

# Appropriately Initiating Play

Courtney Brown

## Written Program



## Description

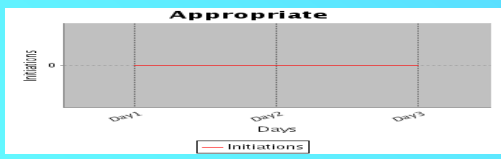
The program outlined was made for a 9 yr. old male with a diagnosis of Asperger's Syndrome. His age equivalence is that of a grade 5, however; his IEP (individualized education plan) developmentally places him in an autistic classroom and 3/4 split class for partial integration, in which he completes only grade 3 work. After review of the child's IEP as well as observation of him in both classrooms and on recess it was clear his target skill deficit was inappropriate social communication. I then, decided to write a program targeting how to appropriately initiate his peers with play during recess. This program was based primarily on the peer review journal;

Harper, C., Symon, J., & Frea, W. 2007. Recess is time-in: Using peers to improve social skills of children with Autism. *Journal of Autism and Developmental Disorders*, 38, 815-826.

## Baseline

At baseline, the student was unable to appropriately initiate his peers.

**Appropriate Initiations** were defined as: gaining attention of peers independently, by physically approaching a peer, verbally saying peers name, while standing an arm length in front of the peer and making eye contact.



### Program:

To work towards decreasing and if possible eliminating John's inappropriate social behaviours on the playground with his peers, and in turn increase the length of time he engages in appropriate social initiations with his peers during recess.

### Appropriate Peer Initiations

<p>Step 1: Students "Initiation" program will be implemented at school during recess initially by a Mohawk college student and two peer models from student's class. Then a fading of the Mohawk student will take place and a teacher or E.A. will substitute in place of.</p>	<p>Step 2: At the start of the program the instructor introduces 5 teaching strategies (Gaining Attention, Varying Activities, Reinforcing Attempts, Narrating Play, Showing Appreciation) these will be used to teach peers to improve social play. The teaching strategies will be taught via pictorial and scenario cue cards which are to be separately shown to both the peer models and student. Seven training sessions, for seven consecutive days, lasting 10 mins are to be done.</p>
<p>Step 3: Before initiating the program between peers; peer models are to role play with the instructor each teaching strategy, and will be asked to answer several questions regarding understanding of the strategies to ensure clarity.</p>	<p>Step 4: Triads are then developed of two peer models and target participant in which the peers are to utilize the naturalistic strategies to initiate and maintain play.</p>

### Role Play Using 5 Teaching Strategies

- Gaining Attention**  
Peer: Walks up to Student; use eye contact, place you body an arm length away  
Say: "Hi (student), How are you today?"  
-Wait for student to respond, repeat question if he does not answer.  
Response you are looking for: "Hi, peer; I'm \_\_\_\_." (\_\_\_\_ can vary)
- Vary Activities**  
Peer: "Would you like to play \_\_\_\_ with me and (peer)?"  
-If student says No, give another option, if he says No again, say "Okay, maybe another day."

- Reinforcing Attempts**  
-If Student says Yes; praise his willingness to participate. Also, praise his efforts during play, for example, "Great job Student!" "It was nice playing with you today."

- Narrate Play**  
Peer: model for student what the current activity looks like so he understands the rules. Be sure to ask him if he understands. "Do you understand?"  
Response you are looking for is: "I understand" or "Could you show/explain again".

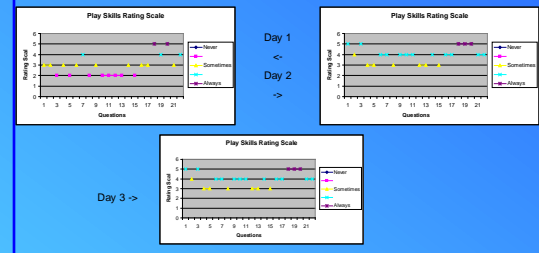
- Show Appreciation**  
Peer: "Thanks for playing with us!"  
Response you are looking for: "Thank you for inviting me to play".

## Program Data

To determine if John and his peer models were meeting the requirements of the 5 teaching strategies a play skills checklist was used as a method of data collection.

**Play Skills Rating Scale: Sample Checklist**  
 Child's Name: \_\_\_\_\_ Observation Date: \_\_\_\_\_  
 Child's Age: \_\_\_\_\_ Observation Time: \_\_\_\_\_  
 Observed By: \_\_\_\_\_ Location: \_\_\_\_\_  
 Circle the number which most closely describes the child's play skills during this observation. (Circle One)

	Never	Always
1. Appears to enjoy interacting with peers.	1	2 3 4 5
2. Able to enter play groups successfully.	1	2 3 4 5
3. Uses peer's name.	1	2 3 4 5
4. Communicates effectively with peers.	1	2 3 4 5
5. Able to lead play effectively.	1	2 3 4 5
6. Able to follow directions of others.	1	2 3 4 5
7. Able to share materials appropriately.	1	2 3 4 5
8. Able to solve social problems appropriately.	1	2 3 4 5
9. Able to get attention from other children.	1	2 3 4 5
10. Is accepted into play groups.	1	2 3 4 5
11. Plays with a variety of children.	1	2 3 4 5
12. Sought out by other children.	1	2 3 4 5
13. Able to choose play activity.	1	2 3 4 5
14. Appears engaged, involved.	1	2 3 4 5
15. Play is appropriately complex.	1	2 3 4 5
16. Shows enjoyment	1	2 3 4 5
17. Adds to play, has ideas about activity.	1	2 3 4 5
18. Is creative in play.	1	2 3 4 5
19. Appears comfortable playing.	1	2 3 4 5
20. Interacts with make-believe activities.	1	2 3 4 5
21. Shows interest in different activities.	1	2 3 4 5
22. Sustains play for appropriate period.	1	2 3 4 5



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## Program Summary

Collected data thus far indicates that the written program has been successful in increasing the students ability to appropriately initiate his peers during recess play. I am extremely excited to see the program implemented and further more, the extended use of it by other E.A.'s and the students teacher. Mastery and increased generalization of this program will continue to enable the student in having less difficulty interacting with his typically developing peers, and increase his functional play skills. In turn, increasing his social relationships and decreasing his target for social ridicule.