



THE PLAY PROJECT™

PLAY & The Promotion of *Imagination* For Children with ASD Part 2

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9 Functional Developmental Levels*

1. Self regulation and shared attention (FDL 1)
2. Engagement (FDL 2)
3. Two-way Communication (FDL 3)
4. **Complex two-way Communication (FDL 4) (18m)**
5. **Shared Meanings & Symbolic Play (FDL 5—2y)**
6. **Emotional Thinking (FDL 6—4 year old)**
7. **Multi-causal Thinking (FDL 7—5-7 years old)**
8. **Shades of Gray Thinking (FDL 8—8-12 year old)**
9. **Thinking off an Internal Standard (FDL 9—13+ year old)**

*Greenspan and Weider



FDL 6 Imaginative Play

- Why, when, how
- Two ideas logically connected
- More logical, detailed, realistic
- Role playing, plot driven
 - Going to the doctor
 - Good guys and bad guys
 - Taking care of babies





FEAS FDL 6

30. Pretend play, however unrealistic, involves 2 or more ideas, which are logically tied to one another. Child may build on adult's pretend play idea.
31. Elaborates on pretend play sequence of two or more ideas, which are logically connected and grounded in reality. There is a planned quality and child can elaborate to "how", "why", or "when" questions, giving depth to drama.
32. Uses pretend play or language to communicate themes containing 2 or more ideas dealing with closeness or dependency (e.g., doll gets hurt, then gets kiss from daddy, then plays ball together).
33. Uses pretend play or language to communicate themes containing 2 or more ideas dealing with pleasure and excitement in humorous game (e.g., imitates funny word heard, watches how caregiver reacts, then laughs).
34. Uses pretend play or language to communicate themes containing 2 or more ideas dealing with assertiveness (e.g., soldiers search for missing person, find her, then battle to save her again)



Promoting *Imagination*

Techniques: Review

Jackson: Before (2 y) and After (9y)—Take Home Lessons

- Solidifying FDL 4 (Go up when the child goes up and go down when the child goes down)
- Techniques
 - Playing dumb: Asking
 - Playful obstruction
 - Stepping outside the play to talk about it
 - Teach me
 - Definitions: What does that mean?
 - What's Sonic feeling now?
 - What do you think about that?





Promoting *Imagination*

Benefits: Review

Jackson: Before (2 y) and After (9y)—Take Home Lessons

- Benefits
 - Problem solving
 - Summarizing
 - Sequencing
 - Connecting ideas
 - Ask Sonic: TOM
 - Labeling feelings
 - Understanding consequences
 - Forming opinions
 - Making judgments
 - Sense of humor





Madeleine and Amber: Pretend Methods

- Waiting & Pacing
- Anxiety evident in cackle
- Stepping outside the role: Being the director
 - “What should we play?”
- More realistic, logical, and detailed
- Staying in the role
 - Gesturing: ‘Ugh that’s heavy 5:49’
 - Building Empathy: ‘Ow. I dropped it on my toe!’
 - Modeling empathy: ‘I can help you.’



Making Pizza with Andy



Pretend Techniques

- Add a step
- Theme and variation
- Wh questions
 - “What are we going to do now?”
- Stone in the pond
- Two ideas logically connected
- Realistic and detailed



Flexible Thinking & Feeling Pretend Hide & Seek—FDL 7!



Additional *Advanced* Methods For Imaginative Play

- Multi-causal thinking
 - Not just simple cause and effect
- Step outside the play to discuss the play
 - “I’ll tell you what. Let’s make a deal.”
- Draw out the implications
- Don’t be afraid to make demands
- Keep emotional thinking and feelings in mind



FDL 7 & 8 FDL Play

FDL 7: *Multi-Causal Thinking* (6-7 years of age):

- Multiple factors to reality.
- Compare and contrast two things
- Summarize
- Invest emotion into more than one possibility
- Understand family/social dynamics in terms of relationships among different people, rather than just in terms of whether they get their own needs met

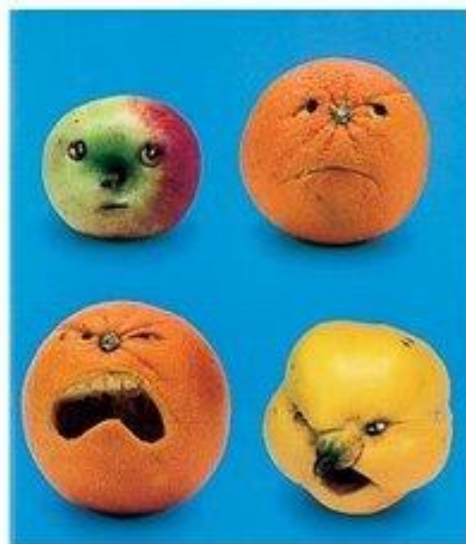
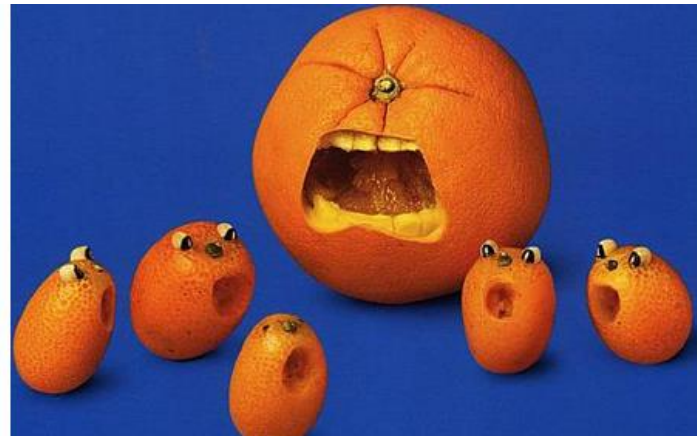
FDL 8: *Gray Area Thinking* (7-10 years of age):

- Varying degrees/relative influence of things
- Weigh different factors
- Growing literacy
- Moral thinking
- New ways to solve problems (e.g. with peers),
 - Compromise/taking another's perspective



Feelings

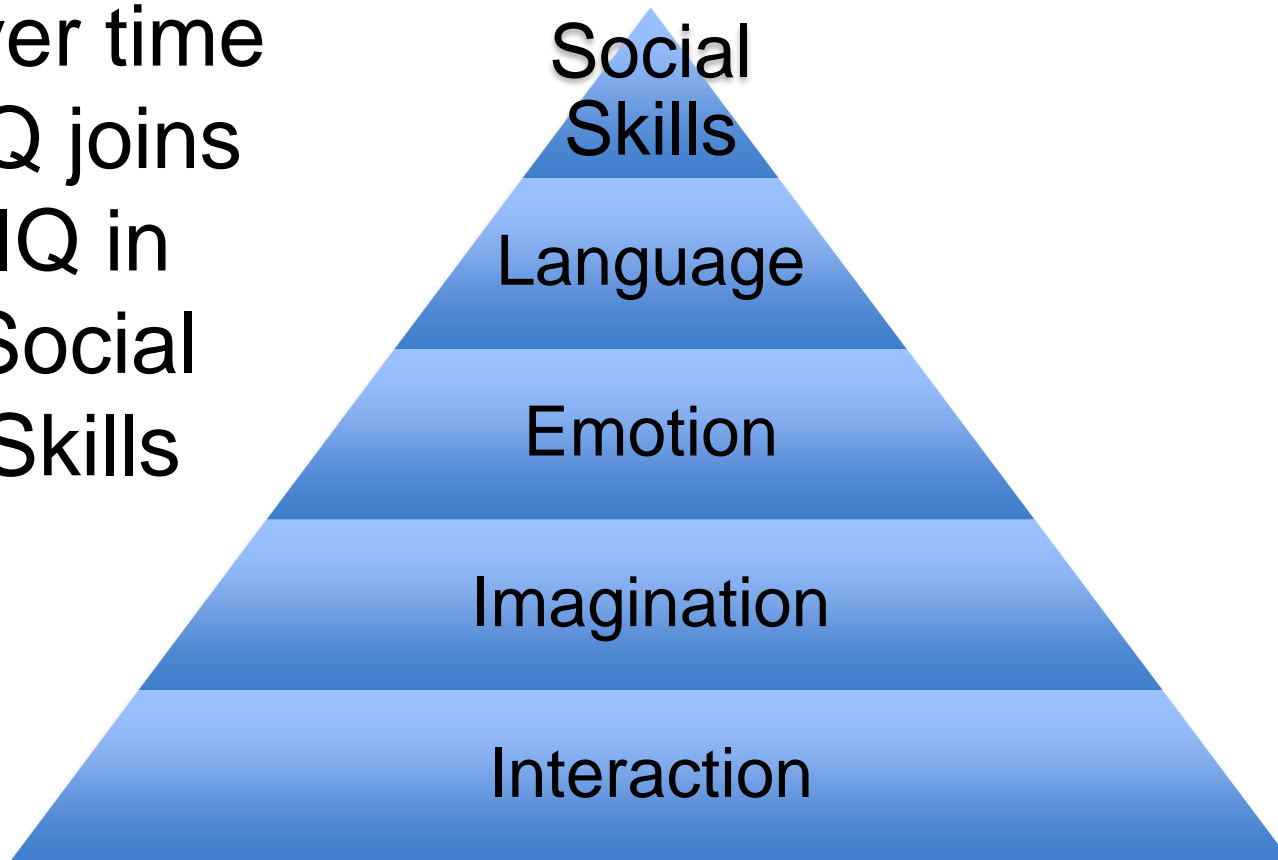
- When we recognize the autistic child's feelings
- By 'mirroring' back to them what they are feeling
- They learn to put words on their feelings
- Recent studies show that the amygdala which is the seat of strong feelings is less regulated in children with ASD
- They can be overwhelmed with impulses
- This leads to misbehavior
- "How to Talk So Kids Will Listen and Listen So Kids Will Talk"





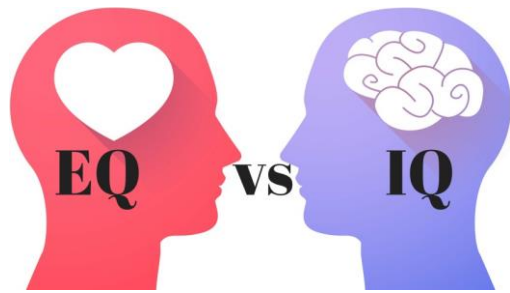
Development of Social Skills

Over time
EQ joins
IQ in
Social
Skills





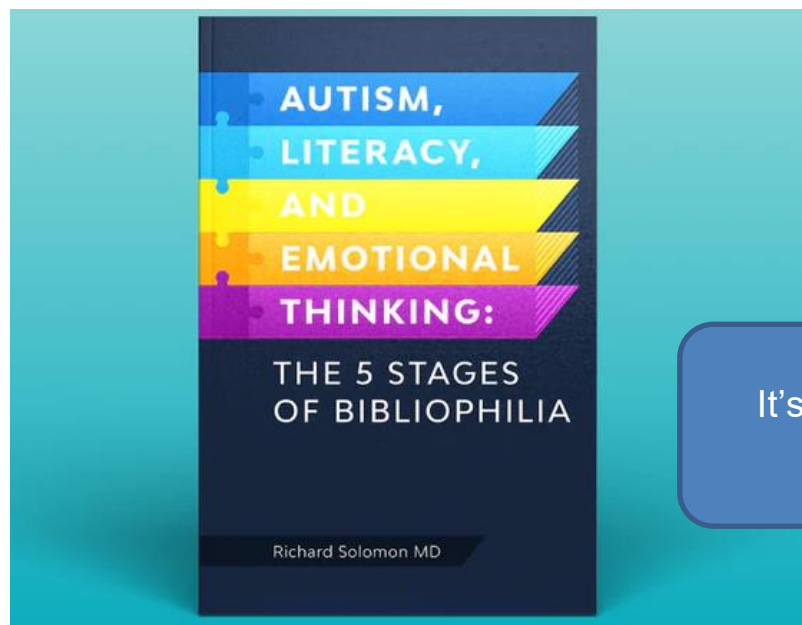
EQ is more important than IQ



- So, promote emotional thinking through. . .
- Interaction, Imagination, and Emotions/Feelings to lead to social skills and better IQ
- Recognize and mirror back feelings
- Use books to promote EQ



Books & Imaginative Thinking



It's free and only 25 pages!

- See my new eBook: *Autism, Literacy and Emotional Thinking*
- **Bibliophilia:**
 - The book (tastes good)
 - The picture on the page
 - The story on the page
 - The story in the book





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