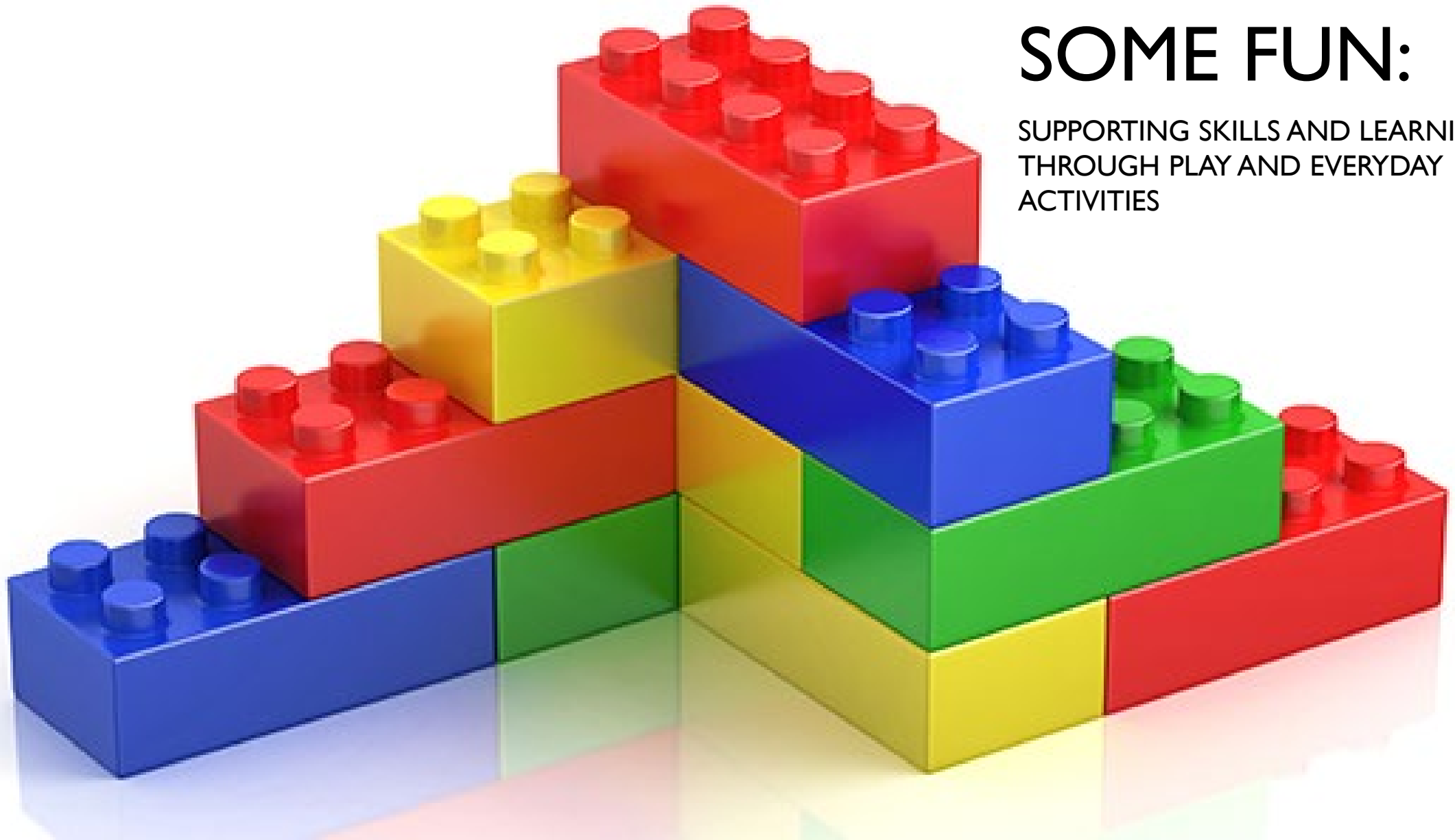


LET'S HAVE SOME FUN:

SUPPORTING SKILLS AND LEARNING
THROUGH PLAY AND EVERYDAY
ACTIVITIES



LEARN THROUGH DOING

- Skills that we learn are only as useful as they are, well, useful
- Learning through everyday activities highlights the usefulness; a child will use skills more easily in a wide range of situations if those skills are learned in a natural environment like playtime
- It's easier (and more natural) to grab a few minutes during ongoing activities and play than to set aside time
- *Components* of ABA are structured and technical (for example, collecting data, tracking and graphing progress), but the basic skills we use for teaching are not hard to use throughout the day!

TEACHING THROUGH PLAY...

- Is motivating because it is fun
- Exposes kids to lots of language and conversation
- Teaches kids how to communicate with peers and adults
- Provides practice with social skills
 - Cooperation, sharing, and more
- Provides practice with planning skills
 - Storytelling, role-playing



LEARNING THROUGH PLAY VERSUS LEARNING TO PLAY

- We are going to focus on teaching skills (such as communication) through play
- But learning new play skills will also be a natural part of the process!
- It's important to recognize how your child plays so that you can help them both learn new play skills and help them learn through play



STAGES OF PLAY DEVELOPMENT

- **Solitary Play**
 - May be aware of others, but mostly plays on their own
 - Exploring environment, cause and effect (for example, dumping things in and out).
- **Parallel Play**
 - Playing “beside”/next to other children
- **Associative Play**
 - Playing “with” others but in a “free form” kind of way (chase games, for example)
- **Cooperative Play**
 - Play that involves planning, cooperation, or assigning roles and acting out events
 - “You pretend to be the chef and I will come to your restaurant”
 - Requires complex social skills



WHERE DO I START?

- Don't put a lot of pressure on yourself! Not every play opportunity needs to be a serious learning opportunity. It's important that you are having fun
- And when you do that, you show your child how that toy, game, or activity is fun



THINK ON THE FLY OR PLAN AHEAD?

- Follow your child's lead
 - Your child is playing with a ball. Learning opportunities, request ball, say “bounce the ball,” “what color is the ball,” practice throw and catch (taking turns)
- Encourage playing with toys, games, activities that have teaching potential
 - It may help to write these out or at least visualize what you can do
 - If it is a new toy/game that they haven't shown any interest in, pair yourself with the toy (be extra fun with it, use a silly voice, and so forth)



IDEA: CAUSE AND EFFECT TOYS

- Especially good with early learners, who are still in the early play stages
- Work on requesting and naming
- Some children like the repetitiveness
- Once taught how to play with the toy (*with you*) also can be used to encourage independent play without you



Take a look at this toy. Think of some things you could teach/ask a child using this toy



IDEA: MATCHING, PATTERN & SORTING TOYS

- Have a clear beginning and end
- Examples: stacking rings, stacking cups, shape sorters, inset puzzles, tangrams
- Have a visual perception component
- Teaching opportunities: matching, patterning, prepositions (“put it in”), sorting, requesting, labeling, size concepts, ordering,
- Also good for independent play

← Take a look at this toy. Think of some things you could teach/ask a child using this toy

Here's an example of a teacher using a shape sorter. You can ask similar questions during play. (and *you* don't have to worry about collecting data, like the teacher did!)

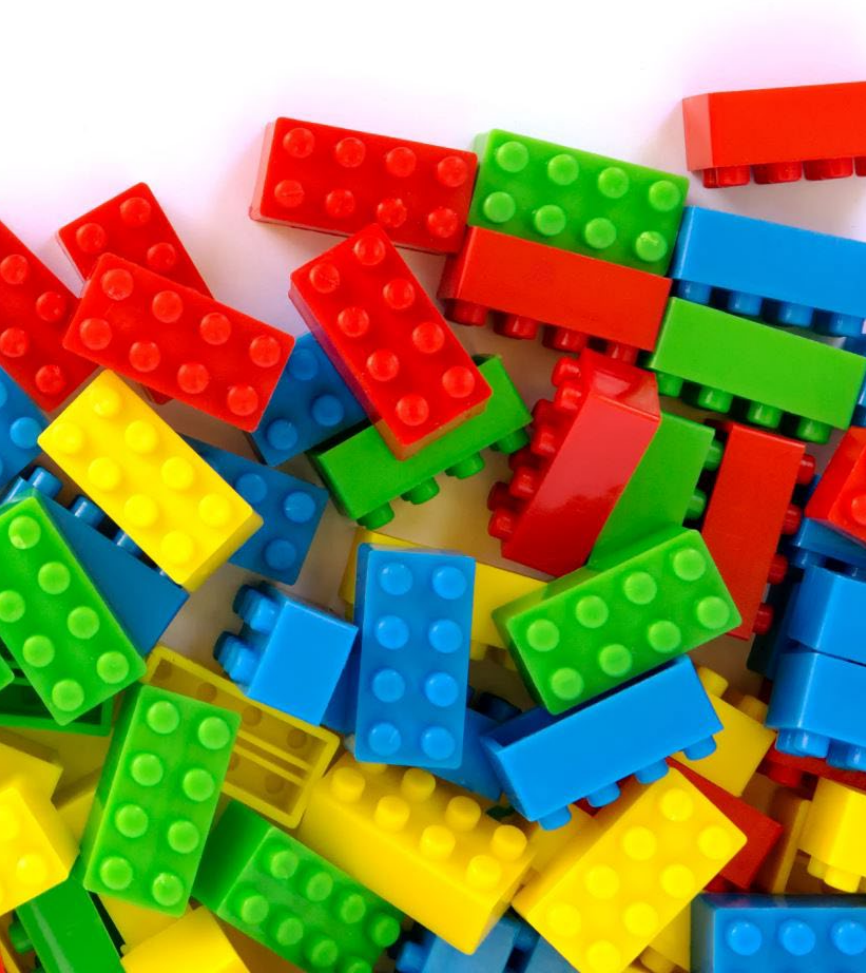




IDEA:ARTS AND CRAFTS

IDEA: IMITATION PLAY





IDEA: COPYING A MODEL

- Similar to imitation, but in this case, replicating a model
- Teaching opportunities: following directions (vocal, pictorial, written)



Take a look at this toy. Think of some things you could teach/ask a child using this toy

IDEA: PRETEND PLAY

- Teaching Opportunities: social skills, perspective-taking, cooperation, flexibility

What other skills could you work on with this pretend play?



IDEA: GAMES

- Teaching Opportunities:
 - Social: turn taking, waiting, sportsmanship
 - Communication: requesting, labeling, identifying

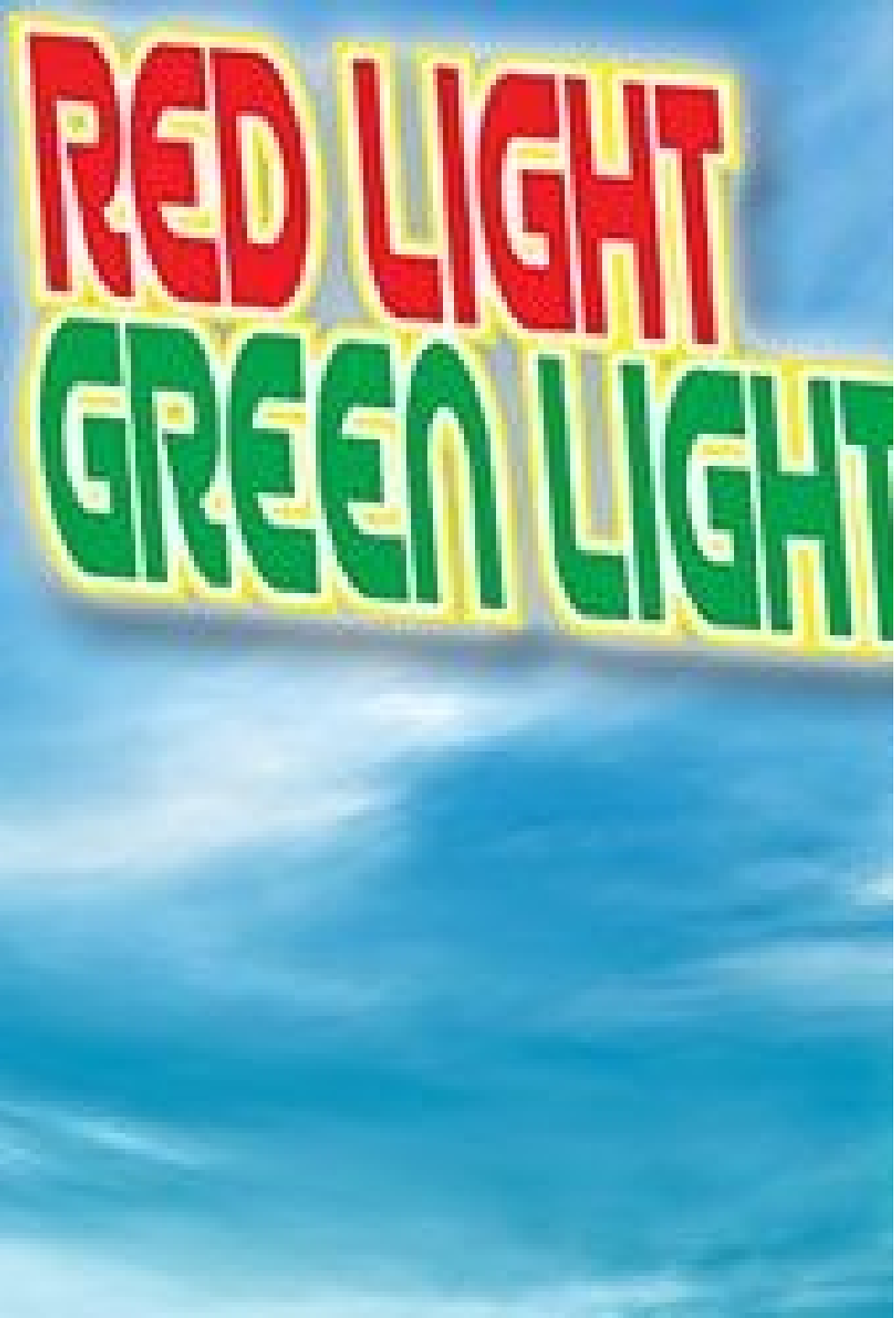
Take a look at this game. Think of some things you could teach/ask a child using this game



IDEA: ACTIVE GAMES

- Things to teach using active games
- Example: Red Light/Green Light
 - Attending
 - Listening
 - Waiting
 - Stop
- Other Games: Simon Says, Hide-and-Seek

Think of other active games!



USE A PLAYSRIPT

Duplo Farm

- Set up farm house, barn and fence
- Morning routine: wake up, feed the animals
- Night routine: animals sleep, sing them night songs, whispers

Night routine SCRIPT

- Shh! It's nighttime.
- The tractor needs to go into the barn.
- Close the door.
- The animals need to hear a story. Goodnight, sheep. Goodnight cow
- Shh. Sleep Tight!





PLAYSCRIPT: SKILLS

- Requests
 - [Animals] - pig, horse
 - [Lego pieces] - red long brick for the house or “I need this one” (show you which one)
 - Where’s the food for the animals?
 - Lower the hook.
 - Open the barn door.
- Labeling/Describing
 - [Lego structures] - barn, fence, clock The barn is finally up.
 - There’s the clock. [Animals] - sheep, horse
 - [Verbs] - eating, sleeping, pouring water Sheep is sleeping in the barn.
 - It’s nighttime.



PLAYSCRIPT: SKILLS

- Following Directions
 - Line up the animals so they can drink water from the bin.
 - I'm missing the pig, can you find him?
 - Count the animals.
- Conversation Skills
 - Rooster says (cock a doodle doo)
 - Ding ding ding (alarm is going off)
 - Snoring sounds (me me me me me me)
 - How are we going to put cow to sleep? (by singing a goodnight song)

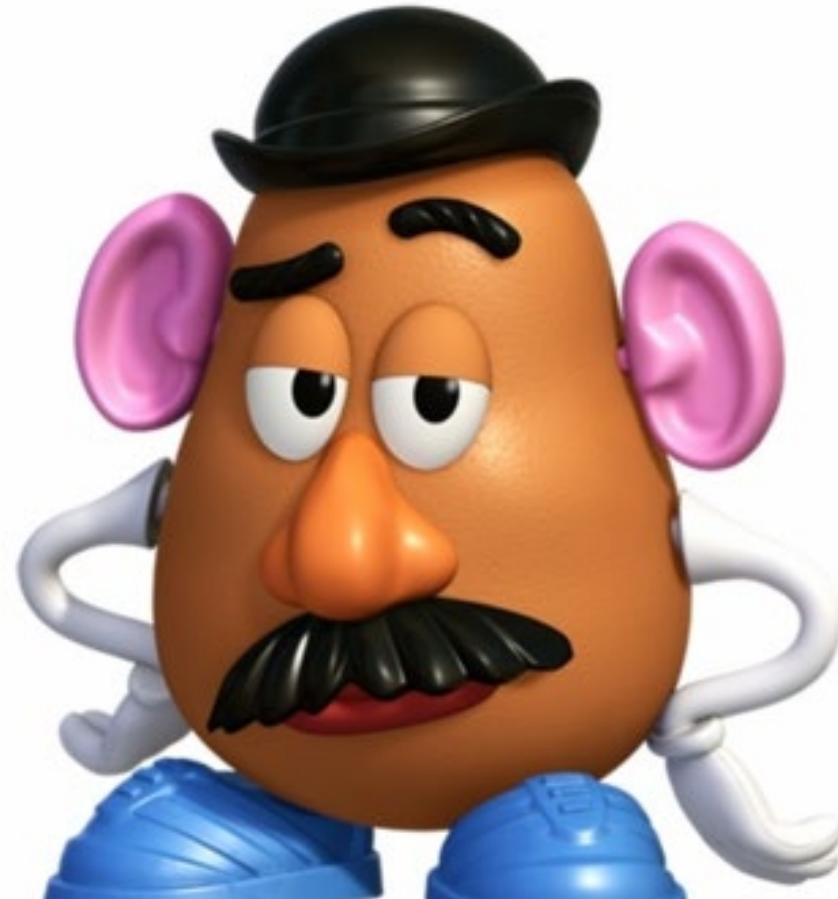
USE A PLAYSRIPT

Mr. Potato Head

- Play house
- Go shopping (for body parts + accessories)
- Fashion show
- Doctor (fix broken parts)

Go Shopping SCRIPT

- Oh! I'm missing an ear.
- I need to go to the store and buy one.
- Don't forget your purse.
- [at the store] - Which ear looks good on me?
- Got it! Let's go checkout. (Cha ching) - I have 5 dollars.





PLAYSCRIPT: SKILLS

- Requests

- It's broken, can we fix it?
- Where's the mirror for the fashion show?
- Do you like my shoes? Where's my black hat?
- [Body part] - I need a nose and a mustache

- Labeling

- [Body part] - eyes, nose, teeth [Clothes + Accessories] - shoes, hat, glasses, purse
- [Color] - black hat, red nose



PLAYSCRIPT: SKILLS

- Following Directions
 - Get him ready for work.
 - Get dressed to go shopping. Don't forget the purse.
 - Go to the checkout line. Where does his nose go?
 - How about ears?
- Conversation Skills
 - You see with your (eyes) Shoes go on your (feet)
 - [Making potatoes talk] - how is your day? (it's going well thank you)
 - Cash register goes (cha ching)

WHAT IF MY CHILD DOESN'T SHOW INTEREST IN PLAY?

- Embed toys into active interactions (like jumping on the trampoline? – add balls to the trampoline to watch them bounce)
- Likes to cuddle with you? Have books with you at cuddle time. Or simple toys. You can encourage just touching or handling them in the beginning and not worry about the right way to play with them. Your first goal is engagement with the item and you can go from there
- Bring toys into any positive interaction. Again, in the beginning, don't force “appropriate” play with the toy but let the toy be associated with good stuff



TIPS FOR SUCCESS

- Be silly
- Be loud
- There's no right or wrong way to play as long as they are having fun
- Use toys with parts
- Use books
- Don't turn play into work with *too many* demands
 - It's okay to back off on teaching opportunities if your child is showing that they are frustrated by too many questions – it needs to stay fun
- Give supports and hints (prompts) when needed
- Let your child know that they are doing a great job by using social praise





MOSTLY, HAVE FUN!