**How to Guide: DIR Floortime**

1. **Time for Floortime:** Floortime helps students to develop the physical skills they may have missed out on in childhood such as crawling, rolling, floor sitting and kneeling. It also gives us a chance to develop a positive relationship so we can gently challenge them to move towards the next developmental step and expand their learning to a greater depth.
2. **Interaction** – at least half of the point of floortime is to promote rapport and a positive relationship, so use the same principles of Intensive Interaction – be in the moment, be expectant and have fun!
3. **Movement and play** – allow your student to direct the movement and play activities they feel comfortable with initially. Possible activities are: kneeling over a gym ball, rocking on the big cylinder on your front, lying on the floor and turning side to side to look at a toy, row your boat, rolling/throwing a ball, sharing a social game etc.
4. **Extend** – encourage your student to move just a little bit further than they would naturally want to during their choice of movement and/or play activities. Over time, they will become more comfortable with an extended range of movement or a greater depth of shared play and this will help them access more activities in their daily life.
5. To follow the full approach you need training, but if you want to find out more, search for “DIR Floortime” and/or “Stanley Greenspan” for more information.

**Useful Signs:**

  

 touch move balance

 

fast slow push pull

   

roll stretch crawl play



up down over under

**Floortime Stages:**

The 3 main principles are,

**Following a child’s lead** to join their world, harness motivation, and help the child feel more in control

**Challenging** to move up the developmental ladder, help with social problem-solving and thinking, and tolerating stress/frustration

**Expanding** (without taking control) to encourage creativity, abstract thinking, and understanding dynamic patterns.

