

63RD CONFERENCE ON EXCEPTIONAL CHILDREN

Believing In Achieving

SHERATON FOUR SEASONS | KOURY CONVENTION CENTER | GREENSBORO, NC



Play Facilitation in the Inclusive PreK Classroom

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So many ways to learn!





The Art of Play Facilitation





Objectives

Participants will...

- Discuss play and its meaning in our lives
- Review play stages, types, and levels
- Identify strategies for responsive play facilitation
- Become familiar with the *new* Foundations: Approaches to Play and Learning



Overview of Play





Purpose of Play

“Play teaches young animals what they can and cannot do at a time when they are relatively free from the survival pressures of adult life.”

Dr. Jane Goodall
(The Jane Goodall Institute)





“For humans and other animals, play is a universal training course and language of trust. The belief that one is safe with another being or in any situation is formed over time during regular play. Trust is the basis of intimacy, cooperation, creativity, successful work, and more.”

Dr. Stuart Brown
National Institute for Play
<http://nifplay.org>





Video: Polar Bear and Husky





Through play, children....

- Learn about themselves, their environment, and the world around them
- Learn to problem-solve, get along with others, handle emotions, lead and follow
- Learn to be creative
- Learn to be independent
- Learn to practice new skills
- Have fun!





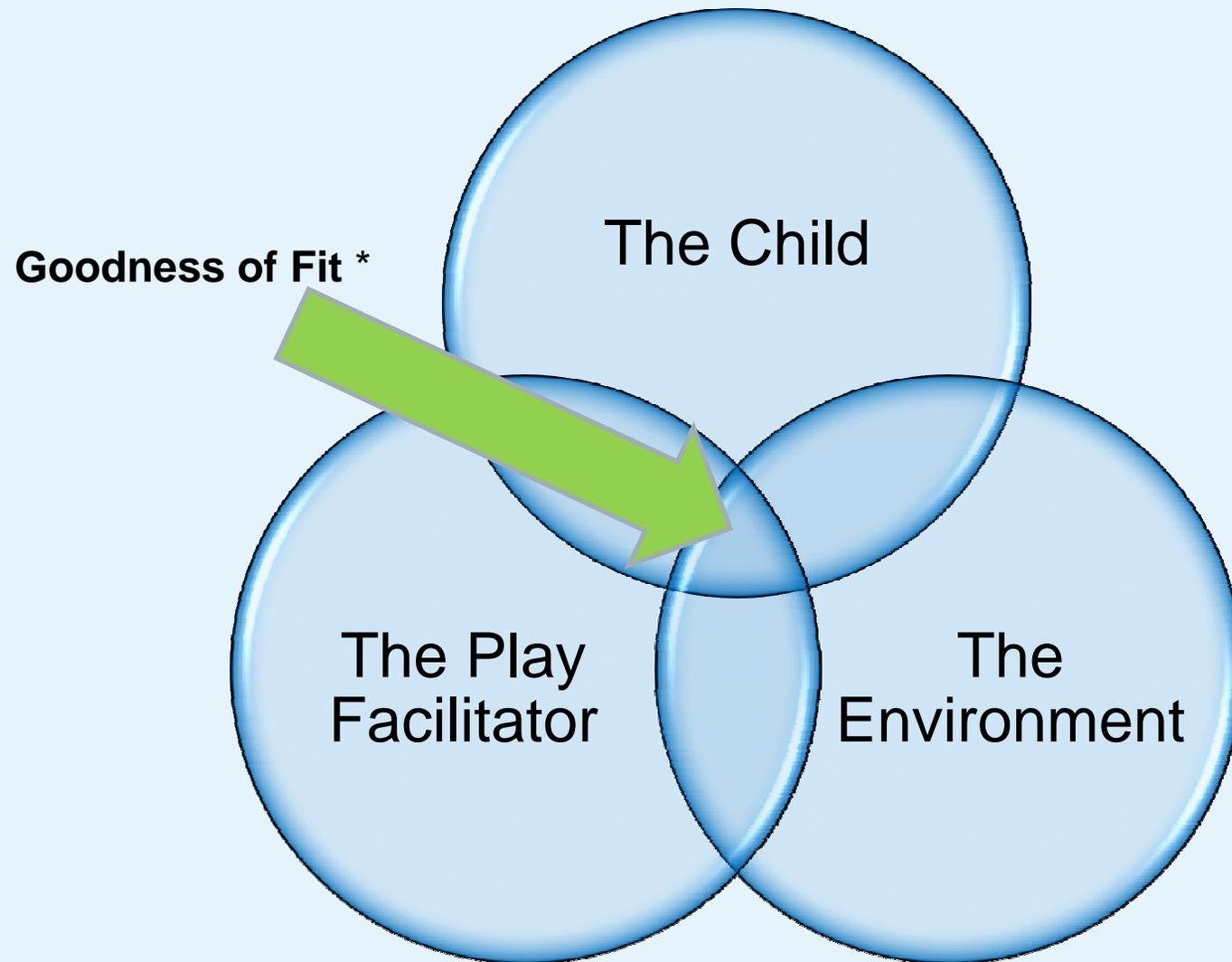
Stages of Play





Goodness of Fit





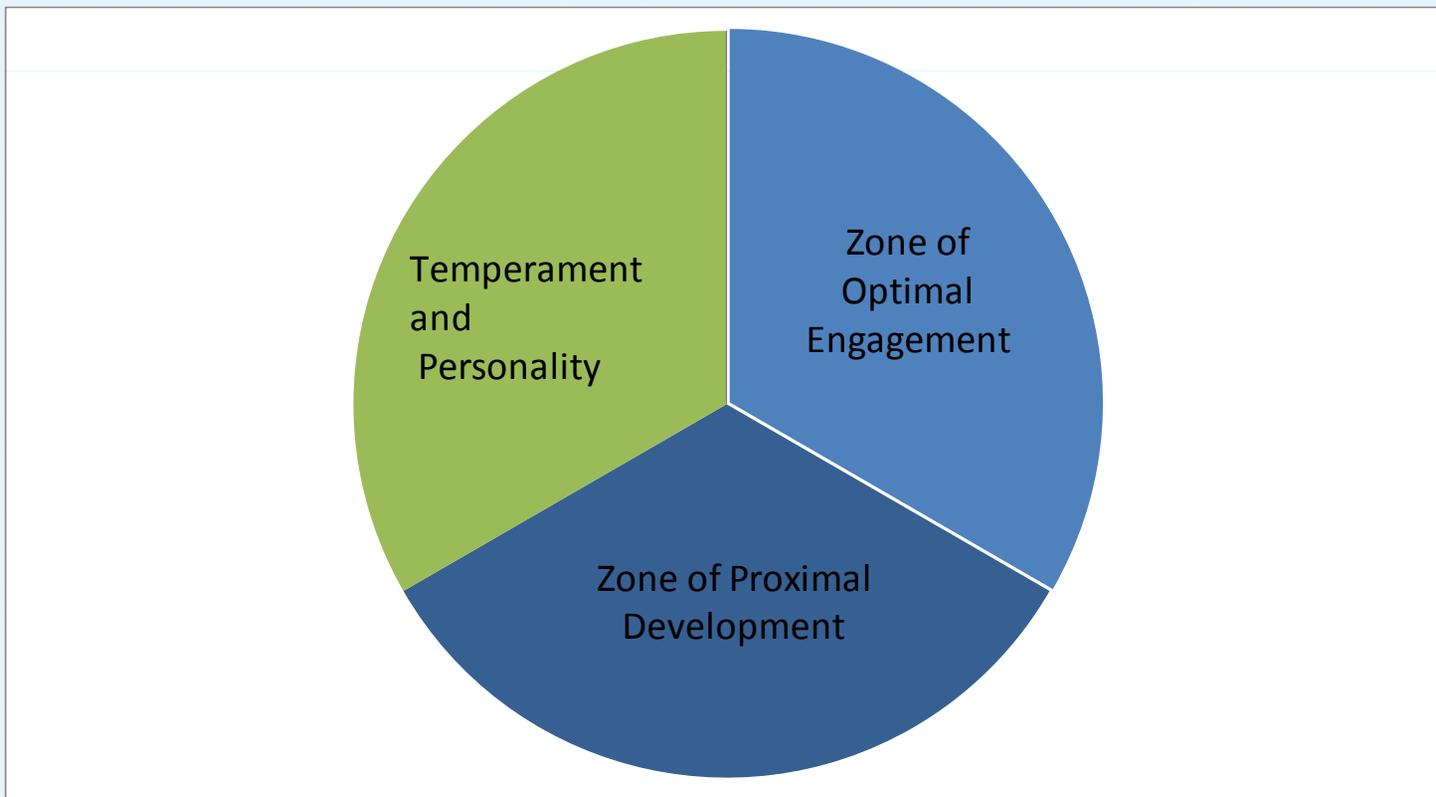


Goodness of Fit in Early Childhood

- Goodness of Fit reflects compatibility between child's temperament and the environment
- A positive goodness of fit supports a child reaching his/her potential
- The environment encompasses both the physical setting and the people in the setting



Goodness of Fit





Zone of Optimal Engagement

- Arousal level + self regulation = optimal engagement
- Arousal: level of alertness present to meet task demands
- Self regulation: monitoring of arousal level for successful task engagement and completion



Zone of Proximal Development

- From Vygotsky's work
- Also known as the "learning zone"
- Involves tasks "just beyond" the child's independent skill level
- Scaffolding fosters child's success



Temperament and Personality





Outgoing Child



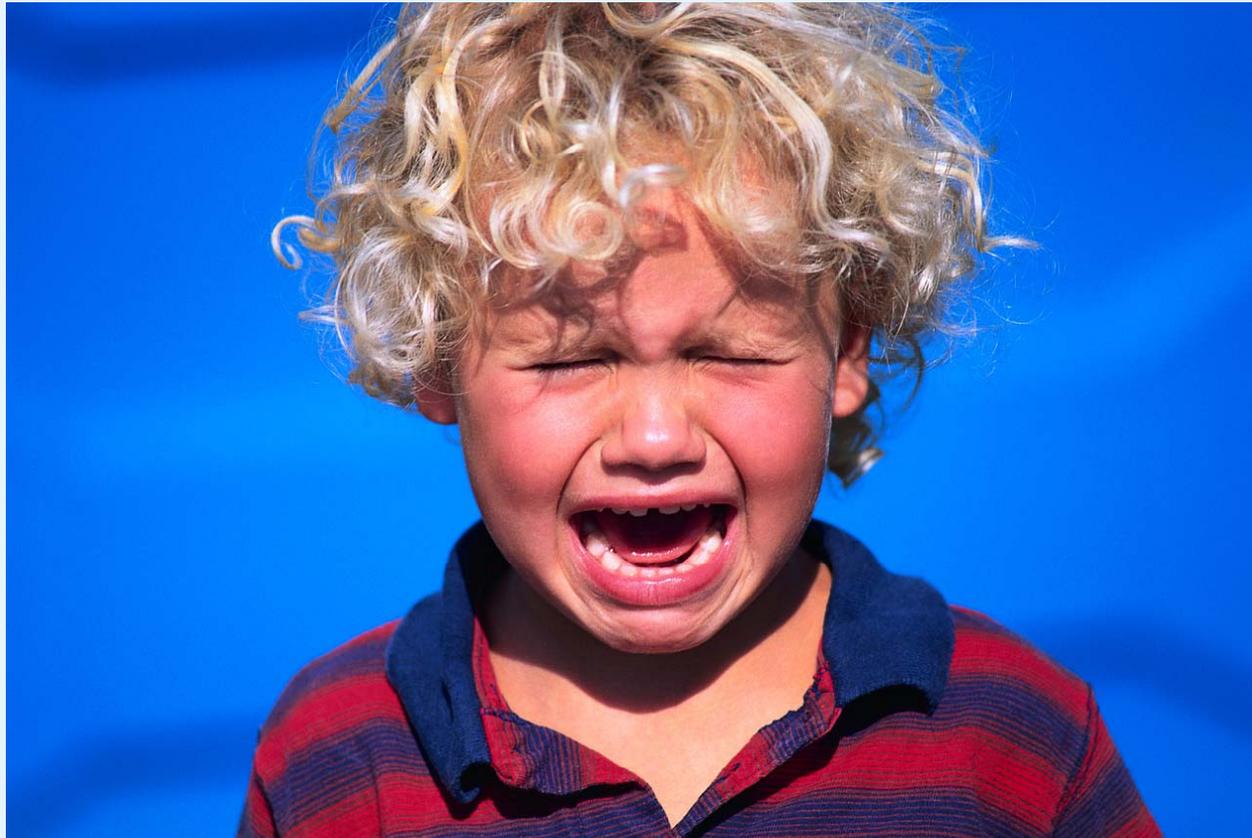


Shy Child





Angry Child





Indifferent Child





Oppositional/Resistant





Facilitating Learning through Play





The Role of the Teacher in Play

- Create a motivating environment
- Establish a close connection with the child
- Ensure that play interactions are pleasurable
- Elicit the child's typical behavior
- Elicit the child's optimal performance
- Obtain developmental skills across all domains



What does teacher need to do?

- Conduct play that is child-centered
- Focus on what is of interest to the child
- Respond within the child's zone of proximal development
- Consider "Goodness of Fit"
- Encourage next highest increment of development



Establishing rapport





Responsive Play Facilitation





Play Interaction Strategies- WAIT MORE

- **W**ait & watch
- **A**ssist as little as possible
- **I**mitate actions, sounds, and words as needed
- **T**ake turns
- **M**odel actions & motivate
- **O**pen-ended questions
- **R**ead cues & respond
- **E**nthusiasm

(Linder, 2008)



Modeling

- video



Taking Turns

- video



Imitation

- video



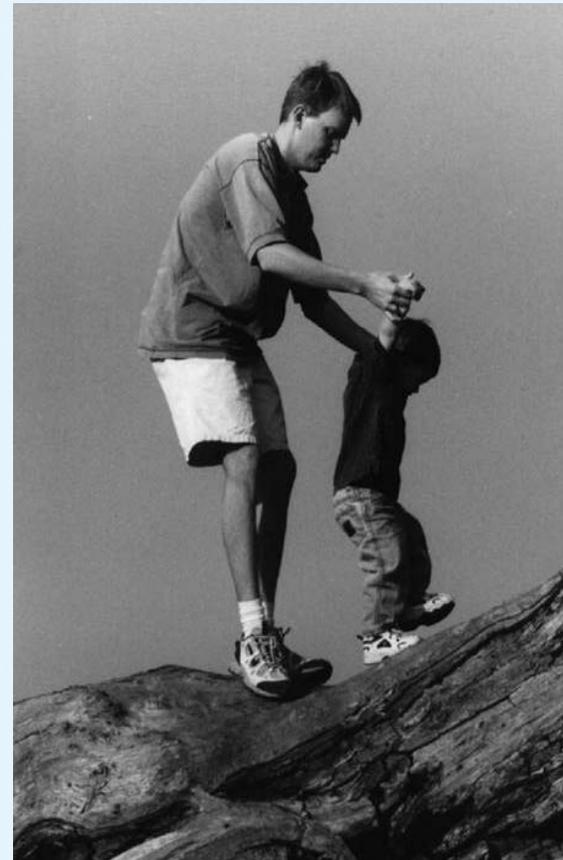
Extending and Enhancing Play

- Scaffolding
- Reinforcing
- Playful obstruction
- Visible not reachable
- Need for assistance
- Change expectations
- Delay/Pause for response
- Forgetfulness
- Novelty
- Piece by Piece
- Other strategies?



Scaffolding

Provide just enough support (i.e., gestural, verbal, physical and/or environmental cues) to move the child to the next level of play





Scaffolding

- video



Reinforcing

- Social reinforcers:
 - Smiles or winks
 - Pats on back
 - High fives
 - Verbal praise or comment
- Tangible reinforcers
 - Choice of play activity
 - Small token
 - Healthy snack





Reinforcing

Video clip



Playful Obstruction

Involves following the child's lead and then adding an obstacle





Playful Obstruction

- Video clip



Visible not Reachable



- During play, put a desired object out of reach
- See how the child problem-solves or seeks help



Visible not reachable

Video clip



Sabotaging Play/Need for Assistance

Materials or play tasks require assistance of an adult or a peer





Sabotaging/Need for Assistance

- Video clip



Change Expectations

Omitting or changing a familiar step or element in a well-practiced or routine activity is a strategy known as *change expectations*



Change Expectations

- Video clip



Delay/Pause for Request

- A pause or brief delay during an activity that encourages a response from the child
- Facilitates increased initiation of requests



Delay/Pause for Request

- Video clip



Forgetfulness

- Effective for determining what children know and can do





Forgetfulness

- Video clip



Novelty

- New toys and materials get positive child reactions
- Note child reactions and language/communication responses





Novelty

Video clip



Piece by Piece

- Requires activities that have several pieces
- Have child request the next piece





Piece by Piece

- Video clip



Other Strategies?





Wrap up





Questions?





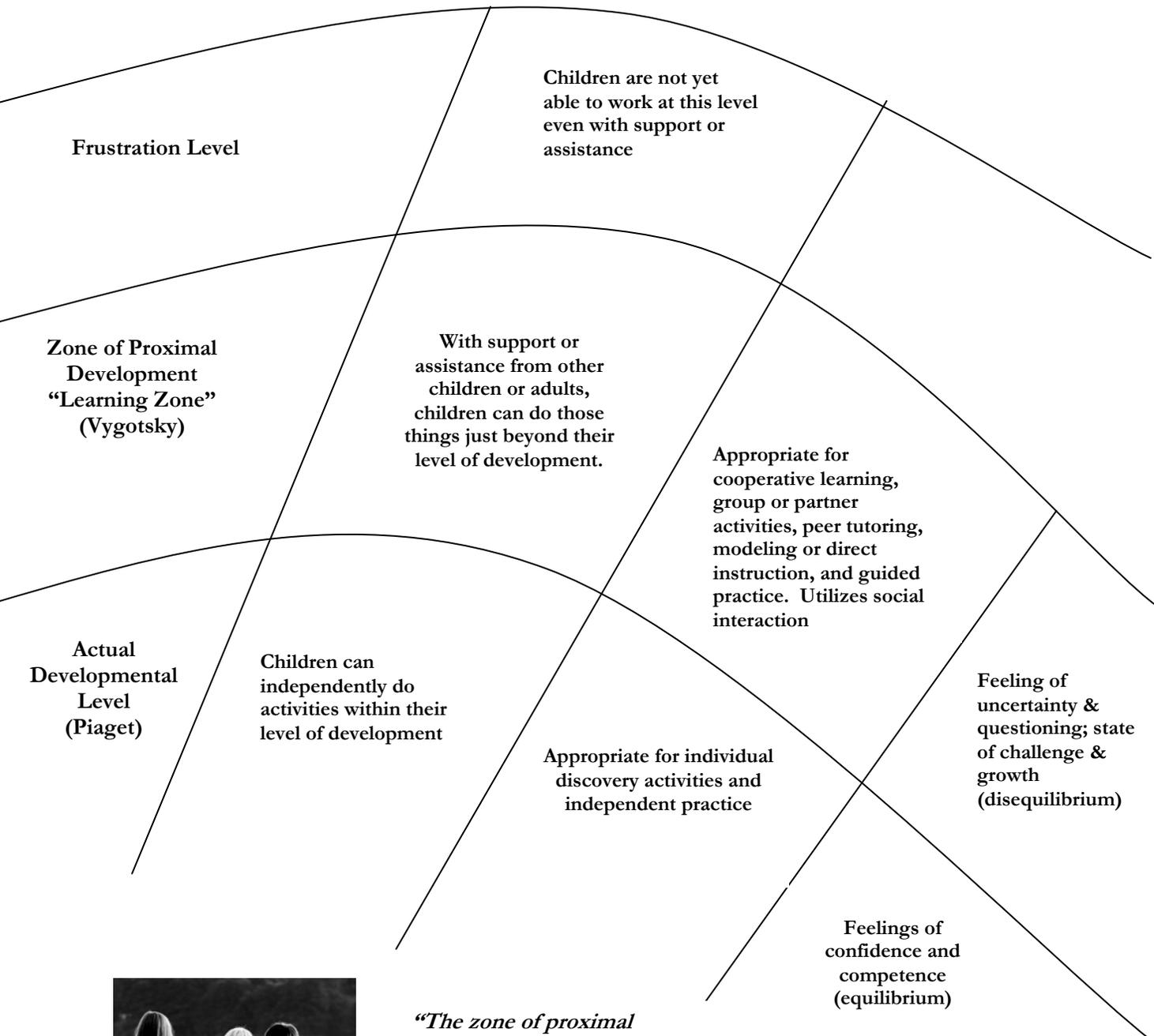
Play and Learning

Levels of Learning	Levels of Play	Types of Play
<p>Sensorimotor Level</p> <ul style="list-style-type: none"> Primarily concerned with object exploration Creating concrete meanings through physical manipulation of environment Exploring 18 months and younger <p>Functional Level</p> <ul style="list-style-type: none"> Exploring simple combinations and functional uses of objects Listening, watching, imitating, relating & beginning to sequence ideas and actions 18 months to 3 years <p>Symbolic Level</p> <ul style="list-style-type: none"> Gaining the ability to represent their world through diverse symbolic means Fantasy play, storytelling, music, dance, drawing, and print 3 years of age or older 	<p>Solitary Play</p> <ul style="list-style-type: none"> Independent play <p>Onlooker Play</p> <ul style="list-style-type: none"> Child playing is observing the children around him/her <p>Parallel Play</p> <ul style="list-style-type: none"> Several children are playing with the same materials, but are not playing together <p>Associative Play</p> <ul style="list-style-type: none"> Play in which several children are playing together but in a loosely organized fashion <p>Cooperative Play</p> <ul style="list-style-type: none"> Children accept a designated role and are dependent on others for achieving the goals of the play 	<p>Quiet Play</p> <ul style="list-style-type: none"> Encouraged by picture books, bead-stringing, pegboards, puzzles, doll play, coloring, etc. <p>Creative Play</p> <ul style="list-style-type: none"> Use of imagination in various mediums such as painting, drawing, problem solving, music, dancing, getting along with others, play dough, sand and water table, etc. <p>Active Play</p> <ul style="list-style-type: none"> Stimulated by the use of balls, slides, swings, push-pull toys, sand and water play, crates and blocks, riding toys, running, use of indoor materials like rhythm band, cars and trucks, etc. <p>Cooperative Play</p> <ul style="list-style-type: none"> Requires more than one person, e.g., role playing in housekeeping, hide and seek, interactive play schemas utilizing a variety of materials. <p>Dramatic Play</p> <ul style="list-style-type: none"> Also called social play. Children try different kinds of life roles, occupations and related activities. This play may be done quietly or actively, alone or with others, such as playing with dolls or action figures. <p>Manipulative Play</p> <ul style="list-style-type: none"> Play that involves the use of hands, muscles, and eyes. Helps to develop coordination and wide variety of skills. Playing with puzzles, crayons, painting, cutting with scissors, stringing beads, are examples.

Believing In Achieving



Support to Independence



"The zone of proximal development defines those functions that have not yet matured but are in the process of maturation, functions that will mature tomorrow but are currently in an embryonic state."

*L.S. Vygotsky,
Mind in Society, 1986*



Responsive Play Facilitation

Young children learn best when they are interested in and free to explore the toys and materials around them. Appropriate and responsive facilitation of play is achieved by continual observation and assessment of the child and continual adaptation by the adult in response to the child in setting up the environment and creating opportunities to learn and explore. By observing what children do and following their lead, you can be sure you are responsive to their needs, hold their interest, and gather important developmental information.

Key Feature	Descriptions	Play Strategies
Observation	Simply watch and listen to a child. Be mindful of interests, motor and communication skills, activity level and curiosity.	<ul style="list-style-type: none"> • Wait and Watch • Clarify child's actions, sounds/words, interests, mood style
Match Developmental Level	Identify child's developmental level of play, communication, problem-solving and other skills then match your play actions to that level.	<ul style="list-style-type: none"> • Select and place toys you think are developmentally appropriate • Select and place toys you think are of interest to the child • Use language and actions that match child's level
Enter Into Play	Use observations of facial expressions, tone of voice, gestures, body posture and words to determine how to approach the child and to understand his/her mood, temperament and style.	<ul style="list-style-type: none"> • Imitate child's actions/words or sounds • Comment or take an interactive turn with toys/materials • Broadcast" what the child is doing in play • Broadcast" what you are doing in play
Follow Child's Lead	Let the child select an activity or initiate with you; be a supportive play partner or "assistant" to the child; allow the child to set the tone, direct the action, and create scenarios.	<ul style="list-style-type: none"> • Let child select materials or initiate with you • Show interest in child's actions • Be an "assistant" to the child • Make supportive comments • Ask questions to stimulate creative thinking
Extend and Enhance Play	As play evolves, make efforts to expand the play so the child can demonstrate a wide repertoire of skills and interaction with you and peers.	<ul style="list-style-type: none"> • Scaffolding, Reinforcing, Playful obstruction, Novelty, Need for assistance, Change expectations, Delay, Forgetfulness, Piece by piece, Visible but unreachable
Exit the Play Interaction	End the play interaction on a positive note, letting the child know how much you enjoyed your time together.	<ul style="list-style-type: none"> • Providing a warning that play is ending • Help child clean up toys

Sources: Greenspan, S. I., & Weider, S. (1998). *The Child with Special Needs: Encouraging Intellectual and Emotional Growth*, Addison-Wesley, Reading, MA.

Linder, T. (2008) *Administration Guide for TPBA2 & TPBI2*. Baltimore: Paul H. Brookes Publishing Co.

Liske, V. & Bell, L. Play and the Impaired Child retrieved from <http://www.playworks.net/article-play-and-impaired-child.html> on 9-30-2011



The Art of Play Facilitation

Strategies & Other Information

Following the Child's Lead: Seeing the child as the director, and you as the assistant director of the activity. Play at what captures your child's interest, but in a way that encourages him to interact with you. It does not always mean doing what your child wants you to do, but instead becoming involved with his focus of interest.

Responsive Play Facilitation: Young children learn best when they are interested in and free to explore the toys and materials around them. By observing what children do and following their lead, you can be sure you are providing teaching that is responsive to their needs and that holds their interest. There are six basic steps: 1) Let the child select an activity, 2) Observe what he/she does with the toys/materials, 3) Wait and allow children time to use and play with materials, 4) Encourage him/her to elaborate on or extend the way they play to see his/her maximum level of functioning using the skill you are observing.

Child's Zone of Proximal Development (Learning Zone): The zone of proximal development defines those functions that have not yet matured but are in the process of maturation. With support or assistance from others, children can do those things just beyond their level of development.

Scaffolding: The support a play facilitator provides to a child during play when attempting to extend the child's play schema into the next developmental level. It is characterized by just enough support to for the child to demonstrate a higher level of play/performance. Intentional effort is placed into varying the amount of support and structure (including gestural, verbal, physical, environmental cues).

Playful Obstruction: While following the child's lead and remaining on the topic, adults add some obstacle (while exhibiting positive affect) to re-engage the child, create more loops of communication, or extend and expand the child's theme. For example, a father and child are playing "horsy." Child says, "Whee...go faster!" after bouncing on Dad for five minutes. Dad says, falling slowly to the ground, "Neigh! I'm so tired. I need to rest." Child responds, "Here's a pillow and blanket."

If a child with less language is involved in rolling a car back and forth, ignoring your overtures to have a race, use your hands, blocks, etc., to insert a "road block" so that your child bumps into your words and actions.

Assistance: One strategy is incorporating materials or engagement in activities that require adult or peer assistance. To have access to materials or to complete an activity, the child will need some form of assistance from another person. Placing a snack in a container with a lid that the child cannot remove independently may set the stage for the child to seek assistance. Once the request is made

and the lid is loosened, the child can then practice his pincer grasp and wrist rotation to complete the opening of the container and retrieve the snack.

Change in Expectations: Omitting or changing a familiar step or element in a well-practiced or routine activity is a strategy known as *change in expectations*. Many changes may appear comical to children. For example, an adult who tries to draw or write with an upside-down pencil using the eraser as the lead may seem silly. The purpose of a change in expectations like this is twofold: 1) children's recognition of change provides information about their discrimination and memory abilities, and 2) such changes provide ideal situations for evoking a variety of communication and problem-solving responses (e.g., child verbalizes a protest, the child turns the pencil so that the pointed end is down). Children with severe disabilities can often recognize changes such as putting a mitten on a foot, and communicate this recognition.

Delay: The delay strategy introduces a pause or small delay in an activity in order to promote a response from the child. For example, an adult who is teaching a child to imitate a word may pause after saying the word and wait for the child to imitate. Delaying fits easily in increasing the initiation of requests by children.

Forgetfulness: This strategy can be used to encourage action and problem solving by children. It is an effective strategy for determining what children know and can do. Forgetting can occur when the adult fails to provide the necessary equipment or materials or overlooks a familiar or important component of a routine or activity. Examples include not having a primary food such as peanut butter for making peanut butter sandwiches at snack time, not having paintbrushes available for painting activity, or not recalling a word or phrase to a familiar story or song. When forgetfulness occurs, children should recognize the missing element and convey this information by asking questions, searching for materials, or engaging in other appropriate problem-solving actions.

Novelty: Children are generally enticed by new toys or activities. The careful introduction of novelty may stimulate desirable reactions from children. For example a play facilitator who suddenly changes her/his appearance by putting on a clown wig may generate inquisitive reactions from a child and reveal his/her expressive language level.

Piece by Piece: This play strategy can be used when activities require materials that have many pieces. The play facilitator can ration access to something in particular by separating it into pieces so that the child must request materials piece by piece. For example, when working on a puzzle, pieces can be handed out as a child asks for them. Labeling of the piece or action can be encouraged or required. This strategy may be used effectively when children use paint, glue, paper, crayons, blocks, or other small items. Snack time and food such as cereal, raisins, or apple pieces also presents opportunities.

Visible but Unreachable: This strategy generally requires only simple environmental manipulation by placing objects so that they are visible but unreachable. Placing objects within children's sight, but out



of their reach, can reveal the developmental level of their social, communication, and problem-solving behaviors. When using this strategy, it is important that the child is able to see the object and that another person is available to retrieve the object unless independent problem solving is being encouraged.

References:

Greenspan, S.I., & Wieder, S. (1998). *The child with special needs: encouraging intellectual and emotional growth*. Reading, MA: Addison-Wesley.

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Pretti-Frontczak, K., & Bricker, D. (2004). *An activity based approach to early intervention* (3rd ed.). Baltimore: Paul H. Brookes Publishing Co.

Wesley, P., Dennis, B., & Tyndall, S. (2007). *Quicknotes: Inclusion resources for early childhood professionals* (2nd ed.). Chapel Hill: University of North Carolina, FPG Child Development Institute.



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Play Facilitation Strategies: Enhancing and Extending Play

Strategy
Scaffolding: <i>Supports move to the next level</i>
Reinforcing: <i>Strategies to increase occurrence of a desired behavior</i>
Playful Obstruction: <i>Follow child's lead- add obstacle</i>
Need for Assistance/Sabotage: <i>Set up to require assistance from adult or peer</i>
Change Expectations: <i>Omit familiar step in routine</i>

Strategy

Delay: *Pause for child's response or request*

Forgetfulness: *Encourages problem solving; child identifies error*

Novelty: *Generates inquisitive reaction*

Piece by Piece: *Encourages requesting for tasks with multiple pieces*

Visible, Not Reachable: *Requires communication and problem-solving*