



Advanced Course Resources Table of Contents

Agenda.....	Pg 2
Advanced Course PowerPoint Handout.....	Pg 3
Child Profile Form.....	Pg 48
CIRCLE 2: Discovering a Child's Sensory Motor Profile...	Pg 51
The SMP Checklist.....	Pg 54
The SMP Chart.....	Pg 55
The PLAY Project: 6 FDLs "Thumbnail" Summary.....	Pg 56
Functional Developmental Level Descriptions.....	Pg 57
Graphing Mateo's Levels.....	Pg 59
Fidelity Manual Narratives.....	Pg 60



PLAY Project Advanced Course Livestream Workshop

Co-Presented by: Richard Solomon, MD PLAY Project Founder & Medical Director & Mónica Quezada Lott, MS, PLAY Master Trainer

February 17th, 2025 | 12pm – 5pm MST

12:00 PM – 12:20 PM

- Welcome & Introductions

12:20 PM – 12:45 PM

- Introduction & Advanced Course Goals

12:45 PM – 1:30 PM

- Overview of the Advanced Course Case Studies

1:30 AM – 1:45 PM BREAK

1:45 PM – 2:15 PM

- Case Study 1 | Tyler
 - Overview of the Child Profile and Child Profile Form

2:15 PM – 2:45 PM

- Case Study 2 | Leah
 - Whose idea are we following? (The child's or the parents)

2:45 PM – 3:25 PM

- Case Study 3 | Benjie
 - Completing the Sensory Motor Profile

3:25 PM – 4:05 PM

- Case Study 4 | Mateo
 - Focus on the Child's Functional Developmental Levels

4:05 PM – 4:35 PM

- Case Study 5 | Jacob
 - Filling out the complete Child Profile Form

4:35 PM – 5:00 PM

- Conclusion | Q&A

Slide 1



THE PLAY PROJECT ADVANCED COURSE

Helping Children on the Spectrum by Understanding
Their Unique Developmental Profile

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Medical Director
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Slide 2

UNIT 1.0

Introduction to The Advanced Course

“Understanding the child’s profile leads to
fun and developmental progress!”

Slide 3




PLAY Advanced Course

The Need: Promoting Potential

- Autistic children struggle with social interaction because of repetitive self isolating behaviors and a need ‘to keep the world the same’.
- *Intensive early intervention* has been shown to improve social abilities, language, and overall development of children on the spectrum.
- The P.L.A.Y. Project (PLAY) and other parent implemented models that use a Developmental and Relationship Based (PIM DRB) approach provide *intensive* intervention
 - Multiple studies show the effectiveness of PIM DRB
- Too many children with autism need intensive intervention services. This course can help...

Slide 4




PLAY Advanced Course


Why is this course 'Advanced'?

- This course teaches *an in-depth and detailed* way for participants to:
 - To understand an autistic child's unique developmental profile using the PLAY approach and the 7 Circles of PLAY framework
 - Develop a 'formal' Child Profile (the kind used by PLAY Consultants for families)
 - Accurately use the PLAY Project Profile Rating Scale
 - Follow the PLAY Fidelity Manual.
 - Becoming a certified PLAY Project Consultant (PPC)
 - Next step toward full training

Slide 5



PLAY Project Training



Slide 6




PLAY Advanced Course

7 Circles of the PLAY Project



Slide 7



PLAY Advanced Course

The 7 Circles of P.L.A.Y.


- The advanced course will focus on Circles 1, 2, and 6.
- In Circle 1:
 - Present how to best implement the principles and methods through video review and analysis
 - Study the 'dyadic dance' of the interactional process
- In Circle 2:
 - How to understand a child's unique individual profile
 - 5 cases studies
- In Circle 6
 - How to write up an official PLAY Child Profile

Slide 8

UNIT 1.1

Advanced Course Goals Objectives
& Resources

Slide 9




PLAY Advanced Course

Overall Goals

When you have completed this course, you will know how to:

1. Accurately profile a child's development using the Comfort Zone, Sensory-Motor Profile, and Functional Developmental Levels & Capacities.
2. Discover THE key strategies that families can use to help the child make progress toward their full social potential
3. Accurately complete the official 'PLAY Project Child Profile Form'

Slide 10

PLAY Advanced Course


Goals & Objectives I

Goal 1: Accurately profile a child's functional development

Objectives:

- List child's Comfort Zone Activities
- Describe the child's Sensory-Motor Profile in detail including regulatory profile.
- Describe each of the child's Functional Developmental Levels/Capacities in detail and rate the degree to which the child has achieved each level.

Slide 11

PLAY Advanced Course


Goals & Objectives II

Goal 2 : discover THE key strategies that caregivers can use to help the child make progress toward their full social potential

Objectives

- Apply PLAY principles and methods to the child's profile and derive keys to the child's progress and potential
- Use the keys and the fidelity manual to make practical recommendations for PLAY strategies
- Describe how techniques and activities can specify PLAY strategies

Slide 12

PLAY Advanced Course

Goals & Objectives III


Goal 3 : For the selected case studies, complete various sections of the 'Child Profile Form'

Objectives:

- Complete the CZ and SMP section for Benji's case
- Complete the CZ and FDL section for Mateo's case
- Complete a full CPF for Jacob's case*
- Compare your write up to those of the children's PLAY Project Consultants and Dr. Rick's analysis

*For those professionals seeking full certification the case write up must be submitted for review by The PLAY Project Organization

Slide 13



List of Resources


- Child Profile Form (CPF)
- Sensory/motor and Self Reg Chart
- FDL thumbnails
- FDL details
- Fidelity Manual for Keys to Progress and Child Profile Form
- Completed CPFs by PLAY Project Consultants
- Other Resources
 - Links to key info about The PLAY Project

Slide 14

UNIT 2.0

Overview of The Advanced Course & Case Studies

Slide 15



PLAY Advanced Course Overview and Unit Structure


- Orientation to the 5 case studies
- The PLAY Project approach to video analysis
- Multiple fun case study quizzes
- Solving the mystery: *Keys to Progress*
 - In depth and specific analysis of PLAY Coaching Strategies by Dr. Rick

Slide 16

Slide 17

Slide 18


Slide 19



The Ultimate Goal

Understand as precisely as possible
where is the child's at developmentally
to join them in a way that's fun and
help them make progress
to reach their full potential

Slide 20



Approach to Video Analysis I


- Start with your 'gut' clinical reactions
 - What is the first set of things you notice
 - How well did the caregivers play
 - First impression of the child
 - Other impressions
- Don't limit your impressions to being just positive
 - Okay to feel negative and critical
 - Use these feelings to help you be more understanding
- Keep the family/caregiver in mind
- Do your best with the info you have.

Slide 21

UNIT 2.1

Approach to Video Analysis


Slide 22



Approach to Video Analysis II

- Then go systematic
 - Principles
 - Methods
 - Profile
 - CZ
 - SMP
 - FDL
- For the FDLs consider how 'solid' are the levels
 - Use a clinical scale: none, some, about half, most, all
- Arriving at Key's to Progress
- Fidelity Manual
- PLAY Child Profile Form

Slide 23



Advanced Course Resources

- PLAY Plan Form
- The FDL thumbnails and details
- Fidelity Manual (selected sections)
 - CZ
 - SMP
 - FDL
 - Keys
- FDL Bar Graph
- The Rabbit Hole Techniques


Slide 24

UNIT 2.2

Profiling the Child's FDL

Case 1: Tyler


Slide 25



Case Study 1: Tyler


- Case 1: Tyler
- General approach: Principles and methods ALWAYS apply
 - Gut level/first reactions (write them down). Then...
 - CZA
 - SMP
 - FDL
 - Keys
- Background: 2 years old with ASD, 3rd visit.
- Watch video
- Quiz on General approach
- Dr. Rick's analysis

Slide 26



Tyler's Video (with sound)

Slide 27




Tyler Quiz I

- Which of the following best describe Tyler's CZA (List all that apply)

A. Vocalizing
B. Humming
C. Blowing raspberries
D. Opening and closing doors on cars
E. Watching trains roll back and forth
F. Watching/spinning wheels
G. Sorting items
H. Flapping hands and feet

Answer: A, B, C, E (and F)

Slide 28




Tyler Quiz II

- Which of the following best describe Tyler's SMP?
- A. Avoids deep pressure
- B. Easily visually absorbed
- C. Avoids eye contact
- D. Easily dysregulated in play
- E. Enjoys making sounds
- F. Enjoys being twirled around
- G. Enjoys squeezing/proprioceptive sensations

Answer: B, C, E, G

Slide 29




Tyler Quiz III

- Which of the following best characterizes Tyler's FDL profile
- A. He's pretty strong in the lower FDLs
- B. He's got capacities up to FDL 3
- C. His lower 4 levels are not solid/strong
- D. His CZA are not apparent in this video
- E. None of the above
- F. A and D
- G. B and C

Answer: G

Slide 30




Tyler Quiz IV

- What are the keys to Tyler's progress?
- A. Sensory motor activities
- B. Waiting more than 'sweating'
- C. Focusing on engagement and Tyler closing circles
- D. Focusing on Tyler opening circles
- E. Cause and effect play
- F. A, C, and E
- G. B, C, and D

Answer: F


Slide 31



Case Study 1: Tyler

- Video


Slide 32



Tyler & Joanna: Initial Reactions I

- Joanna is 'going sensory'
 - She's gi-gi-ing. She's pushing on his belly.
 - He's a real noise maker and she's matching him beautifully.
- He wanted that Pooh Bear Santa puppet which showed purposefulness with FDL 3 capacities.
- She was coaching/explaining her approach to mom—a good coaching tip. **Share your mind**
- Just following him with no urgency. Love that for over a whole minute but joining. (Note: Fast forward in the interests of time from 1:48-3:00)
- Then the magic moment at 3:00 when she finds his social sensory modality: proprioception.


Slide 33



Tyler & Joanna: Initial Reactions II

- His fun is largely at the sensory motor level i.e. his feeling life/affect is largely in the sensory/motor domain
- Overall, he's hard to engage, tends to go toward his comfort zone and doesn't share attention easily
- Sentry motor profile is becoming apparent
 - Noise maker
 - Visual
 - Proprioception/Deep pressure
- But he has his own ideas and can be purposeful


Slide 34



PLAY Plan: Child Profile Form

- Write down your gut level first impressions & clinical observations on a separate sheet of paper
 - Were the 4 PLAY Principles evident? (we always give credit for 'putting in the time')
 - How about the 5 PLAY Methods?
- Then we'll 'go systematic' by using the next sections of child profile form.
 - CZ
 - SMP
 - FDL
 - Keys


Slide 35



The Systematic Approach

- Start with observations of principles and methods
- Was the play fun and did it seem to be at the right level?
- General rule: 'If the player is having fun and the child is having fun, you're probably doing it right.'
- Was the play at the 'right developmental level'?
 - Too low?
 - Too high?
- What are the methods that Joanna is using.
 - Were the methods effective—did they get circles?
 - When you are lost, follow methods!


Slide 36



Tyler's CZ

- Tyler's comfort zone activities are:
 - vocalizing (humming, blowing raspberries, babbling)
 - repetitive activities (ex. opens and shuts doors on toys, rolling cars back and forth, etc.)
 - visual activities (looking at lights, ceiling fan, etc)
 - throwing toys (gently)
 - sorts items
 - spins car wheels
 - shakes his head
 - flaps his hands and feet
 - toe walks
- These activities are Tyler's sense of comfort when he is doing what he wants and likes to do in an attempt to keep things the same in his world.

Slide 37




CZA Fidelity Manual Narrative

Narrative: CZA (Comfort Zone Activities) are defined as 'what the child will do when you let them do whatever they want to do'. CZA take the child OUT of the relationship (examples: lining up, opening/closing doors, visually stimulating on trains or cars, flipping pages of books, flicking string/long objects, etc.). Evidence of CZA is often limited in a 15 minute video. We expect the PPC to note not only those seen on video but also to mention those seen during the entire home visit. The CZA section of the PLAY Plan should have the following elements:

- CZA briefly defined
- PPC lists CZA captured on the video
- PPC lists other CZA not seen on video
- PPC notes if there are no CZA present on video


Slide 38



The 7 SMP Domains + Motor Planning and Regulations

1. Visual Processing
2. Tactile
3. Auditory
4. Taste/Oral Motor
5. Smell/Olfactory
6. Vestibular
7. Proprioceptive
8. Motor Planning
9. Regulation

Slide 39



SMP Fidelity Manual Narrative

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 AC 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:

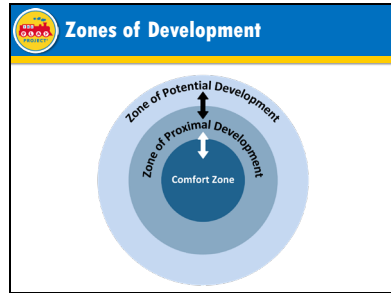
- All SM modalities (see SMP/Regulatory Checklist) are considered.
- Over-reactive and/or under-reactive considered and described. For example, if a child is 'under-reactive' to sound, for instance, then he/she will seek rather than avoid that modality and vice versa.
- Brief suggestions or explanation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

Slide 40


Slide 41

Slide 42

Slide 43




Slide 44



FDL Fidelity Manual Narrative I

Functional Developmental Levels (FDLs) The AC TRAINEE's ability to accurately profile the child's FDL is fundamental to The PLAY Project approach. The AC 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 AC TRAINEE is in profiling the FDL, the better.

Slide 45




FDL Fidelity Manual Narrative II

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

Slide 46




Tyler's FDLs

- Tyler is functioning mostly at levels 1 through 3. (See next page for a detailed explanation of his current level of functioning.)

Here is a quick glance at the levels

- Level I: Regulation and attention 25-50%
- Level II: Engaging in relationships 50%
- Level III: Purposeful interaction (simple games) 25%
- Level IV: Organizes chains of interaction and problem solving 0-25%
- Level V: Uses ideas, words and symbols to convey intentions and feelings 0%
- Level VI: Creates logical bridges between ideas 0%


Slide 47



Tyler's FDLs II

- **Level 1 (shared attention & regulation):** Tyler's ability to enter and sustain a state of shared attention with another person and stay focused, organized, and calm.
- Tyler will utilize his comfort zone activities (especially his constant vocalizations) to down regulate himself in-between and during activities. He does have some great moments of shared attention with his play partner, especially during sensory motor activities.
- **How solid is this level?** Current = 25-50%
- **Level 2 (forming relationships, attachment, and engagement):** Tyler's ability to form relationships and attachment and to engage another person with warmth and pleasure.
- Tyler will engage well, especially when the activity involved lots of movement/sensory motor play and high affect, but he tends to disengage during more sedentary activities and retreat into more repetitive, solitary play (such as rolling cars back and forth.)
- **How solid is this level?** Current = 50%

Slide 48



Tyler's FDLs III

- **Level 3 (two-way communication and initiation):** Back and forth affective signaling and communication to convey intentions, interests, and needs.
- Tyler would engage well and continue circles during active play, but does not often initiate during other times. We are seeing more circles now, so this is improving!
- **How solid is this level?** Current = 25%
- **Level 4 (complex two-way communication and problem solving):** Tyler's 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 him develop a sense of self.
- Tyler is just beginning to show skills in this level.
- **How solid is this level?** Current = 0-25%

Slide 49

Tyler's FDLs III

- Level 1 (shared attention & regulation): Tyler's ability to enter and sustain a state of shared attention with another person and stay focused, organized, and calm.
 - Tyler will utilize his comfort zone activities (especially his constant vocalizations) to regulate himself in-between and during activities. He does have some great moments of shared attention with his play partner, especially during sensory motor activities.
- How solid is this level? Current = 25-50%
- Level 2 (forming relationships, attachment, and engagement): Tyler's ability to form relationships and attachment and to engage another person with warmth and pleasure.
 - Tyler will engage well, especially when the activity involved lots of movement/sensory motor play and high affect, but he tends to disengage during more sedentary activities and retreat into more repetitive, solitary play (such as rolling cars back and forth.)

Slide 50

Milestone/Age/FDL Chart


Milestone	Typical Age When The Milestone Happens	FDL
Pointing to get something (as in point to his belly to have Joanna give him more pushes)	12-18 months	FDL 3-4

Slide 51

FDL 9 Point Scale

Clinical Rating	Numerical Rating
None	0
None to some	0-25
Some	25
Some to half	25-50
Half	50
Half to most	50-75
Most	75
Most to all	75-100
All	100


Slide 52



Keys to Progress for Tyler FDL 1-2 (3)

- Overall, I am seeing such great improvements! Keep having fun and go for lots of circles
- Mom, I can see that you are really becoming aware of your positioning and how staying in front of him and in his play space keeps his attention.
- You are really learning to follow his lead and are really trying to understand Tyler's intentions.
- Tyler was really responsive and engaged today! Excellent!

Slide 53



Keys to Progress for Tyler FDL 1-2 (3)

- Use sensory motor play and simple cause and effect play for fun where 'the work is' and where 'the fun' is
- Positioning yourself for engagement
- Sweat more than waiting
- Use PLAY methods
- Think 'circles'
- These are great recommendations for any child with this profile FDL 1-2(3)
- Do not play too high (FDL 4)

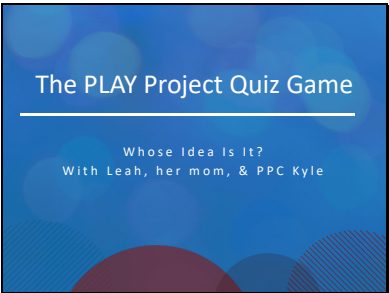
Slide 54

UNIT 2.3

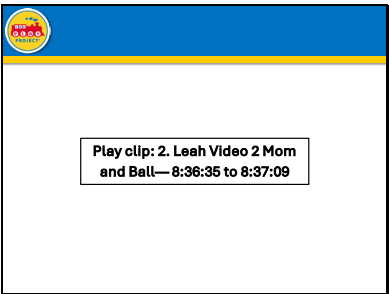
The PLAY Project Quiz Game

With Leah

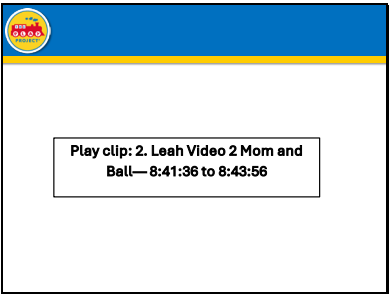
Slide 55




Slide 56



Slide 57



Slide 58



Leah, Mom & The Balls


Which of the following best describes the play (choose all that apply):

- A. Mom is **opening** most of the circles
- B. Leah doesn't have many of her own ideas
- C. Mom offers lots of ideas for Leah
- D. Mom follows Leah's lead most of the time
- E. Leah is having fun with mom
- F. A, C, and E
- G. All the above

Answer: F

Note: Video 2 from 8:36:35 to 8:37:09

Slide 59



What are Leah's Ideas with Mom?


Which of the follow are Leah's ideas

- A. Climbing inside the green circle with yellow bars
- B. Sitting on the ball
- C. Throwing the ball
- D. Running with the ball
- E. Expecting mom to chase her
- F. A, C, E
- G. All the above

Answer: G


Note: Video 2 from 8:36:35 to 8:37:09

Slide 60



Play clip: 1. Leah Video 1 with
Kyle—8:36:35 to 8:37:09

Slide 61



Leah's PLAY with Kyle


Which of the following best describes Leah's play with Kyle (choose all that apply):

- A. Kyle consistently follows Leah's lead
- B. Leah repeatedly imitates Kyle
- C. Leah often uses gibberish & gestures to communicate
- D. Leah doesn't have many words or meaningful language
- E. Leah did not really understand the game of hide and seek
- F. Leah is a good little problem solver
- G. A, B, C and F
- H. All the above

Answer: G

Note: After video 2 8:34:07-8:35:55

Slide 62



Leah's FDLs


Which of the following best describe Leah's FDLs:

- A. FDL 1 = 50%, FDL 2 = 50%, FDL 3 = 25% FDL 4 = 0-25% FDL 5 Not yet FDL 6 NY
- B. FDL 1 = 75%, FDL 2 = 75%, FDL 3 = 50-75%, FDL 4 = 25-50%, FDL 5 = 0-25%, FDL 6 NY
- C. FDL 1 = 100%, FDL 2= 100%, FDL 3 = 75-100%, FDL 4 = 75%, FDL 5 = 25-50%, FDL 6 = NY
- D. FDL 1 = 75%, FDL 2 = 75%, FDL 3 = 75%, FDL 4 = 75%, FDL 5 = 50%, FDL 6 = 25-50%

Answer: B (C is a close second and acceptable)

Note: After Video 2 from 8:43:13-8:43:56

Slide 63




Leah's Profile

Which of the following best describe Leah's profile:

- A. Leah's fun is in sequences and simple games which means she's got real strengths at FDL 4
- B. She is a runner, jumper, thrower, and spinner which means she's auditory and visual in her SMP
- C. Neither mom nor Kyle used touch as a PLAY modality
- D. Leah is hard to engage and doesn't open/close many circles
- E. Leah is very reactive and does what she wants
- F. Mom is skilled at using PLAY methods
- G. A, C, and E
- H. All the above

Answer: G

Slide 64



Leah's Keys

Here are several of my keys to Leah's potential:

- A. Talk to mom and dad about PLAY methods. Slow down and follow Leah's leads (Mostly gestures). She has tons of ideas.
- B. Think circles and get more and more interactions.
- C. Don't ask too many questions; make statements: 'Throw that ball Leah!'. 'Run Leah run'. 'I'm going to get you!'
- D. FLD 4 is the level of sequences, simple games. So I'd 'add steps' to an activity.
- E. Add some imitative pretend like Monster chase, the drunken horsey back, simple hide and seek. Maybe even simple pretend like feeding a puppet.
- F. Leah's reactivity profile suggests emerging oppositionality and strong feelings. Honor her feelings by mirroring them back to her. 'No baskets! You want to throw that ball!'


Slide 65

UNIT 2.4

Learn to write up a Sensory/Motor & Regulatory Profile

Case Study: Benjie

Slide 66



Resources for Lesson 2.4

- Child Profile Form
- Sensory Motor Profile Section (Shana)
- Fidelity Manual: SMP Section
- 7 SM Domains & Sensory Modulation **CHART**
- The 7 SMP Domains + Motor Planning & Regulation **CHECKLIST**

Slide 67

SMP Narrative

- **Narrative:** The sensory motor profile (SMP) should have two components listed in the PP: a.) reactivity profile (over, under, mixed reactivity) and b.) consideration of ALL sensory/motor modalities (see Appendix D and G). Often the parents will play in one modality (usually visual) and other modalities are not explored. The PPC should encourage families to switch modalities to see which are most engaging. All modalities should be defined or PPC can refer the CG to the glossary. The SMP section of the PP should have the following elements:
 - All SM modalities (e.g. proprioception, emotional reactivity, tactile, vestibular, visual, auditory, oral, motor planning, olfactory) considered.
 - Over-reactive and/or under-reactive considered and described
 - Brief suggestions or explanation given of how the CG could play based on the SMP
 - SM modalities (as used by CG) are noted by the PPC
 - Suggestions should be made to CG about what to do more of/less of related to each modality

Slide 68

Zone of Optimal Engagement

Behavioral Disorganization Distractibility with Over-Responsivity

Threshold for Aversion

Zone of Optimal Engagement

Inattentive, Low Arousal and Attention with Under-Responsivity

Threshold for Orientation


Used with permission from Marie Anazalone ScD, OTR

Slide 69

Your Assignments

1. Fill out the CHECKLIST for each of Benjie's sensory domains
2. Fill out the CHART for each of Benjie's sensory domains
3. As you watch the video clips MAKE NOTES about each of the domains to help Benjie's parents play with him to have fun and make progress
 - Play the role of the PPC (even if you are a parent)
4. Use your NOTES, CHECKLIST, and CHART to fill out the SMP section of the Child Profile Form

Slide 70



The 7 SMP Domains + Motor Planning & Regulation CHECKLIST

☐ Visual Processing

☐ Tactile

☐ Auditory

☐ Taste/Oral Motor

☐ Smell/Olfactory


☐ Vestibular

☐ Proprioceptive

☐ Motor Planning

☐ Regulatory profile


Slide 71



7 SM Domains & Sensory Modulation CHART

Sensor Motor Domain	Over-reactive Low Threshold	Under-reactive High Threshold	Regulating Input
Visual			
Tactile/Touch			
Auditory			
Oral/Taste			
Smell/Olfactory			
Vestibular			
Proprioceptive			

Slide 72



Your Assignments

1. Fill out the CHECKLIST for each of Benjie's sensory domains


2. Fill out the CHART for each of Benjie's sensory domains

3. As you watch the video clips MAKE NOTES about each of the domains to help Benjie's parents play with him to have fun and make progress

- Play the role of the PPC (even if you are a parent)

4. Use your NOTES, CHECKLIST, and CHART to fill out the SMP section of the Child Profile Form


Slide 73



Benjie Video 1

- **Clip 1**
 - 1:22-2:48 'Green', pictures (visual) soccer ball 'kick kick', echolalia, shoulders up (motor planning), Spinning the ball and reading the balls (visual modality) (reading—hyperlexia)


Slide 74



Benjie: Review by Dr. Rick

- Mom follows Benjie's lead
- He has his own ideas:
 - He asks for the balls
 - He names a color on the ball,
 - Visually examining the ball (part of his CZ) and
 - Reading the letters on the balls.
- He becomes visually absorbed in the letters on the balls
 - He is in his CZ and become under-reactive.

Slide 75



The 7 SMP Domains + Motor Planning & Regulation **CHECKLIST 1**

- ☒ Visual Processing
- ☐ Tactile
- ☐ Auditory
- ☐ Taste/Oral Motor
- ☐ Smell/Olfactory
- ☐ Vestibular
- ☐ Proprioceptive
- ☐ Motor Planning
- ☐ Regulatory profile

Slide 76


7 SM Domains & Sensory Modulation			
CHART 1			
Sensor Motor Domain	Over-reactive Low Threshold	Under-reactive High Threshold	Regulating Input
Visual		X C2 Letters	
Tactile/Touch			
Auditory			
Oral/Taste			
Smell/Olfactory			
Vestibular			
Proprioceptive			

Slide 77

Benjie's CZA (Anna)

- Looking at and naming letters
- Books
- Lining up objects
- Labeling objects
- Spelling words
- Reading words,
- Running back and forth across the room
- Puzzles or anything that has to be put together to make a whole

Slide 78




Take Home Lesson

The take home lesson of this unit is:

Do More of This. Do Less of That.

By understanding the child's sensory motor profile, caregivers can gain real insight about the keys to progress by knowing which modalities lead to optimal engagement and which do not.


Slide 79



Benji Clip 2

- Clip 2 0:00-2:25 A long game of kick
 - 0:19 – 0:57 gives mom the ball (jumps and flaps—reactivity), hums (auditory), hunched over (motor planning) eeeee (reactive/regulatory profile). Scream is his protest.
 - 1:28-2:00 Let's see what he does: hums (auditory), runs, jumps (prope). Kick to dad's. Regulatory profile/excitable
 - 2:57-4:03: What do you want? Change/Change Mr. Potato Head (3:25)
 - 4:04-4:30 He got sidetracked now. Sock, book CZ
 - 4:49-5:32 We'll just wait for his idea. Singing twinkie twinkie singing
 - Subtotal : 3 minutes


Slide 80



The 7 SMP Domains & Regulation CHECKLIST 2

- ☒ Visual Processing
 - ☐ Tactile
- ☒ Auditory—humming
 - ☐ Taste/Oral Motor
 - ☐ Smell/Olfactory
- ☒ Vestibular? A lot of movement in space
- ☒ Proprioceptive—running & jumping
- ☒ Dysregulation (over-reactive--screams)


Slide 81



7 SM Domains & Sensory Modulation CHART 2


Sensor Motor Domain	Over-reactive Low Threshold	Under-reactive High Threshold	Regulating Input
Visual	? X	X CZ Letters	
Tactile/Touch			
Auditory	? Echolalic		X Hums/Loves music
Oral/Taste			
Smell/Olfactory			
Vestibular			
Proprioceptive		X Run/jump as CZA	X Run/jump is fun/engaging

Slide 82




- Level 1: Self-Regulation and Shared Attention:
 - 50-75%
 - Benjie is calm and regulated most of the time. He lets other into his play and stays connected during enjoyable activities. At times, his attention is derailed by CZ activities (e.g., letters).
- Level 2: Engagement & Relating:
 - 50-75%
 - It is fairly easy to engage Benjie even when he's engaged in a CZ activity. He happily and willingly stays engaged with Mom for longer periods. He shows attachment to Mom by giving her hugs and enjoys sensory motor play with others.
- Level 3: Two-Way Intentional Communication:
 - 50-75%
 - Benjie has many ideas and frequently uses words and gestures to initiate his ideas. He demonstrates purposefulness and enjoys cause and effect games.

Slide 83



- Level 4: Complex Two-Way Communication & Problem Solving:
 - 50%
 - Benjie uses a combination of gestures and words to communicate. He uses many single words and does a lot of labeling. Sometimes his language is scripted. He is beginning to have more continuous flows of interaction, but frequently breaks from the interaction (fragments).
- Level 5: Creating & Elaborating Ideas:
 - 0-25%
 - Benjie is beginning to have more meaningful 1-2 word utterances. He points to and labels pictures.
- Level 6: Building Bridges & Ideas, Logical Thinking:
 - 0% Benjie is not yet showing skills at this level.

Slide 84



7 SM Domains & Sensory Modulation


CHART 2

Sensor Motor Domain	Over-reactive Low Threshold	Under-reactive High Threshold	Regulating Input
Visual	? X	X CZ Letters	
Tactile/Touch			
Auditory	? Echolalic		X Hums/Loves music
Oral/Taste			
Smell/Olfactory			
Vestibular			
Proprioceptive		X Run/jump as CZA	X Run/jump is fun/engaging

- **Clip 3: Ben**
 - 0:00-1:50 Squeezes, see saw, love (deep pressure/touch/proprio) and he becomes much more regulated and connects with the PPC
 - 3:21-4:28 Up and down (vestibular) and jump, yay, and jump (proprio)
 - 4:30-5:31 What's next eeeee, ha ha (auditory), naming face parts (touch), didn't seem to like touch.
 - Subtotal time: 3 minutes

The 7 SMP Domains & Regulation

CHECKLIST 3




- ☒ Visual Processing
- ☒ **Tactile**—Mom touching his face
- ☒ Auditory—humming
- ☐ Taste/Oral Motor
- ☐ Smell/Olfactory
- ☒ Vestibular? Loves ‘See-saw’
- ☒ Proprioceptive—running & jumping
- ☒ Self-reg/Dysregulation (over-reactive--screams)

Sensor Motor Domain	Over-reactive Low Threshold	Under-reactive High Threshold	Regulating Input
Visual	X X	X CZ Letters	
Tactile/Touch			
Auditory	X Echolalic		X Hums/Loves music
Oral/Taste			
Smell/Olfactory			
Vestibular			
Proprioceptive		X Run/Jump as CZA	X Run/Jump is fun/engaging

Slide 88

7 SM Domains & Sensory Modulation CHART 3			
Sensor Motor Domain	Over-reactive Low Threshold	Under-reactive High Threshold	Regulating Input
Visual	?X	X CZ Letters	
Tactile/Touch	X Tickling/Touch to face		X Firm Holding
Auditory	? Echolalic		X Hums/Loves music
Oral/Taste			
Smell/Olfactory			
Vestibular			X Rhythmic movement
Proprioceptive		X Run/Jump as CZA	X Running is fun/helps engage Deep pressure


Slide 89



SMP Narrative

- Narrative:** The sensory motor profile (SMP) should have two components listed in the PP: a.) reactivity profile (over, under, mixed reactivity) and b.) consideration of ALL sensory/motor modalities. Often the parents will play in one modality (usually visual) and other modalities are not explored. The PPC should encourage families to switch modalities to see which are most engaging. All modalities should be defined or PPC can refer the CG to the glossary. The SMP section of the PP should have the following elements:
 - All SM modalities (e.g. proprioception, emotional reactivity, tactile, vestibular, visual, auditory, oral, motor planning, olfactory) considered.
 - Over-reactive and/or under-reactive considered and described
 - Brief suggestions or explanation given of how the CG could play based on the SMP
 - SM modalities egg used by CG are noted by the PPC
 - Suggestions should be made to CG about what to do more of/less of related to each modality


Slide 90



Anna's SMP: Visual Domain

- Letters on toys and objects send Benjie into his CZ. He sometimes lines objects up on the TV stand. During people play, Benjie shows increased eye contact and during object play shows decreased eye contact.
- Suggestions:** When play involves an object make sure to position yourself right in front of Benjie to promote more opportunity for eye contact and shared attention. When selecting toys to play with think about choosing ones that don't have letters on them (e.g., plain blocks vs. letter blocks)


Slide 91



Anna's SMP: Tactile Domain

- Benjie is okay with most tactile input. He is reluctant to touch sticky foods and is sometimes cautious with different surfaces (e.g., sand at the beach). He didn't like his face being touched today. After exposure, he becomes more comfortable and accepting of the textures.
- Suggestions: Playing in tactile bins with a variety of contents (e.g., sand, shaving cream, or cooked pasta etc.) would provide exposure to new/different textures and can be a FUN activity.


Slide 92



Anna's SMP: Auditory Domain

- Benjie tends to ignore and tune things out when focused on anything with letters. He frequently sings the ABCs or names letters. He frequently labels objects and enjoys when Mom repeats him. He does some echoing and humming.
- Suggestions: Engage Benjie using Rhythm and Music. It adds structure to play and provides lots of opportunities for circles. Beware of loud noisy environments


Slide 93



Anna's SMP: Oral/Taste Domain

- Benjie tries all foods and often overstuffs his mouth while eating. He sucks his thumb.
- Suggestions: Give verbal cues during meals to prevent or correct overstuffing (e.g., just one bit or oops too much). Cut his food into bite size pieces and only put a few pieces on his plate at a time to help pace the snack/meal.


Slide 94



Anna's SMP: Olfactory Domain

Benjie's olfactory processing appears appropriate at this time.


Slide 95



Anna's SMP: Proprioceptive Domain

- Benjie is mixed reactive to proprioceptive input. Sometimes he prefers sedentary activities (e.g., books or puzzles) and other times he seeks out movement (e.g., stomping or jumping). If Mom provides Benjie a verbal warning before moving him, he is okay with the movement. Suggestions: When Benjie seems disengaged or is seeking input incorporate proprioceptive activities at these times. Some proprioceptive activities could include crawling through a tunnel, tight hugs, jumping into a crash pad, or pushing his brother across the floor in a laundry basket.


Slide 96



Anna's SMP: Vestibular Domain


- Benjie is not a fan of swinging, but loves to spin in a circle. He does not seem to get dizzy and does not stop himself when spinning. Benjie takes breaks from activities to run across the room. Suggestions: Use movement activities to engage Benjie (e.g., dancing, running, rocking etc.) and use different types of movement to transition through daily routines and activities (e.g., kangaroo hops, frog jumps, bear crawl etc.).

Slide 97


 **Anna's SMP: Motor Planning Domain**

- During gross motor activities, Benjie appears to have poor body awareness and is sometimes reluctant to try new movement based activities. He has difficulty with hand-eye coordination. Suggestions: Create obstacle courses at home for Benjie to maneuver through. For example, lay out different size pillows/cushions on the floor in a line and have Benjie walk over them.

Slide 98


<div>  <h2>7 SM Domains & Sensory Modulation CHART (Final)</h2> </div>			
Sensor Motor Domain	Over-reactive Low Threshold	Under-reactive High Threshold	Regulating Input
Visual	X	X CZ	X
Tactile/Touch	X Ticking/Touch to face		X Firm Holding
Auditory			X
Oral/Taste		X Stuffs mouth/Anna	
Smell/Olfactory			X/Anna
Vestibular		X Running CZ	X Rhythmic movement
Proprioceptive		7X Hugging Jumping	X

Slide 99

 Ben: Emotional Reactivity

"During preferred activities, especially ones that involve letters, Benjie stays on task. Benjie sometimes shows frustration towards Mom in the form of hitting. He gets upset quickly when he is stopped from doing something he is enjoying. He also gets frustrated when his expectations are not met and is quick to anger. He hits bites lashes out when upset and can't calm easily once upset. When Benjie is focused on an activity, it is hard to get his attention and he responds best when a high-pitched voice is used to gain his attention. Suggestions: To help Benjie to understand his feelings use statements to label his feelings when he is frustrated (e.g., "You're Mad!")."

Slide 100



Benjie's Key's to Progress

- We need to help Benjie stay more socially connected at FDLs 1-3 so he can have longer periods of sustained interaction (FDL 4) without fragmenting or losing his ideas.
- So, keep working on **continuous engagement**
 - Keep thinking 'circles' and using PLAY methods
 - Sustaining longer interactions,
- This is exactly what you are doing through The PLAY Project! Way to go!
 - Keep being sensitive to his SMP and Regulatory profiles
 - Beware of screens, toys, and other visually absorbing activities
 - But reading and letters are good as long as it is interactive and meaningful and fun!
- What Benji loves is not simple sensory input or imaginative play. **He loves fun sequences**, the hallmark activities of a child who is functioning at FDL 3-4.
- See if he likes some simple pretend like feeding a puppet or doing some 'monster chase (gonna get you!)' games.


Slide 101

UNIT 2.5

Learn to write up a Functional Developmental Level Profile

Case Study: Mateo


Slide 102



Quick Review

- Tyler (at home): General principles and approach for understanding the child's profile
- Leah (in the OT gym): Whose idea is it?
- Benjie (through TelePLAY): SMP
- Mateo: FDL
- Jacob: Final exam! Write up of full PLAY Child Profile Form
 - CZ
 - SMP
 - FDL
 - Keys to Progress.

Slide 103




Mateo's Profile & Resources

- Watch the videos
 - 1st impressions: Take notes
- FDL: Then 'go systematic'
 - Thumbnails
 - Details
- PLAY Child Profile Form
 - C2 (see PPC form)
 - SMP (see PPC form)
 - Focus on FDLs
 - Keys to Progress
- 9 point scale
- FDL Bar Graph


A few lines on each FDL is good enough. The profile leads to KEYS! *Where is the fun?*

Slide 104




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 Meanings & Symbolic Play (FDL 5)
- Emotional Thinking (FDL 6)




Slide 105



FDL 9 Point Scale

Clinical Rating	Numerical Rating
None	0
None to some	0-25
Some	25
Some to half	25-50
Half	50
Half to most	50-75
Most	75
Most to all	75-100
All	100

Slide 106




Mateo's Profile & Resources

- Watch the videos
 - 1st impressions: Take notes
- FDL: Then 'so systematic'
 - FDL thumbnails and details (see resources)
- PLAY Child Profile Form CZ (see PPC form)
 - SMP (see PPC form)
 - **Focus on FDLs** ←

A few lines on each FDL written in 'parenthesis'. The profile leads to KEYS! *Where's the fun?*
 - Keys to Progress
- 9-point scale
- FDL Bar Graph
- Check yourself against the PPC profile and the Fidelity Manual


Slide 107



FDL: Fidelity Manual Criteria

- **Narrative:** The PPC's ability to accurately profile the child's FDL is fundamental to The PLAY Project approach. The PPC should be systematic and describe each of the child's FDLs from I through VI as part of the PP 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 FDLs to strategies (e.g. 'tweaking' for FDL II, 'waiting' for FDL III, 'going for continuous flow' at FDL IV, etc.) as well as methods, activities, and techniques that will be specified later in the PP. The more subtle and accurate the PPC is in profiling the FDL, the better their rating should be.
- The PPC should also document a percentage of how 'solid' the child is and can include a bar graph designed for that purpose. This percentage should coincide with the supervisor's 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 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 supervisor analysis and the FDL criteria
 - FDL percentage ratings are consistent with supervisor ratings
 - PPC displays FDL percentages in the form of a bar graph
 - FDL profile is succinct, clear, understandable, and useful for the CG
 - PPC notes the child's affective level (i.e. their preferred level of functioning)
 - FDL % is described using a 9-point scale: 0, 0-25, 25, 25-50, 50, 50-75, 75, 75-100, 100

Slide 108



Mateo Videos

Clip 1: 01:20-02:53 (1 min 30s)

Clip 2: 00:50-02:01 (1 min 10s)

~~Clip 3: 1:02-1:59 (1 min)~~

Clip 4: 1:00-2:35 (1 min 35s) and 3:35-5:48 (2 min 13s)

Total time: 7 min 28s

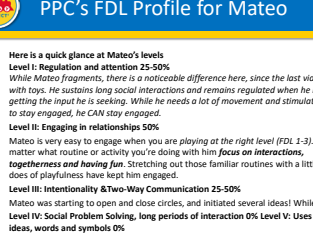
Slide 109

Mateo's FDL True & False Test

1. Mateo is not 'with us' most of the time (i.e. he's in his CZ a lot)
2. He's easy to engage most of the time
3. He uses gestures for two way communication
4. He's a good problem solver
5. He shows early imitation and pretend abilities
6. He's consistently using single words to communicate
7. He can probably follow some one step spontaneous commands to give, get, or bring.
8. His fun is in sensory motor play
9. He 'opens' some circles of communication but not many
10. He understands most of what his mom says to him

ANSWERS 1.T 2.F 3.T 4.F 5.F 6.F 7.F 8.T 9.T 10.F

Slide 110



PPC's FDL Profile for Mateo

Level I: Regulation and attention 25-50%
While Mateo progresses, there is a noticeable difference here, since the last video of his. He sustains long social interactions and remains regulated when he is getting the input he is seeking. While he needs a lot of movement and stimulation to stay engaged, he CAN stay engaged.

Level II: Engaging in relationships 50%
*Mateo is very easy to engage when you are playing at the right level (FDL 1-3). No matter what routine or activity you're doing with him, **focus on interactions, togetherness and having fun**. Stretching out those familiar routines with a little dose of playfulness have kept him engaged.*

Level III: Intentionality & Two-Way Communication 25-50%
Mateo was starting to open and close circles, and initiated several ideas! While

Level IV: Social Problem Solving, long periods of interaction 0% Level V: Uses ideas, words and symbols 0%
Level VI: Emotional Thinking & Logic 0%


Slide 111

Jodie's Bar Graph of Mateo's FDL

- Rule 1:** Determine the halfway point for ranges. Ex: If the range is 25-50 the middle or halfway point is 37.5
- Rule 2:** Round up to a whole number. Ex: 37.5 goes to 38%
- Rule 3:** For a specific number (0, 25, 50, 75, 100) not a range, simply type in that number and put a percentage sign behind it. Ex: 50%
- Rule 4:** Put a percentage sign after the number.

Goal	Percent Complete
Mentorship with Dr. [unclear]	~90%
Read 12 books	~80%
Attend 6 conferences	~70%
Publish 1 paper	~60%
Complete 1 course	~50%
Network with 10 people	~40%
Develop 1 new skill	~30%
Give 1 presentation	~20%
Write 1 article	~10%
Secure 1 grant	~5%
Collaborate with 1 team	~5%
Present at 1 meeting	~5%

Slide 112



Mateo's Keys to Progress Quiz

FDL 1

FDL 2

FDL 3


FDL 4

Sweating/
Opening
Circles

Waiting for
Mateo to
interact/close
circles

Sensory and
motor based
physical play

Slide 113



Mateo's Keys to Progress Quiz

FDL 1

FDL 2

FDL 3


FDL 4

Cause
and effect
play

Sequence
play

When
Mateo
spins

Slide 114



Mateo's Keys to Progress Quiz

FDL 1

FDL 2

FDL 3


FDL 4

When
Mateo
takes the
blanket off
mom

When
Jodie
takes his
car

Where
the 'work'
is

Slide 115




Jodie's Keys for Mateo

1. Mateo is so much more engaged with **sensory motor games**! I would really focus on increasing these types of games with family members, as you are keeping him regulated, and you can really see more of a balance in this type of interaction versus, when you are playing with objects. Select **PLAY activities** (based on his sensory profile) and **PLAY techniques** based on his current **functional developmental levels (FDL 1-3)**. The more fun you have, the faster he will learn, and this is how he will climb that developmental ladder.

2. Once play feels repetitive, use **theme and variation** by adding a new verbal routine, new sound effects, new steps to the routine, or maybe some props or another person. **Variation** will keep the interaction going longer, and that means more learning opportunities for Mateo.


Slide 116



Jodie's Keys for Mateo

3. Whatever activities or events you're engaged in, again, you're just thinking about that **continuous flow of circles**. He is beginning to show you that he understands activities and games! He is opening his own circles of interaction, and he is problem solving to get play going (**FDL 3**) which he demonstrated by handing you his container of bubbles, the blanket (initiating "Swinging" and "Go Mimis,") Mega Blocks ("Ah- Choo!" and "block dumping") and climbing on your lap for hugs and cuddles! Continue to **label each activity**, as he is beginning to connect words to activities and actions!

Slide 117



Sections of the VRF

Video Review	
Keys to Progress	
Child Profile	
Methods	
Techniques	
Activities	

Focus of the Advanced Course

Slide 118

UNIT 2.6

Writing up the Full Child Profile with
Keys to Progress

Case Study: Jacob

Slide 119

 **PLAY Advanced Course**


Advanced Course Goals

When you have completed this course, you will know how to:

1. Accurately profile a child's development using the Comfort Zone, Sensory-Motor Profile, and Functional Developmental Levels & Capacities.
2. Discover THE key strategies that families can use to help the child make progress toward their full social potential
3. **Accurately complete the official 'PLAY Project Child Profile Form'**

Time to Put it All Together!!


Slide 120

 **PLAY Advanced Course**

Advanced Course Goals

- Remember: The whole purpose of accurately profiling, the child's development is to:
 - Help the caregivers **have fun & PLAY at the right level**
 - Apply the **methods** in the best way possible
- Remember: This is about *relationship*, the 'dyadic dance' between two people
- So *what do you want to say to the caregivers* (in this case, Jacob's parents) through your write up?
- Keys lead to practical suggestions for helping Jacob to:
 - Enjoy being with people.
 - Make progress


Slide 121



Jacob and His Family

- Pretend you're the PPC.
- You've been to Jacob's for a home visit this week
- As you know he's 4 ½ years old and an only child
- Dad works in sales
- Mom is able to stay home
- This is your 7th PLAY Project Visit with the family
 - Parents have some PLAY skills (i.e. are familiar with methods, etc.)
 - Still need support, insight, and guidance


Slide 122



Jacob's Video

- Jacob Video Notes 4.21.24
- 0:00 to 00:49 Sleep & Intro
- 0:50 to 2:50. Dad rolls on Jacob. This could be cut in half
- 2:51 to 3:25 could be cut completely. Nothing happening.
- 3:28 With mom, not much happening
- 4:15 - 6:15 very cute and active wake up game
- 6:50 another wake up game even better
- 7:05 momma's hat daddy's hat 7:57
- 7:58 mommy kiss head, eye, ear.
- 8:21 hide and seek mom counts to 25 (8:47), could be cut. HnS done 9:03
- 9:04 to 9:22 Singing
- 9:23-End letters

Slide 123



Your Task: Completing a CPF

- Completely fill out *The PLAY Project Child Profile Form* for Jacob
 - CZA
 - SMP
 - FDL
- Determine a few *Keys to Progress*
- Resources:
 - FDL Thumbnails and Details
 - Fidelity manual narrative and ratings
- Ultimate goals:
 - Help parents with PLAY principles and methods
 - Having fun at the right level by honoring the child's ideas
 - Always thinking circles, aware of the interactional process, the 'dyadic dance'.

When you do what the child loves,
The child will love being with you

Slide 124

Milestone/Age/FDL Chart		
Milestone	Typical Age When The Milestone Happens	FDL
Jacob is talking in short sentences	?	?


Slide 125

Milestone/Age/FDL Chart		
Milestone	Typical Age When The Milestone Happens	FDL
Jacob is talking in short sentences	24-30 months	FDL 5

Slide 126

Milestone/Age/FDL Chart		
Milestone	Typical Age When The Milestone Happens	FDL
Jacob is talking in short sentences	24-30 months	FDL 5
Doing some pretend games (wakeup!)	?	?
Answering simple WH-type questions	?	?

Slide 127



Your Task: Completing a CPF

- Completely fill out *The PLAY Project Child Profile Form* for Jacob
 - CZA
 - SMP
 - FDL
- Determine a few *Keys to Progress*
- Resources:
 - FDL Thumbnails and Details
 - Fidelity manual narrative and ratings
- Ultimate goals:
 - Help parents with PLAY principles and methods
 - Having fun at the right level by honoring the child's ideas
 - Always thinking circles, aware of the interactional process, the 'dyadic dance'.


When you do what the child loves,
The child will love being with you

Slide 128

UNIT 2.7

Final Exam

Slide 129




True or False

1. The Child Profile Form is just one part of the Video Review Form
2. The elements of the child's profile are a.) Comfort Zone Activities, b.) Sensory Motor Profile, c.) Functional Developmental Levels, and d.) Keys to the Child's Progress
3. The child's regulatory profile is one of the sensory/motor domains
4. You can rate the FDLs a.) clinically, b.) with a 5 point scale or c.) with a 9 point scale
5. The keys to progress depend primarily on the child's FDL profile

1. TRUE 2. FALSE 3. FALSE 4. TRUE 5. TRUE

Slide 130



True or False

6. Children who spend a lot time in their CZ do not have higher functional development level capacities

7. A key to progress for all children on the spectrum is to open and close more circles of communication.


8. When parents don't know what to do next to engage their child they should be activity oriented

9. Techniques and activities are just as important as PLAY methods and principles

10. When a child runs around the room parents can run with them to follow their child's lead.

1. FALSE 2. TRUE 3. FALSE 4. FALSE 5.TRUE

Slide 131



True or False

11. Rating a child at 50% of FDL 4 means that the child has a 50/50 chance of improving their development at that level.

12. The best way to determine the child's FDL is to know what their highest capacities are.

13. As a general rule, when you do what the child loves with them, they will naturally improve in their functional development.

14. Determining 'where the fun is' is rarely a key to the child's developmental progress

15. The child's profile is always related to PLAY principles and methods

1. FALSE 2. FALSE 3. TRUE 4. FALSE 5.TRUE

Slide 132

UNIT 2.8

The PLAY Project Advanced Course Conclusion

Slide 133



Slide 134

The slide is titled "Certification" with a logo in the top left corner. It contains a bulleted list of information about the certification process. A QR code is located in the bottom right corner.

- For professionals (SLP, OT, MEd, MSW, PhD, MD)
 - Learn to implement PLAY in various settings
- Take the next step in helping families
 - Video Review Form and PLAY Plan
 - Video analysis
 - Techniques
 - Activities
- Other benefits of certification and licensing
- Check out this link/QR code



THE PLAY PROJECT CHILD PROFILE FORM

Your Name:	Child's Name:	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.



SMP CHART

SENSORY MOTOR DOMAIN	OVER-REACTIVE LOW THRESHOLD	UNDER-REACTIVE HIGH THRESHOLD	REGULATING IMPUT
Visual			
Tactile/Touch			
Auditory			
Oral/Taste			
Vestibular			
Proprioceptive			



THE SMP CHECKLIST

- ☐ Visual Processing

- ☐ Tactile

- ☐ Auditory

- ☐ Taste/Oral Motor

- ☐ Smell/Olfactory

- ☐ Vestibular

- ☐ Proprioceptive

- ☐ Motor Planning

- ☐ Regulatory Profile

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



FUNCTIONAL DEVELOPMENTAL LEVEL DESCRIPTIONS

FDL 1: Self-Regulation & Shared Attention

Begins between birth & three months

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

FDL 2: Engagement

Begins between two & seven months

- More sustained attention = engagement
- You call to them and they look – circles begin!
- Key question: how easy is it to engage the child?
- This is the *sweat* level. The parent/professional must do the work (i.e. sweat) to keep the child engaged
- Hard to follow child's lead, but you can!
- Watch for visual activities
- Use Rabbit Hole Techniques

FDL 3: Two-Way Communication

Begins between three & ten months

- Opening and closing of 6-10 circles
- Key activities: simple cause and effect games (peek-a-boo)
- Key question: is the child initiating?
- We want to 'create a monster' (i.e. the child won't leave you alone!)
- Purposefulness
- This is the *wait* level. The parent/professional must wait and see if the child will initiate (i.e. open circles)
- Beginning of understanding routines
- Beginning of first single words



FUNCTIONAL DEVELOPMENTAL LEVEL DESCRIPTIONS

FDL 4: Complex Two-way Communication

***Begins between nine & eighteen months**

- Opening and closing of 10-30 circles
- Solid 4 = Totally 'with us,' there is a continuous flow of interaction
- Gestural communication along with words, imitation
- 50+ words
- Follows spontaneous one step commands: get, give, bring
- Feelings are 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

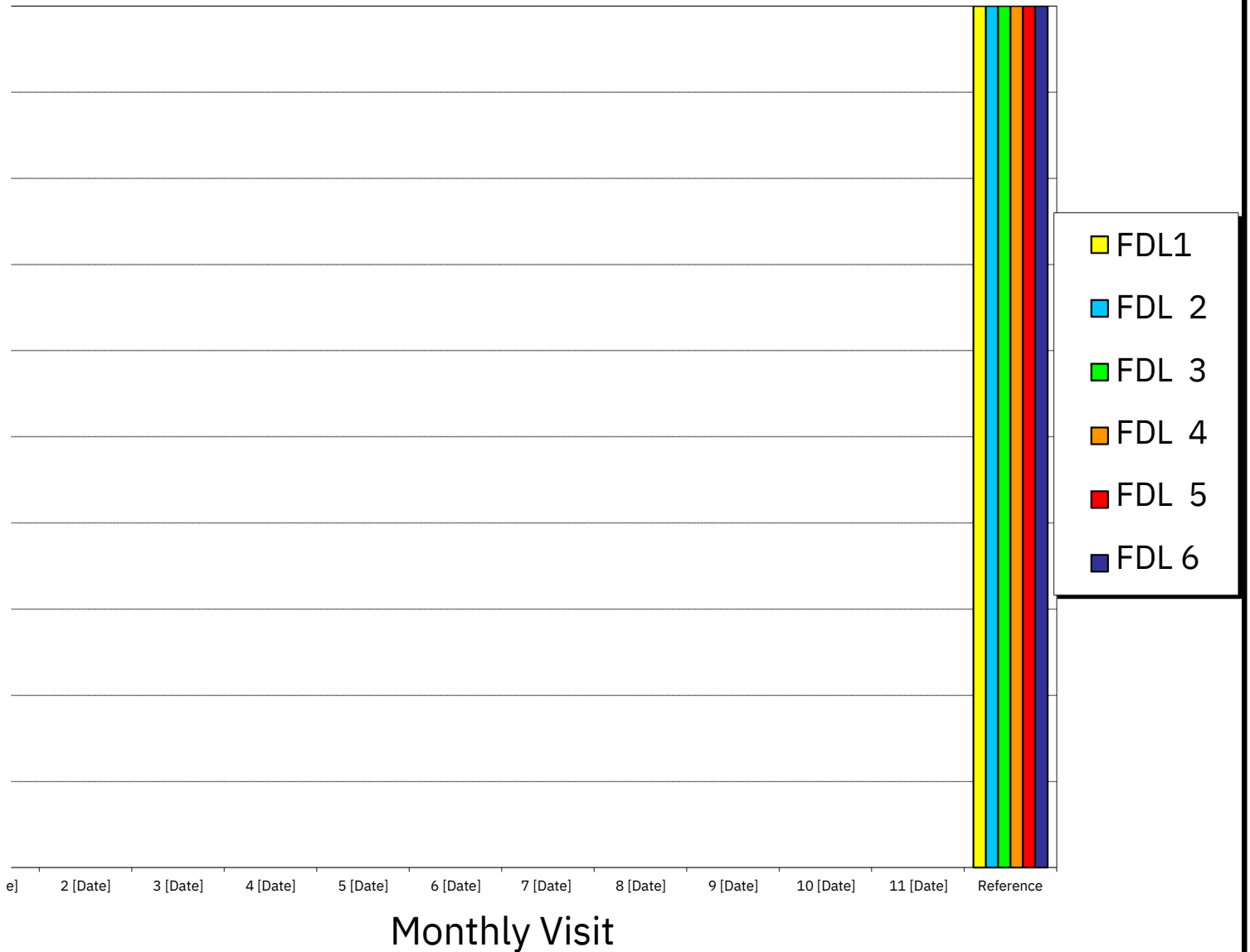
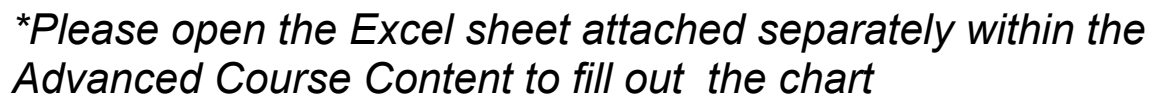
Begins between twenty-four & thirty months

- 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 one-two step commands
- Greetings emerging
- Compliance
 - It is not following their lead to follow their lead

FDL 6: Emotional Thinking

Begins between thirty-six & forty-eight months

- Talking in short to long sentences
- Why and when questions
- Can recall the immediate past (what did you eat for breakfast?)
- Builds bridges between ideas
- Identifies own and others' feelings
- Recognizes relationship between feeling, behavior, and consequences
- Two thematic play
- Carries on simple conversations
- Peer established play
- Misbehavior as developmental accomplishment
- Two ideas connected logically

[illegible]



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)