



Clinician Manual



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Welcome to Chat!

As a Chat Clinician you will be providing important treatment to children 6 and under and their families. Chat is an empirically based parent-mediated naturalistic developmental intervention, meeting all requirements of the National Standards project.

Chat is comprised of 8 components;

1. Developmental Milestones
2. Sensory Profiles
3. Naturalistic
4. Imitation
5. Joint Attention
6. Social Attention
7. Behavioral Strategies
8. Play

Throughout your training you will be utilizing elements from this Clinician Manual as well as the corresponding Chat Parent & Caregiver Manual. Both are essential to become familiar and confident with. As the clinician, you will determine the order and pace you move through the Parent & Caregiver Manual with the family. The resources in the Clinician manual are items you will use with the family during your Chat assessment, treatment and reassessment.

Parent & Caregiver Manual

Chat Modules

Handouts

Work Sheets

Clinician Manual

Assessment Tools

Feedback Forms

Agendas and Planning Templates

When you complete the Chat training you will partner with Chat mentors. The Chat mentors are experienced Chat clinicians who can help support you and continue to mentor you as you navigate your first six months of providing Chat. We require that you meet with a mentor 3 times over those first six months. One time must be during your first month of providing Chat and then the remaining times may be whenever you find it helpful. You can of course meet more if needed.



Types of Chat Sessions

Chat sessions can occur either in person at the client's home, via telehealth or occasionally at a clinic or other community location. The focus of sessions is to work with families to implement the Chat curriculum at a pace and in an order that works for the family.



Chat Session

A Chat session is a meeting between the Chat clinician and caregivers and child. It is naturalistic and based on the priorities identified by the family. The clinician guides the family through the Chat modules, worksheets and handouts as appropriate. Modeling, live coaching and focused conversations are used throughout.



Video Feedback Session

A video feedback session is where caregiver and Chat clinician are present. The video (captured by the caregivers outside of session or recorded during a previous session) is reviewed together. The clinician guides the parent to identify what strategies they implemented and supports the parent in making observations about their interactions with the child.



Chat Forms and Handouts

These forms are used throughout assessment and treatment in Chat. Please refer to the list below to understand when each form/handout is used.

Form	When to Use it
Assessment	
Preparing for Assessment	Sent to family prior to Chat assessment
Behavior Assessment	Sent to the family prior to Chat assessment and reassessment
Milestone Checklist	Sent to the family prior to Chat assessment and reassessment
Milestones Tracker	Completed using the milestones checklist and put into report template
Sensory Needs Checklist	Completed during the assessment as a conversation between clinician and caregiver
Routines	Completed during the assessment as a conversation between clinician and caregiver
Play Stages	Completed during the assessment as a conversation between clinician and caregiver
Treatment	
Session Agenda	Used to plan out session
First Two Weeks Family Plan	Completed and sent after Chat assessment appointment
Monthly Video Feedback	Completed before and during session, then emailed to family within 24 hours
Post Visit Summary	Completed after every other session and emailed to family within 24 hours <i>The After Visit Summary and Weekly Family Treatment Plan are not completed at the same time. Complete one and then the following session complete the other. Continue flip-flopping between the two.</i>
Weekly Family Treatment Plan and After Visit Summary	Completed after every other session and emailed to family within 24 hours <i>The After Visit Summary and Weekly Family Treatment Plan are not completed at the same time. Complete one and then the following session complete the other. Continue flip-flopping between the two.</i>





Chat Clinician Training Guide

These forms are used throughout assessment and treatment in Chat. Please refer to the list below to understand when each form/handout is used.

Clinician Training Unit	Training Artifacts	Parent-Facing Module	Worksheet's and Handouts
Training Unit 1: An Introduction to Chat	• Intro to Chat PPT • Review Parent & Caregiver Manual • Review Clinician Manual	Let's Chat	
Training Unit 2: Why Development is Important to Parents		My Child's Development	• Potty Training • Readiness Handout • Potty Training Visual Aid
		Why is My Child Doing This?	• Coping with Tantrums • Handling Tantrums
		Behaviors are Hard: Responsive Strategies for Behavior	• Co-regulation and self regulation • Power struggles worksheet
		Let's Play: Stages of play and how to engage	• Chat Play Techniques • Adding Play into your family's routines • Play stages: joint attention • Play stages: requesting • Play stages handout
Training Unit 3: The How of Chat (Assessment and Reassessment, video modeling sessions, weekly caregiver training, reporting templates)	• Assessment Report Template • Progress Report Template • Milestone Tracker • Sensory Needs Checklist • Developmental Milestones Master List • Chat Session Agenda • Weekly Family Treatment Plan • After Visit Summary	Preparing for Assessment	
		My Child's Sensory Profile	• Food Textures Handout
			• Picky Eaters Handout



Clinician Training Unit	Training Artifacts	Parent-Facing Module	Worksheet's and Handouts
Training Unit 4: Teaching Parents and Caregivers (Parent Mediated Treatment)		Making Chat work for your family: A naturalistic Approach	
Training Unit 5: Speech and Language Overview		Chatting is more than talking: Social Communication	- Using gesture and signs to support language - Play Stages: Social Joint Attention - Play stages: requesting
		I do what you do: learning through imitation	- Imitation worksheet - Songs - Imitation planner
Training Unit 6: - Chat Mentorship & Training Review - Case Studies - Q & A - Intro to Mentorship			



Assessment



Preparing for Your Chat Assessment

Welcome to the Chat assessment! This is when you and I (your Chat Clinician) will collect specific information to build your child's treatment plan to guide our work together. I have attached a **milestones checklist** and **behavior assessment** for you to fill out before our first live appointment. If you're unsure how to respond to a question, leave it blank and we can go over it together.

Keep in mind that no child meets all milestones for their age and many, even those without a developmental delay, work on milestones younger than their age. The most important reason to learn where your child is in their development is so we can create a plan to help them reach more milestones.

Typically, Chat assessments take place over one or two meetings, and your child will need to be present for some. If we haven't already, we will work on specific scheduling and accommodations for this. Please plan to be somewhere your child is comfortable playing and have some preferred objects nearby. It will be important for me to see natural interactions between you and your child during the assessment. During these meetings, I may guide some interactions or just spend some time observing. We will also spend time without your child, so we can have a focused conversation. Some areas we will talk about include:

- Routines (e.g., bedtime, playtime, getting dressed)
- Play
- Problem Behaviors (e.g., tantrums, noncompliance)
- Your Goals and Priorities

Finally, please write down any questions, thoughts or goals you may have so we can talk about them when we meet. You can also send them to me between appointments using your myBrightlink app.





Behavior Assessment for Parents

	How often does this behavior occur?			What is the behavior like?	
	Never	Sometimes	Always	Can be easily redirected. It doesn't stop them from engaging in other activities	It's hard to redirect them. It stops them from engaging in other activities?
1 Engages in temper tantrums	☐	☐	☐	☐	☐
2 Shows defiant behavior (e.g., yells when upset, ignores caregivers' directions)	☐	☐	☐	☐	☐
3 Gets upset with major change in routine (e.g., has trouble with transitions like cries, whines, pouts)	☐	☐	☐	☐	☐
4 Becomes distressed and can't be soothed or calmed	☐	☐	☐	☐	☐
5 Mouths or eats non-food items	☐	☐	☐	☐	☐

Additional notes:





Chat Developmental Milestones

Social and Emotional Development

Select the Option that Best Applies

		Never	Sometimes	Always
Ages 6 months – 18 months				
1	Looks at you, moves or makes sounds to get or keep, caregivers' attention	☐	☐	☐
2	Knows familiar faces and begins to know if someone is a stranger Smiles when caregiver walks up Is shy or fearful around strangers	☐	☐	☐
3	Likes to look at self in a mirror Gets excited when a mirror is in front of them	☐	☐	☐
4	Laughs	☐	☐	☐
5	Looks when caregivers call their name	☐	☐	☐
6	Reacts when caregivers leave Reaches for you or cries	☐	☐	☐
7	Cries when mom or dad leaves Gets sad when caregivers leave the house or room	☐	☐	☐
8	Smiles or laughs when you play "peek-a-boo"	☐	☐	☐
9	Plays games with you, like pat-a-cake	☐	☐	☐
10	Shows several facial expressions, like happy, sad, angry, surprised	☐	☐	☐
11	Copies other children when playing Like taking a toy out of a container when another child does	☐	☐	☐
12	Claps when excited	☐	☐	☐
13	Shows you an object they like Holds an object up when they are playing	☐	☐	☐
14	Hugs stuffed dolls or other toys	☐	☐	☐
15	Shows you affection Such as giving hugs, cuddles or kisses	☐	☐	☐



Social and Emotional Development, cont.

Select the Option that Best Applies

	Never	Sometimes	Always
Ages 18 months – 3 years, cont.			
16 Points to show you something interesting Points to a toy they like to play with	☐	☐	☐
17 Puts hands out for you to wash them Has an understanding of washing hands, but has caregivers wash them	☐	☐	☐
18 Looks at a few pages in a book with you Enjoys looking at a book	☐	☐	☐
19 Helps you dress them Pushing an arm through sleeves or lifting foot when getting dressed	☐	☐	☐
20 Moves away from you, but looks to make sure you are close by	☐	☐	☐
21 Notices when others are hurt or upset. Child will pause or look sad when others are crying	☐	☐	☐
22 Looks at your face to see how to react in a new situation.	☐	☐	☐
23 Shows you what they can do by saying “look at me!” when they do something new	☐	☐	☐
24 Follows simple routines when told Helps pick up toys when told “it’s clean up time”	☐	☐	☐
Plays mainly beside other children, but is beginning to include other children			
25 Offers a block to a peer building a tower next to child. Plays chase briefly outside with two peers, and then goes to play alone in sandbox.	☐	☐	☐
Ages 3 years – 4.5 years			
26 Can calm down within 10 minutes after caregiver leaves them Such as after at daycare or preschool drop off.	☐	☐	☐
27 Shows affection for friends without prompting Will run up to friends and give them hug when they are crying	☐	☐	☐
28 Notices other children and joins them to play Sees children playing in the sandbox and joins	☐	☐	☐
Enjoys being a “helper”			
29 Happily carries a loaf of bread from the car to the house after a grocery store visit	☐	☐	☐
30 Pretends to be something else during play like a teacher or a cat	☐	☐	☐



Social and Emotional Development, cont.

Select the Option that Best Applies

		Never	Sometimes	Always
Ages 4.5 years – 6 years				
31	Avoids danger Does not jump off tall items like a playground	☐	☐	☐
32	Would rather play with others than by themselves Finds a group of children to play with at the park instead of being by themselves	☐	☐	☐
33	Changes behavior based on where they are. May act differently when at home verses when at preschool	☐	☐	☐
34	Follows rules or takes turn when playing games with other children.	☐	☐	☐
35	Does simple chores at home Clears the table after eating, puts cup in the sink when done	☐	☐	☐
36	Likes to sing and dance Enjoys singing songs in the car or at home Enjoys dancing around the living room when watching a sing along movie	☐	☐	☐
37	Can tell what is real and what is make believe When given a stuffed animal dog, they can say that it is fake	☐	☐	☐
38	Shows more independence Able to get their own snacks	☐	☐	☐



Language and Communication Development

Never

Sometimes

Always

Ages 6 months – 18 months

39 Responds to sounds by making sounds
Starts babbling when they hear other sounds

☐
☐
☐

40 Blows “raspberries”
Sticks tongue out and blows

☐
☐
☐

41 Makes different sounds like “amamama” and “bababa”

☐
☐
☐

42 Understands “no”
Will stop what they’re doing when they hear no

☐
☐
☐

43 Makes squealing noises

☐
☐
☐

44 Says simple words
Says “mama” and “dada”
Exclamations like “uh-oh!”

☐
☐
☐

45 Uses simple gestures
Shakes head “no”
Waves “bye-bye”

☐
☐
☐

46 Looks at a familiar object when you name it

☐
☐
☐

47 Follows directions with both a gesture and words
Hold out hand and say “give me toy”

☐
☐
☐

48 Points to ask for something or to get help
Child points to object that they want

☐
☐
☐

Ages 18 months – 3 years

49 Tries to say three or more words besides “mama” or “dada”

☐
☐
☐

50 Says at least two words together like “more milk”

☐
☐
☐

51 Points to things or pictures when they are named
“Where’s the airplane,” child points to the airplane in the sky

☐
☐
☐

52 Knows names of familiar people and body parts
Name people in their family
Point to pictures of friends and say their names

☐
☐
☐

53 Uses more gestures other than waving and pointing.
They can blow kisses or nodded for yes

☐
☐
☐

54 Follow simple instructions
Hold up two fingers when asked, “Show me two” or “How old are you?”
Gets jacket after an adult communicates, “Get your jacket.
It’s time to go outside.”

☐
☐
☐


Language and Communication Development, cont.

Select the Option that Best Applies

	Never	Sometimes	Always
Ages 18 months – 3 years, cont.			
55 Says about 50 words	☐	☐	☐
56 Says words like “I” “me” or “we” When talking will say “I want water”	☐	☐	☐
Ages 3 – 4.5 years old			
57 Talks in conversations using at least two back and forth exchanges Child asks for more bubbles in their bath, after caregiver responds, child adds a comment or asks a question about the bubbles.	☐	☐	☐
58 Asks “who” “what” “where” or “why” questions May ask “where is mommy?”	☐	☐	☐
59 Says what action is happening in a picture or book when asked When asked “what is the dog doing?” child might say “it is running.”	☐	☐	☐
60 Says first name When asked, can say their name	☐	☐	☐
61 Says sentences with four or more words	☐	☐	☐
62 Can talk about at least one thing that happened during the day. “I played on the swings today”	☐	☐	☐
63 Can answer simple questions “What is a coat for?” “What do you do with a crayon?”	☐	☐	☐
Ages 4.5 – 6old			
64 Keeps a conversation going with more than three back-and-forth exchanges May include questions, comments and exclamations	☐	☐	☐
65 Say some words from a song or says a nursery rhyme Will sing the itsy-bitsy spider without help	☐	☐	☐
66 Tells stories Tells a detailed story, even if it is make-believe	☐	☐	☐
67 Answer simple questions about a book or story after you read or tell it to them	☐	☐	☐
68 Uses or recognizes simple rhymes Bat-cat or ball-tall	☐	☐	☐
69 Tells a simple story using full sentences Talks about their weekend in full sentences	☐	☐	☐
70 Talks about a book that was read to them in full sentences	☐	☐	☐



Cognitive Development

Select the Option that Best Applies

	Never	Sometimes	Always
Ages 6 months – 18 months			
71 Closes lips to show they don't want more food	☐	☐	☐
72 Brings things to mouth Explores items with their mouth	☐	☐	☐
73 Looks for objects when dropped out of sight Spoon falls on the ground they look for it	☐	☐	☐
74 Finds hidden things easily When asked to find favorite item, will go find it	☐	☐	☐
Bangs two things together 75 Enjoys hitting items together Gets excited when banging items together to hear the noise	☐	☐	☐
76 Explores things in different ways Likes to shake, bang and throw item to see what will happen	☐	☐	☐
77 Tries to use things the right way Pretend phone, a cup or book	☐	☐	☐
78 Stacks at least two small objects	☐	☐	☐
Ages 18 months – 3 years old			
79 Points to get the attention of others Points at a plate of crackers then at caregivers to communicate "more" Points to an airplane in the sky and looks at their caregivers	☐	☐	☐
80 Copies caregivers doing chores Will get a broom and sweep when caregiver does	☐	☐	☐
81 Points to one body part When asked to point to their nose, they can do so	☐	☐	☐
82 Tries to use switches, knobs or buttons on a toy	☐	☐	☐
83 Knows what ordinary things are for like phone, brush or spoon Holds a phone up to their ear Uses a brush to brush their hair	☐	☐	☐
84 Finds things even when they are hidden under something Looks for toy bear when caregiver asks, "Where's your bear?" Finds a hidden toy, even under two or three blankets	☐	☐	☐
85 Shows they know at least one colors Identify a color when they are named; for example, get a red ball from the bin of multicolored balls when their mother asks for the red one.	☐	☐	☐
86 Play simple make-believe games Imitate simple actions that they have observed adults doing; for example, take a toy phone out of a purse and say hello as a parent does. Pretend to drink from an empty cup by making slurping noises and saying "ah" when finished	☐	☐	☐



Cognitive Development, cont.

Select the Option that Best Applies

	Never	Sometimes	Always
Ages 18 months – 3 years old, cont.			
87 Shows simple problem-solving skills Will stand on a foot stool or gets a chair to stand on to reach something up high	☐	☐	☐
88 Follows two-step instructions Follows request to "push your chair in and wash your hands."	☐	☐	☐
Ages 3 – 4.5-year-old			
89 Draws circles when they are shown how	☐	☐	☐
90 Avoids touching hot objects Will stay away from the stove when you warn them	☐	☐	☐
91 Can tell what is coming next in a known story	☐	☐	☐
92 Can draw a person with three or more body parts Can draw a body and arms on a stick figure drawing	☐	☐	☐
Ages 4.5 – 6 years old			
93 Counts to 10 Can count to 10 when asked	☐	☐	☐
94 Able to name some number between 1-5 when you point to them	☐	☐	☐
95 Name some letters in their own name	☐	☐	☐
96 Uses words about time such as: Yesterday Tomorrow Morning Night	☐	☐	☐
97 Pays attention for 5 to 10 minutes during activities Is able to make arts and crafts without leaving the table	☐	☐	☐
98 Plays board or card games Understands the rules of common games	☐	☐	☐
99 Counts 10 or more items When asked to count how many slices of fruit they have, they do it correctly	☐	☐	☐
100 Can print some letter that are in their name Able to write their own name	☐	☐	☐





Sensory Worksheet

	Over-Responsive (need less)	Under-Responsive (need more)
Tactile (Touch)	☐ Avoids or is overly sensitive to physical touch ☐ Doesn't like tickles or is excessively ticklish ☐ Avoids hugs ☐ Sensitive to tags, seams, etc. on clothing ☐ Dislikes hair brushing, nail trimming, getting a haircut ☐ Dislikes sticky or messy hands or face ☐ Avoidance of bare feet in sand or grass, touching dirt, sand or messy materials (e.g., finger painting)	☐ Puts items in mouth ☐ Holds objects ☐ Runs into people or objects ☐ May be unaware of light touch ☐ Likes tight hugs or tight clothes ☐ Always seeking touch from others ☐ Doesn't mind messy hands or face ☐ Unintentionally rough with others ☐ Seems to touch everything
Vestibular (Movement)	☐ Prefers more sedentary activities ☐ Avoids chase games ☐ Dislikes swinging, sliding or anything requiring feet to be off the ground ☐ Fearful of unstable surfaces (escalators, elevators, etc.) ☐ Fearful of heights ☐ Gets motion sick easily	☐ Seems like they are constantly moving ☐ Seek out spinning, swinging, being upside down, jumping, rocking ☐ Increased visual attention to spinning objects (e.g., overhead fans) ☐ Impulsive movement ☐ Leans chair back when seated ☐ Frequently gets up or walks around when not supposed to in class
Proprioceptive (body position)	Many resources do not seek proprioceptive input as being over-responsive as proprioceptive input is always considered helpful to the nervous system ☐ Frequent falling ☐ Clumsiness or poor balance ☐ Poor posture, slumps in seat ☐ Poor body awareness ☐ Uses too little pressure when writing or coloring	☐ Enjoys jumping, climbing, wrestling, crashing ☐ Walks on toes or walks heavily ☐ Sucks thumb/fingers, chews on cloths/toys ☐ Grinds teeth, cracks knuckles ☐ Enjoys tight hugs and being squished ☐ Self-abusive behaviors-punching, biting, head-banging ☐ Prefers tight fitting clothes or pressure on their body ☐ Uses too much or too little force on objects
Visual	☐ Dislikes bright lights or seems sensitive to the sun ☐ Struggles with sudden changes in lighting ☐ Dislikes visually busy or cluttered places ☐ Avoids eye contact ☐ Rubs eyes often	☐ Brings toys, hands or objects close to face ☐ Prefers light up toys or toys with movement



Auditory (Sound)	☐ Dislikes noisy places ☐ Startles easily to unexpected sounds, may cover ears ☐ Easily distracted or bothered by background noises ☐ Asks others to be quiet ☐ Hums to block out background noise	☐ Seems unaware of sounds ☐ Seeks noise making toys ☐ May not consistently respond to name (always rule out hearing loss as an initial cause) ☐ Makes silly sounds at inappropriate times or frequently ☐ Hums in order to hear the sound of humming
Smell/Taste	☐ Reacts to strong scents, notices smells others don't ☐ Plugs nose, avoids places with strong scents ☐ Limited food preferences ☐ Dislikes mixed textures (cereal and milk, chunky soup) ☐ Avoids certain textures ☐ Difficulty tolerating teeth brushing ☐ Drooling	☐ Smells and licks inedible objects ☐ Likes strong odors ☐ Prefers strong flavored food ☐ Chews or bites on clothing

Additional notes:

Complete this section after the assessment	Over-Responsive Sensory Types: ☐ ☐ ☐ ☐ ☐ Activities to try: ☐ ☐	Under-Responsive Sensory types: ☐ ☐ ☐ ☐ ☐ Activities to try: ☐ ☐
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Clinician Play Stages Worksheet

Talking points:

This worksheet will help us determine what stages and types of play your child is currently engaging in when they start their Chat program. You can also use this as a guide throughout treatment as your child moves through the play stages. Knowing the type(s) of play your child engages in will help me coach you to play with your child. As the parent, you will then be able to join your child's play more efficiently, and then you'll both be able to implement the strategies of Chat effectively.

Instructions:

The first step in using this worksheet is to observe the child playing to see what types of play they are engaging in. This can be done by video or direct observation or by parent report. Many children engage in more than one type of play so you may check more than one. Once you determine the type(s) of play the child is engaging in, you'll be able to see what stage of play the child is in. This may help explain certain play behaviors for some families, such as when a child prefers to play alone versus involving their parents. For others it may then make sense why their child isn't using pretend play yet, such as if their child is only two years old. For most families, it will be a guide you use together to monitor their child's play development so the parents can join with their child in the most effective, and FUN, way.

Descriptions	What it might look like	Observed	Reported	Notes
Exploratory Play				
Children play with toys by exploring with their senses such as touching, mouthing, visually examining, smelling, banging, throwing, and dropping the toy or object.	• Putting hands, objects in their mouths • Banging objects together, clapping hands • Looking at toys from various angles • Dropping, throwing toys/objects			
Combinatorial Play				
Children combine toys together by nesting one object in another, putting objects in containers, lining, stacking, or ordering toys in certain ways.				



Descriptions	What it might look like	Observed	Reported	Notes
Cause and Effect				
Cause and effect play teach children that their actions can cause something to happen.	• Dumping out toys • Pushing buttons or switches • Dropping food or toys on the floor for adults to pick up			
Functional Play				
Children using most common toys or objects to their appropriately functions.	• Rolling a ball • Pushing a car or train • Stacking or building with blocks • Puzzles			
Self-Directed Pretend Play				
Children direct some basic pretend play action towards themselves. <i>Sometimes called open-ended play.</i>	• Feeding a doll • Making a cape out of a sheet and "flying" around the house			
Other Directed Pretend Play				
Children direct basic pretend play towards another person or other toys.	• Child pretends to listen to your heartbeat for a checkup • Child pretends to feed you something • Child pretends to pour something in a cup and have you drink it			
Pretend Play				
Children to use objects, actions, or ideas to represent other objects, actions, or ideas as play.	• General category of pretend play			
Complex Pretend Play				
Children link several pretend actions together to tell an extended story with toys.	• Building a city with Legos and having the trains and cars go from one place to another • Feeding a baby doll, taking her for a stroller ride, then putting her to bed			



Chat

Play Stages

Stage	Description
Unoccupied	The play lacks social interaction, objectives, and language. Children engage in Unoccupied Play by observing their world and move their bodies. Think about a happily baby watching a cat's tail moving kicking his or her arms and legs with excitement.
Solitary	The child plays alone rather than playing with friends. Solitary Play is more focused and lasts longer than Unoccupied Play. Think about a 18 months old who is playing with blocks and is focused on stacking blocks.
Onlooker	Child may watch other children play, is engaged socially, may talk with the other children but may not fully engaged in the play or game. Think about a 3-year-old girl watching a group of girls playing house with dolls holding her own doll and making comments about the house game while watching.
Parallel	When children play independently in the same area and with the same materials. They may observe and mimic each other but they have their own goals and communication is limited. Picture two children seated at the same table but focusing on their own playdoh creations.
Associative	Children engage in social play with peers with shared materials but may do their own thing. Think about two children coloring together, talking and sharing crayons but drawing their own pictures while sharing materials, ideas, and conversation.
Cooperative	This is the most social and organized form of play. Children share a goal and work together to reach the goal. They also share resources, make compromises for the common good, and take turns. Think about children working together to make a poster for a school project, planning and sharing while talking with each other.

Play Stages	Unoccupied 0-3 Months	Solitary 3 Months-2.5 Years	Onlooker 2.5-3.5 Years	Parallel 3.5-4 Years	Associative 4-4.5 Years	Cooperative 4-4.5 Years
Types of Play	Exploratory Play					
		Combination Play				
		Cause & Effect Play				
		Functional Play				
		Self-Directed Pretend Play				
					Other Directed Play	
					Pretend Play	
						Complex Pretend Play





My Child's Routines

Caregiving	Family/Community
Diapering/Toileting	Mealtimes
Morning	Leaving Home (e.g., going to school/daycare)
Bedtime and Sleep	Errands/Regular Activities
Bath time	Family Chores
Play	Play Literacy
Play Materials	Reading/Drawing
Outside Play	Songs/Rhymes
Community/Family Play	TV/Video

*Adopted from the University of Florida's Family Guided Routines Based Intervention Open Access Model





Treatment





Chat Parent & Caregiver Manual Tracker

Client Name:

Parent(s)/caregiver(s):

Module/Worksheet/Handout	Provided	Date
Let's chat: an introduction to the chat program	☐	
My child's development	☐	
Potty training readiness handout	☐	
Potty training visual aid	☐	
Why is my child doing this?	☐	
Coping with tantrums	☐	
Handling tantrums	☐	
Setting up your child for success: proactive strategies for behavior	☐	
Sleep diary	☐	
Behaviors are hard: responsive strategies for behavior	☐	
Co-regulation and self-regulation	☐	
Power struggles worksheet	☐	
Let's play: stages of play and how to engage	☐	
Scaffolding video	☐	
Chat play techniques	☐	
Adding play into your family's routines (not available/under revision)	☐	
Play stages handout-joint/social attention*	☐	
Play stages handout-requesting*	☐	
Play stages handout	☐	
My child's sensory profile	☐	
Food textures handout	☐	
Picky eaters handout	☐	
Sensory worksheet	☐	
Making chat work for your family: a naturalistic approach	☐	
I do what you do: learning through imitation	☐	
Imitation worksheet	☐	
Songs	☐	
Imitation planner	☐	
Chatting is more than talking: social communication	☐	
Play stages handout-joint attention*	☐	
Play stages handout-requesting*	☐	
Using gestures and signs to support language	☐	

*These handouts/worksheets are used two times and repeated in the "Let's play" and "Chatting is more than talking" sections.





First Two Weeks Family Plan

Date of Session:

Immediate Intervention Follow-Up

Sensory Profile

Find one activity your child does that is related to the 5 senses.

Routines

Choose one routine to focus on this week.

Sleep

Action Plan:

Next steps...

This week let's try...

Let's focus on...

When you're doing _____ this week, I want you to think about _____.





After Visit Summary

Date of Session:

Session Start Time:

Session End Time:

Focus Areas Covered in Session

Milestones Addressed

(add notes on how Chat components are supporting the milestones)

Targets to Practice This Week

(Chat components with specific feedback on how to work on them between sessions)

Module, Handout, Worksheet, or Other Resource





Weekly Family Treatment Plan

Date of Session:

Session Start Time:

Session End Time:

Sensory Profile

Choose an item:

Notes:

Choose an item:

Notes:

Routines

Choose an item:

Notes:

Choose an item:

Notes:

Play Items

Choose an item:

Notes:

Choose an item:

Notes:



Action Plan (what to do between sessions):

Problem Behavior(s):

(list the behavior and proactive/reactive/other strategies for family to use)

Chat Component:

Name of component (What is it?)

(define the component)

How to do it?

(specific suggestions and feedback for the family to use)

Why is it important?

(explain how it ties into milestones)

Module, Handout, Worksheet or Other Resource:

Parent Feedback & Questions



Post Visit Summary

Chat Components Covered in Session

Relevant Milestones

Targets to Practice (see weekly treatment plan for specific suggestions)





Question about Chat?

(855) 843-2476 • customerservice@theBHPN.org