

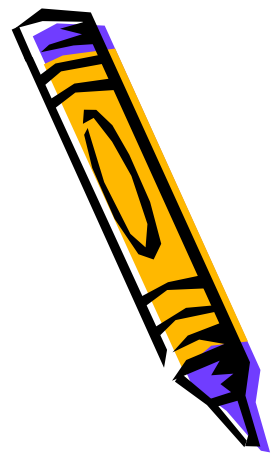


Play - Strategies & Techniques



What is play?

- Play is the source of development
- Play is universal
- Play is pleasurable and enjoyable
- Play skills introduce children into the social world
- Children socialize most often during play
- Play allows children to experience different emotions in self and others



More on PLAY? (Wolfberg, 2000)

- Play is pleasurable
 - Not always
- Play requires and involves active engagement
- Play is voluntary and intrinsically motivated
- Play is flexible and changing
- Play is symbolic

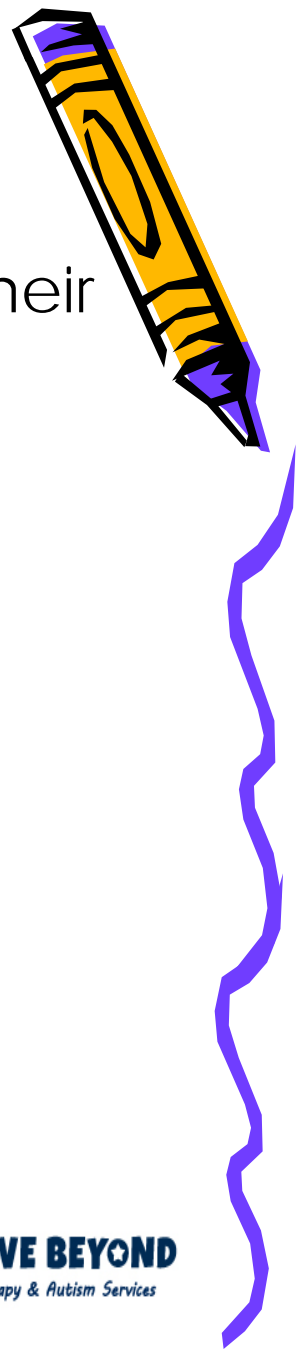


What is Play?

A medium through which children learn about their environment

Through:

exploration
manipulation
trial & error
improvisation
acting out



Why is play important?



- Play is the foundation for development in many areas
- A child's understanding of the function/relationship of objects, and early explorative play lays the foundation for cognitive development
- Play generates flexibility and creativity in behavior and thinking
- Pretend play is related to the development of memory, logical thinking, and abstract thinking



Why is play important?

- Lets children explore relationships and interaction skills
- Helps develop negotiation skills and the ability to compromise/resolve conflicts
- Early physical play develops gross motor skills
- Research has pointed to an interdependence between play and language development



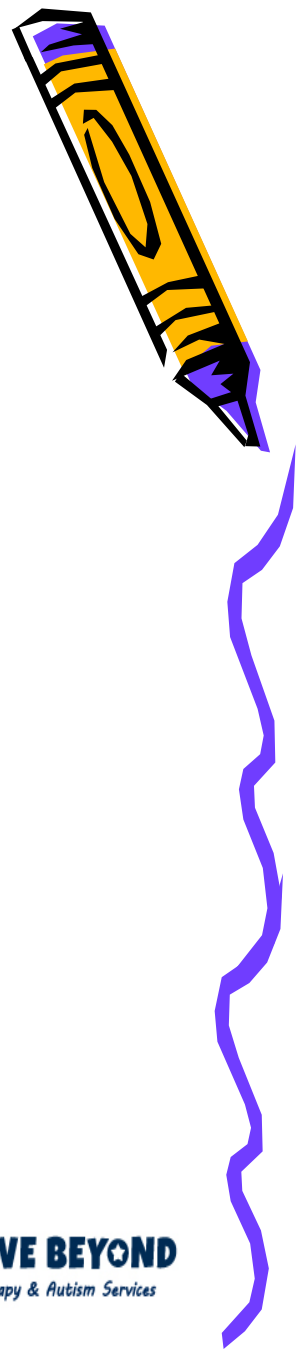
Types of play:

Sensory Play learning through senses	Exploratory Play Learning by finding out	Manipulative Play Learning by touch/feel/handle mould	Dramatic Play Learning by role-taking/pretending	Creative Play Learning by creating
<p>Textured/scented/colored play-dough textured/scented/Colored water-play textured/colored sand play cooking</p>	<p>mixing colors shades/dark/light relationships between shapes spatial relations numbers & patterns sizes</p>	<p>Blocks,lego, duplo, Brush blocks paper-folding cutting/pasting physical</p>	<p>pretending to be people animals/ transport acting out situations role-play</p>	<p>drawing paintings collages printings stories songs music & sound patterns</p>

The Development of Play skills

- Interactive Play with Adults
- Interactive Play with Peers
- Play with Objects
- Pretend Play
- Pretend Play with Peers
- Play in Later Childhood

(Wolfberg and Schuler 1992)



Stages of play

In the early years children go through the stages of :

- Solitary play - plays by her/himself
- Parallel play - plays *beside* another player
- Associative play - play in a group with similar resources, but no shared goals or roles
- Cooperative play - team play with specific goals and roles with shared input



What do I look for in “good” play?



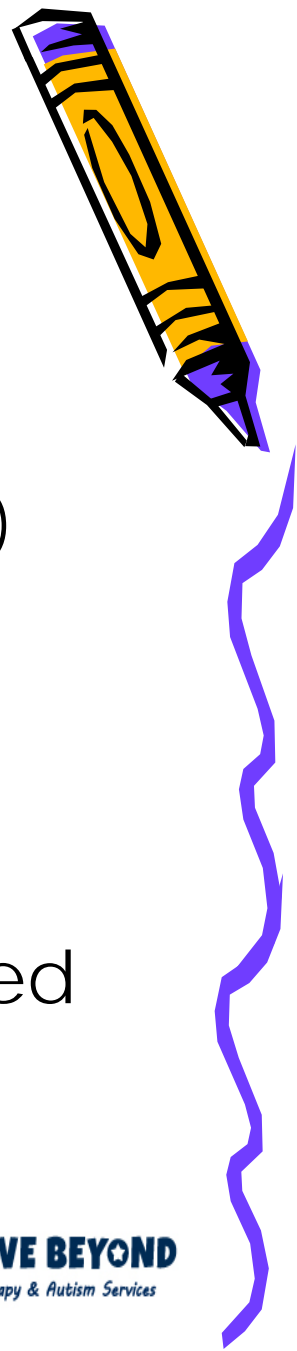
Progression of Play skills – Does Child:

- Investigate/Explore toys and handle them appropriately
- Differentiate themes suggested by toys and perform several theme-related activities with them
- Play independently and talk while playing
- Play with other children, exchanging toys as the children request and continue to play in close proximity to other children
- Talk to other children while playing with them
- Pretend to be another person and performs activities appropriate for that role
- Play both indoor and outdoor games, including board games and sport games, appropriately



That's not playing.... ATYPICAL PLAY

- May see in children with Developmental Disabilities, including Autism
- Play scripts are often rote (echo-play-lia)
Wolfberg
- Play is not integrated into the context
- Functional play may be present, but delayed
- Symbolic play is more likely to be impaired



Atypical play development

- Unusual, repetitive or rigid play
 - core feature of autism
- Play in itself is not reinforcing ie not fun
- Stereotypical behaviors interfere
- Children with autism lack foundation play skills such as: Social smiling
- Shared cooing/babbling
- Social eye gaze
- Joint referencing/attention
- Understanding of social gestures

What do I do if I see atypical play ?

TEACH



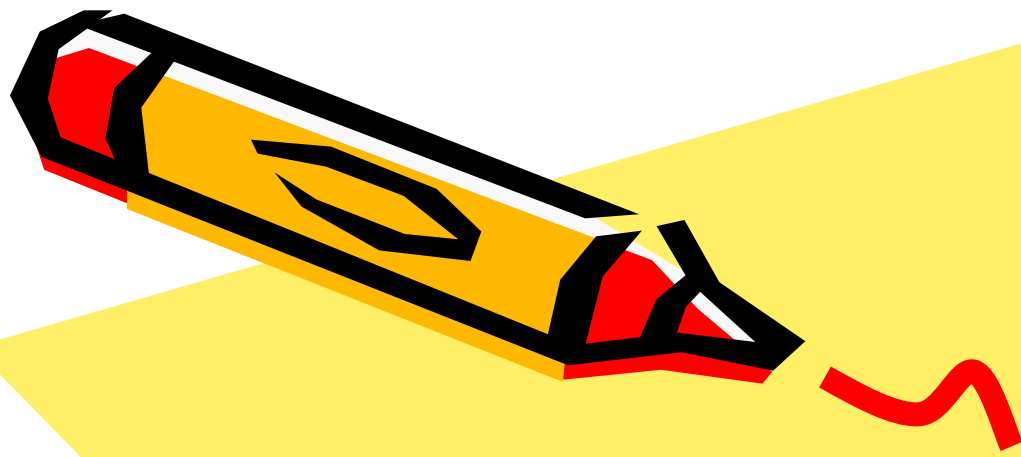
If/when play is atypical

- Child needs Pre Playing Skills

Can the child:

- Sit down and attend for 10 minutes?
- Attend to simple instructions?
- Imitate simple actions (follow a model)?
 - If answer is NO must work on prerequisites
 - If YES, follow the developmental sequence





Facilitating play

(Typical)

Stages of development and ideas to
foster play



Birth-3 Months

- Starts to recognize parents' voices
- Smile in Response to caregiver's voice.
- May cry if understimulated or overstimulated
- Respond to a bell in some way, such as startling, crying, quieting
- Vocalize in ways other than crying (e.g. cooing)
- Muscles relax and twitch less
- On stomach, lift head up 45 degrees
- Follow an object in an arc about 6 inches above the face past the midline
- Makes eye contact
- Reaches for objects
- Smiles spontaneously
- Moves arms and legs with intent

PLAY

Mobiles, Crib Music boxes, soft toys or dolls, mirrors, floor gyms, kick toys, rattles, floor gyms, musical toys



4-6 MONTHS

- Hold head steady when upright
- On stomach, raise chest, supported by arms
- Pay attention to a raisin or other small object
- Squeal in delight
- Smile spontaneously
- Laughs, gurgles, coos with familiar people
- Babbles (lots of different, playful sounds-volume/pitch) for attention
- Roll over (At least one way)

PLAY

Take along activity, Sounds, Bright Colors, Lights, Bat-at toys, Measuring spoons, squeeze toys



8 MONTHS

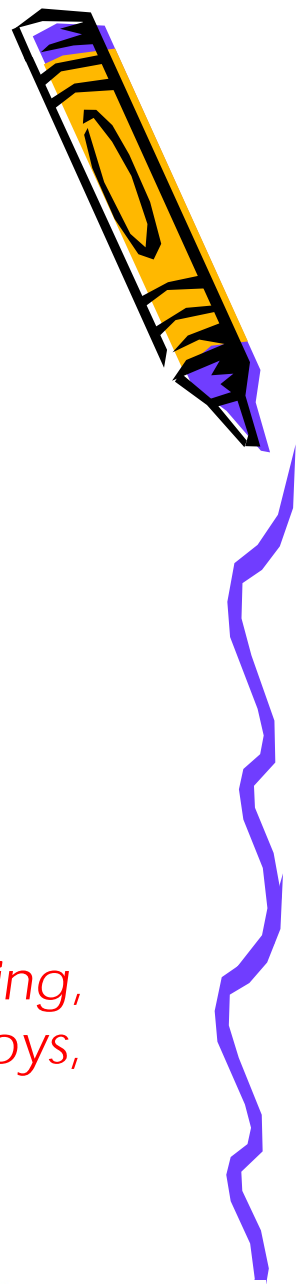
- Sit without support
- Feed self cracker
- Produces four or more different sounds
- May use syllables such as ba, da, ka
- Transfers objects from one hand to another
- Bear some weight on legs when held upright
- Rake a raisin-sized object and pick up in fist
- Turn in direction of a voice
- Raise arms to be picked up

PLAY

*Toys that encourage crawling, action-reaction/
cause-effect, stacking, books, textured toys*



10-12 MONTHS



- Stand holding on to someone or something
- Pull up to standing position from sitting
- Object if you try to take a toy away
- Say mama or dada indiscriminately
- Play peek-a-boo
- Work to get a toy out of reach
- Look for dropped object

PLAY

Entertainment Centers that encourage standing, cruising, shape sorters, ring stackers, nesting cups, building toys, containers-fill/empty

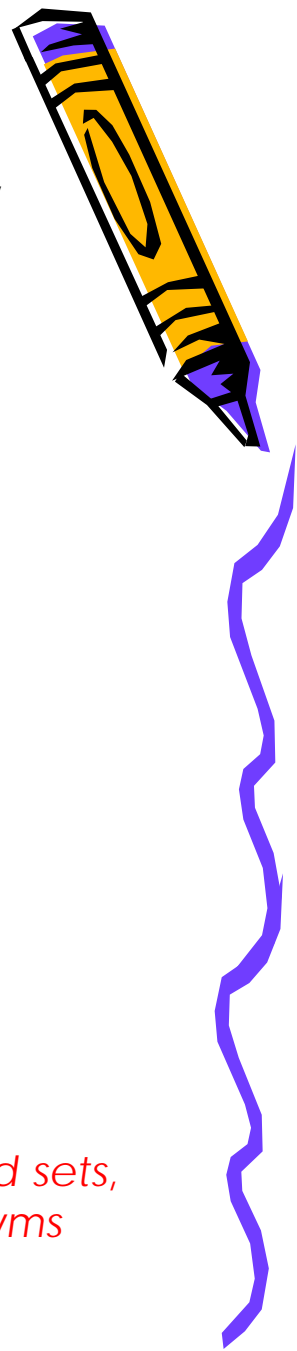


12-18 MONTHS

- Responds to simple requests such as “give me the ball”
- Listening to simple rhymes and songs
- Tasting foods with a variety of textures
- Imitating and saying a few words (10 – 15 words)
- Jabbering in a way that sounds like language
- Walking without support
- Playing in a typical way with toys
- Showing affection
- Looking at books and turning pages
- Scribbling with a crayon
- Putting objects in container
- Using a spoon with some spilling and drinks from a cup

PLAY

Push and pull toys, ride-ons, playsets, dollhouse-themed sets, instruments, blocks, puzzles with knobs, low-climbing gyms

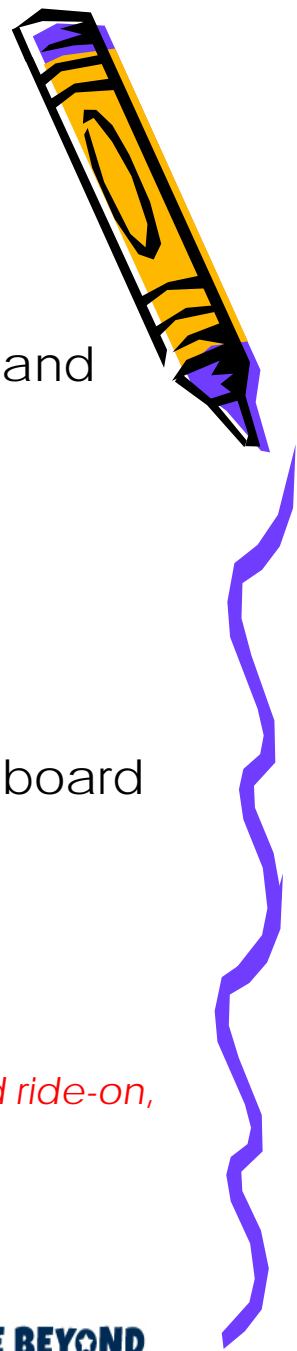


18-24MONTHS

- Using more words and putting words together
- Says “no” often
- Vocabulary of 20-50 words
- Pointing to a few pictures of familiar people or objects and body parts
- Obeying simple two part commands
- Running, jumping, climbing, kicking and throwing
- Removing clothes
- Using crayon to make lines and circular scribbles
- Building a 4 – 6 block tower and putting pegs in a peg board
- Showing interest in and playing with a variety of toys
- Engaging in parallel and pretend play

PLAY

Toys that refine eye-hand coordination, slow, battery-powered ride-on, foot-push ride-on, cars, trucks, trains, construction/building, housekeeping, books, crayons, play-dough



2 Year Olds



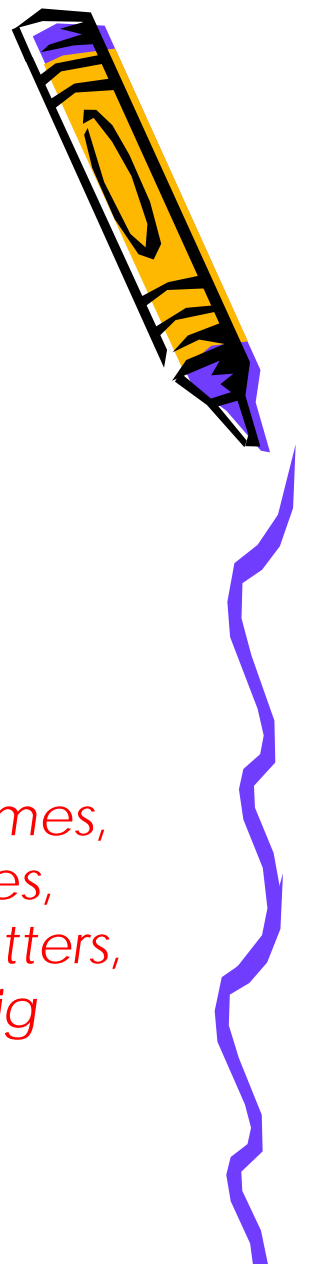
- Parallel play
- Engages in simple pretend play
- Enjoys company of other children but may fight over toys (no sharing)
- Completes simple puzzles
- Observes others to see how to do things

PLAY

Role Play, Ride-on toys, sports toys, battery-powered ride-on, play kitchen with pretend food and utensils, remote control, themed play sets, music, crayons, paints, play-dough, counting and matching , simple puzzles, play store



3 Year Olds



- Takes Turns
- Begins to share
- Plays interactively with another child
- Role Plays

PLAY

Beginning handheld learning games, Interactive TV games, play-sets and action figures, role play, cars, vehicles, puppets, dress-up, concept games(shapes, colors, letters, numbers) Simple board games, pedaling (bikes-Big Wheels), sports sets, Simple computer games



4-5 Year olds

- Prefers playing with children to playing alone
- Chooses and maintains a friendship
- Negotiates compromises with other children
- Gender differences in play emerge
- Can walk along a curb, climb up the steps of a slide, use a monkey bar, ride a bicycle, dodge when chased, and carry large toys
- A new creative technique can keep him engrossed for extended periods of time
- Understands that other people have thoughts, experiences and feelings that are different from his own

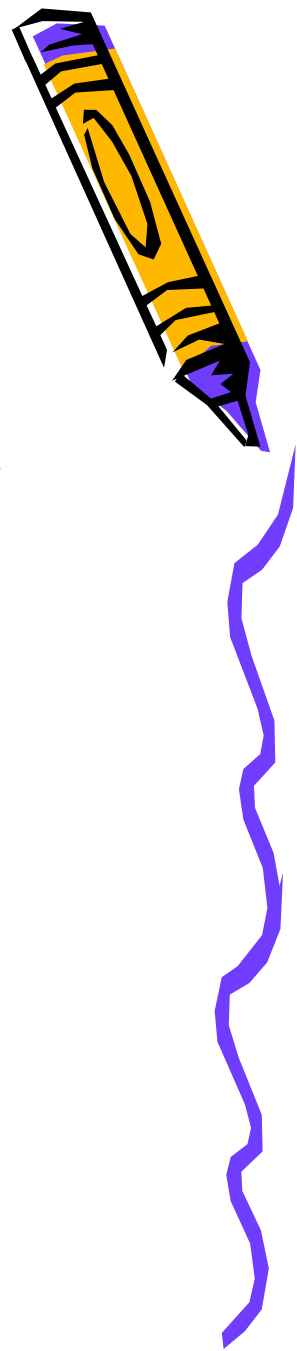
PLAY

Electronics, Video games, dollhouses/accessories, cars, vehicles, remote control, creative activity toys, ride-ons, dress up, board games



Early games

- Anticipation of social Routines
 - Peek-a-boo
 - Hide favorite objects in view of child - "Where's Thomas?"
 - "I'm going to get you!"
- Anticipation of routines with objects
 - Blow up balloon and let it fly around room
 - Bubble blowing
 - "1, 2, 3 ... Go"
- Physical games with objects (tickling doll)



Early games

- Call Child's name...when she looks, tickle
- Repeat action with object after doing with child
- Give child "airplane ride," then give to teddy bear
- Label emotions for child- "Sam's happy" and object-"Teddy's happy"
- Pop Up Toys-say silly "hello/goodbye"
stop-waits for child to look



Teaching joint attention

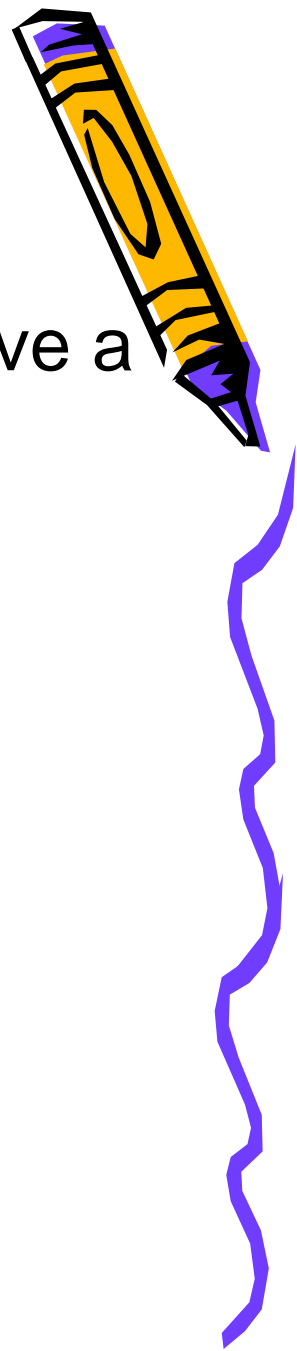


- Where's Daddy? Where's Kitty?
- "I spy with My Little Eye?"
- Look directly at object-"Guess what toy I want!"
- Direct child's gaze to interesting things around the room, have child follow gaze



Keys to facilitating play

- Start with preferred toys, and those that have a function
- Set up the table and use real food/drink
- Move to plastic food-mime eating
- Move to symbolic item (blocks)
- Pretend to eat food/drink that
- isn't there
- Move to a story- "It's a birthday party"



Review: KEYS TO FACILITATING PLAY



- Everyone must play; anything can be a game
- Parents/therapists have to model play
- Do not give up if child doesn't respond initially. Try new way or new game
- Go with the child's interests to provide natural motivation
- Observe your children
- Observe other children
- Observe preschool classrooms



STRATEGIES & TECHNIQUES



Naturalistic Play:

Any game organized around child's environment and everyday routines

Example:

Clinician: show me your toys

Child: (takes clinician by the hand to his room)

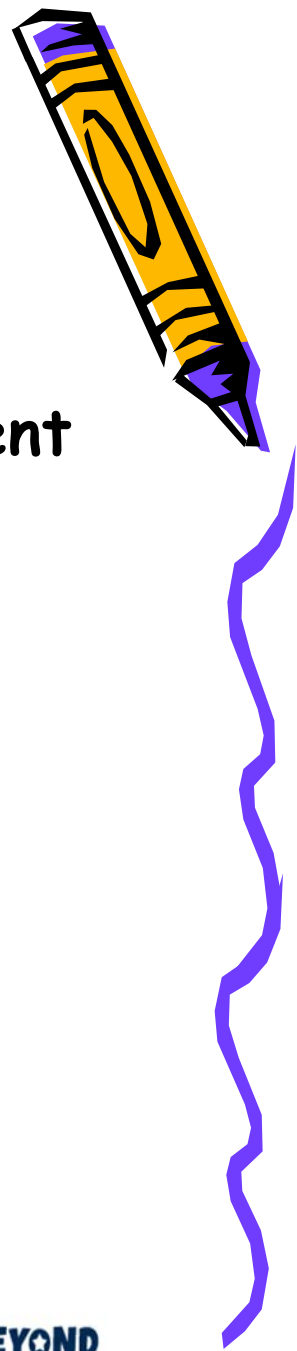
Clinician: I like that car, which one you like?

Child: truck

Clinician: can we make a race with all your cars?

Child: yes

Clinician: give me the small ones, you take the big ones



Parallel play:

Typical play of the 18 to 24 month old child in which the child plays beside other children, rather than actually interacting with them.

Example:

Two children playing blocks side by side, but not building a tower together



Model:

To provide an example for imitation.

Example:

Clinician: look at me, can you say: "I want cookie"

Child: I want cookie

Mand-model:

Design a naturalistic interactive situation, while child is playing, adult mands a response from the child.

Example:

Clinician prepares a role play ("At the grocery")

Child: I want to buy

Clinician: good, I will be the owner of the shop

Child: Hello!

Clinician: Good morning!! Can you please tell me some vegetables you know?

Reauditorization:

Repeat what the child says during language stimulation activities. Can be combined with modeling (more evidence is requested to demonstrate efficacy of this strategy)

Example:

Child: Dog, Augf, augf

Clinician: Dog, Augf, augf

Expansion:

Expand a child's telegraphic or incomplete utterance into a more grammatically complete utterance

Example:

Child: look, car

Clinician: yes look at that car

Extension:

Comment on child's utterance and add new and relevant information

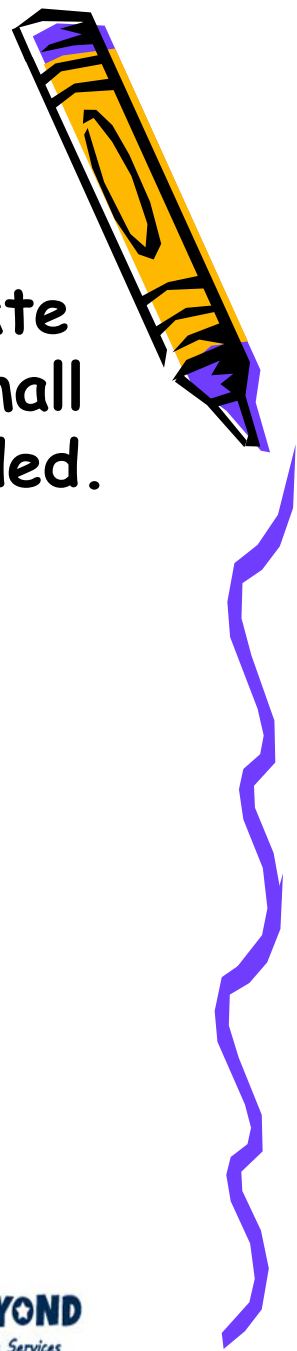
- Example:

Child: look, car

Clinician: yes, look at that red car

Shaping:

Reinforce responses which most closely approximate the desired goal. The goal is broken down into small steps, and as each step is mastered, it is rewarded.



- Example:
- Clinician: We are going to build a tower
- Child: (negates with head)
- Clinician: put only one here, like this
- Child: (does the action and smiles)
- Clinician: Yes, very good. Can you put one more
- Child: uhh, (nods and smiles)
- Clinician: uhh, excellent !



Cueing:

Give child aids to facilitate comprehension of commands, activities, etc.

- Example:
- Clinician: open the box (demonstrate action, gesture, hand in hand)
- Child: (stares at the box, not attempting movement)
- Clinician: open, (opens the box and puts interesting toy inside), you open it
- Child: (opens box because he wants toy)
- Clinician: yes, good! You open it!!

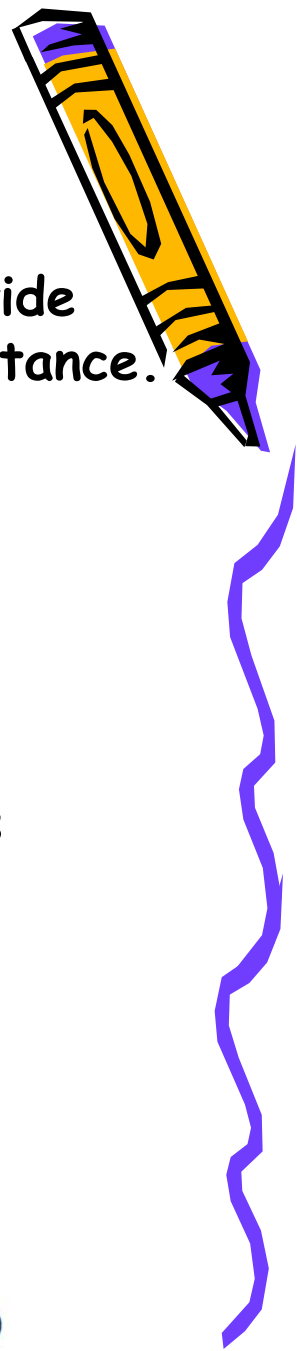


Scaffolding:

Give structure by clear model, command, and purpose. Provide support to facilitate outcome. Child accomplishes with assistance.

Example: (sorting colors)

- Clinician: put all red together
- Child: (picks up a blue item)
- Clinician: look red, same color (shows red items and puts some of them together)
- Child: (finds a red item)
- Clinician: great job, all are red, can you find more red



Parallel talk:

Play with the child while describing and commenting upon what the child is doing and the objects the child is interested in.

Example:

Clinician: you are feeding the animals

Child: Aha

Clinician: And now, you are putting them to sleep

Self Talk

Describe own activity as you do it. Use language structures that are appropriate for the child.

Example:

Clinician: I am painting the ball

Child: Ball

Clinician: And I am painting the flower

Child: flower

Sabotage:

Purposefully interrupt routine or game in order to give child opportunity to: restart, request, protest, etc.

- Example:
- Clinician: (singing) the wheels on the bus go round, round, round
- Child: (moves her hands along with the music)
- Clinician: the wheels on the bus go.....
- Child: round, round, round



Focused Stimulation:

Repeatedly model a target structure to stimulate the child to use that structure. Do not correct the child's incorrect responses but instead model the correct target.

Example: (vocabulary, animals)

Clinician: a pig

Child: oink. oink

Clinician: yes, a pig

Child: oink, oink

Clinician: nice pig, I like the pig

Joint attention/routines/interaction/reading:

Adult and child are focused on the same thing. Use of routines to establish interaction with child. This strategy encourages repetition of words, actions, etc

Example:

Clinician: (using inviting expressions) we are going to open the box, let's see what's inside...

Child: teddy!!!

Clinician: I can see the teddy; can you see what I see? (pointing if needed)

Child: yes!!! bottle

Thank you!

Continue to Test

