



Transdisciplinary Play-Based Assessment (TPBA) Online Guidance

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Letter on Guidance for Online TPBA2

Dear Colleagues,

We have received many requests for help in conducting online assessments through a video-based platform, such as Zoom. Any video-based platform (e.g., Skype, Google Hangout, Go-to-Meeting, etc.) will work, but due to current popularity of Zoom, it will be used as an example throughout. In response to the urgent needs presented by the COVID-19 virus, we have been working together (Toni Linder, Jeanine Coleman at the University of Denver and Christopher Miller from the Colorado Department of Education) to create a set of guidelines for how to use TPBA2 online. Brookes Publishing has released a set of the Family forms as fillable PDF files. These files are available to download at <https://downloads.brookespublishing.com>. To access the files, register for a free account and search for TPBA2.

We would like to request that any of you who decide to do TPBA2 via online video help us refine the process by giving us feedback about what is working and any potential problems.

Thank you,

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GUIDANCE FOR USING TPBA2 FOR ONLINE VIDEO ASSESSMENT

During these stressful COVID-19 times, professionals are seeking options for how to continue to provide services to children and families. This guide is intended to help teams work through the process that you will need to use in order to conduct a quality TPBA2 with children and families.

The TPBA2 process has always involved an adult playing with a child while professionals observe the engagement and interaction. Parent–child play is part of that process, and a video of the session is recommended for the team to review. Moving to an online system, where the team is not physically present, requires some interesting modifications.

- There still should be a designated **play facilitator**. This person will be the primary coach during the play session.
- There still should be a **family facilitator**. This person is the primary contact and advocate for the family.
- The team still observes the adult–child play, but the play facilitator(s) throughout the session will be family members.
- The team moves into a **coaching role** prior to and during the play session.
- The person operating the video will be a family member, not a team member. Ideally, two family members will be present, so one can play while the other handles the phone, tablet, or computer.
- Parents may also upload their own home videos that demonstrate their child’s skills.
- Teams will provide a debriefing via videoconferencing after the play session.
- Teams will discuss and compare observations via videoconferencing instead of in person.

The information learned through the TPBA2 online assessment should provide the basis for eligibility determination and input on the IFSP/IEP process. The modifications needed for each step of the assessment process are discussed below. Prior to presenting the recommended steps, let’s discuss the HIPAA challenges. New guidelines may help us move forward in these challenging times.

What about HIPAA?

The Health Insurance Portability and Accountability Act (HIPAA) is an important consideration during COVID-19. Ultimately, the agency performing the TPBA2 assessment, in conjunction with their legal counsel, will need to determine matters related to HIPAA compliance and use of video-based services. However, the U.S. Department of Health and Human Service’s Office of Civil Rights recently published guidance on use of Telehealth and HIPAA during the COVID-19 nationwide public health emergency. Please reference the following for more information: <https://www.hhs.gov/sites/default/files/telehealth-faqs-508.pdf>

Section I. Planning to do your first Online TPBA Assessment

Assessment team members may need basic training in the online video platform that your team uses. [Zoom](#) is currently very popular, and many parents may also be using this application. Most video-based applications have online tutorials. Please seek assistance and tutorials on their websites.

Practice

Although there are some great video sharing options available, it takes some practice to learn how to use all the features. Ideally, practice sessions will occur with your TPBA2 evaluation team so that each professional can gain expertise.

Teams can practice:

- Scheduling a meeting and inviting participants.
- Starting and joining a meeting.
- Sharing the screen. Team members may need to share their own documents from their devices.
- Turning “off” and “on” the video and the audio. This will be necessary during the assessments, so the parents and child are not distracted by background talking on the screen.
- Recording and using the chat features for communication between team members.

Gather Preliminary Information

TPBA2 has three forms that are used to acquire information about the child and family prior to the actual assessment. Brookes Publishing has converted these to fillable forms so your families can complete them online. You can find these forms in the Brookes Download Hub at <https://downloads.brookespublishing.com>. These three tools, along with the team observations, comprise the multiple sources of information that are part of the body of evidence necessary for eligibility for a child with developmental delays or disabilities. The *Child and Family History Questionnaire* provides the team with information about the social, cultural, developmental, and health history of the child and family. This form also asks about child and family play preferences and activities, which may help the team think about play options for the TPBA. *The All About Me* is a tool that allows the family a means of telling the team about how they see their child’s skills. The questions asked parallel those asked and answered by the professionals as they observe the child. This tool helps ensure the social validity of the results of the TPBA. The third tool is the *Daily Routines Rating Form*. These instruments allow the team to look at patterns across routines, which may indicate specific areas to examine in the TPBA. It also informs the team about routines when interventions might be appropriate to suggest because they are “good” times to include specific strategies or times to embed intervention because they are “hard” times for the child or family.

These three forms are recommended, but not *required*, as part of the TPBA2 process. However, they offer important background information to enhance the assessment process and assist the

team in making relevant intervention recommendations. Teams can use their own local tools to obtain equivalent information prior to the TPBA2. Importantly, the use of these forms or local tools for gather background information greatly aids in substantiating a significantly comprehensive body of evidence, which can be used to determine eligibility for preschool special education.

Support Parents on How to Use Online Video Platforms

Each family you work with will need to learn how to use Zoom or another chosen application prior to your assessment. You can share the above training guidelines with your families. To help families practice prior to the assessment, use online video for your communication with them to discuss their preliminary information, establish contact dates, and so on. Further, take a few minutes to check in on the families' general well-being, and validate any anxiety or trepidation with the virtual assessment. This will help them feel more comfortable with the online video application and establish rapport.

Help Families Understand the Online Video TPBA2

TPBA2 is a play-based assessment. It is usually conducted by a team, with one member acting as the play facilitator, playing with the child, the parent and child, and the child and a peer or siblings. Another team member functions as a family facilitator, answering questions, providing information about what is being done, and eliciting new information. The TPBA2 process is typically videotaped for later review by the team, if needed. With the online video assessment approach, family member(s) become the play facilitator(s) and they control the camera for video-recording.

In a traditional TPBA2, the family members play with their child for a short time, but also spend some time watching and interacting with a family facilitator. This can still happen in the video version, if more than one family member is present for the assessment. With two adults present, one plays with the child and the other is on the phone or another device with the family facilitator, who is also watching through Zoom. The family facilitator then plays the same role as in a typical play-based assessment: 1) determine if what is being observed is typical for the child; 2) ask questions to extend information about the type of skills being seen; 3) provide information about what skills are being seen. At some point the family members may want to trade roles, so the team has an opportunity to see the child play with different people. The family facilitator on the team also has the benefit of gaining both family members' perspectives.

If another family member is not available to talk to the family facilitator, the family member playing with the child can talk during the play (if the child is not distracted by the comments). Another option is to play in short segments. The family member plays for a few minutes, then lets the child play independently, while the family member interacts with the family facilitator through video. The session can move from interactive play to independent play as many times as is necessary. The team can also coach the family member depending on the situation. If a family member seems uncomfortable in play with the child, the "chatting" pauses may be more

frequent. If play is moving naturally and smoothly from one activity to another, the play interactions may go for the whole play session, with questions at the end.

Zoom allows videos to be recorded and kept for future review, as well. With written permission from the parent (this can be on the same form the parent signs to give permission to assess), the record feature can be activated for the team to review later). Please review and use your agency's video consent form and/or develop one in conjunction with your agency's general counsel.

Prepare for the Online Play Session

Parents play and interact with their children in different ways. Some parents and children primarily play specific activities that are enjoyable to both. Some actively engage in all different kinds of play with their child. Depending on how comfortable the parents are with play activities, different supports may be helpful. As family members will be the primary play facilitators for the assessment, helping them plan and carry out the play is an important new element to the online TPBA2. With the online version of TPBA2, knowing what the family has in the home helps the team support the planning process.

There are two new pieces of the process to guide this element. First there is a letter to the family informing them of how the new process will work in a step-by-step format (Appendix A, pp. 12-13). The letter outlines each step of the online process. The second new element is the *"You've Got This!"* form (Appendix B, pp. 14-15). The *"You've Got This!"* form enables the family to indicate materials and toys that are in the home. Materials may include everyday kitchen items, favorite toys, and outdoor equipment. The form also outlines the types of toys that may be in the home reflect different types of play. A family member completes this list online or in an interview with the family facilitator, and the team then reviews this list. Regardless of what materials the family has in the home, an effective TPBA2 online video assessment can be completed.

Online Video Planning Meeting with Family

Using the preliminary information forms and information the parent checked off on the *"You've Got This!"* form, the team, including the family, brainstorms (online via video) how to combine the toys and materials in the home to create play activities that will reveal developmental skills and processes of the child. This online video meeting is a joint planning session, with family members sharing what they typically do with their child with the materials in the home and team members adding ideas of how these materials can be combined to be able to observe a variety of skills. It is an opportunity to introduce team members, so during the actual play session you won't take time away from the play. This meeting has the added benefit of giving parents some new ideas of how they can engage with their child after the assessment process is over and give them confidence in their engagement with their child.

The whole team does not have to be involved in this brainstorming meeting, however. They can review the information ahead of time and give the family facilitator ideas to share in a one-on-one meeting or phone call.

During this planning meeting, try to generate three or four play sets that will allow you to see a majority of skills. This will feel more comfortable to the parent than if they are trying to continually pull together materials during the assessment. During the planning meeting, take notes on the ideas that were generated to be put on Summary Play Plan (Appendix C, p. 16). All of this is subject to modification, of course, but having an idea of what is going to happen will make everyone feel more comfortable. If more information is needed, the team can always add suggestions during the actual assessment.

Many families have the same type of materials and toys in their home. Over time, teams will establish a set of recommended play opportunities using these items. For example:

Pots and pans:

- Pretend to cook, combine with paper plates, utensils
- Hide something inside, guess what it is by shaking it
- Turn pot upside down, use spoon to make drum
- Put a towel inside, make bed for baby
- Put Legos in pot, stir, sort them into muffin tin by color, serve as “food”

To get teams started thinking about maximizing home materials in play a “Cheat Sheet” was developed to stimulate your ideas (Appendix E, pp. 18-19).

Plan for Video

If there are multiple people in the home, one may be able to hold the computer, tablet, or phone to aim the camera. If there is a single parent or caregiver involved, you will need to help them devise a means for holding the device upright. There are several simple “Do It Yourself” videos online about how to make a holder for the tablet or phone from simple things found at home (out of plastic cups, cardboard paper towel roll and paper plate, a paper clip, binder clips, etc.) Check these out online to share with families ahead of time, depending on what device they have.

As you plan for your online sessions, you may find the Family Telepractice Checklist adapted from the National Center for Hearing Assessment and Management helpful. Find this resource on page 20 of the Telepractice for Early Childhood Intervention Practitioners guide at <https://www.flipsnack.com/earlychildhoodintervention/ecia-telepractice-for-eci-practitioners-april-2020/full-view.html>

Section II: Conducting an Online TPBA Play Session

On the day of the scheduled assessment, the family should have enough information about the process and preplanning about the play session to have ideas of what they need to have available. For the play session, the parent should be informed that the actual time needed will be 45–60 minutes, broken up into short segments of play interspersed with conversation with

the parent and observation of the child's independent play. Keep in mind, the online TPBA2 is meant to be flexible to meet team and family needs.

When the team joins the family on the online video platform consider the following:

1. Spend a few minutes establishing rapport. You have already had a couple of online video meetings, so the family should be a little more comfortable with the format.
2. Talk about the child's day so far in terms of activities, mood, sleep and so on. It will help the team to know if they may need to make some adjustments to the schedule or activities.
3. Have a family member aim the camera (on computer, tablet, or phone) toward the child while having the initial conversation. This will allow the team to see some of the child's independent and spontaneous play while talking to the family.
4. Depending on what the child is interested in at the time, invite the parent (or caregiver) to join in the child's play.
5. The family facilitator will talk to another adult at the home, if possible. Only one person should be talking to the parent on the phone.
6. The designated team play facilitator will be the primary coach for the parent. This will prevent the family from being overwhelmed by input from numerous people.
7. Team members who want to make a suggestion, ask a question, or make a comment can do so through the "chat" capability on Zoom. Then the Family or Play Facilitator can communicate with the necessary person.
8. Play coaching should:
 - a. Help parents use parallel play and join in the child's play
 - b. Help the parent expand play beyond repetitive actions
 - c. Add ideas to make the play more interesting or motivating
 - d. Offer alternatives to being directive with the child
 - e. Help the parent transition to a new play activity without an abrupt move
 - f. Provide suggestions for eliciting skills from all domains
 - g. Provide alternatives to try to modify behavior patterns
 - h. Help the parent use language at an appropriate developmental level
 - i. Involve siblings, if present
9. Take advantage of any spontaneous opportunities to see diapering/toileting; feeding/eating; discipline/guidance
10. Take breaks to talk informally, as needed, and watch the child play alone.

Section III: Debriefing with the Family

When the play session is over (child is tired, parent is ready to stop, or the team has enough information), it is time to debrief. As in a typical TPBA2, a short debriefing is important so the parent ends the play session with some feedback. This is when other team members can join the screen and provide some information. First, ask the family members how they felt about the play session. How typical was this of the child's usual play, engagement, communication, movement, behavior? Did anything surprise you about child's play interactions? Is there anything the team did not see that you wanted them to see? (If so, this is the time to try to see it.) Let the parent know that the next step in the process will be a more formal meeting to develop the IEP or IFSP. The team can now use the simple feedback form (Appendix D, p. 17) to give some concrete examples of relative strengths they saw across domains; what they see as next steps, or what the child is ready for more of to enhance development; and a few ideas for home related to these next steps. The family facilitator or another team member can take notes on this form online, so it can be downloaded or sent to the family. Family members like to have some information to share with other family members who ask about "What happened?" or "How did it go?" This information lays a foundation for the IFSP or IEP that will follow but does not address this issue of eligibility.

Section IV: Team Discussion

Option 1

Once the play session and debriefing are over, family members can "leave" the virtual meeting. The rest of the team can stay in the meeting to discuss their observations. Initially, each member reviews their own domain Observation Guidelines and Age Tables. This usually takes 10–15 minutes, but people can talk about what they saw to support each other's observations or questions. The team then discusses the overall findings, with particular emphasis on patterns that may have emerged that indicate a particular concern. For example, concerns with Attention, Memory, Problem Solving, Emotional Regulation, and Adaptive Behavior may point to problems with executive function. Concerns with Emotional Regulation, Behavioral Regulation, and Sensory Regulation combined with parent concerns about eating and sleeping indicate overall regulatory issues. The transdisciplinary discussion is key to identifying broader cross-domain concerns and intervention implications.

Option 2

For a variety of reasons, the above plan to have the family do a TPBA2 in real time may not work. The child may not cooperate in real time. Children who realize they are being taped may become shy, and not want to engage in play. The child (or family members) may be having a "bad day." If the online video session is not working or the family feels uncomfortable with the process described above, a second option is possible. Ask the family to take a series of short videos on their phone or tablet and send them to your designated email. If this approach is selected, you still want to make sure you get a holistic picture of the child. The tips below may

help the family members put together video clips that will enable the team to determine the child's skill level.

The same process is followed as outlined in the letter to the family, with the exception of Step 4, the online video session. This would be replaced by the family doing their own videotaping during their own time. There will not be a need for a Play Plan. Instead, provide the family with some tips on what video clips will be helpful for them to capture. The team will then need to review the video and have the Debriefing at a separate time. A suggested timeframe for the family to create and upload video clips is three to four days. A support call after two days is recommended.

Tips for home video clips

1. Ask families to capture 5–10 minutes of a variety of the child's activities throughout the day, including:
 - a. Play with sibling(s) in typical play interactions (even if conflict is involved)
 - b. Play with parent or other adult with child's favorite toys and materials
 - c. Outdoor play (playground, tricycle, backyard)
 - d. Eating snack or meal
 - e. Dressing
 - f. Toileting
2. Encourage families to include different types of play, emphasizing the play that will focus on specific areas that were indicated on the Preliminary Information as being of concern.
 - a. Block or construction play
 - b. Cause-and-effect play with toys that move, have sound, lights, or interesting effects
 - c. Singing and dancing, if this is something the child enjoys
 - d. Art activities, such as drawing or using play dough

Option 3

This option is the most comprehensive, as it includes both a short online video session and supplementary home videos uploaded to the team. This option is useful, when the planned play session only captures part of the information needed. The team may also want to see aspects that were not seen or were not convenient at the time of the play session. For example, based on information from the family, the team may determine that seeing a range of motor activities is important. If the family lives in a small apartment and/or an outside play area is not available, motor activities at a local park may best be taped at another time. Option 3 is the most comprehensive, but many teams may not have the time needed to put all of these pieces together.

Each team will have to take into consideration the child, family, and team needs in order to determine which approach will work best. TPBA2 is meant to be a flexible process and teams will discover what works best as they start to implement the process with different families.

The following appendices contains the previously mentioned forms essential for completing a TPBA2 with an online video platform.

Appendix A: Process Letter to Parents

Process Letter to Parents

Dear _____ (name of parent),

Your child is scheduled for a developmental assessment on _____. Due to the requirement for schools and other evaluation agencies to be closed due to COVID-19, we are using an innovative approach for doing the assessment. We will use your computer or tablet and our team will use an online video platform, such as Zoom, to be able to connect with you and your child. Instead of a member of our team playing with your child in your home or school, we will ask you to play with _____ while we watch and take notes on the developmental skills we observe. We will support you by offering suggestions and guidance.

In order to do the best assessment, we can in this manner, there are several steps involved. We would greatly appreciate you doing the following to help prepare:

1. Preliminary Information

Please complete the Preliminary Information forms and return them to us online:

- *Child and Family History Questionnaire*
- *All About Me*
- *Routines Rating Form*

This information will give us an idea of any factors that may be impacting your child's development, what you see as your child's abilities, the concerns and priorities you have for your family, and how challenging the daily routines are for you and your child.

2. You've Got This!

Please complete the form called "*You've Got This!*" Check off any items you have in your household that could be used in the play-based assessment. The Family Facilitator will share this information with the rest of the team.

3. Brainstorming via online video

The assessment team will review all of your information and set a time to have an online video call. Together we will talk about suggested play activities that will allow the team to see a full range of your child's abilities.

These are just ideas! They build on what you have told us about your child and your environment. All of it is subject to change based upon what motivates your child the day we observe. Don't worry? No matter what you and _____ do, we will learn a lot.

4. Have Fun!

On the day of the assessment, we will send you a link by email inviting you to join us via online video. At the appointed time, you will click on the link and join our team. We will then have you

setup your computer, phone, or tablet in a way the we can watch you play on the floor, coffee table, or wherever you normally interact. We may need you to move the camera as the play activities move. At times we may offer suggestions or ask you questions during the play. Feel free to make comments to us or ask us questions as well. The most important part is that this be a *natural, fun* interaction with your child. We will probably take a couple of breaks to talk to you and watch _____ play independently. If siblings are around, it will be fun to watch them play together. Overall, we will probably be with you about 45 minutes. Don't worry the team is here to support you! If you need, we will offer suggestions.

5. Debrief

When we are finished observing, the team will give you a short summary of what they see as strengths, what are next steps, and some ideas for home. Depending on how your system plans for required meetings, this is a good time to schedule the IFSP or IEP meeting to develop a program plan for _____.

6. Team Discussion

After the play session, the team will use their professional observation notes, guidelines, and age tables to evaluate the skills they observed. They will determine as a team if the child has issues that qualify as special needs and, therefore, qualify your child for special services. They will also write a report summarizing their findings.

Appendix B: You've Got This!

YOU'VE GOT THIS!

You are a key member of our team! We will be able to do an assessment of _____ (child's name) by having our team watch you play together. Our team members will be online, and via video, watching and taking notes on what we see about your child's development. We may ask you to play with specific toys or try some ideas the team suggests in order to see specific things. In order to help you get ready for the play session, it will help us to know what types of toys and materials you have in your home. We will review your list and then give you some suggestions about what to have ready for the play observation.

Which of the following do you have at home? We don't expect you to have all of these! Any of these will be fine. The ones we suggest will depend on your child's age and developmental abilities. Please add any other items you know your child likes to play with.

<p>Household items</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pans with lids (for putting things in, hiding things, pretending to cook) <input type="checkbox"/> Wooden spoons (for making noise, pretending to cook) <input type="checkbox"/> Tongs (for picking things up) <input type="checkbox"/> Cookie tray (use for messy things) <input type="checkbox"/> Muffin tins <input type="checkbox"/> Paper towels or cloths (for cleaning up messy play) <input type="checkbox"/> Towel, wash cloth <input type="checkbox"/> Empty box (large enough for child to get in) <input type="checkbox"/> Plastic or paper plates, cups, and eating utensils <input type="checkbox"/> Large baking pan (to put sensory materials in) <input type="checkbox"/> Other: 	<p>Household tactile items</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shaving cream (for kids who don't mouth things) <input type="checkbox"/> Whipping cream/pudding (for those who like to put things in their mouths) <input type="checkbox"/> Dry Beans <input type="checkbox"/> Rice <input type="checkbox"/> Other:
<p>Snack</p> <ul style="list-style-type: none"> <input type="checkbox"/> Finger food (Cheerios, Goldfish, pieces of fruit) <input type="checkbox"/> Food that needs a spoon or fork (yogurt, pudding, pasta) <input type="checkbox"/> Something to drink <input type="checkbox"/> Open cup <input type="checkbox"/> Cup/bottle child typically uses <input type="checkbox"/> Other: 	<p>Art materials</p> <ul style="list-style-type: none"> <input type="checkbox"/> Crayon, markers, pencils, pens <input type="checkbox"/> Paper <input type="checkbox"/> Play dough <input type="checkbox"/> Glue <input type="checkbox"/> Child scissors <input type="checkbox"/> Pipe cleaners/yarn <input type="checkbox"/> Stapler

	<input type="checkbox"/> Hole punch <input type="checkbox"/> Tape <input type="checkbox"/> Stickers <input type="checkbox"/> Stamps <input type="checkbox"/> Water-color paints <input type="checkbox"/> Other:
Outdoor play <input type="checkbox"/> Playground set <input type="checkbox"/> Playhouse <input type="checkbox"/> Tricycle <input type="checkbox"/> Scooter <input type="checkbox"/> Bubbles <input type="checkbox"/> Balls <input type="checkbox"/> Sticks <input type="checkbox"/> Rocks <input type="checkbox"/> Stairs <input type="checkbox"/> Other:	Indoor motor play <input type="checkbox"/> Ball <input type="checkbox"/> Sit-on toy <input type="checkbox"/> Room to crawl, climb, run <input type="checkbox"/> Stairs
Doll play <input type="checkbox"/> Baby doll <input type="checkbox"/> Blanket <input type="checkbox"/> Play cooking/eating toys <input type="checkbox"/> Baby bottle (toy or real) <input type="checkbox"/> Doll clothing	Animal & People Sets <input type="checkbox"/> Toy animals (farm, jungle, dinosaurs, etc.) <input type="checkbox"/> Barn/Zoo <input type="checkbox"/> Tractor/Garage <input type="checkbox"/> Small/little people
Transportation play <input type="checkbox"/> Cars/Trucks (small) <input type="checkbox"/> Cars/Trucks (large) <input type="checkbox"/> Trains <input type="checkbox"/> Airplanes <input type="checkbox"/> Other	Blocks/Construction <input type="checkbox"/> Blocks (what kind do you have?) <input type="checkbox"/> Legos/Duplos <input type="checkbox"/> Wooden
Cause-and-effect toys <input type="checkbox"/> Toys with buttons and sounds <input type="checkbox"/> Toys with buttons and lights <input type="checkbox"/> Toys with mechanism to make toy move <input type="checkbox"/> Pop-up box <input type="checkbox"/> Musical instruments (what kind?) <input type="checkbox"/> Other:	Clothing <input type="checkbox"/> Dress-up costumes <input type="checkbox"/> Regular everyday clothing <input type="checkbox"/> Shoes/socks/boots <input type="checkbox"/> Coat

Appendix C: TPBA2 Summary Play Plan

TPBA2 Summary Play Plan

Name of Child _____

Plan Developed by _____ (family member)

Date of Assessment _____(professional)

The following are some ideas generated by you and the Family Facilitator during our planning call. These are listed in play sets, so it will be easier for you to have them ready and together when it is time to play. We started with what you indicated your child likes to do best and suggest other materials you could add-on to the play to extend it. We then listed a set that might help you make an easy transition to a new type of play. All of this is flexible, as we need to follow what your child is most interested in on the day of the assessment, but it should give us a good start.

Likes to play with: Suggested add-ons:
The above activities might connect with: Add-ons:
Another play set: Add-ons:
Snack: Add-ons:

Appendix D: TPBA2 Debriefing

TPBA2 DEBRIEFING

Name of Child _____

Date of TPBA2 _____

Team Members _____ [parent(s)]

Relative Strengths Across Developmental Domains	Next Steps or What Am I Ready For?	Ideas for Home

Appendix E: TPBA Home Activities Cheat Sheet

TPBA2 Home Activities Cheat Sheet

Purpose & Directions: This document is intended for teams to use to develop ideas for play activities and document on the Summary Play Plan. Pick out 2 to 3 types of play activities that you can plan with the family.

Facilitating Play:

- Follow the child’s lead in play. If they want to play with dinosaurs, then that is where is where the play begins.
- Give wait time (count to five slowly to yourself) for the child to respond to your requests and questions.
- Limit your questions, but if you do ask questions, make sure they are open-ended (e.g., not a yes/no question).
- Get down on the child’s level so that you can look them in the eyes when talking.
- Comment on what they are doing and what you are doing, then give wait time for them to respond.

<i>Type of Play</i>	<i>What you Can Do</i>
Pretend/Symbolic Play	<ul style="list-style-type: none"> • Use a doll/stuffed animal to act out pretend play sequences—feed, dress, identify body parts, put to sleep, comb/brush the hair • Kitchen play—cook the food, stir the food, sort the food, set the table, count the table settings (play with real kitchen items or pretend kitchen items) • Play with small figures—doll house/farm/garage • Other pretend play schemas—Veterinarian, Doctor’s Office, Restaurant, Coffee Shop, Grocery Store
Sensory Play	<ul style="list-style-type: none"> • Use pots & pans play with sensory materials • Water, beans, rice, play dough • Dumping & filling • Count scoops • Hide toys • Match & sort small toys/animals/blocks/Legos/spoons
Play with Books & other Literacy Materials	<ul style="list-style-type: none"> • Present the book upside down and see if the child orients the book in the correct way • Read a short story, pause at the end of sentences and wait for the child to fill in a familiar word or sound • Point or name pictures • Match pictures • Play with magnet letters on cookie sheets • Look at photo albums together and name familiar people
Sorting/Matching Concepts	<ul style="list-style-type: none"> • Use toys or everyday household items such spoons, cups, bowls, tools, muffin tins • Compare shapes, sizes, colors, textures • Classify animals, plants, vehicles • Other concepts: Big/small; tall/short; fuzzy/smooth; hard/soft; open/close, high/low, in/out; on top; below; under; between; over
Numbers & Counting	<ul style="list-style-type: none"> • Use toys or everyday household items to count, measure, compare such as, dishes, utensils, balls, blocks, stairs, plants, chairs, • More/less, long/short, big/small • Give me one/two/all/some • Rote counting

	<ul style="list-style-type: none"> • One-to-one correspondence (giving each item a number as they count) • Cardinality (naming the last number in a set after counting. Ex. The child counts ten objects, then you say, “How many?” If the child says 10, they have that skill; if the child starts counting again, they do not have that skill) • Subitizing (saying the number of objects in a small set without counting-up to five)
Block/Constructive Play	<ul style="list-style-type: none"> • Stacking blocks/Legos/Duplo’s • Creating designs—train, bridge, house, Zoo, • Making patterns • Compare shapes, sizes and colors
Writing/Drawing/Cutting	<ul style="list-style-type: none"> • Use paper, crayons, markers, pencils, pens to write, draw and cut • Scribbling • Vertical/Horizontal lines; Circle with an end point • Draw a person • Cut/snip with scissors • Snip colorful straws and then pick up the small pieces and string them on a pipe cleaner or yarn • Folding paper to make a book • Copy letters and words • Write a letter to a loved one and draw a picture
Problem-Solving (including fine motor manipulation)	<ul style="list-style-type: none"> • Use toys and everyday household materials to practice problem-solving • Nesting cups, bowls • Cause-effect toys—things that have buttons; Wind-up toys • Musical instruments • Opening containers/twisting tops off (save plastic containers) • Stringing beads • Creating problem-solving situations • Puzzles—one-piece/multi-piece/interlocking
Memory	<ul style="list-style-type: none"> • Hide a toy and then wait a couple of minutes for the child to find. • Give 1-2-3 step directions, such as, “Give me the block” (1-step). “Put the block on the table and give me the book” (2-step). “Get the ball, roll it to your brother, and hop like a bunny” (3-step). • After reading a story, have the child retell the parts they remember. • Talk about a special event or activity that happened in the past, such as going to the Zoo, visiting a grandparent, going on vacation.
Gross Motor	<ul style="list-style-type: none"> • Inside or outside try the activities below • Walk, crawl, run, hop, skip • Walk backwards, sideways • Ride a bike/tricycle • Jump down from a low step • Climb up and down stairs • Jump over a piece of tape • Walk on a line or piece of tape on the floor • Climb on furniture • Kick a ball, catch a ball • Make an obstacle course in house or backyard that includes walking, climbing, crawling, jumping

Appendix F: HOME VIDEO OPPORTUNITIES

It will be helpful to our team if you video several different routines of the day, particularly those that are the most difficult for you and/or your child. Below we provide you with some suggestions for things you can add to the routines to make them more playful and allow the team to see more developmental skills. In the second column you will have an opportunity to brainstorm with the team what you can do with the materials you have in your home. This can be combined with the Play Plan form to cover both Routines and Play Activities.

Daily Routine	Ideas for You
<p>BATHTUB PLAY Add:</p> <ul style="list-style-type: none"> • Measuring cups, spoons, plastic bowls • Floating and sinking toys • Bubbles • Favorite toy (e.g., dinosaur, truck) • Wash cloth, sponge, dish brush <p>Talk about:</p> <ul style="list-style-type: none"> • What items are called • What the items are for • What is happening • Count objects • Wash items • Put items together in different ways • Name and wash body parts 	
<p>SNACK or MEALTIME Add:</p> <ul style="list-style-type: none"> • Paper plates, cups, plastic utensils • Pots, pans (for “cooking”) snack • Tongs for serving snack • Dolls and stuffed animals for a party • Play dough for making cookies, cakes <p>Talk about:</p> <ul style="list-style-type: none"> • Labels of items • What you are doing (cooking, serving) • What you are eating • Ask for certain color of plate or spoon number of crackers, etc. • How the food tastes, smells, feels 	

<p>READING BOOK</p> <p>Add:</p> <ul style="list-style-type: none"> • Action figures, dolls, stuffed animals to read to or act out stories • Have props in the book (leaves, rocks, clothing, etc.) <p>Talk about:</p> <ul style="list-style-type: none"> • Who is in the book • What is happening • Why it is happening • How the characters feel • How the child feels • What the characters should do <p>Let the child lead.</p>	
<p>DRESSING</p> <p>Add:</p> <ul style="list-style-type: none"> • Mom, Dad or siblings clothing • Doll and doll's clothing <p>Talk about:</p> <ul style="list-style-type: none"> • Which is the child's shirt, pants, etc. • Help fold or put into each person's Pile • Take turns dressing doll and self with each piece of clothing • Let child try to do as much independently as possible • Put pieces on wrong body part for fun 	
<p>PLAYTIME: SEE PLAY PLAN</p>	