Visual Strategies to promote children's interactive play skills

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Children learn through play

O   • Develop physical skills. Gross motor skills are developed as a child learns to reach, grasp, crawl, run, climb and balance. Fine motor skills are developed as children handle small toys.

O   • Develop cognitive concepts. Children learn to solve problems (What does this do? Does this puzzle piece fit here?) through play. Children also learn colors, numbers, size and shapes. They have the ability to enhance their memory skills as well as their attention span. Children move on to higher levels of thought as they play in a more stimulating environment.

O   • Develop language skills. Language develops as a child plays and interacts with others. This begins with parents playing cooing games with their children and advances to practical levels such as telling make-believe stories and jokes.

O   • Develop social skills. Learning to cooperate, negotiate, take turns and play by the rules are all-important skills learned in early games. These skills grow as the child plays. As a result, children learn the roles and rules of society.

Stages of Play
(Mildred Parten 1932)

O Unoccupied (play) – when the child is not playing, just observing. A child may be standing in one spot or performing random movements.

O Solitary (independent) play – when the child is alone and maintains this status by being focused on its activity. Such a child is uninterested in or is unaware of what others are doing. More common in younger children (age 2–3) as opposed to older ones.

O Onlooker play (behavior) – when the child watches others at play but does not engage in it. The child may engage in forms of social interaction, such as conversation about the play, without actually joining in the activity. This type of activity is also more common in younger children.

O Parallel play (adjacent play, social coaction) – when the child plays separately from others but close to them and mimicking their actions. This type of play is seen as a transitory stage from a socially immature solitary and onlooker type of play, to a more socially mature associative and cooperative type of play.

O Associative play – when the child is interested in the people playing but not in the activity they are doing, or when there is no organized activity at all. There is a substantial amount of interaction involved, but the activities are not coordinated.

O Cooperative play – when a child is interested both in the people playing and in the activity they are doing. In cooperative play, the activity is organized, and participants have assigned roles. There is also increased self-identification with a group, and a group identity may emerge. Relatively uncommon in the preschool years because it requires the most social maturity and more advanced organization skills. An example would be a game of freeze tag.

Five Stages in a Child's Make-Believe Play

	1. First Scripts	2. Roles in Action	3. Roles with Rules and Beginning Scenarios	4. Mature Roles, Planned Scenarios, and Symbolic Props	5. Dramatization, Multiple Themes, Multiple Roles, and Director's Play
Plan	Does not plan during play.	Does not plan during play.	Plans roles; actions are named prior to play.	Plans each scenario in advance.	Plans elaborate themes, scenarios, and complex roles. Spends more time planning than acting out the scenario.
Roles	Does not have roles.	Acts first and then decides on roles. No rules are revealed.	Has roles with rules that can be violated.	Has complex, multiple roles.	Can play more than one role at a time. Roles have social relationships.
Props	Plays with objects as objects.	Plays with objects as props. Actions with a prop result in a role.	Needs a prop for the role.	Chooses symbolic and pretend props.	Can pretend rather than actually have a prop. Does not need a prop to stay in the role. Objects can have roles.
Extended time frame	Explores objects, but not play scenarios.	Creates scenarios that last a few minutes.	Creates scenarios that last 10–15 minutes.	Creates scenarios that last 60 minutes or longer. With support, can create scenarios that last over several days.	Creates scenarios that last all day and over several days. Play can be interrupted and restarted.
Language	Uses little language.	Uses language to describe actions.	Uses language to describe roles and actions.	Uses language to describe roles and actions. Uses role speech.	Uses language to delineate the scenario, roles, and action. Book language is incorporated into role speech.
Scenario	Does not create a scenario. Can copy what the teacher does and says or will follow the teacher's directions if script is simple and repetitive.	Creates a scenario that is stereotypical, with limited behaviors. Can incorporate modeled roles and actions into play, with support.	Plays familiar scripts fully. Accepts new script ideas.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Describes unfolding scenario, roles, and actions.	Plays a series of coordinated scenarios that change in response to previous ones or the desires of players. Uses themes from stories and literature.

Common Core

O **Mission Statement**

O The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

Speaking and Listening

www.corestandards.org

O The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.

O An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

O The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

O The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.

O Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in

Implications for Early Childhood...

O Children will need to learn to work together

O Students will need to develop problem solving skills

O Students will need to explain based on real life scenarios

O Students will need to develop vocabulary

O Others????

Early developed play skills will be necessary for students to be successful in school with the new Common Core Standards- How can we further those skills?
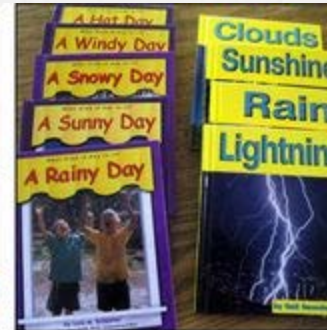

"When I see it, then I understand"

Thoughts?

Many of the play skills that children learned in the past by observing and imitating their older playmates now have to be taught directly by teachers or learned from behaviors that teachers model.

Patient Information

Pet's Name: _____

Type of Pet:

☐ Hamster   ☐ Cat   ☐ Bird   ☐ Rabbit

☐ Fish   ☐ Turtle   ☐ Dog

Heartbeat ♥ Good 😊   Bad 😕

Temperature _____

Shots ✎ Yes 😊   No 😕

Owner's Name _____

Dramatic Play
Wrapping Station

Station 2:
Address

pre-kpages.com

Visual Supports

Special Considerations

- Speech and language delays
- Autism spectrum disorders
- Behavior concerns
- Cognitive delays
- English Language Learners

In what way does the child communicate?
- Motoric: Direct physical manipulation of a person or object (e.g., taking a person's hand and pushing it towards a desired item; giving a cup to a caregiver to indicate, "Want milk").
- Gestural: Pointing, showing, gaze shift (e.g., a child looks or points to a desired object and then shifts his gaze to another person, thereby requesting that object. [i.e. the communicative act of requesting).
- Vocalization: Use of sounds, including crying, to communicate (e.g., a child says "ah-ah-ah", to draw another person's attention to him).
- Sign language: Communication with a conventional sign language system.
- Using objects: The child hands an object to another person to communicate (e.g., the child hands a cup to his parent to indicate "drink").
- Using photo: Use of two-dimensional photographs to communicate (e.g., the child points to, or hands photographs of various objects, actions or events to communicate his desires).
- Pictorial: Use of two-dimensional drawings which represent objects, actions or events (e.g., a child hands a line drawing of a "swing" to his parent to indicate that he wants to swing).
- Written: Use of printed words or phrases to communicate (e.g., the child writes, "too loud" to indicate that the noise level in the environment is bothering him).

How does the child use his language to communicate?

There are three primary functions or purposes of language: behavioral regulation, social interaction and joint attention. It is important to note that all three communicative functions are developed by approximately age 12 months in typically developing children, and are listed in hiearchical order from least social to most social

Behavioral Regulation

O Requesting objects

O Requesting actions

O Requesting assistance

O Protest/reject object

O Protest/reject action

Social Interactions

O Requesting social routines (e.g., requesting to play "peek-a-boo" and "patty-cake" games);

O Requesting comfort (e.g., requesting to be held when distressed);

O Greetings (e.g., "Hi" /"Bye");

O Calling attention: (e.g., child calls attention to self through calling others);

O Showing off (e.g., child exhibits "show off" behaviors during games, such as peek-a-boo, dress up, etc.).

Joint Attention

O • Commenting (e.g., a baby looking at his parent and pointing to the sky at an airplane overhead. The child is not requesting the airplane but commenting about it, drawing another person's attention to this object);

O • Requesting information from others (e.g., the child asks another "Where did you go?").

O • Giving information to others (e.g., the child gives information about something that is not obvious or known to another person: "I went to the fair last night");
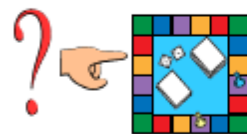
Tasks Galore

Tasks Galore Let's Play

Structured Steps to Social Engagement and Symbolic Play

Laurie Eckenrode   Pat Fennell
Kathy Hearsey   Beth Reynolds

- O •share enjoyment
- O •use toys appropriately
- O •manage play times
- O •make and end choices
- O •pretend, and
- O •play with peers

IT'S A TOY

➢ Creating toy appeal

➢ Providing visual instructions for toy set up

➢ Visually clarifying how to use toys

  ➢ Do what and how

  ➢ how long/concept of finished

One teacher talks with students during group times about the ideas of the day for different centers. When they go to those centers, they see reminders about the ideas. In the manipulative center, the idea for this day is to build a car out of bristle blocks. Once started with bristle blocks, the students often think of other things to build. In the housekeeping center, the teacher provides a suggested menu for the day. She also provides props for students to take orders from their playmates. Just seeing this idea when they enter the area is enough of a visual prompt for some to initiate play.
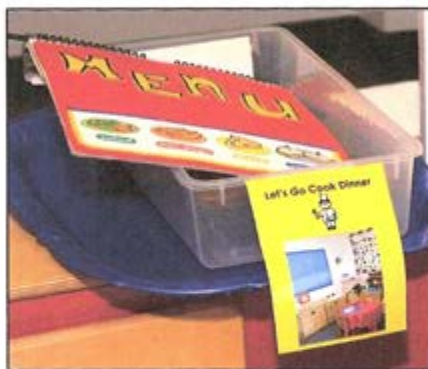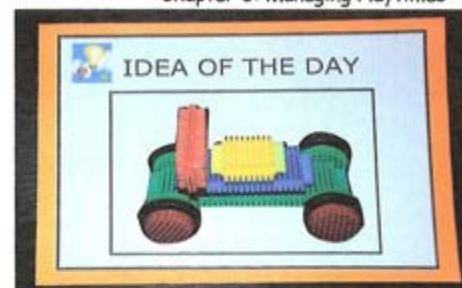
Students have prelearned play schemes, such as bathing baby, shopping, and cooking, and they feel confident playing with these toys with their peers. The books with visual instructions help the children remember the ideas and, if needed, give them something on which to focus. Students who manage their playtimes by choosing toys, attending to them until finished, putting them away, and choosing something different may sometimes have difficulty putting these skills in place when in a play center filled with commotion. These play books provide a starting point and help the children organize their thoughts about what to play when they are feeling overwhelmed in a center.

MAKING CHOICES AND ENDING THEM

O Limiting choices

O Center choices

O Visual cues to transition from chosen activities (finished cards, goodbye box, anticipation countdown, finishing later)

IT'S PRETEND

O Sequencing ideas

O Relationships and causality (first/then, scripts, story prompts, role playing)

O Sharing

O Practice communicating

  O Requesting, ask/answer questions, comment, show, initiate, and share ideas

O Sustain interactive play

"Share the Road" Shoebox Games

Goal: introduce taking turns, making play-related statements.

Children sit around the shoebox. Each child has a small container of toy vehicles. With prompting as needed, the first child drives his or her vehicle down the road and into the "garage" (a hole cut in the shoebox lid). The next child then takes a turn to do this same, and they alternate turns back and forth.

Teachers can also work on having the children make play-related statements or vehicle noises (e.g. "zoom" or "vroom") while driving the vehicles.

"Share the Road" Color Match Folder Game
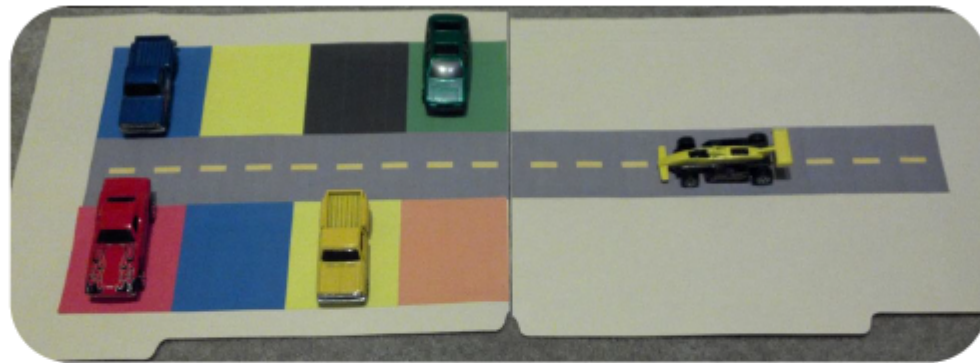
Goals: introduce basic taking turns, match colors.

Children sit on opposite sides of the table or on the floor with the open folder in between them.

Children take turns pushing a toy car down the road to park it in a parking space that matches the color of the car.

Resources

O Tasksgalore.com

O Positivelyautism.com

O Tripclip.com

O Pre-kpages.com

O NAEYC

O Common Core Standards