

EI/ECSE Standard 6
Component 6.5
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:

ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: [Curriculum Module | The Early Childhood Personnel Center \(ecpcta.org\)](https://ecpcta.org)

Speaker Notes

The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:

- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face

1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual

1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 6, Component 6.5:





After participating in this professional learning opportunity, participants will be able to:





- 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




Outline of Session Activities





Topic	Slides	Activity
Introduction/Objectives	1-4	
How Do We Define "Play"?	5	
Play Is How All Children Learn	6	
Importance of Play	7	
Emergence of Play Skills	8	
Sequences of Object Play	9	
Sequences of Social Play	10	
Play and Children With Disabilities/Delays	11	
Supporting Increased Complexity of Play	12	
Intervention Strategies To Support the Development of Play Skills	13-16	Activity (Slide 15) Video (Slide 16)
Supporting Play in Young Children With ASD	17	
Strategies To Engage Children With ASD in Play Across Contexts	18	
Responsive Interaction Strategies: Enhancing Social Play for Young Children With ASD	19-22	Activity (Slide 21) Video (Slide 22)
References and Resources	23-25	

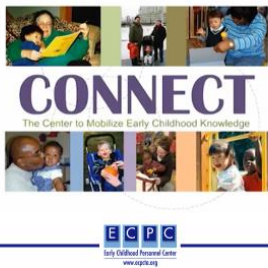


Speaker Notes with Slides




Slide 1	<p style="text-align: center;">Using Responsive and Reciprocal Interactions, Interventions, and Instruction</p> <p style="text-align: center;">Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators</p> <p style="text-align: center;">6.5</p> <hr/>  <p style="text-align: center;"><small>Early Childhood Personnel Center www.ecpc.org</small></p>	
Slide 2	<p style="text-align: center;">Standard 6</p> <p>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.</p> <hr/>  <p style="text-align: center;"><small>Early Childhood Personnel Center www.ecpc.org</small></p>	
Slide 3	<p style="text-align: center;">Component 6.5</p> <ul style="list-style-type: none">• 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 <hr/>  <p style="text-align: center;"><small>Early Childhood Personnel Center www.ecpc.org</small></p>	
Slide 4	<p style="text-align: center;">Objectives</p> <ul style="list-style-type: none">• 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 <hr/>  <p style="text-align: center;"><small>Early Childhood Personnel Center www.ecpc.org</small></p>	

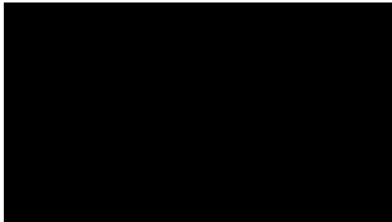
<p>Slide 5</p>	<p style="text-align: center;">How Do We Define “Play”?</p> <ul style="list-style-type: none"> • Intrinsically motivated • Entails active engagement • Explorative • Voluntary • Spontaneous <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>Adapted from: Yogman, M., Hutchison J. et al., (2018), The Power of Play: A Pediatric Role in Enhancing Development in Young Children. <i>Pediatrics</i>, 142 (3).</p>
<p>Slide 6</p>	<p style="text-align: center;">Play Is How All Children Learn</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>Children’s play can be understood as a demonstration of what they know, as well as a demonstration of what they are currently thinking about</p> <p>Lifter, K., Foster-Sanda et al. (2011). Overview of Play: Its uses and importance in early intervention/early childhood special education. <i>Infants and Young Children</i>, 24 (3)., pp. 225-245</p>
<p>Slide 7</p>	<p style="text-align: center;">Importance of Play</p> <p>For young children of all abilities, play promotes:</p> <ul style="list-style-type: none"> • Social-emotional skills • Cognitive development • Social communication/language acquisition • Executive functioning/self-regulation • Motor and Adaptive Development <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>From: Yogman, M., Hutchison J. et al., (2018), The Power of Play: A Pediatric Role in Enhancing Development in Young Children. <i>Pediatrics</i>, 142 (3).</p> <p>Play supports the formation of the safe and predictable relationships with caregivers and others that children of all abilities need to thrive</p>
<p>Slide 8</p>	<p style="text-align: center;">Emergence of Play Skills</p> <ul style="list-style-type: none"> • Play skills emerge sequentially and build in complexity • 2 commonly used taxonomies – many variations <ul style="list-style-type: none"> • Object play: Piaget • Social play: Parten <p style="text-align: center;"> Early Childhood Program Center www.ecpic.org</p>	<p>Many taxonomies of play exist – generally drawn from these 2 taxonomies drawn from Jean Piaget about cognitive play skills with objects, based on his theory of schemas - and the second drawn from Mildred Parten’s seminal work in 1932 about how the play of young children can be categorized in terms of social states of interaction.</p> <p>Piaget, J. (1964). Cognitive Development in Children: Development and Learning – Part 1. <i>Journal of Research in Science Teaching</i>, 2, pp. 176-186.</p>



		<p>Parten, M.B. 1932. Social participation among pre-school children. <i>Journal of Abnormal and Social Psychology</i>, 27: 243–269.</p>
<p>Slide 9</p>	<p style="text-align: center;">Sequences of Object Play</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.” <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Adapted from Barton (2016)</p> <p>Broadly, the emergence of play skills can be understood as a sequence of play capacities that become more complex as a child develops.</p> <p>Children naturally play with a given set of objects differently depending on their developmental stage.</p> <p>Facilitator can ask the group how we might expect a child at each of these developmental stages to play with a plastic tea set – highlight how each of these ways of playing with the same set of toys might be appropriate for that child</p>
<p>Slide 10</p>	<p style="text-align: center;">Sequences of Social Play</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Also see: Jamison et al., (2012). Encouraging social skill development through play in early childhood special education classrooms. <i>Young Exceptional Child (YEC)</i>.</p>
<p>Slide 11</p>	<p style="text-align: center;">Play and Children With Disabilities/Delays</p> <ul style="list-style-type: none"> • 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 <p style="text-align: center;"> Early Childhood Program Center www.ecpc.org</p>	<p>Successful inclusion of young children with disabilities in preschool classes happens when these children are in proximity to peers, socialize with them, and actively engage in typical preschool activities including play (Nelson et al. 2007).</p>

<p>Slide 12</p>	<p>Supporting Increased Complexity of Play</p> <p>EI/ECSE providers/teachers can:</p> <ul style="list-style-type: none"> • 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 	
<p>Slide 13</p>	<p>Intervention Strategies To Support the Development of Play Skills</p> <ul style="list-style-type: none"> • Environmental supports <ul style="list-style-type: none"> • <i>Physical adjustments</i> in the space to invite engagement and access to play materials • <i>Social adjustments</i> to promote proximity and shared focus of attention with others during play • <i>Temporal adjustments</i> to maximize engagement in play (extra time, or less time before a break) 	
<p>Slide 14</p>	<p>Intervention Strategies To Support the Development of Play Skills</p> <ul style="list-style-type: none"> • 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 	
<p>Slide 15</p>	<p>Activity</p> <p>Perl Connect Modules (dec-sped.org)</p> <p>Perl needs planning to access social play opportunities. After watching the video in the next slide discuss the following:</p> <ul style="list-style-type: none"> • Identify multiple strategies used to support <ul style="list-style-type: none"> • 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? 	<p>https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-5-4/</p> <p>Facilitator:</p> <p>Support discussion about:</p> <ul style="list-style-type: none"> • Use of environmental supports to ensure face to face interaction with the activity and with the peer at eye level • The inclusion of the adaptive switch to give Perl agency to initiate the play sequence. • Effective use of peer support • Use of adult support to keep both Perl and the peer engaged - Notice that the teacher gave Perl lots of space to initiate her part in the game, although she did use some non-intrusive prompting.

		<p>Data:</p> <ul style="list-style-type: none"> • How many times did she wait until the peer set up the gear before she pressed the switch, indicating her understanding of the rules of this cooperative game? • How many times did she initiate gaze to the peer? • How many times did she smile responsively throughout the play activity, indicating enjoyment, shared focus and social play? • What was the duration of the play event? • Data should be collected for the teacher behaviors as well – how many times did she need to prompt Perl to push the switch? How many pushes were spontaneous?
<p>Slide 16</p>	<p style="text-align: center;">Activity</p> 	<p>https://connectmodules.dec-spied.org/connect-modules/resources/videos/video-5-4/</p>
<p>Slide 17</p>	<p>Supporting Play in Young Children With ASD</p> <ul style="list-style-type: none"> • 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 	<p>Because, as we know, children find out about the world through social play, and because children with ASD do not access social interactions as often as typically developing, they do not acquire social communication skills – acquired in the context of joint attention – that they need to engage in social play.</p>
<p>Slide 18</p>	<p>Strategies To Engage Children With ASD in Play Across Contexts</p> <ul style="list-style-type: none"> • 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 	<p>Peer matches can be neurodiverse or neurotypical as long as they are well-matched as far as interests and temperament.</p>

<p>Slide 19</p>	<p>Responsive Interaction Strategies: Enhancing Social Play for Young Children With ASD</p> <ul style="list-style-type: none"> • 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 	<p>Adapted from: Wolfberg, P. et al., (2014)</p>
<p>Slide 20</p>	<p>Responsive Interaction Strategies: Enhancing Social Play for Young Children With ASD</p> <ul style="list-style-type: none"> • 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 	
<p>Slide 21</p>	<p>Activity</p> <p>https://ebip.vkcsites.org/responsive-play-interactions/</p> <p>After watching the video in the next slide discuss the following;</p> <ul style="list-style-type: none"> • 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? 	<p>https://ebip.vkcsites.org/responsive-play-interactions/</p> <p>Facilitator: support discussion that he was remaining in this play session where he and the provider/teacher were sharing attention to the same focus of play – a real win for children with ASD.</p> <p>He seems be playing in a blend of parallel and associative play: he handed her a train car at one point, and allowed her to take her turn with the trains. He initiated some social gaze as well, especially toward the end.</p> <p>While he is using the toys in a functional way, it is fairly repetitive rather than imaginary but he seems to be progressing toward a more pretend-play level – at one point he made the wooden figure jump along the tracks and he initiated gaze with the provider as he did it.</p>

		<p>Support discussion around the use of responsive strategies like following his lead in play, imitating, comments, play expansions. Ask the group if they think he would have stayed in the interaction that long if the adult re-directed him or engaged in a lot of prompts about his play. Let them know that children stay engaged longer in social play when adults follow in on their play, as they are just learning how to engage in joint-attention interactions.</p> <p>Support discussion around gathering data about level of social play – in this case remained engaged in primarily parallel play for 4 minutes or so, and more associative towards the end of the clip? Discuss ways of making these observations and data collection well-operationalized, for individualized social and object play data. Might want to collect data about reciprocal turns or sharing of play materials.</p>
Slide 22	<p style="text-align: center;"><u>Activity</u></p>  <p style="text-align: center;"><small>ECPC Early Childhood Personnel Center www.ecpc.org</small></p>	<p>https://www.youtube.com/watch?v=P2rLv-vjSOs</p>
Slide 23	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Barton, E.E., (2010). Development of a taxonomy of pretend play for children with disabilities. <i>Infants and Young Children</i>, 23(4), pp. 247-261 • Connect Modules and the Division for Early Childhood (DEC) • Evidence-Based Instructional Practices for Young Children with Autism and Other Disabilities (EBIP), Vanderbilt University. https://ebip.vkcsites.org/responsive-play-interactions/ <p style="text-align: center;"><small>ECPC Early Childhood Personnel Center www.ecpc.org</small></p>	<p>https://connectmodules.dec-sped.org/</p> <p>https://ebip.vkcsites.org/responsive-play-interactions/</p>

<p>Slide 24</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Jamison et al., (2012). Encouraging social skill development through play in early childhood special education classrooms. Young Exceptional Child (YEC) • Lifter, K., Foster-Sanda et al. (2011). Overview of Play: Its uses and importance in early intervention/early childhood special education. Infants and Young Children, 24 (3), pp. 225-245 • Parten, M.B. (1932). Social participation among pre-school children. <i>Journal of Abnormal and Social Psychology</i>, 27: pp. 243–269 <hr style="width: 30%; margin: 10px auto;"/> <div style="text-align: center;">  <p style="font-size: 8px; margin: 0;">Early Childhood Personnel Center www.ecpc.org</p> </div>	<p>Encouraging Social Skill Development through Play in Early Childhood Special Education Classrooms - Kristen R. Jamison, Lindsay D. Forston, Tina L. Stanton-Chapman, 2012 (sagepub.com) https://journals.sagepub.com/doi/10.1177/1096250611435422</p> <p>Overview of Play: Its Uses and Importance in Early Intervent... : Infants & Young Children (lww.com) https://journals.lww.com/iycjournal/Fulltext/2011/07000/Overview_of_Play_Its_Uses_and_Importance_in_Early.2.aspx</p>
<p>Slide 25</p>	<p style="text-align: center;">References and Resources</p> <ul style="list-style-type: none"> • Piaget, J. (1964). Cognitive Development in Children: Development and Learning – Part 1. Journal of Research in Science Teaching, 2, pp. 176-186 • Wolfberg, P. et al., (2015). Integrated Play Groups: Promoting symbolic play and social engagement with typical peers in children with ASD across settings. <i>J Autism Dev Disord</i> 45, 830–845 (2015). https://doi.org/10.1007/s10803-014-2245-0 • Yogman, M., Hutchison J. et al., (2018), The Power of Play: A Pediatric Role in Enhancing Development in Young Children. <i>Pediatrics</i>, 142 (3) <hr style="width: 30%; margin: 10px auto;"/> <div style="text-align: center;">  <p style="font-size: 8px; margin: 0;">Early Childhood Personnel Center www.ecpc.org</p> </div>	<p>https://www.academia.edu/43324973/PART_1_Cognitive_Development_in_Children_Piaget_Development_and_Learning</p> <p>https://link.springer.com/article/10.1007/s10803-014-2245-0</p> <p>https://pediatrics.aappublications.org/content/pediatrics/early/2018/08/16/peds.2018-2058.full.pdf</p>