



Floortime Activities

Basic Principles of Floortime

- Respond to a child's emotional tones and style
- Read changes in a child's emotional abilities
- Be a good listener
- Be Patient
- Respond to emotional cues
- Follow the child's lead
- Join in at the child's developmental level and build on natural interests/passions
- Open and close circles of communication (enter into a back and forth flow)
- Create a playful environment
- Encourage communication (gestures/verbal) and extend circles of communication
- Individual differences - take into account the child's unique profile
- Be aware of child's level of regulation and the quality of engagement
- Engage in meaningful activities
- Help the child 'discover' the answers to their problem solving, independence, and making connections
- Validate feelings and ideas
- Help create a more organized world by verbalizing what's happening (if the child's unique sensory profile allows for it)
- You're going to get bored - it's not about you! children need repetition
- Trusting relationship is the foundation of all interactions
- Pace and rhythm - the thinking face - give the child time and space to think
- Use Anticipation
- Affective interactions
- Process not product - a drawing by a child doesn't need to 'look' like a house, the process of creating the image may be more important
- Support independence - it may take more time, but allow the child to do for themselves
- Encourage THINKING
- Encourage original ideas - doesn't matter if it's not 'right'
- Help the child make connections and expand on ideas
- Move as slow or as fast as the child's sensory and processing allows
- Be aware of your body language (crossed arms, stern looks)
- Support generalization of targeted skills and goals

DIR Principles

- **CONSIDER ALL THE CHILD'S CAPACITIES**-Sensory, motor, visual perceptual, visual-spatial, auditory, comprehension, production, FEDL'S, etc. within all interactions.
- **TAILOR YOUR INTERACTION** to support the individual profile of the child
 - Think about how the child is experiencing the interaction or activity
 - Think about your **PACE AND RHYTHM**
Go Slow, Hold back, **WAIT!** Silence is OK!
- Work **FACE TO FACE**
- Use **ANTICIPATION** to engage
- Use **AFFECT**-Be dynamic!!!
- Use **MOVEMENT AND EXPERIENCE** to support comprehension
- Go for the **GLEAM IN THE EYE!!!**
- **EXTEND CIRCLES OF INTERACTION**
 - Don't take "NO" for an answer!!! **CLOSE EVERY CIRCLE!**
 - Expand, expand, expand!!!
 - The activity isn't important!!!
 - PROCESS IS MORE IMPORTANT THAN PRODUCT**
- Read the child's cues-**TREAT WHAT THE CHILD DOES AS INTENTIONAL!**
- Follow the child's lead-expand on their interests-join in their **PASSIONS!**
- Encourage child to initiate and be intentional-**MAKE IT THEIR IDEA!!!**
- Provide **SHARED PROBLEM SOLVING** opportunities to foster **MOTOR-PLANNING**
 - Don't do for the child what they can do for themselves
 - Give the child time to "Do it all by themselves!"
 - Support pride in being independent
- Encourage the child to be creative and use **ORIGINAL IDEAS**
- Encourage the child to share his/her **EMOTIONS**
 - Validate and expand on these emotions-"Ooooh that must make you sooo sad!" Validate, don't fix.
- **FOSTER EXECUTIVE FUNCTIONS**-Encourage the child to **THINK** for themselves
 - Prompt the child to **THINK, not to DO**
 - Use reflective questions to support thinking, "What should we do next?"
- Encourage the child to **GIVE REASONS BEHIND HIS OR HER IDEAS**, expand and negotiate
 - Give multiple choices if needed
- **MOVE UP AND DOWN THE DEVELOPMENTAL LADDER** as needed

Floortime Ideas

***Goal: Share the experience and have fun versus teaching**

- Building blocks (legos, wooden or plastic blocks- stacking, knocking down, taking turns adding pieces to make tall towers)
- Create blocks out of different boxes around the house- paint, decorate, and build when dry
- Playfully obstruct if the child is fixated on an object, toy, screen, etc
- Bubbles
- Play-doh
- Balloons (blowing up and letting go/ tying them and trying to pass it back and forth to each other-different colors)
- Cause and Effect play
- Freeze dance/Tag
- Musical chairs
- Music/ Dancing- (fast/slow, stop/go)
- Hide and Seek under a blanket
- Hand clapping games
- Flashlight tag
- Paper airplanes
- Hide and Seek
- Friendship bracelets
- Stay at home spa day
- Song singing - (ex: sing a little and they complete the verse!)
- Redlight, green light (stop/go) - office chair for spinning and moving
- Puppets and play food
- Cops and robbers
- Trains- building track together
- Racing Cars
- Cooking :- bake cookies and have them help with the ingredients, stirring, and putting them on the tray, pressing start on oven
- Play restaurant
- Capture the flag
- Reading books (use different voices, change characters, make it silly)
- Indoor ice skating (wax paper on the kitchen floor)
- Indoor or outdoor swings (stop, go, more)

- Trampoline
- Tickle games (fast/slow, choices- on your knee or belly)
- Beanbag squishes
- Simon Says
- Obstacle Course
- “Magic carpet ride” (pull child sitting on a blanket, look for eye contact to pull more) or push them on a computer chair, in a large storage bin, etc)
- Board games
- Marble Maze
- Bowling
- Rhythm games- drumming, musical instruments
- Pillow fight
- Blanket fort
- Sensory Play
 - Water play
 - Silly String
 - Dried bean bin
 - Dried rice bin (can make scented and colored)
 - Jello
 - Moon Sand
 - Shaving cream (cool whip or whipped cream)
 - Painting
 - Cooked spaghetti
 - Colored Ice Cubes
 - Sensory Bottles
 - Make slime, goop, play-doh, moon sand etc- recipes online

Parent Support

Floortime:

- Profectum Free Parent Toolbox- ([Link](#))
- Floortime for Parents Article- ([Link](#))

Toy/Equipment Recommendations (that can be purchased):

- Therapist Recommendations for fine and gross Motor, tactile, proprioceptive/vestibular activities, and social/emotional games and activities- ([Link](#))