

# **FLOOR TIME**

Give life to things that interest children with autism.

## What causes autism?

ASD is actually a neurological development disorder, the majority of which involves genetics. Significantly, as a compensation, the focus of future treatment for ASD patients lies in nurturing their abilities and interests in areas that the brain favors and excels in. This is the most effective way to improve the ASD child's development.

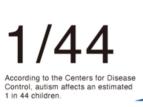


25%

Developmental regression, or loss of skills, such as language and social interests, affects around 1 in 5 children who will go on to be diagnosed with autism.

**Autism Prevalence** 

The autism spectrum disorder group is no longer a minority group, but a group that needs to be addressed and paid attention to by society. The age of 1-6 is a period of rapid growth for children, and if a child is treated during this period, the deterioration of the condition can be largely suppressed, and even some of the symptoms can be cured.



## Audience Review

#### Disadvantage

Social and language disadvantages
Narrow interest
Inability to establish normal social and
interpersonal relationships
Resistant to change

#### **Advantage**

The sensory system is exceptionally well developed.

High IQ but unbalanced development

Strong visual and spatial reasoning

#### Challenge

Special emotional attachment to inanimate objects

## Challenges for Guardians & Families

Delayed diagnosis of disease in children with ASD

Economic and time burden of guiding long-term interventions Impact of frequent aberrant behaviour on the family

Concerns about the future lives of children with ASD

On average, children with ASD spend more throughout their childhood, much of which is spent on the cost of special services and lost wages.

Mothers of children with ASD are often responsible for all of their children's living and schooling, and it is almost impossible for them to work outside the home.

\$ 60,000 a year

## **Case Study**

## **FLOOR TIME**

Core: emotional interactive experience

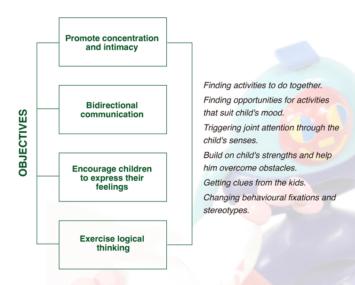


Floor Time: sit on the floor, interact with children to establish a harmonious relationship and allow children to learn through game interaction and behavioral imitation; in this interactive process, establish eye contact, logical thinking and language communication, as well as affective interaction. In other words, Floor Time is a game training method that increases interaction between adults and children.

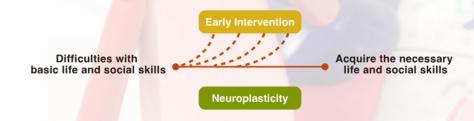
## **Case Strategy Analysis**

Use Floor Time to teach children the word "apple". "Apple" will no longer be just an abstract concept, but an interactive relationship where children share this fruit with their parents and peers.





## How to help children with autism?



From a neuroscientific perspective, there is abundant evidence to prove the existence of neuroplasticity - if children are intervened early, their developing brains are more likely to be improved.

#### **USER JOURNEY MAP**

#### Goal Record interaction opportunities for families with ASD children throughout the day. Social Study **Sports Travel Entertainment Dining out** Rest ·Lack of eye contact ·Lack of attachment to others ·Inability to form partnerships Reluctance to take the initiative to exercise, leads to low sport skills -Poor coordination and fluidity -Poor endurance and strong inertia -Entertain themselves and immerse themselves in their own world -Always talking to themselves Disinterested in calmly laying in bed Exhibit frequent stereotypical actions Abnormal mood swings, crying and irritability before falling asleep CHILD BEHAVIOUR ·Confused and scared of noisy crowd environments ·Sudden emotional outbursts ·Fear and anxiety about unfamiliar environments ·Sometimes refusing to eat and instead crying ·Not understanding the correlation between subjects Paying too much attention to minute and irrelevant details ·Frequently demonstrating stereotypical behaviour Difficulty concentrating and easily distracted Rarely exhibit distinct facial expressions Inability to play co-operative games normally ·Difficulty grasping abstract concepts Difficulty processing multiple pieces of information at the same time **Happiness EMOTIONAL CHANGES** • • v • • • . . • • • Gratification Worry/ uncertainty Courage Worry/ uncertainty **Anxiety** Worry/ uncertainty . . • • . . • • Calmness • • Anxiety Reluctance Irritability Anxiety Give children help and hints through vivid means in FLOOR TIME, and find ways to assist children reach the correct answers themselves. Don't teach in a cram-like manner, but complete full learning processes in games. Establish interaction with children through FLOOR TIME. Guide children to express their thoughts to achieve advanced communication, toster emotional intelligence, and strengthen the parent-child relationship. Through FLOOR TIME, the Use FLOOR TIME to rmough simulated scenario exercises via FLOOR TIME, children can be guided to learn to establish social ideas and game rules with the help of objects that children are interested in, and can also practice more compilex social scenarios. Use FLOOR TIME to simulate scenarios in advance (before travelling), arrange events in chronological order, and show the children the hotel they will stay in and the places they want to visit in advance. Try to guide the children to plan using these images as the date approaches. Use FLOOR TIME to simulate scenarios in advance. Before going out, practice the entire "eating out" process at home to help the child prepare, adapt and relieve anxiety whilst waiting. content of rehabilitation training is compiled into simple games to make the training interesting and engaging, and the effect the training has improves when children play. The use of methods that the children are familiar and comfortable with helps them adapt to the exercise process. demonstrate appropriate sleep behaviours such as "It's dark, it's time for dolls to rest, and we're going to sleep too." Alternatively, use it to play soothing music to help children fall asleep calmly.

FLOOR TIME ( APP ) ASD child Families of ASD children

#### RESEARCH DISCOVERY AND INNOVATION



Conclusion drawn from the above chart indicates that ASD children experience the lowest level of emotions within the family during social interactions, while they have relatively better emotional state during recreational activities. In the latter case, children are more receptive and interactive to receive external intervention. Leveraging this chance can effectively help children alleviate social anxiety.

#### Activity

Parents engage in interactive play and communication with children with ASD through floor time.

#### Object

Parents interact with children with ASD through virtual AR images in Floor Time.

#### **Environment**

Floor time is ever-present and ubiquitous and can be done at any time of the day, such as the time after dinner, while soaking in the bathtub. It can be done while doing just about anything.

#### Interaction

ASD children interact with virtual toys to promote daily socialisation .

#### User

Parents take the lead in the software and guiding children to participate. Combined with virtual technology to guide interactive communication.

#### **Research Interests**



### **Logical Structure**

