

Who provides Floortime?

Parents and caregivers are trained to implement the approach. Floortime-trained psychologists, special education teachers, speech therapists or occupational therapists may also use Floortime techniques.

What is a typical Floortime therapy session like?

In Floortime, the parent or provider joins in the child's activities and follows the child's lead. The parent or provider then engages the child in increasingly complex interactions. During the preschool program, Floortime includes integration with typically developing peers. Ideally, Floortime takes place in a calm environment. This can be at home or in a professional setting. Floortime sessions emphasize back-and-forth play interactions. This establishes the foundation for shared attention, engagement and problem solving. Parents and therapists help the child maintain focus to sharpen interactions and abstract, logical thinking.

What is the intensity of most Floortime programs?

Floortime is usually delivered in a low stimulus environment, ranging from two to five hours a day. Families are encouraged to use the principles of Floortime in their day-to-day lives.

To find more information on Floortime, go to the Floortime Foundation website at Floortime.org,

Stanley Greenspan's website at StanleyGreenspan.com

or the Interdisciplinary Council on Developmental and Learning Disorders website at ICDL.com.

What is Relationship Development Intervention (RDI)?

Like other therapies described in this tool kit, **Relationship Development Intervention (RDI)** is a system of behavior modification through positive reinforcement. RDI was developed by Dr. Steven Gutstein as a family-based behavioral treatment using dynamic intelligence and addressing autism's core symptoms. RDI aims to help individuals with autism form personal relationships by gradually strengthening the building blocks of social connections. This includes the ability to form an emotional bond and share experiences.

The six objectives of RDI are:

Emotional Referencing: the ability to use an emotional feedback system to learn from the subjective experiences of others

Social Coordination: the ability to observe and continually regulate one's behavior in order to participate in spontaneous relationships involving collaboration and exchange of emotions

Declarative Language: the ability to use language and non-verbal communication to express curiosity, invite others to interact, share perceptions and feelings and coordinate your actions with others

Flexible Thinking: the ability to rapidly adapt, change strategies and alter plans based upon changing circumstances

Relational Information Processing: the ability to obtain meaning based upon the larger context; solving problems that have no "right-and wrong" solutions

Foresight and Hindsight: the ability to reflect on past experiences and anticipate potential future scenarios in a productive manner