|  |  |
| --- | --- |
| PLAY Project Video Review Form | **[The PLAY Project](https://www.playproject.org/)** |

|  |  |
| --- | --- |
| **Child’s Name:** Click or tap here to enter text. | **Child’s DOB:** Click or tap here to enter text. |
| **Visit Date (s):** Click or tap here to enter text. | **Visit # (s):** Click or tap here to enter text. |
| **PLAY Consultant:** Click or tap here to enter text. | **Frequency of Visits:** Click or tap here to enter text. |

|  |  |  |
| --- | --- | --- |
| **Video Review Form**   * **Use bullets to make suggestions for key observations** * **Give 3-5 Suggestions per 3-5 minutes of video** * **Use bolding to highlight techniques, methods, principles & key points** | | |
| **Date/Activity/Player** | **Time** | **Observations & Suggestions:** |
|  |  |  |
| **PLAY Plan**  **[The PLAY Project](https://www.playproject.org/)** | | |
| **Main Points**  **“Keys to the Case: How to help the child move up”**   1. Click or tap here to enter text. 2. Click or tap here to enter text. 3. Click or tap here to enter text. | | |
| **Comfort Zone (CZ)**  **Include ALL CZ, Not only seen on video**  **Definition of Comfort Zone**: When a child “tunes you out” and appears to be in their “own world”, this is when they are going into their comfort zone. When the child is in their comfort zone they are dysregulated and not engaged in the interaction.  Your child’s comfort zone activities include: Click or tap here to enter text. | | |
| **Sensory Motor Profile** (SMP)  **The Sensory Motor Profile (SMP)** refers to the unique way that a child experiences  the world through the 2-9 primary senses, domains and through movement.  **Sensory Over-Reactive** - the child demonstrates an exaggerated or heightened response to sensory input.  **Sensory Under-Reactive** – the child may not respond or may demonstrate a slow response to sensory input.  **Sensory Seeking** – the child may seek excessive stimulation and/or movement without contentment or satisfaction.  **\*Suggestions include activities to “do more” or “ less of” to help your child become more regulated\*** | | |
| **Emotional Reactivity- A child’s ability to stay calm & alert:**  **Over-Reactive Under-Reactive**  Gets upset quickly when told ‘No’ Calms quickly after upset  Frustrated easily when expectations not met  Avoids/shuts down rather than get upset  Is impulsive and has difficulty staying on task  Ignores loud sounds and chaotic situations  Quick to anger Hard to arouse without excess stimulation  Hits, bites, lashes out often when upset Seems oblivious to the environment  Seems to worry or get anxious easily Few things upset him/her  Avoids sensory stimulation  Things must be ‘just so’ or gets upset  Can’t calm easily once upset  **Mixed Reactive**  Tolerates situations up to a point but then explodes/gets upset  Unpredictable emotional response  Is ‘moody’  Gets overactive at times but can also settle on one activity  **Additional Emotional Reactivity Suggestions/Comments:**  Click or tap here to enter text. | | |
| **Visual: A child’s ability to process & interpret the sights around them**  **Over-Reactive: Under-Reactive:**  Avoids bright lights/sunshine Enjoys fast paced/brightly colored shows & movies  Decreased eye contact Enjoys looking at spinning, moving or shiny objects  Seeks visual stimulation such as finger flicking Primarily plays with light up toys  Enjoys being in enclosed spaces Becomes preoccupied with the details on toys  Dislikes visually busy places (stores, parking lots, etc.) Enjoys looking at patterns & edges    **Additional Visual Suggestions/Comments:**  Click or tap here to enter text. | | |
| **Auditory: A child’s ability to process & interpret the sounds around them**  **Over-Reactive: Under-Reactive:**  Responds negatively to unexpected or sudden sounds Does not respond to name  Has trouble remaining engaged in noisy environments Appears to ignore you or tune out sounds  Prefers music and TV to be loud Enjoys repetitive sounds  Easily distracted by background sounds Makes noises with mouth, talks to self  (bird chirping, lights humming)  **Additional Auditory Suggestions/Comments:**  Click or tap here to enter text. | | |
| **Gustatory: A child’s ability to process & interpret tastes**  **Over-Reactive: Under-Reactive:**  Considered a picky eater, limited food choices Prefers extreme temperature food  Prefers specific brands, flavors or textures of food Overstuffs mouth with food  Dislikes having teeth brushed Frequent drooling  Limited oral exploration of toys & other objects as Prefers high flavor foods  an infant/toddler  **Additional Gustatory Suggestions/Comments:**  Click or tap here to enter text. | | |
| **Olfactory: A child’s ability to process & interpret smells**  **Over-Reactive: Under-Reactive:**  Grimaces or gags in relation to food odors Minimal response to strong smells  Avoids places with strong odors Frequently smells non-food items  Avoidance of rooms when others are cooking Repeatedly smells objects with strong odors  Complaints about smells Repeated smelling of objects & people  **Additional Olfactory Suggestions/Comments:**  Click or tap here to enter text. | | |
| **Tactile: A child’s ability to process & interpret touch (the feeling of objects)**  **Over-Reactive Under-Reactive:**  Responds negatively to touch Does not notice light touch  Avoids getting messy Prefers to be barefoot  Sensitive to certain fabrics/tags in clothes Appears not to notice when face/hands are messy  Startles easily when touched Decreased awareness of pain or temperature  Difficulty sitting or standing close to others May show disinterest in exploring toys/objects  Very ticklish  Over responsive to physical pain **Sensory Seeking:**  Decreased tolerance for grooming & hygiene Touches & feels everything in sight  activities (brushing/cutting hair, clipping nails) Loves messy play  Avoids walking barefoot on different surfaces Seeks movement & vibration  Difficulty transitioning between clothing for different seasons Requests tickles & backrubs  Frequent touching of preferred objects, carrying objects in hands Frequent oral exploration of non-food objects  Demonstrates poor awareness of personal space  or unusual need for touching others  **Additional Tactile Suggestions/Comments:**  Click or tap here to enter text. | | |
| **Proprioceptive: A child’s ability to process & interpret input through their muscles & joints**  **Over-Reactive: Under-Reactive:**  Prefers sedentary activities, prefers not to move Walks on toes  Avoids weight bearing activities (crawling, running, Has low muscle tone hopping, rolling) Clumsy  Becomes upset when moved by others Frequently tripping or bumping into things Loves to sleep with thick or heavy blankets  **Sensory Seeking:** Strong preference for chewy & crunchy foods Walks on toes (loves to chew gum)  Bangs head Grinds teeth, bites on fingers, chews clothes  Enjoys being hugged tightly  Stomps feet while walking  Seeks movement activities (bumping, crashing, jumping, etc)  Chews on objects  **Additional Proprioceptive Suggestions/Comments:**  Click or tap here to enter text. | | |
| **Vestibular: A child’s ability to process & interpret where their body is in space**  **Over-Reactive Under-Reactive:**  Dislikes movement activities (swinging, spinning, sliding, etc.) Shows little drive for movement-based activities  Does not tolerate being upside down Does not appear to become dizzy when spinning  Overly cautious in moving through environment Has low muscle tone  Moves stiffly May not sense when falling & does not reach out  Dislikes riding in the car to protect self  Resistant to laying down for diaper changes **Sensory Seeking:**  Does not like having feet off of the ground Seeks movement activities throughout the day  Resistant to tipping head back Enjoys being twirled around  Spins self/ Rocks unconsciously  Does not appear to become dizzy when spinning  Appears to enjoy falling/crashing  **Additional Vestibular Suggestions/Comments:**  Click or tap here to enter text. | | |
| **Motor Planning: A child’s ability to plan & sequence motor activity to carry out an idea**  **Motor Planning Challenges Characterized By:**  Moves Awkwardly  Avoids movement activities, especially new & unfamiliar activities/routines  Difficulty with hand-eye coordination  Prefers familiar routines & play experiences  Appears Clumsy  Poor body awareness  **Additional Motor Planning Suggestions/Comments:**  Click or tap here to enter text. | | |
| |  | | --- | | **How to use the FDL chart**   * **If using Microsoft, right click with your mouse. This will bring up a drop down menu. From that menu please select “Edit Data” then choose “Edit Data in Excel”.** * **If using Apple, double click on the chart with your mouse. This will bring up new options in the toolbox at the top of your document. From that menu select “Edit Data in Excel”.** * **An Excel sheet will open. Click on correct “Month” at the bottom of the excel file.** * **You can begin entering scores (1-4) into the table in Column B. *\*Reference FDL Report Range Chart for VRF % \**** * **To exit simply go to the File Tab and click “close”.** |  |  | | --- | |  | | | |

|  |  |
| --- | --- |
| **Functional Developmental Levels (FDLs)** | **Your Child’s FDL Profile**  Level 1: Self-Regulation and Shared Attention:   * Enter FDL Range % * Detailed description of child   Level 2: Engagement & Relating:   * Enter FDL Range % * Detailed description of child   Level 3: Two-Way Intentional Communication:   * Enter FDL Range % * Detailed description of child   Level 4: Complex Two-Way Communication & Problem Solving:   * Enter FDL Range % * Detailed description of child   Level 5: Creating & Elaborating Ideas:   * Enter FDL Range % * Detailed description of child   Level 6: Building Bridges & Ideas, Logical Thinking:   * Enter FDL Range % * Detailed description of child |
| **Methods**  **Additional Comments on Methods:** | **Here are the core Methods of PLAY:**   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**   Click or tap here to enter text. |
| **Techniques**  \* It is important to PLAY at the right level for your child. Please refer to your manual to a more detailed description of selected techniques. | **FDLs 1-4 Techniques:**  Being With Sensory Motor Play  Making Behaviors Purposeful Taffy Pulling  Theme & Variation Salient Language  Onomatopoeia Rhythm & Music  Playful Obstruction Making Them Work  Rewarding & Reinforcing Expectant Waiting  Sense of Humor, Suspense & Surprise Going for Fun  Big, Little & Micro Circles Labeling  Add A Word Asked & Answered  Sequences/ “Little Stories” One & Two Step Directions  Problem Solving  **FDL 4-6 Techniques:**  Imitative Pretend Play Everything Come Alive  One Thematic Play (FDL 5) Two Thematic Play (FDL 5-6)  Continuous Flow of Circles Speaking “to” & “for” the Child  Appropriate Language Time Concepts  Simple “Wh” Questions: What, Where, Who Complex “Wh” Questions: Why, When  Using Natural Consequences as motivation Completing Tasks  Essays & Summarizing (FDL 6) Practicing Pronouns  Outings Mirroring/Reflecting/Labeling Feelings  Modeling Empathy Negotiating the Relationship (FDL 5-6)  Over-Dramatizing 3 Way Modeling: Model, Rehearse, Expect  Social Stories Metacognitive Strategies/Reflective  Theory of Mind Thinking |
| **Additional Technique Suggestions & Comments** |  |
| **Activity Suggestions**  **FDL 1-2:**  Sensory and Cause & Effect  **FDL 3-4:**  Sequences and Simple Pretend  **FDL 5-6:**  One & Two Theme Pretend: |  |
| **Additional Comments & Next Visit** |  |