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

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| **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. | **Date of Next Appointment:** Click or tap here to enter text. |

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| **Video Review Form**   * **Make Observations to highlight the Keys to Progress** * **Observations “set up” suggestions** * **Give 3-5 Suggestions per 3-5 minutes of video** * **Use bullets and bolding to highlight Techniques, Methods, Principles & Keys** | | |
| **Date/Activity/Player** | **Time** | **Observations & Suggestions:** |
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| **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 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\***  **1. Visual:** Click or tap here to enter text.  **2. Auditory**: Click or tap here to enter text.  **3. Gustatory**: Click or tap here to enter text.  **4. Olfactory:** Click or tap here to enter text.  **5. Tactile:** Click or tap here to enter text.  **6. Proprioceptive:** Click or tap here to enter text.  **7. Vestibular:** Click or tap here to enter text.  **8. Motor Planning:** Click or tap here to enter text.  **9. Regulation/Reactivity**: Click or tap here to enter text.  **Additional SMP Suggestions:** Click or tap here to enter text. | | |
| **Functional Developmental Level (FDL)**  Click or tap here to enter text. **is functioning mostly at levels** Click or tap here to enter text. **through** Click or tap here to enter text. **This means we want to focus on:** Click or tap here to enter text.  **Your Child’s FDL Profile: (Enter FDL Range %)**  **Level 1: Self-Regulation and Shared Attention:** Click or tap here to enter text. %  Detailed description of child: Click or tap here to enter text.  **Level 2: Engagement & Relating:** Click or tap here to enter text. %  Detailed description of child: Click or tap here to enter text.  **Level 3: Two-Way Intentional Communication:** Click or tap here to enter text. %  Detailed description of child: Click or tap here to enter text.  **Level 4: Complex Two-Way Communication & Problem Solving:** Enter Click or tap here to enter text. %  Detailed description of child: Click or tap here to enter text.  **Level 5: Creating & Elaborating Ideas:** Click or tap here to enter text. %  Detailed description of child: Click or tap here to enter text.  **Level 6: Building Bridges & Ideas, Logical Thinking:** Click or tap here to enter text. %  Detailed description of child: Click or tap here to enter text. | | |

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| **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** | **Techniques are designed to help expand PLAY ideas in ways that are fun and help a child progress in their functional development. Techniques align with the child’s CZAs, SMP, and FDLs.** |
| **Activity Suggestions**  **FDL 1-2:**  Sensory and Cause & Effect  **FDL 3-4:**  Sequences and Simple Pretend  **FDL 5-6:**  One & Two Theme Pretend: | **Activities represent *our* ideas about what would be fun for a child based on their CZAs, SMP, and FDLs. Keep in mind that the Method and Techniques listed above are MOST important when PLAYing. HOW you play is more important than WHAT you play.** |
| **Additional Comments & Next Visit** | Click or tap here to enter text. |