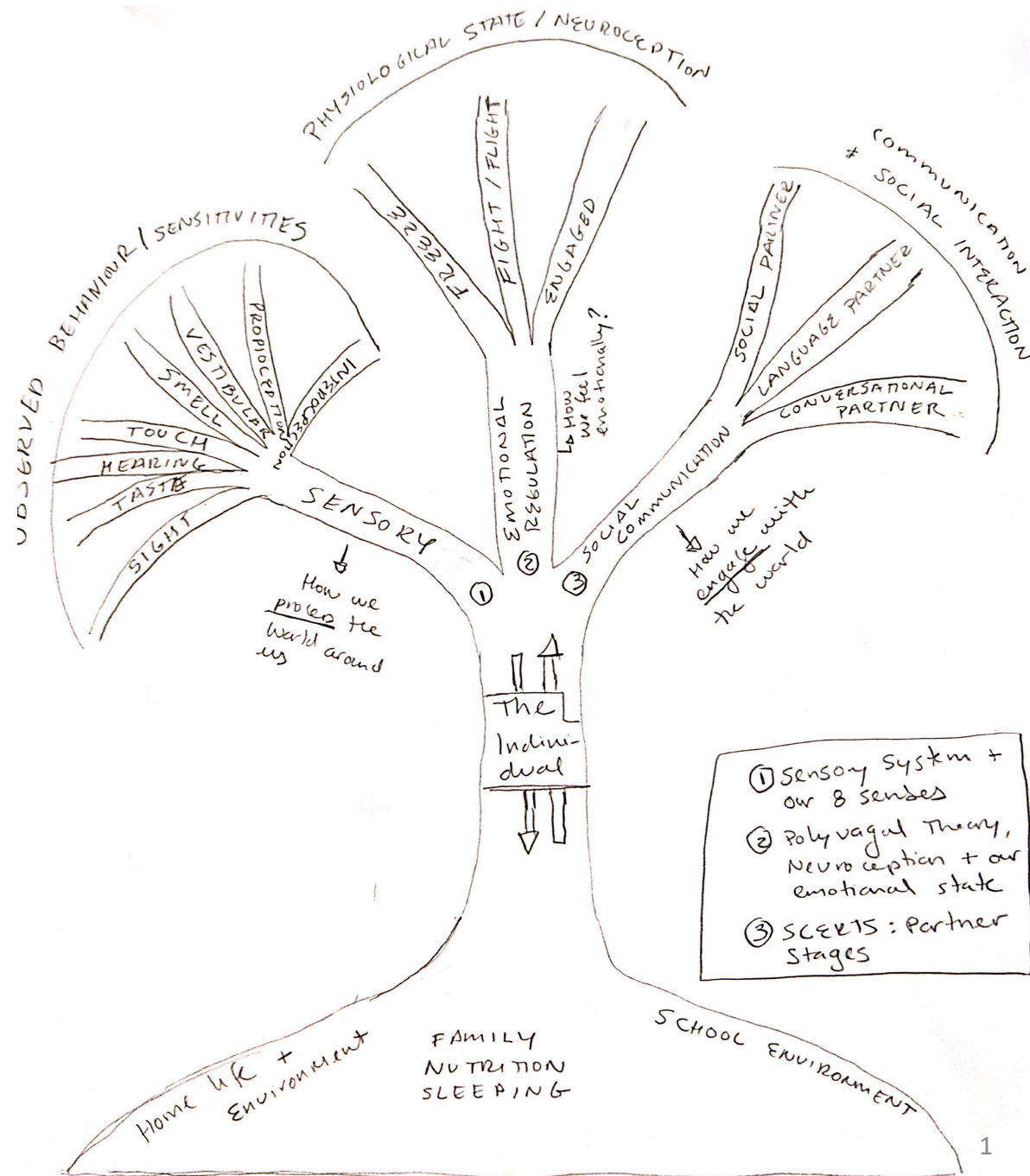


Keep Calm & Play Profile



Creating your Child's Profile: Understand Your child

1. **The Foundation:** environment, family life, nutrition, school
 - Reflect on the structure in the child's life, strength of relationships, diet, sleep, nursery/school.
2. **Body & Health**
 - Body: are there any allergies, underlying health conditions, physical challenges, etc. that need to be considered
3. **Sensory**
 - Understand the 8 key senses and which ones s/he may be hypo/hypersensitive in.
 - **How?** Ideally an Occupational Therapist would assess your child. But if you haven't been able to do that (yet), either use the sensory checklist on pages 3-4 and/or use the book, "Understanding Your Child's Sensory Signals" by Angie Voss to identify the behaviours you observe and what they generally indicate. You can then modify the environment or use supports to regulate that sense.
4. **Emotional**
 - Understand and identify what triggers your child to become Emotionally Dis-regulated. Most outburst come from fear or anxiety
 - **How?** Use an ABC chart on page 6 to document outburst/tantrums to try to pin-point your child's triggers. And be aware that there are 5 responses to anxiety: Fight (outbursts), Flight (escapes crying), Freeze (withdraw), Feign (mask/pretend everything is ok) and figure (worry). Friend (ask for help) is a useful response to anxiety/fear. If a child has any reaction other than "friend", you will need to bring them back to an emotionally regulated state.
5. **Social Communication**
 - Understand the key stages in social communication development and which one your child is in. Consider that this includes:
 - Language: means spoken/written language development, so actual words/vocabulary
 - Communication: considers how child communicates, can be verbal, non-verbal, gestures, written, etc to communicate a message/need with intent
 - Social Interaction: considers ability to take turns and interact with others
 - **How?** Use SCERTs, "Determining Partner Stage Worksheet" on page 8. This will determine what your target's/ objectives will be and take the ATEC assessment.

This profile will help you understand points 3-5 above, as information/guidance on points 1-2 is widely available²

Sensory Checklist (Visual, Auditory, Tactile & Taste)

Visual		Your Answer	Scoring	Auditory		Scoring	Tactile		Scoring	Smell/Taste		Scoring
V1	Avoids bright lights. Squints, covers eyes, complains about lighting.			A1	Is distressed at sudden or unexpected loud noises		T1	Avoids getting messy, dislikes having dirty, sticky hands, etc.		S1	Gags easily with certain food textures or having utensils in mouth	
V2	Seeks dim lighting, shade or prefers to be in the			A2	Holds hands over ears to protect ears from sound		T2	Dislikes, complains when having face washed, hair		S2	Shows distress at smells that other people may	
V3	Seeks out bright lights & shiny objects			A3	Does not appear to hear certain sounds		T3	Avoids being touched, hugs and cuddles		S3	Is a picky eater, especially regarding food textures (i.e lump in food or mushy food)	
V4	Becomes frustrated when trying to find objects in competing backgrounds (i.e. a toy in a toy box)			A4	Seems disturbed or intensely interested in sounds not usually noticed by others		T4	Has difficulty standing in line with other children		S4	Avoids certain tastes that are typically part of a child's diet	
V5	Has difficult putting puzzles together (as compared to same age child)			A5	Cannot concentrate, is easily distracted by background noises (i.e. TV, radio, fluorescent lights)		T5	Is sensitive to certain fabrics, insists on wearing the same clothes		S5	Likes to taste non-food items, eg. Paint, glue, etc.	
V6	Enjoys reading for more than a few minutes			A6	Makes noises, hums or sings or shouts unexpectedly		T6	Avoids going barefoot		S6	Chews, licks non-food items	
V7	Spins or flicks objects in front of eyes			A7	Doesn't respond when name is called, but hearing is normal		T7	Touches people or objects to the point of irritating others		S7	Mouths objects (i.e pencils, toys, etc.)	
V8	Seeks out activities that require hand-eye coordination (baseball, string beads, writing, tracing)			A8	Dislikes noisy settings such as crowded restaurant, party or busy store		T8	Seems to have an unusually high tolerance to pain. Doesn't react as expected after having an accident		S8	Likes to smell non-food items	
V9	Is very cautious when going down stairs or stepping off a kerb			A9	Cannot determine location of sounds or voices		T9	Leaves clothes twisted on body, doesn't seem to notice that trouser are falling down, etc.		S9	Shows a strong preference for certain tastes or smells	
V10	Is easily distracted by nearby visual stimuli (pictures, items, people, etc.)			A10	Enjoys to cause certain sounds to happen over and over (musical toy, banging pots, flushing toilet, etc.)		T10	Doesn't seem to notice when their hands or face are messy or covered with food		S10	Does not notice strong or unusual smells (i.e. glue, paint or markers)	
Points												

Instructions:

On a Score from 1-4 where 1=Never, 2=Rarely, 3=Sometimes, 4=Often indicate how often you observe the following behaviours.

Use a 0 for not sure or used to, but not anymore

Add up the points at the bottom. The higher the score, the more likely there is a sensory processing difference

Sensory Checklist (Proprioception, Vestibular & Neuroception)

Proprioception		Scoring	Vestibular		Scoring	Anxiety		Scoring
P1	Clumsy, bumps into people and objects, moves stiffly		V/B1	Becomes anxious when feet leave the ground. Doesn't like being on		Ax1	Likes to follow rigid daily routines	
P2	Spills contents when opening containers, or		V/B2	Dislikes activities where head is upside down (i.e.		Ax2	Dislikes changes to routines	
P3	Tends to use more force than required and frequently breaks toys. Doesn't tend to know how much force to use and can accidentally hurt others		V/B3	Has poor balance		Ax3	Likes to set the rules and is easily upset if others don't follow her/his rules	
P4	Runs hops and bounces instead of walking		V/B4	Does not seem to get dizzy when others usually would		Ax4	Has no regard for personal safety	
P5	Loves rough and tumble play		V/B5	Enjoys climbing and descending stairs, slides and ladders		Ax5	Is always "on the go"	
P6	Enjoys eating crunchy foods (Pretzels, dry cereal, etc)		V/B6	Seeks out all kinds of movement, which can interfere with daily routines (i.e. can't sit still, fidgets, kicks feet)		Ax6	Prefers quiet, sedentary activities (i.e. watching TV or reading a book)	
P7	Has a weak grasp. Holds objects like pencils, cutlery too loosely. Drops objects.		V/B7	Frequently twirls, spins self throughout the day		Ax7	Becomes overly excited/hyper during movement activities	
P8	Chews on toys clothes and other objects more than other children		V/B8	Rocks unconsciously (i.e. when watching TV)		Ax8	Has temper tantrums	
P9	Holds pencil so tightly its hard to use object		V/B9	Rocks in desk/chair/on floor		Ax9	Is easily frustrated	
P10	Walks on tip toes		V/B10	Avoids challenges to balance such as skating, bicycle riding, balance beams		Ax10	Seems anxious	
Points								

Instructions:

On a Score from 1-4 where 1=Never, 2=Rarely, 3=Sometimes, 4=Often indicate how often you observe the following behaviours.

Use a 0 for not sure or used to, but not anymore

Add up the points at the bottom. The higher the score, the more likely there is a sensory processing difference

The Senses

- Visual - sense of sight
- Auditory - sense of hearing
- Tactile - sense of touch
- Olfactory - sense of smell
- Gustatory - sense of taste
- Vestibular - sense of balance
- Proprioception - sense of our muscles & joints
- Interoception - sense of internal organs (i.e. hunger, going to the toilet, etc.)
- Neuroception – sense of safety (cause of anxiety)

Sensory Checklist: Scores & Observations

Based on either an OT assessment or sensory checklist, record which senses your child may have sensory differences in

Assessment	Senses	Score	Your Comments/Observations
Sensory Checklist	Visual		
	Auditory		
	Tactile		
	Smell/Taste		
	Proprioception		
	Vestibular		
	Neuroception / Anxiety		
	Interoception	Not assessed.	

Emotional Detective: ABC (Antecedent, Behaviour, Consequence) Chart

ABC Chart:

Use an ABC Chart to track and find clues to your child incidents of emotional regulation

Date/Time	Activity	Antecedent	Behavior	Consequence
Date/Time when the behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour looked like & was it fight/flight/freeze/feign/figure or friend	What happened after the behaviour, or as a result of the behaviour

Emotional Regulation: Observations

Following your ABC chart detective work, list out patterns you’ve noticed that cause deregulation (tantrums, the 5 Fs of Anxiety) as well as things that help bring child back to a regulated emotional stage where they can appropriately engage

Causes deregulation	Helps with Regulation

Social Communication: SCERTs worksheet & ATEC



SCERTs is one of the most comprehensive and useful frameworks out there for supporting children with social communication challenges

The acronym “SCERTS” refers to the focus on:

“SC” - **Social Communication** – the development of spontaneous, functional communication, emotional expression and developing secure and trusting relationships with children and adults.

“ER” - **Emotional Regulation** – the development of the ability to maintain a well-regulated emotional state to cope with everyday stress, and to be most available for learning and interacting.

“TS” – **Transactional Support** – the development and implementation of supports to help partners respond to the person’s needs and interests, modify the environment, and provide tools to enhance learning

ACTION: Determine Partner Stage

- Social Partner
- Language Partner
- Conversational Partner

Use questionnaire on the right to do this

Source: SCERTS, reproduced with permission. No unauthorised use or reproduction allowed.

Social Partner Stage

I am using body language, gestures and facial expressions to communicate.

Does the child use ALL of the following?	
• Does the child use at least 3 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)?	Y
• Does the child use at least 3 words or phrases with communicative intent (i.e., by spontaneously coordinating these words or phrases with gestures or gaze for a communicative purpose)?	N
• Does the child use at least 3 words or phrases regularly (i.e., often and not just on a rare occasion)?	Y
No:	Use the Social Partner Stage materials.
Yes:	Go to Language Partner stage questions below.

Language Partner Stage

I am using single words and brief phrases to communicate with speech, signs or pictures.

Does the child use ALL of the following?	
• Does the child use at least 100 different words or phrases (spoken, signed, pictures, written words, or other symbolic system) referentially (i.e., to refer to specific objects, people, or activities)?	
• Does the child use at least 100 words or phrases with communicative intent (i.e., by spontaneously coordinating the words or phrases with gestures or gaze for a communicative purpose)?	
• Does the child use at least 100 words or phrases regularly (i.e., often and not just on a rare occasion)?	
• Does the child use at least 20 different combinations of words or sentences with a person’s name and verbs that are creative (i.e., not just exact imitations of phrases?)	
No:	Use Language Partner Stage materials.
Yes:	Use the Conversational Partner Stage materials.

Social Communication: SCERTs worksheet & ATEC

In addition to determining the SCERTs Partner Stage, it is useful to take the ATEC (Autism Treatment Evaluation Checklist) test and record scores below. You can come back to this over time to track progress

Assessment	Options & Subscales	Stage & Scores: Your Child
SCERTS Partner Stage	Pick either: Social Partner Language Partner Conversational Partner	
ATEC Scores https://www.autism.org/autism-treatment-evaluation-checklist/	Subscale 1 – Speech/Language/Communication	
	Subscale II - Sociability	
	Subscale III - Sensory/Cognitive Awareness	
	Subscale IV - Health/Physical/Behaviour	
	Subscale totals	

SCERTs Partner Stage

The stage will determine the specific Social Communication & Emotional Regulation objectives for the child

ATEC Scores

The higher the score, the higher the challenges in that subscale. Go back to the test every so often to track progress.

Creating your Child's Profile: Setting Objectives

For each of the three key domains, you need to establish what objectives you have. If you have had NHS/doctor/SALT/OT assessments, they may list specific objectives in the report.

Below are common objectives with the overall priorities being:

1) Foster a sense of safety & predictability (Keep Calm)

2) Create motivation to socially engage (Play)

Sensory	Emotional Regulation	Social Communication
Meet sensory needs of child by adapting environment and/or providing transactional supports	Give child tools to identify and regulate their emotions either with help from an adult/carer or with transactional supports	This depends on the partner stage: Social stage: Attach & Fall in love with social world (Pre-words) Language stage: Seek connections with language & focus on people (Language development) Conversational stage: Succeeding in a range of social settings & with peers (Conversation)

Creating your Child's Profile: Therapies & Strategies

There are lots of therapies and strategies, use your prior work to decide which is right for your child. Here are some common therapies

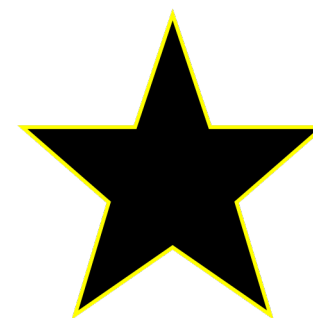
	Sensory	Emotional Regulation	Social Communication
Professionals / Services	Occupational Therapy	- Psychologist - Cognitive behavioural therapy (CBT) - Trusted carer/parent	- Speech & Language Therapy - SCERTs - ABA - TEACCH
Transactional Supports	- Depending on need: - Ear defenders - weighted blankets - Chewlery - Sensory playroom - Swings	- Visual planner - Now/next card - Social stories - Timers - Zones of regulation & 5-point scales	- PECS - Visual stimuli
Activities	- Messy play - Playground - Carrying heavy items - Music, Art, Yoga - Theraplay	- Yoga - Deep breathing - Walking in park	- Taking turns blowing bubbles - Board games - Playmobile - Pretend play
Best resources	<u>Book</u>: Understanding your Child's Sensory Signals (Angie Voss) <u>Website</u>: The Inspired Treehouse https://theinspiredtreehouse.com/about/	<u>Book</u>: The Kids Guide to Staying Awesome and in Control (Lauren Brunker) <u>Website</u>: https://www.youtube.com/watch?v=SpynZ86usJo	<u>Book</u>: Talkability (Fern Sussman) <u>Website</u>: SCERTs http://scerts.com/

Creating your Child's Profile: Strengths/Interest

- Use all your knowledge, any professional reports and preparation to put it all in one place in the next page
- While we've focused on challenges, take a moment to think about what your child's strengths and interests are. These are important tools in getting your child to engage!

Strengths	Interests

Key People
Parents
Other family
OT / SLT
Teacher
Support worker
SENCO



You're ready to
create your child's
profile!

Child's Name

What works across all....

• X

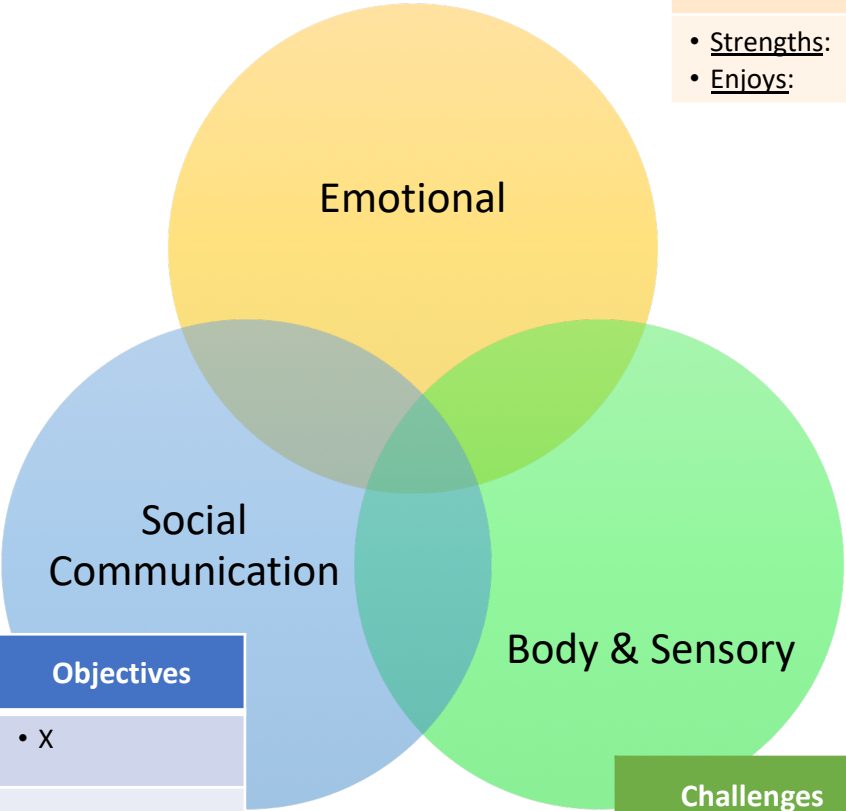
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• X

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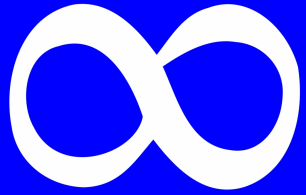
• X

Challenges	Needs	How	Objectives
• X	• X	• X	• X
• Strengths in SC: • Strengths in language:			



Challenges	Needs	How	Objectives
• X	• X	• X	• X
• Strengths: • Enjoys:			

Challenges	Needs	How	Objectives
• XX	• XX	• XX	• XX
• Strengths:			



KEEP CALM AND PLAY

I hope this has helped you better understand your child and pull together your child's profile to better support them!

For more information, ideas, and links to lots of really useful resources, go to:

www.keepcalmandplay.com

Questions, comments, want a blank profile? Email me:
info@keepcalmandplay.com