

Example of a Floortime™ session

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Summary: We demonstrated that we determined the sensory profile & developmental level of the child, then through the relationship, how to regulate then entice the child into interactions through trial-and-error before stretching out and expanding the interactions

- ✓ With a child who has challenges with shared attention and self-regulation, but some capacities with engagement and purposeful back-and-forth interactions, we first focus on observing and respectfully joining in play, perhaps starting with imitation
- ✓ With a child who is sensory seeking with visual challenges and easily distracted by visual and auditory stimuli, constantly moving around and shifting from activity to activity, we aim to do activities that satisfy the need for movement and sensory input without too much visual or auditory distractions
- ✓ We want to determine what the child responds to: high affect, interesting sounds, fun gestures, tone, and energetic movement to be enticed into interactions while also being consciously aware of modulating our own energy level to balance that of the child's
- ✓ We wait for verbal or non-verbal responses to our actions and respond to any verbal or non-verbal initiations the child presents

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