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THE PLAY PROJECT CHILD PROFILE FORM

Case Study:

Age:

Initial Reactions:

Comfort Zones (CZ):

Sensory Motor Profile (SMP) & Regulation Profile:

1. Visual Processing:

2. Tactile Input:

3. Auditory:

4. Taste/Oral Motor:

5. Smell/Olfactory:

6. Vestibular:

7. Proprioceptive:

8. Motor Planning:

9. Regulation:



THE PLAY PROJECT CHILD PROFILE FORM

Functional Developmental Level (FDL):

Level 1: Self Regulation and Shared Attention

Level 2: Engagement

Level 3: Two-way Communication

Level 4: Complex Two-way Communication

Level 5: Shared Meanings & Symbolic Play

Level 6: Emotional Thinking



THE PLAY PROJECT CHILD PROFILE FORM

Methods:

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

Keys to Progress:



CIRCLE 2: Discovering a Child's Sensory Motor Profile

Introduction:

The Sensory Motor Profile (SMP) refers to the unique way that a child experiences the world through the 7 primary senses and through movement. Determining a child's SMP is the next step toward discovering a child's complete profile. It is not enough to simply *play at the right FDL*; one must also understand how the child's SMP impacts his ability to interact, problem-solve, play, and participate in activities of daily living. The SMP is best discovered through a combination of skilled observation, standardized assessments, and parent interview. In The PLAY Project, the SMP is identified using information and video gathered from the first visit.

The 7 senses:

There are 7 primary senses that nearly all people are born with. These include visual, auditory, gustatory, olfactory, tactile, proprioceptive, and vestibular. However, the way in which children and adults experience each of these 7 senses varies greatly from person to person. It is important to understand *how* a child processes and interprets information through each of the 7 senses as difficulty with any of the senses can greatly impact a child's ability to move through each level of development. Below are brief descriptions of each of the 7 senses.

1. **Visual** - a child's ability to process & interpret the sights around them
2. **Auditory** - a child's ability to process & interpret the sounds around them
3. **Gustatory** - a child's ability to process & interpret tastes (e.g. food/drink)
4. **Olfactory** - a child's ability to process & interpret smells
5. **Tactile** - a child's ability to process & interpret touch (i.e. the feeling of objects, etc.)
6. **Proprioceptive** - a child's ability to process & interpret input through their muscles & joints
7. **Vestibular** - a child's ability to process & interpret where they are located in space

Discovering the Child's SMP:

Parent interview is typically the first and best way to determine how the child experiences their world. In The PLAY Project, this interview takes place during the first visit. The PLAY Consultant might ask the child's parent(s) about the child's favorite and least favorite activities, experiences, toys, foods, etc., all of which will help the PLAY Consultant form ideas about the child's SMP. From there, the PLAY Consultant will observe how the child explores his environment, carefully taking note of how the child responds to sounds, sights, and other types of sensory input. Additionally, the PLAY Consultant will use an assessment measure (e.g. The Greenspan Social Emotional Growth Chart, The Sensory Profile, or a sensory checklist) which will help to pinpoint any area(s) of difficulty within the child's SMP.



CIRCLE 2: Discovering a Child's Sensory Motor Profile

Difficulty with Sensory Processing:

When a child struggles to process, appropriately interpret, and/or respond to sensory input, he may be showing signs of **Sensory Processing Disorder (SPD)**. SPD is a complex neurological condition that results in missed or poor connections between the brain (central nervous system) and peripheral nervous system (body). When this occurs, children may exhibit symptoms in various ways. For example, some children may demonstrate clumsiness, whereas others demonstrate strong aversions to certain smells or sounds. It is not uncommon for children with autism spectrum disorders (ASD) to demonstrate symptoms of SPD. Sometimes, these symptoms can simply appear to be "bad" behaviors (i.e. screaming or running away); however, in many cases, the behavior (i.e. response) can be traced back to sensory input.

The Subtypes of SPD:

There are several different ways to describe the symptoms of SPD. These include: sensory over-responsive (aka over-reactive), sensory under-responsive (aka under-reactive), sensory craving (aka sensory seeking), postural disorder, dyspraxia (aka difficulty with motor planning), and sensory discrimination disorder. In The PLAY Project, we recommend that you become familiar each of the 6 subtypes; however, it is not expected that you will become experts in this area. We recommend that you refer children who show signs of SPD to a pediatric occupational therapist for a formal evaluation. Below are brief descriptions of each of the 6 subtypes.

1. **Sensory over-responsive** - the child may demonstrate an exaggerated or heightened response to sensory input
2. **Sensory under-responsive** - the child may not respond or may demonstrate a delayed or slower than average response to sensory input
3. **Sensory craving** - the child may seek excessive stimulation and/or movement without contentment or satisfaction
4. **Postural disorder** - a child who demonstrates difficulty with postural control to the extent that it affects his ability to stand, sit, or participate to complete various motor tasks.
5. **Dyspraxia** - a child who demonstrates decreased motor planning skills (i.e. difficulty with ideation, sequencing, and coordination of fine and gross motor movements).
6. **Sensory discrimination disorder** - a child who struggles to accurately interpret the subtle characteristics of various stimuli (i.e. sounds, sights, sensations, etc.)

Often, it is difficult to determine how a child is interpreting input through one or more of the 7 primary senses. When this happens, it is helpful to try and isolate each sense in order to determine how a child reacts to variability. Here is an example:

- a) If you notice that a you are working with child flinches or puts his hands over his ears whenever people clap next to him, it is safe to assume that he may be reacting strongly



CIRCLE 2: Discovering a Child's Sensory Motor Profile

to the auditory and/or visual input (i.e. the sound of the clapping or the sight of hands moving rapidly). If you then learn from the child's parents that this child responds in a similar way to other loud, unexpected noises, it is likely that he is reacting to the auditory input. This child may therefore be **over-responsive** (aka over-reactive) to auditory input, which means that his parents, therapists, teachers, etc. should be mindful of the amount, frequency, and duration of auditory input that this child is exposed to.

Motor Planning:

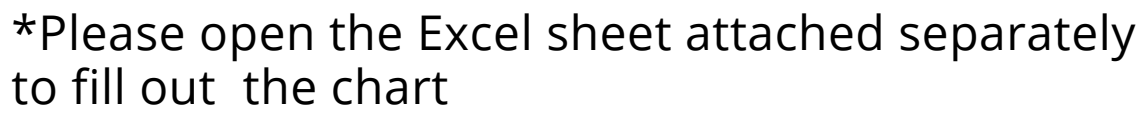
Motor planning (praxis) involves 3 parts:

- 1) **Ideation** - the ability to come up with an idea/an intention
- 2) **Motor planning** - the way the brain organizes and sequences motor actions
- 3) **Execution** - the ability to perform (execute) motor actions

The 3 senses involved in motor planning include the tactile, proprioceptive, and vestibular sense. These senses allow the child to respond to the sensory information around them (e.g. the sound of their mother's voice). If a child is experiencing difficulty in any of these 3 senses, they may have difficulty responding appropriately to sounds, sights, smells, etc. This is because the tactile, proprioceptive, and vestibular senses are the movement-based senses, which means that they allow the child to react by coordinating their intentions with the needed motor actions (e.g. turning her head, smiling, and looking at her mom).

Take-Home Message:

In summary, a child with noted difficulty in the areas of sensory processing or motor planning will likely exhibit related difficulty with the skills outlined in each of the 6 FDLs (e.g. fine or gross motor difficulties, limited initiation, and/or decreased problem-solving skills). Therefore, it is crucial for PLAY Consultants to recognize and address any signs of difficulty early on. Given that PLAY Consultants are not required to have training or experience in the area of sensory processing, it is important to recommend a formal evaluation by an occupational therapist or other qualified professional when signs of SPD are identified.



Monthly Visit

Legend:

- FDL 1
- FDL 2
- FDL 3
- FDL 4
- FDL 5
- FDL 6

[illegible]

The PLAY Project: 6 Functional Developmental Levels

“Thumbnail” Summary



FDL 1: Self-Regulation & Shared Attention

***begins at birth to 3 months**

- Can remain calm and regulated enough to share attention with people
- Can sustain brief episodes of interaction
- Regulation derailed by *Comfort Zone* activities
 - Stimming, scripting, lining up, etc. remove attention
- When you see CZ, child has holes in FDL 1
- Use ‘The Rabbit Hole Techniques’ to join the child at FDL 1

Key Questions:

How much is the child with us?

Where is the child’s attention? What is the child’s intention?



FDL 2: Engagement

***begins between 2 and 7 months**

- More sustained attention = engagement
- You call to them and they look—Circles begin!!
- Peek a boo is the classic FDL 2 game
- Key Question: How easy is it to engage the child?
- **This is the ‘sweat’ level.** The parent/professional has to do the work (i.e. sweat) to keep the child engaged
- Hard to follow child’s lead, but you can!
- Watch out for visual activities
- Use Rabbit Hole Techniques



FDL 3: Two-way Communication

***begins between 3 and 10 months**

- Opening and closing of 6-10 circles
- Key activities: Simple cause and effect games
- Key Question: Is the child initiating?
- We want to ‘create a monster’ (i.e. child won’t leave you alone!)
- This is the ‘wait’ level. The parent/professional has to wait to see if the child will initiate (i.e. open circles)
- Beginning of understanding routines
- Beginning of first single words



FDL 4: Complex Two-way Communication

***begins between 9 and 18 months**

- Opening and closing of 10-30 circles
- Solid 4 =Totally ‘with us’. Continuous flow of interaction
- Gestural communication along with words. Imitation
- 50+ words
- Follows spontaneous 1 step commands: Go, get, give to. . .
- Feelings more and more organized
- Problem solver! Has his/her own ideas
- ‘Little stories’: ‘Gets’ meaningful sequences
- Simple pretend: Phone to ear. Bottle to baby’s mouth



FDL 5: Shared Meanings & Symbolic Play

***begins between 24 to 30 months**

- Classic two year old communication
- 1-2 word phrases
- What, Where, Who, Actions, Yes/No
 - Not open ended ‘What’, Why, or When or Pronouns
- One thematic pretend play with adults
- Follows 1-2 step commands.
- Greetings emerging
- Compliance
 - It is not following their lead to follow their lead



FDL 6: Emotional Thinking

***begins between 36 to 48 months**

- Talking in sentences
- ‘Why’. Can recall the immediate past
- Builds bridges between ideas
 - Identifies own and others’ feelings
 - Recognizes relationship between feeling, behavior and consequences
- Two thematic play
- Carries on simple conversations
- Peer play established
- Misbehavior as developmental accomplishment

Stage 1: Self Regulation and Shared Attention (Interest in the World)

The child's ability to enter and sustain a state of shared attention with another person and stay focused, organized and calm (first learned at 0-3 months).

- Harness all available senses, as well as motor capacities, to help child stay calm and regulated in order to draw child into shared attention.
- Involve child in enjoyable interactions that involve looking (look and examine faces), hearing (focus on voices), touch (pleasurable tickles, stroking or sharing an object or toy) and movement.
- Increase the interactive circles of communication and sustain shared attention as child develops.
- Use constructive and playfully obstructive strategies with affect cues to stretch the child's capacity for shared attention.

When shared attention is not developed child's attention may be fleeting, easily distracted, preoccupied and/or lethargic and passive.

Self Regulation and Shared Attention: Additional Information

Other Examples...

The infant:

- Is calmed by being held, talked to, touched, looked at, and interacted with. Is starting to be able to calm himself down. Remains calm for two or more minutes at a time.
- Shows more interest in the world. Focuses on sights and sounds for three or more seconds.
- Holds head upright; follows objects with eyes; and responds to sounds.
- Makes eye contact.

An older child:

- Will be able to stay connected with people while playing a game that she enjoys.
- Will be able to calm himself down after getting overly excited (such as during rough housing)
- Who tends to be passive will be able to motivate herself to pay attention and join in with others and sustain interest.
- Will begin to be able to tolerate transition to a new activity, which may not have been his choice.
- Has sleeping and eating patterns that are becoming more regular.

Goals Related to Stage 1: Self Regulating & Shared Attention

1. Child will sustain shared attention with a special adult in sensorimotor interactive play using the child's preferred and pleasurable sensory and motor modalities, such as movement, looking, touching, or listening.
2. Child will regulate his sensory system in order to sustain shared attention with support.
3. Child will regulate his sensory system in order to sustain shared attention independently.
4. Child will increase shared attention by increasing interactive circles of gestural communication, resulting in a continuous flow of interactions between child and adult rather than trying to focus on a particular object or toy.
5. Child will sustain shared attention with a peer in interaction.
6. Child will sustain shared attention in a group.
7. Child will sustain shared attention independently across contexts.

DIRSM: Stages in Functional Emotional and Intellectual Development

Adapted by the Astra Foundation from the works of Stanley Greenspan, MD and Serena Wieder, PhD

Stage 2: Engagement

The ability to form relationships and attachment and to engage another person with warmth and pleasure (first learned at 2 to 7 months)

- Woo the baby into engaging you with pleasure and delight. This can be seen when baby brightens with a smile, focuses on faces, moves arms or legs to the rhythm of caregiver's voice, vocalizes in response to caregiver's cadences, turns or reaches toward care giver.
- Encourage growth of intimacy and caring – notice the gleam in the child's eye when child interacts with you along with a sense of falling in love.
- As child develops, deepen the relationship to include the full range of feelings such as assertiveness, anger or sadness. Notice that these feelings can be incorporated into the quality and stability of the child's engagement (e.g., does he/she withdraw or become aimless when under stress, does she stay connected when angry or scared?)
- Emphasize the importance of relationships constantly in order to help the child develop a sense of security, intimacy, caring and empathy for other. Relationships also provide the foundation to encourage progress in related areas where child must work really hard to develop motor planning, language acquisition, and a positive attitude toward all learning.

When relationships and engagement are weak (e.g., the absence of trusting, positive expectations), avoidance, distrust, or apathy may take their place.

Engagement: Additional Information:

Other Examples...

The infant: responds to simple rhythmic movements and sounds (like boom, boom, baboom)

The older child: will stay engaged with peers and adults.

Goals related to Stage 2: Engagement

1. Child will form relationships with special adults through pleasurable and enjoyable interactions.
2. Child will sustain engagement in reciprocal social interactions with special adults that bring pleasure and joy.
3. Child will sustain engagement in reciprocal social interactions when annoyed and protesting.
4. Child will increase sustained engagement by increasing the circles of communication.
5. Child will increase sustained engagement through a wider range of emotions, such as jealousy or fear.
6. Child will sustain engagement with a peer with adult mediation.
7. Child will sustain engagement with a peer "expert player".
8. Child will sustain engagement within group interactions.

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Stage 3: Two-way Communication

Back and forth affective signaling and communication to convey intentions, interests and needs (first learned at 3-10 months).

- Follow baby's lead and challenge him to communicate with you through the exchange of gestures and emotional signals about his affects (interests, needs, or intentions) and also respond to your affective signals in a back and forth reciprocal pattern.
- Elicit communication. Use affect cues (signals) to woo and wait for child's purposeful social gestures (facial expressions, making sounds, reaching, pointing, throwing, movement, etc.) to express his desires, objections or other feelings.
- Encourage the flow of continuous communication by opening and closing circles. A circle is **opened** when the child evidences some interest or **initiates** a behavior; e.g., the child looks at a toy, and the parent or caregiver **follows the child's lead** by picking up the toy and showing it to the child. The child **closes** the circle by reaching for the toy, while **acknowledging** (looking at) the parent, nodding with a smile, etc.
- Encourage communication by building on child's interests, initiative, and purposeful behavior. Challenge him to do things to you, help him achieve his goal, and later build obstacles to add steps and increase the number of circles.

Two-way communication is the basis for all relationships, as well as language and learning where conversations and exchanging information are necessary.

Two-way Communication: Additional Information

Other Examples

- Child is beginning to have his own ideas. You begin to have a sense of the child's Personality
- Child shows desires by pointing, reaching, making sounds to get something or to be picked up.
- Child purposefully creeps or crawls; comprehends and initiates different sounds; and discriminates between people.
- Child engages in back and forth interaction, gestures. (Ping-pong).
- Child acts with purpose and intention. (Reaches up to be picked up).
- Older children will be able to open and close circles with adults and peers even when they are feeling a variety of different strong emotions.

Goals related to Stage 3: Two-way Communication

1. Child will interact in a back-and-forth rhythm in animated exchanges using facial expressions, sounds, and other gestures.
2. Child will initiate purposeful interactions around desires (open circles) and will close circles following adult's response to her initiative.
3. Child will increase number of purposeful interactions around desires for sensorimotor activities, to go somewhere, to obtain objects, or in response to adult strategies to expand the number of circles; for example, when the adult poses obstacles, plays "dumb," or creates extra steps to reach desired goal.
4. Child will increase number of purposeful interactions using imitation.

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5. Child will increase number of purposeful interactions using simple gestures, such as reaching, taking, pulling, or pointing.
6. Child will increase number of purposeful interactions across widening range of emotions, such as dependency, assertiveness, and jealousy.
7. Child will increase purposeful interactions in various processing areas, including visual-spatial, motor planning, perceptual motor, auditory processing, and language.
8. Child will sustain purposeful interactions with a peer with adult mediation.
9. Child will sustain purposeful interactions with a peer "expert player."
10. Child will initiate purposeful interaction with a peer spontaneously.
11. Child will sustain purposeful interactions within group interactions.

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Stage 4: Complex Two-way Communication

The ability to use complex circles of communication by stringing together a series of gestures, actions and words into an elaborate problem solving sequence of interactions which helps child develop a sense of self (first learned at 9 to 18 months).

- Become an interactive partner with a toddler as she learns to use a continuous flow of gestures with you to pursue her interests and wishes and to meet her needs.
- Combine affect cues with action (be animated and show affect through tone of voice and facial expressions) while creating interactions. Your goal is to help your child learn to open and close multiple circles of communication. This begins by using a dialogue without words through subtle facial expressions, a gleam in the eye, and other emotional signals or gestures, to a dialogue with problem solving words.
- Work up to a continuous flow of 20 to 30+ back and forth circles of communication, e.g., child can take a parent by the hand, walk her to the door, point that she wants to go out, and perhaps vocalize a sound or word to further the caregiver's understanding of his intentions.
- Expand the conversation by asking where child wants to go, what they need, who else will come, what they will get, what else and where else, etc. These conversations are necessary for negotiating the most important emotional needs of life, e.g., being close to others, exploring and being assertive, limiting aggression, negotiating safety, etc.
- Increase interactive range of affects and emotions when solving problems (e.g. feed hungry baby, bandage hurt knee, fix broken truck, chase away hungry wolf, etc.).
- Encourage different emotional patterns, e.g., dependency, assertiveness, pleasure, etc., organized into integrated, problem solving affective interactions. Look out for child polarizing and being dominated by one or another feeling state (organized aggression and impulsivity, organized clinging, needy or dependent behavior, organized fearful patterns).

Complex Two-way Communication: Additional Information

Other Examples...

- Child imitates motor actions (throws ball to mom, pop beads). Can imitate pretend play (feeds the baby, but imitates only the motor action without the symbolic act of pretending to be parent).
- Child follows a few one-step directions, uses objects functionally, delayed searching (looks persistently for bottle).
- Child begins to understand others' emotions (happy, sad, fearful) by reading words/intonation (Yuck), facial expressions, gestures
- When feeling different emotions, child can remain engaged, and interactive (when the child gets upset because his brother has his toy, he stays connected and communicating, instead of becoming self absorbed or having a tantrum.)

Goals related to Stage 4: Complex Two-way Communication

1. Child will express communicative intent through gestures or words to get what he wants.
2. Child will sequence (motor plan) in order to execute an idea, such as a desire for a cookie, to pull a chair over to a cabinet, climb up, open cabinet, open container, get cookies and smile at mom.
3. Child will sequence (motor plan) in order to execute a desire; for example, in order to play with Dad, who is reading the paper on the couch, the child will climb up, bounce on Dad, and pull him onto the floor to play.

Stage 5: Shared Meanings & Symbolic Play

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The child's ability to create ideas (symbols) observed in pretend play and words (phrases and sentences) to convey some emotional intention (begins between 24 to 30 months).

- Encourage child to relate sensations, gestures and behaviors to the world of ideas that have meanings which can be shared with others in pretend play and drama. Whether the animals are fighting, the dolls are hugging, or there is a tea party, ideas (symbols) are guiding this play.
- Enter the child's ideas through his make believe world as a character in his drama using words and actions together. Let child initiate the play idea and through interaction (dramatization in roles), elaborate with expanding themes and range of emotions (closeness, assertiveness, fear, anger, jealousy, aggression, etc.) which child can explore and express safely.
- Encourage action words instead of acting out to convey intent and feelings. When feelings and impulses are elevated to the level of ideas they can be expressed through words and play instead of acting out (e.g., child doesn't have to hit his friend, but can say, "I'm mad.").
- Engage in long conversations to communicate interests, feelings, desires and objections throughout the day.
- Promote symbolic play in order to provide the distance from real life and immediacy of needs to differentiating self from others through different roles, feelings, and actions (child pretends to be a mommy comforting the frustrated baby who broke his toy).

Shared Meanings & Symbolic Play: Additional Information

Other Examples

- Child gains the ability to use ideas (words) to convey feelings and intentions. ("More juice?" "No open!" "Kiss baby.")
- The child imitates familiar pretend actions, such as hugging or feeding a doll. But now the child views herself as the doll's mommy. Increasingly the child develops symbolic play skills as a way to understand complex feelings (Dolls go to bed, hug, or fight).
- Symbolic play begins to have emotional themes, closeness, assertiveness, fear, anger, (Feeding the doll: doll tells you it doesn't like pink ice cream; Pretends to go to the park: doll is afraid of slide.)
- Child involves you in his play, i.e. he is not exclusively playing by himself.
- Child jumps, runs, scribbles, comprehends simple designs.
- Child throws ball, draws a line, reproduces simple design

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Goals related to Stage 5: Shared Meanings & Symbolic Play

All the goals at levels V and VI assume that the child is creating ideas while playing interactively and spontaneously with another adult, child, or group. Some children may create ideas but prefer to play alone or act out all the roles themselves. These levels are not fully reached until the child is fully interactive based on previous levels of established shared attention, engagement, and two-way communication.

1. Child will initiate the use of realistic ideas in interactive imaginative play, such as by hugging the dolls.
2. Child will initiate the use of ideas using realistic verbal interactions.
3. Child will express ideas derived from her affect or intent, such as saying "Play outside!" when she wants to go outside.
4. Child will express ideas derived from her affect by combining words and reality-based actions, such as sequence of pretending to be hurt and going to the doctor to get better.
5. Child will engage in conversations to express ideas.
6. Child will elaborate on ideas through increasing verbal and symbolic play sequences, such as getting hurt in a crash, going to the doctor, being examined, and going home.
7. Child will create imaginary (not reality-based) ideas using magical thinking/powers.
8. Child will assume different roles and act as the character in role-play.
9. Child will predict how others will feel or act in certain situations.
10. Child will respond to other's feelings appropriately.
11. Child will demonstrate confidence to resolve conflicts that come up in social situations, such as waiting, trading toys, taking turns, playing together, asserting self to retrieve his toy, joining in, or defending others.
12. Child will assume multiple roles and use figures to represent characters.
13. Child will expand ideas to include a wide range of themes and feelings.

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Stage 6: Emotional Thinking

The ability to build logical bridges or make connections between different emotional ideas (emotional thinking) (begins between 36-48 months).

- Challenge child to connect her ideas together by seeking her opinion, enjoying her debates, and negotiating for things she wants using logical reasons. Begins with logical conversation involving at least two give and takes: "Time for school." "I don't want to." "Why?" "I feel sick now."
- Encourage child to engage in pretend play with both peers and adults where the story or drama "makes sense", with a beginning, middle and end where elements in the drama logically fit together.
- Promote the use of pretend play, words, and/or visual symbols to elaborate a partially planned pretend drama (theme or idea is identified in advance), or engage in logical conversation dealing with causal, spatial, and/or temporal relationships between themes.
- Challenge child to create connections between differentiated feeling states, e.g., "I feel happy when you are proud of me!" Identify relationship (contingency) between feelings, thoughts and actions.
- Expand identification and differentiation of more and more subtle feeling states, e.g., lonely, sad, disappointed, annoyed, frustrated, etc.

This capacity is a foundation for higher level thinking, problem solving and such capacities as separating reality from fantasy, modulating impulses and mood, and learning how to concentrate and plan.

Emotional Thinking: Additional Information

Other Examples...

1. Creates logical bridges between ideas (Can hold a simple, logical conversation involving at least two exchanges: "Time for school." "I don't want to." "Why?" "I feel sick." Or, alternatively "because there is a fierce dinosaur at school.")
2. Is able to engage in pretend play with another person where the story or drama makes sense (the bears are going to visit the grandmother and then have a big lunch).
3. Pretend play, words, and/or visual symbols convey two or more logically connected, emotional ideas ("Hit bad guy because he did bad thing." "Hug nice dolly.")
4. Interactive pretend play with both peers and adults where there are a number of elements or elements in the drama that logically fit together. (Whereas in Stage 5 a child might dress up a doll, then seeing a crayon, scribble, then, seeing a drum, pretend to be a drummer, a child at Stage 6 connects the pieces. (She might have the drummer play for the dressed-up little girl and use the crayon to make invitations for the performance. Or, the doll might have a tea party, call friends to invite them, prepare refreshments, set the table, and determine the seating pattern.)
5. Child skips, hops, copies cross, can recall four or more numbers or words, asks and answers "why" questions, classifies and quantifies objects, recalls recent past.
6. Child takes turns with a toy, copies circle, uses full sentences and answers "what, where, who and doing" type questions, has a sense of quantity (big/little) emerging.

DIRSM: Stages in Functional Emotional and Intellectual Development

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Goals related to Stage 6: Emotional Thinking

1. Child will close all symbolic circles in both pretend play and reality-based dialogues.
2. Child will respond to "Wh" questions, including who, what, where, when, and why.
3. Child will debate, negotiate, and make choices when deciding what to play, what to do, where to go, and who goes first.
4. Child will connect ideas in logical ways that make sense (not fragment, change topic, or become tangential).
5. Child will integrate concepts of time in ideas.
6. Child will integrate concepts of space in ideas.
7. Child will integrate concepts of quantity in ideas and problem solving.
8. Child will explain reasons for feelings and actions.
9. Child will compare and contrast ideas, preferences, and other people's views.
10. Child will give opinions, selecting appropriate dimensions for views.
11. Child will create dramas with a beginning, middle, and end.
12. Child will identify motives of other people or characters' actions and understand different points of view and feelings.
13. Child will predict feelings and actions of other characters.
14. Child will recognize complex intents, such as deception, sarcasm, and conflict.
15. Child will reflect on feelings in both pretend dramas and conversations taking place in reality.
16. Child will expand play to full range of emotional themes, including conflict, aggression, and morality.
17. Child will reach higher levels of abstraction and will be able to see details as well as the big picture (trees and the forest).
18. Child will recognize strengths and weaknesses in self and others.



The PLAY Project Consultant

Advanced Course

Fidelity Manual Narratives

Introduction The PLAY Project Fidelity Manual was created to establish research criteria for successfully training PLAY Project Consultants (PPC) as they went through full certification so they could deliver PLAY with high fidelity to caregivers of young children with autism. While the *Advanced Course Fidelity Manual Narratives* do not have the level of detailed description used in the implementation/full certification course, they accurately describe the research based criteria for each of *The PLAY Project's Fidelity Manual* sections including Keys, Comfort Zone Activities (CZA), Sensory Motor Profile (SMP), and Functional Developmental Levels (FDL.)

Keys to the Child's Progress (Keys) Keys integrate The PLAY Project (TPP) principles and methods into main points that the Advanced Course Trainees (TRAINEES) should summarize as the most important suggestions for caregivers (CG). Special attention is given to the child's profile (CZ, SMP, FDL) and the caregivers interactional process (IP). Keys should *accurately summarize a set of overall strategies* that help the CG know what to do to improve interactions with this child (i.e. have fun) and promote this child's functional development. Language should be clear and understandable (PLAY jargon/terms should be defined).

- 3-5 key points specify an overall strategic approach
- Keys most often emphasize principles and/or methods *as they specifically apply to the child and CG*
- Keys should note progress and focus in on constructive advice (i.e. avoid negative language but supportive honest feedback is important)
- Keys may suggest specific *techniques* or *activities* if they are central to this child's progress. (Techniques and Activities are an important part of PLAY Project Consultant (PPC) implementation training and not emphasized in the Advanced Course.)
- Language should be understandable for the CG
- Keys are often determined after the child profile—CZA, SMP, FDL—is evaluated.

Comfort Zone Activities (CZA) are defined as 'what the child will do when you let them do whatever they want to do'. CZA takes the child OUT of the relationship (examples: lining up, opening/closing doors, visually stimming on trains or cars, flipping pages of books, flicking string/long objects, etc.). Note that CZA are often limited in a 15 minute video and may not be seen. The CZA section of the Child Profile Form should have the following elements:

- CZA briefly defined
- TRAINEE lists CZA captured on the video
- TRAINEE notes if there are no CZA present on video

The Sensory Motor Profile (SMP) should have two components listed in the Child Profile Form:

a.) reactivity profile (over, under, mixed reactivity) and b.) consideration of ALL sensory/motor modalities. Often the parents will play in one modality (e.g. visual) and other modalities are not explored. The TRAINEE should emphasize other modalities to see which are most engaging. All modalities should be defined. The SMP section of the PP should have the following elements:

- All SM modalities (see SMP/Regulatory Checklist) are considered.
- Over-reactive and/or under-reactive considered and described. For example, if a child is 'under-reactive' to sound, for instance, then he/she will seek rather than avoid that modality and vice versa.
- Brief suggestions or explanation given of how the CG could play based on the SMP
- SMP modalities not used by CG are noted by the TRAINEE
- Suggestions should be made to CG about what to do more of/less of related to each modality

Functional Developmental Levels (FDLs) The TRAINEE's ability to accurately profile the child's FDL is fundamental to The PLAY Project approach. The TRAINEE should be systematic and describe each of the child's FDLs from 1 through 6 as part of TPP analysis. Furthermore, the FDL profile must be succinctly and clearly described so as to be understandable and useful to the CG. The FDL analysis is useful to the degree that it links FDL to strategies (e.g. 'sweating' for FDL 2, 'waiting' for FDL 3, 'going for continuous flow' at FDL 4, etc.) as well as methods, activities, and techniques that will be specified later in TPP implementation course. The more subtle and accurate the TRAINEE is in profiling the FDL, the better. The TRAINEE should also document a percentage of how 'solid' the child is on a 9-point scale (see below) and can include a *bar graph* designed for that purpose. This percentage should correlate with the AC course evaluator ratings. An FDL profile should include the child's 'affective level' i.e. the FDL at which the child prefers to function *when left to do what he/she wants*. This affective level also typically identifies where the fun is for the child and where the work is for helping the child take the next step in development. This level will often coincide with their most 'solid' FDL. In summary, the FDL section of the PP should have the following elements:

- The FDL profile is consistent with the AC course evaluator analysis and the *FDL criteria*
- FDL percentage ratings are consistent with AC course evaluator ratings
- FDL % is described using a 9-point scale: 0, 0-25, 25, 25-50, 50, 50-75, 75, 75-100, 100
- TRAINEE displays FDL percentages in the form of a bar graph
- FDL profile is succinct, clear, understandable, and useful for the CG
- TRAINEE notes the child's affective level (i.e. their preferred level of functioning/ where the fun is/work is)