

Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Initial Practice-Based Professional Preparation
Standards Early Interventionists/Early Childhood
Special Educators

6.5



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Standard 6

Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation.



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Component 6.5

- Candidates identify and create multiple opportunities for young children to develop and learn play skills and engage in meaningful play experiences independently and with others across contexts



Objectives

- Describe how to identify and create multiple opportunities for young children to develop and learn play skills
- Describe how to identify and create multiple opportunities for young children to engage in meaningful play experiences independently and with others across contexts



How Do We Define “Play”?

- Intrinsically motivated
- Entails active engagement
- Explorative
- Voluntary
- Spontaneous



Play Is How All Children Learn

- Children engage in play to practice their understanding of newly acquired knowledge, acquired through exploration
- The process of play helps a child build new concepts onto existing frameworks of understanding (e.g., Piaget)
- Play helps children make meaning of positive and negative social experiences



Importance of Play

For young children of all abilities, play promotes:

- Social-emotional skills
- Cognitive development
- Social communication/language acquisition
- Executive functioning/self-regulation
- Motor and Adaptive Development

Emergence of Play Skills

- Play skills emerge sequentially and build in complexity
- 2 commonly used taxonomies – many variations
 - Object play: Piaget
 - Social play: Parten



Sequences of Object Play

- Sensorimotor: mouths objects, bangs them together
- Relational: Stacking, dropping into containers, building, grouping
- Functional: used in the manner toy was designed for
- Symbolic play: Use objects as something else
 - Object substitution – imagining absent objects
 - Assigning absent characteristics – roles, emotions, attributes to self, others
- Social pretend play – narrative pretending, drama scenes with others
- Games with rules: can hold rules in mind during play, wait for turn, and self-regulate when the game is not “won.”



Sequences of Social Play

- Unoccupied – not attending to objects or people
- Onlooker – watching others interact/play
- Solitary – plays with object/toy alone
- Parallel – plays alongside another without interacting
- Associative – interacts by sharing focus of play, sharing toys – no specific play roles
- Cooperative – sharing toys, incorporating roles and interactive patterns that support structured pretend play



Play and Children With Disabilities/Delays

- Children served in EI/ECSE practice often have delays in the development of play skills
- Benefit from interventions that support access to play and opportunities to practice more complex play skills increasingly



Supporting Increased Complexity of Play

EI/ECSE providers/teachers can:

- Implement intentional, systematic interventions that **promote access to play** and address **proximal goals for gradually more complex play**
- **Implement data collection to** support planning and progress monitoring over time



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Intervention Strategies To Support the Development of Play Skills

- **Environmental supports**

- *Physical adjustments* in the space to invite engagement and access to play materials
- *Social adjustments* to promote proximity and shared focus of attention with others during play
- *Temporal adjustments* to maximize engagement in play (extra time, or less time before a break)



Intervention Strategies To Support the Development of Play Skills

- **Identification of child interests/preferences** for planning meaningful and engaging play activities
- **Assistive technology** to ensure access to play and self-agency
- **Adult support strategies** to contingently imitate, model, expand, and/or use and fade prompts for proximal play skill targets
- **Peer supports** to model and scaffold functional play



Activity

[Perl | Connect Modules \(dec-sped.org\)](http://dec-sped.org)

Perl needs planning to access social play opportunities. After watching the video in the next slide discuss the following;

- **Identify multiple strategies** used to support
 - Access to play
 - Engagement in play
 - Self-agency in play
 - Access to social play interactions
- **What data would you collect** to document her play skills in this instance?



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Activity



CONNECT

The Center to Mobilize Early Childhood Knowledge



<https://vimeo.com/297464438>



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Supporting Play in Young Children With ASD

- Children with ASD face pervasive challenges in symbolic and social play
- Restricted, repetitive and stereotyped repertoire of interests and activities – often prefer to focus on objects
- Challenges in social communication, reciprocal interactions, peer relationships
- Need specific and intentional support to access and engage in instances of social and symbolic play



Strategies To Engage Children With ASD in Play Across Contexts

- Assess environment to limit noise/intrusive sensory stimuli
- Provide materials that promote joint attention, imitation, reciprocity, and pretend play
- Construct daily schedules that build in a high level of predictability
- Plan for single-focus activities that are not overwhelming
- Identify peers/siblings that share interests to pair up during play activities



Responsive Interaction Strategies: Enhancing Social Play for Young Children With ASD

- **Nurture play initiations** – teach caregivers/peers to recognize, interpret and respond to subtle ways children with ASD initiate social play
- **Follow the child's lead** – teach caregivers and peers to observe what children are interested in, and joining them in that play
- **Scaffold play** – teach caregivers and peers how to provide just enough support to maintain play interactions, including **contingent imitation, commenting, play and language expansions, animation**, prompts as needed to remain engaged



Responsive Interaction Strategies: Enhancing Social Play for Young Children With ASD

- **Guide social communication** – support children with ASD to use nonverbal and verbal communication cues to elicit attention and respond to other’s bids for attention, and sustain reciprocal engagement
- **Use proximal goals** to support play with others just beyond the present level while supporting their presence in the interaction



Activity

<https://ebip.vkcsites.org/responsive-play-interactions/>

After watching the video in the next slide discuss the following;

- What level of social play would you say this child engaged in? What level of object play?
- What strategies was this provider using to promote social play and functional play complexity?
- What data would you have gathered to document the progress of play skills, if this child was on your caseload or in your classroom?



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Activity



<https://www.youtube.com/watch?v=P2rLv-vjSOs>



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References and Resources

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References and Resources

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