



# PLAY PROJECT CHECKLIST: FUNCTIONAL DEVELOPMENTAL LEVELS 1-3

This checklist is meant to serve as a guide for parents, family members, & professionals who participate in or provide PLAY Project services. The questions below provide hints and guidelines that are helpful to keep in mind when playing with a child who is functioning within the first 3 Functional Developmental Levels (FDLs). These questions are based on the PLAY Project Principles, Methods, and Techniques and encourage players to become more sensitive to the child's needs, ultimately leading to more successful PLAY sessions.

## FDL I: Self-Regulation & Shared Attention

- ☐ How is your positioning? Are you *being with* the child near them or on the floor or facing them or following them around the room?
- ☐ Are you *paying attention to the child's attention*? Where is he/she looking? What is his/her attention focused on?
- ☐ Are you *paying attention to the child's intention*? What is his/her interest right now?
- ☐ Are you able to *interpret your child's subtle cues* to understand what they want? Are you 'reading' them right?
- ☐ When your child shows his/her intention, *are you responding in a supportive way*, encouraging your child to do what they want? Can you accept your child right where he/she is at?
- ☐ *Whose play idea is it?* Yours or your child's?
- ☐ Are you using the 'Rabbit Hole Techniques'?
- ☐ Can you define 'circle' of communication? What does it mean to 'open' a circle? Close a circle? Do you know how to *count circles*?
- ☐ Are you *having fun* together?

## FDL II: Engagement & Relating

- ☐ Are you playing *at the right level*? Too high (child not getting it)? Too low (child not engaged)?
- ☐ Can you engage your child by *following his/her lead*?
- ☐ Are you enthusiastic, animated, silly, and fun? Using voice, gestures, and actions to make it fun?
- ☐ Are you in the *right sensory mode* to engage the child? You might have to change it up (i.e. avoid visually absorbing activities) to get better engagement.
- ☐ Are you getting 3-4 *circles of communication* going? Do you know how to *count circles*?
- ☐ *How long* can you keep the engagement going by being dramatic, silly, fun, sensitive to their interests (are you *sweating yet?*)?
- ☐ Are you *having fun* together?

## FDL III: Intentionality & Two-way Communication

- ☐ Are you *slowing down your pace* and *waiting* long enough to get *responses* from your child?
- ☐ Are you getting 6-10 *circles of communication* going?
- ☐ Are you 'thinking circles' as you play and going for longer chains of interactions?
- ☐ Who is *opening* the first circle? Are you waiting for *him/her* to initiate?
- ☐ Are you using Theme and Variation to be inventive with your play?
- ☐ Are you connecting words to routines and fun events? Does he/she understand routines when you refer to them? Does he/she turn to their name?
- ☐ Are you seeing any imitation yet?
- ☐ Any word-gestures yet? Like signing for 'more,' waving bye, pointing?
- ☐ Are you still *having fun* together?