PLAY

Review of Play

Team discussion and practice videos

ASAP in your classroom

Using assessments and selecting goals

Advancing Social-Communication and Play
An Intervention Program for Preschoolers with Autism

Development of
Play

Exploratory Play

▶ **Exploratory:**
Exploring objects

Relational Play

▶ **Relational:**
Using objects
together in simple
ways

Functional Play

▶ **Functional:**
Using objects for their
intended purpose

Symbolic Play

▶ **Symbolic:**
Incorporating object
substitution, pretend
objects, or role play

Development of
Play

Exploratory Age of Emergence: 2-10 months	Relational Age of Emergence: 10-18 months	Functional Age of Emergence: 12-18 months	Symbolic Age of Emergence: 18-30 months
E1. Child picks up and looks at a toy			
E2. Child plays with toys using both hands together (may include banging, shaking, rubbing, squeezing, mouthing, licking, smelling)			
E3. Child plays with one toy in three or more different ways	R1. Child takes pieces of toys apart		
	R2. Child puts toys together in simple ways		
	R3. Child puts several toys together in specific ways	F1. Child plays with toys in functional or simple pretend ways	
		F2. Child plays with toys in simple pretend ways directed to self	
		F3. Child includes a doll/action figure in simple pretend play with toys	
		F4. Child includes other people in simple pretend play with toys	S1. Child makes doll/ figure move or do things as if it were alive
		F5. Child uses the same action in simple pretend play with two different people or dolls/ figures	S2. Child does 2 different pretend actions, one right after another, with the same toy
			S3. Child does 3 or more different pretend actions, one right after another, with the same toy
			S4. Child uses one toy/ object to represent or stand for another
			S5. Child uses pretend qualities in play
			S6. Child uses pretend objects in play
			S7. Child takes on a pretend role in play that other people direct
			S8. Child suggests pretend role in play to self or other people
			S9. Child expands pretend play with other people into new roles, new theme, and/or fantasy roles

Thinking about play skills...

Focused Context

Team activity

What goal(s) would you select for this child?

What did the child do that helped you make that decision?
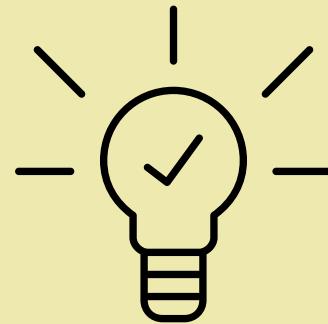
REFLECTION

What might play look like in a **focused/individualized** context in your classroom?

- Areas of the classroom/materials

- Who on your team?

- Challenges?

Thinking about play skills...

Generalized Context

Team activity

What goal(s) would you select for this child?

What did the child do that helped you make that decision?
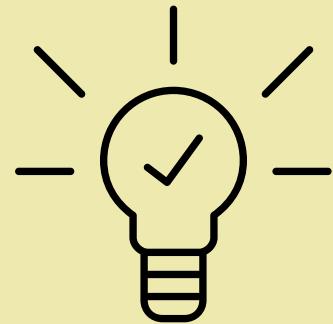
REFLECTION

How might Play look the same or different in a **generalized/group** context compared to a focused context?

Play Assessments

Unstructured Assessment

Book 1, p. 33
- Know the child already
- Can easily observe

## Structured Assessment

Book 1, p. 58
- Need more information about child's current skills

Play Assessments

Demonstrating mastery
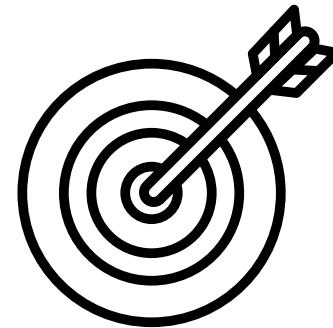
Child <u>independently</u> produces target behavior

Behavior is demonstrated in 3 different situation

Unstructured Assessments

STEP 1

Use "Experience-Based" Assessment of Play Summary Score Sheet

- Based on past experience

- At least 3 different examples, independently

- Different context, different object, different way

Structured Assessment of Play Worksheet

General Directions: Present the set of toys without any initial prompts for play. Observe the child's spontaneous play then elicit the highest level of play from the child using prompts from least directive to most directive (verbal → verbal with physical → model). You may comment on the child's play but the less talk and action on the part of the examiner is preferred. Make a note of prompts used to elicit behavior.

Mealtime Set
Materials: large doll/stuffed animal/action figure | 2 plates | 2 cups | large spoon | a few shapes/blocks
serving utensils such as spatula | 2 spoons | pot/pan | sponge | a piece of writing paper

Nighttime Set
Materials: large doll/stuffed animal/action figure | toothbrush | diaper | an empty shoebox | a stick
doll-sized blanket or small towel | plastic comb/brush set | baby bottle | a few shapes/blocks

Check the types of play observed:

EXPLORATORY PLAY:
☐ Picks up & visually inspects objects ☐ Pats doll/bear/figure
☑ Gathers blocks ☑ Manipulates doll/bear/figure
☐ Shakes, folds blanket
☑ Fingers bristles on toothbrush or brush
☐ Bangs toothbrush, comb, or hairbrush on table or other object

SYMBOLIC PLAY:
☐ Walks/moves doll/bear/figure as if alive
☐ Has doll/bear/figure brush own teeth
☐ Has doll/bear/figure brush own hair
☐ Has doll/bear/figure feed self with bottle
☐ Other

| PLAY CATEGORY AND SKILL LEVELS	Examples	Examples, Prompts, & Notes	Summary Score
		Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no unprompted examples were observed, leave blank and score 0 to indicate that child did not display the skill.	7 - unsure 0 – no examples 1 – 1 example 2 – 2 examples 3 – 3 examples
EXPLORATORY PLAY			
E1. Child picks up and looks at a toy • Examples: Picks up, looks at, puts down block; picks up, looks at, puts down	☑	1. Teddy Bear 2. 3.	1
E2. Child plays with toys using both hands together • Examples: Pushes buttons on pop up; rolls ball; gathers blocks; turns pages in book	☑ ☑ ☑	1. Teddy Bear 2. Fingers toothbrush bristles 3. Gathers blocks	3
E3. Child plays with one toy in three or more different ways • Examples: Rolls, bounces, and pats ball; mouths, bangs, and stretches slinky	☑	1. 2. 3.	0
RELATIONAL PLAY			
R1. Child takes pieces of toys apart • Examples: Takes apart large pop beads; takes off lid from container	☑ ☑ ☑	1. Takes off lid of pot 2. Takes blocks out of box 3. Takes clothes off of bear	3
R2. Child puts toys together in simple ways • Examples: Drops blocks in cup; puts lid on container; bangs two objects together	☑ ☑	1. Put lid on pot 2. Put utensil in pot	2
R3 Child puts several toys together in specific ways • Examples: Strings beads; sorts shapes into a shape sorter, puts pieces of puzzle together	☑ ☑ ☐	1. Put people in tractor 2. Bangs stick on box 3.	2
FUNCTIONAL PLAY			
F1. Child plays with toys in functional or simple pretend ways. • Examples: Stirs spoon in cup; pushes truck in purposeful path	☑ ☑	1. Stirs spoon in cup 2. Pushes tractor in purposeful path	2
F2. Child plays with toys in simple pretend ways directed to self • Examples: Feeds self with empty spoon; brushes own hair with plastic hairbrush.	☑ ☑ ☑	1. Feeds self with spoon 2. Drinks from cup 3. Brushes own teeth	3
F3. Child includes a doll/action figure in simple pretend play with toys -Examples: Brushes doll's hair with brush; diapers doll	☑	1. Fed doll with bottle 2. 3.	1
F4. Child includes other people in simple pretend play with toys • Examples: Feeds adult with spoon; combs adult's hair with comb	☐	1. Fed clinician with spoon – *Prompted with Verbal Model* 2. 3.	0
F5. Child uses the same action in simple pretend play with two different people or dolls/figures • Example: Places cup to adult's lips, then places cup to doll's mouth.	☐ ☐ ☐	1. 2. 3.	0

Unstructured Assessments

STEP 2

Use "Developmental Profile of Play Skills"

- Enter summary score for each skill

- Remember: 3 = mastery (3 different examples)

- Circle highest level in each category

DEVELOPMENTAL PROFILE OF PLAY SKILLS

Directions: In the One-to-One Column, write in the Summary Score (0, 1, 2, 3) established for each skill during the Part I: Adult-Child Structured Play Assessment. In the Observation Column, write in the Summary Score (0, 1, 2, 3) established for each skill during the Part II: Classroom Play Observation.

EXPLORATORY PLAY	One-to-One	Observation	RELATIONAL PLAY	One-to-One	Observation	FUNCTIONAL PLAY	One-to-One	Observation	SYMBOLIC PLAY	One-to-One	Observation
E0. No E level mastered											
E1. Picks up and looks at objects/toys	1										
E2. Plays with objects/toys using both hands	3		R0. No R level mastered								
E4. Plays with one toy in three or more different ways	0		R1. Takes objects/toys apart	3							
			R2. Puts objects/toys together in simple ways	2		F0. No F level mastered					
			R3. Puts several objects/toys together in specific ways	2		F1. Plays with objects/toys in functional or simple pretend ways	2				
						F2. Plays with objects/toys in simple pretend ways directed to self	3				
						F3. Uses or includes doll/action figure in simple pretend play	1		S0. No S level mastered		
						F4. Plays with objects/toys in simple pretend ways directed to/involving others	0		S1. Uses/moves doll or other action figure as if alive	1	
						F5. Child uses the same action in simple pretend play with two different people or dolls/figures	0		S2. Performs 2 different pretend actions on same object in sequence	0	
									S3. Performs 3 or more different pretend actions on same object in sequence	0	
									S4. Uses objects/toys to stand for/represent something else	0	
									S5. Uses pretend qualities/responses in play	0	
									S6. Uses pretend objects in play	0	
									S7. Takes on pretend role in play suggested by peers	0	
									S8. Suggests pretend roles in play to self or other people	0	
									S9. Child expands pretend play with other people into (a) new roles, (b) new themes, and/or (c) fantasy roles	0	

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ASAP Manual - Sample Assessments & Intervention
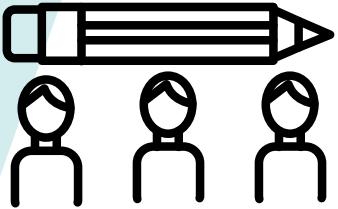
Team Activity: Make a plan for assessing each child

- What information do you already have about the child's current skills?
- Which assessment will help you fill in the missing information?
- Who will collect data? Administer the assessment?
- When will you meet to discuss?

Write down your team's action plan for selecting a play goal for the child
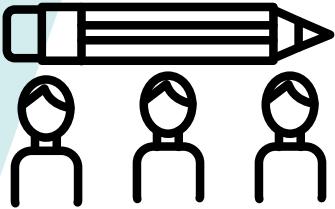
Team Activity: Homework

Use your written plan

Complete assessment(s)

Meet with your team

Select Play goal(s) for child(ren) in your classroom

QUESTIONS