



THE PLAY PROJECT™

Keys to the Case

PLAY Project Strategies for Children with ASD



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Overview

- 4 case studies with quizzes* of lower, middle, and higher functioning children with autism
- List and explore PLAY Project 'keys to the case' for improving the children's developmental trajectories
 - Including parental and family 'keys'
- "Where is the fun?" The child's affect as a 'key' to all cases

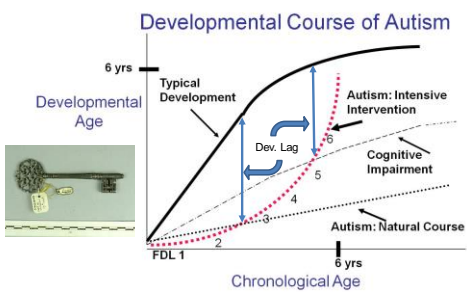


*Don't answer online. Just keep your own score

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Developmental Course of Autism



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Philosophical Considerations

- Should never treat the child as an object
- Watch out for Able-ism, 'Normal' vs. Radical acceptance
 - Conditional acceptance in the service of parental wishes and the child's potential
- Each child is unique and must be treated with respect for exactly who they are
- Nonetheless, there are 'trajectories of growth' along typical developmental lines that can guide us
- Joining the parents' wishes
 - Reduces the barriers to 'conditional acceptance'

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Case 1: Oliver (Yao Yao)-2 yrs. old


- 2-year-old Chinese male: Dx with ASD at 26 months - "Not talking like his brother"
- Paternal Grandmother (PGM) and mother saw Dr. Rick in China when Oliver was 20 months
- 6 months later, family moved to USA to be close to working father — See Social History below
- Services/Intervention:
 - Early Intervention just started
 - Family is seeking help
 - Have had one PLAY visit and they are not good players
 - Everyone plays too fast and too high
 - Lots of 'teaching'
 - PGM encourages TV to help him learn
 - Starting SLP, OT

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 Case 1: Oliver (Yao Yao) - 2 yrs. old

- **Language:**
 - Family is bilingual and speak Chinese at home
 - Mom and PGM do not speak English but understand some
 - Expressive: Few inconsistent words:
 - “Mama, eat, no (in Mandarin)”
 - Receptive: *Beginning to understand routines by situation*
 - Turning to name more but not consistently
 - Not following 1-step commands
 - No wh-type questions

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 Case 1: Oliver (Yao Yao) - 2 yrs. old

- **Social**
 - Not ‘with us’ consistently
 - Still ‘does his own thing’ a lot, wanders off, fragments
 - Affectionate, kisses, hugs, well attached
 - Prefers objects and ‘stimming’
 - Loves rough house with dad
 - Goes to park a lot with mom and PGM
 - Imitation: runs with brother and claps
 - No pointing to body parts
 - No interest in books, flips through pages

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 Case 1: Oliver (Yao Yao)

- **Repetitive Interests/Comfort Zone**
 - Runs/on the go, climbs, wanders, happy on own
 - Sorts objects, little piles all over, by color
 - Many toys in the home
 - On/off electronic toys and lights
 - Loves and smears water
 - Spills water to feel it
 - Loves watching the garage door
 - Opening closing doors/drawers
 - Loves balls
 - Wheels/cars/trains
 - Screens limited but he ‘used to be addicted’ to Baby Einstein

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 Case 1: Oliver (Yao Yao)

- **Sensory**
 - Visually smart—seems to know colors but not by name
 - Swinger, climber, thrower (balls), runner
 - Flaps hands and ‘jumps’ when excited (Baby Einstein)
 - Licks non-food items
 - Squats a lot
 - Loves vacuums - parents bought a toy vacuum and he follows mom with his vacuum when she vacuums
 - Makes noises/loves songs and music
 - Loves hugs and kisses, deep pressure, skin to skin
- **Self reg: Passive, easy going, quiet**

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 Case 1: Oliver (Yao Yao)

- **PMH (Past Medical History)/Preg/BH (Birth History):**
 - Negative. Born in the U.S. Brother born in China
- **ROS (Review of Systems): Eats well but they feed him, sleeps well, poops/pees okay, trying toilet training**
- **SH (Social History): Live in a small apartment**
 - Dad moved from China 5 years ago to work for the airlines. Mom moved to U.S. when Yao Yao was born.
 - PGM is ‘visiting’ (for months) and helps but is bossy
 - Dad wants Oliver to talk
 - Mom wants him to learn his colors, shapes, and letters
 - Older brother, 6, is typically developing
 - Yao Yao follows brother around

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 Quiz Time! Case 1: Oliver

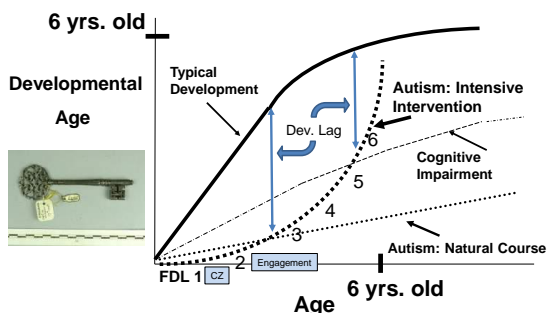
What is this child’s FDL Profile?

- A. 1-2
- B. 3-4
- C. 1-2(3)(4)
- D. 1-2(3)
- E. 2-3(4)

Answer: D—1. 50% 2. 25-50% 3. 25%

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Developmental Course of Autism



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Quiz Time! Case 1: Oliver

What is Oliver's *love of life/his affect*?

- A. Sensory-Motor
- B. Cause and effect
- C. Sequence and early pretend (FDL 3-4)
- D. Pretend (FDL 4-5) and social games
- E. High level pretend (FDL 6), games, early academics

Answer: A and B

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Quiz Time! Case 1: Oliver

Which of the following are the FDL Keys to the Case?

- A. Wait for the child to initiate/expectant waiting
- B. Sweat: Go for engagement through SMP
- C. Use Rabbit Hole Techniques
- D. Introduce imitative pretend
- E. Be more activity oriented

Answer: B, C, E



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Quiz Time! Case 1: Oliver

What are the Methods Keys to the Case (place in order of importance)?

- 1) Read the child's cues and intent
- 2) Slow the pace of play, observing and waiting for the child's idea
- 3) Follow the child's lead, responding to what the child wants
- 4) Open and close circles of communication (back and forth interactions)
- 5) Build on the child's interests

Answer: 1, 3, 4, 5, 2

Coach: Whose idea is it?

Be aware of the Sweat: Wait ratio. Be activity oriented.

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Quiz Time! Case 1: Oliver

Which of the following are the Coaching Keys to the Case?

Why do Oliver's parents play too high and too fast?:

- A. Chinese families value academic progress
- B. Don't understand PLAY methods
- C. Prefer to play using their own ideas
- D. Grandmother is in denial of child's condition

Answer: All of the above

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Parents want their child...

- To talk
- To go to regular kindergarten
- To be socially successful
- To achieve in school
- To graduate high school and go to college
- To get a job
- To get married
- To be successful in life

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Parents' Wishes: Barriers

- 4 Types of parents
 - Denying: I don't think my child really has autism (PGM)
 - Grieving: I don't want my child to have autism and I'm broken hearted about it (Mom)
 - Ready to work: I'm sad but I want to do whatever we need to do to get Yao Yao ready for life (Dad)
 - Pure acceptance: My child is my child and it doesn't matter to me; I accept them as they are

“When parents can accept their child exactly where the child is at developmentally, this is the fastest way to help them.”

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Article of Faith

All parents want to have a better relationship with their child.

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Parental Barriers

- Chinese cultural issues and values
- Because of grief and wishes, the parents do not see their child accurately
- Grandmother is an 'influencer' in the home
- They do not understand that children with ASD have a different developmental trajectory
- They want words! They want traditional milestones
 - Shapes, colors, puzzles, etc.
- They are not aware of 'the interactional process'
- They often have trouble learning PLAY methods
- Focus is on school readiness and talking

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Quiz Time! Case 1: Oliver

What are the Activities/Techniques Keys to the Case?

- A. Play more with toys, books, and visual activities
- B. Do more rough-house, chase, horsey-back, SMP
- C. Introduce simple, imitative pretend
- D. Use Rabbit Hole Techniques
- E. Insert yourself/be fun and silly, surprising, dramatic
- F. Wait, more than sweat, for initiations/opening of circles
- G. It okay to be activity based (beware 'whose idea?')

Answer: B, D, E, G

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Rabbit Hole Techniques

- Being With
- Narrate with feeling the child's behavior and/or intention
- Help him/her do it better
- Parallel play what he/she is doing
- Theme and Variation
- Change the sensory mode

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Quiz Time! Case 1: Oliver

Keys to the Family System: What is the best way to help this family?

- A. Include Grandmother in PLAY and video feedback
- B. Blame them for not following the methods
- C. Make sure father is at visits to translate information
- D. Explain that academics are not important now for Yao Yao
- E. Model by sharing your thinking as you PLAY on camera
- F. Assume they understand 'the interactional process'
- G. Encourage them to put away toys and put in the time to help Yao Yao make progress.

Answer: A, C, E, G

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Analysis: Case 1: Oliver

- **Classic: 1-2 (3)**
- **A child profile you will see hundreds of times in your career**
- **Keys:**
 - Recognize and join parental wishes and understand their culture (include grandmother)
 - Support parents in understanding 'IP'
 - Sweat: Wait—More sweating, more adult opening of circles
 - Be a little more activity oriented but help parents understand 'Whose idea' they are following
 - Go for the body/SM play
 - Beware of screens and visual activities/toys
 - Put in the time

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Case 1: Oliver -Keys for FDL 1-2(3)



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Case 2: Sarah

- **3 ½ years old, Dx with ASD at 2 ½ at the university which recommended ABA only**
 - Seeking 2nd opinion
 - Mother heard about PLAY from an online group of families who have children with ASD
- **Services/Intervention**
 - Started special education pre-school in fall when 3
 - Started ABA 6 months ago
 - Mom doesn't like it, dad does
 - No real progress in the last 6 months
 - SLP 1x/week
 - Considering PLAY Project

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Case 2: Sarah

Language

- A lot of gibberish language
- Starting to use words for needs/food
 - Total 20 words. 'Go, up, bub (for bubbles), 3 (as in 1-2-. . .) 'Mmm', 'ju' (for juice), ka (for cookie), signs for 'more', etc.
 - Not using 'mom/dad' unless she is upset then calls 'mom'
- Gesturing a lot to get things/reaches her hands out
- Showing some problem solving—shakes her head 'No', makes some choices between foods
- Understands routines by name (eat, bath, out, shoes, car)
- Not following 1-step commands to 'get, give, bring'
- No understanding of 'what, where, who'
- Mom: 'I can't read her a book'

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Case 2: Sarah

Social

- More consistently turning to name
- Points to nose 'when she wants to' and likes clapping/praise
- Purposeful - puts some shapes in shape sorter (by accident), goes to TV to want it turned on, goes to door to go out, etc.
- More 'with us' - engages for longer periods of time but still wanders off/fragments
- Opening circles more and responding to play more consistently
- Loves chase, peek-a-boo, horsey back, being pulled on blanket
- Feeding some of her dolls in simple imitation
- Loves her older brother and follows him around


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 Case 2: Sarah

Repetitive Interests/Comfort Zone

- TV/Videos/Screens
 - Bubble Guppies, Little Mermaid, musical videos— 'Sing'. "She watches way too much."
- Electronic toys
 - 'Dora' push button books
- Loves little dolls/animals
 - Holds them in both hands and collects them in little piles
- Bubbles
 - Understands to break them - says, "pop", then looks to parents for praise (potential!)
- Loves water and flushing toilets and watching the swirl
- Dances to music and 'sings'
- Loves musicals and gibberishes in imitation of some of the lines (potential!)


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 Case 2: Sarah

Sensory/Motor Profile

- Visual
 - TV/Videos/Screens
 - Examines little dolls
- Tactile
 - Love tickle games
 - Doesn't like hands dirty but loves water and water play
- Proprioception
 - Runs, crashes


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 Case 2: Sarah

Sensory/Motor Profile (continued)

- Vestibular
 - Loves dancing
 - Loves riding on dad's shoulders
 - Spins until she's dizzy
- Auditory:
 - Hates loud, machine noises (vacuum), puts hands over ears often
- Regulatory:
 - Mixed reactive type
 - Withdraws and happy to be on own but also quick to get upset, anxious, demanding (SWWSWASWIN), easily overstimulated—bites, hits


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 Case 2: Sarah

PMH/Preg/BH/Family Hx

- Mom took Prozac during pregnancy
- FH
 - + for cousin with ASD on dad's side
 - + for 'engineers, IT, computer' jobs on dad's side
 - + for anxiety and depression and OCD on mom's side
 - Genetics study (CMA) negative
- ROS
 - Eating is picky/keeps narrowing foods
 - Both children sleep with mom and dad sleeps in brother's bed
 - Sarah is not toilet trained, + for constipation
 - Hearing tested and negative

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 Case 2: Sarah

- SH
 - Dad works in IT, supportive but thinks mom is 'too easy'
 - Mom admits to getting anxious over conflict
 - Extended family lives far away and dad works a lot
 - Mom was math teacher and is now at home with children
 - Sarah has an older brother by 5 years who is busy, demanding, anxious, mischievous
 - Loves his sister but doesn't understand why she won't play with him
 - Parents worry about her increasing temper tantrums and her becoming more demanding (problem solving)
 - Parents argue
 - Dad wants to be stricter, mom feels sad for Sarah and let's her do what she wants
 - Dad misses PLAY sessions

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 Quiz Time! Case 2: Sarah

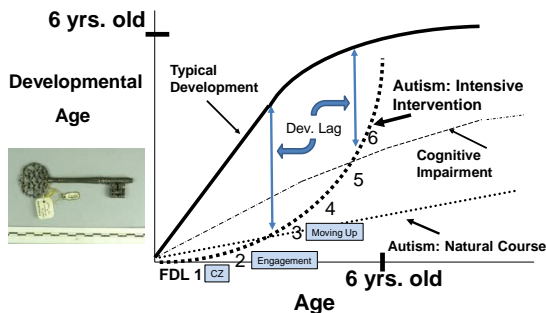
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- A. 1-2
- B. 3-4
- C. 1-2(3)(4)
- D. 1-2(3)
- E. 1-2-3(4)

Answer: E—1: 50-75% 2: 75% 3: 50% 4: 25%

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Developmental Course of Autism



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Quiz Time! Case 2: Sarah

What is Sarah's love of life/where is her affect?

- A. Comfort Zone: Little dolls/collecting, musicals
- B. Cause and effect play
- C. Sequence and early pretend (FDL 3-4)
- D. Pretend (FDL 4-5) and social games
- E. High level pretend (FDL 6), games, early academics

Answer: A, B, C

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Quiz Time! Case 2: Sarah

Which of the following are the FDL Keys to the Case?

- A. Sweat more, wait less
- B. Think circles and go for longer interactions
- C. Focus on 'cause and effect' and 'sequence play'
- D. Focus primarily on SMP
- E. Label Sarah's feelings with simple language
- F. Be more activity oriented and directive

Answer: B, C, E

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Quiz Time! Case 2: Sarah

Rank the following Methods in order of importance:

- 1) Read the child's cues and intent
- 2) Slow the pace of play, observing and waiting for the child's idea
- 3) Follow the child's lead, responding to what the child wants
- 4) Open and close circles of communication (back and forth interactions)
- 5) Build on the child's interests

Answer: 1, 2, 3, 4, 5

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Quiz Time! Case 2: Sarah

Which of the following are the Language Keys to the case?

- A. Get her to talk more and gesture less
- B. Use 'salient language' throughout the day
- C. Focus on the 1 step commands
- D. Don't 'read' books, label the pictures and actions on the page
- E. Label routines with words throughout the day
- F. Keep SLP services 1-2x per week

Answer: B, D, E, F

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Quiz Time! Case 2: Sarah

Which of the following are the Coaching Keys to the Case?

- A. Emphasize PLAY methods, especially 'circles'
- B. Explore social games like 'hide and seek' and imitation song games like 'Head, Shoulders, Knees, and Toes'
- C. Don't talk to mom about limiting TV/screen time as it will make her feel guilty and anxious
- D. Limit Sarah's collecting dolls/objects
- E. When the child goes down into her CZ, parents should go down in their play

Answer: A, B (woo-ing), E

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Quiz Time! Case 2: Sarah

Which of the following are the best Technique Keys to the case?

- A. One theme pretend
- B. Make behaviors purposeful
- C. 1 step commands
- D. Taffy pulling
- E. Simple wh-type questions
- F. Playful obstruction
- G. Add a step
- H. Appropriate language
- I. Salient language

Answer: B, D, F, G, I



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Quiz Time! Case 2: Sarah

Which of the following are the Activity Keys to the case?

- A. Read stories
- B. Ready, set, go games
- C. Pretend play with dolls
- D. Feed a puppet
- E. Blanket swing
- F. Chase
- G. Board games
- H. Dance to music

Answer: B, D, E, F, H

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Activities Evolve by Functional Developmental Level

LEVELS 1 & 2
Sensory/Cause and Effect

- Gently shaking arms or legs
- Gently squeezing arms, leg, head
- Rolling child up in a rug
- Swinging in a blanket

LEVELS 3 & 4
Sequences/Simple Pretend

- Chase: "I'm gonna get you"
- Get the bubbles, balloon, etc.
- Ball play (rolling it back and forth)

LEVELS 5 & 6
1 & 2 Theme Pretend

- Pretend: dress up, crashing cars, tea party, dolly sleeping, dinosaurs chasing a man, etc.
- Real hide and seek, not just peek a boo
- Hide a doll and say "Where is the dolly?"
- Duck, duck, goose

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Quiz Time! Case 2: Sarah

Keys to the Family System: What is the best way to help the family?

- A. Help mom find some social support
- B. Assume parents understand 'the interactional process'
- C. Listen to mom about her feelings and worries
- D. Focus only on mom since she's the primary PLAYer
- E. Tell mom she needs a psychotherapist for her anxiety

Answer: A, C

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Analysis: Case 2: Sarah

- **Classic: 2-3 early 4 Child**
- **Must solidify FDL 3 before moving to FDL 4**
- **Keys: 'Moving Up'**
 - She's purposeful! Has some words and can imitate
 - 'Circles!' Support parents in understanding 'IP'
 - Gestures are most important
 - Mirror feelings
 - Beware of screens - mom needs to put limits without anxiety
 - Wait more: Sweat Less
 - Cause and effect, and sequence play
 - Go down when the child goes down (hard for parents)
 - Get dad more engaged

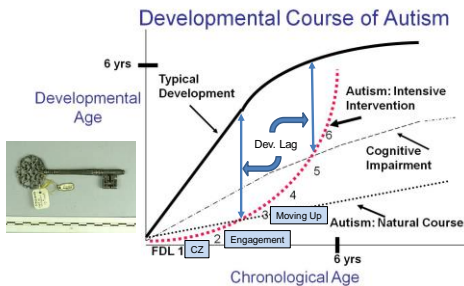
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Case 2: Sarah—Keys for FDL 1-2(3)



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Developmental Course of Autism



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Developmental Course of Autism



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Case 3: Sarah - Follow up

- I see Sarah back in 6 months and her progress has been 'very good to excellent'
- Sarah in pre-school and loves it
- Parents stopped ABA and family PLAYed more
 - Dad is more involved and mom found a mom's group
- I take her history and she has indeed moved up:
 - At FDL 1-2:
 - She is much more 'with us' and easy to engage
 - Spends less and less time 'in her own world' (but still does!)
 - She turns to her name consistently (still 'ignores' some)
 - At FDL 3:
 - Understands many routines by name
 - Sustains longer and longer interactions with her family
 - She has become 'a monster' who seeks attention and play

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Case 3: Sarah - Follow up

- At FDL 4:
 - Starting to show more problem solving: Sarah loves to play rough house and comes back for more
 - Dad is much more involved now
 - She loves when her dolly's kiss and make kissing sounds
 - Sense of humor and silliness emerging
 - Playing 'Don't wake up daddy' and likes when he gets 'mad'
 - Playing 'The Light Switch' game - 'Turn it on. No you can't!'
 - Even following some simple commands to get objects
 - Sarah is getting demanding and upset if she doesn't get what she wants
 - Mom is tolerating Sarah's negative affects and allows her to feel angry and throw tantrums without giving in

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Case 3: Sarah - Follow up Quiz

Where is Sarah's affect/her love of life?

- A. In her CZ: Collecting dolls and looking/stimming on them
- B. In her love of complex pretend play
- C. In her enjoyment of simple pretend play
- D. In her love of physical sequence play: chase and wrestle
- E. In her emotions

Answer: A, C, D, E. Her affect is at both FDL 1 and FDL 3-4

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Case 3: Sarah - Follow up Quiz

Sarah has been Moving Up and arriving at the Turning Point.

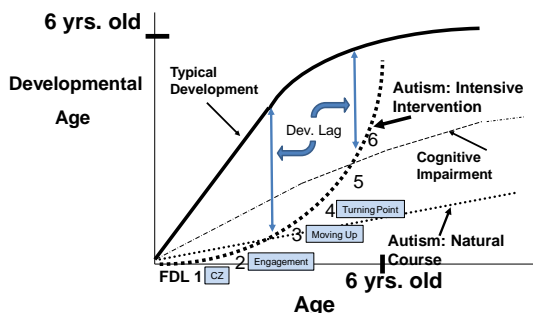
What were the keys to the case that promoted FDL 4?

- A. Her parents drilled her to learn her colors and shapes
- B. Now that Sarah was connected no need to focus on the Interactional Process as much
- C. Best Techniques: Taffy pulling, Big-little-micro circles, playing dumb, making her work, adding a step
- D. Encouraging the 1 step commands through gesture and repetition
- E. Introduce simple pretend play: Everything come alive
- F. Label her upsets, ignore her tantrums

Answer: C, D, E, F

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Developmental Course of Autism



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Case 3: Sarah - Follow up Quiz

Which of the following are examples of 'problem solving'?

- A. Sarah cries for what she wants
- B. Seeks her brother out to play
- C. Asks by gesture to be picked up
- D. Finds her favorite doll
- E. Follows routines by name
- F. Closes a door upon request
- G. Takes mom's hand to the kitchen to get a drink of water

Answer: All the above

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Case 3: Sarah - Summary

- Moving up to the 'Turning Point' is a magical moment in the life the child with ASD
- Connectedness to social reality leads to increasingly complex development from the *inside out*
- Understanding 1 step commands to 'give me', 'go get', and 'bring' can be fostered through practice but the 'capacity' grows from a growing awareness of reality
- Understanding of *actions* emerges
 - That doggy is eating, that doggy is sleeping
- Methods still matter; Methods are always a key to the case
 - Go down when the child goes down
- Gestural communication leads to verbal communication

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Case 3: Sarah—Keys for FDL 3>4



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Case 4: Jaden




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Case 4: Jaden

- 5 ¼ year old facing school during the pandemic
- Services/Intervention
 - Young fives last year. +IEP. Included with FT aide
 - Mom: "Jaden had a bad year last year."
 - History of 15 hours ABA per week between 3½-5
 - Dad: "He liked it but the frontline workers kept changing."
 - SLP/OT services 1x/week for years before school
 - Heard about The PLAY Project from another patient of mine
 - Seems stuck on trains and won't let parents play


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Case 4: Jaden

- **Academics/Language**
 - Loves school - in March, after the pandemic closed schools and homework went online, Jaden wouldn't do it
 - Mom: "Home is the place where he doesn't do school"
 - Follows 1 step commands to 'give, get, bring'
 - Understands 'what, where, and who'
 - Talks in well constructed but short 2-3 word MLU sentences
 - Trouble with pronouns, prepositions
 - Has trouble recalling the immediate past
 - "What did you eat for breakfast?"
 - Can do it if given multiple choice
 - Not asking or answering 'why' questions yet
 - But understands consequences and some explanations
 - Cannot answer: "What do you do when you're hungry."

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Case 4: Jaden

- **Social**
 - When free, plays simple pretend with train set (says choo choo), cars, dinosaurs but won't let parents in easily
 - Holds the dinosaurs in each hand and has them roar at each other repeatedly
 - Enjoys books but mostly the 'story on the page', not plot
 - Loves 'Don't wake up daddy' game
 - When people pretend to be mad at him
 - Plays well with 4 year old sister Jasmine who is bossy and tells him what to do and he listens (mostly her pretend)
 - Interested in peers and wants to be social but doesn't know how
 - Has trouble with sharing
 - Love hugs, kisses, tickles—well attached


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Case 4: Jaden

- **Behavior**
 - Loves being bad, mischievous
 - When told 'no' he laughs
 - When truly upset he pinches and squeezes arms
 - SIB: Bites his arm and fingers
 - Tantrums daily when he is told to stop preferred activities
 - +anxiety: transitions, noisy/chaotic settings
 - +OCD tendencies: "Just so, kid"
 - +Stubborn
 - Very possessive of his toys
 - Behaves better for the babysitter


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Case 4: Jaden

- **Repetitive Interests/Comfort Zone**
 - Watch trains go around the tracks 'forever'
 - iPad
 - Parents have to limit or he would 'watch forever'
 - Has certain movies he watches over and over
 - The Grinch movie which is 'scripts' on
 - Loved Peter Pan and would become Captain Hook for days
 - Woody Woodpecker
 - Thomas and Henry with a snow plow episode
 - Mom: "He gets stuck and it's hard to get his attention"


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Case 4: Jaden

- **Sensory**
 - Very visual
 - Puts head on floor and runs objects in front of his eyes
 - Gets really close to his trains and watches how they move
 - Touch, proprioception, vestibular
 - Loves them all/big time sensory seeker
 - The more deep pressure the better
 - "Has a texture thing with food"
 - Loves crunchy, hates mushy, eats a lot of junk food
 - Auditory
 - Very sensitive hearing and can hear quiet things far away

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Case 4: Jaden

- **PMH-Healthy**
- **ROS**
 - Eating is picky with texture issues
 - Tries to sleep with parents in middle of the night
 - Has definite OCD tendencies
 - Things have to be just so
 - Toilet trained
- **SH**
 - SNF. Jaden has a younger sister, Tonya, 4 years old
 - Both parents work full time 8-5
 - Mom teaches online HS
 - Dad works from home as a graphic designer
 - Mom stressed by pandemic
 - Has anxiety, on meds

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Quiz Time! Case 4: Jaden

What is this child's FDL Profile?

- A. 3-4
- B. 4-5
- C. 1-5-6
- D. 1-4/5(6)
- E. 5-6

Answer: D

1. 75% 2. 75-100% 3. 75-100% 4. 75% 5. 50-75% 6. 50%

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Quiz Time! Case 4: Jaden

What is Jaden's love of life/affect?

- A. FDL 1: Visual stim, absorbed in self isolated play
- B. FDL 2: Simple cause and effect play
- C. FDL 3: Simple sequences, imitative play
- D. FDL 4: Simple pretend with trains, cars, dinosaurs
- E. FDL 5: Books (story on the page) and simple social games
- F. FDL 6: The story/plot in books or movies and games with rules

Answer: A, B, C, D, E

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Quiz Time! Case 4: Jaden

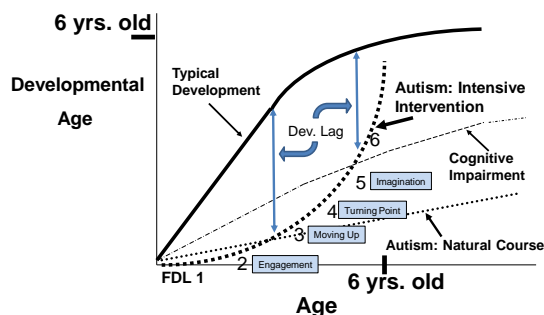
Which of the following are the FDL Keys to the case?

- A. Focus on academic readiness skills (colors, shapes, letters)
- B. Back fill the holes at FDLs 1-3 by using PLAY methods
- C. Focus on fun sequences and one theme pretend with long interactions (sword fighting, doctors kit: shots)
- D. Work on the 'Why and When' questions
- E. Work on 'What, Where, and Who' questions
- F. Label his feelings
- G. Talk appropriately, don't baby talk

Answer: B, C, E, F, G

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Developmental Course of Autism



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Quiz Time! Case 4: Jaden

Which of the following statements are most important about the Methods?

- A. Methods are not that important for Jaden as he is already nicely connected to people
- B. Methods will help to back fill the small holes he has at the lower levels
- C. Methods will be overlooked by his parents because they want him to get ready for school
- D. Methods should be used at all times even with the higher-level kids

Answer: B, C, D

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Quiz Time! Case 4: Jaden

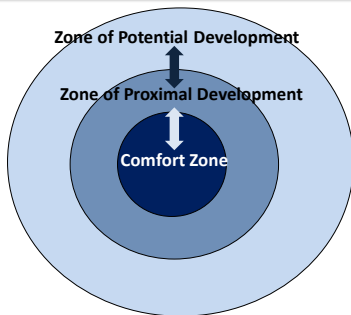
Which of the following are Coaching Keys to the case?

- A. The mom is overwhelmed and needs emotional support
- B. The parents get methods, so no need to discuss them
- C. Jaden is ready for academics and kindergarten because his FDL 5 is fairly solid
- D. Modeling fun sequences and pretend on video will be important to show how to join Jaden at the just right level
- E. We should start to work with Jaden to move up to FDL 6 by talking about the past and future and putting 2 ideas together logically

Answer: A, D, E (woooing)

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Zones of Development



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Quiz Time! Case 4: Jaden

What are the most important Technique Keys to the Case?

- A. Big, little, and micro circles
- B. Mirroring feelings
- C. Salient language
- D. Two theme pretend
- E. Sense of humor, suspense, and surprise
- F. Rabbit Hole Techniques
- G. Theme and variation
- H. Why and when questions
- I. Add a step

Answer: A, B, E, F, G, I

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Case 4: Jaden

What are the most important Activity Keys to the Case?

- A. 'Don't wake up daddy'
- B. Board games
- C. Sword fighting (with safe, soft swords)
- D. Doctor's kit: "No shots, sleep shot/wake up shot"
- E. Role playing games
- F. Jurassic Park
- G. Push button electronic books
- H. Musical games

Answer: A, C, D, G, H

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Case 4: Jaden - Summary of Keys

- A. Give mom support and maybe find resources
 - 1. Remember: Happy wife happy life
- B. Back fill the holes in the lower levels by using *methods*
- C. **PLAY** in two areas of affect
 - 1. The lower levels: join his stimmy/CZ behavior
 - 2. FDL 4-5—long interaction, one theme pretend, imagination, sense of humor
 - 3. Woo him up into FDL 6 slowly
 - 4. Jaden is not ready for school so needs support/IEP for an aide
- D. Work on his feeling life to give him words for feelings so SIB and aggression decrease which helps with FDL 5&6

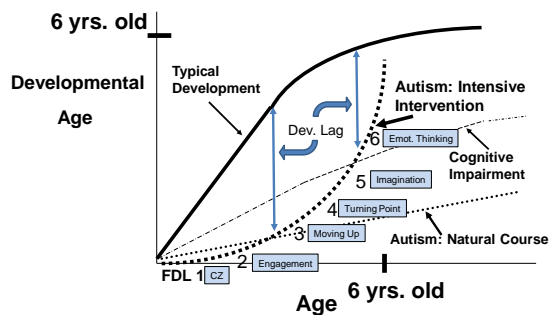
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Case 4: Jaden—Keys for FDL 1-4-5



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Thank you!

*This webinar will be uploaded to our website

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