

Complex Family Dynamics:

A PLAY Project Case Study

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PLAY Webinar
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Meet Your Speakers



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Introduction & Session Purpose

- While coaching and Routines Based Interventions (RBI) models are important additions to EI practices, autism specific interventions (ASI) are needed.
- Children with autism are different and their parents need specific ways to engage their hard to engage children
- Parent implemented models that use a developmental relationship- based intervention (PIM DRBI) are effective, evidence-based, and autism specific and often impact complex family systems.
- In this workshop we will present a case study that shows:
 - How a family system perspective impacts relationships within the family
 - How The PLAY Project, a PIM DRB, impacts a complex family system
 - How PIM complements coaching and RBI models

Family Systems Theory

- An outgrowth of the biopsychosocial movement of the 60s, 70s, and 80s
- A systems view of the child in the family, the family embedded within generations, and the family in need of support from community
 - Recognition of the interdependence of all phenomena
- Not psychotherapy but accepting that the emotions and conflicts of various family members matter for EI
- Family systems theory models: Implications for EI
 - Structural Family Therapy—The parental system, the sibling systems, triangular relationships within the family.
 - Generational Family Therapy —'Behind every mother is a mother!'

Early Intervention and Family Systems

- EI professionals are entering a family system not just helping a child
- Four family reactions to diagnosis
 - “We suspected this. We have grieved.”
 - Immediate grieving
 - Stunned disbelief and denial
 - Acceptance
- EI professionals are entering into the suffering and joys of the family.
 - Many families are suffering grief, stress, family conflict, life demands, familial MH issues, etc.
 - Psychological induction: How you FEEL towards a ‘challenging’ family is data on how the family is feeling toward their life

Family Systems



MOM

- Young mom
- First child
- Away from family
- Is close to her mother
- Raised permissive mother/authoritarian father
- Husband is supportive



Grandma

- First grandchild
- Delay due to lack of child care
- Thinks he will talk when he is ready
- Tells mom not to worry about the future therapy will fix him
- Mom can't talk with Grandma because she won't share in her worry



Aunt

- You will need us when he is born (Good baby -mom didn't call)
- You are too young to have a baby
- When delays showed —I told you —you would need us
- Delays due to immunizations



Cousin

- Delays are your fault
- You didn't let him play with other kids
- Because he is not in daycare
- Bangs head because you let him play in the ball pit
- Doesn't use utensils because you didn't give him one when you should have

Early Intervention Process

01

Referral

Receives outpatient speech and OT

02

Evaluation

03

Eligibility

04

RBI

Dr. Robin McWilliam

05

Outcomes

Dr. Robin McWilliam

06

Initial visit/PLAY Project

UPDATE: Received diagnosis and is on waitlist for ABA

Outcome 1: Jonathon will participate in morning meal prep time by engaging with his mom instead of crying and fussing. (week 1---initial visit)

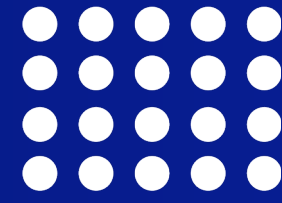
Outcome 3: Johnathon will participate in mealtime by communicating his wants and needs. (week 2 initial recording of this goal)





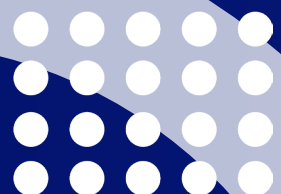
PLAY Project Principles

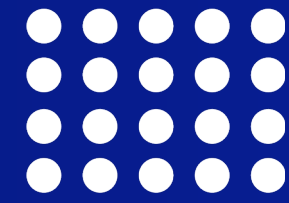
- Fun with people—doing what the child loves
- Put in the time—2 hours per day broken up into 15–20 minute sessions
- Accurately profile the child in terms of their Comfort Zone, Sensory–Motor Profile & Functional Developmental Levels
- Based on the child's profile, play at the right level



PLAY Project Methods

- Read the child's cues and intent
- Slow the pace of play, observing and waiting for the child's idea
- Follow the child's lead, responding to what the child wants
- Open and close circles of communication (back and forth interactions)
- Build on the child's interests



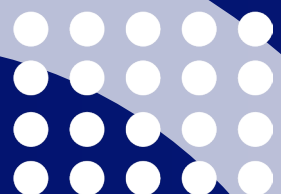


Profile the child

Functional Developmental Levels

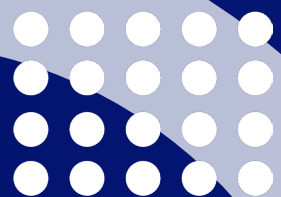
Comfort Zones

Sensory Motor Profile



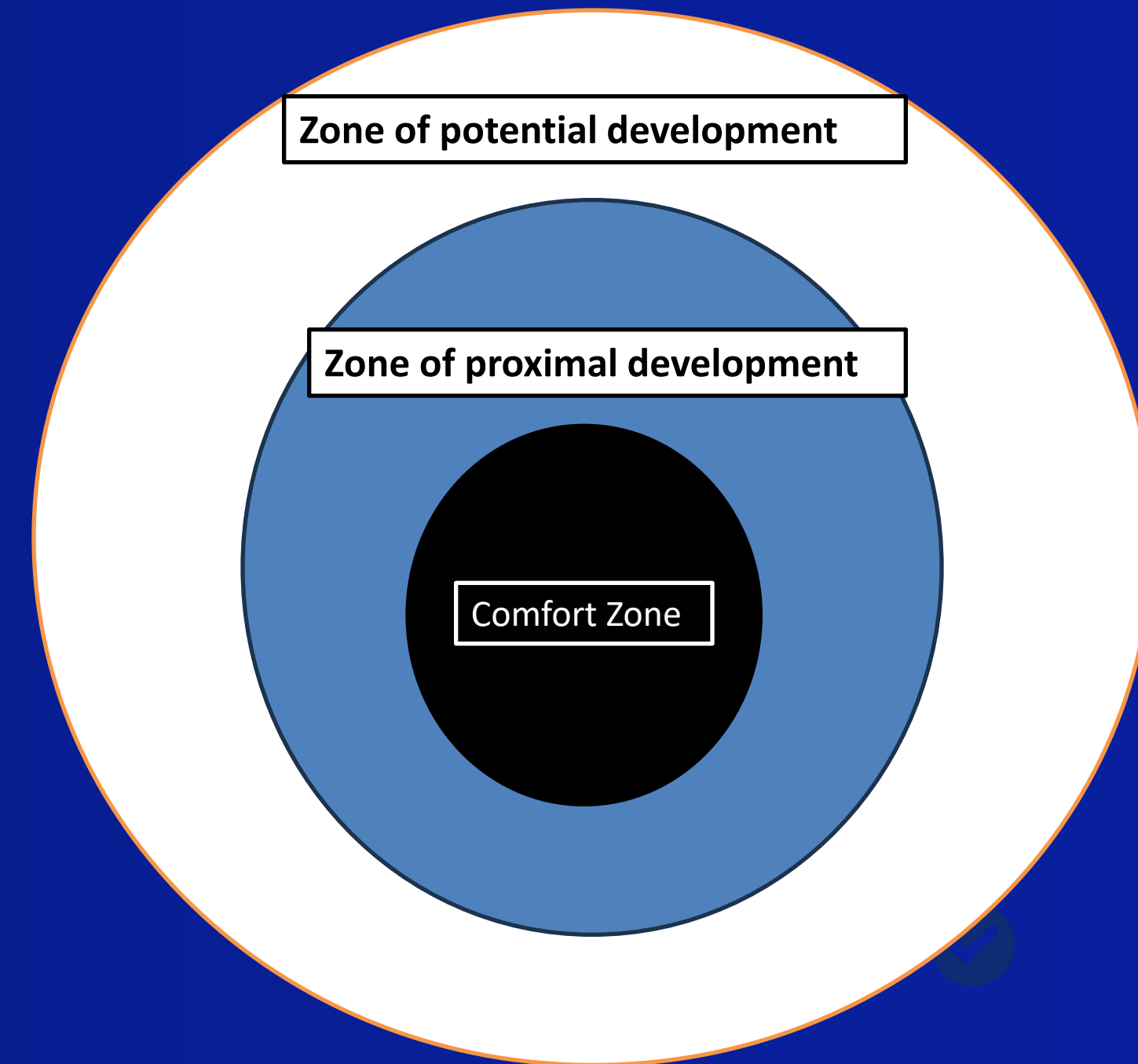
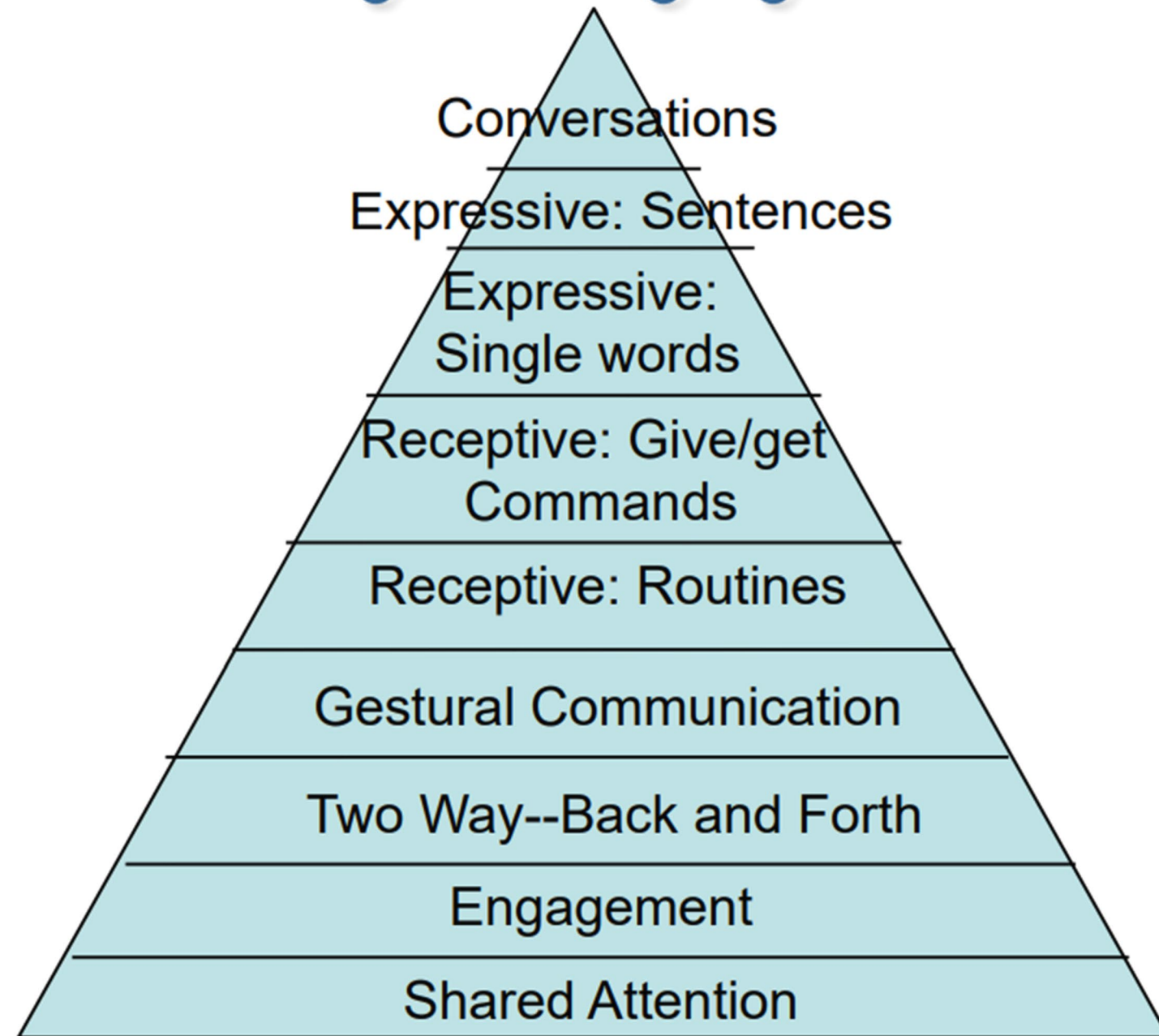
Greenspan's 6 Functional Developmental Levels

- Self regulation and shared attention (FDL 1)
 - Engagement (FDL 2)
 - Two-Way Communication (FDL 3)
- Complex Two-way Communication (FDL 4)
 - Shared Meaning & Symbolic Play (FDL 5)
 - Emotional Thinking (FDL 6)

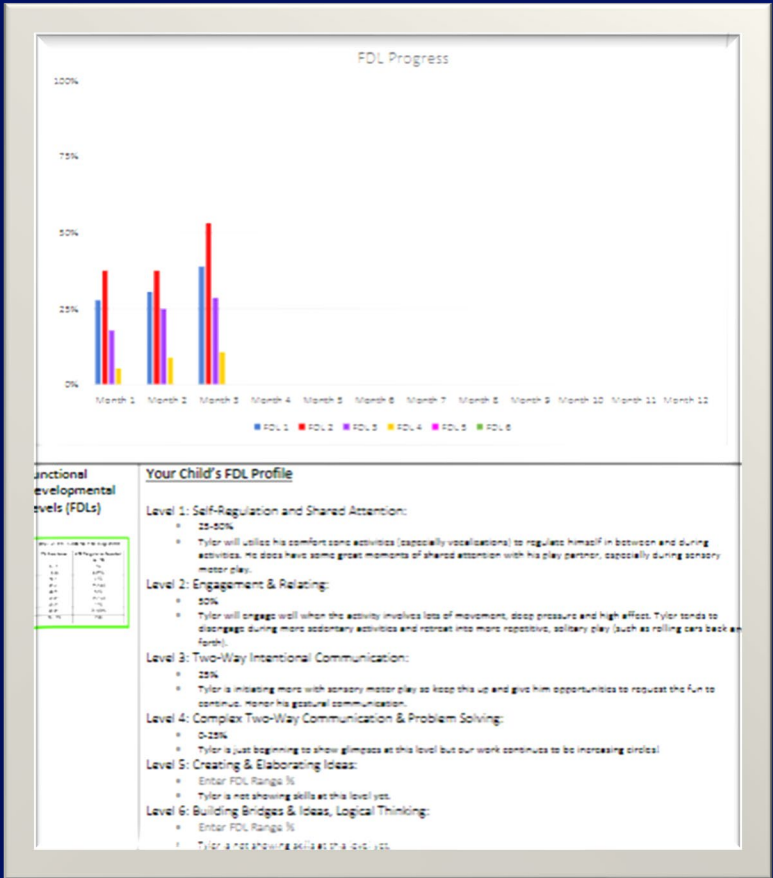
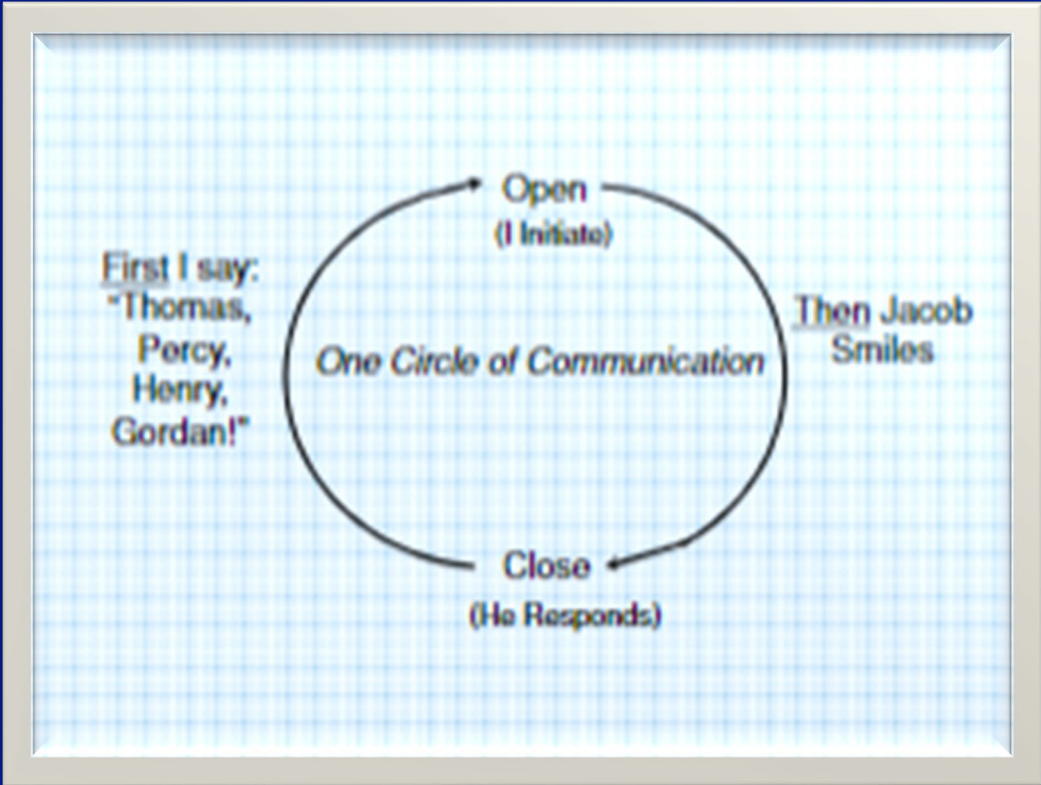


How does PLAY Project help support the family's priorities?

Climbing the Language Mountain



Outcome 2: Parent will have strategies to their satisfaction on how to help Johnathon stay engaged during playtime.



VISIT SUGGESTION REPORT: SAMPLE 1

Note that most are written up by hand at the end of the visit

Child's Name: "child"		Date of Visit: 6/2/2010
FDL: 2-3	Hrs/Week of PLAY: 20	Visit #: 3
Who Participated: Mom, Child, HC		Assessments:

Notes:

I know you didn't feel well today but keep up your good work when you feel better.

PLAY Suggestions:

- Being with/joining in – When "child" is difficult to engage, watch her cues and try to join in with what interests her. Make salient comments and use your affect to get/keep her attention.
- Go for circles – Constantly keep trying to get a back and forth rhythm of interaction.
- Watch her cues – Some of her cues are very subtle. (eye gaze, touching something with her feet, vocalizing) to indicate her wants/ideas.

Feedback:



UPDATE Outcome 3: Johnathon will participate in mealtime by communicating his wants and needs. (Week 6)



UPDATE Outcome 1: Jonathon will participate in morning meal prep time by engaging with his mom instead of crying and fussing. (Week 6)





How does PLAY Project support adult learning strategies?

1. Adults are active participants in learning new knowledge (coaching)
2. Training opportunities are likely to be most effective if they include multiple learning experiences that are relevant and useful (Play, Play, Play 😊)
3. They include opportunities for reflection and feedback (Video feedback in real-time and Video Review Forms) ✓
4. Given multiple opportunities to practice (daily routines and dedicated PLAY) ✓

(Dunst, Trivette 2009)



How does PLAY Project support DEC Recommended Practices

1. *Family*: Promotes family-centered practices, family capacity building, trusting relationships, partnering with family
2. *Environment*: Promotes natural environments /daily routines
3. *Assessment*: Promotes observation in natural learning environment, the assessment looks at all areas of development, monitors progress
4. *Instruction*: Promotes interpretation of communication and cognitive development by responding intentionally to the child's exploration of play and social activities and expanding it
5. *Teaming*: Families and professionals work together to exchange information/multiple disciplines



PLAY Project Parent Implemented Model

1. PLAY Project (autism specific model) can be integrated into early intervention routine-based interventions and coaching models
2. PLAY Project considers family systems, the feeling life of family and EI professional
3. Parent Implemented model helps family meet child where they are, achieve their goals
4. PLAY Project uses a structured approach that is precise, accepts child where they are
5. PLAY Project uses play in a way that is fun to help child make progress





Thank You For Your
Attention

Any Questions?

