

# Floortime Strategies Menu

## **Core Methods A: Strategies to Promote Social-Emotional and Intellectual Development**

- A.1 Follow Cues: Provide sensitive interactions by following cues
- A.2 Be Responsive: Always respond to all communication
- A.3 Build Upward: Meet your child or teen at current developmental capacity
- A.4 Use Play: Use play and playfulness as primary means to engage and teach
- A.5 Use Natural Interests: Capitalize on natural interests to elicit higher skills
- A.6 Use Problems: Set up situations that invite child-initiated solutions
- A.7 Pretend Play: Create opportunities to use ideas in symbolic (pretend) play
- A.8 Embrace Feelings: Help embrace a wide range of feelings
- A.9 Enrich Ideas: Help enrich ideas or stories in play and conversation
- A.10 Self-Reflect: Take a reflective stance toward yourself in interactions

## **Core Methods B: Understanding/Addressing Individual Differences in Processing Profiles**

- B.1 Child's Profile: Identify and understand your child's profile of strengths/weaknesses
- B.2 Adult's Profile: Consider your individual differences
- B.3 Adapt Yourself: Adapt your interactive style to your child's or teen's unique profile
- B.4 Calm or Energize: Provide motor or sensory inputs as needed to calm or energize
- B.5 Home Design: Set up the home environment to accommodate the unique sensory profile
- B.6 Sensory Connections: Provide daily sensory-motor relational experiences
- B.7 Practice in Play: Provide daily planned play activities to address processing challenges

## **Capacity 1. Regulation and Attention: Attaining a Calm, Alert, Attentive State**

- 1.1 Support Regulation: Help your child or teen get regulated before expecting more
- 1.2 Notice and Adjust: Notice and adjust your intensity to support an optimal arousal level
- 1.3 Calming Choices: Offer choices for help in calming down
- 1.4 Lengthen Attention: Attend to and join interests to expand focus and attention
- 1.5 Avoid Flooding: Support regulation at early stages of upset to avoid emotional "flooding"
- 1.6 Practice Modulation: Practice modulation regularly in fun, playful ways

## **Capacity 2. Social Engagement: Getting Involved and Connected**

- 2.1 Joint Attention: Develop joint attention
- 2.2 Gaze Tracking: Attend to the pattern of gaze
- 2.3 Share Pleasure: Facilitate experiences of mutual joy
- 2.4 Mirror Emotions: Mirror child's affect by matching facial expression, tone of voice, & tempo
- 2.5 Emphasize Affect: Exaggerate your expression of affect (feeling)
- 2.6 Interact: Turn every action into an interaction
- 2.7 Advance the Agenda: Promote the child's or teen's agenda
- 2.8 Be Necessary: Be the means to an end--be necessary
- 2.9 Use Anticipation: Use anticipation to increase the capacity for mutual attention

## **Capacity 3. Reciprocal Social Interaction: Initiating and Responding Purposefully**

- 3.1 Invite Circles: Entice to initiate and respond
- 3.2 Total Communication: Do not rely on words alone—use the total communication system
- 3.3 Wait Enough: Wait long enough for responses in order to allow for slower auditory, cognitive, and motor processing speeds
- 3.4 Sportscaster/Narrator: Be the sportscaster/be the narrator
- 3.5 Playfully Persist: Challenge the child or teen to close follow-up circles
- 3.6 Easy Choices: Offer easy choices if needed
- 3.7 Communication Temptation: Play games requiring initiation
- 3.8 Consider Questions: Carefully craft your questions and statements

## Floortime Strategies Menu

### **Capacity 4. Complex Communication: Using Gestures/Words to Solve Problems Together**

- 4.1 Stretch Interactions: Stretch out interaction chains to 50 or more circles in a row
- 4.2 Don't Judge: Express interest in all attempts to communicate
- 4.3 Feign Ignorance: Expand reciprocal communication by pretending to be ignorant
- 4.4 Assign Meaning: Treat all play actions as if they are goal directed
- 4.5 Playfully Obstruct: Playfully obstruct to expand interactions and joint problem solving
- 4.6 Devise Problems: Set up the environment to promote independent problem solving
- 4.7 Genuine Self: Allow more of your genuine self in interactions
- 4.8 Social Flow: Enhance understanding of emotional meaning and flow of social interactions

### **Capacity 5. Symbolic Play: Creating and Using Ideas**

- 5.1 Use Pretend: Create opportunities for pretending
- 5.2 Animate: Bring the characters to life
- 5.3 Plot Thickening: Deepen the plot and add complexity
- 5.4 Instigate Creativity: Expand the opportunities for creativity at every opportunity
- 5.5 Vary Emotions: Broaden the emotional themes
- 5.6 Challenge and Support; Take on dual roles within play
- 5.7 Enrich Play: Vary the forms of symbolic play

### **Capacity 6. Emotional & Logical Thinking: Making Sense of Oneself, Others, the World**

#### 6A: Emotional Thinking

- 6.1 Narrate: Empathically narrate feeling states
- 6.2 Highlight Emotions: Emphasize the emotional aspects of life
- 6.3 Emotional Curiosity: Reflect on all feelings
- 6.4 Encourage Empathy: Help put on another's shoes
- 6.5 Play Therapeutically: Use play to help master overwhelming feelings

#### 6B: Logical Thinking

- 6.6 Build Bridges: Help build bridges between ideas
- 6.7 Elaborate: Ask elaboration questions to encourage logical connections
- 6.8 Incite Thinking: Help your child or teen think for him- or herself
- 6.9 Make Connections: Help child connect three or more ideas in a logical sequence
- 6.10 Event Planner: Sequence, plan, and communicate about the past and future
- 6.11 Organize and Summarize: Bring the child or teen back to the main idea
- 6.12 Debate: Use debate to challenge the child to connect ideas and develop logic

### **Capacities 7–9. Complex Thinking: Multicausal, Gray Area, and Reflective Thinking**

- 7 Promote multicausal thinking
- 8 Develop gray-area thinking
- 9 Encourage reflective thinking

### **Reducing Problem Behaviors**

- X.1 More Floortime: Increase Floortime play proportional to increased expectations/challenges
- X.2 Find Behavioral Clues: View behavior as a meaningful clue
- X.3 Choose Behaviors: Choose and target the most important behaviors
- X.4 Take Manageable Steps: Teach new behaviors in manageable steps
- X.5 Make Modifications: Modify the environment & schedule to reduce problem behaviors
- X.6 Notice and Mention: Notice and mention all the small steps in the right direction
- X.7 Preview: Rehearse and preview expected behaviors and new situations
- X.8 Post Rules: Agree on, post, and enforce written household rules
- X.9 Provide Visuals: Provide visual reminders and visual schedules
- X.10 Provide Support: Provide empathic responses to expressions of negative emotion
- X.11 Grant Wishes: Grant a wish imaginatively