

TRI-STATE WEBINAR SERIES

Autism in Early Childhood: Preparing for Purposeful Play

Developed by: Lori Chambers, M.S., CCC-SLP, Lindy McDaniel, M.S.Ed,
Teri McGill, M.A.Ed, and Katie Wells, M.Ed
Presented by: Lori Chambers M.S., CCC-SLP



Tri State Webinar Series 2015-2016

Tri-State Autism Spectrum Disorder Webinar Series



This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

The content of this material was developed under an agreement from the Federal Department of Education to the Kansas Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Kansas Department of Education or the Federal Government. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawie, KS 66070, [785-876-2214](tel:785-876-2214).

The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government.

Tri State Webinar Series 2015-2016

Presenter Information



Lori Chambers M.S., CCC-SLP
Regional Systems Coordinator
TASN Autism and Tertiary Behavior Supports

Presentation Summary

This webinar is the second in a series of four for early childhood educators. Today we will focus on preparing ourselves for purposeful play. We will begin to explore the important role adults can take in helping children with developmental delays learn to interact, communicate and play. You will be introduced to strategies that facilitate interaction during those times when playing, communicating and socializing is the goal.

Learner Objectives

Participants will:

- Identify levels of play for a student with autism
- Recognize characteristics in adult/child interaction that affect the development of children's play.
- Identify tips for facilitating purposeful play.



Adults and Play



Tri State Webinar Series 2015-2016

Types of Cognitive Play

- Exploratory play
- Cause and Effect
- Toy play
- Constructive Play
- Physical Play
- Pretend Play

Beyer and Gammeltoft 1999



Tri State Webinar Series 2015-2016

Poll 1

What would be an example of constructive play?

- A. spinning the wheels of a toy car
- B. stacking a tower of cans
- C. running up and down the playground
- D. flipping the eye lids of a baby doll open and closed

Autism and Play



Social Play (People Play)

- Solitary play
- Parallel play
- Associative play
- Cooperative play

Sheridan 1999



Tri State Webinar Series 2015-2016

The Difficulty with Social Play

There are three distinct behaviors that characterize children with autism:

- Difficulties with verbal and nonverbal communication.
- Difficulties with social interaction.
- Repetitive behaviors or narrow, obsessive interests.

-Griffin and Sandler 2010

Tri State Webinar Series 2015-2016

We join in play because some children will not learn the life changing nuances of social interaction and infinite possibilities of play unless we join them.



The ability to share an understanding of the social world with others requires:

- Awareness of others
- Understanding of how to effectively engage others in play
- Understanding the feelings of others and how they are likely to respond

Engaging in social play provides modeling and practice for learning to share the social world.

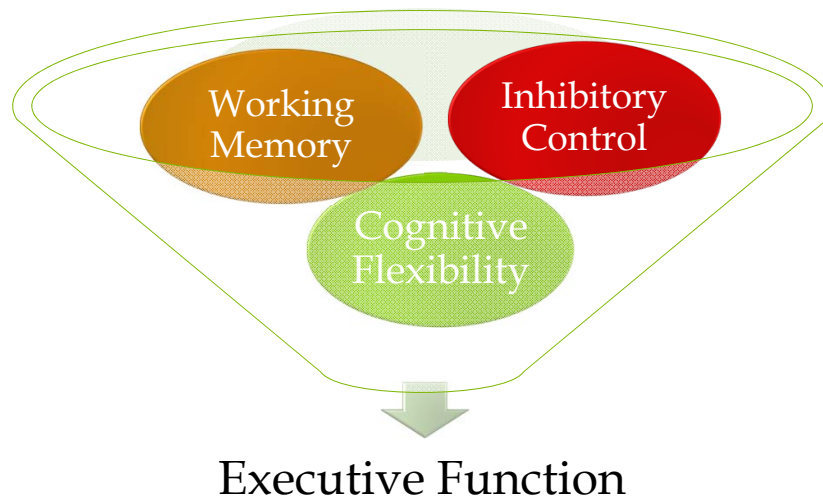
Adapted from Seach 2007

Tri State Webinar Series 2015-2016

Children build their (executive function) skills through engagement in meaningful social interactions and enjoyable activities that draw on self-regulatory skills at increasingly demanding levels.



Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence, Center on Developing Child- Harvard Univ.



Poll 2

For many children including those with autism, it is not enough to simply provide the opportunity, materials, peer models and environment for play. We also need to join in play to teach foundational skills for interaction.

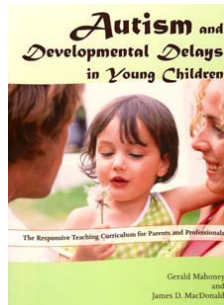
- True
- False

Confidence



The impact parents have on children's development is related more to how they respond to their children than to what they do when they play.

Gerald Mahoney & James D. MacDonald



Tri State Webinar Series 2015-2016

Target social play if the child:

- Does not have frequent episodes of one-to-one play with parents and other caregivers
- Does not stay engaged long in play and other interactive episodes with parents and caregivers
- Engages in play routine with parents and others that are more task oriented than playful and fun.

Gerald Mahoney & James D. MacDonald

Tri State Webinar Series 2015-2016

Insert Adult Here



- Purposeful – adult interaction should have a goal in mind without being task oriented.
- Flexible – the flow of the play should be flexible enough to follow the child’s direction of interest.
- Time for practice- be aware of times already built into the day when play can be practiced in a naturalistic setting.

Preparing to Join In Social Play



When will I be joining in? (Examples: sand table, play-doh, recess)						
How does he/she usually play within this environment? (circle one)	Exploratory play	Cause and Effect Play	Toy Play (as the toy is intended)	Constructive Play	Physical Play	Pretend Play
How does he/she usually play with people during this time? (circle one)	Solitary Play (plays alone)	Parallel Play (plays alongside others with similar toys)	Associative Play (shares toys)	Cooperative Play (this play requires communication and cooperation)		

Poll 3

- Based on the video, what is the student's cognitive play level and social play level?



Tri State Webinar Series 2015-2016 

Play Like a Child

Things to remember about myself:	Have Fun!	Play in the same activity	Play as the child does	Play as much or more than I talk	Be more interesting than the child's distractions
----------------------------------	-----------	---------------------------	------------------------	----------------------------------	---

- Have fun
- Play in the same activity
- Play as the child does
- Play as much or more than I talk
- Be more interesting than the child's distractions

Tri State Webinar Series 2015-2016 

Poll 4

Which of these characteristics of playing like a child did you see in Allie's play with this student?

- Have fun
- Play in the same activity
- Play as the child does
- Play as much or more than you talk
- Be more interesting than the child's distractions



Poll 4

Which of these characteristics of playing like a child did you see in Allie's play with this student?

- Have fun
- Play in the same activity
- Play as the child does
- Play as much or more than you talk
- Be more interesting than the child's distractions




Strategies That Promote Social Play


Strategies that Promote Social Play	Get into the child's world (get on their physical and communication level)	Use mirroring and parallel play to join (Follow the child's interest. Play alongside with similar toys)	Take one turn and wait (count to 10 in your head)	Imitate the child's actions and communications (Imitate any actions, sounds or words. Once they imitate you, change the action, sound or add a word)		
What I hope to see when we play:						

Tri State Webinar Series 2015-2016 

Get Into the Child's World

- Get on the same physical level as the child
- Communicate on the same level as the child
- Consider the world from the child's point of view



Tri State Webinar Series 2015-2016 

Use Mirroring and Parallel Play to Join an Activity

- Play side by side with similar toys
- Act the way he acts- Follow his lead



Tri State Webinar Series 2015-2016

Take One Turn and Wait

- Take your turn with a word or action
- Wait....Wait....Wait.....Wait....Wait.....
- Use your eyes, face and body to show you are anticipating their turn



Tri State Webinar Series 2015-2016

Imitate the Child's Actions and Communications

- Imitate any actions, sounds and words
- Imitate the child so that they learn to imitate you
- Imitation establishes an interactive relationship
- Imitation teaches the child that he can have some control



Tri State Webinar Series 2015-2016

Poll 5

- What strategies do you see Sharon using in this video?



Tri State Webinar Series 2015-2016

**“Play is the work of the child”
- Maria Montessori**

**“Play is the work of an early
childhood provider who knows the
joy that comes from remembering
how to be a child”
-me when it wasn't too cold at recess that day**

Tri State Webinar Series 2015-2016 

Up Next!

- Part 3 • Teaching Object Based Play
Presented by Teri McGill, M.S. Ed.
- Part 4 • Incorporating Play into the
Natural Environment Presented by Lindy
McDaniel, M.S. Ed.

Tri State Webinar Series 2015-2016 

Questions?



Tri State Webinar Series 2015-2016 

References

- Gerald Mahoney and James D. MacDonald, 2007, [Autism and Developmental Delays in Young Children](#), Pro-Ed
- James D. MacDonald, Barbara Mitchell, 2007 , [Communicate With Your Child-15 Ways to Become A Communicator](#), Communicating Partners Center
- Center on Developing Child- Harvard University, [Enhancing and Practicing Executive Function Skills with Children from Infancy to Adolescence](#), developingchild.harvard.edu
- Diana Seach , 2007, [Interactive Play for Children with Autism](#), Routledge
- Raising Children Network- Australia, 2016 [Autism Spectrum Disorder and Children's Play](#), raisingchildren.net.au
- Johanna Lantz , 2016 [Play Time: An Examination Of Play Intervention Strategies for Children with Autism Spectrum Disorders](#) , iidc.indiana.edu

Tri State Webinar Series 2015-2016

References

- Mary Dorothy Sheridan , 1999, Play in Early Childhood: From Birth to Six Years, Routledge
- Jannik Beyer and Lone Gammeltoft , 2000, Autism and Play, Jessica Kingsley Publishers
- Parten, M.B. , 1932, Social Participation Among Preschool Children. Journal of Abnormal Psychology
- Piaget, J. ,1962, Play, Dreams and Imitation in Childhood, New York: Norton.
- Kenneth H. Rubin Center for Children, Relationships, and Culture , Revised 2001, The Play Observation Scale (POS), University of Maryland

Tri State Webinar Series 2015-2016

THANK YOU!

Lori Chambers
loric@tasnatbs.org



Tri State Webinar Series 2015-2016

Preparing to Join In Social Play



Who am I playing with? _____

When will I be joining in? (Examples: sand table, play-doh, recess)						
How does he/she usually play within this environment?	Exploratory play (touch, taste and smell to comprehend new experiences)	Cause and Effect Play (learn actions have a direct effect on something else)	Toy Play (as the toy is intended)	Constructive Play (work toward a goal in play)	Physical Play (running, jumping, rough and tumble)	Pretend Play (imaginary)
How does he/she usually play with people during this time?	Solitary Play (plays alone)	Parallel Play (plays alongside others with similar toys)	Associative Play (shares toys)	Cooperative Play (this play requires communication and cooperation)		
Things to remember about myself:	Have Fun!	Play in the same activity (play with same objects, toys, area)	Play as the child does (act like the child)	Play as much or more than you talk	Be more interesting than the child's distractions	
Strategies that promote social play	Get into the child's world (get on their physical and communication level)	Use mirroring and parallel play to join (Follow the child's interest. Do what they do. Play alongside with similar toys)	Take one turn and wait (count to 10 in your head. Eyes, face, body show you are waiting)	Imitate the child's actions and communications (Imitate any actions, sounds or words. Once they take a few turns, change the action, sound or add a word)		
What I hope to see when we play (Example: engagement for 2 minutes)						

Adapted from Gerald Mahoney and James D. MacDonald 2007 , James D MacDonald and Barbara Mitchell 2002, Beyer and Gammeltoft 2000, Sheridan 1999, Piaget 1962, Parten 1932

TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.