

“THERE IS MORE TO A
HUG THAN A HUG”

Online discussion Module 3

D

- Developmental Capacities

I

- Individual differences

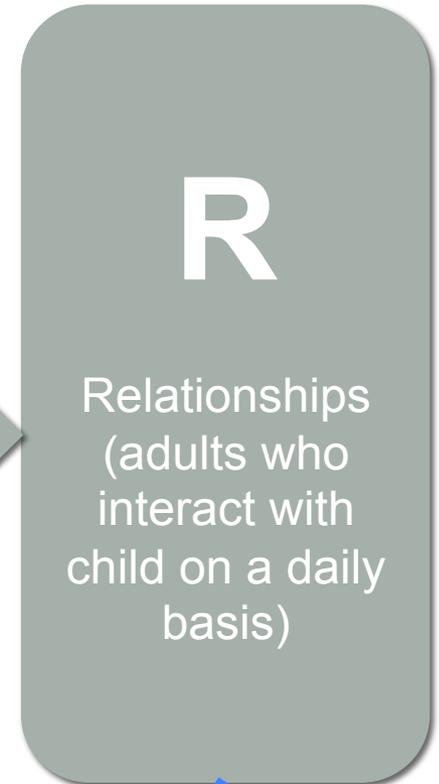
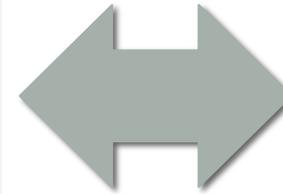
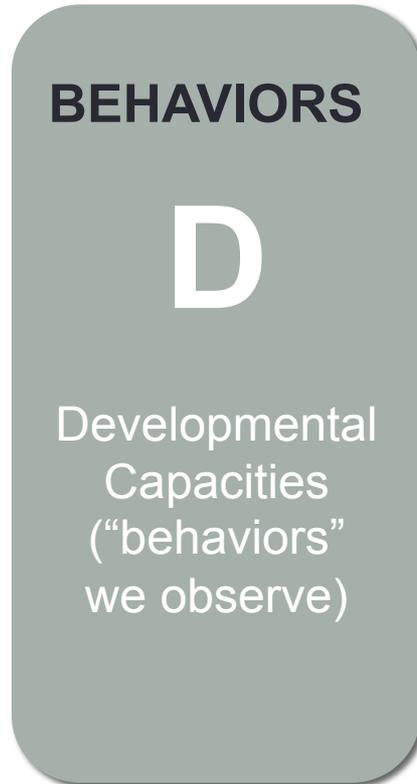
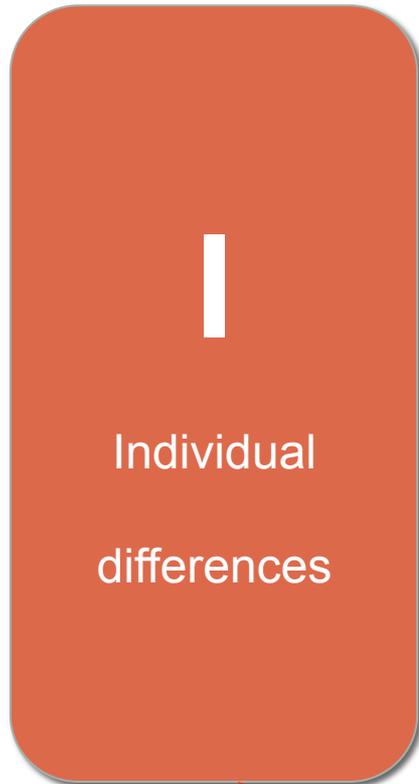
R

- Relationships

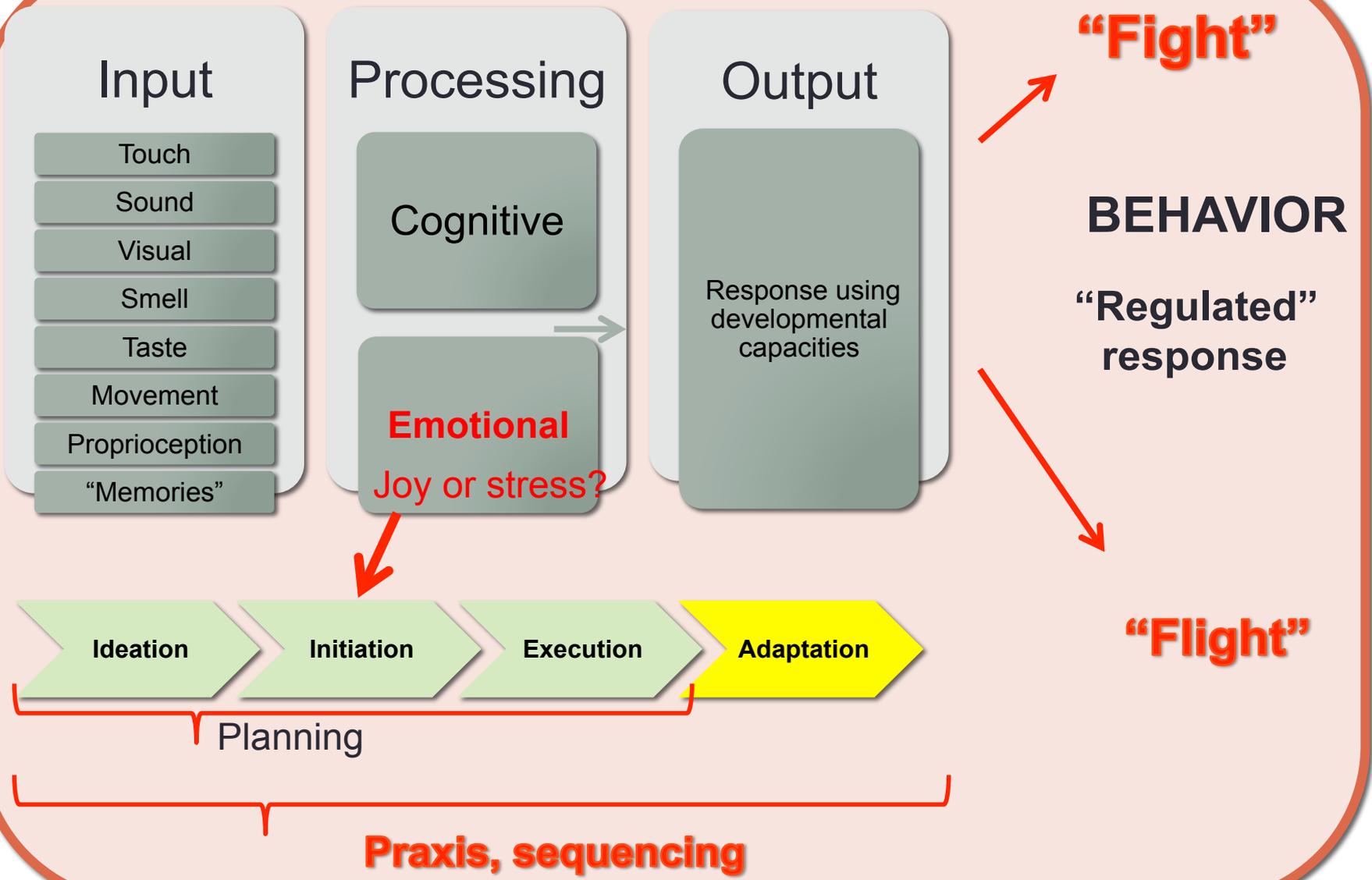
Floortime

CHILD (ADOLESCENT)

ADULT



Individual differences



REACTIVITY TO INFORMATION RECEIVED THROUGH THE SENSES

Review of exercises

Case 1, Age: 4 years old

- **Touch:** he likes pinching on body , but not slowly. With fast movements.
- **Sound:** likes child musics and car sounds.
- **Visual:** he is swinging spoons in his hand near his eyes and likes to looking at it.
- **Smell:** no manifested .
- **Taste:** he is not eating soups, but has no sickening.
- **Movement:** running on toes
- **Proprioception:** avoids and has fear when you do like „plane” (as we see on video P>L>A>Y project)

Case 2, Age: 2 years, 10 months

- **Touch:** She likes to touch roughly, she touches floor with her back, she grinds palms
- **Sound:** During the session she may be irritated with some toy voice
- **Visual:** She doesn't have any special interest
- **Smell:** She smells objects and touches with lips
- **Taste:** She tries to put objects in her mouth
- **Movement:** Shows stereotyped movements
- **Proprioception:** She walks in a circle, sometimes she walks without any reason

Case 3, Age: 4 years old

- **Touch:** Underactive; when an adult press his arms and legs he smiles with pleasant
- **Sound:** overactive, don't like loud voices and puts the hands over his ears and tries to avoid noise places
- **Visual:** overactive, tries to avoid light, in sensory/darkened room he turns out the light swings in a swings for more than 20 minutes
- **Smell:** nothing specific
- **Taste:** Tries to put every new item in the mouth
- **Movement:** prefers not to move much, likes to lay in a swing
- **Proprioception:** more observation is needed

PROCESSING OF INFORMATION

Review of exercises

CASE 1 (4 years old)

- First of all I will say that for the child problematic issue is eating process. Mom says that it lasts for about an hour. He likes to eat only bread and other meals is very difficult to eat. He is not independent, mom do it.
- **Cognitive:** when he sees in moms hand plate and a spoon he starting avoid this experience, he starts crying . Then mom tries to calm child with technique (mobile phone or computer) the process lasts for an hour and all this period child is trying to avoid spoon from his mouth.
- **Emotional:** avoids and don't like eating process.

CASE 2 – 2 years 10 month old

- **COGNITIVE:** Mostly it's hard for her to understand daily experiences (e.g when mom leaves house, when she comes back)
- **EMOTIONAL:** Mostly avoids the experience especially new experience
- Praxis, planning, sequencing: Ideation –
 - **Ideation**
 - **Initiation:** She is not the initiator of the interactive game, she only initiates to take some preferred toys (e.g puzzles)
 - **Execution** – She has instructional control and she performs instructions that she has learned.
 - **Adaptation** - She has some problems in new situations.

CASE 3 – 4 years old

- *He understands the meaning of the experiences/activities he enjoys for example he finds the sensory room, opens the door, turns out the light and swings independently*

DEVELOPMENTAL CAPACITIES

CASE 1 – 4 years old

- **Regulation:** While the eating process: he cant regulate himself. Only the ipad or computer or other mobile techniques helps him to calm down.
- **Engagement:** He is opening mouth and this is the only engagement of child, mother feeds him.
- **Purposeful communication:** Its easy to guess that he don't want it at all , but he is not saying anything. I mean in words or jestures or some other alternative communication methods (mother doesnot gave him examples or experience for communication . his only communication in this process is crying and moving head back from spoon.
- **Sense of self and shared problem solving:** Moms need is to motivate herself, she need information how to do it. The child has enough attention, skills like imitation and eye contact which helps to strat maintain this problem while eating process.

CASE 2 – 2 years old

- **Regulation:** She can be calm, aggressive behavior does not occur, she can sit on the chair about 15-20 minutes, then needs short break and continues activities without problem. She doesn't like when we work on her verbal skills, she becomes anxious and sometimes starts crying.
- **Engagement:** she has positive relationships with family members , with relatives and with therapists (with known persons)
- **Purposeful communication:** She signs to indicate what she needs, if she wants water she goes to her glass and signs with hand
- **Sense of self and shared problem solving:** For parents it is not difficult to understand child's needs, but they try to make the child verbally request, and then they give the desired thing or , fulfill a request.
- **Symbolic communication:** She uses few words such as (I want, give me) to express personal needs (her pronounce isn't very clear, but family members and therapist can understand her)

CASE 3 – 4 years old

- **Regulation:** *When at the beginning of the therapy session you show him 3 pictures indicating his favorite activities, he chooses one and plays joyfully. When the activity is not agreed before he express anxiety, misbehaves and tries to bite somebody.*
- **Engagement:**
- He has an trustful relation with his caregiver (person who takes care after him while mother is working)
- **Purposeful communication:** He uses gestures to express his wishes