

## Greenspan Floortime—Child Rating Sheet

Fill out at the end of each Greenspan Floortime session.

Child's Name:	Date:	Therapist:	Caregiver:				
Rate the child's ability for each question and add values across.							
Identify the child's functioning within each milestone and the level of support needed <i>f-s= with full support, s-s=with some support, l-s= with little support, o-s=without support</i>	N (0)	Y (+1)	w/f-s (0)	w/s-s (+1)	w/l-s (+2)	w/o-s (+3)	total
<b>1. Shared Attention-Does the child...</b>							
Tolerate if caregiver is near them while they are playing?							
Notice if caregiver moves away?							
Periodically pay attention to what the caregiver is doing?							
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<b>2. Engagement- Is the child...</b>							
Interested in what caregiver is doing most of the time?							
More interested in caregiver than the toys?							
Looking at caregiver intermittently throughout the activity?							
Making facial expressions toward the caregiver showing enjoyment?							
Making facial expressions toward the caregiver showing a range of emotions?							
							_/20
<b>3. Two-way Purposeful Interactions/Communication- Is the child...</b>							
Moving to interests with a sense of purpose? (e.g. move toward an object or toy with an idea of what to do)							
Responding to caregiver's emotional sounds and facial/body gestures?							
Assertively responding (grabbing, pushing, pulling) to the caregiver?							
Initiating their own social gestures; tapping, grabbing, pushing, pulling you?							
							_/16
<b>4. Social Problem Solving and Continuous Flow- Is the child...</b>							
Coming to caregiver for help in getting their needs met? (pulling caregiver to open door, handing caregiver a bag to open, etc. )							
Trying multiple steps to meet their needs? (taking caregiver by the hand, putting it on the door knob, looking at caregiver and pointing)							
Combining many circles to solve a problem such as searching for an object?							
Continuing the interaction/game, even when the caregiver pauses?							
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<b>5. Meaningful and Symbolic Ideas/Communication- Is the child...</b>							
Coming up with own words to express wants and needs? (not repeating, scripting, or being prompted)							
Using ideas in pretend from real life? (ex. feeding the baby )							
Using ideas in pretend that are abstract? (ex. Flying a toy car to the moon)							
Verbally expressing emotions and/or opinions (I like.., it's fun, etc.), or using other symbols to show them (drawing pictures, etc.)?							
							_/12
<b>6. Building Bridges between Ideas (Logical Communication)- Is the child...</b>							
Answering concrete who, what, where questions? (who is that?, What is that?, etc.)							
Answering opinion-based who, what, where questions (where do you want to go?, what do you want to do?)							
Answering Why and How questions?							
							_/12
						Total	