

The Basic Course on the Greenspan Floortime Approach

Mastery Test Instructions & Questions

Participants will have an opportunity to demonstrate mastery of the basic concepts presented during this training course by taking the “Mastery Test”. This test includes multiple choice questions about theoretical concepts of the DIR/Floortime Model and application of these concepts by analyzing video clips. The Mastery test will measure how well participants met the training course’ learning objectives:

1. To understand the DIR/Floortime Model
2. To learn about the six basic functional emotional developmental capacities
3. To understand the individual differences in children’s ways of modulating sensations, language functioning, motor planning and sequencing
4. To understand how relationships with caregivers and others can facilitate mastery and movement towards higher levels of the basic functional emotional developmental capacities as well as certain type of relationship patterns may slow down or interfere with optimum progress
5. To gain preliminary understanding of how to translate a profile of the child and the caregivers as well as other family members into a comprehensive developmentally based intervention program.

Instructions:

1. Print out this document and read the questions in the next section
2. Watch the “Mastery Test” video available at the end of the video lectures (go to video lectures and scroll down until the end)
3. Take notes while watching the videos and write your answers on the hard copy of this document.
4. Once you are ready and sure of your answers, click on “**Mastery Test**”, on the right hand menu of the conference home page.
 - **IMPORTANT NOTE:** You can only take the test *ONE TIME*. Be sure to take the test *AFTER* you have watched all the test videos and written down your answers on your hard copy.
5. Your test results will be mailed to you approximately 8 weeks after the conclusion of the Basic Course
6. You will receive a certificate documenting Mastery if you passed the test.
7. If you did not pass the test, you will receive information about how to keep learning, and more opportunities to take the course and test.

Questions start on next page!

Conceptual Questions

1. Name and contact information
2. What is the DIR/Floortime Model? Mark all those that apply.
 - a. A framework to assist parents and professionals in constructing a comprehensive program that focuses on improving the child's functioning in all the developmental capacities where there are challenges, and, at the same time, promotes healthy overall emotional and intellectual functioning.
 - b. A top-down developmental approach, where we focus on higher levels of functioning before building foundational skills
 - c. A bottom-up developmental approach, where we first build the foundation before focusing on higher levels of functioning
 - d. A developmental model based on affect/emotion
 - e. An interdisciplinary model only applicable to children with Autism Spectrum Disorders.
3. Match each stage to its functional emotional milestones:

Stage 1 _____	a. Child goes beyond simply enjoying caregiver and becomes a two way communicator, completing 5-10 circles of communication at a time
Stage 2 _____	b. Child thinks at a symbolic level and connects ideas, and can reason why he feels certain ways
Stage 3 _____	c. Child acquires the ability to regulate herself and is able to be calm, alert, and have shared attention
Stage 4 _____	d. Child broadens emotional range and takes interest in the human world, and falls in love with the caregiver
Stage 5 _____	e. Child begins to use symbols in pretend play and has meaningful use of language
Stage 6 _____	f. Emergence of sense of self occurs, child forms ability to create a symbolic world, and has continuous flow of 50-60 circles of communication at a time

4. Children with Autism are usually
 - a. Over reactive to sound and visual stimuli
 - b. Under reactive to sound and visual stimuli
 - c. Have low muscle tone
 - d. Usually a and c
 - e. Every child is different

5. When analyzing individual differences in children, the DIR/Floortime Model reviews the following systems:
 - a. Auditory
 - b. Visual
 - c. Tactile
 - d. Vestibular
 - e. Proprioceptive
 - f. Motor (muscle tone, motor planning and sequencing)
 - g. All of the above

6. The DIR/Floortime model promotes child-caregiver and family interaction patterns that provide:
 - a. Ongoing nurturing support
 - b. Ongoing interactive learning opportunities geared to the child's individual differences and current functional developmental capacities throughout most of the child's waking hours
 - c. A balance between one-on-one caregiver-to-child interactions and peer-to-peer interactions appropriate to the child's individual differences and functional developmental capacities
 - d. Intensive educational activities to developed specific behavioral skills that are deficient in critical developmental areas like language, motor and cognition.
 - e. All of the above
 - f. Only a, b, and c

7. The Developmental Profile of a child includes:
 - a. Functional Emotional Developmental Capacities
 - b. The child's unique processing differences
 - c. Learning relationships in the child's life (e.g. parents, siblings, teachers, peers, therapists)
 - d. The way that a, b and c work together
 - e. All of the above

8. One or more of the following statements about Floortime are true, EXCEPT (mark all those that are not true):
- Floortime is simply playing on the floor with a child
 - Floortime does not literally have to occur on the floor
 - Floortime and DIR Model are synonymous
 - Floortime involves meeting the child at her functional emotional level and following the child's lead
 - Floortime is only one part of the DIR Model
9. All of the following are basic principles of Floortime, EXCEPT:
- Create a developmentally appropriate play environment
 - Work only at the Functional Emotional Developmental level that you think the child should be mastering at this age
 - Open and close circles of communication
 - Follow the child's lead to harness the child's affect
 - Join in at the child's developmental level and build on her natural interests
 - All of the above are basic principles of Floortime
10. The essential components of an intervention program based on the DIR/Floortime model include:
- Intensive (8 or more hours per day) of Floortime
 - Specific therapies as required
 - Family support
 - Home program
 - School program
 - Biomedical interventions
 - All of the above tailored to the child's individual's needs and strengths

Applied Questions that require watching the "Mastery Test Video"

The following 6 videos illustrate each one of the Basic Functional Emotional Developmental Capacities. The questions related to the videos will help us to measure how well you can identify the mastery of each of these stages. Therefore, please note that the videos are not in sequential order.

Please do NOT worry about the inconsistent audio (IN and OUT) of the videos clips 1-6. This should not affect your observations.

11. Do you think the child in VIDEO 1 has fully mastered, partially mastered with constrictions, or not mastered each of the following stages?

Functional Development	Fully mastered	Partially mastered, with constrictions	Not mastered
Stage 1 Regulation & Interest in the World			
Stage 2 Engagement – Falling in Love			
Stage 3 Two-way, purposeful communication			
Stage 4 Shared Social Problem Solving			
Stage 5 Creating Ideas			
Stage 6 Logical Thinking			

12. Do you think the child in VIDEO 2 has fully mastered, partially mastered with constrictions, or not mastered each of the following stages?

Functional Development	Fully mastered	Partially mastered, with constrictions	Not mastered
Stage 1 Regulation & Interest in the World			
Stage 2 Engagement – Falling in Love			
Stage 3 Two-way, purposeful communication			
Stage 4 Shared Social Problem Solving			
Stage 5 Creating Ideas			
Stage 6 Logical Thinking			

13. Do you think the child in VIDEO 3 has fully mastered, partially mastered with constrictions, or not mastered each of the following stages?

Functional Development	Fully mastered	Partially mastered, with constrictions	Not mastered
Stage 1 Regulation & Interest in the World			
Stage 2 Engagement – Falling in Love			
Stage 3 Two-way, purposeful communication			
Stage 4 Shared Social Problem Solving			
Stage 5 Creating Ideas			
Stage 6 Logical Thinking			

14. Do you think the child in VIDEO 4 has fully mastered, partially mastered with constrictions, or not mastered each of the following stages?

Functional Development	Fully mastered	Partially mastered, with constrictions	Not mastered
Stage 1 Regulation & Interest in the World			
Stage 2 Engagement – Falling in Love			
Stage 3 Two-way, purposeful communication			
Stage 4 Shared Social Problem Solving			
Stage 5 Creating Ideas			
Stage 6 Logical Thinking			

15. Do you think the child in VIDEO 5 has fully mastered, partially mastered with constrictions, or not mastered each of the following stages?

Functional Development	Fully mastered	Partially mastered, with constrictions	Not mastered
Stage 1 Regulation & Interest in the World			
Stage 2 Engagement – Falling in Love			
Stage 3 Two-way, purposeful communication			
Stage 4 Shared Social Problem Solving			
Stage 5 Creating Ideas			
Stage 6 Logical Thinking			

16. Do you think the child in VIDEO 6 has fully mastered, partially mastered with constrictions, or not mastered each of the following stages?

Functional Development	Fully mastered	Partially mastered, with constrictions	Not mastered
Stage 1 Regulation & Interest in the World			
Stage 2 Engagement – Falling in Love			
Stage 3 Two-way, purposeful communication			
Stage 4 Shared Social Problem Solving			
Stage 5 Creating Ideas			
Stage 6 Logical Thinking			

17. Do you think the child in VIDEO 7 has fully mastered, partially mastered with constrictions, or not mastered each of the following stages?

Functional Development	Fully mastered	Partially mastered, with constrictions	Not mastered
Stage 1 Regulation & Interest in the World			
Stage 2 Engagement – Falling in Love			
Stage 3 Two-way, purposeful communication			
Stage 4 Shared Social Problem Solving			
Stage 5 Creating Ideas			
Stage 6 Logical Thinking			

18. Do you think the child in Video 7 has a general weakness or general strength in each of the following processing areas?

Individual Differences	Strengths	Weakness
Auditory Processing & Language		
Visual Spatial Processing		
Motor planning & sequencing		

Note: We are not asking to identify the sensory modulation profile of the child as the video clip does not provide enough information for you to make this assessment. However, please keep in mind that this is an important area to evaluate in every child.

19. Please rate the caregiver interaction in Video 7

Relationship Patterns	Not at all or very brief	Present some of the time	Consistently present
Shows pleasant or animated, happy affect throughout play?			
Meets the child at his current functional emotional developmental level and pulls him in?			
Responds and initiates reciprocal back and forth chains of interactions with child, stringing together connected circles of communication?			
Uses gestures and facial expressions as a modality to promote circles of communication?			
Uses language or vocalizations as a modality to promote circles of communication?			
Elaborates on and builds complexity into the child's play behaviors while engaged in interactive sequences between parent and child?			

20. Video 8 shows the same child interacting with the mother after Dr. Greenspan coaches the mother: Do you think the child in VIDEO 8 has fully mastered, partially mastered with constrictions, or not mastered each of the following stages?

Functional Development	Fully mastered	Partially mastered, with constrictions	Not mastered
Stage 1 Regulation & Interest in the World			
Stage 2 Engagement – Falling in Love			
Stage 3 Two-way, purposeful communication			
Stage 4 Shared Social Problem Solving			
Stage 5 Creating Ideas			
Stage 6 Logical Thinking			

21. Do you think the child in Video 8 has a general weakness or general strength in each of the following processing areas?

Individual Differences	Strengths	Weakness
Auditory Processing & Language		
Visual Spatial Processing		
Motor planning & sequencing		

Note: We are not asking you to identify the sensory modulation profile of the child as the video clip does not provide enough information for you to make this assessment. However, please keep in mind that this is an important area to evaluate in every child.

22. Please rate the caregiver interaction in Video 8

Relationship Patterns	Not at all or very brief	Present some of the time	Consistently present
Shows pleasant or animated, happy affect throughout play?			
Meets the child at his current functional emotional developmental level and pulls him in?			
Responds and initiates reciprocal back and forth chains of interactions with child, stringing together connected circles of communication?			
Uses gestures and facial expressions as a modality to promote circles of communication?			
Uses language or vocalizations as a modality to promote circles of communication?			
Elaborates on and builds complexity into the child's play behaviors while engaged in interactive sequences between parent and child?			

Are you ready to take the Mastery test?

1. Did you write your answers on the hard copy of the “*Mastery Test Instructions and Questions*” document?
2. Are ready and sure of your answers?

YES?

- **Click on the “Mastery Test” link, located on the right hand menu of the conference home page** (Note: You can only take the test *ONE TIME*)