The clinical Psychology program at Baruch Ivcher School of Psychology invites you to a Special Seminar with

Dr. Aliza Vig, a clinical psychologist

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On:

The DIR model
Reality and Imagination and in between

Monday, November 9th 2015, at 16:30 – 18:00pm
Room PEB20, Ivcher-Tiomkin building

This lecture has 2 parts. The first describes the DIR model from theoretical and clinical standpoints. The second part focuses on the development of symbolic and abstract thinking based on the DIR model.

Part I: The DIR Model (Developmental, Individualize differences, Relationship Model) developed by Dr. Greenspan and Dr. Weider as an assessment and treatment framework for children with special needs. The model emphasizes three components:

- Development (Developmental)
- Neurobiological Individual profile - (Individual Differences)
- The relationship between the child and his family (Relationship).

DIR intervention is characterized by treatment of core deficits using an integrative perspective on child development, a special playing technique (Floortime), and systematic and multidisciplinary treatment plan. This treatment allows the development of emotional infrastructure and improvement of the child's intellectual and emotional capacities. The children are able to reach their potential to relate to
others in a warm and intimate way, communicate meaningfully and develop higher thinking abilities including abstraction and empathy

Part II: This part of the lecture focuses on the use of the DIR model to understand the mechanisms underlying the construction of symbols and representations primary in the infant and child with special needs, following the transition of the child to create episodic symbols (everyday life), and later building elaborated symbols.

This lecture connects the DIR model and emphasizes traditional psychodynamic concepts in typical development processes especially "the potential space", a psychodynamic concept drawn by Winnicott, which describes the development of creative and symbolic world of the child. An emphasis is placed on "the relationship between "the potential space" and "real space" that is based on the child's neurobiological profile. The main thread of the lecture demonstrates how the child's functioning in the real world affects the "potential space" and vice versa.

The lecture is accompanied by videos and illustrations to describe the model the development of symbolism, and the tools that are used in the interactions with the child to support processes of development.

! You are invited!