The PLAY Project Consultant Fidelity Manual for Evidence Based Practice

Overview

The PLAY Project is a parent-implemented, early intervention model which trains child development professionals—utilizing video feedback and written materials—to coach parents and caregivers of young children with autism in ways that promote improvement in the child's functional developmental levels as defined by Greenspan's DIR theoretical framework. The PLAY Project can be implemented successfully in the home, clinic, school (Teaching PLAY) and via TelePLAY with strong fidelity to the model.

The PPC Fidelity Manual evaluates the extent to which the child development professionals, i.e. PLAY Project Consultants (PPCs)and Teaching PLAY Consultants (TPCs), implement the model with fidelity. The form is divided into two sections:

I. Key Elements
II. Quality of Key Components

Purpose

1) To help supervisors rating *PLAY Project Consultants (PPC)* develop inter-rater reliability such that two or more supervisors rating the same visit will arrive at ratings agreements of 90% or better for all items rated.

2) To guide ALL PPCs in their delivery of The PLAY Project by detailing what requirements should be included and offer implementation options, in each task of caregiver education.

Procedure for PLAY Supervisors

- **Step 1**: Before reviewing PLAY Project Consultant materials please thoroughly read through The *PPC Fidelity Manual,* including the Appendices.
- **Step 2**: Watch the video and read the reports from the PLAY Project Consultant.
- **Step 3**: Rate PPC performance using the *Scoring Form.*
- **Step 4**: Consult the *PPC Fidelity Manual* as needed.

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Section I: Key Elements for Case Study Submissions

Instructions: Please assess the video and write up as either **Present/*Yes*** or **Absent/*No*** on the **SCORING SHEET** for the following **key elements** of the PLAY Project visit:

1. Video

a. Video shows Caregiver (CG) playing for at least 7 minutes
b. Video shows PLAY Project Consultant (PPC) modeling/PLAYing (unless TelePLAY) **Modeling is defined as interacting with the child using PLAY Project Principles, Methods, Techniques & Activities while explaining to CG their process/choices.*
c. Video shows PPC coaching. **Coaching is defined as educating and guiding the CG in using PLAY Project Principles, Methods, Techniques, & Activities with their child.*
d. Video is between 12-15 minutes in length*
   *If a FEAS video, no coaching or modeling but must be noted in Cover Letter. 3 FEAS videos can be submitted for supervision (for PPCs submitting 15 cases), within first 5 case submissions.

2. Cover Letter

a. Cover letter detailing PPCs specific questions about the case and their own service delivery *
b. Age of child, date, number & frequency of visits, mode of service delivery and estimated hours of intervention

3. Visit Suggestion Report (VSR)

a. VSR is present*
b. VSR includes 3 recommendations for caregivers
   *VSR Option 1 and 2 are acceptable
   *If several dates of service are on the VRF, all coordinating VSRs may be summarized on 1 VSR form for case submission purposes.

4. Video Review Form (VRF)

a. VRF is present*
b. VRF is organized by time of video
c. VRF includes *Key Observations*
d. VRF includes *Suggestions*

5. PLAY Plan (PP)

a. PP is present*
b. Comfort Zone Activities (CZA) described
c. Sensory-motor Profile (SMP) described: All modalities & suggestions made
d. Functional Developmental Level (FDL) analysis present*
e. Activities listed
f. Techniques listed
g. Methods listed

***These items are required for evaluation**

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Section II: Quality of Key Components for Case Study Submissions

Section Description: The following *Key Components* are to be rated on a scale of 1 to 5, based on the criteria described below. The narratives below are provided to eliminate ambiguity and help with the accuracy of your ratings.

Use the SCORING SHEET to rate each the following categories and sub-categories:

1. Video
    a. Coaching
    b. Modeling (if TelePLAY, voice should model as much as possible)
    c. Caregiver Responsiveness
2. Video Review form (VRF)
    a. Key Observations
    b. Suggestions
3. VRF PLAY Plan
    a. CZA
    b. SMP
    c. FDL
    d. Activities
    e. Techniques
4. Visit Suggestion Report
    a. Clarity
    b. Appropriateness

Procedure

1. Read the **Narratives** to get an overall understanding of the key components.
2. Use your clinical judgment to rate the PPC's performance as 1 poor, 2 fair, 3 good, 4 very good, or 5 excellent. Do not be too rigid or too generous in your scoring. "Fair and Accurate" should guide your scores.
3. Read the **Criteria** that correlate to the number you chose to see if it accurately describes the PPC's performance.
4. If the PPC's performance:
    a. does not meet all criteria for the chosen number, read the criteria of the number below to determine if a lower score is appropriate.
    OR
    b. meets all the criteria for the number you chose, read the criteria of the number above to determine if a higher score is appropriate.

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1. Video

1A. Video Coaching

Narrative: Coaching helps the caregiver (CG) improve interactions with child in the moment by encouraging the use of fun and engaging methods, techniques and activities that will address the child's functional needs (including sensory profile) and help the child move up the 'functional ladder.' For example, if the child has a lower FDL profile (FDL 1-3), the PPC will coach the CG to work toward engagement and circles. If the child has a middle FDL profile (FDL 3-4), the PPC will also coach to go for longer interactions (FDL 3-4), imitation, gestural problem solving (FDL 3-4) and concrete pretend play (FDL 4). If the child has a higher FDL profile (FDL 4-6), the PPC will use the earlier methods but also focus on symbolic language, "wh" questions, and thematic pretend play. The following qualities define the standards of coaching:

- PPC coaches enough on the video to assess coaching ability.
- PPC is understandable, not too abstract, more often specific and concrete.
- PPC is not overwhelming CG with too many ideas. Good timing and pace of suggestions
- PPC is consistently positive in mood and supportive of CG. Not overly directive
- Suggested **activities**, **methods**, and/or **techniques** are appropriate for child—not too high or too low.
- Directs CG to be **sensitive** and **responsive** to child's **cues** and understand child's **intent** (e.g. "Let's see what he what his idea is") and **lead** e.g. "He offered his hand. He wants more of that."
- Helps CG be effective in eliciting more interactions by building on the child's ideas/intent.
- Focuses CG on being responsive to child by following child's intent and lead at the right pace. For instance, the PPC might encourage the CG to:
    - narrate or label; join; imitate; wait for child cues; pay attention to circles of communication; NOT take over with CG's own idea.

NOTE 1: Since coaching is happening sporadically through the video, The **PPC is not expected to meet all of the criteria**, but rather should be consistent and accurate in the few coaching episodes that are caught on video. ***If coaching is not seen on the video, give a score of [1] and note that it was not observed.***

NOTE 2: These ratings are not to be used for the first visit FEAS videos where PPCs are not supposed to coach. If rating a first visit, give a score of [3] and note that it was a FEAS.

****FEAS videos can be submitted for supervision if within the first 5 Case Submissions and no more than 3 FEAS videos will be accepted.**

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Score of [5]: excellent coaching. PPC **consistently** helps the **CG be sensitive** to **all or almost all** the **important sensory and functional needs** of the child by noting the important and subtle cues to discover the child's intent and ideas. PPC helps the CG be **responsive to the child's intentions** by effectively recommending **appropriate methods and/or techniques** (i.e. going for circles, theme and variation). Throughout, the PPC is **precise, accurate and strategic**. The PPC **consistently** helps the **CG have fun with the child**. Coaching is understandable, concrete, and specific; PLAY principles and concepts are not too abstract. The PPC has a supportive, sensitive, and positive approach to the CG.

Score of [4]: very good coaching. PPC **consistently** helps the **CG be sensitive** to **most of the important sensory and functional needs** of the child by noting important cues to discover the child's intent and ideas. PPC helps the CG be **responsive to the child's intentions** by effectively. recommending **appropriate methods and/or techniques** (i.e. going for circles, theme and variation). Coaching provides **accurate recommendations** but may miss some subtler suggestions. PPC **often** helps the **CG have fun with the child**. Coaching is understandable, concrete, and specific; PLAY principles and concepts are not too abstract. The PPC has a supportive, sensitive, and positive approach to the CG.

Score of [3]: good coaching. PPC helps the CG to be sensitive to **some of the important sensory or functional needs** of the child by noting **some** of the child's more *obvious* cues to discover the child's more obvious intentions and ideas. PPC helps the caregivers be responsive to the child's intentions by effectively recommending appropriate methods and/or techniques. Such coaching is **accurate** with recommendations **but may miss some subtle cues** and/or important suggestions/techniqu**es** and is not as strategic and precise as excellent or very good coaching.
Coaching **rarely misdirects the CG** to play too high or too low. PPC helps the CG have **fun** with their child at least **some of the time**. PPC coaches in a way that the CG can understand most of the time. PPC is not overly directive and has a generally positive approach to the CG.

Score of [2]: fair coaching. PPC targets **a few** of the **important sensory or functional needs of the child**. PPC **does not consistently direct the CG to read the child's cues**, intent, or ideas. PPC may be 'off' by 2 FDLs (e.g. coaches a parent to do pretend (FDL 5/6) for a child with FDL profile 1-3) and encourage CG to play too high or not high enough. PPC might **not mention essential methods** i.e. 'circles' or 'waiting for the child's idea'. Coaching **may use some of the appropriate techniques** available however they are more scattered or miss important opportunities to coach. PPC **rarely helps the CG have fun** with their child. PPC may or may not be overly directive and may or may not have a positive approach to the CG.

Score of [1]: poor coaching. Based on the child's profile, PPC targets **very few if any** of the **important sensory or functional needs of the child**. PPC misses the child's profile and encourages CG to play too high or not play high enough. PPC **consistently does not direct the CG to the child's needs** (through reading cues, intent, child's idea). Coaching uses few of the appropriate tools.

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(methods, activities, techniques) available and **consistently misses important opportunities to coach**. PPC **may not mention essential methods** (i.e. 'circles' or *waiting* to see the child's ideas). PPC may be overly directive. PPC may not have a supportive and positive approach to the CG. **NOTE**: If coaching is not seen on the video, give a score of [1] and note that it was not observed.

1B. Modeling

Narrative: In modeling, the PPC should effectively demonstrate an appropriate selection of the principles, strategies, methods, activities and/or techniques of The PLAY Project in a way that the CG can understand and imitate. The PPC may talk about what she/he is thinking and/or doing as she/he models, so there may be some coaching too. Modeling should be sensitive and responsive to the child and/or effective in getting the child engaged. The best modeling looks fun. The following qualities define the standards of modeling:

- PPC models long enough to demonstrate strategies, methods and/or techniques.
- PPC engages the child in a way that was enjoyable for the child.
- PPC uses activities, methods, and/or techniques appropriate for child's FDL profile—not too high or too low.
- PPC is sensitive and responsive, understanding the child's cues, intent, and lead.
- PPC effectively promotes circles of interaction, follows the child's lead, and builds on the child's. ideas
- PPC shares what she/he was thinking or doing to help CG understand the PLAY approach.
- If TelePLAY, PPC uses tone and vocal inflection to aid in vocal modeling.

NOTE 1: Since modeling is happening sporadically through the video, The **PPC is not expected to meet all the criteria**, but rather should be consistent and accurate in the few modeling episodes that are caught on video. If modeling is not seen on the video, give a score of [1] and note that it was not observed.

NOTE 2: These ratings are not to be used for the first visit FEAS videos where PPCs are not supposed to model. If rating a first visit, give a score of [3] and note that it was a FEAS.

Score of [5]: excellent modeling. PPC **always accurately demonstrates the PLAY Project approach** while modeling. PPC almost always engages the child in a way that is enjoyable. PPC **accurately meets the child 'where he/she's at'** in terms of comfort zone, sensory motor profile and functional developmental level(s). PPC does not play too high or too low, too fast, or too slow, by **sensitively reading cues** and responsively **following the child's idea almost all the time**. PPC selects the most effective methods, activities, and/or techniques. PPC **always involves** the CG by **sharing what she/he is thinking or doing** in a way that helps the CG understand the model and how to play; in this sense, modeling also includes some coaching. Modeling is not so complex or sophisticated that the CG cannot imitate or follow.

Score of [4]: very good modeling. PPC **accurately demonstrates the PLAY Project approach most of the time** while modeling but may not be as accurate as the excellent model. **Most of the time, the**

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PPC engages the child in a way that is enjoyable or plays in a way that should be engaging for the child (some children may not be responsive). PPC **consistently meets the child 'where he/she's at'** in terms of comfort zone, sensory motor profile and functional developmental level(s). PPC does not play too high or too low, too fast, or too slow. PPC **sensitively reads the child's cues** and intent and **responsively follows the child's idea/lead most of the time** by using effective methods, activities, and/or techniques. PPC **involves the CG by talking about what she/he is thinking or doing** in a way that helps the CG understand the model and how to play. Modeling is not so complex or sophisticated that the CG cannot imitate or follow.

Score of [3]: good modeling. PPC **demonstrates the PLAY Project approach at least half of the time. Some of the time, PPC engages the child in a way that is enjoyable** or plays in a way that should be engaging the child (some children may not be responsive). **Often, PPC meets the child 'where he/she's at'** in terms of comfort zone, sensory motor profile and functional developmental level(s). PPC does not usually play too high or too low, too fast, or too slow. PPC may not be as accurate in play as the excellent or very good model, but **often** PPC **reads the child's cues** and intent and follows **the child's idea/lead** by using appropriate methods, activities, and/or techniques. PPC **may or may not involve the CG by talking about what she/he is thinking or doing** in a way that helps the CG understand the model and how to play. Modeling may occasionally (but not consistently) be too complex such that the CG cannot imitate or follow.

Score of [2]: fair modeling. PPC **demonstrates the PLAY Project approach less than half the time.** PPC might have a **difficult time engaging the child** due to frequent choice of **methods, activities, and/or techniques that do not meet the child 'where he/she is at.'** Often, **PPC plays too high or too low**, too fast or not fast enough. PPC **may read some of the child's cues** accurately and follow some of the child's ideas and lead **but not consistently**. PPC may use appropriate methods, activities, and/or techniques some of the time but not consistently. Often, PPC is not translating the model well. PPC **may involve the CG by talking about what she/he is thinking or doing** but given that she is 'off' in her approach, this **sharing is not particularly helpful** to the CG. Modeling may occasionally but not consistently be too complex such that the CG cannot imitate or follow.

Score of [1]: poor modeling. PPC **consistently does not demonstrate the PLAY Project approach when modeling.** PPC might have a **difficult time engaging the child** due to **poor choice of methods, activities, and/or techniques**. PPC **does not meet the child 'where he or she is at,'** may misread cues, intent, and/or lead and therefore plays too high or too low, too fast, or not fast enough. PPC may infrequently use appropriate methods, activities, and/or techniques. More often than not, PPC does not translate the model well. PPC **does not involve CG by talking about what she/he is thinking,** or she may mislead the CG by giving poor advice. Modeling may be too complex such that the CG cannot imitate or follow. **NOTE**: If modeling is not seen on the video, give a score of [1] and note that it was not observed.

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1C: Caregiver Responsiveness

Narrative: This measure has to do with the effectiveness of the PLAY Project Consultant (PPC) in translating the PLAY Project model through coaching and/or modeling as measured by caregiver (CG) responsiveness to PPC suggestions. Since coaching and modeling are only happening sporadically through the video, caregiver responsiveness may not occur in direct response to the PPC coaching or modeling unless the CG directly follows a recommendation, accepts a suggestion, and/or gives a nod or look of understanding. In general, the CG should seem comfortable with the PPC and open to suggestions. Based on either direct or indirect coaching/modeling, the CG should be demonstrating the basic methods of the model like waiting for the child's response, paying attention to the child's attention and intention, going for circles, and, ultimately, engaging the child in an enjoyable way. The following elements define the standards of CG responsiveness:

- CG seems comfortable/open to suggestions/not defensive.
- CG able to wait for child's responses and pacing is good.
- CG follows child's lead and intent; is not overly directive.
- CG can engage the child in an enjoyable way.
- CG responds to PPC's suggested techniques and/or activities to engage the child.
- Overall CG seems to be 'getting' the PLAY methods/techniques.

NOTE: If the PPC is making a skillful effort to help the CG understand the model but the CG is still not responsive give the PPC a score of [3] but note this in the overall rating section.

Score of [5]: excellent CG responsiveness. The CG seems very comfortable with and responsive to the PPC and is **always open to suggestions**. As a result of either direct or indirect PPC coaching/modeling, the CG **almost always demonstrates the basic methods of PLAY** including waiting for the child's response, following the child's lead and intent and/or using appropriate methods, techniques, or activities of the model. The CG **engages the child in an enjoyable way most of the time**.

Score of [4]: very good CG responsiveness. The CG seems very comfortable with and responsive to the PPC and is **consistently open to suggestions.** As a result of either direct or indirect PPC coaching/modeling, the **CG *often* demonstrates the basic methods of PLAY** including waiting for the child's response, following the child's lead and intent and/or using appropriate methods, techniques, or activities of the model. The **CG often engages the child in an enjoyable way**.

Score of [3]: good CG responsiveness. The caregiver seems comfortable with and responsive to the PPC **at least half of the time** and **follows some of the recommendations, and/or suggestions that the PPC makes**. As a result of either direct or indirect PPC coaching/modeling, the **CG demonstrates some of the basic methods of PLAY** including waiting for the child's response, following the child's lead and intent and/or using appropriate methods, techniques, or activities of the model. The **CG engages the child in an enjoyable way often**.

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Score of [2]: fair CG responsiveness. CG is **not responsive or open to the PPC and only rarely or occasionally follows a suggestion** that the PPC makes. The **CG may seem uncomfortable** with the PPC. As a result of not taking PPC guidance the **CG demonstrates few if any of the basic methods of PLAY** including waiting for the child's response, following the child's lead and intent and/or adopting a recommended technique or activity. The **CG might sometimes engage the child in an enjoyable way**. **NOTE**: If the PPC is making a skillful effort to help the CG understand the model but the CG is still not responsive give the PPC a score of [3] but note this in the overall rating section.

Score of [1]: poor CG responsiveness. CG is **not at all responsive to the PPC** and **does not follow any of the suggestions** that the PPC makes. The CG **may seem uncomfortable with the PPC**. As a result of not taking PPC guidance the CG **demonstrates few if any of the basic methods of PLAY** including waiting for the child's response, following the child's lead and intent and/or adopting a recommended technique or activity. The **CG does not engage well with the child** and may instead play in an anti-contingent way much of the time. **NOTE**: If the PPC is making a skillful effort to help the CG understand the model but the CG is still not responsive give the PPC a score of [3] but note this in the overall rating section

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2. Video Review Form

Introduction: The Video Review Form (VRF) is part of the evidence-based way the PPC guides caregivers to effectively interact with their child. **The VRF must answer the question: *What do caregivers need to know to be good players with their particular child?*** After the PLAY Plan accurately profiles the child, **The VRF highlights key moments in the visit video**, providing *observations* and *suggestions* that help the CG be sensitive, responsive, and/or effective in interacting with their child. The VRF should balance specific *observations* that focus on important elements of PLAY with appropriate *suggestions* that reflect what is going on at a given time in the video. A typical Video Review observations/suggestions section, representing 15 minutes of video footage, should be around 2 pages long.

NOTE: The PPC should write the PLAY Plan before the VRF and then incorporate insights gained from the PLAY Plan into the VRF. The Video review should make KEY OBSERVATIONS that set up opportunities to make SUGGESTIONS for the CG.

2A. VRF: Observations

Narrative: The observations in the VRF should accurately describe CG interactions with the child that 'worked', especially when CG is sensitive (reads the child's cues), responsive (follows the child's lead) and/or effective (elicits enjoyable engagement). Observations should note when CG successfully uses or tries to use PLAY methods (expectant waiting, going for circles, good pacing, high affect, etc.) and/or techniques; observations may note interactions that did not work well (e.g. "At 3:45 Johnny offered his foot to be tickled but you offered him a toy doll.") but be sure to note ways to improve the interaction. Observations are not a compilation of events or actions that are not relevant for helping the CG, but rather are 'evidence' used to 'set up' suggestions. (e.g. "SUGGESTION: When Johnny offered his foot, that was an opportunity to do some sensory motor play, like counting his toes, or squeezing his foot." The following qualities should be evident in the VRF observations:

- Accurate and focused on key interactions throughout
- Highlight CG successes: at least 2/3 positive CG/child interactions.
- Used as 'evidence' for *suggestions*
- Generally, match observations supervisor might highlight

Score of [5]: excellent observations. PPC's **observations are accurate and focused** on key interactions throughout the video review. The PPC **rarely misses commenting when the CG is being sensitive to, responsive to, and/or effective with the child** or when the CG is successfully using PLAY methods and/or techniques. References to the PLAY model (e.g. "You guys opened and closed 3-4 circles there! Great job!") are commonly incorporated into observations. Observations largely **note positive events** with selected critiques that point out places where the CG could improve. The PPC uses both positive and critical observations as **a set up for precise and helpful suggestions.**

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almost all the time. There are **almost no wasted observations that clutter the video review** with lists of events or actions that are not relevant for helping the CG.

Score of [4]: very good observations. PPC's **observations are accurate and focused** on key interactions throughout the video review. The PPC **consistently notes when the CG is being sensitive to, responsive to, and/or effective with the child** or when the CG is using PLAY methods and/or techniques. References to the PLAY model (e.g. "You stretched out that interaction and kept Johnny's engagement. We call that 'taffy pulling.'") are commonly incorporated into observations. **Observations are largely positive** with selected critiques that point out places where the CG could improve. The PPC uses both positive and critical **observations as a set up for precise and helpful suggestions most of the time**. There **may be some observations that are unnecessary** or unhelpful, but **most** observations are relevant for helping the CG.

Score of [3]: good observations. PPC's observations are **mostly accurate and focused on key interactions** throughout the video review. **At least half the observations catch the CG being sensitive to, responsive to, and/or effective with the child** or when the CG is using PLAY methods and/or techniques. Observations are **more positive than not** with selected critiques that point out places where the CG could improve. The PPC uses both positive and critical **observations as a set up for precise and helpful suggestions at least half of the time**. There **may be several examples of observations that are unnecessary** or unhelpful but **most** of observations are relevant for helping the CG.

Score of [2]: fair observations. Less than half of the observations are accurate and/or focused on key interactions throughout the video review. The PPC **frequently misses opportunities where the CG is sensitive to, responsive to, and/or effective with the child** or when the CG is using PLAY methods and/or techniques. Observations may be **too critical** and focus too heavily on what the CG is doing wrong but there can still be an overall positive tone. The **observations are not used consistently to set up suggestions**. Observations that are unnecessary or unhelpful may dominate the write up.

Score of [1]: poor observations. Most of the observations are **not accurate and/or not focused on key interactions** throughout the video review. The observations **almost always miss opportunities where the CG is being sensitive to, responsive to, and/or effective with the child** or when the CG is using PLAY methods and/or techniques. Observations may be **too critical** and focus too heavily on what the CG is doing wrong but there can still be an overall positive tone. The observations **consistently miss opportunities to set up suggestions**. Observations that are unnecessary or unhelpful may dominate the write up.

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2B. VRF: Suggestions

Narrative*: **<u>Suggestions are at the heart of the VRF.</u>*** This is where the PPC brings together the theory and the practice of PLAY. Suggestions should 1) reference, by bolding, the common methods & principles. 2) reference specific and appropriate techniques and/or activities and 3) connect to a specific observation and/or time frame in the video. Suggestions should help the CG know what to do to improve interactions with the child, and so language should be clear and understandable (and jargon should be defined). The main goal is to help the CG promote the child's functional development. The following elements should be present in the VRF Suggestions:

- Key points bolded or highlighted for ease of identification.
- Connects to specific observation and/or time frame in video.
- Often references *methods* and general *techniques.*
- References *techniques (and activities)* specific to the child's profile (CZ, SMP, FDL)
- Language understandable for the CG
- 3-5 suggestions for five minutes of activity, on average
- Generally, reflects suggestions supervisor might have made.

Score of [5]: excellent suggestions. Suggestions are **almost always specific to the play interaction** (i.e. marked by activity and time) and **almost always note** how the **CG can be more sensitive to, responsive to, and/or effective with this particular child.** Suggestions are **always relevant to the child's profile** (CZ, SMP, FLD). Suggestions may be general insofar as they refer to basic methods. (e.g. reading the child's cues, following the child's lead, going for more circles, etc.) and common techniques (e.g. theme and variation, expectant waiting, etc.); but the PPC **consistently** suggests **specific techniques and activities** for the unique profile of this child. For example, the PPC might suggest that a CG interacts/plays symbolically with a child at FDL 5-6 using *one thematic type of play with an available doll or puppet*. There is **just the right number** of suggestions—typically 3-5 per five minutes of activity—so as not to overwhelm the CG. Terms and jargon are consistently but briefly and clearly defined, or the CG is referred to in the glossary. Suggestions and techniques are **always bolded**.

Score of [4]: very good suggestions. Suggestions are **specific to the play interaction** (i.e. marked by activity and time) **75% of the time** and **consistently note** how the **CG can be more sensitive to, responsive to, and/or effective with this particular child**. Suggestions **almost always** have the child's profile (CZ, SMP, FLD) in mind. They may be general insofar as they refer to basic methods. (e.g. reading the child's cues, following the child's lead, etc.) and common techniques (e.g. theme and variation, expectant waiting, etc.); but the PPC's suggestions are **more often than not specific to the unique profile of the child**. For example, the PPC would suggest that a CG interact/play in a way that promotes problem solving with a child at FDL 4 or higher. This PPC might not have as many specifics as an excellent performance. There is **an appropriate number** of suggestions—typically 2-4.

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per five minutes of activity—so as not to overwhelm the CG. Terms and jargon are defined, or the CG is referred to in the glossary. Suggestions and techniques are **always bolded**.

Score of [3]: good suggestions. Suggestions are specific to the play interaction (i.e. marked by activity and time) **most (more than half) of the time** and include **some** ways for **CGs to be more sensitive to, responsive to, and/or effective with this particular child**. Some suggestions may not be directly related to the situation (e.g. Remember mom to always think 'circles!'). There may be **a few suggestions that miss the child's profile**—too high or too low for this child, however. suggestions have the child's profile (CZ, SMP, FLD) in mind **most of the time.** They may have more general suggestions and refer more often to basic methods (e.g. reading the child's cues, following the child's lead, etc.) and common techniques (e.g. theme and variation, expectant waiting, etc.). The PPC must provide **some suggestions specific to the unique profile of this child**. The number of suggestions may be as few as 2 per five minutes of activity or may have too many suggestions (6 or more). Terms and jargon are not necessarily defined. Suggestions and techniques **may or may not be bolded**.

Score of [2]: fair suggestions. Suggestions are **not specific to the play interaction** (i.e. marked by activity and time) **most (more than half) of the time.** Suggestions are **consistently not related to the situation**. Suggestions may include **some** ways for **CGs to be more sensitive to, responsive to, and/or effective with this particular child**. There may be **several** suggestions that are 'off' demonstrating that the PPC does not have the child's profile (CZ, SMP, FLD) in mind **25-50% of the time.** They will have **primarily general suggestions and refer primarily to basic methods** and common techniques and may have **few if any** suggestions **specific to the unique profile of this child**. The number of suggestions may be too few (1-2 five per minutes of activity) or too many (6 or more per five minutes of activity) that may threaten to overwhelm the CG. Terms and jargon may not be defined. Suggestions and techniques **may or may not be bolded**.

Score of [1]: poor suggestions. Suggestions are **not specific to the play interaction** (i.e. not marked by activity and time) **almost all of the time.** Suggestions are not related to the situation and there are **few if any suggested ways for CGs to be more sensitive to, responsive to, and/or effective with this particular child**. **Most suggestions are inappropriate** though there may be occasional general suggestions for basic methods and/or common techniques that are appropriate. The number of suggestions may be too few (1-2 five per minutes of activity) or too many (6 or more per five minutes of activity) that may threaten to overwhelm the CG. Terms and jargon may not be defined. Suggestions and techniques **may or may not be bolded**.

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3. PLAY Plan

Introduction: The PLAY Plan (PP) is one of the most important ways the PPC a.) translates the PLAY Project model to the caregiver (CG) and b.) accurately profiles the child. The PP includes Main Points ("Keys to the Case"), CZA, SMP, FDL, Activities, and Methods/Techniques. The PP should use a standardized form with sections for each element. See each section of the PP for scoring guidance. Both the narrative form and the automated form are acceptable.

3A. PP: Keys to the Child's Potential

Narrative: ***Keys to the Child's Potential (Keys).*** Keys integrate the principles and methods of PLAY into main points that summarize 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 and promote this child's functional development. Keys should be consistent with recommendations listed in the rest of the PLAY Plan and Visit Suggestion Report. 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 should be consistent with the PLAY Plan and Video Suggestion Report
- Keys may suggest specific *techniques* or *activities* if they are central to this child's progress but more often the PPC references techniques and activities in the PLAY Plan and VSR.
- Language should be understandable for the CG.

Score of [5]: Excellent keys/main points. ***All of*** the 3-5 keys/main points **accurately** recommend strategies that most **effectively** promote the child's progress. **All** of the keys are relevant to the child's profile (CZ, SMP, FLD) and/or caregiver interactional process. They are **completely consistent** with the PLAY Plan and Visit Suggestion Report. Recommendations are **specific to this child and this parent** and presented in terms that are **always constructive and honest.** Progress, when present, is **referenced**. Keys **always** give recommendations for the PLAY principles that would be most effective in promoting the child's FDLs. (e.g. "Mom, you are playing right where Johnny is at (FDL 3-4—he loves chase and capture). Way to go!" or "Overall your play is fun but sometimes when you play too high (with pretend) you lose Johnny, and he goes into his comfort zone. So, let's keep the PLAY around FDL 3-4 by really following his ideas *for sequence type play.* Keep up the good work!") Keys **always** reference the most important *methods* that would be **most effective** in helping the CG promote the child's FDLs ("Dad, I love your roughhouse play with Johnny. It gets so many circles. This is key: 'think circles'!") When indicated, the PPC **always uses the keys to** reference specific techniques and activities in the PLAY Plan ("Dad, see my suggestions for techniques ('Taffy pulling' and 'Suspense/surprise' in the technique section. This will help you get more circles.'). When indicated, terms and jargon are **always** briefly and clearly defined, or the CG is referred to in the glossary.

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Score of [4]: Very good keys/main points. ***Most of*** the 3-5 keys/main points **accurately** recommend strategies that **most effectively** promote the child's progress. **Most** of the keys are relevant to the *child's profile* (CZ, SMP, FLD) and/or *caregiver interactional process.* They are **largely consistent** with the PLAY Plan and Visit Suggestion Report. Recommendations are **specific to this child and this parent** and presented in terms that are **largely constructive and honest.** Progress, when present, is **referenced**. Keys **predominantly** give recommendations for the PLAY *principles* that would be **effective** in promoting the child's FDLs. (e.g. "Mom, you are playing right where Johnny is at (FDL 3-4—he loves chase and capture). Way to go!" or "Overall your play is fun but sometimes when you play too high (with pretend) you lose Johnny, and he goes into his comfort zone. So, let's keep the PLAY around FDL 3-4 by really following his ideas *for sequence type play.* Keep up the good work!") Keys **consistently** reference the most important *methods* that would be **most effective** in helping the CG promote the child's FDLs ("Dad, I love your roughhouse play with Johnny. It gets so many circles. This is key: 'think circles!') When indicated, the PPC **consistently uses the keys to** reference specific techniques and activities in the PLAY Plan ("Dad, see my suggestions for techniques ('Taffy pulling' and 'Suspense/surprise' in the technique section. This will help you get more circles.'). When indicated, terms and jargon are **consistently** briefly and clearly defined, or the CG is referred to in the glossary.

S**core of [3]: Good keys/main points.** ***A majority of*** the 3-5 keys/main points **accurately** recommend strategies that **effectively** promote the child's progress. **Most** of the keys are relevant to the *child's profile* (CZ, SMP, FLD) and/or *caregiver interactional process.* They are, **overall, consistent** with the PLAY Plan and Visit Suggestion Report. Recommendations **are often specific to this child and this parent, but some generic recommendations are included**. Keys are presented in terms that are **for the most part constructive and honest.** Progress, when present, **may or may not be** referenced**. A majority** (roughly 75%) of the recommendations for the PLAY *principles* would likely be **effective** in promoting the child's FDLs. (e.g. "Mom, you are playing right where Johnny is at (FDL 3-4—he loves chase and capture). Way to go!" or "Overall your play is fun but sometimes when you play too high (with pretend) you lose Johnny, and he goes into his comfort zone. So, let's keep the PLAY around FDL 3-4 by really following his ideas *for sequence type play.* Keep up the good work!") Keys **consistently** reference the most important methods that would be **largely effective** in helping the CG promote the child's FDLs ("Dad, I love your roughhouse play with Johnny. It gets so many circles. This is key: 'think circles!') When indicated, the PPC **briefly and generically** references techniques and activities in the PLAY Plan ('Please see techniques and/or activities.'). When indicated, terms and jargon **may or may not be** defined, or the CG is referred to in the glossary.

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Score of [2]: Inadequate keys/main points. ***Less than half*** the 3-5 keys/main points **accurately** recommend strategies that promote the child's progress. **Only some** of the keys are relevant to the *child's profile* (CZ, SMP, FLD) and/or *caregiver interactional process*. Other recommendations may be **inaccurate**. **Some to most** of the keys are **not consistent** with the PLAY Plan and/or Visit Suggestion Report. Recommendations are **vague and/or not specific to this child and this parent** t**hough some generic recommendations that are acceptable may be included.** Keys **may or may not** be presented in terms that are **constructive and honest**. Progress, when present, **may or may not be** referenced. **Only some** of the recommendations for the PLAY *principles and/or methods* would likely be **effective** in promoting the child's FDLs, but others are not. The keys/main points may or may not reference techniques and activities in the PLAY Plan. Terms and jargon **may or may not** be defined, or the CG may or may not be referred to in the glossary.

Score of [1]: Poor keys/main points. ***Most*** of the 3-5 keys/main points **do not** recommend strategies that promote the child's progress and may be clinically 'off' and not helpful. **Most of the keys are not** relevant to the *child's profile* (CZ, SMP, FLD) and/or *caregiver interactional process.* Other recommendations may be **inaccurate**. **Most** of the keys are **not consistent** with the PLAY Plan and/or Visit Suggestion Report (assuming that other aspects of the plan or VSR are accurate). Recommendations are **vague and/or not specific to this child and this parent, and even generic recommendations are not relevant to the child's case.** Keys **may or may not** be presented in terms that **are constructive and honest.** Progress, when present, **may or may not** be referenced. **Most** of the recommendations for the PLAY *principles and/or methods* are **not likely** to be **effective** in promoting the child's FDLs. The keys/main points may or may not reference techniques and activities in the PLAY Plan. Terms and jargon **may or may not** be defined, or the CG may or may not be referred to in the glossary.

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3B. PP: Comfort Zone Activities (CZA)

Narrative: 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.). Evidence of CZA is often limited in a 15-minute video and may not be seen but should still be noted. We expect the PPC to note not only those seen on video but also to mention those seen during the entire home visit and CZA verbalized by the CG. 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

Score of [5]: excellent CZA. The PPC gives a brief definition of CZA. All CZA observed on the video are accurately listed. In addition, there is a list of 'other' CZA of the child's not seen on the video. If the child exhibits no CZA then this is noted in the appropriate section.

Score of [4]: very good CZA. The PPC gives a brief definition of CZA. Almost all of the CZA observed on the video are accurately listed. In addition, there is a list of 'other' CZA not seen on the video if the child has other CZA. If the child exhibits no CZA then this is noted in the appropriate section of the document.

Score of [3]: good CZA. The PPC accurately lists more than half of the CZA observed on the video. In addition, there may be a list of 'other' CZA not seen on the video if the child has other CZA. If the child exhibits no CZA then this is noted in the appropriate section of the document.

Score of [2]: fair CZA. The PPC lists less than half of the CZA observed on the video. A list of 'other' CZA not seen on the video is absent from the report.

Score of [1]: poor CZA. The PPC lists less than a quarter of the CZA observed on the video. A list of 'other' CZA not seen on the video is absent.

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3C: PP: Sensory Motor Profile (SMP)

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. 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
- SM modalities <u>not</u> 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

Score of [5]: excellent SMP. PPC gives a ***brief definition* of SMP** or *explicitly* refers CG to the *glossary*. PPC **accurately lists** and precisely but succinctly **describes all SMP modalities observed** during the video including the *reactivity profile*. In addition, there may be a list of 'other' SM modalities of the child's that are not seen on the video. PPC integrates the SMP with clinical implications by **providing a brief example or explanation of how the CG played or could play** with their child based on most of the nine SMP domains (e.g. 'Johnny really likes deep pressure and loves to run. That's why he loved that game of 'monster' chase!' Or 'You have to go slow with Johnny because he is over-reactive when you go into roughhouse mode too quickly.'). PPC **notes the *absence* of the use of certain modalities** (e.g. 'Your play was mostly visual (train play) and there was no roughhousing (touch, proprioceptive, or vestibular play.').

Score of [4]: very good SMP. PPC gives a ***brief definition* of SMP** or *explicitly* refers CG to the *glossary*. PPC **accurately lists all SMP modalities** including the *reactivity profile* but may not be as precise as an excellent SMP. There may be a list of 'other' SM modalities of the child's that are not seen on the video. PPC **gives a brief example or explanation of how the CG played or could play** with their child based on several of the nine SMP. PPC **notes the *absence* of the use of certain modalities**.

Score of [3]: good SMP. PPC **accurately lists most of the important SMP modalities** observed during the video including the *reactivity profile*. In addition, there may be a list of 'other' SM modalities of the child's not seen on the video. PPC **gives a brief example or brief explanation of how the CG played or could play** with their child based on some of the most important of the nine SMP domains. PPC **may or may not note the *absence* of the use of certain modalities**.

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Score of [2]: fair SMP. PPC **misses some of the important SMP modalities** observed on the video. PPC may not describe the *reactivity profile*. There may or may not be a list of 'other' SM modalities of the child's not seen on the video. PPC provides **few if any examples or explanations of how the CG could use the SMP to play** with their child. PPC **may or may not note the *absence* of the use of certain modalities**.

Score of [1]: poor SMP. PPC misses most of the important SMP modalities observed on the video. PPC may not describe the *reactivity profile*. There may be a list of 'other' SM modalities of the child's not seen on the video. PPC **does not provide any examples or explanations of how the CG could use the SMP to play** with their child. PPC **does not note the *absence* of the use of certain modalities**.

3D. PP: Functional Developmental Levels (FDL)

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 FDL to strategies (e.g. 'sweating' 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 on a 9-point scale (see below) and can include a *bar graph* designed for that purpose. This percentage should correlate 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

Score of [5]: excellent FDL profile. The PPC systematically **describes all relevant FDLs**, not only **accurately perceiving the general qualities** but also noting **almost all subtle and harder to detect elements** of the profile. **All descriptions are succinct** (not too long or too short)**, clear, understandable, and useful** for the CG. The FDL profile helps the CG focus on **almost all of the important strategies** for engaging the child (see example below). The PPC will often draw **on language from the FDL criteria** descriptions to describe the child's FDL levels. The PPC **notes the affective level** at which the child is *primarily* functioning and what activities the child likes to do most of the time. The PPC must assign **a percentage rating for each relevant FDL description**. The PPC's **FDL percentage rating of the child agrees with the supervisor within 15% on the FDL ratings**.

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Example: **FDL III: Two Way Communication.** Since Johnny is pretty easy to engage (FDL II) but he's still having trouble *initiating* (at FDL III), it will be important for you to *wait* for him i.e. let him *open*/start a circle. This can seem like forever! When he does open a circle then you close it in a way that makes him want to open another one. '*Think circles'*. He's at high FDL II going into III. FDL III = 25%

Score of [4]: very good FDL profile. The PPC systematically describes **all** relevant FDLs. The profile is **very accurate** but **might miss some subtle and harder to detect elements**. **Almost all descriptions are succinct** (not too long or too short), **clear, understandable, and useful** for the CG. The profile helps the CG focus on **most of the important strategies** for engaging the child. The PPC **regularly** uses **language from the FDL Criteria** descriptions to describe the child's FDL levels. The PPC **notes the affective level** at which the child is *primarily* functioning and what the child likes to do most of the time. The PPC must assign **a percentage rating for each relevant FDL description**. The PPC's **FDL percentage rating of the child agrees with the supervisor within 20% on the FDL ratings**.

Score of [3]: good FDL profile. The PPC systematically describes **all** relevant FDLs. The PPC **accurately** perceives the **general** features of the child's profile but **may not note the more subtle and harder to detect elements.** The descriptions of the levels are **somewhat succinct, clear and understandable** and/or **useful**. PPC uses FDL profile to direct the CG to **some of the important strategies** for engaging the child (e.g. Since Johnny is still having trouble *initiating* (at FDL III), it will be important to *wait* for him.) The PPC **may or may not use language** from the **FDL Criteria** to describe the child's FDL levels. The PPC **may or may not note the affective level** at which the child is *primarily* functioning and what the child wants to do most of the time. The PPC must assign **a percentage rating for each relevant FDL description**. The PPC's percentage rating of the child agrees with the supervisor **within 25%** on the **FDL** ratings.

Score of [2]: fair FDL profile. The PPC describes **most** of the relevant FDLs (i.e. misses one or two relevant FDL descriptions); or the PPC may list all relevant FDLS but **does not accurately describe some of the important general features** of the child's profile. The descriptions of the levels may ramble and not be that clear or understandable. This profile may still direct the CG to **some of the important strategies** for engaging their child. The PPC **may inaccurately use language** from the **FDL Criteria** to describe the child's FDL levels. The PPC **may or may not** make note of the affective level at which the child is primarily functioning and what the child wants to do most of the time. The profile may be *good* [3] in all other respects but **does not provide percentages** on FDL descriptions; or the PPC may provide percentages, but the other criteria above are not met. If the PPC's percentage ratings **do <u>not</u> agree with the supervisor within 25% on the FDL** ratings, the PPC cannot score above a [2].

Score of [1]: poor FDL profile. The PPC **misses most of the relevant FDLs** or lists all relevant FDLs but **does not accurately describe most of the important general features** of the child's profile. The descriptions of the levels may ramble and may not be clear or understandable. The profile may direct the CG to **some of the important strategies** for engaging their child. The PPC **may or may not**

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use language from the **FDL Criteria** to describe the child's FDL levels. The PPC may not note the affective level at which the child is primarily functioning and wants to be most of the time. The profile may be *fair* [2] in all other respects but does not provide percentages on FDL descriptions; or the PPC may provide percentages, but the other criteria above are not met. PPC's percentage ratings **do not agree with the supervisor within 25%** on the **FDL ratings**.

3E. PP: Activities

Narrative: Activities represent *our* ideas about what would be fun for a child based on their functional developmental profile. Just as there is a progression of FDLs, there is a progression of interest in types of activities. Children with lower functional profiles will like pure sensory play, like visually stimming on a door opening and closing, wheels spinning, or a line of trains. As functional development increases, children's play becomes more complex, eventually including symbolic interaction and one- or two-themed pretend play. The PLAY Project provides a list of activities by FDL (see Appendix C). The job of the PPC is to choose the best activities that 1) are easy to implement in a given home/setting and 2) match the child's profile based on CZA, SMP, and FDL. Some children may need activities that are not over-stimulating; others may need highly stimulating activities to engage them. There should neither be too many nor too few activities suggested. Generally, five activities are recommended. *All activities will be dependent on the child's reaction to the activities and thus step 4 in the PP: PLAY Methods takes precedence.* The Activities section of the PP should have the following elements:

- Suggested activities are easy to implement and should be fun for the child
- Activities are appropriate to the child's CZA, SMP, and FDL profile
- PPC refers CG to list of PLAY Activities by FDL
- PPC mentions that PLAY Methods are more important than PLAY Activities
- Suggestions generally match activities supervisor might make

Score of [5]: excellent activity suggestions. The PPC provides 4-7 activities that are **all easy to implement** for this family and are **all appropriate** to the child's profile according to the 'Activity by FDL' list. The PPC refers caregivers explicitly to the list of activities by FDL and notes that PLAY Methods are more important than PLAY Activities. **All** the activities make sense and turn out to be fun for this child.

Score of [4]: very good activity suggestions. The PPC provides 4-7 activities **almost all** of which are easy to implement for this family and **almost all appropriate** to the child's profile according to the 'Activity by FDL' list. The PPC **refers caregivers explicitly to the list of activities** by FDL and notes that PLAY Methods are more important than PLAY Activities. **Almost all** the activities make sense and turn out to be fun for this child.

Score of [3]: good activity suggestions. The PPC who provide 4-7 activities **most** of which **are easy to implement** for this family and **most are appropriate** to the child's profile according to the 'Activity by FDL' list. This PPC **may or may not refer caregivers explicitly to the list of activities** by

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FDL and may or may not note that PLAY Methods are more important than PLAY Activities. **Most** of the activities make sense and turn out to be fun for this child.

Score of [2]: fair activity suggestions. The PPC provides a list of activities, **only some** of which are easy to implement for this family OR **only some** are appropriate to the child's profile. The PPC may include too many (>7) or too few (< 4) activities. The PPC **may or may not refer caregivers explicitly to the list of activities** by FDL or note that PLAY Methods are more important than PLAY Activities. **Only some** the activities make sense for this child.

Score of [1]: poor activity suggestions. The PPC provides too many (>7) or too few (< 4) activities; OR **few activities are easy to implement** for the family; OR **most activities are not appropriate** to the child's profile. **Few** of the activities make sense for this child.

3F. PP: Techniques

Narrative: *Techniques* tend to be more specific than the methods listed in Step 4 of the PP. Methods are more fundamental and used more often than specific techniques. Techniques are designed to help CGs expand their PLAY ideas in ways that are fun and help a child progress in their functional development. A list of dozens of lower functioning (FDL I-IV) and higher functioning techniques (IV-VI) are provided to CG as part of their training materials. As functional development increases, techniques evolve and become more complex, eventually leading to language techniques, pretend play, and/or negotiating sophisticated social interaction. Some techniques are basic and should be commonly recommended (e.g. Theme and Variation, The Rabbit Hole Techniques, etc. while more specific techniques allow tailoring to the needs of the particular child. The Techniques and Methods section of the PP should have the following elements:

- Techniques appropriate to the CZA, SMP, and/or FDL recommended from list in manual
- 'Methods'(Appendix A) also can be used as techniques (i.e. 'waiting,' 'going for circles,' etc.)
- Not too few or too many in a given visit (4-7 is common)
- Generally, matches techniques supervisor might suggest

Score of [5]: excellent techniques. The PPC **combines basic and more specific techniques.** For children with lower functioning profiles, the techniques are selected from the FDL I-IV list; for higher functioning children the techniques are selected from the FDL IV-VI list. Technique recommendations go beyond these basic lists and are **strategically astute** and **highly specific** to the child's CZA, SMP, and/or FDL profile. The technique recommendations **almost always provide a 'just right challenge'** that promotes the child's functional and/or language development. The PPC recommends the right number of techniques—not too many (>7) or too few (<4). All of the PLAY Methods are listed.

Score of [4]: very good techniques. The PPC **combines basic and more specific techniques,** but recommendations are not as **strategically astute** or as **specific** as an excellent set of

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recommendations. For children with lower functioning profiles, the techniques are selected from the FDL I-IV list; for higher functioning children the techniques are selected from the FDL IV-VI list (see Appendix B). The technique recommendations **often provide a 'just right challenge'** that promotes the child's functional and/or language development. The PPC recommends the right number of techniques—not too many (>7) or too few (<4). All of the PLAY Methods are listed.

Score of [3]: good techniques. The PPC provides a list of **basic techniques** (including methods) **almost all** of which **match the child's profile**. For children with lower functioning profiles, the techniques are selected from the FDL I-IV list; for higher functioning children the techniques are selected from the FDL IV-VI list. Recommendations **may not be as strategically astute** or as **specific** as an excellent or very good set of recommendations. The PPC may suggest too few (<4) or too many (>7) techniques but still provides enough support to help the CG promote the child's functional progress. Most of the PLAY Methods are listed.

Score of [2]: fair techniques. The PPC provides a list of techniques (including methods) where **many (a quarter to half) of the recommendations do not match well with the child's profile**. There **may be some strategically astute** or **specific** suggestions, but they are undermined by the **inaccuracy** of other recommendations. The PPC may suggest too few techniques (<4) in a way that does not provide enough support for the CG or too many techniques (>7) that would seem to overwhelm the CG. The PLAY Methods may or may not be listed.

Score of [1]: poor techniques. The PPC provides a list of techniques where **more than half** of the recommendations do not match well with the child's profile. There **may still be some strategically astute or specific suggestions,** but they are undermined by the inaccuracy of other recommendations. This PPC may suggest too few techniques (<4) in a way that does not provide enough support for the CG or too many techniques (>7) that would seem to overwhelm the CG. The PLAY Methods may or may not be listed.

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4. Visit Suggestion Report

Introduction: The *Visit Suggestion Report (VSR)* is *coaching in written form* and has two measures: suggestions must be 1) practical and understandable for the caregiver (CG) and 2) appropriate to the child's profile. The list of suggestions will usually be some combination of PLAY strategies, methods, techniques, and/or activities. The basic methods of following the child's lead, going for circles, waiting in order to promote initiation, etc. are always safe recommendations. However, the more strategic, specific, and accurate to the child's profile (CZ, SMP, FDL) the better the VSR will be. The VSR is typically reviewed early in the supervision process as it is the first document caregivers receive from the PPC.

4A. VSR: Clarity

Narrative: The VSR should list at least three practical suggestions specific to the visit and the child. Suggestions should be clearly explained (i.e. jargon and terms are defined) in ways that are understandable for the CG. The following elements should be present in the VSR:

- PPC makes three or more suggestions
- Suggestions are clear, understandable, and useful/practical for the CG
- PPC refers CG to the PLAY Project's *glossary* of terms OR explains the terms

A score of [5]: excellent VSR clarity. All three suggestions are practical, clear, and understandable. There may be more than three suggestions. **Terms** like 'circles', 'following the child's lead', 'taffy pulling', etc. are **consistently defined or examples given** or the PPC may instead **refer the GC to the glossary** of PLAY terms.

A score of [4]: very good VSR clarity. All three suggestions are practical, clear, and understandable. There are **short explanations or examples** accompanying one or two of the suggestions. The VSR **may or may not refer the GC to the glossary** of PLAY terms.

A score of [3]: good VSR clarity. The **three suggestions are practical and understandable**. There **may or may not be explanations or examples** accompanying the suggestions (i.e. the PPC can simply list the methods ('go for more circles') or techniques ('use theme and variation'). The VSR **may or may not refer the GC to the glossary** of PLAY terms.

A score of [2]: fair VSR clarity. There are **less than three suggestions** and/or **only one of the three suggestions is practical and understandable**. The suggestions may be vague, confusing, and/or not practical. There **may or may not be explanations** or examples given.

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A score of [1]: poor VSR clarity. There are **less than three suggestions** and/or **none of the suggestions are practical, clear, and understandable**. The suggestions may be vague, confusing, and/or not practical. There are **no explanations or examples** given.

4B. VSR: Appropriateness

Narrative: Suggestions on the VSR should be appropriate to child's profile, including FDL, SMP, and CZA. The following elements should be present in the VSR:

- Suggestions are specific to the visit
- Suggestions may include methods
- *Examples* of strategies, methods, techniques and/or activities should reflect child's specific profile
- Generally, reflect suggestions supervisor might make

A score of [5]: excellent VSR appropriateness. All three suggestions are **strategic, specific, and accurately related to the child's profile** (CZ, SMP, FDL) for this visit. Examples and/or **explanations are accurate** for each suggestion.

A score of [4]: very good VSR appropriateness. All three suggestions are **accurately related to the child's profile** (CZ, SMP, FDL) for this visit. Suggestions **may or no be specific** to the home visit (e.g. the suggestions may recommend general methods like reading the child's cues and following the child's lead) but are strategic for the child's progress. The PPC gives **accurate explanations or examples** for each suggestion.

A score of [3]: good VSR appropriateness. The PPC lists suggested methods, techniques, and/or strategies ('go for more circles') or techniques ('use theme and variation'). The suggestions are **strategic** and **related to the child's profile** (CZ, SMP, FDL) but **may not be specific** to the visit or **have explanations or examples** accompanying the suggestions.

A score of [2]: fair VSR appropriateness. The suggestions are '**off' strategically** and **not specific or accurately related to the child's profile** (CZ, SMP, FDL). There may be no examples or explanations.

A score of [1]: poor VSR appropriateness. There is a **careless quality** to the VSR with skimpy suggestions. Suggestions may be '**off' strategically** and **not specific or accurately related to the child's profile** (CZ, SMP, FDL).

A total case score of a 2.5 or below is not a passing score. PPCs are expected to show improvement throughout supervision. If poor scores persist, a PPC may be required to submit additional cases.

Please note: Parent Satisfaction Surveys must be completed after 3 months of intervention and again at the end intervention. Parent Satisfaction Surveys from 3 families will be uploaded as part of the Re-certification process.

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PLAY Project Implementation Options for Certified & Licensed PPCs

This document will outline what is REQUIRED to meet fidelity of the model and offer implementation options for delivery of services. The PLAY Project can be delivered efficiently and effectively by CERTIFIED PLAY Project Consultants in a variety of ways.

The evidence-based model of implementing The PLAY Project (PLAY) is considered best practice. This includes providing 3 hours per month of direct coaching, modeling and parent education with video recording and sharing videos monthly alongside a full Video Review Form. However, with long wait lists, increasing caseloads, more frequent visits and time stressed parents, delivery of PLAY content must adapt to meet the needs of busy parents and professionals in community settings**.**

Though the methodology of The PLAY Project never changes, implementation of the model can be flexible for Certified PPCs. PPCs in the supervision process will follow the best practice of PLAY, as learning and practicing the methodology takes experience and guidance for proficiency.

Below we have outlined the required elements of The PLAY Project as well as implementation options for PLAY content delivery:

VISITS:

Required:

*** Regular contact with the child and caregivers includes education and coaching of PLAY Project Methods, Principles and Techniques.**

Implementation Options:

- PLAY visits can be held weekly, bi-weekly, or monthly.
- Visits can occur at home, school, clinic, or virtually (Tele-PLAY).
- TelePLAY can be used to meet with caregivers around the globe! See TelePLAY Manual for guidelines and tips.
- When beginning PLAY, caregivers receive approximately 3 hours per month of direct coaching and modeling regardless of visit schedule and length. Once caregivers demonstrate an understanding and ability to apply PLAY in their regular interactions with their child, sessions can be spaced farther apart, allowing caregivers an opportunity to know where they get “stuck” and need support.

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VISIT SUGGESTION REPORT:

Required:

***A Visit Suggestion Report (VSR) should be given to the caregiver at the end of each visit. The Visit Suggestion Report should briefly outline 3 suggestions for caregivers that focus on PLAY Methods & Techniques tailored to the child's unique profile (CZ, SMP, FDL).**

Implementation Options:

- The VSR includes brief comments on the child's FDL % range, Comfort Zones, and Sensory Motor Profile. These comments inform caregivers with strategic goals in mind.
- If regular PLAY Plans are completed, the VSR can remain brief, otherwise, PPCs use the VSR-2 to update the child's profile.
- Early Intervention: Suggestions can be written into your progress notes for the caregivers as long as PLAY language and methodology are followed.
- Medical Rehabilitation and Mental Health: Suggestions can be written into SOAP notes and written in an insurance friendly way, as long as they are given to the caregivers.

VIDEO RECORDING:

Required:

***Videos of approximately 15 minutes per month should be taken of the PPC coaching from behind the camera, modeling in front of the camera and of the parent-child interaction.**

***Video should be used monthly to educate caregivers and document progress.**

***Videos should be shared with the family, at minimum, monthly.**

Implementation Options:

- Caregivers can videotape, on their own, and send videos to their PPC for additional ideas.

VIDEO REVIEWS:

Required:

***Best practice video review includes a full Video Review Form with PLAY Plan, either narrative or automated, along with 15 minutes of coordinating video footage, monthly to be shared with caregivers. This should ALWAYS be done at the beginning of intervention and again at the end of intervention.**

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Implementation Options:

- Video reviews can be done in writing using the narrative or automated Video Review Form.
- Video reviews can be done in person, either at the end of each visit, the beginning of the next visit, or can be done through an audio recording or virtual session.
- Caregivers and PPCs will decide together the most effective way to review session videos, based on individual needs.
- Even if PPCs do not provide written video reviews, they should still follow the traditional video review format and verbally:
    - Review the video, focusing on key *observations* and making key *suggestions*.
    - Share clinical impressions of MAIN POINTS, CZ, FDL, SMP and suggestions for methods, techniques, and activities.

PLAY PLANS:

Required:

***An *initial* written PLAY PLAN should be done, in detail, and shared with the caregivers. This initial assessment of the child's unique profile is important to help educate, both the PPC and caregivers, through the lens of The PLAY Project model of intervention.**

***A PLAY Plan should be completed at the end of intervention.**

Implementation Options:

- Written PLAY Plans should be completed and shared with the caregivers *at minimum* every 6 months and at most once monthly.
- *The PLAY Project Parent Guide* can be used as a reference for PLAY principles, methods, techniques, and activities.

BILLING & INSURANCE COVERAGE:

Billing and insurance coverage varies by state, by carrier and by professional licensure, however The PLAY Project can be reimbursable. Several states offer PLAY through early intervention and PLAY continues to actively reach out to early intervention administration to broaden our reach. Medical rehabilitation providers (OT, PT,SLP) can bill insurance using discipline specific treatment codes as they incorporate PLAY, including modeling and parent coaching, into their therapy sessions. Mental health professionals can bill insurance using conjoint family therapy codes. Report writing can be tailored to meet insurance requirements.

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DECIDING A MODEL FOR YOUR PRACTICE:

Several factors go into selecting the most effective and efficient model of service delivery for your clinical practice. The most important factor is talking with your caregivers about the options and allowing them to tailor their coaching in a way that matches their lifestyle and learning style. Adaptations can be made to service delivery in a way that makes sense for your profession.

BELOW ARE SOME COMMON EXAMPLES OF PLAY BY PROVIDERS:

1) Sara is a Developmental Specialist for a county board. She provides PLAY, in the family's home, weekly. Sara uses a traditional model of PLAY implementation. She coaches and records video of the family during home visits, leaves the family with a weekly *Visit Suggestion Report* and sends the family a monthly full *Video Review Form,* including video clips from each visit totaling 15 minutes. She uses the PLAY Project Parent Guide to reinforce her write ups.

2) John is an Occupational Therapist working in a pediatric medical rehabilitation program. He incorporates PLAY Project techniques and methods into his sessions. He includes parents in sessions to coach and record video. John bills insurance, using OT codes by meeting the goals of OT through the lens of The PLAY Project. John writes his suggestions into his SOAP notes and shares them with the caregivers instead of giving a Visit Suggestion Report. John reviews videos with caregivers during the session to reference his suggestions and observations instead of providing a Video Review Form

3) Kim is an Early Intervention provider for an ISD. She has a large caseload and sees her families 1-2 times weekly. Kim coaches' parents during all visits and records a 15-minute video monthly capturing her modeling and the parents PLAYing. She gives the family a Visit Suggestion Report once or twice a month. Kim prefers to review the video herself then meets with parents over TelePLAY to review the video together. She records her TelePLAY video review and sends it to parents. Kim builds her suggestions into her EI notes and shares the relevant information with parents to keep them focused on the main points. Except at the beginning and the end of the
intervention, Kim does not provide a Video Review Form but uses the PLAY Project Parent Guide as a reference for principles, methods, techniques, and activities.

4) Ashley is an educator and provides only TelePLAY through private pay. She meets with families all over the country through a monthly virtual session. Ashley records clips of her coaching during the sessions. She asks parents to send her short clips throughout the month, using the suggestions that she makes during TelePLAY visits. Ashley will send ideas and support to parents between visits. While Ashley completes a full Video Review Form after her initial intake, she updates the PLAY Plan every 3 months. She uses the PLAY Project Parent Guide to reinforce her write ups.

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5) Tony is a Social Worker and is in private practice as a child and family therapist in an office setting. Tony uses PLAY techniques, methods, and principles as part of his clinical toolbox when working with families. He coaches and role models for parents during sessions and gives the

family “homework” of specific strategies to focus on between visits. Tony takes short clips of video to play back for the family, while in session, to reinforce the focus on the interactional process. She uses the PLAY Project Parent Guide to reinforce her write ups.

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Appendices

Appendix A: 7 Circles of the PLAY Project, PLAY Principles, and PLAY Methods

1) **Ready, Set, PLAY! An Introduction to Principles and Methods** To begin, the PLAY Project Consultant (PPC) introduces the family to the principles and methods that will help parents understand the program's goals and gain skills that will lead to improved engagement and social interaction with their child.

2) **Understanding Your Child: Creating a Unique Profile** Next, the PPC invites the family to share their knowledge about their child. This parent-professional partnership helps to create an individualized plan for the child. Assessment tools are used to identify the child's Neurological Comfort Zone, Sensory Motor Profile, and Functional Developmental Level. The goal is to determine the child's unique profile in order to best support the child through each stage of social and emotional development.

3) **The PLAY Plan: Individualized Techniques and Activities** Guided by the child's unique profile, the PPC collaborates with the family to determine appropriate PLAY Project activities and techniques. The PLAY Plan empowers parents to build their skills as players while supporting their child through the stages of development. The plan is updated and changed as the child makes progress.

4) **Family Guidance: Coaching, Modeling, and Feedback** During each home, clinic or virtual visit, the PPC supports the family in their role of play partner with their child. The PPC answers questions, coaches the parents as they play, models the recommended activities and techniques, and provides written feedback. Video footage is taken of both the parent and the PPC, to be used as part of the visit review, which allows the PPC to track and measure progress.

5) **Engagement: PLAY Time Between Parent and Child** Between visits, the family follows the PLAY Plan's activities and techniques as they interact with their child during daily routines and short play sessions throughout the day. The family is encouraged to playfully engage their child 15-20 hours per week. The goal is to make every interaction a *good* interaction, providing the intensity needed to improve the child's social and emotional development.

6) **Visit Review: Video and Written Feedback** During PLAY visits**,** video is used to capture the child playing with the family and the PPC. After the visit, the PPC reviews the video to assess the child's progress and the family's engagement in PLAY Project activities. The PPC provides the family with a digital copy of the video and an updated PLAY Plan, including helpful observations and suggestions.

7) **Change and Growth: Revising the Plan as the Child Develops** Children are dynamic and so is the PLAY Plan. On an ongoing basis, the PPC will reassess the child's progress, modifying the PLAY Plan to best meet the changing needs of the child and family.

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Circle 1: Principles

1. **Fun with people:** Do what the child loves
2. **Put in the time:** 2 hours/day, divided into 15–20-minute sessions
3. **Profile the child** in terms of their **a)** Comfort Zone, **b)** Sensory-Motor Profile and **c)** Functional Developmental Levels
4. **Play at the right level:** based on the child's profile, determine how to PLAY with the child.

Circle 1: 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.

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Appendix B: PLAY Techniques

PLAY Techniques: FDLs 1-4	PLAY Techniques: FDL 4-6
1. Being With	1. Imitative Pretend Play
2. Sensory Motor Play	2. Pretend Play: Everything Come Alive (FDL 4)
3. Making Behaviors Purposeful	3. Pretend Play: One Thematic (FDL 5)
4. Taffy Pulling	4. Pretend Play: Two Thematic (FDLs high level 5 and FDL 6)
5. Theme and Variation	5. Multiple Circles of Communication/Continuous Flow
6. Salient Language	6. Speaking 'to' and Speaking 'for' the Child
7. Onomatopoeia	7. Appropriate Language
8. Rhythm and Music	8. Time Concepts
9. Playful Obstruction	9. Simple "WH-type" Questions: What, Where, and Who
10. Making Them Work	10. More Complex "WH-type" Questions: Why and When
11. Rewarding and Reinforcing	11. Using Natural Consequences to Motivate
12. Expectant Waiting	12. Finishing Up/Completing Tasks
13. Sense of Humor, Suspense, and Surprise	13. Essays and Summarizing (FDL 6)
14. Going for Fun	14. Practicing Pronouns
15. Big, Little, & Micro Circles	15. Outings
16. Labeling	16. Mirroring-Reflecting/Labeling: Feelings
17. Add a Word	17. Modeling Empathy
18. Asked and Answered	18. Negotiating the Relationship (FDL 5 & 6)
19. Sequences/" Little Stories"	19. Over Dramatizing
20. One and Two Step Commands	20. Three-way Modeling: Model, Rehearse, Expect
21. Problem-solving	21. Social Stories
	22. Metacognitive Strategies/Reflective Thinking
	23. Theory of Mind

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PLAY Techniques with Examples for Functional Developmental Levels 1-4

Shared Attention/Engagement & Two-Way Communication

Techniques are rarely used alone but are combined with other techniques, PLAY Project methods, and/or PLAY activities to create fun engagement that has a 'flowing' quality to it. Remember to always 'wait,' 'read the child's cues,' 'follow the child's lead,' and 'think circles' to get more and more fun interactions, with the *child* leading as much as possible. Now go PLAY!

1. Being With

Definition: Being present in the same physical space as the child and just observing.
Purpose: To help caregivers see exactly what the child is doing or intending to honor the *child's* ideas.
Examples:

- Sit near the child as they play in their Comfort Zone.
- Make comments on what they're doing: "You're jumping so high!"
- Repeat words/sounds the child makes.
- Give the child what they want.
    - Turn the water off and on together.
    - Hand them Legos, trains, or books to line up.
- Do not command, direct, or teach.
- See 'Rabbit Hole Techniques' (on a separate document).

2. Sensory Motor Play

Definition: Connecting with the child in a physically playful way through various sensory modalities.
Purpose: To physically engage the child using mostly touch, proprioceptive (deep pressure and muscular movement) and vestibular (movement in space) interactions.
Examples:

- Touch: gently squeeze each finger, rub the back, tickle, wrestle, rough house.
- Vision: blow bubbles, stack blocks, flip pages, read numbers, letters, colors.
- Sounds: hum, drum, sing.
- Rhythm: clap on the back with rhythm, sing and dance.
- Movement: dance, horsey back rides, bed play.
- Proprioception: shake the arms in a rhythm to the ABC song, jump on a bed.
- Vestibular: put a child on a spinning chair, spin them after saying "go" and stop them while saying "stop."

3. Making Behaviors Purposeful

Definition: When the child performs a behavior, the adult treats it as if it were purposeful (even though it may not be!).
Purpose: To cause the child to see a connection between their behavior and its function and/or meaning.
Examples:

- When they open and close doors, get on the other side of the door. Say "Hello!" when they open the door and "Goodbye!" when they close it even though they may just be opening and closing the door.
- When they build blocks, say "Oh, you're making a tower!" (They may not understand the words, but they will often understand your tone of voice).
- When they pour water, turn it into a "pouring game" by offering different containers.
- When they line up toys give them an appropriate sound (Say "woof" for a dog toy, or "choo-choo" for a train).

4. Taffy Pulling

Definition: Stretching out interactions to make engagement last.
Purpose: To prolong engagement and strengthen the social bond/connection between people.
Examples:

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- Keep eye contact going for as long as possible by slowing down your actions.
    - S-t-r-e-t-c-h it out.
- Play dumb for a couple of circles (back and forth interactions) and ask the child what they would like to do.
    - S-t-r-e-t-c-h it out.
- Give them a toy and then ask for it back, then try to take it back and let them resist you.
    - Have fun 'tussling;' say "mine" and gently tease the child.
    - S-t-r-e-t-c-h it out.
- After they have the toy, for example a train, spin each wheel and make a different funny sound for each wheel and make the face-to-face engagement last.
    - S-t-r-e-t-c-h it out.

5. Theme and Variation

Definition: Theme and variation involve multiple ways of doing the same activity.
Purpose: To create lots of ideas for parents for when play becomes repetitive.
Examples: What are 5 ways to play with something simple like a door?

- Play peek-a-boo on the other side of the door: Hello. Bye-bye.
- Open and close the door with a song (To 'London Bridge': "Now I'm going to close the door, close the door, close the door. . .").
- Put your hand in the door and close it (gently) and say "ouch!"
- Pretend your hands are spiders climbing up the door and making silly noises.
- Bonk your head into the door and fall "asleep."
- See the handout: "Twenty things to do with a train."

6. Salient Language

Definition: Purposeful language that stands out to the child.
Purpose: To help the child understand key words by connecting words to objects, actions, and people.
Examples:

- Label each activity: "spin" for a spinning game or "open/close" for a peek-a-boo door game, etc.
- Use sequences of language: "1-2-3," and "ready, set, GO..."
- Once familiar, wait to see if the child will finish the sequence "1-2…."
- Repeat key words: "Do you want MORE?"
- Use *opposites* (a great form of salient language!): turn the light OFF vs turn the light ON, OPEN the door vs CLOSE the door.

7. Onomatopoeia

Definition: Using sounds that sounds like what they mean.
Purpose: To help the child understand language and create fun, sound-based interactions.
Examples:

- "Vroom"—it sounds like a car. Make the "vroom" sound when playing with cars.
- Make a high voice when you say "Up" and a deep voice when you say "Down."
- Animal sounds are onomatopoeic: buzz, bark-bark, sssnake.
- Make all kinds of sounds to match with what you are doing.
    - If you are holding the child like an airplane in your arms, say "Wooooooom" as you fly around.
    - If you're giving a horsey back ride, make a galloping sound.

8. Rhythm and Music

Definition: Using your words in a rhythmic and musical way to engage the child.
Purpose: To help the child understand the meaning of words and make play more enjoyable.
Examples:

- Use the music of "London Bridge" to announce events/activities: "Now it's time to go outside, go outside, go outside. Now it's time to go outside, my fair [child's name]."
- Sing children's songs like "Ring Around the Rosy" or "Row, Row, Row Your Boat."

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- "Capture" child in your lap and move their arms up and down while rhythmically counting "1-2-3."
- Sing "Old MacDonald" and drum gently on the child's back to the rhythm.

9. Playful Obstruction

Definition: When the caregiver playfully does not do what the child wants or makes the child work for something they do want.

Purpose: To make interactions last longer and get more back-and-forth reciprocal exchange (i.e. circles) and to have fun i.e. it should be playful not frustrating.

Examples:

- Get in their way so they must move you.
- Play dumb when they want something and make them open another circle (back and forth interaction).
- Close the door when they want it open.
- Move the trains out of line by "accident."
- See 'Making Them Work' below.

10. Making Them Work

Definition: When the caregiver requires the child to do more to get what they want.

Purpose: To cause interactions to last longer and increase circles (back-and-forth interactions) and to help the child problem-solve.

Examples:

- When you think they can do something, expect them to do it using voice, facial gestures, and pregnant pauses.
- Wait for the child to look at you before you give them what they want e.g. to hold something in your hand tight until they look at you and *then* let it go.
- Play dumb and make them show or tell you what they want.
- Expect them to use their words and wait: "Tell me what you want. . ."

11. Rewarding and Reinforcing

Definition: When the caregiver provides a physical reward (deep pressure), an external reward (food) or verbal praise ("Way to go!") in response to the child's achievement in a way that is fun.

Purpose: To reward the child's behavior so the child associates the behavior with a pleasurable outcome and is encouraged to do the behavior again.

Examples:

- Verbally praise their accomplishments.
    - Ex. "Way to go! Woo you!"
- When they initiate a response (open a circle), reward them with a rub, a tickle, or rough housing.
- Give immediate rewards for accomplishments, such as rewarding the child with sensory motor/rough house play when they use their words.

12. Expectant Waiting

Definition: Waiting with the expectation that the child will respond and do something on their own.

Purpose: To increase initiation by hoping the child will open circles of communication (initiate).

Examples:

- When the child wants another train to put in a row, hold the trains in your hand and wait expectantly for them to look at you to give it to them.
- When you are doing a fun activity (ex. swinging the child in a blanket), wait expectantly for them to gesture for more.
    - Go slow and don't just 'entertain' them.
- See #9 'Playful Obstruction' and #10 'Making Them Work.'

13. Sense of Humor, Suspense, and Surprise

Definition: Using a sense of humor, suspense, and surprise to create a fun expectation for the child.

Purpose: To heighten the child's engagement and make interactions fun.

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Examples:

- Play chase/I'm going to get you.
    - Be dramatic (not too scary!), say "I'm. . .gonna. . .get. . .you!"
- Raise your hand up high in a claw shape and say, "Here comes the claw. Here comes the claw!" Then quickly bring your 'claw' down into their belly.
- Have the child push your nose to make a sudden loud sound.
- Pretend to be asleep and then suddenly wake up as the child comes near.
- Capture them in your prison and let them get away.
- Use mock anger: "Hey you give that back; you took my toy!"

14. Going for Fun

Definition: Finding ways to increase the fun of an interaction. Ask yourself, "What would be fun for my child in this situation?" Wait for answers to naturally come to you.

Purpose: To insert yourself into the child's play in a way that is fun increases the likelihood of the child wanting to do that interaction again with you. This technique also increases the positive connection between people.

Examples:

- Be silly!
    - Make a sudden unexpected silly sound.
- Be slapstick!
    - Bump your head and say "ouch!" in a loud voice.
- Be surprising!
    - Do something unexpected that would be fun.
    - If the child is playing with a train put the train on your head.
- Be dramatic!
    - Be sad and cry or be happy and dance around the room and make a fool of yourself!

15. Big, Little, and Micro Circles/'Think Circles!'

Definition: Interactions are made up of circles (initiating and responding) which can range in type from obvious to subtle. Big circles are easier and obvious. Little circles, like making eye contact, are more difficult and subtler. Micro circles, like smirking or joking with your eyes, are the most difficult to perceive and interpret.

Purpose: To increase the number *and subtlety* of back-and-forth interactions. Caregivers must think about the circular process as they interact. 'Think circles!'

Examples:

- A handshake is a big circle. Eye contact is a little circle. Smiling at the person with your eyes and extending the handshake to make it last a little longer are micro circles.
- Big Circles: when you say: "I'm gonna get you!" and the child runs.
- Little Circles: when you chase and capture the child in your arms and say: "You want a tickle?" and the child indicates "yes" either verbally, by looking at you, or with body language.
- Micro Circles: when you raise your hand to tickle and say slowly (as your hand starts coming down) so that the child connects with each word: "I'm……gonna…..tickle…. you…. here….it…. comes…. now!" (then tickle with a sudden and final movement).
- See also #13 'Suspense and Surprise.'

16. Labeling

Definition: Using words to name objects or actions.

Purpose: To connect words to things and build language capacity.

Examples:

- Name objects, animals, or people in a book.
    - "Oh look, there's Clifford, the big red dog!"
    - "Goat. Sheep. Cow. Old MacDonald!"
- Name actions in a book: the doggy is eating.
- Name body parts.

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17. Add a Word

Definition: When the caregiver adds one more word to an utterance.
Purpose: To help the child add length to their sentences and expand their language.
Examples:

- When the child gives you one word give them two back.
    - Child: "Go," Caregiver: "Go out?"
    - Child: "Up!" Caregiver: "Up, momma!" or "Go up!"
- Imagine what the child would say if they could talk in longer sentences and think of what the next word could or would be.
- Eventually you will add several words: "Momma go out, please."

18. Asked and Answered

Definition: When the caregiver begins an interaction by asking a question and then answering that question or saying a word in the form of a question, then saying the word in the form of an answer.
Purpose: To model language for the child and help the child expand his/her language abilities.
Examples:

- If the child wants a cookie, you would say "Oh, you want a cookie?" (asked) then as you hand the cookie over, you say "Cookie!" (answered).
- You should stretch out/emphasize the sound of the 'answer' word.
- "You want to go out?' 'Let's go out."

19. Sequences/ "Little Stories"

Definition: Creating 2-4 step 'sequence of events' that the child finds enjoyable.
Purpose: To have fun with a child doing game-*like* activities. Sequences of actions that are connected also help the child understand cause and effect. They have the quality of a 'little story.'
Examples:
The simplest sequence is two steps, also known as cause and effect.

- (2 step) Children love up and down and open and close sequences.
- (2 step) Push a button and make a noise.
- (3 step) Fill and dump is fun but add a step by using your voice: "Uh oh here it comes!"
- (4 step) Turn on a faucet (1). Make a water sound: "Swooosh!" (2) Turn off the water (3) and say "Off!" (4)
- Here's a fun 'Door Sequence.'
    - First, open the door and play simple peek-a-boo: hello/goodbye.
    - Then knock on the door and wait, then pop your head in and say "Peek-a-boo!"
    - Then knock on the door and say "Where's _____(child's name)?" then play peek-a-boo.
    - Then knock on the door and say "Where's _____(child's name)?" then play peek-a-boo and then reach for child and give them a tickle, then close the door.
- Caregivers can break almost any action into a sequence of actions including daily activities like brushing teeth, taking a bath, or getting shoes on.
    - Tooth brushing for example has multiple steps i.e. getting out the toothbrush ("Now where is that toothbrush? Here it is! Now where is that toothpaste? Here it is! Here comes the toothpaste…" you put the toothpaste on the brush, then say "Yay! It's on!").

20. One and Two Step Commands

Definition: One and two step commands include: "get, give, bring," "go get and give," "bring X to me", "go in the kitchen and get a glass", etc. One and two step commands connect language to actions in time.
Purpose: To establish language about *actions* as meaningful. This marks a major milestone in the child's ability to comprehend words.

Examples:

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- Ask the child to get an object in the room without pointing.
    - If that doesn't work, use pointing from a distance.
    - If that doesn't work, get close to the object and point.
    - If necessary, give the object to the child and *then* ask him/her to give it to you.
- Ask the child to give you something then change your mind and ask them to give it to someone else.
- Ask them to get their shoes and ask for different feet ("No not that foot, the other foot!").
- Have them get the ball and give it to a sibling/Daddy.
- Ask the child to get an object in *a different* room (2 step command).

21. Problem-solving

Definition: Creating a situation where the child must figure out what to do.

Purpose: To help the child come up with new ideas and problem solve.

Examples:

- The child wants something to eat. You *wait expectantly*, play dumb (using 'Making Them Work') and they take your hand and guide you to the pantry to point to what they want.
- You say, "Time to go bye-bye," you wait, they get up and bring their shoes to you.
- They are lining up trains, you hold a train in your hand, wait, and they look at you and reach their hand out for the train.
- See #9 'Playful Obstruction' and #10 'Making Them Work

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PLAY Techniques with Examples for Functional Developmental Levels 4-6

Shared Meanings & Emotional Thinking

Even for the children who are functioning at higher levels, techniques are rarely used alone but are combined with other PLAY techniques, methods, and/or activities to create fun engagement that has a 'flowing' quality to it. Remember to always 'wait,' 'read the child's cues,' 'follow the child's lead,' and 'think circles' to get more and more fun interactions, with the *child* leading as much as possible. Now go PLAY!

1. Imitative Pretend Play

Definition: Simple pretend where the child imitates what the caregiver models.

Purpose: To promote early symbolic imagination and imitation and complete the bridge to higher pretend and functional development at FDL 4.

Examples:

- Feed a baby doll with a bottle.
- Make a car sound when the car goes.
- Put animals around a little table and give them a sip of pretend tea.
- Use slapstick with the dolls.
    - Have them fall and say "OUCH!!"
- Build simple repetitive sequences the child can follow:
    - "Hi, I'm a car. Here I go," then zoom the car around on the floor and in the air.
- Point to animal pictures, name the animals, then make the animal sounds.

2. Pretend Play: Everything Come Alive (FDL 4)

Definition: A form of pretend where objects are treated as alive.

Purpose: To promote pretend play and develop imagination skills.

Examples:

- Use silly voices when playing with objects to give them personalities.
    - Saltshakers can say, "Here I come. Shake me!!"
    - Make a glass of milk waddle along the table like a person and say "Hi! Would you drink me?" or "No! No, don't drink me!"
- Make any object "come alive."

3. Pretend Play: One Thematic (FDL 5)

Definition: Pretend play that involves one idea (not yet a story with two ideas) and represents true pretend play compared to the imitative pretend play of a younger child (see 'Simple Pretend Play' above).

Purpose: To promote imagination and social capacities for playful interaction with peers and adults. Paves the way to more complex two thematic pretend play.

Examples:

- Feed a big-mouth puppet different kind of plastic foods.
    - Note: Even though you feed several foods, it's still just one theme: feed the puppet.
- Use a doctor kit to give a shot, listen to the heart with a pretend stethoscope, etc.
    - Note: The child is *not* pretending to be a doctor which is 'Two Thematic Play' (see below).
- Sword fight (not yet 'Good Guys and Bad Guys'—that would be 'Two Thematic Play').
- "I'm a monster and I'm going to get you" (a one thematic pretend form of 'chase').
- Take little dolls for a ride on a bus.

4. Pretend Play: Two Thematic (FDLs high level 5 and FDL 6)

Definition: 'Two Thematic Pretend Play' creates a story with two connected ideas that can involve such things as role-playing and make believe.

Purpose: To promote imagination, creativity, problem solving and high-level play with others.

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Examples:

- Pretend to be a doctor:
    - There's a knock on the door.
    - The patient (who can be the child with ASD or the other person) says, "Doctor, I'm sick. I need help."
    - The doctor says, "I will help you."
    - The scenario can evolve to getting a temperature or being afraid of shots.
- Tea party with stuffed animals or dolls, where you and the child talk to each of the animals/dolls and asks them what they would like to eat or drink.
- Play 'Good Guys and Bad Guys.'
    - "I'm going to get you bad guys and put you in jail."
    - *Note* here two ideas: bad guys and jail.
    - You can give reasons why bad guys are bad (because they do bad things like steal money).
    - This scenario can involve chase, capture, escape, etc. - make it fun.

5. Multiple Circles of Communication/Continuous Flow

Definition: A continuous flow of many (aim for 20-30) back-and-forth interactions/circles that are 'balanced' i.e. where each person takes turns *leading* the interaction in a give-and-take spontaneous fashion.
Purpose: To solidify FDLs 1 through 4 and prepare the child for mature social interactions.
Examples:

- At first your child may mostly *close* circles (i.e. respond to you) in response to you. So, wait! Encourage them to act and open a new circle. Then 'think circles,' keep it going, and try and get a back and forth 'flow' where there is no breaking off (fragmenting) of the interaction.
- Whatever you are doing, get one more back and forth interaction, then another - keep the flow going.
- Use natural motivations like getting ready for a bath.
    - Make them do everything (turn on the light, turn on the water, etc.).
    - Keep 'thinking circles' and get 10-20 circles of interaction as you get ready for a bath.

6. Speaking 'to' and speaking 'for' the Child

Definition: When the adult speaks TO the child they should talk in completely normal tones, syntax, and rhythms (not baby talk or dumbed-down language). When adults speak FOR the child, they should simplify their language and model language that the *child* would use.
Purpose: To enhance language skills. When speaking to the child you are modeling normal language; when you are speaking for the child you are helping them *expand* their language skills.

Examples:

- Getting ready to go in the car:
    - Speaking TO: "Come on buddy. Let's get your shoes and get ready to go."
    - Child understands and says, "Go?"
    - You, now speaking FOR the child, "That's right buddy. Go. Go bye-bye."
    - Child says, "Go bye-bye."
    - You (speaking FOR) say, "Yeah buddy, go bye-bye. Go car."
    - Child says, "Go car. Go bye-bye."
    - You (speaking TO) say, "Yep, let's go bye-bye in the car."
- When the child says, "Up!" you could say "Up Daddy."
- When the child says, "Go out!" you say (speaking FOR): "Go outside, Momma," followed by (speaking TO): "Let's go outside and have some fun."
- See:
    - #20 'Three Way Modeling.'
    - #7 'Appropriate Language.'
    - #17 on FDLs 1-4 'Add a Word.'

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- Note: Children develop language based on the SVO syntactic construction—Subject Verb Object. When you are helping them build sentence structure it can be either Subject Verb: "Bobby go"; it could be Verb Object: "Go (to) car?" or it could be Subject Object: "Bobby car."

7. Appropriate Language

Definition: Talking in natural tones and rhythms and full sentences i.e. NOT baby talking or dumbing down language.

Purpose: To expose children to completely normal language and help the child generalize from simpler forms of language (see Salient Language) to more complex language. *Appropriate Language* also increases the quality of interactions and imparts both symbolic and emotional meaning.

(*Warning*: Don't make your language too difficult for the child to understand!)

Examples:

- Instead of saying "Go outside?" say, "Hey buddy, let's get ready. It's time to go outside."
- Instead of saying "Eat?" say, "What would you like to eat?" Then you can offer choices, "Let's see. I've got some yogurt or how about a banana?"
- Instead of saying "Go to park? Go swing?" say "I have a great idea. Let's go to the park and go on the swings!" Then you can simplify it to 'Salient Language'. "Go to the park? Swing?"

8. Time Concepts

Definition: The use of schedules and calendars to help the child with autism understand time.

Purpose: To structure time and create a beginning sense of the reality of time. Structuring time also provides predictability and orderliness which is very reassuring for children with autism.

Examples:

- Work with calendars, schedules, clocks, or seasons in the context of everyday life.
- Use words like "yesterday, tomorrow, today, later" connected to real life events.
    - "LATER we are getting ice cream."
- See #10 'More Complex WH-type questions.'

9. Simple "WH-type" Questions: What, Where, and Who

Definition: Simple WH questions include 'what,' 'where,' and 'who.' These are more typical of children at FDL 5.

Purpose: To help with making *symbolic* progress (connecting words to reality) at the higher functional developmental levels.

Examples:

- You point to a picture of an animal and ask: "What is this?" and the child says, "Doggy."
- You show a picture of a family member and ask: "Who is this?" and child says, "Grandma."
- You ask, "Where are your shoes?" and the child gets them.
- More advanced 'What' questions are called 'open ended' questions, like: "What do you want to eat?" and "Where do you want to go?"
    - Even more advanced would be: "What do you think?"
- *Note*: Speech/Language Pathologists (SLPs) help with these language skills.

10. More Complex "WH-type" Questions: Why and When

Definition: Complex WH-type questions include 'why', and 'when' (and 'how'). These are capacities more typical of children at FDL 6.

Purpose: To help children advance their abstract language capacities.

Examples:

- The ability to ask and answer 'why' questions comes later than the ability to understand the *meaning* of 'why' questions. For example, 'why' questions start out to connect two ideas logically e.g. "We can't go outside *because* it's raining, and we'll get all wet."
- At first the child will not ask, "Why can't we go outside?" (They might use a 'whining why': "Whyyyyy!")

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- They will not *answer* the question "Why can't *you* go outside?" but they will understand that when it's raining they will get wet.
- The important point here is to help them make logical connections between two ideas.
    - The doggy is sad BECAUSE he bumped his head.
- My test of FDL 6 is to ask, "What do you do when you are hungry/thirsty/sleepy?" and if they can answer, Then they are at FDL 6.
- Same thing with 'when' questions. 'When' implies time. The ability to recall the immediate past i.e. "What did you eat for lunch?" means that the child has a sense of time as real.
- It helps to have a sequence of pictures or schedules, such as when doing an outing.
    - First, we do this, then we do that.
    - Use 'First/then': first we'll stop at the store, then we'll get ice cream.

11. Using Natural Consequences to Motivate

Definition: Using reasons/explanations and consequences for why things are done or why things should be done.
Purpose: To strengthen abstract understanding and help the child reason through actions, feelings, and consequences.
Examples:

- "If you want to go outside you have get dressed and you have to eat breakfast."
- "You have to eat your food if you want to be strong like a superhero."
- "It's time to go to sleep so you won't be tired."
- "If you share with your brother, he will share with you."
- "If you don't want your sister to play with your toy then you should put it away."

12. Finishing Up/Completing Tasks

Definition: Not allowing the child to ignore or avoid but encouraging/insisting that they finish what they have started.
Purpose: Promoting functioning at higher levels that fosters compliance.
Examples:

- When you call their name make sure that they respond… don't let them ignore you!
- Make them say things the "right way."
- Make demands for accuracy and compliance.
- Once they start something encourage them to complete the task e.g. building a Lego model, cleaning up, getting ready for bed, etc.

13. Essays and Summarizing (FDL 6)

Definition: Connecting sentences in a meaningful way to create longer units of communication i.e. paragraphs.
Purpose: To promote more complex language, especially in more verbal children who can string sentences together.
Examples:

- When reading a book, ask more than yes/no or labeling questions.
    - Instead ask: "What is happening here?" "What else?" "Tell me 3 things you see going on."
- As the child progresses, he/she should be able to give you a short summary of what the story is about.
- Eventually expect the child to tell you about their day or a recent experience.
- See #15 'Outings.'

14. Practicing Pronouns

Definition: Helping children with autism work on distinguishing between I/you, her/him, she/he, they/them etc.
Purpose: To help children learn to use pronouns correctly.
Note: The appropriate use of pronouns is very difficult for children with autism (and foreign language learners!) and often must be taught. Refer to a good Speech/Language Pathologist (SLP). Still, using pronouns clearly and repeatedly in pretend play and daily life can be very helpful for the children.
Examples:

- Start with receptive language: "Give it to me/her/him" or "You take it."

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- Speak for the child: “I have it.”
- Use puppet play with pronouns:
    - You: “Here puppet, YOU take it.”
    - Puppet: “I don’t want it. YOU take it.”
    - You: “Oh no, no, no, YOU take or give it to HIM (another stuffed animal).”
    - You can do the same with ‘MINE’ and ‘YOURS.’

15. Outings

Definition: Going places that are educational and informative.

Purpose: To consolidate a child’s symbolic understanding of time, events, objects, places, and activities, as well as the difference between real and pretend.

Examples:

- Outings are a three-step process that involve:
    - Reading/learning about going somewhere (the zoo, a farm, a construction site).
    - Going on an outing.
    - Talking about it afterwards.

16. Mirroring-Reflecting/Labeling: Feelings

Definition: When the adult *mirrors and reflects* the child’s feelings using a statement not a question.

Purpose: To help the child label and understand their own and others’ feelings.

Examples:

Note: This technique requires being alert to feelings the child exhibits usually through their *gestures* throughout the day.

- A mirror would not ask “Are you mad?” but only states what exists: “You’re mad!”
- Mirror and reflect the feeling using words that express the feeling for the child and match the intensity with your voice.
- Try to imagine what the child would say if they could tell you how they feel.
    - “You don’t like that food. You’re all done!”
    - “You want to keep watching your TV show. You don’t want to stop,” or more simply, “No dinner mommy! Watch TV!”
- A child is very angry that his brother took his toy. Say: “That’s my toy! Leave my toy alone!”
- Other examples:
    - “Weee, that was fun!”
    - “You didn’t like that.”
    - “Stop it Mommy, please!”
    - It may seem like an encouragement to be disrespectful, but it is not.
    - It’s important for the child to be able to talk back appropriately, even if angrily (See #18 ‘Negotiating the Relationship’).

17. Modeling Empathy

Definition: Recognizing others’ feelings and appropriately responding to them with empathy.

Purpose: To promote important social skills, involving the child’s ability to care for others. This also tunes children with autism into an important realm of social content.

Examples:

- First, model empathy for the child (see #16 ‘Mirror/Reflect/Label Feelings’).
    - “You’re mad about that!” or “Boy, that was fun!”
- Mirror/Reflect/Label other’s feelings.
    - “Your sister is sad. What should we do to make her feel better? You took your toy back from her and she has nothing to do.”
- Draw feelings faces.
- Pretend to be sad, mad, happy, or scared when playing with a puppet.
- Show your feelings by using clear facial expressions and then say how you feel in simple language.

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    - "You may not hit mommy. That makes me mad and sad."
- Incorporate feelings into simple and complex pretend play (see above).
- Books are full of feelings of others, so do a lot of reading.

18. Negotiating the Relationship (FDL 5 & 6)

Definition: Making sure that the child with autism acknowledges relationships in the form of greetings, manners, and transitions.

Purpose: To foster social skills.

Examples:

- Be aware of boundaries of your relationship and help children be aware of them too especially comings, goings, and transitions.
- Don't let them break off an interaction without at least acknowledging it: "Hey, where are you going?"
    - If someone walked away from you suddenly without saying anything, you would think it was weird!
    - Expect the child to say, "all done" or "no more play" (or you say it for them).
- Previewing and reviewing what you are going to do and/or what you just did helps children understand relationships.
    - "First let's play trains, then we can play chase, and THEN we can sword fight!"
    - "We played trains, we chased, and we fought with swords. That was fun to do together!"
- Also called "huddling;" to make plans.
    - "Okay, you be the good guy and I'll be the bad guy and you put me in jail!"
    - "How should we play good guys and bad guys?"

19. Over Dramatizing

Definition: Being dramatic about feelings and actions to emphasize the meaning.

Purpose: To help understand feelings and situations.

Examples:

- Make your face show the feelings that you have.
- Use big gestures or a more dramatic voice to make your point.
- Be dramatic:
    - Pretend to cry when the child won't listen: "All I wanted was for you to clean up your toys (boo-hoo) and you won't do it!"
    - Or when the child will not do something, whine: "Please, please, I NEED help!!"

20. Three-way Modeling: Model, Rehearse, Expect

Definition: When people repeat an activity with each other to model the behavior.

Purpose: To help children imitate and understand the nature of an activity; to rehearse activities and set expectations; to demonstrate complex social skills that are on the verge of being learned.

Examples:

- Throwing the ball in a game of catch:
    - Model: Pass the ball around the circle with two other people. "Here Daddy, catch!"
    - Rehearse: Daddy says: "Here Mommy, catch." Mommy says, "Here Jacob, catch."
- Expect: Daddy holds out his hands to catch and Jacob throws the ball to Daddy. Success!
    - "Expect" means expecting the child to do the skill in question in a real-life situation.
- This can be done with puppets, dolls, and or toy characters too.
    - When learning "Hi" and "Goodbye," the doll would use the greetings, then the parents would do the same, and the child would be expected to use it as well.

21. Social Stories™

Definition: Social Stories™ were developed by Carol Gray. These are simple and descriptive forms of thinking that help the child cope with many aspects of their lives.

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Purpose: To help the child develop more mature ways of thinking and feeling about the world. They can address children's fears, needs, desires, behaviors, feelings, and can help children cope more quickly with difficulties than other methods.
Examples:

- 'Turn off the TV' Social Story (this story can be used with pictures that depict each line):
    - When I am watching TV, I hate to stop!
    - It makes me mad when my mom says, "Time for dinner. Turn off the TV.'
    - But if I turn off the TV and go to dinner I can come back and watch my show.
    - If I yell and scream the TV will be turned off anyway.
    - If I have a tantrum, I will not be able to watch TV after dinner.
    - I'm not happy about it, but I'll turn off the TV and go to dinner.
- Go to Carol Grey's website: https://carolgraysocialstories.com/

22. Metacognitive Strategies/Reflective Thinking

Definition: Using words to talk about one's thoughts regarding a stressful situation, a new idea, a strong feeling, or unusual set of circumstances.
Purpose: To develop higher order thinking skills; to help the child be more self-aware; to address stresses, excitement, overwhelming feelings, etc.
Examples:

- "What should we play today?"
- "What should happen next in our pretend story?"
- "You know, when you have a temper tantrum, you never get what you want. How else could we deal with your upsets?"
- "You look a little worried. What are you thinking about?"
- "How should we handle your sister? She's always in your space."

23. Theory of Mind

Definition: When a person or a puppet represents what they are thinking to the child.
Purpose: To help the child understand that others have their own thoughts.
Examples:

- Share your mind with the child:
    - "Hmmm. I wonder what we can do for fun today? I know. Let's go to the park!"
    - Daddy: "I'm feeling sad. Mommy is away working, and I miss her."
    - "I think our little dog is hungry. Are you hungry Fido? (Fido wags his tail). See, he's wagging his tail. He IS hungry. Should we give him something to eat?"
- Play the game: "I spy with my little eye." e.g. "I spy with my little eye something red! Can you guess what it is?"
- Have puppets say what they are thinking and feeling.
    - Have the puppet say "I sure would like some ice cream. I'm sad because I can't have ice cream." He has a temper tantrum.
- See #17 'Empathy.'
- See #16 'Mirror-Reflect/Label Feelings.'

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Appendix C: Activities

LEVEL	GOAL	ACTIVITIES
1: Self-Regulation and Shared Attention (*calm and alert and ready for the possibility of engagement*)	**To help the child sustain attention & regulation** (*create an optimal environment, while eliminating distractions*) **some activities may be appropriate for more than one level*	• Roll exercise ball on body • Massage with or without lotion • Gently squeeze fingers/toes, head • Gently shake arm/leg/hands/feet • Dance while holding the child • Tickle the child's arms, back, belly, etc. • Sing • Make sounds • Make faces to capture the child's attention • Be with Child • Use music to calm or arouse the child • Use visually enticing objects (i.e. toys or a mirror) to capture the child's interest • Gently and rhythmically pound on the back
2: Engagement and Relating	**To engage with the child and maintain continuous engagement**	• Play peek-a-boo with your hands • Sing to the child and pause for his/her engagement • Label what the child is doing • Cuddle with the child • Tickle child • Water play • Rice and beans • Cooked spaghetti • Playdough • Play with bean bags • Squishy balls • Swing child in blanket by arms and legs • Use toys or mirrors to capture child's interest
3: Two-Way Intentional Communication	**To open and close circles with the child and to challenge the child to initiate**	• Begin to sing a song and then wait for the child to finish • Run together • Dance together • Jump together • Blow bubbles and wait for the child to ask for more • Balloon play (i.e. hitting a balloon back and forth or blowing one up and letting it fly around the room, etc.) • Label body parts, wait for the child's direction (“What's next?") • Swing or pull child in blanket • Use blanket as parachute • Fly like an airplane and crash into a

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		couch • Flip the child over on a bed, crawl through a tunnel • Wait for the child on the other side, etc. • Play simple chase games • Ready-set-go or 1-2-3 games • Obstructive play: block the child during repetitive play or play keep-away • Stack blocks and knock them over • Jack-in-the-Box • Play with toys that wind up and go, such as cars, airplanes, helicopters, etc. • Play with squirt guns or water balloons • Play peek-a-boo around a blanket or behind a door • Use motivating activities (e.g. snack time or going outside) to encourage initiation and gestural communication
4: Purposeful Problem-Solving Communication	**To engage in long, back and forth interactions that includes meaningful communication, problem solving, simple pretend play, and sequences**	• Use animal shaped cut-outs • Drive cars in playdough • Use characters/action figures to squish in the play dough • Roll in the paint • Play with playdough • Play with putty • Finger paint • Ask the child to point to various body parts on his/her body and on play partner's body • Introduce animal/car sounds • Ask child to repeat sounds • Pretend to talk on the phone (e.g. "Hello, who is there?") • Do puzzles and playing with shapes and colors that have meaning to the child - keep it playful! • Play opposite games with some simple pretend (e.g. lights on/off, cars in/out of garage) • Simple puppet play (i.e. making puppets open their mouths and say, "Ahh" or "Hi!") • Play simple hide-and-seek behind a blanket or furniture • Look at books, talk about pictures on the page • Ask simple what/where questions • Push trains/cars around a track • Tug-o-war • "Ring Around the Rosy," "Head-Shoulders-Knees-Toes,"

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		"Humpty-Dumpty," "London Bridges," etc. • Give the child simple problems to solve (e.g. the car is stuck, the horsey has a boo-boo, the baby is hungry, etc.)
5: Creating and Elaborating Ideas (Symbols)	**To encourage a better understanding of one's emotions and to increase pretend play, symbolic thinking, conversational, & negotiation skills.**	• Races with simple rules • Play red-light green-light • Play catch • Color together and talk about what you are coloring • Puppet play (i.e. making puppets talk and interact on a symbolic level) • Use mock anger, pretend crying, pretend to be afraid, etc. • Set the table with pretend food • Wash a pretend animal • Change a doll's diaper and put it to bed • Have a tea party • Play doctor • Act out simple stories • Hide-and-seek • Bean bag toss • Catch/tackle football • Kick soccer ball • Sword fight • Crocodile Dentist • Don't Break the Ice • Don't Spill the Beans • Build a house/building of blocks • Make a puppet burp • Pretend to fall and say "ow!" • Simple Simon Says • Play dress-up based on familiar characters or animals • Simple Follow the Leader • Play board games (less than two rules) • Ask open ended questions • Encourage peer play/semi-structured play dates

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6: Building Bridges Between Ideas (Logical Thinking)

To support the child in understanding complex emotions; concepts of time, fairness, and abstraction. To support the child in engaging peers and adults in complex pretend scenarios, while appropriately responding to the feelings and ideas of all involved. To help the child make associations between ideas.

- iSpy
- Role play with puppets/stuffed animals
- Tell knock-knock jokes
- Hot potato
- Musical chairs
- Duck-duck goose
- Guessing games
- Play house
- Go on a pretend picnic
- Go on a pretend adventure
- Go on treasure hunts
- Go on scavenger hunts
- Complete complex obstacle courses
- Play charades with various emotions and actions
- Read and analyze stories/books
- Talk about movies and character roles
- Have the child tell stories
- Tic-tac-toe
- Simon Says
- Sports with rules
- Candyland
- Chutes and Ladders
- Go Fish
- Bingo
- Memory
- Guess Who?
- Ask advanced why, when and how questions
- Take quizzes/complete complex puzzles/play trivia
- Discuss weekend plans/trips
- Talk about friends
- Discuss similarities between people, objects and places
- Talk about likes and dislikes
- Discuss how plants grow in nature
- Discuss where water comes from
- Talk about how things (refrigerators, washers) work
- Talk about why eating, drinking, sleeping is important
- Introduce moral dilemmas
- Give examples of conflict, rejection, sarcasm, deception, etc.
- Discuss how/why perspectives differ
- Model/practice sympathy vs empathy vs apathy and how they apply to various situations
- Encourage unstructured play times with peers, siblings and older/younger children

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Appendix D: Individual Difference Sensory Motor Profile (SMP)

Regulatory Capacities (reactivity)	*Postural Control for Functions*	*Response to the Sounds, Gestures and Verbal Communication* (in back and forth reciprocal interactions for communication)	*Use of Vocalizations, Gestures, Words and Language Communication* (in back and forth reciprocal interactions for communication)	*Response to Visual Environment*	*Praxis* – Executive Function - Prefrontal cortex orchestrating information for function.*
Indicate: **+1 = hyper** **-1 = hypo** **± = both** **Re: responsivity in each sensory domain:** -Auditory -Visual -Tactile -Vestibular -Proprioceptive -Odors -Tastes **Dominant Functional Profile (Describe):**	**Can sequence purposeful gestures and actions to obtain desires,** **to –** 1. Simple physical actions to indicate desires (gaze, reach) 2. Physically mirror gestures 3. Physically imitate gesture 4. Imitate physical actions with purpose. 5. Obtain desires 6. Problem solve steps with body to move in space to interact with people & objects in environment • for exploration. • for function and purposeful use of toys • for self help • for back and forth interactions with family and peers. • (# ___steps recorded)	**Observations of the child's ability to attune & orient to the auditory environment, to affect & gestures, & to comprehend words (w) with benefit of signs/gestures (s) and/or visual (v) strategies.** 1. Orient to the auditory source in the environment (auditory figure ground). 2. Attune to key tones in another's vocalizations. 3. Respond to key gestures in another's interaction. 4. Respond to key words in another's interaction. 5. Switch auditory attention back and forth between self and others (self monitor, other monitor & integration) 6. Follow directions (record # _). 7. Understand questions (how, who, what, where, when, what if, if then). 8. Engage in conversations with abstract ideas.	**The child uses:** 1. Mirror vocalizations with the intention to communicate. 2. Mirror gestures with the intention to communicate. 3. Intentional use of unique non-verbal gestures to convey intentions. 4. Intentional use of affective tones and sounds to convey intentions. 5. Uses single meaningful words to convey intentions, actions and desires. 6. Uses two-word phrases meaningfully. 7. Uses sentences meaningfully. 8. Uses phrases and sentences in back and forth exchanges with a logical flow.	**The child uses visual spatial strategies systematically to explore and discriminate desired objects. The child can** 1. Observe and focus on desired object 2. Alternate gaze (initiate joint attention visually) 3. Follow another's gaze to determine the object of their attention and their intent. (respond visually) 4. Switch visual attention back and forth between self and other (self monitor, other monitor & integration) 5. Differentiate salient visual stimuli from background stimuli (visual figure ground) 6. Actively search for object she sees hidden. 7. Can explore two areas of room and search for desired object 8. Can explore more than two areas with active visual assessment of space, shape and materials.	**Praxis encompasses all of these individual processing differences as it depends on the child's –** - Ideation - Planning - Sequencing - Execution - Adaptation 1. Initiates ideas in play w/ clear goals & purpose. 2. Is able to associate sensory perceptions from the body, visual system, & auditory system to develop a plan. 3. Develop steps of the sequence (# steps 1, 2,3, 4 …..) 4. Execute steps & persist. 5. Adapt plan if it does not work or is interfered with by another's action.

* Praxis is the moment from which one faces the future with the resources gained from the past experiences.

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Appendix E: Functional Developmental Levels (FDL)

Content adapted from the DIRSM: Stages in Functional Emotional and Intellectual Development and from the works of Stanley Greenspan, MD and Serena Wieder, PhD

FDL 1 - Self-Regulation & Shared Attention

Description: This level is characterized by the child's ability to enter and sustain a state of shared attention *with another person*, while remaining focused, organized, and calm. These skills are first learned between birth and 3 months.

Signs of difficulty within this level may include: fleeting attention/distractibility; difficulty with self-regulation (i.e. difficulty or inability to remain calm and content); frequent periods of inattention, distress, irritability, or lethargy (i.e. low level of arousal); presence of the child's comfort zone (CZ) such as: lining up objects, flipping through books, or other repetitive and isolating behaviors.

Goals for Parents and Caregivers:

- Harness all available senses (i.e. touch, sound, sight, etc.), as well as motor capacities, to help the child stay calm and regulated in order to draw the 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 children develop.
- Use constructive and playfully obstructive strategies with affect cues to stretch the child's capacity for shared attention.

Examples of Progress in FDL 1:

- The child is calmed by being held, talked to, touched, looked at, and interacted with. Is starting to be able to calm down. Remains calm for 2 or more minutes at a time.
- The child shows more interest in the world. Focuses on sights and sounds for three or more seconds.
- The child holds head upright; follows objects with eyes; and responds to sounds.
- Makes eye contact.
- The child is able to stay connected with people while playing a game that she enjoys.
- The child is able to calm himself down after getting overly excited (such as during rough housing)
- A child who tends to be passive will be able to motivate herself to pay attention and join in with others and sustain interest.

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- The child will begin to be able to tolerate transition to a new activity, which may not have been his choice.
- The child has sleeping and eating patterns that are becoming more regular.

Goals for the Child:

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.

note when the above goals are being met consistently

FDL 2 - Engagement and Relating

Description: This level is characterized by the child's ability to form relationships and attachment and to engage another person with warmth and pleasure. Engagement is sometimes referred to as intimacy or the ability to bond with and relate to others. This skill is first learned between 2 and 7 months.

Signs of difficulty within this level may include: difficulty with relationships and attachment, avoidance of people, decreased desire or ability to engage with people, decreased response to adult attention or affection, distrust, and/or apathy.

Goals for Parents and Caregivers:

- Woo (entice) the child into engaging you with pleasure and delight. An example of this is when a child smiles, 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 the 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 others. 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.

Examples of Progress in FDL 2:

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- The child responds to simple overtures and shows curiosity and assertive interest (e.g. by watching the parents' faces closely).
- The child will happily or willingly stay engaged with peers and adults for long periods of time.

Goals for the Child:

1. The child will form relationships with special adults through pleasurable and enjoyable interactions.
2. The child will sustain engagement in reciprocal social interactions with special adults that bring pleasure and joy.
3. The child will sustain engagement in reciprocal social interactions when annoyed and protesting.

4. The child will increase sustained engagement by increasing the circles of communication.
5. The child will increase sustained engagement through a wider range of emotions, such as jealousy or fear.
6. The child will sustain engagement with a peer with adult mediation.
7. The child will sustain engagement with a peer "expert player".
8. The child will sustain engagement within group interactions.

note when the above goals are being met consistently

FDL 3 - Intentionality and Two-Way Communication

Description: This level is characterized by the child's ability to participate in back and forth affective signaling and communication to convey intentions, interests and needs. These skills are first learned between 3 and 10 months.

Signs of difficulty within this level may include: difficulty with initiation and ideation, difficulty opening and closing 2-10+ circles; decreased response to a parent or caregivers overture; decreased ability to use gestures or body language to communicate (i.e. reaching, pointing, vocalizing, etc.); decreased interest in cause and effect; decreased ability or desire to interact.

Goals for Parents and Caregivers:

- Follow the child'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.
- Encourage communication. Use affect cues (signals) to woo and wait for the 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.

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- Encourage communication by building on the child's interests, initiative, and purposeful behavior. Challenge him to do things for you, help him achieve his goal, and later build obstacles to add steps and increase the number of circles.

Examples of Progress in FDL 3:

- The child is beginning to have his own ideas. You begin to have a sense of the child's personality.
- The child shows desires by pointing, reaching, making sounds to get something or to be picked up.
- The child purposefully creeps or crawls; comprehends and initiates different sounds; and discriminates between people.
- The child engages in back-and-forth interaction, gestures. (Ping-pong).
- The 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 for the Child:

1. The child will interact in a back-and-forth rhythm in animated exchanges using facial expressions, sounds, and other gestures.
2. The child will initiate purposeful interactions around desires (open circles) and will close circles. following adult's response to her initiative.
3. The 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. The child will increase the number of purposeful interactions using imitation.
5. The child will increase the number of purposeful interactions using simple gestures, such as reaching, taking, pulling, or pointing.
6. The child will increase the number of purposeful interactions across widening range of emotions, such as dependency, assertiveness, and jealousy.
7. The child will increase purposeful interactions in various processing areas, including visual-spatial, motor planning, perceptual motor, auditory processing, and language.
8. The child will sustain purposeful interactions with a peer with adult mediation.
9. The child will sustain purposeful interactions with a peer "expert player."
10. The child will initiate purposeful interaction with a peer spontaneously.
11. The child will sustain purposeful interactions within group interactions.

note when the above goals are being met consistently

FDL 4 - Social Problem-Solving, Mood Regulation, & Formation of Sense of Self

Description: This level is characterized by the child'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 child develop a sense of self. These skills are first learned between 9 and 18 months.

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Signs of difficulty within this level may include: difficulty or inability to open and close up to 20 circles of communication in a row (i.e. interactions may be brief and ideas are disconnected); decreased interest in simple cause and effect or pretend play ideas; decreased receptive and expressive communication; difficulty with motor planning, sequencing, or engaging in activities that involve 3 or more steps; difficulty following spontaneous 1-step commands; decreased problem solving skills and/or persistence.

Goals for Parents and Caregivers:

- Become an interactive partner with your child 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.
- Support the child in opening and closing 20 to 30+ back and forth circles of communication. For example, the child takes the parent by the hand, walks 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 with your child by asking where he wants to go, what he needs, 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).

Examples of Progress in FDL 4:

- The 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).
- The child follows a few one-step directions, uses objects functionally, delayed searching (looks persistently for bottle).
- The child begins to understand others' emotions (happy, sad, fearful) by reading words/intonation (Yuck), facial expressions, gestures.

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- When feeling different emotions, the 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 for the Child:

1. The child will express communicative intent through gestures or words to get what he wants.
2. The 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. The 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.

note when the above goals are being met consistently

FDL 5 - Creating Symbols and Using Words and Ideas

Description: This level is characterized by the child's ability to create ideas (symbols) observed in pretend play and words (phrases and sentences) to convey some emotional intention. These skills begin between 24 and 30 months.

Signs of difficulty within this level may include: scripted, rehearsed, or otherwise unmeaningful expressive language; disinterest in or difficulty engaging in pretend play (i.e. tea parties or monster attacks); difficulty recognizing and expressing emotions; decreased negotiation skills; lack of humor; difficulty engaging in elaborate ideas that involve multiple steps; frequent use of actions rather than words (i.e. the child hits instead of saying: *don't do that!*).

Goals for Parents and Caregivers:

- Encourage the 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 the 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 with your child 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).

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Examples of Progress in FDL 5:

- The 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.)
- The child involves you in his play, i.e. he is not exclusively playing by himself.
- The child jumps, runs, scribbles, comprehends simple designs.
- The child throws ball, draws a line, or reproduces a simple design.

Goals for the Child:

1. The child will initiate the use of realistic ideas in interactive imaginative play, such as by hugging the dolls.
2. The child will initiate the use of ideas using realistic verbal interactions.
3. The child will express ideas derived from her affect or intent, such as saying "Play outside!" when she wants to go outside.
4. The 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. The child will engage in conversations to express ideas.
6. The 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. The child will create imaginary (not reality-based) ideas using magical thinking/powers.
8. The child will assume different roles and act as the character in role-play.
9. The child will predict how others will feel or act in certain situations.
10. The child will respond to other's feelings appropriately.
11. The 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. The child will assume multiple roles and use figures to represent characters.
13. The child will expand ideas to include a wide range of themes and feelings.

note when the above goals are being met consistently

FDL 6 - Emotional Thinking, Logic, and a Sense of Reality

Description: This level is characterized by the child's ability to build logical bridges or make connections between different emotional ideas. Reflection and the ability to understand another person's perspective also begin to emerge during this level. You may also notice children creating their own games, rules, and possibly toys. These skills begin between 36 and 48 months.

Signs of difficulty within this level may include: difficulty or inability to answer open-ended what questions, why questions or questions about time (i.e. when); difficulty recalling past events or

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understanding/anticipating what will happen in the future; lack of empathy; difficulty with peer relationships; decreased negotiation skills; decreased ability to explain reasons for actions, feelings, etc.

Goals for Parents and Caregivers:

- Challenge your 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 your 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 your 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., loneliness, sad, disappointed, annoyed, frustrated, etc.

Examples of Progress in FDL 6:

- 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."
- 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).
- 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.")
- 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.)
- 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.
- 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.

Goals for the Child:

1. The child will close all symbolic circles in both pretend play and reality-based dialogues.
2. The child will respond to "Wh" questions, including who, what, where, when, and why.

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3. The child will debate, negotiate, and make choices when deciding what to play, what to do, where to go, and who goes first.
4. The child will connect ideas in logical ways that make sense (not fragment, change topic, or become tangential).
5. The child will integrate concepts of time in ideas.
6. The child will integrate concepts of space in ideas.
7. The child will integrate concepts of quantity in ideas and problem solving.
8. The child will explain reasons for feelings and actions.
9. The child will compare and contrast ideas, preferences, and other people's views.
10. The child will give opinions, selecting appropriate dimensions for views.
11. The child will create dramas with a beginning, middle, and end.
12. The child will identify motives of other people or characters' actions and understand different points of view and feelings.
13. The child will predict feelings and actions of other characters.
14. The child will recognize complex intents, such as deception, sarcasm, and conflict.
15. The child will reflect on feelings in both pretend dramas and conversations taking place in reality.
16. The child will expand play to full range of emotional themes, including conflict, aggression, and morality.
17. The 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. The child will recognize strengths and weaknesses in self and others.

note when the above goals are being met consistently

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Appendix F: FDL Solid Functioning Chart and Bar Graph

Percentage Range:	**0-25%**		**25-50%**	**50-75%**		**75-100%**	
7 point Scale:	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Draw line through To highest level (1-6) child has reached The more robust and qualitative, the higher the rating.	Not Reached	Barely even with support – very intermittent (very in and out).	With persistent and/or predictable support has islands of this capacity.	With structure and scaffolding, given high affect, gestural, language, sensorimotor support can expand	Not at age-expected level, immature-fragmented; may be cyclical but comes back for more.	Age-appropriate level but vulnerable to stress and/or with constricted range of affects	Age- appropriate level with full range of affect states.
Functional Capacities							
I. Self-Regulation and Attention Take in sights and sounds and maintain shared attention							
II. Engagement And Relating Woo another or be wooed, stay engaged through emotions							
III. Use Affect to Convey Intent - Two Way Communication For requests, emerging back and forth interactions							
IV. Behavioral Organization Problem Solving Continuous flow of affective interactions with people for shared social problem solving							
V. Creates and Elaborates With Symbols Represents ideas and emotional themes.							
VI. Emotional Thinking Logical –Abstract Builds ideas, elaborates and can reflect on actions, motives, aware of time and space							

Adapted from Serena Wieder, PhD

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Appendix G: Functional Developmental Checklist

FDLC

Currently the child . . .

FDL 1	Score 0-4	Raw %	Scoring Guide
Interacts with others when engaged in Comfort Zone activities		0%	0=Rarely/None of the time
Sustains brief episodes of interaction		0%	1=Some of the time
Shows interest in others (i.e. not in inanimate objects or sensory/motor self- stimulation)		0%	2=Half of the time
Turns to their name when spoken by caregiver		0%	3=Most of the time
Focuses on activity of their choice while participating with another person (lets others into their play)		0%	4=All of the time
Is calm, regulated, and attentive when interacting with people (not absorbed in Comfort Zone or overly distressed)		0%	
Stays regulated through transitions to activities that aren't their choice		0%	
Responds to comforting and attention		0%	
Stays regulated in unfamiliar environments (not absorbed in CZ or overly distressesd)		0%	
Score	0.00	0%	

PPC'S: Use THIS chart to report FDL Range on VRF

FDL Raw Score	VRF Range to be Reported on FDL
0-10	0%
11-20	0-25%
21-31	25%
32-43	25-50%
44-55	50%
56-67	50-75%
68-79	75%
80-89	75-100%
90-100	100%

FDL 2	Score 0-4	Raw %	Scoring Guide
Is easy to engage		0%	0=Rarely/None of the time
Closes circles of communication when adult initiates		0%	1=Some of the time
Stays with an interaction for a period of time if adult gives support (i.e. 'sweats') and does not 'fragment'/break off the interaction quickly		0%	2=Half of the time
Demonstrates attachment to primary caregivers		0%	3=Most of the time
Turns to their name when spoken by anyone		0%	4=All of the time
Makes eye contact when interacting		0%	
Wants to repeat activities they like		0%	
Enjoys sensory/motor and cause/effect play with others (e.g. peek-a-boo)		0%	
Score	0.00	0%	

FDL 3	Score 0-4	Raw %	Scoring Guide
Initiates interactions with others for needs (i.e. food, opening doors, etc.)		0%	0=Rarely/None of the time
Initiates interactions with others for play		0%	1=Some of the time
Understands routines by context (e.g. when bath water is running child understands it's time for a bath)		0%	2=Half of the time
Understands routines by words (i.e. when caregiver says "Bath time" child understands)		0%	3=Most of the time
Is purposeful in actions (not aimless)		0%	4=All of the time
Enjoys cause and effect play (lights on/off, jack-in-the-box, rhythmic labeling of objects, etc.)		0%	
Engages others in simple play ideas		0%	
Imitates adult or peer actions (claps, waves, etc.)		0%	
Uses gestures, body language, and facial expressions to communicate (i.e. reaching, pointing, smiling)		0%	
Opens and closes 5-10 circles of communication during an interaction		0%	
Responds to others' gestures with intentional gestures (reaches out in a response to an outstretched arms)		0%	
Uses single words in the proper context		0%	
Socially references others (through eye contact or gestures)		0%	
Gesturally demonstrates the following emotions: closeness, pleasure, excitement, assertive curiosity, protest or anger, fear		0%	
Score	0.00	0%	

FDL 4	Score 0-4	Raw %	Scoring Guide
Imitates sequences of motor actions (rolling ball back and forth, popping bubbles)		0%	0=Rarely/None of the time
Follows spontaneous 1-step commands to 'give, get, bring' objects		0%	1=Some of the time
Imitate simple pretend play (brings a phone to their ear but might not use it like a phone)		0%	2=Half of the time
Independently solves problems that arise during play sessions or daily activities		0%	3=Most of the time
Requests help from others, either gesturally or verbally		0%	4=All of the time
Opens and closes 10-30 circles of communication in a row		0%	
Participates in a continuous flow of social connection with back and forth interaction		0%	
Strings together a series of gestures, actions and words into an elaborate problem solving sequence of interactions		0%	
Understands others' emotions		0%	
Uses gestural communication along with words		0%	
Speaks 50+ words		0%	
Enjoys sequence play (ring-around-the-rosie, chase, 'capture and release')		0%	
Is able to complete a task with more than 3 steps		0%	
Verbally and gesturally demonstrates a range of emotions: closeness, pleasure, excitement, assertive curiosity, protest or anger, fear		0%	
Score	0.00	0%	

FDL 5	Score 0-4	Raw %	Scoring Guide
Consistently greets familiar people		0%	0=Rarely/None of the time
Understands the meaning of simple but full sentences		0%	1=Some of the time
Shows a sense of humor		0%	2=Half of the time
Displays simple negotiation skills		0%	3=Most of the time
Follows 2 step commands (get something and bring it back)		0%	4=All of the time
Communicates with words and/or gestures instead of actions		0%	
Understands simple 'what, where, and who' questions (e.g. 'Where's daddy?")		0%	
Points to objects in a book when named		0%	
Points to actions in a book when named		0%	
Is able to recognize and express emotions in effective ways		0%	
Engages in pretend play that has a theme (cars driving around town, farm animals around a barn)		0%	
Engages in a play idea that involves multiple steps		0%	
Uses meaningful 1-2 word phrases (not scripted or rehearsed)		0%	
Beginning to show interest in peers		0%	
Shows compliance to an adult's rules and wishes		0%	
Score	0.00	0%	

FDL 6	Score 0-4	Raw %	Scoring Guide
Talks in 3+ word sentences		0%	0=Rarely/None of the time
Sustains simple conversations		0%	1=Some of the time
Understands open ended wh-type questions ("What do you want to do?")		0%	2=Half of the time
Builds bridges between ideas (It's raining. We need to get an umbrella.)		0%	3=Most of the time
Recognizes the relationship between feeling, behavior and consequences (If you do that, I'll be sad)		0%	4=All of the time
Creates pretend dramas with two or more ideas (trucks crash then pick up rocks, dolls hug then have a tea party)		0%	
Answers 'why' questions when asked		0%	
Recalls recent past events and/or anticipates what will happen in the near future		0%	
Successfully interacts in peer relationships		0%	
Understands 'taking turns'		0%	
Identifies own and others' feelings		0%	
Explains reasons for actions and feelings		0%	
Displays empathy		0%	
Classifies and quantifies objects (big and little, etc.)		0%	
Score	0.00	0%	

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Appendix H: Sample Written Materials: Video Review Form and Visit Suggestion Report

VISIT SUGGESTION REPORT

Child's Name: Johnny Boy		Date of Visit: 11/02/2022
FDL: 3-4	Hrs./Week of PLAY: 15-20 hours per week	Visit #: 7
Who Participated: Mom, Dad, XXX-PLAY Consultant		Assessments: None

Notes:
It is exciting to hear that Johnny Boy is initiating play with others (e.g., family friends) more frequently and has started doing some pretend play (e.g., feeding farm animals). Remember to keep it simple.

PLAY Suggestions:
1. **Taffy Pulling:** increase connection by slowing down, playing dumb, tussling etc. Use Taffy Pulling as a way to stretch out the interaction and maybe get Johnny Boy to shift his eye gaze to you.
2. **Problem Solving**: When a problem arises give Johnny Boy time to come up with new ideas and problem solve. Try not to be so quick to jump in with a solution; make him work!
3. **Sequences/" Little Stories"**: create 3-4 step 'sequences of events' that Johnny Boy finds enjoyable. For example, 1. Put magnet tile in car tower 2. Say "upppp" in a high pitch voice as he moves it up. 2. Take the magnet tile "out" 3. Put it "on" top of the garage

Feedback:
Today it was more challenging to engage Johnny Boy when the play involved objects. Always think of the goal, **Fun with People** and go back to **Sensory Motor Play.** Our next visit is scheduled for XX-XX-XXX at 12 PM ET

Please contact your PLAY Consultant with any questions, concerns or updates that you may have. Have fun!

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VISIT SUGGESTION REPORT-SAMPLE

Child's Name: Nathan		Dates of Visits: xx-xx-xxxx
Participants: Nathan, Mom, Ashley(PPC)	Average Hrs./Week of PLAY: 15	Visit #s: 9
Setting (TelePLAY, Home, Clinic, Etc.): Home Visit		Frequency of Visits: Monthly

General Notes:
Mom, every visit keeps getting better! I am thrilled again by all of the progress Nathan has made. He is clearly loving "PLAYing" with you!
FDL Comments:
Nathan is mostly working on FDLs 3-4 but don't be discouraged if he needs a break. You can "Woo and Wait" for him to come back to you now or use the Rabbit Hole Techniques to re-engage him in his CZ.
Sensory Motor Profile Comments & Suggestions:
Nathan still seeks out deep pressure and sure loved crashing on the bed today! Try to think of other ways to use his love of pressure and movement to make up little games that you can share.
PLAY Project Suggestions:
1. Remember to use "every-day" interactions and activities, along with free-play as opportunities for PLAY. When he wants to eat something 'make him work' by getting his plate, his spoon, etc.
2. Taffy Pulling: Keep thinking 'circles' and try to go for longer and longer interactions where Nathan takes the lead. Always try to stretch out the interaction a little longer each time.
3. Try some imitation song games like 'If you're happy and you know it.' And do it with the other kids so they can model/demonstrate for Nathan. Simple sequences and imitative play/games will be perfect for skill building, just keep it sensory and fun!

Next Appointment:
I'll see you next month on xx-xx-xxxx at 11 AM. Feel free to call or email me with any questions!

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Child's Name: Jacob	**Child's DOB: 4 years old**
Visit Date: 4.9.2014	**Visit #: 7**
PLAY Consultant: Sara H.	**Next Appointment Date: May 8**

Video Review Form		
Activity	Time	Parent feedback
Sleep play/Play on the floor with Dad	0:00-2:55	• Great job pretending to sleep Dad! Jacob LOVED yelling "surprise" to wake you up! Jacob needed some direction to take the sleep game 1 step further. **Continue to try to add steps to his routine play.** He had his own idea and asked you to "hambone". **Continue to follow the PLAY METHODS and slow your pace of PLAY** to allow Jacob time to build on ideas and extend the interaction. Jacob was really engaged with the proprioceptive input (deep pressure) and having fun with you! • **SUGGESTIONS:** Jacob gets stuck in familiar, repetitive play and needs help with new ideas. Try **Theme & Variation** to come up with 10 new ways to play the sleep game. Introduce the new ideas one at a time to see what he responds to. • Remember the PLAY Methods and **slow the pace of your play a bit** to give Jacob processing & problem-solving time. When he has shared attention & regulation at FDL 1, is engaged at FDL 2 and you are getting lots of back-and-forth circles at FDL ¾, we want to challenge him by increasing opportunities to problem solve and connect his ideas to his actions at FDL 4/5. • At around 1:50, you stopped rolling and Jacob gave you some eye contact (opened **circles**) and he initiated by pulling you to continue rolling. This was perfect! You were aware of the circles and made him work to elongate them and keep the flow going! **Always think circles!** • Jacob kept asking "want to roll on you?" I loved how you **mirrored back his intent with correct language** "Oh, you want to roll on dad". • **SUGGESTIONS**: Continue to **Mirror Jacob's feelings, label his intentions and role model proper pronoun usage.** You can also

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		and pull! I tried modeling some language “It’s mine mom, it’s mine!” This kind of tussle gives Jacob the sensory input he seeks while adding some obstacles and feelings “It’s not fair, I want it!”. • I loved the turn taking and his idea to put the beanbag on dad’s head! Jacob is ready for turn taking games and simple rules! Yay!
Hide and seek with mom and dad	8:20-9:30	• Hide and seek is a great game to practice problem solving and turn taking. Remember his attention span and keep the counting to 10 to build anticipation while he still is having fun! **Always Go For The Fun!** • Singing with mom was wonderful! Jacob seeks auditory input and loves to hear himself hum & sing. **You were joining him in a comfort zone activity and using it to get LOTS OF CIRCLES of COMMUNICATION!** Note that he continued to go for the squeezes and hugs during the alphabet song. He is an active regulator and will seek out input to soothe himself. Great job reading his cue and giving him big hugs! • We saw Jacob fragment at the end of our visit and need a break, lining up letters on the fridge. This is another comfort zone activity for Jacob. It is OK to give him a break and see if he will come back to you. • **SUGGESTIONS:** I suspect he would have initiated with you on his own after a few minutes but remember the **Rabbit Hole Techniques**. Narrate, rather than ask questions, be aware of your positioning and just “be with” him, help him do it better. It can feel like a rejection when our kids need space and fragment. Honoring his needs allows you to stay connected with him during his breaks to regulate.

PLAY Plan	
Main Points	• This was a great visit. Jacob is making excellent progress and was so engaged!

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PLAY Plan	
	• Jacob is very responsive to others when PLAY is at his level. Remember to follow his lead, label his intentions & ideas. We are seeing lots of circles now but we want to challenge his FDL 4/5 when he is engaged! • Avoid asking too many questions and work on mirroring his statements & feelings. • Continue to use Sensory Motor PLAY but try to pair it with 1 theme pretend PLAY. This builds bridges between ideas while helping him to stay regulated.
Comfort Zone (CZ)	**Definition of Comfort Zone**: When Jacob "tunes you out" and appears to be in his "own world" this is when he is going into his comfort zone. When he is in his comfort zone he is dysregulated and not engaged in the interaction. Jacob had some brief moments of comfort zone activities. His main comfort zone today was lining up letters on the refrigerator. Mom, you did a great job joining him. Continue to use Rabbit Hole techniques when he gets stuck in comfort zone. We're seeing less and less CZ activity over time. Other comfort zones include: • Visual self-stimulation • Putting things in a row • Singing
Sensory Motor Profile (SMP)	**Sensory Motor Profile (SMP)** The Sensory Motor Profile (SMP) refers to the unique way that a child experiences the world through the 7 primary senses and through movement. Regulatory Profile: It was amazing how well-regulated Jacob was. He was able to stay calm and attentive and organized in his play throughout much of today's visit. Deep pressure and vestibular activities give him needed input to keep him regulated. 1. Visual—still a source of absorption for Jacob as he loves TV, iPad. Good job of limiting this today. 2. Auditory—He loves singing but doesn't like sudden loud noises. Song games would be great for him. 3. Tactile – He was crashing into the bean bags and enjoyed being rolled over and loved cuddling with dad. 4. Proprioceptive – Jacob really enjoys proprioceptive input like playing tug of war with the bean bags. He likes to be on the move! He might like you and dad having a tug of war with Jacob "He's mine" "No, He's mine" 5. Vestibular—He loves rolling and moving in space. 6. Olfactory—No issues here. 7. Gustatory—No problems here.

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PLAY Plan	
	8. Oral/Motor—No problems. 9. Motor Planning—Jacob still has trouble with fine and gross motor modulation. Don't be afraid to challenge him here and make him more precise and graded (softer/harder, slower/faster) in his actions.
Functional Developmental Level (FDL)	**<u>Here is a quick glance at the levels</u>** Level I: Regulation and attention 75 % Level II: Engaging in relationships 75-100% Level III: Intentionality & Two-Way Communication 75-100% Level IV: Social Problem Solving, long periods of interaction 75% Level V: Uses ideas, words and symbols 25-50% Level VI: Emotional Thinking & Logic 0% ***Level 1*-Shared attention and self-regulation- 75%** Jacob is displaying a lot of growth at this level. Although he still fragments, he sustained interaction for a long time at this visit. He was also much more regulated at this level. Great job giving him lots of sensory input. ***Level 2*- Engagement and relating- 75- 100%-** Jacob is very engageable. We are seeing longer and longer spans of sustained attention. ***Level 3*- Two-way intentional communication- 75-100%** Strength at this level. With lots of initiation and long back and forth circles of interaction. Jacob has very intentional language and is very purposeful. We want to continue to model correct language for him. ***Level 4*- Purposeful problem-solving communication 75%** Some nice growth at this level too. He is having longer interaction with others. He shows some good problem-solving capabilities. He is very determined and expressive about what he wants. We want to continue to work on expanding this level by adding more circles. We want him to have more complex play. ***Level 5*- Creating and Elaborating Ideas (symbols) 25- 50%** He is expressing some nice level 5. He has lots of ideas and is beginning to have more pretend play skills. ***Level 6*- Emotional Thinking**- Jacob is emerging at this level

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PLAY Plan	
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
Techniques	• **'Speak for'** Jacob and **use statements** that summarize his ideas, sentences, and gestural intentions. • **Mirror** feelings, behavior, and language back to Jacob. • Use **'theme and variation'** when play becomes repetitive. What are 10 ways to play 'roll on me'. • **'Add a step'** to any activity. Make it a longer sequence. • **Playful obstruction** is one way to add a step. • **Taffy Pulling**- stretch out the interaction. Mom, you did this when you got into the tug a war activity with him.
Activities	• Do more **pretend play** at the one theme level. Try some puppet play or making silly sandwiches where you say 'yuck'! • Jack in the box. • Keep up the gross motor play- Tug a war, chase, hide and seek. • Music games like RAR • Hide and Seek- Continue to play this trying to really expand with pretend. When you look for Jacob, look for him in silly places where he can't fit (in the refrigerator, under the couch…Etc.) • "He's mine, no He's mine…" this is a fun tug a war game that Mom and Dad can play together to gently "fight" over Jacob. You each will pull him back and forth saying, "he's my Jacob…"
Additional Comments	• I am so pleased with Jacob's progress!! • Please contact Sara Huvaere, sara@aacenter.org with any questions. Your next visit is scheduled for: May 8th at 2pm.

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PLAY Project Video Review Form

Child's Name: Tyler	**Child's DOB:** 2.2 Years old at time of visit
Visit Date (s): 1/3/2013	**Visit # (s):** 3
PLAY Consultant: Johanna	**Frequency of Visits:** Monthly

Video Review Form

- **Use bullets to make suggestions for key observations**
- **Give 3-5 Suggestions per 3-5 minutes of video**
- **Use bolding to highlight techniques, methods, principles & key points**

Date/Activity/Player	Time	Observations & Suggestions:
PPC & Tyler Pooh Bear & Squeezes	0-5:40	• Initially I was trying to get Tyler's attention by repeating his vocalizations. This is Tyler's most frequent comfort zone activity (CZA). Remember when you see CZA, he is showing you holes at FDL 1. • It's ok to meet him at this level and join in. He tends to respond really well. I am also trying to position myself in front of him or his line of vision as much as possible and match his actions. (Rabbit Hole Techniques) • At 0:06 I gave him a tummy squish because I know that this is something Tyler enjoys. I then wait to see what Tyler wants to do next. (Attention/intention, as we have talked about in our previous visits.) • When Tyler wants to get the Pooh toy out from behind the gate, I help him retrieve it, position myself in front of him, but then wait to see how he wants to play with it. Waiting is HARD but important to watch Tyler's intention and allow him time to initiate at FDL 3. Suggestion: I could have pushed the button to have it make noise, but I knew that would really catch Tyler's attention and we might get stuck on making Pooh 'talk.' I continue to repeat his vocalizations and do what he does, inserting myself into the play. Note: Tyler's attention tends to be on toys, which is ok, but it's a good idea to try and insert yourself into the play with the toy as much as possible to try and take some of the attention away from to the toy and on to you. Be more fun than the toys! • I try and do a little theme and variation by making different sounds/words and trying to do a little turn-taking. • At around 3:00 I tried to introduce a little sensory input by 'squishing' Tyler's hands. This seems to be a great way to get him engaged. Notice how this is really the first time that he made eye contact. I am able to get quite a few circles of communication, even though his cues were a bit more subtle that he wanted me to continue. I then tried to lengthen the amount of time that I had his attention, also known as "Taffy Pulling" (we spoke about this technique after the video.) • At 4:00 I followed Tyler to the couch and did some more 'squishing' with his monkey pillow. (Love that belly laugh!!) Notice how now he is really looking up and engaging at FDL 2. Always go for the fun! He is looking at me, raising his arms, and vocalizing. At 4:49 he signed "more" after my verbal prompt, showing some nice gestural communication at FDL 3.

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Train Play	6:00-end	• At 5:09 he opened a circle by coming and sitting on my lap. I continued to give him some of those deep squeezes (proprioceptive input) that both help regulate his nervous system and engage him. • At 5:40 notice how he looks at the light coming in the window (a comfort zone activity). It is important to keep visual distractions to a minimum so they aren't competing for Tyler's attention. • At 6:00 Tyler chose a train car from the toy bin. His intention was to go into his own space and play by himself, but notice that I am continuing to try and insert myself into his solitary play with a toy. I take the train at one point and hold it near my face, so I can get Tyler re-engaged. Suggestion: Make sure that your affect is playful so that Tyler does not get frustrated with you taking his toy. Use expectant waiting with a bright smile. Tyler may even like the train running up his leg or crashing into his belly. He'd like the auditory input of choo choo sounds but isn't ready for pretend play yet. • He caught on to the taking turns right away and we were able to get several circles. I'm still having to "sweat" a lot to keep Tyler engaged at FDL 2 so we know he isn't solid here yet but is making good progress and showing some capacities at higher levels. This is definitely the direction we want Tyler to go. Suggestion: Remember to follow Tyler's lead. When he drops down, drop down with him and don't be afraid to use the Rabbit Hole Techniques to re-engage him. Once you have him engaged, wait for Tyler to show you his intention and initiate at FDL 3. Be ready…you'll want to watch for subtle cues and respond right away. Always think CIRCLES! **Tyler is showing great progress! Yay Tyler!!** ☺

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PLAY Plan

Main Points

"Keys to the Case: How to help the child move up"

1. Overall, I am seeing such great improvements! Mom, I can see that you are really becoming aware of your positioning and how staying in front of him and in his space keeps his attention. Refer to the FDL 1-3 Checklist.
2. You are really learning to use the methods of PLAY by following his lead and watching his true intention. Keep up the good work!
3. Tyler was really responsive and engaged today. Tyler loves proprioceptive input (deep pressure) so use it to change things up when he becomes visually distracted.

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: Vocalizing, humming, blowing raspberries, repetitive activities such as opening and shutting doors on cars, watching cars roll back and forth, spinning wheels on cars, sorting items, flapping hands and feet.

Sensory Motor Profile (SMP)

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The Sensory Motor Profile (SMP) refers to the unique way that a child experiences the world through the 2-9 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

Emotional Reactivity- A child's ability to stay calm & alert:

Over-Reactive
☐ Gets upset quickly when told 'No'
☐ Frustrated easily when expectations not met
☐ Is impulsive and has difficulty staying on task
☐ Quick to anger
☐ Hits, bites, lashes out often when upset
☐ Seems to worry or get anxious easily
☐ Avoids sensory stimulation
☐ Things must be 'just so' or gets upset
☐ Can't calm easily once upset

Under-Reactive
☐Calms quickly after upset
☐ Avoids/shuts down rather than get upset
☐ Ignores loud sounds and chaotic situations
☐Hard to arouse without excess stimulation
☐Seems oblivious to the environment
☐Few things upset him/her

Mixed Reactive
☐ Tolerates situations up to a point but then explodes/gets upset
☐ Unpredictable emotional response
☐ Is 'moody'
☒Gets overactive at times but can also settle on one activity

Additional Emotional Reactivity Suggestions/Comments:
Tyler is emotionally well regulated most of the time. When he begins to get upset, give him time to regroup then try to re-engage him.

Visual: A child's ability to process & interpret the sights around them

Over-Reactive:
☐ Avoids bright lights/sunshine
☒Decreased eye contact
☒Seeks visual stimulation such as finger flicking
☐ Enjoys being in enclosed spaces
☐Dislikes visually busy places (stores, parking lots, etc.)

Under-Reactive:
☒Enjoys fast paced/brightly colored shows & movies
☒Enjoys looking at spinning, moving or shiny objects
☐Primarily plays with light up toys
☒Becomes preoccupied with the details on toys
☒Enjoys looking at patterns & edges

Additional Visual Suggestions/Comments:
Tyler is easily visually absorbed so stay away from light up toys and really pay attention to if he is having fun when playing with objects. Turn any object play into an interactive activity to increase circles of communication. He might love bubble play and if you keep the pace slow, he will increase initiation to get you to blow bubbles again and again!

Auditory: A child's ability to process & interpret the sounds around them

Over-Reactive:
☐ Responds negatively to unexpected or sudden sounds
☐Has trouble remaining engaged in noisy environments
☐Prefers music and TV to be loud
☐Easily distracted by background sounds (bird chirping, lights humming)

Under-Reactive:
☐Does not respond to name
☐Appears to ignore you or tune out sounds
☒Enjoys repetitive sounds
☒Makes noises with mouth, talks to self

Additional Auditory Suggestions/Comments:
Tyler spends a significant amount of time making noises. This is an opportunity for joint interaction by imitating his vocalizations and playing song games to engage him.

Gustatory: A child's ability to process & interpret tastes

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Over-Reactive:

☒Considered a picky eater, limited food choices
☒Prefers specific brands, flavors or textures of food
☒Dislikes having teeth brushed
☐Limited oral exploration of toys & other objects as an infant/toddler

Under-Reactive:

☐Prefers extreme temperature food
☐Overstuffs mouth with food
☐Frequent drooling
☐Prefers high flavor foods

Additional Gustatory Suggestions/Comments:

When Tyler is calm and engaged, try playing games with songs to encourage trying new foods.

Olfactory: A child's ability to process & interpret smells

Over-Reactive:

☐ Grimaces or gags in relation to food odors
☐Avoids places with strong odors
☐Avoidance of rooms when others are cooking
☐Complaints about smells

Under-Reactive:

☐Minimal response to strong smells
☐Frequently smells non-food items
☐Repeatedly smells objects with strong odors
☐Repeated smelling of objects & people

Additional Olfactory Suggestions/Comments:

At this time, it is not clear if Tyler's limited food choices are due to a sensitivity in this area.

Tactile: A child's ability to process & interpret touch (the feeling of objects)

Over-Reactive

☐Responds negatively to touch
☐Avoids getting messy
☐Sensitive to certain fabrics/tags in clothes
☐Startles easily when touched
☐Difficulty sitting or standing close to others
☐Very ticklish
☐Over responsive to physical pain
☐Decreased tolerance for grooming & hygiene activities (brushing/cutting hair, clipping nails)
☐Avoids walking barefoot on different surfaces
☐Difficulty transitioning between clothing for different seasons
☐Frequent touching of preferred objects, carrying objects in hands

Under-Reactive:

☐Does not notice light touch
☒Prefers to be barefoot
☐Appears not to notice when face/hands are messy
☒Decreased awareness of pain or temperature
☐May show disinterest in exploring toys/objects

Sensory Seeking:

☐Touches & feels everything in sight
☐Loves messy play
☒Seeks movement & vibration
☒Requests tickles & backrubs
☒Frequent oral exploration of non-food objects
☐Demonstrates poor awareness of personal space or unusual need for touching others

Additional Tactile Suggestions/Comments:

Tyler LOVES cuddles, soft objects and backrubs. Use his love of touch to maintain engagement and get more circles.

Proprioceptive: A child's ability to process & interpret input through their muscles & joints

Over-Reactive:

☐Prefers sedentary activities, prefers not to move
☐Avoids weight bearing activities (crawling, running, hopping, rolling)
☐Becomes upset when moved by others

Sensory Seeking:

☐Walks on toes
☐Bangs head
☒Enjoys being hugged tightly
☐Stomps feet while walking
☒Seeks movement activities (bumping, crashing, jumping, etc)
☐Chews on objects

Under-Reactive:

☒Walks on toes
☐Has low muscle tone
☐Clumsy
☐Frequently tripping or bumping into things
☐Loves to sleep with thick or heavy blankets
☐Strong preference for chewy & crunchy foods (loves to chew gum)
☐Grinds teeth, bites on fingers, chews clothes

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Additional Proprioceptive Suggestions/Comments:

Tyler LOVES running, jumping and climbing. Join Tyler in his gross motor play and use deep pressure when Tyler becomes visually absorbed as a way to regulate and re-engage him.

Vestibular: A child's ability to process & interpret where their body is in space

Over-Reactive

☐ Dislikes movement activities (swinging, spinning, sliding, etc.)
☐ Does not tolerate being upside down
☐ Overly cautious in moving through environment
☐ Moves stiffly
☐ Dislikes riding in the car
☐ Resistant to laying down for diaper changes
☒ Does not like having feet off of the ground
☐ Resistant to tipping head back

Under-Reactive:

☐ Shows little drive for movement-based activities
☐ Does not appear to become dizzy when spinning
☐ Has low muscle tone
☐ May not sense when falling & does not reach out to protect self

Sensory Seeking:

☒ Seeks movement activities throughout the day
☒ Enjoys being twirled around
☒ Spins self/ Rocks unconsciously
☒ Does not appear to become dizzy when spinning
☒ Appears to enjoy falling/crashing

Additional Vestibular Suggestions/Comments:

Tyler's fun is in movement! Remember to pay attention to the sweat-wait ratio to give Tyler time to initiate MORE when playing. He LOVES movement activities like spinning and throwing him up in the air so he will seek you out if you give him time.

Motor Planning: A child's ability to plan & sequence motor activity to carry out an idea

Motor Planning Challenges Characterized By:

☐ Moves Awkwardly
☐ Avoids movement activities, especially new & unfamiliar activities/routines
☐ Difficulty with hand-eye coordination
☐ Prefers familiar routines & play experiences
☐ Appears Clumsy
☐ Poor body awareness

Additional Motor Planning Suggestions/Comments:

Tyler's motor planning appears to be good so continue wait to allow opportunities for him to follow through with his own ideas.

How to use the FDL chart

- **If using Microsoft, right click with your mouse. This will bring up a drop down menu. From that menu please select "Edit Data" then choose "Edit Data in Excel".**
- **If using Apple, double click on the chart with your mouse. This will bring up new options in the toolbox at the top of your document. From that menu select "Edit Data in Excel".**
- **An Excel sheet will open. Click on correct "Month" at the bottom of the excel file.**
- **You can begin entering scores (1-4) into the table in Column B. **Reference FDL Report Range Chart for VRF % ****
- **To exit simply go to the File Tab and click "close".**

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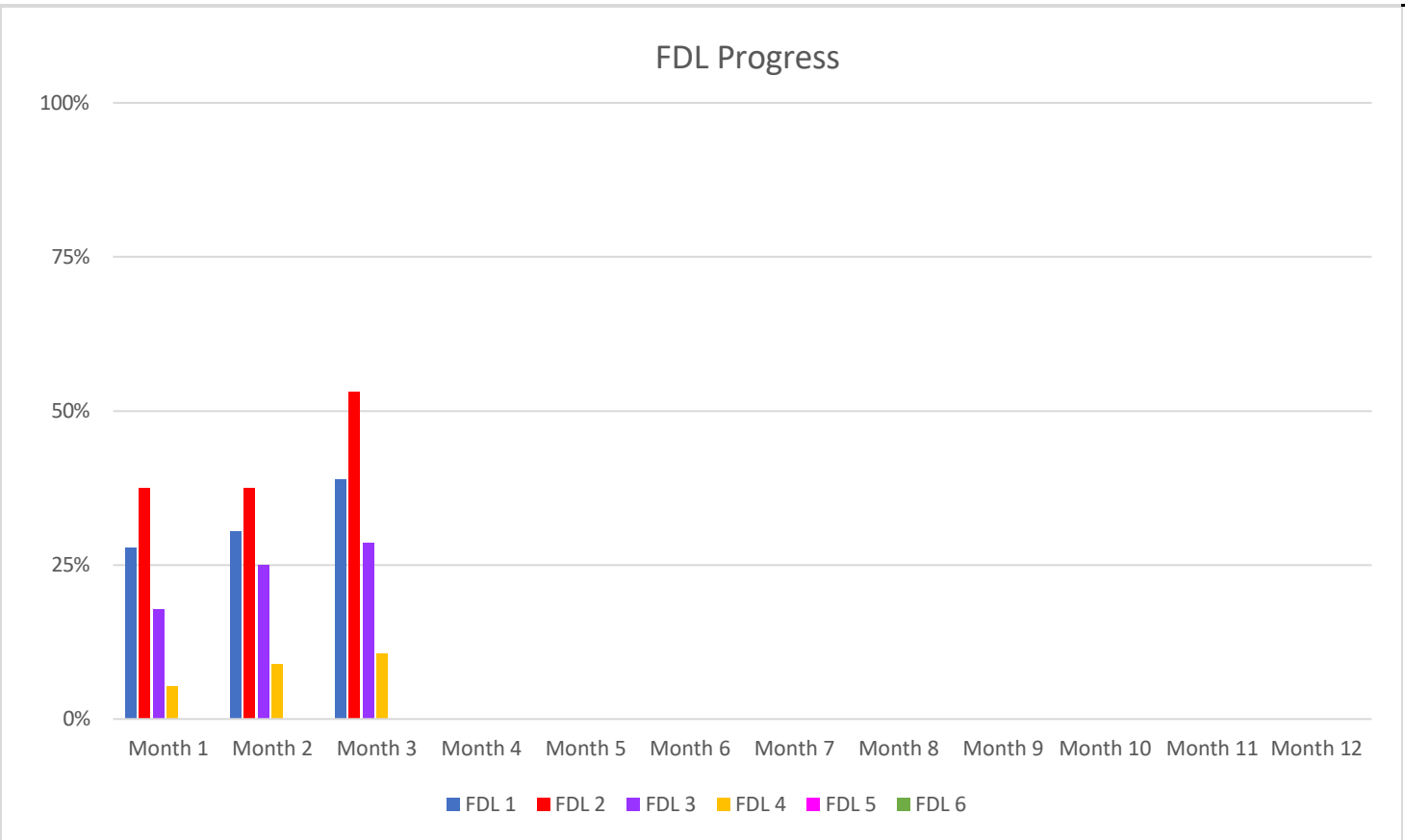

Functional Developmental Levels (FDLs)

PPC'S: Use THIS chart to report FDL Range on VRF

FDL Raw Score	VRF Range to be Reported on FDL
0-10	0%
11-20	0-25%
21-31	25%
32-43	25-50%
44-55	50%
56-67	50-75%
68-79	75%
80-89	75-100%
90-100	100%

Your Child's FDL Profile

Level 1: Self-Regulation and Shared Attention:

- 25-50%
- Tyler will utilize his comfort zone activities (especially 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 play.

Level 2: Engagement & Relating:

- 50%
- Tyler will engage well when the activity involves lots of movement, deep pressure and high affect. Tyler tends to disengage during more sedentary activities and retreat into more repetitive, solitary play (such as rolling cars back and forth).

Level 3: Two-Way Intentional Communication:

- 25%
- Tyler is initiating more with sensory motor play so keep this up and give him opportunities to request the fun to continue. Honor his gestural communication.

Level 4: Complex Two-Way Communication & Problem Solving:

- 0-25%
- Tyler is just beginning to show glimpses at this level but our work continues to be increasing circles!

Level 5: Creating & Elaborating Ideas:

- Enter FDL Range %
- Tyler is not showing skills at this level yet.

Level 6: Building Bridges & Ideas, Logical Thinking:

- Enter FDL Range %
- Tyler is not showing skills at this level yet.

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**

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Additional Comments on Methods:	4. **Open and close circles of communication (back and forth interactions)** 5. **Build on the child's interests** You've been doing a great job using PLAY Methods! Continue to really watch to see what Tyler's true intention is and go with it…follow his lead and use what he loves to get more and more circles of communication!
Techniques * It is important to PLAY at the right level for your child. Please refer to your manual to a more detailed description of selected techniques.	**FDLs 1-4 Techniques:** ☒Being With ☐ Making Behaviors Purposeful ☐ Theme & Variation ☐Onomatopoeia ☐Playful Obstruction ☐Rewarding & Reinforcing ☐Sense of Humor, Suspense & Surprise ☐Big, Little & Micro Circles ☐Add A Word ☐Sequences/ "Little Stories" ☐ Problem Solving ☒Sensory Motor Play ☒Taffy Pulling ☐Salient Language ☒Rhythm & Music ☐Making Them Work ☒Expectant Waiting ☒Going for Fun ☐Labeling ☐Asked & Answered ☐One & Two Step Directions **FDL 4-6 Techniques:** ☐ Imitative Pretend Play ☐One Thematic Play (FDL 5) ☐Continuous Flow of Circles ☐Appropriate Language ☐Simple "Wh" Questions: What, Where, Who ☐Using Natural Consequences as motivation ☐Essays & Summarizing (FDL 6) ☐Outings ☐Modeling Empathy ☐Over-Dramatizing ☐ Social Stories ☐ Theory of Mind ☐Everything Come Alive ☐Two Thematic Play (FDL 5-6) ☐Speaking "to" & "for" the Child ☐Time Concepts ☐Complex "Wh" Questions: Why, When ☐Completing Tasks ☐Practicing Pronouns ☐Mirroring/Reflecting/Labeling Feelings ☐Negotiating the Relationship (FDL 5-6) ☐3 Way Modeling: Model, Rehearse, Expect ☐Metacognitive Strategies/Reflective Thinking
Additional Technique Suggestions & Comments	Work on being aware of Tyler's **Intention**. What is he trying to tell you with his behavior? What are his ideas? Where is his **attention**? Then follow his lead and join him. Pay attention to the Sweat-wait ratio to keep building circles.
Activity Suggestions **FDL 1-2:** Sensory and Cause & Effect **FDL 3-4:** Sequences and Simple Pretend **FDL 5-6:** One & Two Theme Pretend:	Activities for Tyler should focus on sensory motor play, cause and effect and sequences. *Gently shake his arms & legs then wait for him to request more: **Expectant Waiting** *Tickling *Chase or hide/seek *Squish him with pillows, roll him up in a blanket, swing him in a blanket, etc.…the key here is to use simple language (1,2,3 or ready, set go)…give Tyler his fun then wait to allow him time to initiate and open a circle. Accidentally drop the blanket and see if he'll give it back to you, peek a boo, tug of war then use BIG affect! *Use Tyler's love for auditory input in every way possible. Make up silly songs for everyday tasks, Sing songs and see if Tyler will vocalize to finish a song. NOTE: Be careful about visual toys. You know he becomes absorbed and it can be difficult to join his play.

Additional Comments & Next Visit	**You are doing a wonderful job! Continue to go for the FUN and try to elongate the interaction!**

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Child's Name: Noah	**Child's DOB:** 2/14/21
Visit Date (s): 11/10/23	**Visit # (s):** 1
PLAY Consultant: Jess Baird	**Frequency of Visits:** 2x/month

FEAS VRF Example

Video Review Form

- Use bullets to make suggestions for key observations
- Give 3-5 Suggestions per 3-5 minutes of video
- Use bolding to highlight techniques, methods, principles & key points

Date/Activity/Player	Time	Observations & Suggestions:
Clip 1: Figurine Play with Mom	0:00 – 4:45	• Right away, I can already see that you're a great natural PLAYer with Noah! Throughout this clip, you are already using several PLAY Techniques: You are **Imitating** Noah's actions, **Narrating** his thoughts/actions, and **building on his ideas!** All these are called the **Rabbit Hole Techniques**. These are our go-to techniques in PLAY to go for connection and fun with Noah, especially when he is "in his own world," or in a ***comfort zone activity*** (FDL1). ○ *There are 3 other Rabbit Hole Techniques: Being with, Theme and Variation, and Changing the Sensory Mode*. I've included a handout that goes over all these techniques in more detail for you & we'll talk more about these at our next visit. • (2:40) As you imitate Noah putting a cup on his head, he looks up to you! This is a great example of Noah *closing a circle of communication (FDL2).* **You do a beautiful job stretching out his connection with you by building anticipation with Ah…ah…ah….ahchoo!** I love how you insert a little pause and Noah finishes the sequence saying "choo!" ○ **<u>Suggestion:</u> When you streeeetch out an interaction with Noah, you are using the Taffy Pulling technique. *Taffy Pulling can be used in any routine or activity throughout your day to support Noah's connection with you*.** Some examples: You can fly a cup around before handing it to him, you can play tug of war before handing him a toy, you might drag out saying "ready…. Set…. go" as you're playing, or you could pull each item of clothing off slowly while pretending it's stuck! (3:55) Noah starts to wander around (Comfort zone activity – FDL1). If I had been coaching in the moment, I would have suggested you **wait and observe what his next idea is, then follow his lead** instead of asking him "where's the bear?" or giving the direction "hand me the bear." Directions & questions are skills in FDL4&5 – which is a mismatch for when he is in a comfort zone at FDL1. We'll be working together to learn these levels, Noah's cues to tell you which level(s) he's at, and the techniques to use to promote his engagement and communication with you.
Clip2: Tickles with Mom	0:00-5:04	• In this clip, we hear so many giggles between you and Noah! When Noah is laughing and **having fun *with you***, you are playing at the right level. • (0:09) You asked Noah, do you want more tickles? Then **waited for his response**. He laughed to indicate his answer: yes! This is exactly right, Mom. We want to open a circle (asking about tickles) and **expectantly wait** for Noah to close the circle (giggling). ***Closing circles can be gestures, words, sounds, or even a look.***

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		○ **Suggestion**: ***GO for circles!*** *One of our biggest goals in PLAY Project is to increase the amount of circles Noah can do in any given interaction.* ***Continue to wait expectantly*** *to help increase Noah's ability to open and close circles (FDL3).* • (1:15) I love your idea of adding "where's Noah?" It really **builds his anticipation** for more tickles. Notice how he peeks out from behind the pillow to look for you? He is really being intentional (FDL3) with making sure he gets more tickles! ○ **Suggestion**: Continue to keep a **slow pace of play**, **insert pauses, and read his cues.** This gives him the opportunity to open more circles of communication (FDL3). • (2:20) Noah comes over to you for a big hug and you say, "Do you want some squeezes?" Nice job **reading his cues and meeting his sensory needs!** As you know, sprinkling in deep pressure input for Noah helps him stay regulated (FDL1) throughout his day, which supports his ability to *engage and connect with you in back-and-forth interactions (FDL2/3).*
Clip 3: Singing Favorite Songs with Mom	0:00 – 5:38	• I absolutely *love* your idea to sing 'Teddy Bear, Teddy Bear turn around' while Noah is jumping on the trampoline. This is an example of **sensory motor play** & a fantastic song to work on motor planning and following directions without actually giving him a direction. ○ **Suggestion**: I think this technique of **rhythm and music** is going to be a huge key to Noah's progress! Check out the activity section for more song ideas. Play around with how fast/slow/loud/soft you are singing… maybe match it to the rhythm of Noah's jumping and see if he makes the connection! • The next song is Rock-a-bye baby with you and Noah… look at how his face lights up when you start singing! **Using songs with movement is a fantastic way to use sensory motor play.** ○ **Suggestion**: Singing a song like this is a great activity to add into your everyday routines, like every time you change his diaper you can sing a few lines. An easy way to get in a little PLAY time 🟠 Check out the activity section below for more ideas! • Wonderful job adding in pauses throughout your song! We often talk about *inserting pauses* during PLAY – this gives Noah the opportunity to **open circles of communication** through gestures/words/looks to let you know he wants the fun to continue. Which, he does! A lot! You were able to get many **back-and-forth circles of communication** (FDL3) with this activity.

PLAY Plan

Main Points

"Keys to the Case: How to help the child move up"

1. Put in the time! Try to set aside 2 hours per day, broken into smaller chunks of time, where you are playing one-on-one with Noah and utilizing strategies.
2. Go for Fun! If Noah is smiling and having fun with you, you're playing at the right level. This may mean lots of sensory motor play, silly sounds, and silly reactions. He loves when you are overdramatic!
3. Think circles – you can make every interaction count just by thinking about getting ONE more circle than you normally do in that everyday interaction.

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Comfort Zone (CZ)
Include ALL CZ, Not only seen on video

Definition of Comfort Zone: When Noah "tunes you out" and appears to be in his "own world", this is when he is going into his 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: rocking back and forth on the couch and lining up toys, playing with figurines like dinosaurs and farm set, zoning out/ignoring others, spinning, roaming around the room

Sensory Motor Profile (SMP)

The Sensory Motor Profile (SMP) refers to the unique way that a child experiences the world through the 2-9 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

Emotional Reactivity- A child's ability to stay calm & alert:

Over-Reactive
☐ Gets upset quickly when told 'No'
☐ Frustrated easily when expectations not met
☐ Is impulsive and has difficulty staying on task
☐ Quick to anger
☐ Hits, bites, lashes out often when upset
☐ Seems to worry or get anxious easily
☐ Avoids sensory stimulation
☐ Things must be 'just so' or gets upset
☐ Can't calm easily once upset

Under-Reactive
☒ Calms quickly after upset
☐ Avoids/shuts down rather than get upset
☐ Ignores loud sounds and chaotic situations
☐ Hard to arouse without excess stimulation
☐ Seems oblivious to the environment
☒ Few things upset him/her

Mixed Reactive
☐ Tolerates situations up to a point but then explodes/gets upset
☐ Unpredictable emotional response
☐ Is 'moody'
☐ Gets overactive at times but can also settle on one activity

Additional Emotional Reactivity Suggestions/Comments:
Noah is a busy boy who is generally laid back and happy. He is always "on the go" and following his big brothers around. He loves playing outside.

Visual: A child's ability to process & interpret the sights around them

Over-Reactive:
☐ Avoids bright lights/sunshine
☐ Decreased eye contact
☐ Seeks visual stimulation such as finger flicking
☒ Enjoys being in enclosed spaces
☐ Dislikes visually busy places (stores, parking lots, etc.)

Under-Reactive:
☒ Enjoys fast paced/brightly colored shows & movies
☒ Enjoys looking at spinning, moving or shiny objects
☐ Primarily plays with light up toys
☒ Becomes preoccupied with the details on toys
☐ Enjoys looking at patterns & edges

Additional Visual Suggestions/Comments:
Noah loves visual stimulation and can get absorbed in visual play like lining up toys or looking out of the corner of his eyes as he spins.

Auditory: A child's ability to process & interpret the sounds around them

Over-Reactive:
☒ Responds negatively to unexpected or sudden sounds

Under-Reactive:
☒ Does not respond to name

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☐Has trouble remaining engaged in noisy environments
☒Prefers music and TV to be loud
☒Easily distracted by background sounds (bird chirping, lights humming)
☒Appears to ignore you or tune out sounds
☐Enjoys repetitive sounds
☒Makes noises with mouth, talks to self

Additional Auditory Suggestions/Comments:
Noah is mixed in this area. Sometimes he can be startled by loud sounds and distracted/bothered by noises. Sometimes he doesn't seem to notice sounds or have trouble locating them. At times, he appears to be ignoring others but could be listening and taking in information. He often talks to himself and scripts familiar songs and phrases he hears. Noah loves music and strumming his Dad's guitar. Noah is a gestalt language processor & may benefit from extra time to process what is being said to him; he may have a slower auditory processing system. Providing visual cues with what you are saying may also support his auditory processing (ex: Show him shoes when you tell him it's time to leave) Auditory processing is the steps taken to get sound information received by the ears to the brain and then for the brain to make sense of what was heard.

Gustatory: A child's ability to process & interpret tastes

Over-Reactive:
☐ Considered a picky eater, limited food choices
☐ Prefers specific brands, flavors or textures of food
☐Dislikes having teeth brushed
☐Limited oral exploration of toys & other objects as an infant/toddler

Under-Reactive:
☐Prefers extreme temperature food
☒Overstuffs mouth with food
☐Frequent drooling
☒Prefers high flavor foods

Additional Gustatory Suggestions/Comments:
likes carbs and dairy items like cheese sticks and pizza, but otherwise is not too picky of an eater. He has recently started chewing on his fingers.

Olfactory: A child's ability to process & interpret smells

Over-Reactive:
☐ Grimaces or gags in relation to food odors
☐Avoids places with strong odors
☐Avoidance of rooms when others are cooking
☐Complaints about smells

Under-Reactive:
☐Minimal response to strong smells
☐Frequently smells non-food items
☐Repeatedly smells objects with strong odors
☐Repeated smelling of objects & people

Additional Olfactory Suggestions/Comments:
nothing noted at this time.

Tactile: A child's ability to process & interpret touch (the feeling of objects)

Over-Reactive
☐Responds negatively to touch
☐Avoids getting messy
☐Sensitive to certain fabrics/tags in clothes
☐Startles easily when touched
☐Difficulty sitting or standing close to others
☐Very ticklish
☐Over responsive to physical pain
☐Decreased tolerance for grooming & hygiene activities (brushing/cutting hair, clipping nails)
☐Avoids walking barefoot on different surfaces
☐Difficulty transitioning between clothing for different seasons
☐Frequent touching of preferred objects, carrying objects in hands

Under-Reactive:
☐Does not notice light touch
☒Prefers to be barefoot
☒Appears not to notice when face/hands are messy
☐Decreased awareness of pain or temperature
☐May show disinterest in exploring toys/objects

Sensory Seeking:
☒Touches & feels everything in sight
☒Loves messy play
☒Seeks movement & vibration
☒Requests tickles & backrubs
☐Frequent oral exploration of non-food objects
☒Demonstrates poor awareness of personal space or unusual need for touching others

Additional Tactile Suggestions/Comments:
Noah loves input through touch. He has a favorite blanket and is always touching other people. He prefers to be barefoot and without clothes.

Proprioceptive: A child's ability to process & interpret input through their muscles & joints

Over-Reactive:

Under-Reactive:

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☐ Prefers sedentary activities, prefers not to move
☐ Avoids weight bearing activities (crawling, running, hopping, rolling)
☐ Becomes upset when moved by others

Sensory Seeking:
☐ Walks on toes
☐ Bangs head
☒ Enjoys being hugged tightly
☐ Stomps feet while walking
☒ Seeks movement activities (bumping, crashing, jumping, etc)
☐ Chews on objects

☒ Walks on toes
☒ Has low muscle tone
☒ Clumsy
☒ Frequently tripping or bumping into things
☐ Loves to sleep with thick or heavy blankets
☐ Strong preference for chewy & crunchy foods (loves to chew gum)
☒ Grinds teeth, bites on fingers, chews clothes

Additional Proprioceptive Suggestions/Comments:
Noah is under-responsive in this sensory system. This means he needs more input than others in this area. He loves tight hugs and squishes. He also grinds his teeth, which can be a sign of anxiety. Offering crunchy/chewy foods, thick liquids (smoothies), or drinking through a small coffee straw may help decrease teeth grinding. Offering big movement activities that work Noah's muscles frequently through your day should also help his regulation overall. You feel this sense when you jump or clap your hands together.

Vestibular: A child's ability to process & interpret where their body is in space

Over-Reactive
☐ Dislikes movement activities (swinging, spinning, sliding, etc.)
☐ Does not tolerate being upside down
☐ Overly cautious in moving through environment
☐ Moves stiffly
☐ Dislikes riding in the car
☐ Resistant to laying down for diaper changes
☒ Does not like having feet off of the ground
☐ Resistant to tipping head back

Under-Reactive:
☐ Shows little drive for movement-based activities
☐ Does not appear to become dizzy when spinning
☒ Has low muscle tone
☒ May not sense when falling & does not reach out to protect self

Sensory Seeking:
☒ Seeks movement activities throughout the day
☒ Enjoys being twirled around
☒ Spins self/ Rocks unconsciously
☐ Does not appear to become dizzy when spinning
☒ Appears to enjoy falling/crashing

Additional Vestibular Suggestions/Comments:
Noah falls frequently and is fearful of heights. He has lower muscle tone, w-sits, and likes to spin in circles and rock himself forward and backwards. These are all clues that he may be mixed in reactivity in this system. That means he may crave this stimulation but quickly become overwhelmed by it. Providing lots of opportunities for him to move and test his balance at his own pace may be helpful. You feel this sense when you swing on a swing or twirl in a circle.

Motor Planning: A child's ability to plan & sequence motor activity to carry out an idea

Motor Planning Challenges Characterized By:
☐ Moves Awkwardly
☐ Avoids movement activities, especially new & unfamiliar activities/routines
☐ Difficulty with hand-eye coordination
☐ Prefers familiar routines & play experiences
☒ Appears Clumsy
☒ Poor body awareness

Additional Motor Planning Suggestions/Comments:
Continue to provide lots of opportunities for Noah to run, jump, and play throughout his day. Movement fuels the brain! Honor his need for a break if he wanders off during play. We can talk more next time about how to "woo" him back into the play, though you are on the right track with using rhythm and music!

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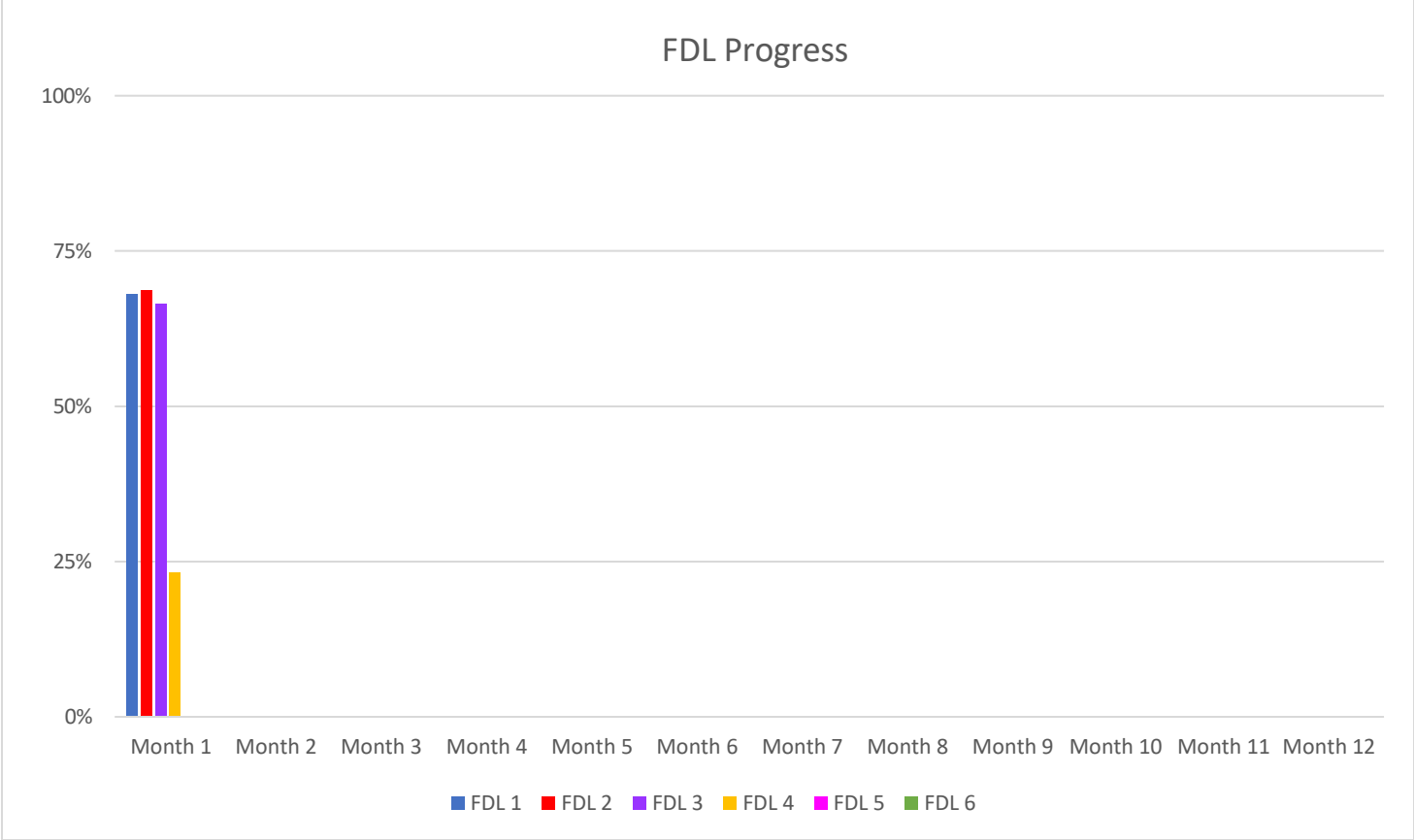
How to use the FDL chart

- **If using Microsoft, right click with your mouse. This will bring up a drop down menu. From that menu please select "Edit Data" then choose "Edit Data in Excel".**
- **If using Apple, double click on the chart with your mouse. This will bring up new options in the toolbox at the top of your document. From that menu select "Edit Data in Excel".**
- **An Excel sheet will open. Click on correct "Month" at the bottom of the excel file.**
- **You can begin entering scores (1-4) into the table in Column B. **Reference FDL Report Range Chart for VRF % ****
- **To exit simply go to the File Tab and click "close".**



Functional Developmental Levels (FDLs)

PPC'S: Use THIS chart to report FDL Range on VRF

FDL Raw Score	VRF Range to be Reported on FDL
0-10	0%
11-20	0-25%
21-31	25%
32-43	25-50%
44-55	50%
56-67	50-75%
68-79	75%
80-89	75-100%
90-100	100%

Your Child's FDL Profile

Noah is functioning mostly at levels 1-3, with growing capacities at level 4.
(Refer to page 17-28 in the Parent Guide for full descriptions of each level)

This means we want to focus on his **regulation, two-way communication, and problem-solving** .

Level 1: Self-Regulation and Shared Attention: ability to enter and sustain a state of shared attention with another person and stay focused, organized, and calm.

- 50-75%
- This is the "Comfort Zone" level. If Noah is in a comfort zone, we know he is functioning at this level in that moment, and we should approach with Rabbit Hole Techniques and going for FUN!
  Noah will stay connected with a game he enjoys - typically cause and effect and sensory-motor play activities such as jumping on the trampoline and songs with Mom.
  To promote this level, continue to follow his lead and pay attention to his ideas

Level 2: Engagement & Relating: ability to form relationships and attachment and to engage another person with warmth and pleasure.

- 50-75%
- This is what we call the "sweat" level -Go for Circles! How many circles of interaction can you get in a row? Remember, circles are not just words. It's gestural communication or simply taking an object from your hand. Try to make every

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	interaction a "good" interaction! You are able to get Noah engaged most of the time. He understands that playing with you is more fun than playing by himself! Level 3: Two-Way Intentional Communication: Back and forth affective signaling and communication to convey intentions, interests, and needs. • 50-75% • This is what we call the "wait" level. When Noah is at this level, you can do more waiting to let him open circles of communication to let you know he wants the fun to continue! Our goal here is to "create a little monster" that won't leave you alone. To help Noah grow in this level, practice waiting and let him have plenty of opportunities to open as many circles as possible within any given activity. Instead of 4 circles, try to get 5 or 6! Doing this over time will help improve his attention span. We also talk a lot about predictability and routines in this level. Being intentional with doing the same steps repeatedly so Noah begins to understand routines is a way to promote this level. Continue to bring Noah into your daily routines to help promote his understanding of routines. This will set the foundation for working on problem-solving skills later. Level 4: Complex Two-Way Communication & Problem Solving: 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 his develop a sense of self. • 0-25% • Noah is starting to stay connected for long periods of time during sensory motor play. Keep thinking CIRCLES and we will see this play begin to grow naturally. Noah has emerging skills at this level, as we see him showing some interest in pretend play. However, the FUN for Noah is in cause and effect and sensory play (FDL1-3), so we will focus on building those levels first! We'll talk more about this level as he shows more growth. Level 5: Creating & Elaborating Ideas: ability to create ideas (symbols) observed in pretend play and words (phrases and sentences) to convey some emotional intention. • 0% • Noah is not showing many skills here just yet, but he will naturally grow here as levels 1-4 become more solid. Level 6: Building Bridges & Ideas, Logical Thinking: ability to build logical bridges or make connections between different emotional ideas (emotional thinking). • 0% • Not showing level 6 skills yet.
Methods **Additional Comments on Methods:**	**<u>Here are the core Methods of PLAY:</u>** 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** Pay attention to Noah's cues and slow your PLAY when he seems to be getting overstimulated!
Techniques * It is important to PLAY at the right level for your child. Please refer to your manual to a more detailed description of selected techniques.	**FDLs 1-4 Techniques:** ☒Being With ☒Making Behaviors Purposeful ☒Theme & Variation ☐Onomatopoeia ☐Playful Obstruction ☐Rewarding & Reinforcing ☐Sense of Humor, Suspense & Surprise ☐Big, Little & Micro Circles ☐Add A Word ☐Sequences/ "Little Stories" ☐ Problem Solving ☒Sensory Motor Play ☒Taffy Pulling ☐Salient Language ☒Rhythm & Music ☐Making Them Work ☒Expectant Waiting ☐Going for Fun ☐Labeling ☐Asked & Answered ☐One & Two Step Directions **FDL 4-6 Techniques:**

	☐ Imitative Pretend Play ☐ One Thematic Play (FDL 5) ☐ Continuous Flow of Circles ☐ Appropriate Language ☐ Simple "Wh" Questions: What, Where, Who ☐ Using Natural Consequences as motivation ☐ Essays & Summarizing (FDL 6) ☐ Outings ☐ Modeling Empathy ☐ Over-Dramatizing ☐ Social Stories ☐ Theory of Mind ☐ Everything Come Alive ☐ Two Thematic Play (FDL 5-6) ☐ Speaking "to" & "for" the Child ☐ Time Concepts ☐ Complex "Wh" Questions: Why, When ☐ Completing Tasks ☐ Practicing Pronouns ☐ Mirroring/Reflecting/Labeling Feelings ☐ Negotiating the Relationship (FDL 5-6) ☐ 3 Way Modeling: Model, Rehearse, Expect ☐ Metacognitive Strategies/Reflective Thinking
Additional Technique Suggestions & Comments	• ***Sensory-Motor Play –*** Deep squeezes, rough housing, swinging, jumping on the bed, singing/dancing together, tickling, blowing bubbles, Play-Doh. When doing these, make sure to read his cues trying to figure out what he is thinking. This should be FUN for both of you! • ***Rhythm and Music –*** Noah responds beautifully to your singing and will often fill in the blanks for the songs! Use this to your advantage and sing about anything and everything. This could be a great tool for learning new skills and remembering steps to sequences as well. • ***Taffy Pulling -*** *streeeeeeeetching out the interaction to make the engagement last and strengthen your connection together, similar to how taffy streeeeetches out as you pull it* • ***Rabbit Hole Techniques –*** See the handout I have included or you can find this on page 32 of your Parent Guide. These are techniques that will help you to follow Noah lead and build on his ideas. We will go over this at our next visit! • ***Expectant Waiting –*** Open a circle of communication, then intentionally waiting for a return response/see what he wants to do. Make him tell you or show you what he wants.
Activity Suggestions **FDL 1-2:** Sensory and Cause & Effect **FDL 3-4:** Sequences and Simple Pretend **FDL 5-6:** One & Two Theme Pretend:	Here is a list of activities you can try with Noah. Keep in mind that the Method and Techniques listed above are MOST important when playing with Noah. HOW you play is more important than WHAT you play. • Blanket play – swinging in the blanket, rolling him up in a blanket, using as a parachute, pulling him around on the blanket. keep it predictable. Adding 1-2-3, Ready-Set-Go, or singing a song are great ways to add natural start/stop to the sequence. • Chase: 'I'm gonna get you!' then pick him up and give him a big squeeze before putting him down to chase again • Pillow play – peek-a-boo, squishing him, jumping into a pile, etc. • Stop/Go games – dancing and then saying STOP. Wait – then GO! And continue dancing. • Song games with movement: Ring Around the Rosey, then fall down together. Face each other, hold hands and rock back and forth while singing Row Your Boat. Other song ideas: Teddy Bear, Itsy Bitsy Spider, Wheels on the Bus, Happy and You Know It, Twinkle Little Star, 5 Little Monkeys, Bingo, etc. Play around with how loud/quiet/fast/slow you sing and move. ▪ Songs are so easy to build into your daily routines and swap out the words to match your routine/activity: Put on Your Jacket, Ants Go Marching, This is the way, Are You Hungry, etc. • Bubbles - be in charge of the bubbles so he has to come back to YOU for more
Additional Comments & Next Visit	I have included a couple handouts: 1. *PLAY Checklist FDLS 1-3*, this document really focuses on what you should be thinking about when playing with Noah. (pg. 67 in Parent Guide) 2. *Rabbit Hole Techniques* (pg. 32 in Parent Guide) Remember that this profile is based on just one visit with your family. I will update it month-to-month. Please don't hesitate to call or email me with any questions in the meantime!

PLAY Glossary

Affect – The feeling of life of the child; what the child likes, wants, or intends.

Auditory Processing – the way a child processes information that is heard; the process of decoding sounds and the meaning of words is often difficult for children with ASD i.e. they have trouble making sense of what they hear or need more time to process auditory information. Visual approaches like *PECs* are often good alternatives for children with auditory processing problems.

Circles of Communication – The back-and-forth process of communication. Opening a circle means *initiating* an interaction. Closing a circle means *responding* to a social overture (see reciprocal interaction). The 'ping-pong' of relationship.

Comfort Zone – The neuro-psychological sense of comfort that a child with autism has when they are doing what they want and like to do, especially when they are repeating activities. The comfort zone is based on the child's abnormal neurologic system that makes the child want to keep the world the same.

Content vs. Process— The content of an interaction is the "what" of the interaction; the process of the interaction is the "how". For example, imagine a child and parent playing catch. The content would be 'A game of catch'; the process would be 'tossing the ball back and forth'.

Contingent Interaction – When my interaction depends on your interaction, it is considered *contingent*. See *circles of communication*.

Cues –A cue is an observed behavior of the child that tells you whether the child is enjoying an interaction, feeling neutral about the interaction, or not enjoying the interaction.

DIR – Developmental, individualized, and relationship-oriented approach developed by the child psychiatrist, Stanley Greenspan MD. The theoretical foundation of the PLAY Project is based on the DIR model.

Functional Developmental Level (FDL) –The six stages of development according to the *DIR* theory of Stanley Greenspan. They are:
I. Shared attention and self-regulation
II. Engagement
III. Two-way communication
IV. Complex two-way communication and social problem solving
V. Shared meanings
VI. Emotional thinking

Hypersensitivity – being overactive or oversensitive to the environment.

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Hyposensitivity – being underactive or under sensitive to the environment.

Intent – What the child wants to do as judged by the caregiver by reading the child's nonverbal gestures as well as verbal *cues*

Lead—The direction the child wants to go. Similar to *intent*. By following the child's 'lead', the adult engages the child in pleasurable back and forth interaction which enhances the child's *developmental functional level*.

Motor Planning – Motor means movement using muscles. Motor planning is the ability of the child to move from one activity to another or to sequence a given motor activity. Children with autism frequently have trouble with motor planning.

Overreactive – (see *Hypersensitivity*)

PLAY Principles – 1.) Have fun with people 2.) Put in enough time—usually 1-3 hours per day of PLAYing 3.) Accurately profile the child according to their comfort zone, sensory motor profile and functional developmental levels, the 4.) PLAY at the right level.

PLAY Project – PLAY Project is a multi-faceted, community based, autism training and early intervention project which has six major components: 1.) Diagnostic and referral services 2.) Home-based consultation for parents. 3.) Community based trainings for parents and professionals 4.) Parent support through resource information and advocacy. 5.) Agency and school trainings and 6.) Program Evaluation and Research on ASD. (See Resources)

PLAY Plan—TBD

Proprioception –Feedback from the joint structures of the body to the brain and vice versa.

Reciprocal Interaction – Interaction that depends on the behavior on the other person. Mutual interactional processes depend on one another so that when you do something the child reacts or vice versa.

Sensory Motor Play – The use of play that involves the senses or movement. Examples include rough and tumble play, spinning, rocking, jumping, turning on and off lights, etc.

Sensory Motor Profile (SMP)—The unique way that a child experiences the world through the various sensory modalities and movement. Some sensory modalities are preferred and sought; some are disliked and avoided. There are nine primary modalities: proprioception (the experience of joints in motion i.e. jumping, shaking of arms/leg, etc.), spatial (the child's experience of closeness and distance), tactile (light touch/tickles and deep pressure/squeezing-pushing), vestibular (turning in space/spinning), visual, auditory (hearing/music), oral (tasting and eating), motor planning (coordination of small and large muscles and the ability to do what you intend to do), and olfactory (smell). In addition, the SMP includes the way the child **reacts** to the world. **Over-reactive children** are highly sensitive to the environment and can easily be overloaded when there is too much sensory or emotional input; **under-reactive children** tend to be self-absorbed and unresponsive to input and/or overtures; and some children have a **mixed reactive profile** over-reacting sometimes and being self-absorbed sometimes.

Sensory Integration (SI) – The process of using sensory experiences to help children understand their world. SI therapy is usually provided by occupational therapists and involves specific therapeutic techniques (see References).

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7 Circles of The PLAY Project – The 7-step process by which parents and professionals can implement a skillful approach to helping young children learn language and social skills. (See PLAY Project Workbook).

Under reactive – (see hyposensitivity)

Vestibular – having to do with the neuro feedback to establish one's place in space.

Zone of Potential Development – a term developed by Vygotsky characterizing the outer limits of the child's development. When the parents expect more than the child can understand they are in the child's *zone of potential development* when they need to be in the child's *zone of proximal development*.

Zone of Proximal Development – a term developed by Vygotsky characterized by interest, excitement and engagement typical of interactions occurring within the child's understanding. This zone is where the child learns best. They are neither bored because the interactions are too simple or repetitive nor are they confused because the interactions are too advanced (see *Zone of Potential Development*).

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