

Opening Activity



- Think of one thing you liked to play as a child.
- Think about the role your caregiver(s) had in your play.
- Think of one thing you like to play as an adult.
- What social skills do these two activities have in common?
- Be prepared to share after we get started.

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Autism and Tertiary Behavior Supports
www.ksdetasn.org

Building Social Competence in Early Childhood Through Play

October 2019

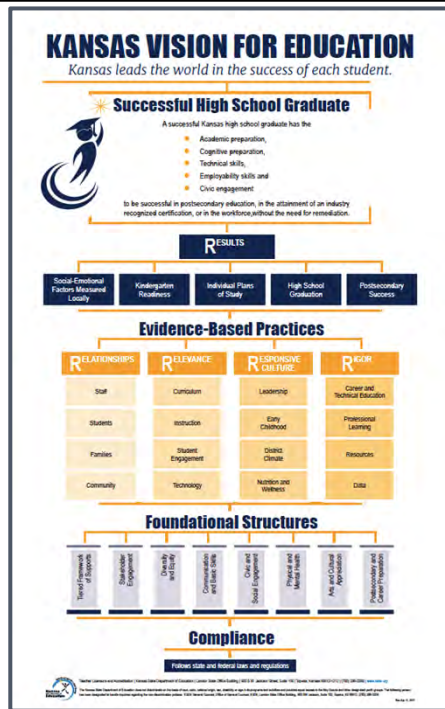
Presented by: Lori Chambers & Mary Pat Brun

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Objectives



- identify and discuss foundational steps for teaching play skills to the young child (2-5 years) resulting in improved social competence
- understand the adult role in fostering play, communication, and engagement skills leading to social development


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Continuum of development for social competencies



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During our time together...



| Review | Explore |
|--|--|
| <ul style="list-style-type: none"> □ what we already know about play skills □ what it looks like when these skills are not present | <ul style="list-style-type: none"> □ steps for explicitly teaching play skills □ evidence based strategies |

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Thinking back to the opening activity...



| | |
|---|--|
| <ul style="list-style-type: none"> □ Share with those around you by answering <u>one</u> of these questions. | <ul style="list-style-type: none"> □ Thinking about your childhood and adult play activities, what is one social skill they have in common? □ What impact did the role of your caregiver(s) have on your play? |
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College and Career Competency Framework



ccframework.org

- Which competencies would a child begin to learn through play?

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Rationale




- play builds these skills

- confidence
- social
- creativity
- imagination
- cognitive
- Communication (Yogman, et al 2018)

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Consider This



Unoccupied Play (Birth-3 Months)

At this stage baby is just making a lot of movements with their arms, legs, hands, feet, etc. They are learning about and discovering how their body moves.


Onlooker Behavior (2 Years)

During this stage a child begins to watch other children playing but does not play with them

<https://www.encourageplay.com/blog/social-stages-of-play#>

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Developmental Stages of Play




- Solitary

- plays alone
- manipulates objects on their own
- increases independence
- offers natural reinforcement

<https://www.encourageplay.com/blog/social-stages-of-play#>

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Developmental Stages of Play




- Parallel

- sits near or beside another child playing with similar objects/activities
- shares space with another child while engaging in solitary play.

<https://www.encourageplay.com/blog/social-stages-of-play#>

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Developmental Stages of Play




- Imitative

- acts, speaks, dresses like someone child knows
- uses real objects
- consists of elements of reality

<https://www.encourageplay.com/blog/social-stages-of-play#>

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Developmental Stages of Play



□ Associative

- interacts by giving, taking and sharing play materials.
- participates in similar or identical activities without formal organization or group direction
- imitates others in the group
- acts independently

<https://www.encourageplay.com/blog/social-stages-of-play#>

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Developmental Stages of Play




□ Social

- Engages with two or more children
- exchanges ideas about the game or the toy they are playing with at that moment in time
- knows who is playing which role in the game
- respects the property rights of others.
- understands that he needs permission to play with certain materials and certain people.

<https://www.encourageplay.com/blog/social-stages-of-play#>

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Developmental Stages of Play



- Social

- shares his toys for the sake of the game.
- communicates about the play (this is critical)
- watches other children play and interacts with them socially

<https://www.encourageplay.com/blog/social-stages-of-play#>

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Types of Play Skills: Functional



Plays with toys or objects according to their intended function

(Kostelinik, et al 2011)



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Types of Play Skills: Interactive



- learning social skills such as sharing and taking turns
- collaborating on the theme of the play activity

(Kostelinik, et al 2011)



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Types of Play Skills: Symbolic



- uses objects, actions or ideas to represent other objects, actions or ideas

(Kostelinik, et al 2011)



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When Play Isn't Play



- Disinterest in age appropriate toys
- Misuse of age appropriate toys (spinning, throwing)
- Refusal to engage with other adults or peers



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Rationale



"Studies on teaching play skills indicate that children with autism responded well to direct play intervention in the structured environment. Improvements in play skills also increased positive social interactions and decreased inappropriate behavior as collateral effects"

(Jung & Sainato 2013)


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| Step 1: teach the child to tolerate adults in their space | |
|---|--|
| Child | Adult |
| <ul style="list-style-type: none"> □ takes the lead □ controls use of toy □ chooses play space | <ul style="list-style-type: none"> □ imitates use of child's toy □ positions themselves next to child (at table, on the floor) □ uses identical toy |
| http://kidmechanix.com/teaching-play-skills/ | |


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| Step 2: slowly begin to manipulate the play | |
|---|--|
| Child | Adult |
| <ul style="list-style-type: none"> □ tolerates adult beside them □ regains control of toy | <ul style="list-style-type: none"> □ attempts to take a turn with child's toy □ reinforces with giving back control □ substitutes toys □ offers frequent reinforcement |
| http://kidmechanix.com/teaching-play-skills/ | |

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| | |
|--|---|
| <p>Step 3: increase the number of play sequences</p>  | |
| Child | Adult |
| <ul style="list-style-type: none"> □ tolerates adult beside them □ allows for multiple opportunities for turn-taking | <ul style="list-style-type: none"> □ models more sequences □ increases child's time on task □ reinforces turn-taking |
| <p>http://kidmechanix.com/teaching-play-skills/</p> | |

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| | |
|---|---|
| <p>Step 4: introduce peers</p>  | |
| Child | Adult |
| <ul style="list-style-type: none"> □ plays with adult for 3-5 minutes □ engages in about 5 play sequences | <ul style="list-style-type: none"> □ teaches child to tolerate playing near peers (parallel play) □ offers frequent reinforcement |
| <p>http://kidmechanix.com/teaching-play-skills/</p> | |

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Step 5: interactive play with peers




| Child | Adult |
|--|--|
| <ul style="list-style-type: none"> □ engages in parallel play □ engages in turn taking | <ul style="list-style-type: none"> □ teaches turn-taking between child and another peer □ increases conversation skills □ offers frequent reinforcement |

<http://kidmechanix.com/teaching-play-skills/>

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Resources



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|---|---|
| <ul style="list-style-type: none"> □ <u>National Autism Center- National Standards Project</u> | <ul style="list-style-type: none"> □ <u>The National Professional Development Center on Autism Spectrum Disorder</u> |
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Evidence-Based Practices



- Modeling
- Parent Implemented Interventions
- Prompting
- Reinforcement
- Structured Play Groups
- Video-modeling
- Visual Supports

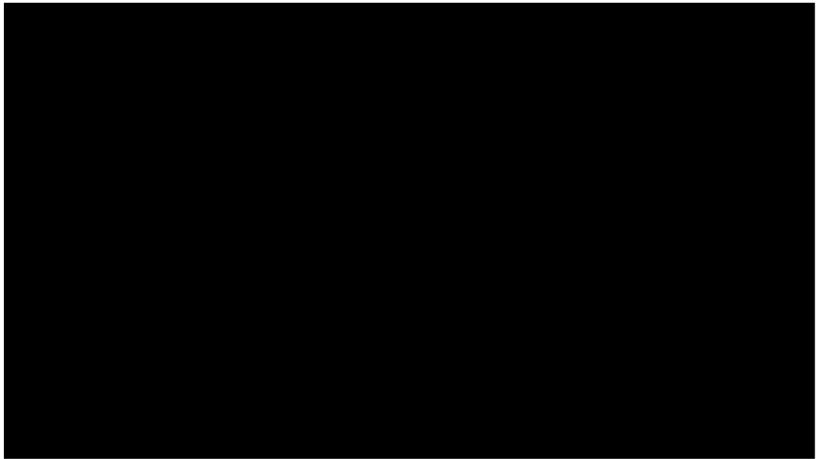

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Data




- | | |
|--|--|
| <ul style="list-style-type: none"> □ Event Recording (Frequency) <ul style="list-style-type: none"> ▣ chooses play space ▣ takes turns ▣ engages in play sequence | <ul style="list-style-type: none"> □ Interval Recording (Momentary Time Sample) <ul style="list-style-type: none"> ▣ tolerates adult or peer in space ▣ time on task |
|--|--|

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<https://www.youtube.com/watch?v=V-c50HNnPg0>

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Reflections

- What might be the next steps for this child?

- What might this look like for a 5-year old?

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Application To Practice




- think about a child you know or serve
- answer one of these questions
- be prepared to share with the group

- Here's what!
- Now what?
- So what?

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References



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