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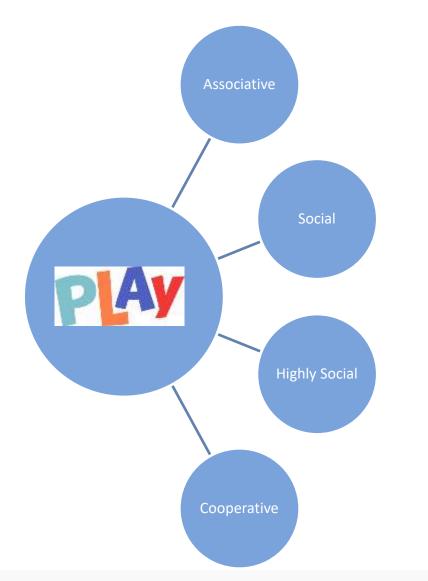
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- Why is play important?
- Barriers to acquiring play skills
- How does your child prefer to play
- Guide to observing a play session
- Interests & Motivators
- Pair with your child
- Build onto their play skills





- Play occurs across a continuum
- Peer play is significant for a childs' development (Fromberg and Bergen, 2015)
- Symbolic and social play occur across all stages and ages (Howes & Matheson 1992).
- According to Broadhead, play serves many purposes (2003):
  - Tactile experiences (through textures sand, water, rocks, dirt) promotes discrimination & imaginary play
  - Cooperative play promotes problem solving, flexibility, and innovation
  - Solitary play encourages connecting with lived experiences and memory skills
  - These experiences allow for diverse learning opportunities to take place:
    - □ Early academic exposure to architecture & mathematics skills
    - □ Expansion of vocabulary
    - □ Physical balance
    - □ Visual harmony
    - □ Emotional regulation
    - □ Emotional expression



- These challenges are predominant in the core deficits of Autism Spectrum Disorder and other social/communication disorders (American Psychiatric, 2013).
- Often those that struggle with expressive or reciprocal communication, restrictive or fixated interests, have limited communication, impaired imitation, and anxiety across social situations will show difficulty with play



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Observation start time: Observation finish time: Children entering play: Area of provision: Children leaving play: A = Action observed L = Language UA = Language and Action combined RL = Reciprocal language RA = Reciprocal Action RURA = Reciprocal language and reciprocal action combined ASSOCIATIVE DOMAIN SOCIAL DOMAIN HIGHLY SOCIAL DOMAIN COOPERATIVE DOMAIN A: Smiling RA: Offering/accepting of objects RA: Offering/accepting objects A: Looks towards peers A: Watches play A: Laughter evident sustains/extends play theme L: Play noises, play voice RL: Dialogue, a mix of activity RL: Sustained dialogue is activity A: Imitates play A: Object offered, not accepted RA: Eye contact made related and clear theme(s) related and non-related but a A/L: Object taken, altercation A: Object taken, no altercation play theme is evident emerge A: Parallel play period RA: Object offered and received RL: Explanations/descriptions RL: Comment on own action/ L: Self-talk L/A: Consent sought and object described intent with utilized A/L: Comment on action accessed acknowledgement leading to RURA: New ideas/resources directed at peer; peer does L: Approval sought, not given extended exchange extends play and is sustained not respond RL: Approval sought and given RL: Sporadic dialogue develops RURA: Children display a shared L: Instruction given, no response role play themes understanding of goals RL: Offering and accepting verbal L/RA: Instruction given, positive RA/L: Eye contact/laughter (play noise) combined as behavioural response help L: Question asked, no response cluster RA: Offering and accepting physical RL: Question asked, response RA/RL: Brief reciprocal sequences, help aiven e.g. giving/following instructions, RURA: Verbal and physical help L/RA: Comment on own action/ seeking/giving approval, offering/ combined

Table 2.1 The Social Play Continuum - Side I: a tool for play observation, pupil assessment and evaluation of Areas of Provision

accepting objects, asking/

RURA: New ideas or resources

have impact on developing

answering questions

theme

RURA: Problem identified and

scenarios enacted linked to play

RURA: Sustained dramatic

solved

theme(s)

described intent directed at

RL: Comment on own action/

peer, verbal response

described intent directed at

peer, peer looks

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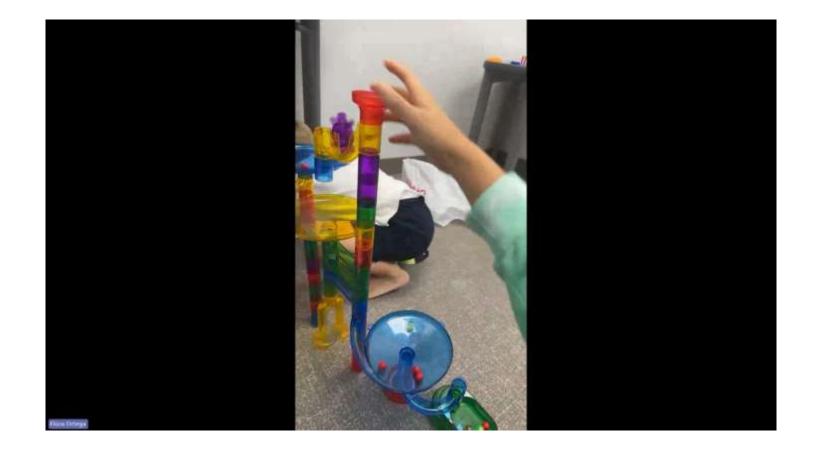


#### KIND BEHAVIORAL HEALTH









# CAREGIVER OBSERVATION SHEET



Observation Date/time:				
Tasks:	Steps:			
1. Collect items your child frequently asks for, grabs, or gestures toward	s Place childs' toys/activities in one room or area			
2. Greet child	Bring child to observation space and invite them to play			
3. Set timer for 5-10 minutes and start observation	Set timer and write down any items he/she interacts with			
4. Describe interactions	Ex: Shake ribbons; sing specific song; roll cars, smiling and waving hand, etc.			
Interaction 1:	Interaction 2:			
Interaction 3:	Interaction 4:			
Interaction 5:	Interaction 6:			
Interaction 7:	Interaction 8:			
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## What are motivators & Interests





Interests are: Items, activities, people, or experiences that your may seek out, ask for, or show "enjoyment" when engaged with

Motivators are: Often interests that hold a higher value that typical interests. These can change for a variety of reasons, but because of its value, a child will often will often work harder to access it.

Looking at the observation sheet, what are some items your child frequently engages with, or can engage in with long periods of time?

What are some items your child is willing to wait for following an adult led activity (i.e. brush teeth, then iPad?)



- Make a list of items that your child has shown interest in for short periods of time, or long periods of time.
  - These can be as simple as a favorite spoon!
  - Be as specific as possible
- Thinking back to the play continuum how does your child play? (1 or More areas may be appropriate)





Do's	Don'ts
Bring out your child's "fun" items	Avoid placing any demands
Be fully present and available (eliminate distractions)	Refrain from correcting or guiding play
Honor all requests (within reason)	Avoid moving toys unless led by child
Deny unreasonable requests but redirect to an alternative (that is compatible if possible)	Refrain from reacting to other inappropriate behaviors (focus is play!)

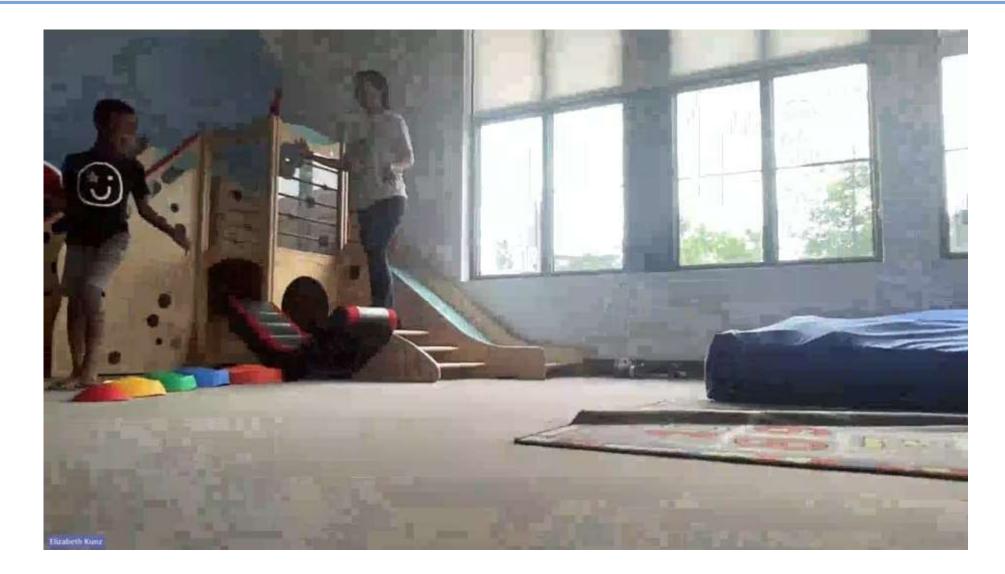
Ruppel, 2021

### WHAT PAIRING CAN LOOK LIKE



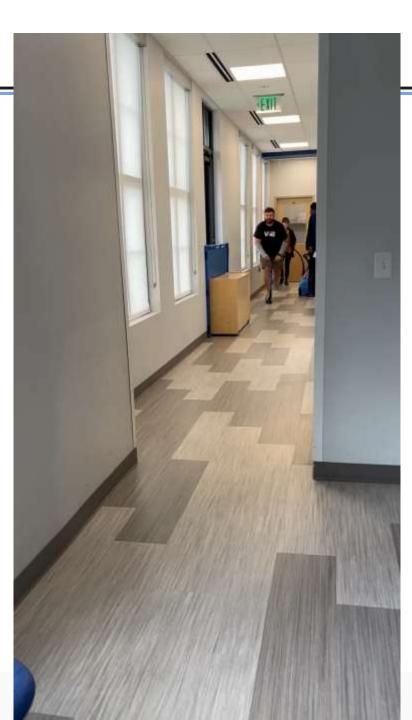






# BUILD ON YOUR CHILD'S INTERESTS

- Child who enjoys wagon rides could extend into other games:
  - Tag
  - Red light , green light
  - Wagon Races
  - Animal parade



- Child who enjoys to stim with objects such as bags
  - First try similar sounds, visual appeal, etc
  - Then move into diverse objects that are equally as enjoyable
  - Things that float/fly
  - Or things that make certain noises

# PLACE HIGH INTERESTS (POTENTIAL MOTIVATORS) IN BETWEEN TASKS



- Child who stickers may enjoy other games:
  - Activity books
  - Word activities with stickers
  - Math games counting with stickers
  - Sorting by categories of stickers



- To integrate tasks within play try:
  - Simple requests (your child can do with minimal support)
  - Slow integration of requests
  - Ensure not all play activities include requests
  - Use across motivators only within play



- Broadhead, P. (2004). Early years play and learning : developing social skills and cooperation (1st ed.). RoutledgeFalmer. https://doi.org/10.4324/9780203465257Fromberg, D. P., & Bergen, D. (Eds.). (2015). Play from birth to twelve: Contexts perspectives, and meanings (3rd Ed.), New York: Routledge.Howes, C., & Matheson, C. (1992). Sequences in the development of competent play with peers: Social and social pretend play. Developmental Psychology, 28, 961–974
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- Wolfberg, P., DeWitt, M., Young, G. S., & Nguyen, T. (2015). Integrated Play Groups: Promoting Symbolic Play and Social Engagement with Typical Peers in Children with ASD Across Settings. *Journal of Autism and Developmental Disorders*, 45(3), 830–845. https://doi.org/10.1007/s10803-014-2245-0