

Increasing Play Complexity in Young Children with Autism and Other Disabilities

Erin E. Barton, PhD, BCBA-D

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Agenda

1. Defining play
2. Teaching play
 1. Using SLP with preschoolers
 2. Using SLP with toddlers
 3. Single prompt procedure: CTD
 4. Play diversity
 5. Play sequences
 6. Board games
 7. Block play
3. Implementation Supports



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It's what children do.

4



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Why is play important for children with disabilities?

Practical

Predictive

Context

Children with typical development play

6

Children with typical development play

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Is play a pivotal skill?

- ✓ There is a developmental sequence to play
- ✓ As children learn more about objects they demonstrate more sophisticated play skills.
- ✓ Play development has also been compared to the development of other cognitive skills, such as self-regulation, metacognition, and problem-solving (Whitebread, Collman, Jameson, & Lander, 2009).
- ✓ Play fosters independence and problem solving in young children (Goetz, 1981; Goetz & Baer, 1973; Holman, Goetz, & Baer, 1977; Ryan & Winston, 1978).

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The United Nations Human Rights Office of the High Commissioner asserted that **play** is the right of **every child** because it "is essential to the cognitive, physical, social, and emotional wellbeing of children and youth"


(Ginsburg, the Committee on Communications, & the Committee on Psychosocial Aspects of Child and Family Health, 2007, p. 182).



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American Academy of Pediatrics (2007) supports child led **play** as it helps children learn to use complex social behaviors (e.g., sharing, problem solving, resolving conflicts) and self advocate for their needs.

American Academy
of Pediatrics
DEDICATED TO THE HEALTH OF ALL CHILDREN™



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Like all children, it is critical for children with disabilities to be exposed to a variety of rich experiences where they can **learn in the context of play** and everyday interactions and engage with their peers with and without disabilities.




U.S. DEPARTMENT OF HEALTH AND
HUMAN SERVICES & EDUCATION
POLICY STATEMENT ON INCLUSION
OF CHILDREN WITH DISABILITIES
IN EARLY CHILDHOOD PROGRAMS




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Two Play Types

Social




Not-social (Object)



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Social Play (Parten, 1932)


1. Unoccupied	4. Parallel
2. Solitary	5. Associative
3. Onlooker	6. Cooperative



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Object Play

Sherrat & Peter (2002)	Chance (1979)
<ul style="list-style-type: none"> • Sensorimotor • Relational • Functional • Symbolic • Themed Fantasy 	<ul style="list-style-type: none"> • Physical • Manipulative • Symbolic • Games



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Consistencies and Inconsistencies across Play Taxonomies



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Defining Play

- Major limitation across play research is the lack of consistency in defining play (Barton & Wolery, 2008; Barton, 2010)
- Operationally define functional play and symbolic play
 - Nonliteral nature of symbolic play might be important
 - Consider normative samples

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Journal of Young Children
 Vol. 23, No. 4, pp. 147-161
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Development of a Taxonomy of Pretend Play for Children With Disabilities

Erin E. Barton, PhD, BCBA

The purpose of this article was to describe a taxonomy of pretend play for children with disabilities based on a systematic review of the literature to characterize pretend play. Thirteen studies were identified as measuring pretend play in children with disabilities. Several inconsistencies were found in the measurement of pretend play across these 13 studies. The taxonomy was developed to provide a precise, operationalized definition of pretend play for current and future studies. Also, numerous implications for future research emerged from the analysis of this literature. **Key words:** *children with disabilities, pretend play*

PLAY BEHAVIORS are often believed to parallel language due the similarities in the use of representation and symbols (eg, Brown & Murray, 2001; Fein, 1981; Piaget, 1962).

or she gives a doll a bottle) and most complex play behaviors (Fein, 1981). Pretend play is different from other forms of play (eg, sensorimotor, relational, and functional) because of the individual or symbolic

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Pretend Play Taxonomy

1. Functional play with pretense:	Non-literal use of actual or miniature objects in the manner in which they were intended without the reality based outcome.
2. Symbolic Play	<p>Object Substitution: Using one objects as if it was a different object</p> <p>Imagining Absent Objects: Performing an action as if an object was present in the object's absence</p> <p>Assigning Absent Attributes: Assigning roles or emotions to the self, others, or inanimate objects</p>

(see Barton & Waters, 2008; Barton, 2010)

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Functional play with pretense

Non-literal use of actual or miniature objects in the manner in which they were intended without the reality based outcome.



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Object Substitution



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Imagining Absent Objects



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Assigning Absent Attributes



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Play Considerations

1. Vocalizations
2. Diversity
3. Sequences
4. Peers



(see Barton & Waters, 2008; Barton, 2010)

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Play Goals



1. Increase the frequency or duration of play.
2. Engage in more complex types of play.
3. Increase frequency or duration of play with others.



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Now we know WHAT to teach


So, **HOW** can we increase the frequency or duration of play.

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Research Study #1

- Is an intervention package with SLP and contingent imitation functionally related to increases in unprompted pretend play
- Does play *generalize to a free play context?*




(Barton, 2015)

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Article

Teaching Generalized Pretend Play and Related Behaviors to Young Children With Disabilities

Educational Children
 1-18
 © 2015 The Author(s)
 DOI: 10.1177/0014022114563894
<http://erj.sagepub.com>


Erin E. Barton¹

Abstract
 Children with disabilities play less often and demonstrate fewer varied pretend play behaviors than children with typical development. A multiple-probe design was used to examine the relation between teachers' use of the system of least prompts and contingent imitation and the acquisition, maintenance, and generalization of pretend play and related behaviors by four children with disabilities. Results indicated the teachers' use of the intervention package was functionally related to increases in the children's frequency and diversity of pretend play and related behaviors. Children also maintained responses in sessions without prompts and generalized across toys and contexts. The findings replicate previous studies on adult prompting of pretend play and extend the literature by assessing generalization of children's pretend play across contexts and measuring intervention and implementation fidelity. Overall, this study provides a strong argument for engaging in systematic instruction of play, including pretend play, for children who do not display such behaviors.

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Participants

Children	Age (Gender)	Mental Age (Mullen)	Disability	CARS	Pre / Post-Play Assessment (Unprompted different pretend play)	Play-related IEP goal
Molly	63 (F)	24	ASD	37*	1 / 8	Lang. (Words)
Melissa	46 (F)	23	Down Syndrome	-	1 / 10	Sequences
Casey	47 (M)	30	ASD	44*	0 / 12	Social Interaction
Louis	67 (M)	19	ASD	53*	0 / 5	Sequences

(Barton, 2015)

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Teacher Participants

Teachers	Child	Education	Years Paid Exp.
Mike	Molly	HS diploma	3 years
Talia	Melissa	Some college (English)	8 years
Rachel	Casey	HS diploma	9 years
Josie	Louis	BA in Early Education	4 years

(Barton, 2015)

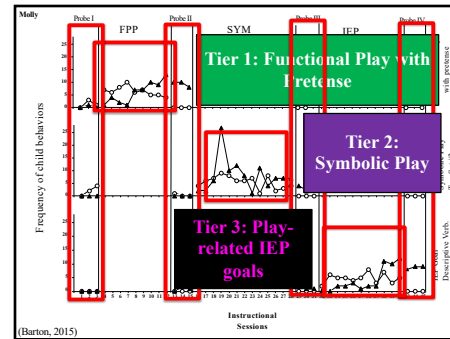
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Method

- Multiple probe across *behaviors* and *toy sets* and replicated across *four children*
 - Probe sessions without prompts
 - First condition focused on FPP
 - Second condition focused on SYM
 - Third condition focused on IEP goals
- Condition change criterion: *3 consecutive sessions with more unprompted than prompted of the target behavior*
- **Intervention Package**
 - Contingent imitation
 - System of least prompts
 - Reinforcement: Descriptive statement

(Barton, 2015)

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Method

Dependent Variable	Unprompted or Prompted
	Type of Play: FPP, OS, IAO, AAA
	Sequence # or No Sequence
	Same or Different
Measurement System	Timed Event Recording using ProCoderDV

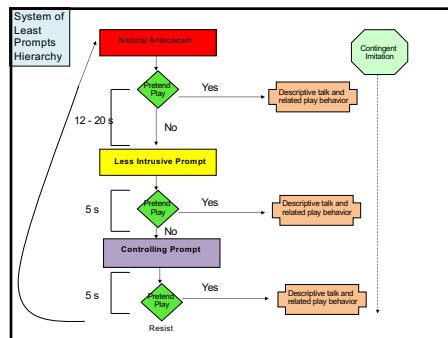
(Barton, 2015)

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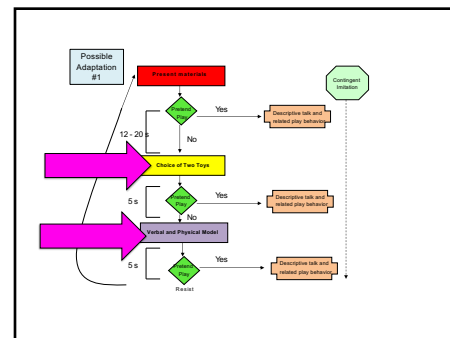
Descriptive Talk:

Talking about what the child is doing using language he/she can understand and use.

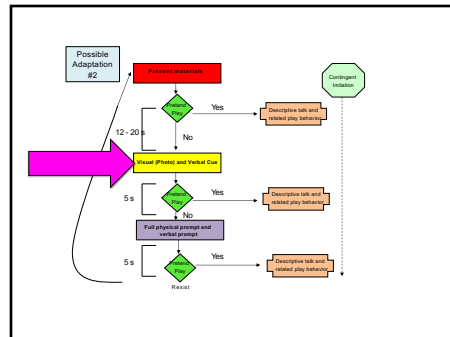
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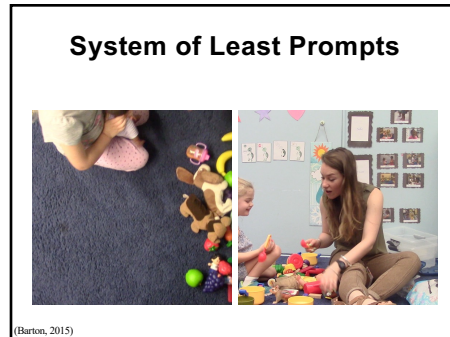


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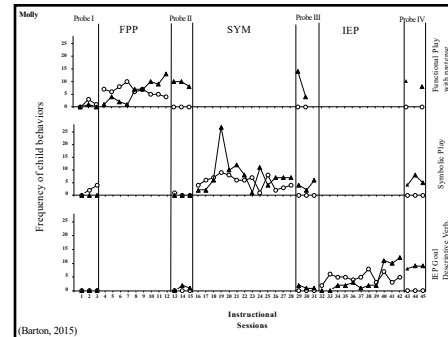
(Barton, 2015)

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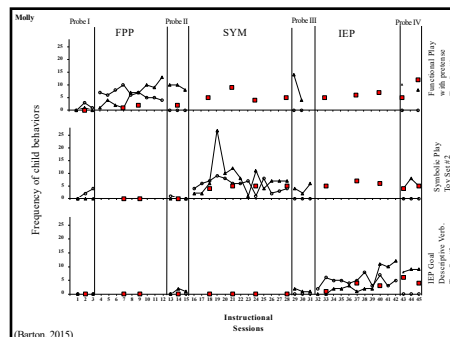
(Barton, 2015)

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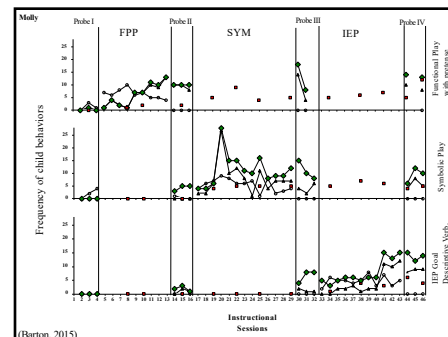
(Barton, 2015)

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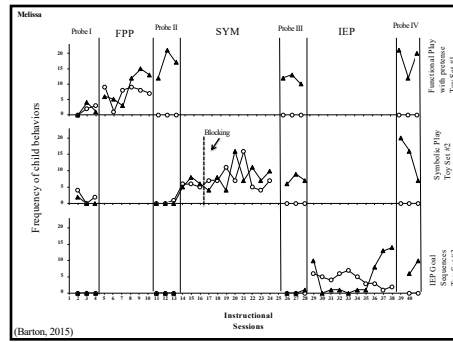
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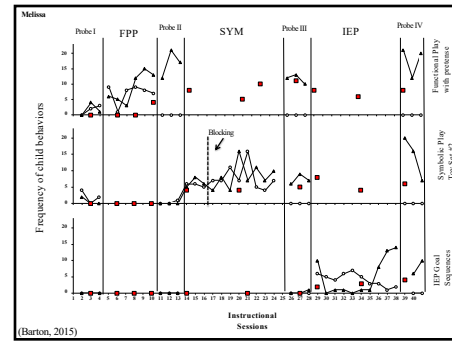


(Barton, 2015)

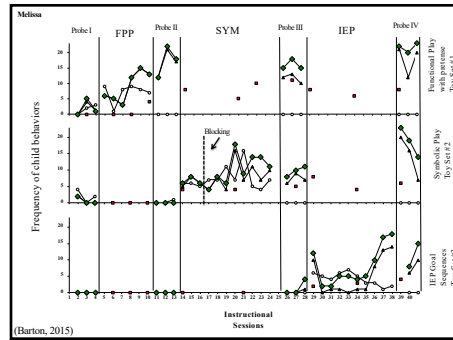
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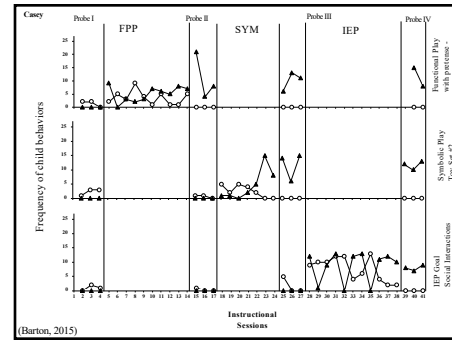
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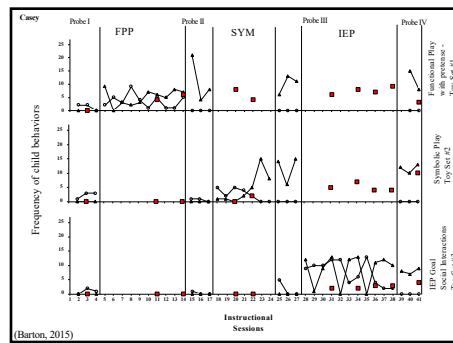
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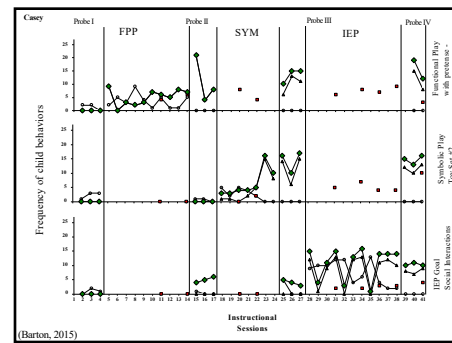
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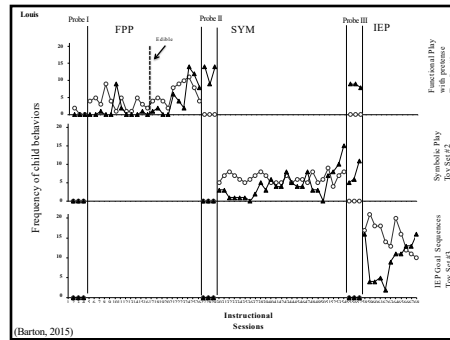
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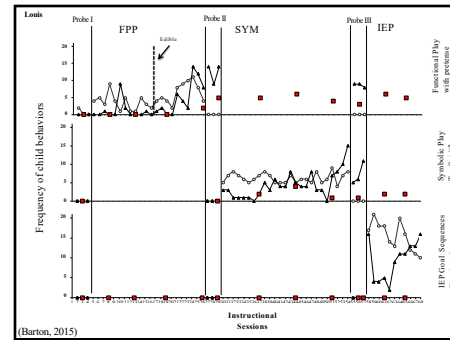
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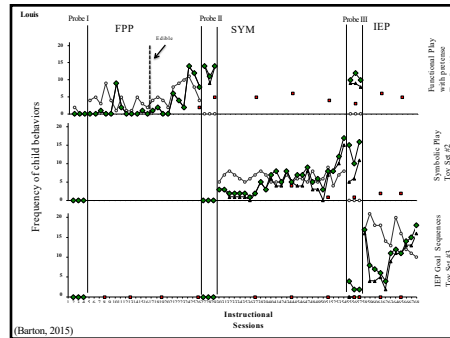
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Unprompted Different

Molly	Probe 1	Probe 2	Probe 3	Probe 4
Toy Set 1 FPP	0	5 (4 - 5)	6 (4 - 8)	9 (8 - 10)
Toy Set 2 SYM	0	0	3.7 (2 - 6)	5 (4 - 6)
Toy Set 3 IEP	0	0	0.7 (0 - 2)	7.3 (5 - 9)
Melissa	Probe 1	Probe 2	Probe 3	Probe 4
Toy Set 1 FPP	0	10 (8 - 12)	6 (5 - 7)	14 (10 - 17)
Toy Set 2 SYM	0	0	5 (4 - 6)	7.7 (5 - 10)
Toy Set 3 IEP	0	0	0	6 (6 - 7)

(Barton, 2015)

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Unprompted Different

Casey	Probe 1	Probe 2	Probe 3	Probe 4
Toy Set 1 FPP	0	6.7 (3 - 10)	8 (5 - 10)	10 (8 - 12)
Toy Set 2 SYM	0	0	7.7 (4 - 11)	8.7 (6 - 12)
Toy Set 3 IEP	0	0	0	6.3 (5 - 8)
Louis	Probe 1	Probe 2	Probe 3	Probe 4
Toy Set 1 FPP	0	8 (6 - 10)	6.7 (5 - 8)	-
Toy Set 2 SYM	0	0	6 (4 - 9)	-
Toy Set 3 IEP	0	0	0	-

(Barton, 2015)

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Vocalizations*

Child	P1	I1	P2	I2	P3	I3	P4
Molly	0.11	1.89	0.56	1.08	3.25	5.00	4.33
Melissa	0.22	4.44	2.89	1.72	4.33	2.40	2.89
Casey	0.22	2.2	1.56	3	0.63	2.24	3.11
Louis	0	0.11	2.67	2.00	0.78	1.18	-

*Mean unprompted per session within the condition

(Barton, 2015)

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Research Study #2

- Is an intervention package with a *single prompt procedure* (CTD) and contingent imitation functionally related to increases in unprompted pretend play?

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(Barton, Choi, & Mauldin, 2018)

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Participants

Child	Gender	Disability	Age (Months)
Toby	Male	Down syndrome	53
Lucas	Male	Down syndrome	60
Lauren	Female	Developmental delay, Seizure disorder	55

(Barton, Choi, & Mauldin, 2018)

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Method

- Multiple Probe across toy sets
- Met WWC standards with reservations
 - IOA was high across participants, behaviors, and conditions (>20% of sessions)
 - 1 tier had 4 data points
- Procedures during baseline and intervention were implemented with high fidelity.

(Barton, Choi, & Mauldin, 2018)

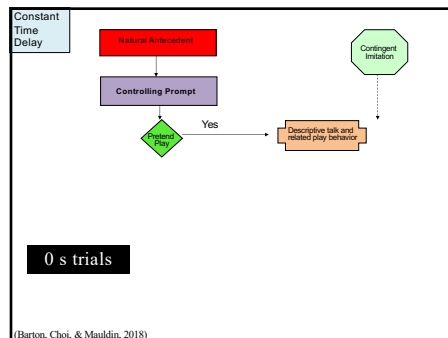
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Method

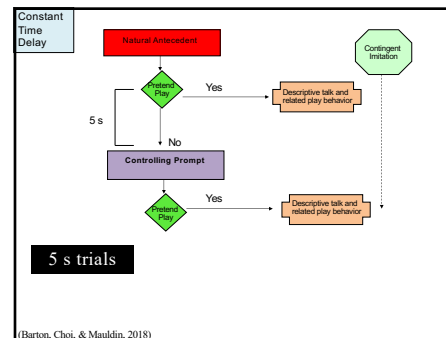
Dependent Variable	Unprompted or Prompted
	Type of Play: FPP, OS, IAO, AAA
	Sequence # or No Sequence
	Same or Different
Measurement System	Timed Event Recording using ProCoderDV

(Barton, 2015)

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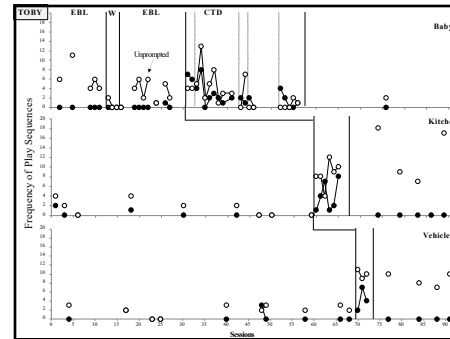
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Procedures

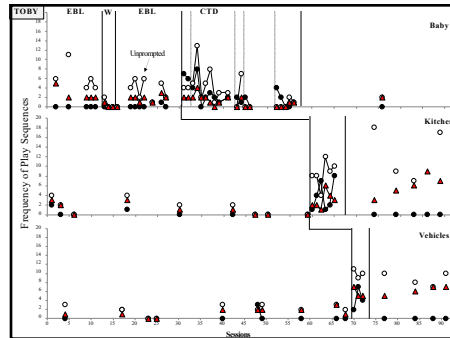
Child	Instructional Adaptations	
	Antecedents	Reinforcement
Toby	Physical prompt Model prompt Hand materials	Tangible reinforcers Token board to earn reinforcer
Lucas	None	None
Lauren	Use of System of Least Prompts Visual schedule for play actions	Edible reinforcers

(Barton, Choi, & Mauldin, 2018)

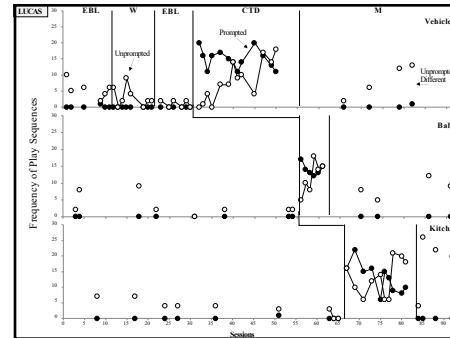
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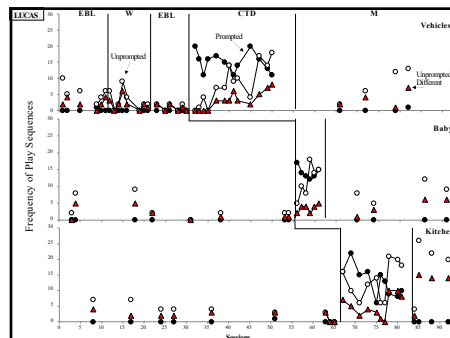
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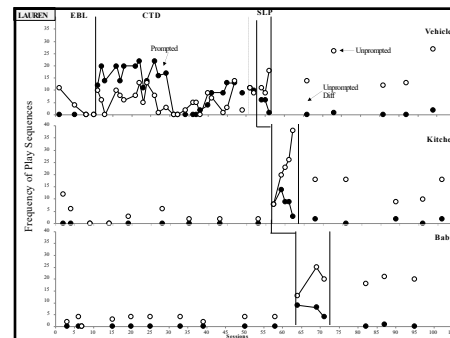
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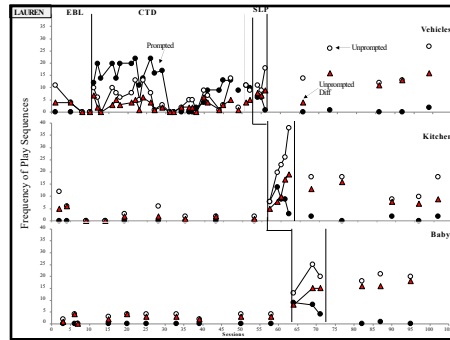
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Research Study #3

- Does the use of system of least prompts (SLP) increase the level of target play behaviors in young children with developmental delays?
- Does the use of SLP increase the level of different target play behaviors in young children with developmental delays?
- Do the increased levels of target play maintain after intervention is withdrawn?

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(Qiu, Barton, & Choi, 2018)

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Participants

Name	Age ^a	Gender	Ethnicity	Diagnosis/Special Education Eligibility	No. of pretend play ^b
Maxine	29	Female	Caucasian	Cerebral Palsy/Developmental Delay	0
John	18	Male	Caucasian	No Diagnosis/Developmental Delay	1
Tulsi	33	Female	Caucasian	Down Syndrome /Developmental Delay	1
Louis	38	Male	Caucasian	Down Syndrome /Developmental Delay	3

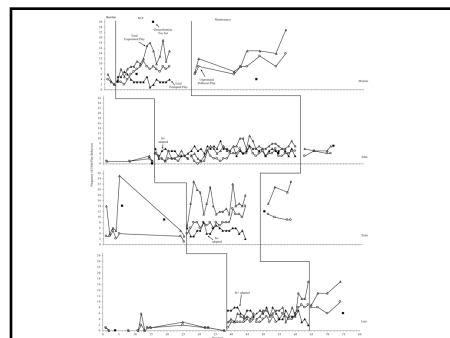
*Age in months at the start of the study.
^bThe highest number of pretend play behaviors emitted by the child across three 10 min observations.

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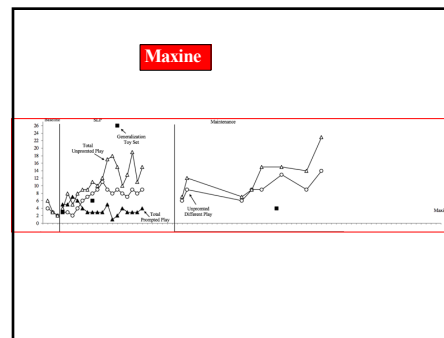
Procedures

Time	Unprompt/Model/Physical	Play type	Same/Different	Sequence	Vocalization
00:00:00	Unprompted	FPP	Different		
00:00:09:20	Unprompted	FPP	Different	S2	
00:00:17:22	Unprompted	FPP	Different		
00:00:22:46	Unprompted	FPP	Same		
00:00:25:72	Unprompted	FPP	Different		
00:01:46:21	Model Prompt	FPP	Different		
00:02:37:26	Model Prompt	FPP	Different		
00:02:11:60	Unprompted	FPP	Same		
00:03:20:44	Unprompted	FPP	Same		
00:03:45:89	Unprompted	FPP	Different		
00:03:49:59	Unprompted	FPP	Different	S2	
00:03:52:19	Unprompted	FPP	Same	S3	
00:04:19:19	Model Prompt	FPP	Different		
00:04:30:94	Unprompted	FPP	Different		

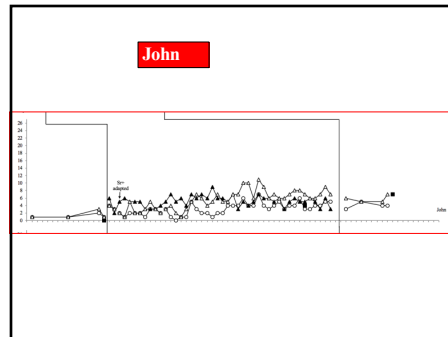
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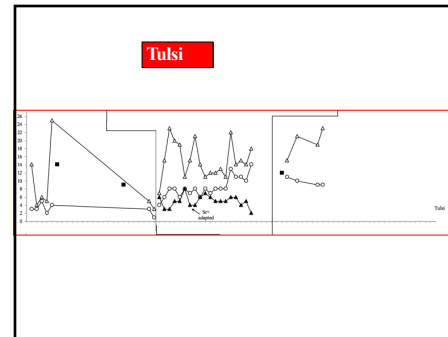
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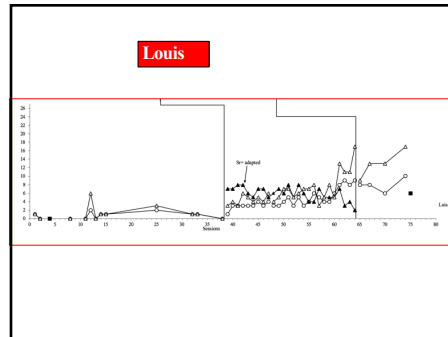
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Social Validity

Blind Ratings on Pre-Instruction and Post-Instruction videos

		Echo	John	Selena	Marvell
Frequency of pretend play	Pre-instruction	2.50	1.50	2.00	2.38
	Post-instruction	4.13	1.63	4.00	3.75
Diversity of pretend play	Pre-instruction	2.00	1.25	1.63	1.88
	Post-instruction	3.13	1.88	3.88	3.25

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Results

- SLP was functionally related to an increase in the level of target play
 - Behavior change for 3 young children with disabilities at three different points in time.
- The increases maintained when intervention was withdrawn.
- The intervention consistently produced higher levels of different target play across all the participants.

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Now we know how to increase frequency and duration....


So, HOW can we increase the complexity of play.




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Research Study #4

- Does prompting and reinforcing diverse play increase the *diversity of play* in a preschooler with autism as compared to prompting and reinforcing all pretend play?



(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Participant

Child	Age (Gender)	Mental Age (Mullen)	Disability
Missy	45 (F)	24	ASD

(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Experimental Design

- Multitreatment design (A-B-C-B-C-C') to examine the relation between play diversity and the system of least prompts and contingent reinforcement.
- This study was designed and executed to meet contemporary single case research standards
 - IOA and PF met design standards
 - Kratochwill and colleagues (2013)

(Barton, Gossett, Waters, Murray, & Francis, 2018)

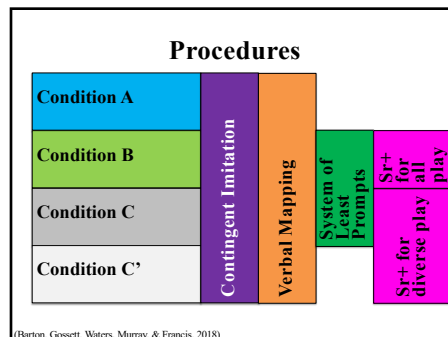
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Method

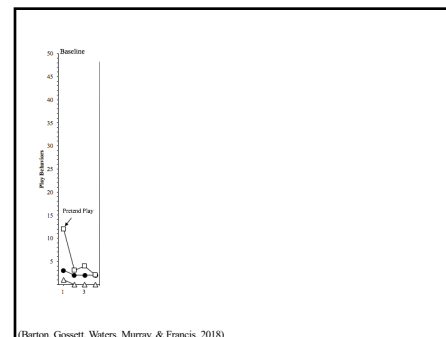
Dependent Variable	Unprompted or Prompted
	Type of Play: FPP, OS, IAO, AAA
	Sequence # or No Sequence
	Same or Different
Measurement System	Timed Event Recording using ProCoderDV

(Barton, Gossett, Waters, Murray, & Francis, 2018)

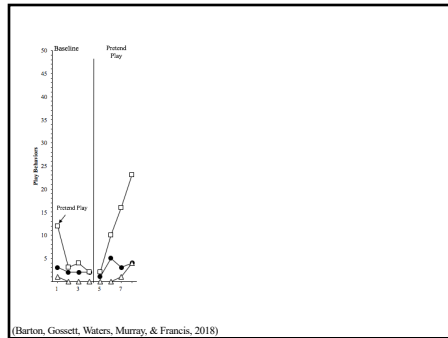
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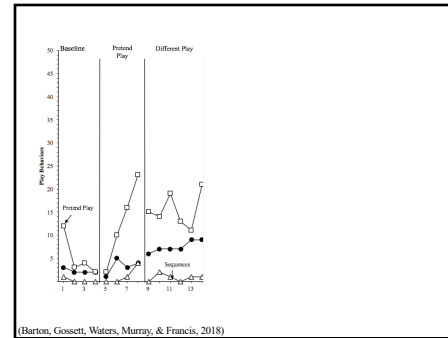
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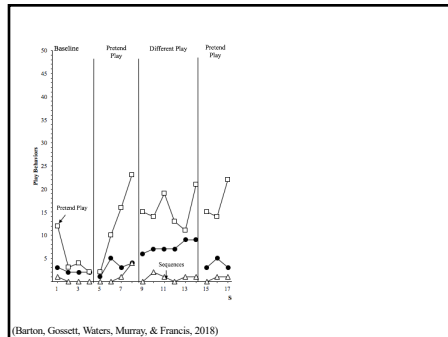
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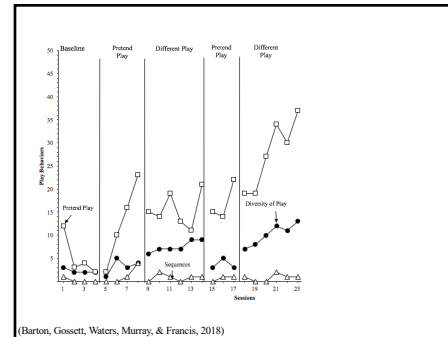
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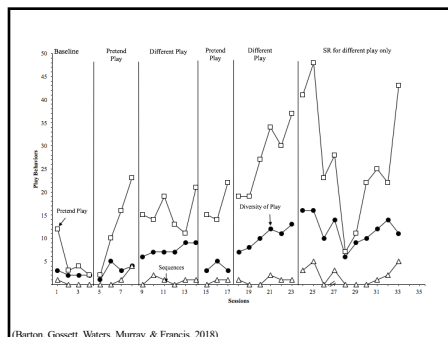
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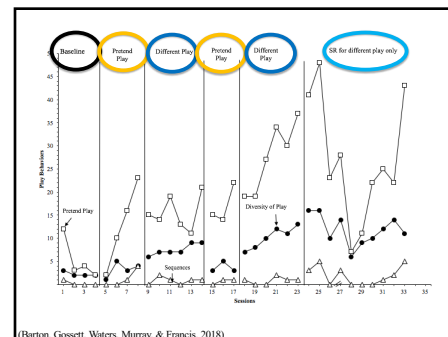
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Implications for Practice

- SLP is effective: total unprompted play showed an increasing trend across conditions.
- Play diversity increased, *only when intentionally targeted*.
- For children with ASD, it might be particularly important to focus on diversity of play and *response generalization* given their propensity for sameness and repetition.

(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Research Study #5

- Does the use of the system of least prompts (SLP) increase *sequences of play* in a child with autism?
- Does the skill maintain over time?
- Does the skill generalize across toys?

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(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Participant

Child	Age (Gender)	Disability
Missy	51 (F)	ASD

(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Experimental Design

- Multiple probe across toy sets
- Rationale:
 - One participant
 - Non-reversible skill
 - Multiple toy sets for functional relation
 - Testing one intervention
- This study was designed and executed to meet contemporary single case research standards as identified by Kratochwill and colleagues (2013)

(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Dependent Variables: Play Behaviors

1. *Sequences of play*
 - Definition:** Two different but related play actions, with the second play action occurring within 3s of the offset of the first play action.
 - Example: hold the baby, then feed the baby
 - Non-example: drive the car, then drink from the bottle
2. Number of *prompted and unprompted* pretend play behaviors
3. Total number of *pretend play* behaviors
4. Number of *different* play behaviors

(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Dependent Variables: Measurement

- Timed event recording with ProCoderDV
- Interobserver agreement
 - Point-by-point method
 - Overall average: 91%

(Barton, Gossett, Waters, Murray, & Francis, 2018)

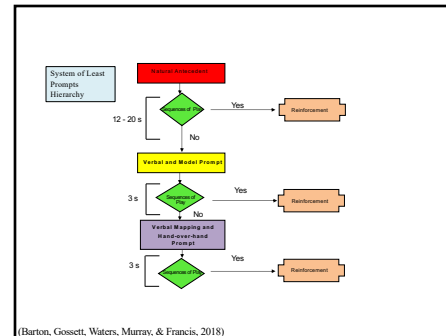
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Independent and Control Variables

- Control Variables
 - Session length (5 min)
 - Seated at table in classroom
 - Continuous access to toy set
- Independent Variables
 - System of Least Prompts (SLP)
 - SR+ for correct response

(Barton, Gossett, Waters, Murray, & Francis, 2018)

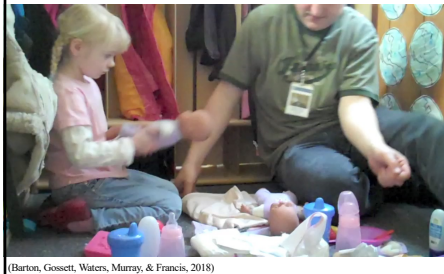
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(Barton, Gossett, Waters, Murray, & Francis, 2018)

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System of Least Prompts



(Barton, Gossett, Waters, Murray, & Francis, 2018)

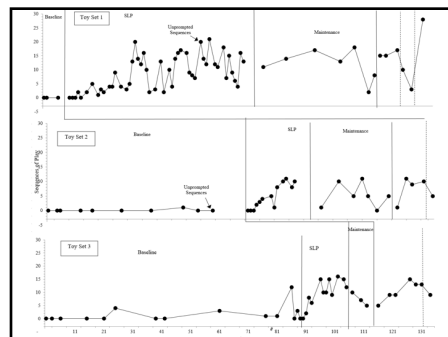
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Maintenance and Generalization

- Maintenance
 - Same toy sets, without prompting procedure
- Generalization
 - Used toys in the classroom and prompting as needed
 - Longer sessions

(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Implications for Practice



- SLP can be used as a means to increase play behaviors in young children with autism, but reinforcement must be maintained
- Teachers should train typically developing peers to engage in object play with children with autism in the classroom and reinforce the target child and the peers for playing together to increase opportunities for language and social learning.

(Barton, Gossett, Waters, Murray, & Francis, 2018)

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Now we know how to increase frequency and duration....

So, HOW can we increase social play?

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Research Study #6

- Is there a functional relation between the instructional package (SLP and visuals) and levels of appropriate *board game play* behaviors in preschoolers with or at-risk for disabilities? 6
- Does the intervention package increase *social communication* between children with or at-risk for disabilities and other individuals during board game play?

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Setting

- Sessions were conducted in a small, private room in an inclusive preschool.
- Each session included two children, one target and one peer participant, who sat across from one another with the board game between them
- The implementer sat at the head of the table within arm's reach of both children.

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Experimental Design

- Multiple probe across participants
 - Intermittent baseline probes (Gast, Lloyd, & Ledford, 2014).




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Design

- Interobserver Agreement (IOA)
 - IOA was assessed for at least 30% of sessions across participants and conditions, for both dependent variables.
 - Average IOA per participant per condition per DV was at or above 88%
- Procedural Fidelity (PF)
 - Average procedural fidelity by condition was 85%
- This study was designed and executed to meet contemporary single case research standards as identified by Kratochwill and colleagues (2013)

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Participants

Name	Gender	Diagnosis	Race	Age
Elizabeth	Female	Autism	White	46 (M)
Kamala	Female	DiGeorge syndrome	White	61 (M)
Tammy	Female	Visual impairment and cognitive delay	Black	52 (M)
Bernie	Male	At-risk for social delays	Hispanic	35 (M)

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Dependent Variables

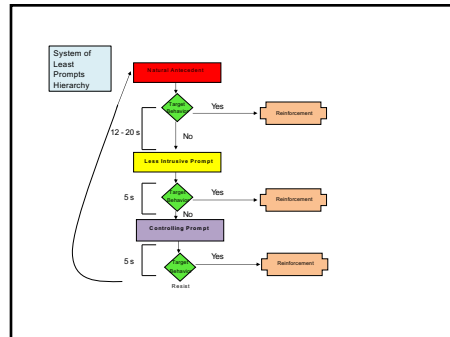
<p><i>Game play behavior</i> Correct completion of an individual step during board game play. Each turn included four steps across all four games. Each step was coded as unprompted correct (UPC), prompted correct (PC), unprompted error (UPE), or prompted error (PE).</p>	<p><i>Social communication</i> Vocal behaviors (e.g., commenting, responding, prompting, laughing) that was paired with a secondary indicator of social engagement.</p>
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Barton, Pokorski, et al., 2018

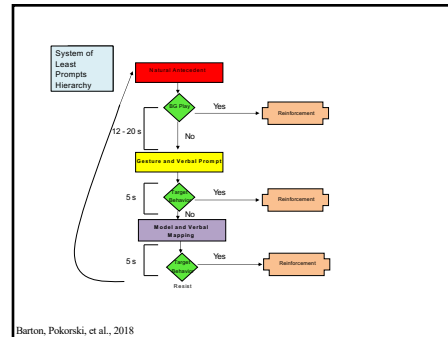
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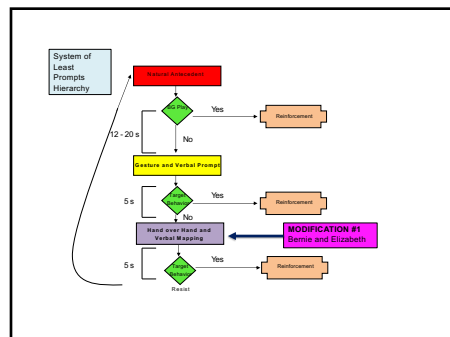
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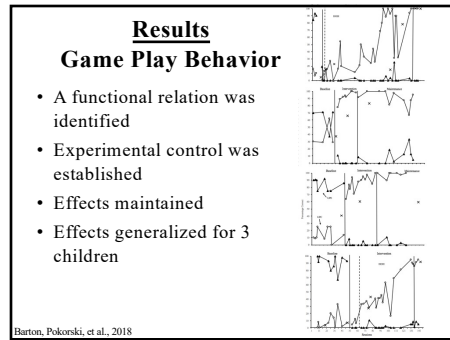
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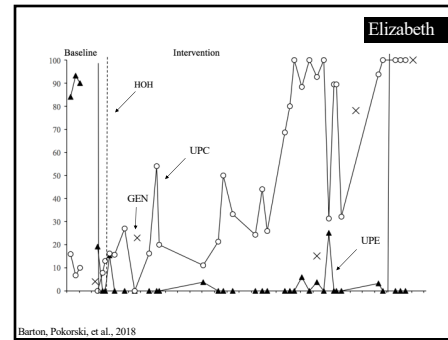
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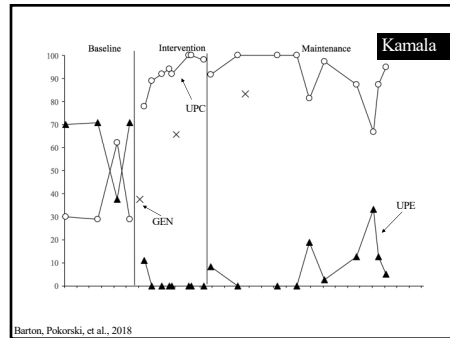
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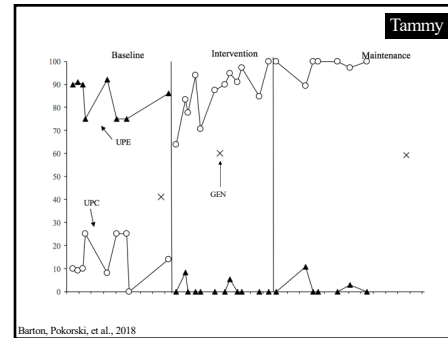
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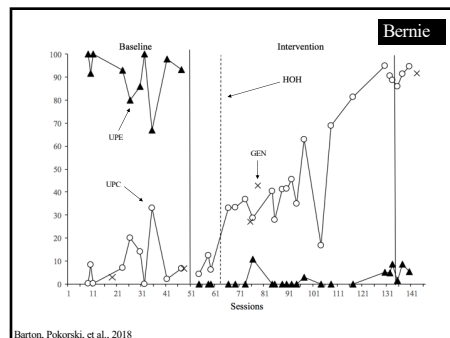
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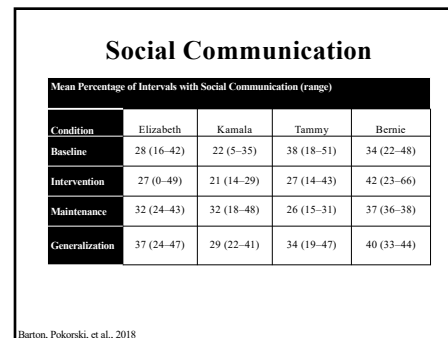
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Social Communication

- Quality of social communication
 - Anecdotally, they began talking more about the board game
 - “That’s my favorite piece”
- Why is this important?
 - Opportunity to embed communication goals

Barton, Pokorski, et al., 2018

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Summary

- This study demonstrates that an intervention consisting of systematic least-to-most prompting and reinforcement is effective for increasing the appropriate, independent board game play of preschool children.
- Anecdotally, target children continued to request the board games after the conclusion of the study and maintained their level of independent game play, confirming the social validity demonstrated by the previous study (Davis-Temple et al., 2014).

Barton, Pokorski, et al., 2018

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Summary

- No differences were noted in the level of game play behavior across target children associated with specific peer partners—*generalized across peers and games*
- 3 of 4 generalized across games, Elizabeth might require explicit instruction across other games. Individualization is critical.

Barton, Pokorski, et al., 2018

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Implications for Practice

- Systematic prompting, visuals, peer supports, and reinforcement contingencies with diverse learners.
- Modifications for non-responders
- Generalization, especially as related to peer partners, should be programmed when planning interventions.
- As a behavioral cusp, play provides children with ample opportunities to engage in social communication 20-40%
 - Use this to embed language goals
 - Social validity, they requested it meaning they had fun

Barton, Pokorski, et al., 2018

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Journal of Positive Behavior Interventions

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An Empirical Examination of Effective Practices for Teaching Board Game Play to Young Children

Erin S. Barton, PhD, Elizabeth A. Pokorski, MEd, Erin M. Sweeney, MEd, et al. Show all authors

First Published: January 22, 2018 | Research Article

Download PDF Article Information

Abstract

We examined an intervention package using peer modeling, systematic prompting, and contingent reinforcement to increase the frequency and complexity of board game play and social behaviors in young children with disabilities. Four children with or at risk for disabilities participated with their typically-developing peers. Results indicated a strong functional relation given the magnitude of change across conditions and participants and robust study rigor. Minor individual adaptations were used for two of the four participants. Overall, the study extends the research on board game play interventions with young children by demonstrating the effectiveness of an intervention that was successful for a diverse sample of preschool children with or at risk for disabilities and their peers.

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Research Study #7

- Does the use of contingent imitation and play expansions increase levels of engagement and complexity of block play for children with or at-risk for disabilities and their peers?

7



(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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Participants

Name	Gender	Diagnosis	Race	Age
Elliott	Male	At-risk for EBD	Black	36
Megan	Female	Developmental delay	Black	53
Toby	Male	Down syndrome	White	51
Matt	Male	Corrected cleft palate and Pierre Robin syndrome	White	36

(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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Why block play is important

- Block building is a normative play activity that provides an opportunity for children with and without disabilities to play together
- Block play provides opportunities to improve motor skills, spatial awareness, and foundational math concepts
 - Might result in increased future academic competence
- Time spent playing with blocks correlates with measures of creativity
 - Might promote generalization and problem-solving

(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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Levels of block play

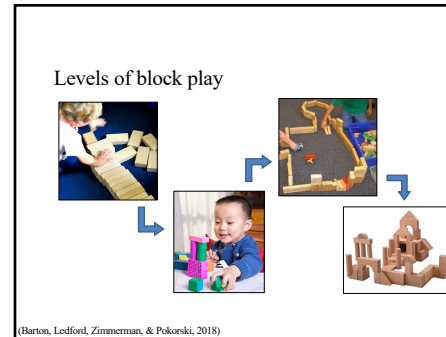
Hierarchy of block play from simple linear forms to complex structures built to scale

Can be separated into block play with and without pretend play

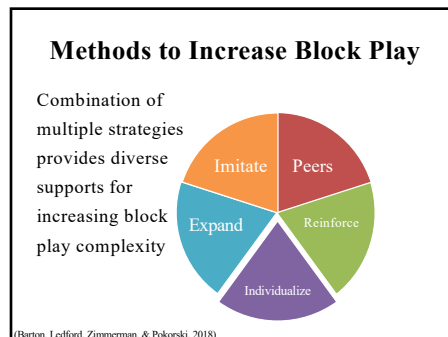
- Construction: building without naming or pretend play
- Pretend play: representing and name objects/structures and parts; adding diverse play materials (cars, dolls)

(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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Inclusion of Peers


Provide opportunities to practice block building in small group settings including children with various levels of skill.

(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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Imitation

Immediate imitation of child's block actions using a duplicate block or a close approximation, while narrating the action (using words and phrases the child might use).




(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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Expansion

Provide a simple addition to child's occurring block play, while narrating the play expansion (using words and phrases the child might use).




(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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Reinforcement

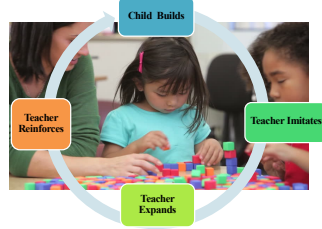
Provide explicit positive feedback immediately following appropriate or target block skills.

- Positive social attention (behavior-specific praise, high-five, hug)



(Barton, Ledford, Zimmerman, & Pokorski, 2018)


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(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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Strategy in Action!






(Barton, Ledford, Zimmerman, & Pokorski, 2018)

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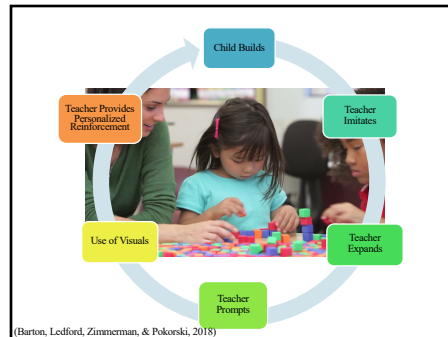
How to Individualize

Individualization might be required for some children

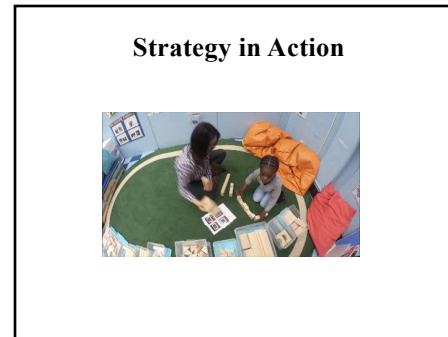
Prompting 	Visuals 	Personalized Reinforcement 
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(Barton, Ledford, Zimmerman, & Pokorski, 2018)

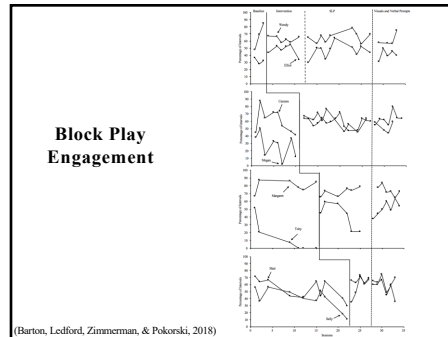
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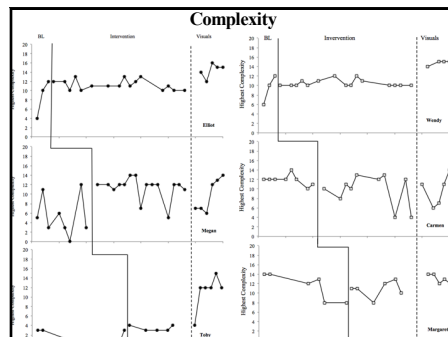
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Conclusion

Block play provides an ideal context for supporting social interactions between children with and without disabilities and for teaching increasingly complex play.

Meaningful block play—with the addition of teacher supports as needed—should be considered an important component of preschoolers' educations and prioritized in early childhood settings.

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LAST ONE!!!!

#8: Interventionist Training

- Classroom teachers need to be able to teach children to play in classrooms with other children
- Practices need to be feasible and usable
- Examine effective implementation features

8

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Article

Coaching Preservice Teachers to Teach Play Skills to Children With Disabilities

Erin E. Barton¹, Ching-I Chen², Lois Pribble³, Maria Pomes⁴, and Young-Ah Kim⁵

Abstract
The purpose of this article is to describe two studies that examined the effects of training and coaching on preservice teachers' implementation of an intervention focused on teaching play to young children with disabilities. A multiple-baseline across teachers single-case research design was used to systematically examine the relation between didactic training alone and didactic training plus coaching on teachers' use of the intervention. The results indicated that didactic training alone was not associated with changes in teacher behaviors. Training plus coaching, however, resulted in teachers' increased use of the intervention practice. *Child: Research and Practice*

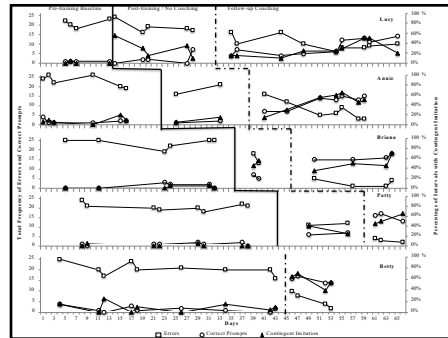
Teacher Education and Special Education
34(6) 130-149
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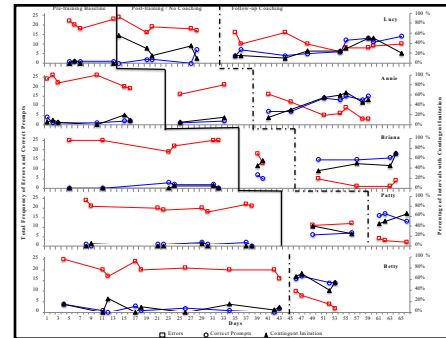
Implementation Study #1: Procedures

Condition	Directions to the Teacher	Implementation Supports (Coaching)
Baseline	"Teach the child to play"	
Didactic Training	Contingent Imitation SLP Pretend Play Taxonomy	Manual Lecture Videos Role Play
Coaching	Contingent Imitation SLP Pretend Play Taxonomy	Pre-session checklist Live prompting Performance-based feedback Post-session checklist

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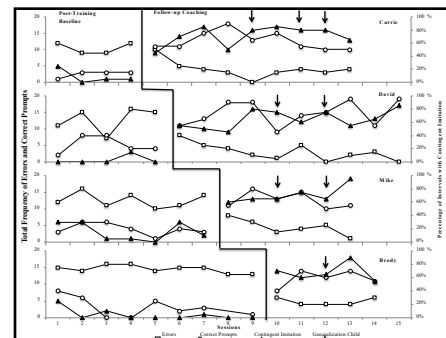


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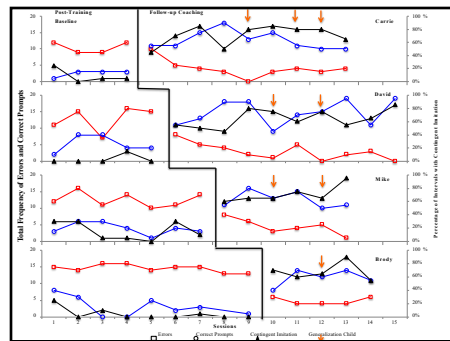
Implementation Study #2: Procedures

Condition	Content	Methods
Didactic Training	Contingent Imitation SLP Pretend Play Taxonomy	Manual Lecture Videos Role Play
Coaches Training	Effective coaching components	Manual Lecture Role Play
Coaching	Contingent Imitation SLP Pretend Play Taxonomy	Pre-session checklist Live prompting Performance-based feedback – 5 comments Post-session checklist

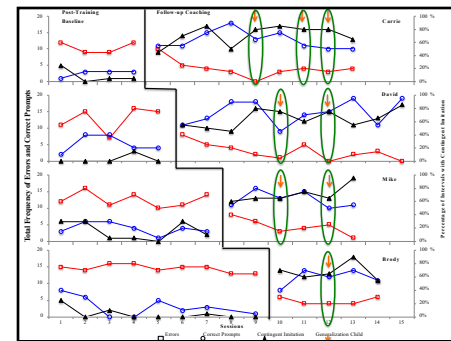
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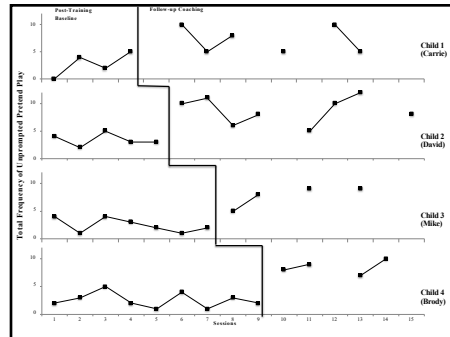
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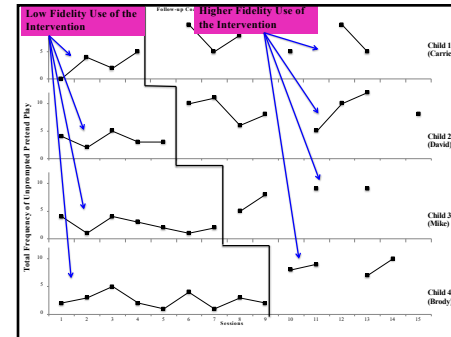
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Wrap-Up!!!!

1. SLP plus contingent imitation is related to increases in generalized object play, sequences of object play, and play-related behaviors
2. CTD *might* be effective
3. How do we facilitate generalization?
4. How do we include peers?

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Acknowledgements

Vanderbilt University

Elizabeth Pokorski
Marina Velez
Erin Sweeney
Stephanie Gossett
Celia O'Flaherty
Rachel Francis
Ethan Lin
Maddisen Domingo
Rebecca Murray
Gounah Choi
Evelyn Mauldin
Jia Qiu
Monica Rigor
Lilly Stiff
Mary Whitner

University of Colorado Denver

Kelley Bramlage
Renee Charlfue-Smith

University of Oregon

Ching-I Chen
Lois Pribble
Rachel Pavlanis
Mallory Brown
Erika Tsutsi
Talia McKay
Young-Ah Park
Maria Pomes

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