



The P.L.A.Y. Project® Professional 2-day Conference Frequently Asked Questions FAQs

Q: What will I learn at the training?

Through lecture, discussion and case studies Dr. Solomon and his team will outline The PLAY Project model, teaching attendees the specific methods that have been shown to work for hundreds of families and their young children with autism. During this two-day training attendees will learn:

- the fundamentals of of play-based intervention, including an introduction to DIR (also know as “Floortime”), play strategies, methods and techniques;
- how ‘affect’ drives growth and development;
- the importance of the child’s neurological ‘Comfort zone’;
- how to accurately profile the child with ASD according to Greenspan’s 6 stage DIR theoretical framework.
- how to apply the principles, strategies, methods, and techniques using the PLAY Project’s unique ‘Skill Sequence’, and ultimately;
- how to use PLAY Project intervention techniques with children with ASDs

Q: How long is the training?

The training takes place over two days (typically a Friday and Saturday). A typical schedule looks like this:

Conference Schedule:	
Day 1	Day 2
9:30AM: Registration 10:00AM – 12:00AM <ul style="list-style-type: none"> • Overview of The PLAY Project Model • Watch & Learn Video Case Studies: DIR Functional Developmental Levels 1-3 12:00 – 1:00 <ul style="list-style-type: none"> • Lunch 1:00PM – 4:00 <ul style="list-style-type: none"> • Watch & Learn Video Case Studies: DIR Levels 3-5 	10:00AM – 11:00AM <ul style="list-style-type: none"> • Watch & Learn Video Case Studies: DIR Levels 5-6 11:00AM – 12:30 Noon <ul style="list-style-type: none"> • PLAYing with Speech and Language 12:30 – 1:30 <ul style="list-style-type: none"> • Lunch 1:30-3:00 <ul style="list-style-type: none"> • Discussion about working with Families

Q: What teaching methods are used?

The conference includes in-depth analysis of PLAY and DIR methods, using video case studies, small group discussion, and expert assessment by Dr. Solomon and team.



Q: Can I get CEUs?

Though the P.L.A.Y. Project does not offer CEUs, many professionals are able to apply for credits in their field. We provide a certificate of attendance (with number of contact hours documented) and a list of course objectives. If a professional needs additional information to apply for CEUs, we will be happy to assist in the process. Past attendees have successfully obtained CEUs in a number of fields, including psychology, social work, speech and language pathology, teaching and occupational therapy.

Q: What if I want to pursue more in-depth training?

The P.L.A.Y. Project offers a more intensive [Agency Training](#), which includes a 4-day training and one year of long-distance supervision. Agency Training provides the tools to set up The P.L.A.Y. Project Home Consulting Model in communities across the country and includes full certification and licensing.

You can find more information on the 4-day Agency training here: http://www.playproject.org/training_agency_4dayretreat.php

Q: What is the difference between the 2-day and 4-day training?

The 2-day professional conference is for professionals who want to learn developmental, play-based approaches in order to incorporate them into their current professional practice. The 4-day training is meant for professionals interested in becoming PLAY Home Consultants, and is the beginning of a much more intensive year-long training process. Professionals who attend the 2-day conference are essentially “sitting in” on the first half of this 4-day training, which focuses on the clinical and therapeutic aspects of The PLAY Project. The last 2 days focus on implementing home visits, administering assessments and feedback, and jump-starting a community-based PLAY program.

Q: Which children benefit most from The P.L.A.Y. Project?

The P.L.A.Y. Project is most effective for young children with autism who are 18 months to 6 years of age. The intervention continues to be effective for older children but progress occurs more slowly, as all children over 7 years old enter into a new, less flexible neurological stage of growth. The P.L.A.Y. Project has been shown to be effective for the whole range of Autism Spectrum Disorders (ASDs), including autism proper, PDD-NOS (pervasive developmental disorder not otherwise specified) and Asperger Syndrome.

Q: In what setting can The P.L.A.Y. Project techniques be implemented?

The P.L.A.Y. Project is based in the home in order to provide the level of intensity and the number of hours needed, but the techniques and skills can be adapted to any environment. At the supermarket, in the car, during other therapies—you can use any occasion to deepen and enrich your relationship with your child with ASD. We have also trained teachers and therapists to deliver P.L.A.Y. techniques in the school setting.



Q: Can P.L.A.Y. be used in schools?

The PLAY Project methods and techniques can be helpful for school personnel to improve the quality of interactions with children with ASD even for brief interactions. For The PLAY Project model to be “intensively” practiced in a school setting, the staff must be able to spend at least two hours per day engaged with the child—this can occur if para-professional staff are assigned for one-on-one time with the child. Trained school therapists and teachers may also provide training to parents. The program has been implemented in many schools.

