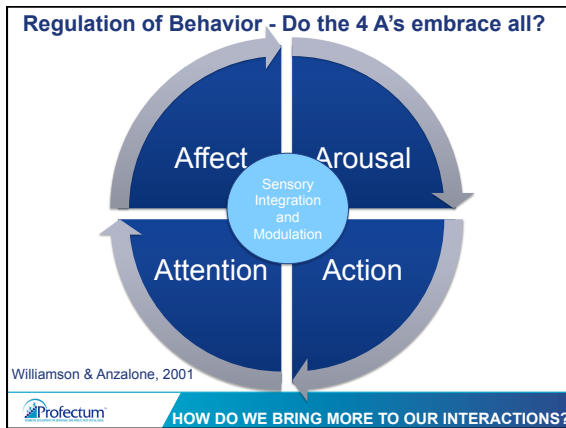
**Why Affect
belongs at
the Core**

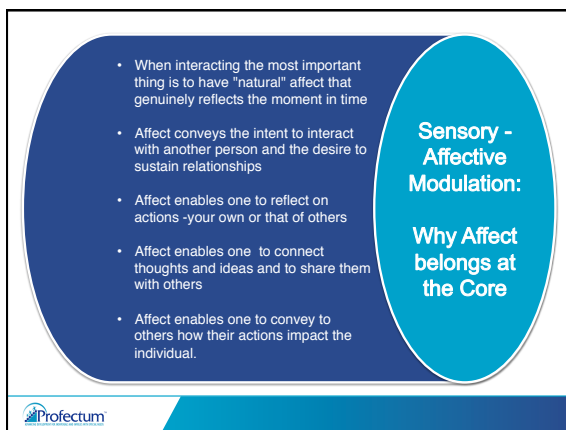
How Does This Video Clip Affect You?

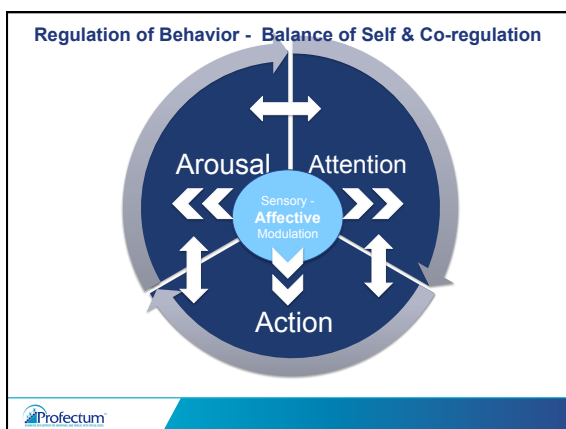


Lets View it Again.....









When affect is tailored to the child's individual processing we create learning interactions and thereby enable child to progressively master the Functional Developmental Levels.

Relationships rich with "sensitive, sensory affective modulation"

Profectum

AFFECT, FEELING, EMOTION ARE RELATED BUT DIFFERENT & THEY ARE AN EXPANDING CIRCLE.

- **Affect** is a physical change that occurs in the face of arousing stimuli. Physiological root, one of the rationales – The relationship between sensory and emotional regulation both have a physiological core.
- **Feeling** is when the physiological response becomes aware in consciousness, and we have a subjective experience of a mood and a particular state.
- **Emotion** is the broadest concept as we have the physiological response, we have the trigger of awareness in consciousness and then we have the association of past experiences and memories.

One builds on the other

In DIR Affect is the glue that holds the pieces of development together.

Profectum Foley, 2012)

SOCIAL RELATEDNESS AND AFFECT

Social relatedness:

- Reciprocity
- Anticipation

Affect cueing system:

- The ability to express, through subtle vocal and motor acts, what ones intentions are, and simultaneously to read the vocal and motor cues given by the other as to his/her state and intentionality
- Social referencing
- Joint attention

REFERENCES: Mirror Neurons (Rizzolatti), Immaturity of Cell development in Limbic System and Cerebellum (Bauman); Joint Attention (Mundy, Dawson, Courschasne)

Profectum

Tailoring Affect to Support Synchrony

- When there is a lack of synchrony in the processing of sensory stimuli the individual's arousal, attention and action will be affected.
- As you consider the lack of synchrony think about
 - What sensory system is the leader and what sensory systems "lag" behind.
 - This will inform you how to tailor your "sensory affective inter-action" to enable those systems to "join or harmonize" with one another.
- This conscious tailoring of "sensory affective inter-action" in the course of interactions supports co-regulation, facilitates the develop a back and forth flow in the relationship and gives meaning to events.



Characteristics of Sensation & Co-Regulation

- Amount (a little – a lot)
- Intensity (weak – strong)
- Duration (how long)
- Frequency (how often)
- Speed/Pacing (slow – fast)
- Rhythm (rhythmic – random)
- Symmetry (unilateral – bilateral)
- Location in Space (close – far)
- Focus (specific – diffuse)



Lack of Synchrony

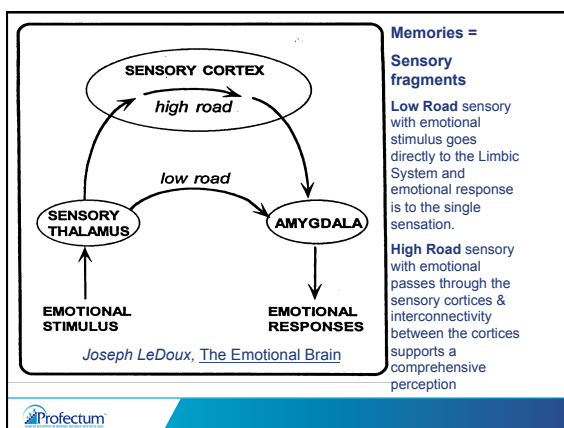
- When we reflect on our clients we have to question
 - “Do I see that harmony...
 - or
 - Do I see the dominance of one sensory system and it is out of synchrony with the other sensory systems which are a millisecond behind the dominant leader.”



Tailoring Affect to Support Synchrony

- When there is a lack of synchrony in the processing of the sensory the individual's arousal, attention, action will be affected.
- As you consider the lack of synchrony & what is the leader and what lags behind this will inform you how to tailor your "sensory affective inter-action" to enable those systems to "join or harmonize" with the dominant one.
- This conscious tailoring of sensory affective inter-action in the course of treatment supports co-regulation, to develop a back and forth flow in the relationship and gives meaning to events.





Supporting Regulation

- Also when a child is dys-regulated we have to ask
 "Does the child need caregiver support to regulate (min, mod, max), to return to a regulated state."
 OR
 "Can he return to homeostasis independently - self regulation?"

The sensory modulation continuum provides a guide for observing the behaviors that reflect returning to a regulated state, homeostasis.





Case Presentation 4 by Rosemary



Righting Reactions “Harmony in Motion”

- Develop in response to the handling of the infant, toddler and child in an interaction.
- Develop when the handling is sensitive to the infant, toddler and child's need for support & then in response to their developing intent.
- Righting reactions work harmoniously to set the foundation for the emergence of the motor milestones (lifting the head, rolling, sitting, crawl, walk, run & negotiate space.)
- The ability to transition from one position to another & to maintain balance for stability & during mobility.



Righting Reactions “Harmony in Motion” The postural evidence of

- **“Sensory integration”** reflects the inter-connectivity of the visual, auditory, somatosensory (tactile & proprioceptive), vestibular, olfactory & gustatory aspects of a sensory experience in concert with affect (limbic) supports meaningful and comprehensive perceptions.
- **Motor control** develops in the rhythm of a co-regulated interaction & then as the infant, toddler & child become an agent of their own action these reactions develop in response to the individual's own intent.



Postural Control for Function

- Over the course of the first few years of life the infant, toddler & child develop motor control that is evident in the ability to attain and maintain postural control in a somewhat predictable sequence.
- Motor control reflects the emergence of the inter-relationship of the body parts to one another.
- Motor control is the the outcome of the inter-relationship between :
 - *The Individual*
 - *The Task and/or The Intent*
 - *The Environment*



Spatial Processing (Visual, Auditory, Movement, Touch)

- The infant and developing child develop a “map” as sense of the physical self that reflects how they perceive me related to “you” and “the environment”
- This reflects interconnectivity of all the sensory systems in the context of social and physical interactions.
- The infant and developing child begins to negotiate how “I” interact with “you” and “the environment”
- As the child matures this progresses from the concrete of how do “I” negotiate my world to the abstract representation of my world encompassing both people, objects and space.

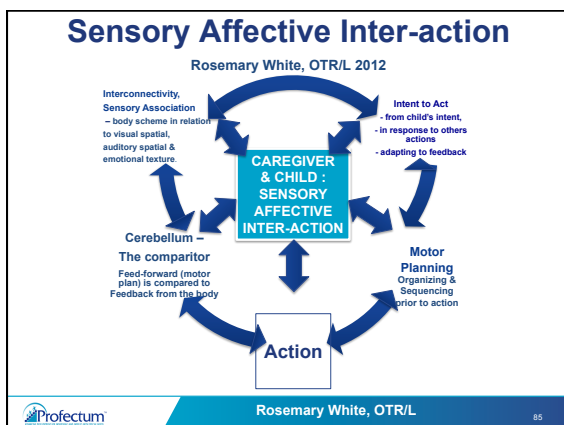


83

Praxis

- IDEATION
 - Initiates ideas in play with clear goals and purpose.
- ORGANIZATION AND SEQUENCING – MOTOR PLANNING
 - Is able to associate sensory perceptions from the body, visual system, auditory system to develop a plan.
 - Develop the steps of the sequence with organization taking task, environment and self into account
- MOTOR EXECUTION
 - Execute the steps in an organized sequence and persiste
- ADAPTATION
 - Adapt plan if it does not work or is interfered with by another's action.





DIR®/Floortime

Embracing & Guiding Work with children with Sensory Processing Challenges

In essence as an Occupational Therapist DIR® has deepened the work that I do and as such has given a direction in which to integrate the many frames of reference that are core to the profession.

This guides me in my work as a therapist as my understanding of sensory processing has a clearer direction to facilitate meaningful functional relationships that support the development of the child who has challenges in sensory processing.

Of equal importance I have learned to support the parent in their vital role with their child and to put that relationship in the forefront.

Profectum

Development of the Social Brain

- The beauty of development of the social brain is that it can be approached from so many different angles, and the richer and more varied the experiences, the stronger the neural connections will become.
- The social brain is not a single entity found in any one place. Rather it comprises of a combination of different structures and systems working together in harmony.

Profectum

■ A better understanding of how the brain works will give us a better way to get a handle on who we are and how we can take an active hand in shaping our lives, without having to place all our hopes on a single, often imaginary, miracle cure.

■ Every brain is different, and no brain is perfect; it is our responsibility to learn about ourselves and about what gives us a unique way to seeing the world.

“A Users Guide to the Brain” by John Ratey

**Interactions that are Tailored to
the Child's Unique Individual
Profile**

Promote Relationships


**Thus Enabling the Child
To Progressively Master their
Functional Emotional
Development**

**Key Considerations for
Treatment from the
OT/PT Perspective**


***It is not just what you do
But
How you do it!!!!***

- With many thanks to the families with whom I have the privilege to work with and join them in the journey with their child.
- With many thanks to Profectum, Serena Wieder, PhD and the amazing Faculty who have taught me so much and made me better therapist.

Rosemary White, OTR/L
Pediatric PT and OT Services
www.pedptot.com


91


Appendix:



PARENT-CHILD RELATIONSHIP MILESTONES

Place an X in the box that matches the milestone and achievement levels	1 Age appropriate under all conditions, including stress, with a full range of emotions	2 Age appropriate but vulnerable to stress and/or constricted range of emotions	3 Has capacity but not at age appropriate level	4 Inconsistent/needs support and structure to function at this capacity	5 Barely evidences capacity even with support	6 Has not reached this level
Functional Capacities						
Level 1: Getting Calm (Green Zone) Together (by 18 months)	BOTTOM-UP					
Level 2: When calm, able to make eye contact & look at face (by 18 months)	These functions are built upon the capacity to be calm together					
Level 3: When making eye contact, able to share joy & bid to look (by 24 months)						
Level 4: When sharing joy, able to create a continuous back and forth flow of communication ("bubbles") (by 30 months)						
Level 5: When in a flow, able to expand and read non-verbal emotional & general cues (by 36 to 48 months)						
TOP-DOWN						
Level 6: When reading cues, able to share feelings with others through pretend play and/or talking (by 36 to 48 months)						
Level 7: When sharing feelings, able to make sense and solve problems together (by 54 to 60 months)						

ICDL® Functionals adapted from the TIRAC™ (©2014) (www.tirac.com). Detailed functional levels from MFM™ & FFM™, additional language & organization by Connie Lillas.



Adapted from DIR Institute, ©MIC ICDL Press –Original Functional Levels From ICDL's FEDL
Adapted Language & Organization by Connie Lillas

FUNCTIONAL EMOTIONAL DEVELOPMENTAL LEVELS – THE RANGE.....						
THE FUNCTIONAL EMOTIONAL LEVELS SCORED ON A SCALE OF 1-7						
1-4 INDICATES CHILD NEEDS CAREGIVE SUPPORT						
5-6 INDICATES CHILD ATTAINS DEVELOPMENTAL LEVEL WITH CONSTRICTIONS						
1. Not reached	2. Barely even with support- very intermittent (very in and out)	3. With an attuned caregiver with persistent and/or predictable support has islands of this capacity	4. With structure & scaffolding giving appropriate affect, gestural, language, sensory support sensitive to child's individual profile he can expand	5. Not at age- expected level, immature- fragmented ; may be cyclical but comes back for more	6. Age- appropriate level but vulnerable to stress and/or with constricted range of affects	7. Age- appropriate level with full range of affect states.
