**EXERCISE MODULE 3**

Please use this exercise to apply the concepts reviewed on module 3. Choose an autistic child with whom you are working (any age) and complete the following questions:

Age of the child:

**INDIVIDUAL DIFFERENCES**

* Input - Sensory reactivity and modulation: Please describe the individual profile of the child based on how he reacts and modulates the perception of the following senses. Is he/she overreactive? Underactive? Seeks or avoids experiences that involve the following senses? Please describe what experiences he or she seeks and enjoy and which experience he or she avoids:
	+ Touch:
	+ Sound:
	+ Visual:
	+ Smell:
	+ Taste:
	+ Movement:
	+ Proprioception:
* Processing: Please describe here how, in your opinion, the chosen child makes sense and attach an emotional meaning to examples of two daily experiences:
	+ Cognitive – does the child understand the meaning of the experience?
	+ Emotional - does he or she enjoys or avoids the experience?
* Praxis, planning, sequencing: Please describe here if the child has difficulties with praxis:
	+ Ideation
	+ Initiation
	+ Execution
	+ Adaptation
* Output – Child response, analyzed based on functional emotional developmental capacities: Please describe the child’s ability to organize a response, using the following functional emotional developmental capacities:
1. **Regulation:** Is he able to stay calm, alert and attend or does he struggle with self-regulation? What activities help him stay regulated and what experiences dysregulate him?
2. **Engagement:** With whom does the child have a positive, secure relationships and “basic trust”? Mother? Father? Other? You?
3. **Purposeful communication**: How difficult is it for you, mother and father to know what he wants (signal intent)?
4. **Sense of self and shared problem solving**: (For children older than 1 ½ - 2 years old).
	1. How difficult is it to maintain with the child a flow of communicative exchanges through gestures, (words) and actions and solve problems together?
5. **Symbolic communication**: (for children older than 2 ½ years old).
	1. Does the child uses any form of language, play, or any other symbols (e.g. pictograms, images, writing or typing words, scripts of movies, drawings, songs) to communicate what he wants, feels and think (ideas)?
6. **Logical communication:** (For children older than 4 years old).
	1. Does the child uses words like why, where, how, when to explain an idea or feeling? If the child is not verbal, does he uses written words or images or sign language, or any other form of communication to communicate the logic of a thought? (for example, the reasoning behind something he wants or doesn’t want)
7. **Multiple Perspectives** (For children older than 5 years old):
	1. Can you help the child explain something from multiple perspectives?
8. **Gray area thinking** (For children older than 7 years old)
	1. Can you help the child reflect on an experience that he thinks in polarized ways (black or white) and see the complexities of the experience between the two extremes?
9. **Reflective thinking, internal standards** (for child older than 12 years old)
	1. Can you help the child reflect on his own actions and explain his own internal standards for making decisions during adolescence?
* Coping skills: When experiencing stress, does the child has a tendency to show a
* Fight response? (tendency to attack, show aggression, oppositional-defiant or disruptive behaviors)
* Regulated responses?
* Flight responses? (tendency to withdraw, isolate, become self-absorbed)
* **Floortime every day**
	+ Who interact with the child on a daily basis, facilitating circles of communication that are enjoyable and facilitate learning?
		- Mother?
		- Father?
		- Others?
* **The role of the therapist**
	+ Which professional in your team helps parents better understand the child’s individual profile or a regular basis as the child grows up (e.g. every month)? (“I”)
	+ Which professional in your team provides emotional support to the parents on a regular basis as the child grows up? (“R”)
	+ Which professional in your team offers developmental guidance on parenting and better ways to interact on a daily basis, through reflective practice (e.g. asking questions to parents and helping them come up with their own answers?)(“D”)