

TRI-STATE WEBINAR SERIES

Autism in Early Childhood: Teaching Object Based Play

Developed by: Developed by: Lori Chambers, M.S., CCC-SLP, Lindy
McDaniel, M.S.Ed, Teri McGill, M.A.Ed, and Katie Wells, M.Ed

Presented by: Teri McGill



Tri State Webinar Series 2015-2016

Tri-State Autism Spectrum Disorder Webinar Series

This presentation is a collaborative effort between the following:



This material was developed under a grant from the Colorado Department of Education. The content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.



TASN Autism and Tertiary Behavior Supports is funded through Part B funds administered by the Kansas State Department of Education's Early Childhood, Special Education and Title Services. TASN Autism and Tertiary Behavior Supports does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: Deputy Director, Keystone Learning Services, 500 E. Sunflower, Ozawkie, KS 66070, 785-876-2214.



The contents of this power point presentation were developed under a grant from the Nebraska Department of Education, IDEA parts B and C from the U.S. Department of Education. However, this content does not necessarily represent the policy of the U.S. Department of Education and you should not assume endorsement by the Federal Government

Presentation



Teri McGill
Regional Coordinator
NE ASD Network

Tri State Webinar Series 2015-2016

Presentation Summary

This webinar is the third in a series of four webinars for early childhood educators. Today we will focus on teaching beginning object base play and then how to teach students to build more complex play schemes..

Tri State Webinar Series 2015-2016

Learner Objectives

Participants will be learn:

- What are the key aspects of imitation and why it is important for learning?
- Why imitation is difficult for children for Autism?
- How to use behavior principles and imitation to teach object based play
- How to sequence learned play steps into more complex play schemes

Tri State Webinar Series 2015-2016

Autism and Early Childhood Webinar Series includes....

April 13, 2016- Joint Engagement and Joint Attention

April 20, 2016- Prepare for Purposeful Play

April 27, 2016- Teaching Object Based Play

COMING SOON:

April 28, 2016-Incorporating Play into the Natural Environment

Tri State Webinar Series 2015-2016

Why is Play Difficult for Children with ASD?

- Social, communication and imitation deficits have a huge impact on a child with Autism's ability to play
- It is often easier for children with Autism to learn static/rote skills such as colors, shapes, numbers and letters
- Activities based on these rote skills are often preferred by children with Autism
- Children with ASD have a need for sameness which is evident in their preferring to use toys in rigid and set patterns
- Children with ASD have limited interest in objects and toys and do not spontaneously experiment or explore toys

Eckenrode, Hearsey, Fennell, Reynolds, 2009



Why is Play Difficult for Children with ASD?

- Many thinking skills necessary for elaborate play (planning ahead, organizing steps, toys and props, thinking imaginatively etc)
- These skills are often problematic for children with ASD

Eckenrode, Hearsey, Fennell, Reynolds, 2009

- Many children with Autism have a different kind of motivation to interact, learn and play
- Rigid and repetitive patterns of thinking lead to rigid and repetitive patterns of play
- There can be a need for control of their environment

Julia Moor; 2002



- **Play is THE Vehicle to develop**
 - **Cognitive Skills (learn from other children)**
 - **Problem Solving Skills(negotiate and be flexible)**

Emily Iland, Inc. 2011



Poll Question:

- Having strong play skills makes a child a more valued friend to his/her peers?
 - A) True
 - B) False

Tri State Webinar Series 2015-2016



Poll Question: Answer

- Having strong play skills makes a child a more valued friend to his/her peers?

A) True

B) False

Tri State Webinar Series 2015-2016

What Peers Value: an Informal Survey by Emily Iland, Inc 2011

Ages 4-7

1. Plays
2. Shares
3. Cares
4. Plays dresses up
5. Hugs Me



Ages 8-10

1. Is Nice
2. Trustworthy
3. Likes to Play
4. Likes to help others
5. Shares



Using Behavioral Principles to Teach Play

UNDERSTANDING THE IMPORTANCE OF
TASK ANALYSIS AND TEACHING PLAY



Play Starts with Baby Steps... Task Analysis

- Systematically breaking a play/social activity into it's component parts so that it is no longer a jumble of language, objects and actions that has no meaning for our child with Autism
- Teaching in very simple steps/elements gives the child a chance to give meaning to each action
- Teaching the activity in small parts gives the child's brain a chance to process all the incoming information

Julia Moor; 2002



Breaking it Down...Making Play Easy

- Think of a simple play activity as a series of tasks/steps
- List the tasks you can do with a specific play activity
- It is often helpful to watch other children playing with the activity and document everything they do with the toy



Examples of Play Task Analysis...

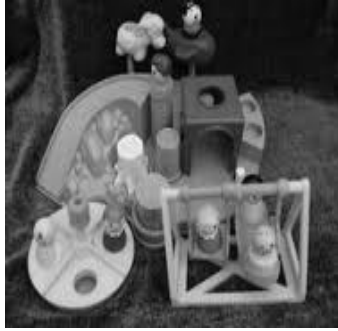
Play Food- Kitchen: Each item can then be broken down even more..



- Set Table
- Food in pan
- Cook in microwave
- Cook on Stove (stir food)
- Put food on plates
- Cut food
- "Eat" play food with fingers
- "Pour" tea (coffee)
- "Eat" with silverware
- Wash dishes
- Put dishes away
- Put food in frig
- Wipe table



Little People Playground....



- Put girl in swing
- Push girl on swing
- Put girl on slide
- Push down slide
- Put boy and girl in merry - go-round
- Spin merry-go-round
- Walk boy through the tunnel
- Put girl in airplane bouncer



NEXT STEP...CULTIVATING MOTIVATION

**Behavioral Principal Reinforcement:
No Reinforcer...No Lesson!!**



Increase Motivation...Using Behavioral Principle of Reinforcement

- Play is WORK for young children with Autism
- Provide motivation for our child to learn new skills through highly preferred reinforcers

Reinforcement is what makes the behavior more likely to occur in the future.



Increasing Motivation: Create Toy Appeal

- Embed special interests into the toys and activities you are teaching
- Increase sustained attention and focus to the task with special interest

Eckenrode, Hearsey, Fennell, Reynolds, 2009



Examples...Toy Appeal



Examples... Toy Appeal





IMITATION AND PLAY... ATTEND, WATCH AND COPY



Imitation...

- Imitation is typically acquired naturally
- Typically developing infants are born be able to imitate
- By imitating babies build a catalogue of behaviors
- Social memory allows babies to repeat behavior again hours later
- Most kids are born with a brain that helps them intuitively learn to observe social information around them, their “social radar”

Hendrix, Zweber Palmer, Tarshis,
Garcia Winner; 2013



Imitation Skills and Typical Development

Imitation is a critical skill for:

- Learning motor skills
- Learning social skills
- Learning communication skills
- Learning new and more complex play skills (with toys as well as imaginative play)



Most Importantly.....

Imitation is truly the avenue for children to....

- Learn from others - most importantly from their peers
- Acquire new skills without direct teaching



Polling Question: Imitation

Imitation is a critical skill for development in which of the following areas?

- A. Communication
- B. Social
- C. Motor
- D. Generalized learning-Ability to learn from others
- E. All of the above

Polling Question: Answer

Imitation is a critical skill for development of which of the following areas?

- A. Communication
- B. Social
- C. Motor
- D. Generalized learning-Ability to learn from others
- E. **All of the above**



USING IMITATION TO TEACH BEGINNING OBJECT PLAY

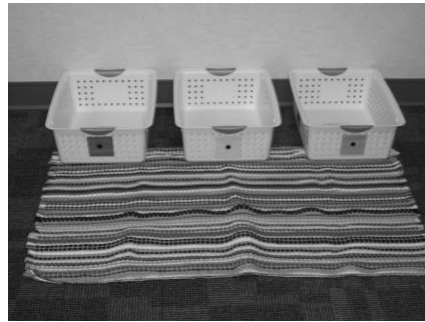


Teaching Beginning Object Play

- Carefully structure learning environment but remember our children are still young
 - Rug on the floor
 - Small table
 - Cub chair with tray
- Smaller spaces or corners of rooms are less distracting spaces



Structured Work Area



Systematic Instruction: Teaching Object Based Play

- 1) Instructional control (set up a structured work area)
- 2) List a few simple one step play actions to teach
- 3) Use shadow prompter if possible (prompt partner is behind the student)
- 4) Maintain motivation by using highly preferred reinforcers and toy appeal



Object Based Play Through Imitation...

Simple Procedure Steps:

- Gain the child's attention and give the instruction "do this" as you do a simple action with an object. Do NOT verbalize the instruction (i.e. "do this, shake")
- Use Errorless Learning- So if it a new skill prompt immediately
- Reinforce immediately!! - - as the child masters skills we move toward differentiated reinforcement (reinforce more i.e. 3 m&m's instead of one for independent responding) and intermittent reinforcement (begin reinforcing on a more variable schedule -not every trial)



Beginning Object Play Through Imitation!

Be thoughtful when selecting targets....

- Place block in bucket (put in)
- Ring bells
- Push/drive toy truck
- Walk animal
- Feed doll
- Roll play-doh
- Bang toy hammer
- Stir food
- Stack blocks
- Put hat on head
- Put animal in truck
- Pound play-doh
- Play Drum
- Kiss Baby
- Drive car (with round container lid)

Play Scheme:

- Pound block with hammer
- Stack block
- Push car to crash

Play Scheme:

- Stir food
- Feed baby
- Kiss baby

Play Scheme:

- Put on hat
- Pretend drive

Play Scheme:

- Walk Animal
- Put in Truck
- Push truck



Video Examples:

Video #1

One Step Play- walk animal with prompt

Video #2

One Step Play: kiss baby

Video #3

One Step Play: feed baby, motor imitation and reinforcer

Tri State Webinar Series 2015-2016



TEACHING EXPANDED PLAY

Putting the steps together...



Expanded Play

- Shape the simple actions your child is imitating into more conventional play sequences (linking 2-3 skills together).
- Building a play sequence (stack blocks, put dog on top of tower, push car into tower)



Video Examples:

Video #1

Beginning Two Step: Food in pan, put on lid

Video #2

Beginning 2 Step: Drive car and crash blocks

Video #3

Scaffolding 3 steps with prompts: baby drink, cover with blanket and kiss



Next Steps...Putting it All Together

Video #1 Baby Play Scheme:

3 Steps: Feed the baby, cover the baby up and give the baby a kiss

Video #2 Pretend Cooking Play Scheme:

How many play actions/steps were taught and then put together?

Tri State Webinar Series 2015-2016

Cooking Play Scheme

4-6 Play Actions

Put food in pan	}	Could be one step
Put lid on pan		
Put pan on stove		
Turn stove on		
Take off lid	}	Could be one step
Stir		

Tri State Webinar Series 2015-2016

USING VISUALS TO SUPPORT EXPANDED PLAY

Linking Single Play Skills Together:
Reducing Verbal and Imitation Prompts

Tri State Webinar Series 2015-2016

Structure and Visual for Expanded Block Play

Build Tower



Moving toward independent play--

Choice of what to use to CRASH...



Add one more step with a peer--
Video

Building Longer Play Schemes with Visuals...



Person in car



↑ Ramp



↓ Ramp



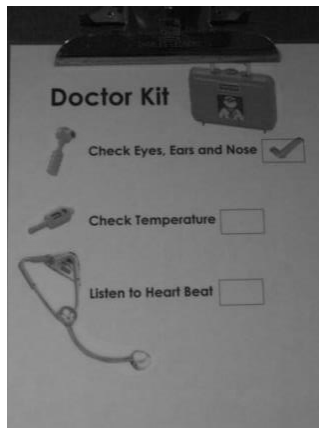
Getting Gas



In Elevator ↑ and ↓



Building Longer Play Schemes with Visuals...

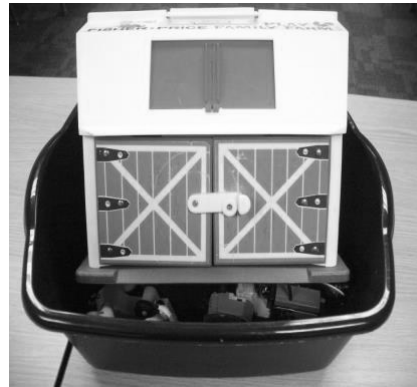


Building Longer Play Schemes with Visuals

Flip Script: one play step pictured on each page



Play materials all gathered in one tub



Polling Question:

Check all that apply to teaching beginning play to children with ASD and other developmental disabilities?

Toy appeal

Reinforcement

Supplying unlimited toys in the environment

Structure

Task Analysis

Tons of Games like Candy Land, Shoots and Ladders etc.

Imitation



Polling Question: Answer

Check all that apply to teaching beginning play to children with ASD and other developmental disabilities?

Toy appeal

Reinforcement

Supplying 1000's of toys in the environment

Structure

Task Analysis

Games (Candy Land, Shoots and Ladders etc.)

Imitation

Tri State Webinar Series 2015-2016

Questions



Tri State Webinar Series 2015-2016

References...

- Tasks Galore: Let's Play By: Eckenrode, Laurie.; Hearsey, Kathy; Fennell, Pat; Reynolds, Beth; 2009
- Teaching Play Skills to Children with Autistic Spectrum Disorder By: Smith, Melinda J, MD 2000
- The Incredible Flexible You By: Hendrix, Ryan; Zwebber Palmer, Kari; Tarshis, Nancy; Garcia Winner, Michelle; 2013
- Playing, laughing and Learning with children on the Autism Spectrum By: Julia Moore, 2002
- Autism Spectrum Disorders and Play: Webinar by Emily D. Iland, M.A. 2011

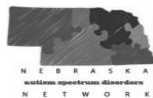
THANK YOU!

Teri McGill, Regional Coordinator NE ASD
Network

tmcgill@esu3.org



COLORADO
Department of Education



Tri State Webinar Series 2015-2016