

Early Learning Program

The F.U.S.E. School Lexington, MA

fuseprogram.com

The F.U.S.E School is excited to announce its expansion of services to include **Early Learners**, children age 18 months to 3 years old.



The F.U.S.E. School (Foundations for Understanding Social Engagement), is a play-based, developmental program that dynamically integrates different evidence based approaches into one systematic model to support the WHOLE child. Our mission to support children through play to become successful thriving social learners.

Our Early Learning Program understands that children learn best through individualized, developmentally appropriate practices which are supported by positive guiding relationships, and valuing individual differences to help each child achieve their fullest potential. F.U.S.E., wants to offer families a model that aligns with neurodivergent affirming practice for young children, based on a DIR/Floortime model.



**One-to-One Play
Based Sessions**



**Dyads (2
children : 1
teacher)**



**Small Play-
Based School
Groups**

**(4 children : 2
teachers)**

What is DIRFloortime?

DIR/Floortime is an evidence based approach rooted in the science of human development. It focuses on the whole child, highlighting relationships, and connecting through emotions to promote healthy foundations for social, emotional, and intellectual capacities rather than focusing on skills and behaviors. DIR/FT is a developmental approach which takes into consideration each child's individual profile, (**DIR**); meeting each child where they are **D**evelopmentally, understanding their **I**ndividual differences, and supporting them through trusted **R**elationships. Floortime is the application of the model where the adult joins the child in what they are interested in, creating playful interactions to increase engagement, expand, shared fun experiences, all to help them

What The Early Learners Program Offers?



The goal of the 1:1 play session is to help each child develop the foundations needed for connecting with others. We begin by focusing on building a trusting relationship where the child feels safe, made to feel accepted, respected and understood. As the flow of initiating and responding increases, opportunities are created for more complex problem solving, expanding imagination, sharing ideas and creating a more dynamic relationship.



Dyad

Once a child can engage in a continuous flow of back and forth interaction with an adult, it is important to practice with a peer. Our dyads are structured to support children in practicing interactions with peers through play, progressing from parallel play, through associate play, to cooperative play creating meaningful friendships.



School Group

The play-based group focuses on helping children create friendships and learn the hidden expectations of working and playing together in a group. Each session provides an opportunity for children to feel safe in practicing and strengthening social competencies, and build healthy foundations for social, emotional, and intellectual capacities, all through fun creative play, developmentally appropriate activities, highly trained staff, and an exceptionally creative curriculum.