**Transcript Module 3 – English**

**Slide 1: Overview**

Self-study modules

Module 1

Explaining diagnosis to parents

Module 2

Pros and cons of evidence based interventions

**Module 3**

**Basic principles of Floortime and the role of the therapist**

Interactive online meetings

Q & A for Module 1

Tuesday March 31, 7:00-8:30pm

Q & A for Module 2

Tuesday April 14, 7:00-8:30pm

**Q & A for Module 3**

**Tuesday April 28, 7:00-8:30pm**

**Slide 2: Basic principles of floortime and the role of the therapist**

**Module 3**

**Slide 3:Beyond Autism: Floortime as a   
human development & parenting model**

* Interventions
* Health
* Social protection
* Education
* Healthy Parenting - FLOORTIME
* Human Rights

**Slide 4:**

D = Developmental Capacities

I = Individual differences

R = Relationships

Floortime

**Slide 5:**

* Child/adolescents
  + I Individual differences
  + D Developmental capacities (“behaviors we observe")
* Adult
  + R Relationships
* Interactions: Learning interaction via “co-regulation”, co-engagement” & “circles of communication”
  + Floortime

**Slide 6:**

**INDIVIDUAL DIFFERENCES**

* Input
  + Touch
  + Sound
  + Visual
  + Smell
  + Taste
  + Movement
  + Proprioception
  + “Memories”
* Processing
  + Cognitive
  + Emotional
* Output
  + Response using developmental capacities
* Praxis, planning, sequencing
  + Ideation
  + Initiation
  + Execution
  + Adaptation
* Fight
* Regulated responses
* Flight
* “acting out”
* “Oppositional” or aggressive” behavior

**Self-regulation**

* “Normal or adaptive behaviors”

**Self-regulation**

* “Withdrawal behavior”, isolation, “freezing”
* self-soothing
* depression, suicide
* “acting in”

**Slide 7: Autism Spectrum Disorders**  
*The Affect Diathesis Hypothesis*

“Children with autistic spectrum disorders may uniquely, for biological reasons, miss a critical developmental capacity, the ability to connect affect or intent to motor planning and sequencing capacities and, therefore, have a difficult time engaging in the long reciprocal chains of affective interaction”

**Slide 8:**

**INDIVIDUAL DIFFERENCES**

* Input
  + Touch
  + Sound
  + Visual
  + Smell
  + Taste
  + Movement
  + Proprioception
  + “Memories”
* Processing
  + Cognitive
  + **Emotional - Joy or stress?**
* Output
  + Response using developmental capacities
* Praxis, planning, sequencing
  + Ideation
  + Initiation
  + Execution
  + Adaptation

**Slide 9: The Affect Diathesis Hypothesis**

Capacity to engage vs. capacity for exchanging affective signals

* Many children with autistic spectrum disorder are capable of deeply engaging and forming patterns of warmth, trust, and dependency with a great deal of pleasure and joy.
* Some of these children will have varying degrees of difficulty, however, in developing ongoing, **reciprocal**, affective **interchanges**. Even if they are warmly and deeply engaged, it’s especially difficult for some children to develop a continuous flow of reciprocal, affective interactions.”

Slide 11: The Science of **Affect (“Emotion”)**

Slide 12: The Science of **Affect (“Emotion”)**

Slide 13: Circles of Communication

Slide 14: Flow of multiple Circles of Communications

**Slide 15: Affect in the context of Relationships**

* “The capacity for engaging in a continuous flow of **reciprocal affective interactions** enables the child to modulate mood and behavior, functional preverbal and verbal communication, and thinking”\*\*
* **Role of stress** in fragmenting and disorganizing behavior

**Slide 16:**

**Traditional Developmental Domains**

* Language
  + Receptive/ Expressive
* Motor
  + Fine & Gross Motor
* Cognitive
* Viso-Spatial
* Socio – Emotional

**Functional Emotional developmental Capacities**

* Integration of domains through interaction (figure)

**Slide 21: Functional Emotional DEVELOPMENTAL Capacities**

9 Reflective thinking, internal standards

8 Gray area thinking

7 Multiple Perspectives

6 Logical communication: ideas + emotions

5 Symbolic communication: language, play, etc

4 Sense of self: flow of communicative exchanges through gestures, (words) and action, shared problem solving

3 Purposeful communication: Ability to signal intent

2 Engagement: Ability to form positive, secure relationships, “basic trust”

1 Regulation: Ability to stay calm, alert and attend

**Slide 20: Opposition: essential for identity development**

First Period of Opposition (“Terrible two’s”)

Second Period of Opposition (Adolescence)

**Floortime every day**

**The role of the therapist**

1) Insights of different disciplines to better understand individual profile **(“I”)**

2) Emotional support **(“R”)**

3) Developmental guidance through reflective practice **(“D”)**