

Rock Your Play

Fern Sussman • Director of Autism Services • The Hanen Centre
Autism Society of America 2013 National Conference • July 11, 2013

ROCK Your Play



The Hanen Centre
Improve the Early Communication

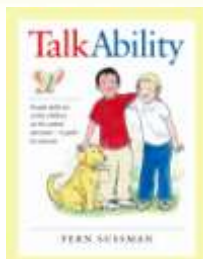
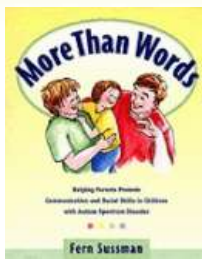
More Than Words
TalkAbility

The Hanen Centre



Fern Sussman, SLP
Program Director,
More Than Words & TalkAbility

Content Found In...



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3

Agenda

- Brief Introduction to Hanen
- Introduction to Play
- Four Types of Play
 - People Play
 - Toy Play
 - Exploratory
 - Functional (do-it-the-expected way)
 - Pretend Play
 - Peer Play
 - Description with milestones



About The Hanen Centre
A not-for-profit charitable organization

Clinical Services -
Hanen Programs

Program and
resource
development

Research

Training for SLPs
and other
professionals

The Hanen Centre

5

Hanen Programs

Parent- and caregiver-implemented intervention

In all Hanen Programs, parents/caregivers learn through a combination of:

- **group sessions** led by a Hanen SLP;
- **individual video feedback and coaching sessions** – help parents/caregivers apply strategies successfully so child/ren can achieve communication goals

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6

Hanen Programs reflect:



- A family- and child-centered orientation
- A naturalistic approach to intervention
- The parent/caregiver as the primary change agent



7

Introduction to Play



What is Play?

Children's work
(Montessori)

Expression of ...what
children know about
and are learning from
ongoing events (Lifter
& Bloom, 1998)



9

Why is play important to us?

Play is a context for language learning

Teaching children new ways to play creates
opportunities for more communication learning

Improved play skills may assist some children's
progression in language via shared cognitive
connections between play & language



10

Think about learning to drive... Could you have a conversation?



11

Helping Parents Set Goals



12

Compare Kevin's interactions with mom when he plays with the glasses to when he plays with Mr. Potato Head



What support does a child need?

Mastered (Easy play)

- Add new ideas to keep play exciting
- Add interaction & communication

What support does a child need?

New or emerging (Hard)

- Practice
- Help to play
- Language that supports how to play not new demands

Two Kinds of Goals

Play Goals



Interaction Goals



Not two new goals at the same time

Four Types of Play

- People Play
- Toy Play
 - Exploratory Play
 - Functional Play (Do-it-the -expected-way)
- Pretend Play
- Peer Play



PEOPLE PLAY



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People Games teach

Interaction

- Enjoy people (stays and laughs)
- Looking at parent
- Back-and-forth turn-taking

Language

- Requests
- Explaining, planning



19

Early People Games

Interaction Goals

- Has fun(smiles & laughs)
- Asks for game to continue (with actions,sound/words)
- Imitates actions
- Back-and-forth turns



20

Who knows how to play?

JEOPARDY!					
None	Dog	Pie	Rock	Orange	
100	100	100	100	100	
200	200	200	200	200	
300	300	300	300	300	
400	400	400	400	400	
1000	1000	1000	1000	1000	



21

Strategy

Repeat what you say and do

Offer opportunities (Our goal)

Cue

KeeP the play fun! **K**eeP it going!



22

Keep the play fun!



23

Keep the play fun with sensory input



24

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Include sensory and add R.O.C.K.



25

Parent Strategy

MHH p. 158

Repet what you say and do
Offer opportunities (Our goal)
Cue
Keep it fun!
Keep it going!



26

26

TOY PLAY



27

A Framework for Toy Play



Experience



Learn



Re-create



28

Exploratory Play

The Child Experiences the World

29

The Little Explorer (2m +)



30

Exploratory Play: Experience

What is this thing and what can I do with it?



31

Explorers with ASD

Spend a longer time exploring

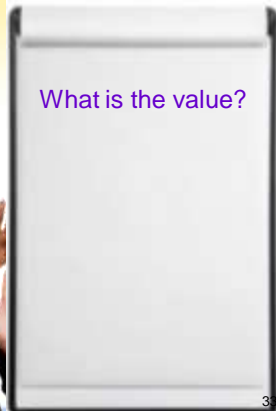
Have a strong preference for one way of exploring



32

Exploratory Play
sucking,
mouthing,
looking,
touching,
repetitive

What is the value?



33

Exploratory Play

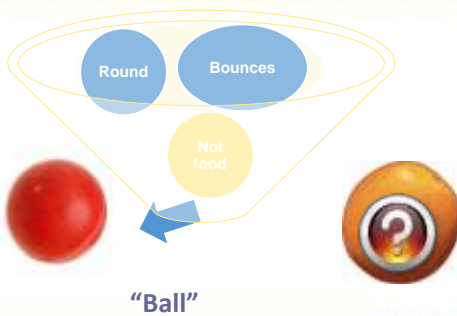


"Play that keeps children's mouths shut but their minds open."



34

Foundation for vocabulary



35

OWL and Follow the Child's Lead



Name what he's holding, touching or looking at



36

Get Interaction Going

Goal

- Look back and forth between toy and person

Imitate

- Copy what your child does
It's easy if you take two
If you wait a bit
Your child will look at you!



37

Watch what happens when Mom imitates



38

Get Interaction Going

Goal

- Look back and forth between toy and person
- Follow point
- Gives to ask
- Ask to continue an activity with an action or a word
- Shows you a toy by holding it up

What to do

- Be face-to-face
- Give the child a reason to interact and wait
- Use toys that are hard for the child to operate



39

Get Interaction Going

With no face-to-face

With face-to-face



40

Get Interaction Going

With no reason or waiting

With a reason to communicate and wait



41

Functional Play

The child learns the play that's expected



42

Functional Play: Learning

What is the expected way to play with this toy?



Functional play in kids with ASD

Spend a longer time exploring

Learn to do a single action on a toy, but have trouble adding other actions



Get Play Going

Goal

- Learn to do one action on a few toys
- Learn to do one action on many toys
- Combine actions on a few toys
- Combine actions on many toys

How did you learn to ride?



Get Play Going

Goal

- Learn to do one action on a few toys
- Learn to do one action on many toys
- Combine actions on a few toys
- Combine actions on many toys

Imitate

MHH p 120



Copy what your child does
It's easy if you take two
When your child's taking turns
Add something new
If he doesn't imitate
Add a cue!

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R.O.C.K. the Play

Repeat the action

- The one you want your child to do and then wait so he has an...

Opportunity to do the action

Cue (if needed)

- Hand-over hand help

Keep it fun!



49

Next step: Keep the play going!



50

First step: Do one action

Mom shows Aidan one action (put the car on the ramp). Use how-to-do it language

With repetition and hand-over-hand cue, Aidan does the action



51

Next step: Add a new action

Mom models a new action-pushing the lever

Aidan does the same action on his own



52

Watch how Mom helps Adrian learn to do one action



53

Next Step: Interaction



54

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What Interaction Steps to Expect

Look back-and forth

Look at toys parents point to

Gives

Point or show things

Talk as he plays



55

What do we know about his play?
What can he learn next?



56

Pretend Play

The child learns to recreate the
world

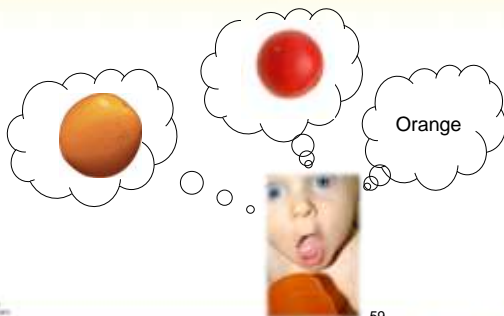
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What could you pretend that this
hat could be?



58

Pretend Play Links to Language



59

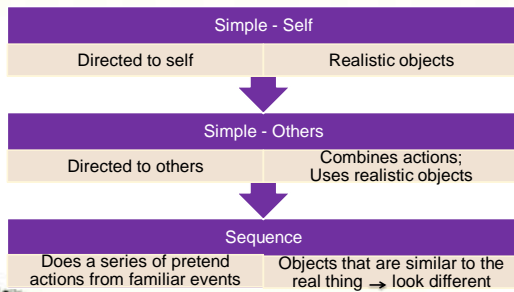
Simple Pretend Player

What can I do
just like the
grownups?



60

Typical Pretend Play



61

Simple Pretend Play in ASD

Pretending isn't directed towards others

Single actions



62

Sequence Pretend Play in ASD

Trouble coming up with new pretend actions

Hard time pretending that something that has one purpose is something else

Interacts with others less often



63

Get Pretending Going

Goal

- Include others in pretending
- Use imaginary props
- Create a sequence of pretend actions

What to do

- Imitate
- Add something new
- ROCK – Keep it fun! Be Playful



64

Tips on for helping stretch child's imagination

Use realistic toys that make acting out easy

Add something that resembles an object in the scenario

Use imaginary props



65

Mom helps Hana "imagine" the doctor's props



66

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Social Dramatic Play(3 years onwards)

Let's pretend the skipping rope is a fire hose.



Always involves others

Has a plot

Talking is needed

Flexibility is needed



67

Social Dramatic Play kids with ASD

Get stuck coming up with story

Difficulty with taking on role (literal)

Difficulty using language to create the play

Difficulty involving others



68

What to do



Identify the child's goal

Follow the child's lead

Join in the play and add something new & R.O.C.K.

- New ideas
- New language
- Object substitution*



69

Helping make Ryan flexible



70

Peer Play

The child learn to include others in play

71

Not Yet Playing with Others

- Plays alone
- Plays near another child

Goals

Stay

Play



72

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Some Social Play Skills

- Plays beside another child
- Joins in physical play

Goals

Stay and play

+

Talk



Many Social Play Skills

- Plays and talks with another child

Stay and play

+

Talk

+

Tune In



Build on his or her friend's ideas

What are the differences?



What I can do

I can work on interaction by playing _____.

To keep games fun I can include _____.

To learn to play with toys, some children may need _____.

I can help him pretend that a "block" could be a _____.

Before having a play date, I will think about _____.

No matter what happens I will keep it fun!