

DIR Floor Time Coaching Checklist

*use a highlighter to identify areas of strength and areas of challenge

Flow of the Interaction

- ◆ Facilitates a continuous flow of interaction
- ◆ Uses affect to maintain engagement
- ◆ Uses gestures and affect cueing to maintain engagement
- ◆ Shares pleasure
- ◆ Follows the child's interest
- ◆ Encourages child's initiative

Language

- ◆ Uses WAA (words, Action, Affect) to open and close circles
- ◆ Waits long enough (up to 10 seconds) for a response
- ◆ Brings child back to main idea
- ◆ Zooms in on what makes an idea good or not
- ◆ Does not rely on request language
- ◆ Does not ask child questions child know the answer to
- ◆ Carefully considers when, how many and what kind of questions to use.
- ◆ Does not rely on words to stay connected

Problem Solving

- ◆ Gets child to do the work
- ◆ Gets child to problem solve and think
- ◆ Deepens the plot
- ◆ Is creatively stupid to support problem solving
- ◆ Offers choices
- ◆ Sets up environment to support problem solving
- ◆ Pursues child's feelings within a play idea
- ◆ Follows up on ideas and feelings later

Sensory profile

- ◆ Adjusts according to child's individual profile
- ◆ Sets up environment to accommodate individual differences
- ◆ Understanding of child's individual differences is apparent in play
- ◆ Challenges motor planning and sequencing
- ◆ Challenges visual spatial processing
- ◆ Provides sensory motor stimulation in order to support optimal attention and engagement
- ◆ Is aware of over and under arousal and adjusts play accordingly
- ◆ Modulates self to support child's optimal arousal level

Meeting Child at Developmental Level

- ◆ Identifies level being mobilized
- ◆ Identifies when and why levels shift
- ◆ Mobilizes attention and engagement initially and as needed

- ◆ Moves down the developmental ladder quickly enough to reengage the child
- ◆ Challenges the child to be intentional
- ◆ Mobilizes continuous flow of back and forth interactions through co-regulated affective interactions.
- ◆ Challenges child to problem solve and imitate.
- ◆ Creates opportunities for child to use ideas in symbolic play going beyond functional use of toy.
- ◆ Helps child elaborate ideas or stories with a beginning middle and end through play or conversation.
- ◆ Challenges child to build bridges between themes embracing a wider range of feelings and understanding motives.
- ◆ Facilitates higher levels of causality, abstract and reflective thinking.
- ◆ Facilitates empathy and gets child to put himself in someone else's shoes.

Accountability

- ◆ Completes DIR session notes
- ◆ Video tapes 1 time a month
- ◆ Shares video at DIR supervision meeting using case discussion sheet
- ◆ Uses video with parents to support coaching as appropriate

Parent Support

- ◆ Checks in with parent
- ◆ Ties last session to present session
- ◆ Allows parent to play with the child
- ◆ Tunes into parent's feelings using reflective practice.
- ◆ Asks parent how session went for them
- ◆ Coaches parent
- ◆ Provides parent with next steps
- ◆ Supports parent in working through challenging emotions
- ◆ Points out engagement and what works

*adapted by Marilee Burgeson, 2006 from Coaching Checklist by Serena Wieder, ICDL certification training.

