

Goal and Activity Sharing Form

from School Staff to Parents

Date: _____

Dear _____,

This week, we are working on the following social-communication and play goals with _____.

Social-Communication Goal: _____

Here are some activities we are trying with your child in the classroom to target this goal:

Here are some suggestions for you to try in targeting this goal at home:

Play Goal: _____

Here are some activities we are trying with your child in the classroom to target this goal:

Here are some suggestions for you to target this goal at home:

Goal and Activity Sharing Form

from Parents to School Staff

Date: _____

Dear _____,

This week, we are working on the following social-communication and play goals at home with _____.

Social-Communication Goal: _____

Here are some activities we have found to be effective in targeting this goal at home:

Here are some things we are struggling with or would like more information on:

Play Goal: _____

Here are some activities we have found to be effective in targeting this goal at home:

Here are some things we are struggling with or would like more information on:

Exploratory Play Goals

The first play level of the ASAP program is aimed at helping your child explore, interact with, and explore a variety of toys. If you're not sure what level to begin with, give your child a variety of toys and observe what s/he does with those toys. This phase of play development results in your child using both hands to explore toys in a variety of ways.

Exploratory Play Goal 1. Your child picks up and looks at a toy

This goal is designed to help your child learn to interact with and explore a variety of toys. By modeling picking up and looking at a toy, you are helping your child create a foundation for learning how to play. Also help your child look at toys for longer periods of time by modeling moving, rotating, banging, or shaking the toy.

Suggested toys/activities:

To target this goal, it will help to have a highly engaging toy that will hold your child's interest.

- Pin wheel
- Light-up musical toys
- Trains and cars
- Kitchen gadgets (scoops, measuring cups, ladles)

Notes/Suggestions:

Exploratory Play Goals

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Exploratory Play Goal 2. Your child plays with toys using both hands together

In this goal, you are modeling for your child the various ways s/he can interact with a toy using both hands. For example, you can show your child how to spin, bang, rub, squeeze, smell and even drop a toy on the floor by holding the toy with two hands. Push buttons to activate a toy being held or turn pages in a book while holding it.

Suggested toys/activities:

- Balls
- Blocks
- Pop-up musical toys
- Books

Notes/Suggestions:

Exploratory Play Goals

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Exploratory Play Goal 3: Your child plays with one toy in three or more different ways

Your child has begun to explore a variety of toys. Now you can help your child expand the number of different ways s/he can play with each toy. You can work on this at home by modeling various play acts with a single toy. For example, you can show your child how to roll, pat, and cut play dough or how to bounce and throw a small ball.

Suggested toys/activities:

- Play dough
- Ball
- Music box
- Bubbles
- Ring stack (peep through rings, put ring on arm, blow through ring, put ring on head)

Notes/Suggestions:

Relational Play Goals

Now that your child is able to explore toys and is beginning to use toys in different ways, we want to help your child play with two or more toys (or toy parts) together in various combinations. There are 3 relational play goals. We start by teaching your child to (1) take toys apart, then to (2) put toys back together, and finally to (3) put toys together in meaningful ways.

Relational Play Goal 1. Your child takes pieces of toys apart

Start by helping your child learn to take toys with pieces apart. Taking a lid off of a container, taking pieces out of a simple puzzle, or unstacking a tower of blocks, stacking rings, or nesting cups are all ways you can teach your child to take toys apart. Stack the rings on the stacker and then encourage your child to take them off the stacker. If your child begins to lose interest, be animated and take a piece off yourself, encouraging him/her to do the same.

Suggested toys/activities:

- Stacking rings
- Nesting cups
- Blocks
- Puzzles
- Barrel of Monkeys

Notes/Suggestions:

Relational Play Goals

Now that your child is able to explore toys and is beginning to use toys in different ways, we want to help your child play with two or more toys (or toy parts) together in various combinations. There are 3 relational play goals. We start by teaching your child to (1) take toys apart, then to (2) put toys back together and finally to (3) put toys together in meaningful ways.

Relational Play Goal 2. Child puts toys together in simple ways

Now that your child is able to take toys with pieces apart, you can teach him/her to put two or more toy parts or toys together. The same toys you used to teach your child to take toys apart can be used here to teach your child to put two or more toy parts together. Making a tower of blocks, putting pieces in a puzzle, stacking rings or nesting cups are all examples of this level of play. Examples of putting two toys together are teaching your child to clean up by putting toys in a bin or bag. This skill can also be taught by putting blocks or other small toys in bins/cups/boxes/bags. Stack blocks in a small tower, knock them down, and encourage your child to build the tower back up again. Putting blocks in a row and pushing them together like a train may be fun for your child (saying “whoop whoop” for the whistle), then encourage your child to put blocks together to make his/her own train.

Suggested toys/activities:

- Stacking rings
- Nesting cups
- Blocks
- Puzzles
- Barrel of Monkeys

Notes/Suggestions:

Relational Play Goals

Now that your child is able to explore toys and is beginning to use toys in different ways, we want to help your child play with two or more toys (or toy parts) together in various combinations. There are 3 relational play goals. We start by teaching your child to (1) take toys apart, then to (2) put toys back together and finally to (3) put toys together in meaningful ways.

Relational Play Goal 3. Your child puts several toys together in specific ways

With this goal, you are helping your child learn how to combine objects and toys in specific ways. Examples of this level of relational play include sorting toys (e.g., by shape, color, or animal; gathering up all the play eating utensils) or grouping toys that go together such as putting a spoon in a cup or a lid on a pot. You can work on this goal by helping your child sort toys into specific containers during clean up. You can also show your child how to put beads on a string, or put tops on toy pots or spoons in toy cups.

Suggested toys/activities:

- Toy cooking sets (spoons, cups, pots with lids)
- Different color/shape toys (e.g., Legos ®)
- Beads and string
- Separate toy animals by size into “mommies/daddies” and “babies” or by category (horses, pigs, dogs)

Notes/Suggestions:

Functional Play Goals

Functional play is the beginning of pretending. There are 5 levels of functional play in the ASAP program. We encourage you to teach functional play by first encouraging your child to pretend with objects, then to include him/herself, dolls or action figures, and other people in the pretending. Finally, we teach your child to use simple pretend play sequences.

Functional Play Goal 1. Your child plays with toys in functional or simple pretend ways

At this level, you are teaching your child to start using toys in the way they were meant to be used. This level is the start of early pretending. You can model functional play by showing your child how to play with toy cooking sets by putting a spoon in a cup and stirring. Another example is modeling for your child how to push a toy car along a pretend road or move a train around a track.

Suggested toys/activities:

- Cars
- Boats
- Trains
- Toy cooking sets
- Dinosaur (eats, sleeps, growls, swims)

Notes/Suggestions:

Functional Play Goals

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Functional Play Goal 2. Your child plays with toys in simple pretend ways directed to self

In targeting this goal, you are now helping your child take on more of a role in his/her pretend play. Examples of this level of play are pretending to feed him/herself with a spoon or a bottle, brushing his/her own hair with a toy brush, or giving him/herself a shot when playing with a toy doctor kit.

Suggested toys/activities:

- Toy cooking sets
- Sand toys
- Brushes
- Combs
- Baby bottles
- Toy doctor kit

Notes/Suggestions:

Functional Play Goals

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Functional Play Goal 3. Your child includes a doll/action figure in simple pretend play with toys

The goal of this step is to help your child expand his/her pretend play to dolls and stuffed animals. At this level, you are helping your child start to include a doll or some other figure (e.g., dinosaur, stuffed animal) into his/her pretend play. Examples of this level are the child feeding a doll with a spoon or bottle, brushing or diapering a doll, and feeding a dinosaur, making it sleep, or making it swim.

Suggested toys/activities:

- Dolls/action figure/stuffed animal
- Brushes
- Combs
- Play diapers
- Toy kitchen set
- Doctor/veterinary set

Notes/Suggestions:

Functional Play Goals

Functional play is the beginning of pretending. There are 5 levels of functional play in the ASAP program. We encourage you to teach functional play by first encouraging your child to pretend with objects, then to include him/herself, dolls or action figures, and other people in the pretending. Finally, we teach your child to use simple pretend play sequences.

Functional Play Goal 4. Your child includes other people in simple pretend play with toys

In the previous goal, your child was learning to include dolls or stuffed animals in his/her pretend play. In this goal, you are helping your child learn to include other people in the pretending. You can work on this goal by encouraging your child to pretend to feed you with a spoon or bottle, put a toy Band-Aid® on your pretend 'boo-boo,' or put a toy phone to your ear.

Suggested toys/activities:

- Kitchen sets
- Doctor/veterinary set
- Comb
- Brush
- Bottle
- Toy phone

Notes/Suggestions:

Functional Play Goals

Functional play is the beginning of pretending. There are 5 levels of functional play in the ASAP program. We encourage you to teach functional play by first encouraging your child to pretend with objects, then to include him/herself, dolls or action figures, and other people in the pretending. Finally, we teach your child to use simple pretend play sequences.

Functional Play Goal 5. Your child uses the same action in simple pretend play with two different people or dolls/figures

Now that your child has started to include other people and dolls/figures in his/her pretend play, you can help him/her learn to incorporate more than one other person or doll at a time. An example of this level of play would be having your child feed you and then feed a doll with a spoon or bottle or having your child feed you and your spouse with a spoon. You can also work on this goal by having your child put a doll to sleep and then put a dinosaur to sleep, or give a stuffed dog a shot and then a stuffed rabbit a shot.

Suggested toys/activities:

- Dolls/action figure
- Toy kitchen set
- Doctor/veterinary set
- Brushes
- Combs
- Diapers

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play Goal 1. Your child makes doll/figure move or do things as if it were alive

You may have noticed that this goal is similar to *Functional Play Goal 3* at the functional play level in that it involves having your child include a doll or action figure in his/her play. However, this goal is a higher level in that *we now want your child to do the moving and talking for the doll/action figure*. For example, you may have worked on Functional Play Goal 3 with your child by having your child feed a dinosaur a cookie while you manipulated the dinosaur by "roaring" or "chewing." For Symbolic Play Goal 1, you now want your child to "roar" and "chew" for the dinosaur while you or your child feed it a cookie. You can work on this goal by having your child act as the doll and feed you or another doll, for example.

Suggested toys/activities:

- Dolls
- Puppets
- Stuffed animals
- Toy animals/actions figures
- Toy foods
- Cooking set
- Toy medical kit

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play Goal 2. Your child does 2 different pretend actions, one right after another, with the same toy

In this goal, you are helping your child start to expand his/her play by putting different pretend steps together. An example of this would be to have your child feed a doll and then put it to bed. You can think of this kind of play as building steps in a story. You can work on this by modeling 2-step pretend sequences for your child, such as driving a toy car around and then putting it in a garage, blowing out pretend candles and eating the cake, or stirring a spoon in an empty bowl and then pretending to eat the food.

Suggested toys/activities:

- Toy kitchen set
- Toy doctor kit
- Dolls/action figures
- Cars, trucks, and trains

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play Goal 3. Your child does 3 or more different pretend actions, one right after another, with the same toy

This goal is a continuation of the last goal. Continue to build the play "story" by adding a 3rd step. If you have been modeling stirring a spoon in a bowl and then pretending to eat, for example, you can now add in a third step to the pretending to make a 3-part sequence: stirring with a spoon, blowing on the spoon, and then eating. Other examples are: driving the truck to the cement plant, pretending to put cement in the truck, and then driving the truck back to a house; or making the toy school bus drive down the road, pick up the children, and drop them off at school.

Suggested toys/activities:

- Toy kitchen set
- Toy doctor kit
- Dolls/action figures
- Cars, trucks, and trains

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play 4. Your child uses one toy/object to represent or stand for another

In this goal, aim to teach your child to use one object or toy to represent something else. For example, you can model for your child pretending that a block is a cookie and feed it to a doll. Or you can pretend a shoebox is a boat and put some figures inside to go for a ride. You can also play cashier and "ring up" blocks to represent various sale items or have animals eat small pieces of paper as food.

Suggested toys/activities:

- Blocks, shoeboxes and cups to use to stand for other objects
- Doll/action figure/stuffed animal
- Various toy sets (e.g., kitchen set, cash register, farm set)

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play Goal 5. Your child uses pretend qualities in play

In this goal, you expand your child's imaginary play by teaching him/her how to give the toys pretend characteristics. Toy food and kitchen sets provide many opportunities for this level of play. For example, you can model for your child that the toy pizza is "hot" or that a toy ice cream cone is "cold." Pretending that something has spilled or is leaking and needs to be cleaned up is another way to target this goal. Also, pretending toy foods are "yummy" or "yucky," pretending a diaper is "wet," pretending a road is "bumpy," acting as if toy food is "sticky," or pretending a shoe is "muddy" are other examples of this level of play.

Suggested toys/activities:

- Toy foods
- Dolls/action figures
- Diapers
- Shoes

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play Goal 6. Your child uses pretend objects in play

At a previous level, your child learned to substitute a toy or object to represent something else (e.g., a block represented a cookie). Now you want to expand your child's pretend play to include imaginary objects. To target this goal, you can model using an "invisible" wrench to fix a toy car (or drive to a pretend garage), feed a doll an invisible pizza, or stop a car or train at an invisible stop sign. Other examples might include holding up your hand as an imaginary phone and shaking your fist to pour imaginary sprinkles on a toy cupcake.

Suggested toys/activities:

- Cars
- Dolls
- Toy animals
- Toy foods
- Cooking items

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play Goal 7. Your child takes on a pretend role in play that other people direct

In this goal, you give your child a role to take on in pretending. For example, you can have your child be the train conductor and you can be the passenger. As these pretend play scenarios become more familiar to your child, you can then trade roles (e.g., s/he can be the passenger and you be the train conductor) and add new roles (e.g., to the pretend game). For example, you could pretend to be a shopper/store clerk, fast food restaurant diner/check out person, or doctor/patient.

Suggested toys/activities:

- Cash register
- Store items
- Dress up hats and props (e.g., fire hat, construction hat)
- Large cardboard boxes for trains/cars/busses
- Doctor kit

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play Goal 8. Your child suggests pretend roles in play to self or other people

Now that your child is familiar with taking a role suggested by you, you want your child to start giving *you* a role to play in pretending. When you decide what type of pretend adventure to have with your child (e.g., McDonald's drive-thru) you can ask your child what you should do and what s/he will do.

Suggested toys/activities:

- Cash register
- Store items
- Dress up hats and props (e.g., fire hat, construction hat)
- Large cardboard boxes for trains/cars/buses
- Doctor kit

Notes/Suggestions:

Symbolic Play Goals

Symbolic play is a high level of pretending. In targeting symbolic play, aim to help your child start to do things like pretending that toys are alive (dinosaurs eat, dolls talk/walk), using one object to stand for another (block for piece of food, finger as toothbrush), pretending that objects have qualities they don't ("hot" toy food), using pretend objects (holding hand like a cup and drinking), and taking on pretend roles in play (acting as the teacher or doctor). These are fun skills to work on with your child!

Symbolic Play Goal 9. Your child expands pretend play with other people into (a) new roles, (b) new themes, (c) fantasy roles

Now that your child is able to play different roles during play, the goal is to help your child learn to take on different roles that could be in the same theme, a different theme, or a fantasy. If you have been playing doctor/patient, encourage your child to play different roles (e.g., child, older person, nurse, checkout person). If it's an action figure like Dora the Explorer, help your child think of new roles, add new themes, or add more imaginary parts. During pretend play with your child, add other characters. For example, while playing store suggest that your child take on the role of the stock boy/girl or an angry customer.

Suggested toys/activities:

- Action figures/dolls
- Toy kitchen or store
- Dress up clothes
- Forts and pretend places (sandy area of yard as a beach)

Notes/Suggestions: