

WEBVTT

1 "" (0)

00:00:00.000 --> 00:00:05.041

Okay Hello, everyone.

2 "Bolin, Shelby" (279428864)

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And, welcome and thank you for calling into Sigma's autism awareness series. My name is Shelby and I'm a case manager for the autism specialty team. Due to the format of this call, your line will remain muted throughout the entirety of the seminar.

3 "Bolin, Shelby" (279428864)

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Any questions received throughout the presentation will be through the Webex platform, and we should have time at the end of the seminar for question and answer. It should be noted that we will only answer questions that are on today's topic. There will be an option at the end to complete a short survey as well.

4 "Bolin, Shelby" (279428864)

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A handout for today's seminar is available online at [www.cigna.com](http://www.cigna.com) backslash oops, backslash autism. Scroll to current topic section in the middle of your page and click on today's topic labeled.

5 "Bolin, Shelby" (279428864)

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Promoting play by incorporating interests and motivators or follow along throughout the Webex presentation. Please note that not all policies covered today's topic for more specific information if your policy covers topics.

6 "Bolin, Shelby" (279428864)

00:01:11.670 --> 00:01:31.670

Discussed in today's seminar. Please contact the autism team by calling the number on the back of your insurance card. And so today I have the pleasure of introducing Stacey Coco, originally from Newark Delaware. Stacey has extensive experience.

7 "Bolin, Shelby" (279428864)

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Experience serving families across the east Coast and abroad. She studied elementary and special education at the University of Hartford receiving a bachelor of science and later earned her master's degree in severe disabilities, special education from Simmons college. After beginning her career as a behavior technician in Boston.

8 "Bolin, Shelby" (279428864)

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Stacey moved to Abu Dhabi to work as a senior RBT at an international clinic for children with autism. She later transitioned to working as a special education coordinator at a public school in Abu Dhabi writing iep's, implement implementing interventions based on the RTI market.

9 "Bolin, Shelby" (279428864)

00:02:15.650 --> 00:02:39.930

And conducting screens for further assessments after returning to the United States. Stacey spent four years in Charlotte North Carolina working as a BCBA and clinic lead before landing at Kind behavioral health. Stacey believes that giving others the tool to continue the journey of learning is the key to their, to her client success.

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00:02:39.930 --> 00:02:59.930

That's why she is grateful that her role as the clinic director of kbh's concord location not only allows her to help learners grow, but also to support her team to grow into competent teachers. She says, I feel like the work we do matters, it matters to the clients, families, and.

11 "Bolin, Shelby" (279428864)

00:02:59.930 --> 00:03:21.020

Staff members, we get to help individuals access new environments, activities, and experiences, not to mention being a contributor to the small and large milestones. Currently, Stacey is pursuing a phd and applied behavior analysis from the Chicago School of Professional psychology.

12 "Bolin, Shelby" (279428864)

00:03:21.020 --> 00:03:27.794

So Stacey, it's all you.

13 "Staci Kolko" (3915662080)

00:03:27.794 --> 00:03:46.740

Hi everyone, good afternoon. Thank you so much for joining today. I'm excited that we get to go through this content together. I do encourage you if you are not able to access the powerpoint right now that you do reference it later, I find it helpful as we walk through some of the different exercises today.

14 "Staci Kolko" (3915662080)

00:03:46.740 --> 00:04:16.220

So before we get started, I just want to go ahead and highlight the different focus areas for today. We're gonna talk about briefly why play is important, Barriers to acquiring play skills. We're going to identify how your child or your children prefer to play. We're going to look at a guide that may.

15 "Staci Kolko" (3915662080)

00:04:16.220 --> 00:04:33.329

Be useful to observing a play session with your child. We're going to identify interests and motivators. We're going to talk a bit about pairing with your child and then use that to help build on their current play skills.

16 "Staci Kolko" (3915662080)

00:04:33.329 --> 00:04:53.329

So 1st I always like to go back to, the foundationals of like, why is play important? Why should we focus here? Well regardless of age, play really does occur across what we call a continuum. It plays a really significant part of a child's development. It's been observed through the literature that.

17 "Staci Kolko" (3915662080)

00:04:53.329 --> 00:05:13.329

It does occur across all ages, as well as across all, different experience levels and so abilities of play. Symbolic and social play specifically, which we'll talk about in a few minutes occurs across all ages and stages, and so we focus a lot on that here today because it is embedded in so many different places.

18 "Staci Kolko" (3915662080)

00:05:13.329 --> 00:05:34.109

Skills. According to Broadhead in 2003, play serves many different purposes. So things like tactile experiences, being able to touch different textures such as sand, water, rock stirt, it really promotes discrimination in using all your different senses, as well as promotes imaginary play.

19 "Staci Kolko" (3915662080)

00:05:34.109 --> 00:05:54.109

Cooperative play promotes problem solving skills, flexibility, innovation, solitary play encourages connecting with lived experiences. So being able to think back to, experiences that you have endured or different events that have occurred in your life, and then as well as many.

20 "Staci Kolko" (3915662080)

00:05:54.109 --> 00:06:16.699

Memory skills and those connections. So all of these experiences combined allow for really diverse learning opportunities to take place. It is rooted and connected to early academic exposure, you know, block building with architecture, mathematical skills, being able to organize and understand how things fit in the environment. Expansion of vocabulary.

21 "Staci Kolko" (3915662080)

00:06:16.699 --> 00:06:36.699

Which then extends into language itself. Physical balance and being able to move about your environment and move within play. Visual harmony, so understanding how things are connected within your environment and what things work well together and what things do not. Emotional regulation. So going back to being able to regulate your own emotional.

22 "Staci Kolko" (3915662080)

00:06:36.699 --> 00:06:56.699

Questions, and therefore understand others emotions as well. And finally emotional expression. So a way to also express how we're feeling, what we're thinking, things that we enjoy to do. And so think about this when we talk about the core components of play and how it might be beneficial to your child regardless of their age.

23 "Staci Kolko" (3915662080)

00:06:56.699 --> 00:07:17.029

So more specifically, I wanted to focus on why this is such a barrier for individuals with autism and other related social communication disorders. As we know, these challenges are predominant in the core deficits of autism. Play and leisure often come up as concerns for parents.

24 "Staci Kolko" (3915662080)

00:07:17.029 --> 00:07:39.199

As well as for clinicians. Often those that struggle with expressive or receipt reciprocal conversation, restrictive or fixated interests have limited communication or impaired vision and anxiety across those situations will show difficulty in play as well. And so I'm sure you're aware of this now and now you're curious.

25 "Staci Kolko" (3915662080)

00:07:39.199 --> 00:07:59.199

As well, how do I help address it? Looking at the four different areas in the diagram to the left, there are usually four buckets that we think about when we talk about play. Associative, social, highly social, and cooperative. And we're gonna continue to come back to these different buckets today when we're.

26 "Staci Kolko" (3915662080)

00:07:59.199 --> 00:08:32.029

Referencing types of play. And I want you to kind of keep that in the back of your mind and how this relates to some of those barriers that I just mentioned there, with the difficulties that we see with individuals with autism. I apologize, this is a little blurry. However, this is one of my favorite frameworks to use, and I didn't want to copywrite anything. So I want I wanted to be sure that I included the original format here. It breaks down those four domains that I just mentioned, the associated domain, the social domain.

27 "Staci Kolko" (3915662080)

00:08:32.029 --> 00:08:52.029

In the highly social domain, the cooperative domain. This is an observation tool that maybe perhaps schools may use, other different educators might use to assess which type of play is easily recognized in your child's environment. Sometimes children show, abilities across all four domains.

28 "Staci Kolko" (3915662080)

00:08:52.029 --> 00:09:12.029

And sometimes they show strengths in just one and that's per that's perfectly ok. For the purpose of our time today, I want you to spend some time looking at this when you do get a chance to think about some of the things that you might have noticed in the way that your child plays. So e.g., in that 1st left column, the associated domain.

29 "Staci Kolko" (3915662080)

00:09:12.029 --> 00:09:36.949

You might have noticed that your child looks towards peers or other children. You might have noticed that your child likes to watch others play. You might have noticed that your child likes to imitate play, and those skills fall under the associative domain. Moving over to the social domain, you may have noticed that your child smiles when engaging in play or that you observe some laughter and some enjoyment.

30 "Staci Kolko" (3915662080)

00:09:36.949 --> 00:09:53.429

You may also enjoy, you may also observe that your child makes different playing noises to express that they're happy or enjoying play. You may also notice that they're making eye contact with you and other people within play. And there's a few others, of course, listed within the social domain.

31 "Staci Kolko" (3915662080)

00:09:53.429 --> 00:10:13.429

Whereas in the highly social domain, we might observe that a child is now offering and accepting objects. There might also be a little bit of dialogue occurring there, so maybe there's some conversation with their play partner. Some of it maybe related to what they're playing with, sometimes it's not related to what they're playing with. And then.

32 "Staci Kolko" (3915662080)

00:10:13.429 --> 00:10:33.429

Operative domain, you might see some similarities to the highly social domain, but we really start to see sustained dialogue and conversation here in that, you know, both your child and their play partner are working towards a specific purpose or an end goal within play and that they're cooperating towards that task. And so again, we'll come back.

33 "Staci Kolko" (3915662080)

00:10:33.429 --> 00:10:41.459

Can reference, this specific sheet later on, but I want you to keep those four domains in mind as we talk about play today.

34 "Staci Kolko" (3915662080)

00:10:41.459 --> 00:11:01.459

I always love this diagram cause it just kind of further breaks down what play can look like, in terms of the different styles of play because there are so many different types of play and all of them are important. And so I think it's great again to take the time to recognize which ones you're seeing with your own child. So we have a girl sitting in the corner.

35 "Staci Kolko" (3915662080)

00:11:01.459 --> 00:11:31.969

Here at the window known as unoccupied play. As you can see, there are NO items in her hand, but she's very interested in what she's doing and she's happily engaged on her own. Shuffling over to the right in the middle, we see a little boy playing with two different, looks like to be dinosaurs or maybe action figures. This is known as solitary play, so he's not necessarily engaging with anyone else. There's NO other attention around, however, happily playing with the items that he has. And then further over to the right, the on.

36 "Staci Kolko" (3915662080)

00:11:31.969 --> 00:12:02.359

That child, is interested in watching how other people play, is not playing with any items himself, but is happily engaged watching others engage and play. Now if we go down to the bottom, the very left, the parallel play, you'll see two friends playing next to each other. They're not interacting with one another, but they are happily engaging in their own activity in a shared space. Next to them, we have associative play, and this kind of leads into that highly social play that we.

37 "Staci Kolko" (3915662080)

00:12:02.359 --> 00:12:33.829

Talked about in the last slide, where two friends again have their own materials, their own activities, but they're starting to talk about what they're doing or beginning to have that dialogue or that engagement. And then finally, the last group, you may have heard cooperative play. We hear that often, right? This is how friendships kind of form. Relationships start to build. You have a group of friends working towards a common purpose or common goals, so they're really cooperating to accomplish something together. And so those are all the ways that play occurs.

38 "Staci Kolko" (3915662080)

00:12:33.829 --> 00:12:41.579

Of age though, all parts of play are important. It contributes to long term leisure and independence.

39 "Staci Kolko" (3915662080)

00:12:41.579 --> 00:13:01.579

So now we're just gonna show an example of what play can look like side by side. So if you can go ahead and please start the video.

40 "Staci Kolko" (3915662080)

00:13:01.579 --> 00:13:07.465

Okay.

41 "Molloy, Donna" (510057216)

00:13:07.465 --> 00:13:23.789

Okay. Hi.

42 "Molloy, Donna" (510057216)

00:13:23.789 --> 00:13:45.329

Okay. And.

43 "Molloy, Donna" (510057216)

00:13:45.329 --> 00:14:11.936

Okay, uh.

44 "Staci Kolko" (3915662080)

00:14:11.936 --> 00:14:37.949

And so I think this one is such a great example of what we call like childblood play in that, this play partner is really there and available if the child wants to play with him. So really kind of engaging in that parallel play. This maybe a friend who's not quite ready to share items, hasn't acquired that skill yet, but you still want to start to be a part of their, their play circle, and hopes that you can share that opportunity together.

45 "Staci Kolko" (3915662080)

00:14:37.949 --> 00:14:50.464

And so here's another example of what play may look like as well.

46 "Molloy, Donna" (510057216)

00:14:50.464 --> 00:15:12.569

Oh, there you go.

47 "Molloy, Donna" (510057216)

00:15:12.569 --> 00:15:28.919

That's very right there. Hello? Whoa! What? A nice job! Can you get a smap? Oh, can I get a bismap, please?

48 "Molloy, Donna" (510057216)

00:15:28.919 --> 00:15:44.309

Awesome job, and another one Ready 123 oh goodness. It's howard.

49 "Molloy, Donna" (510057216)  
00:15:44.309 --> 00:15:55.910  
Okay, ok.

50 "Staci Kolko" (3915662080)  
00:15:55.910 --> 00:16:15.709  
And so this was just another example of what child led play can look like. As the play partner, you're available, you're there. If the child wants to interact with you and engage with you, you're being really mindful of the child's cues of if they want to share the items, if they want you to continue with the way that you're playing, and not still interrupting.

51 "Staci Kolko" (3915662080)  
00:16:15.709 --> 00:16:31.289  
And what they're doing. Cause we're gonna talk in the next slide in a minute about observing play within your child's natural environment. So these videos are just sample of different activities that, you know, your child may engage with and how you can kind of set that up.

52 "Staci Kolko" (3915662080)  
00:16:31.289 --> 00:16:47.129  
So there is what I call a caregiver observation sheet. I think it's really helpful as parents to sometimes our caregivers to sometimes take a step back and look at the different ways that our children can play before we talk about how we can expand on their play.

53 "Staci Kolko" (3915662080)  
00:16:47.129 --> 00:17:07.129  
So there's a series of steps here. The 1st thing that you need to do, step one, collect items your child frequently asks for grabs or gestures towards. And so thinking about on their day to day items that they might request or that you might see them playing with when they get home or.

54 "Staci Kolko" (3915662080)  
00:17:07.129 --> 00:17:37.339  
When you pull other play toys out, get all of those in one area, in one room in your house, to use for the the purpose of the observation. And you're gonna go ahead and place the child's toys or activities in one room or area in your house, and I would definitely utilize the space that your child typically plays at, whether it be in their backyard or if you have a specific playroom if they like the TV room, that sort of thing. And then when you're ready to do the observation, go ahead and set aside.

55 "Staci Kolko" (3915662080)  
00:17:37.339 --> 00:17:57.339

For five to 10 min, you're gonna sit down, you're gonna say, you know, hi to your child as you normally would, and you're gonna invite them to come play with all the items that you've now brought out. And so your timer is, is set for five to 10 min and you're simply going to write down the different items that he or she interacts with. And.

56 "Staci Kolko" (3915662080)

00:17:57.339 --> 00:18:17.339

And so I want you to describe these interactions as you do. So below I listed out eight different, places for you to list interactions. You may not see eight different interactions, you may see more or less, and that's totally fine. But across that five to 10 min observation, just write out the different things that your child picks up. What do they do with it? Do they.

57 "Staci Kolko" (3915662080)

00:18:17.339 --> 00:18:34.919

Take it, do they pass it back and forth? Are they rolling a ball back to you? How are they interacting with the toys, with you? What does that look like? And so really taking the time to put everything else aside, take that five to 10 min and just write down how you see your child playing.

58 "Staci Kolko" (3915662080)

00:18:34.919 --> 00:18:57.889

Yeah, and so now that I know a little bit about what my child currently likes to play with, I'm gonna start to, to look at the different motivators I might have or the different interests that my child currently has. Even though caregivers are the most experienced in terms of.

59 "Staci Kolko" (3915662080)

00:18:57.889 --> 00:19:17.889

Other child, right? Like you know your child so well, you, you know, their favorite things, you know, how they like their day. I think it's important to understand that motivators and interests may change. Sometimes week to week, sometimes day to day depending on the child, but they also change as we grow. And so sometimes it.

60 "Staci Kolko" (3915662080)

00:19:17.889 --> 00:19:33.869

Is important to go, as I mentioned, back to that previous step, take the time to do an observation to really ensure that we as, as caregivers have an understanding of what our child's current interests are, right? And then what could maybe lead to motivators later on.

61 "Staci Kolko" (3915662080)

00:19:33.869 --> 00:19:53.869

So I just wanted to highlight here what interests are. So these could be items, activities, people or experiences that you may seek out or

that your child may seek out. They may ask for them in some way or show enjoyment when they're engaging with it. Whereas motivators, these are often interests that hold.

62 "Staci Kolko" (3915662080)  
00:19:53.869 --> 00:20:13.869

What we call like a higher value to that child, right? Than typical interests. These can change for a variety of reasons. Motivators do change as well, but because of its value at the time, a child will often work harder to access it, right? So maybe they'll wait, be for the swing if another child's on it because they love the swing so much.

63 "Staci Kolko" (3915662080)  
00:20:13.869 --> 00:20:33.869

Or maybe they'll wait if you're on the phone to get the ipad down from the counter, because they really like playing a certain video game on there. So there are certain things where children are more motivated per se, to wait for request access than they are just interested, right? Cause interest can come and go. Interest has.

64 "Staci Kolko" (3915662080)  
00:20:33.869 --> 00:21:03.289

Are Varying levels, whereas motivators are, are really preferred, things are, are high interests at the time that children are are working are interested to work more for. So after you've done your observation sheet, right, what are some of the items that your child frequently engages with or can engage with, for long periods of time? This is what I want you to take from that observation. I want you to look at the items that maybe were more frequently picked up. Maybe your child engaged in.

65 "Staci Kolko" (3915662080)  
00:21:03.289 --> 00:21:29.509

For a longer duration. Maybe they played with it the whole time, even though you had all these other items out and available to them. And then think about what are some of the items within that, that your child is willing to wait for. So maybe things that you've already incorporated across their day, right? If you brush your teeth, then we can have 10 min of your favorite show, and you know that that's really successful because they love watching their favorite show and it's worked as a motivator, in the previous.

66 "Staci Kolko" (3915662080)  
00:21:29.509 --> 00:21:44.819

Previous days. Or if, you know, again, during play, they've continually asked for an item and you included that in your observation and that was definitely one that they engaged with for a longer period of time. Those may serve as motivators.

67 "Staci Kolko" (3915662080)

00:21:44.819 --> 00:22:08.779

Yeah, after you've done the observation, you want to make a list of items that your child has shown interest in for short periods of time or long periods of time. These can be as simple as a favorite spoon or favorite magazine. They do not have to be, you know, full play sets or anything like that, but things.

68 "Staci Kolko" (3915662080)

00:22:08.779 --> 00:22:41.459

What your child is really drawn to. You want to be as specific as possible. Do they have a specific color, shape, size, quantity, you know, sometimes a full set, like a full puzzle matters versus partial pieces, things like that. So if you could, I'd like you to take just a few minutes off the top of your head to kind of write down the items that you know that your child has shown interest in, whether it be for short periods of time or long periods of time. So I'm gonna give you guys about 2 min to do this, and then we'll move on to the next question here.

69 "Staci Kolko" (3915662080)

00:23:41.459 --> 00:24:10.789

Okay, uh.

70 "Staci Kolko" (3915662080)

00:24:10.789 --> 00:24:30.789

Okay Alright, so we're gonna go ahead and move forward. It's ok if.

71 "Staci Kolko" (3915662080)

00:24:30.789 --> 00:24:50.789

You're unable to make this list now. Again I encourage you to look back on the powerpoint later and take some time to do this. But once you do have your list of other interests, or items that your, your child is interested in, I want you to think back to how those are connected to the play continuum and how your child plays.

72 "Staci Kolko" (3915662080)

00:24:50.789 --> 00:25:10.789

So now you have this information from your observation with your child and this ongoing list of all the things you know that your child enjoys playing with or have shown interest in, whether it be for short or long periods of time. And I want you to go back to that 1st initial slide where we talked about the four domains and look at the different ways that that might fit into.

73 "Staci Kolko" (3915662080)

00:25:10.789 --> 00:25:45.049

Each of those categories. Because this is so important when we talk about the next part of of pairing or playing with your child, right? When we talk about playing with children, we want to make sure that

we're playing at their level. So playing it in a way that they enjoy, that they'll actively respond to you, and that are at their their current skill level. Because in order to build skills or to add on to play, we need to, we need to start where they are. So once you've taken some time to look at that sheet and highlight the different ways that your child kind of falls into those four different domains, this will really give you a preview of what you're playing.

74 "Staci Kolko" (3915662080)  
00:25:45.049 --> 00:25:52.499  
The experience may look like.

75 "Staci Kolko" (3915662080)  
00:25:52.499 --> 00:26:12.499  
When we talk about pairing, this is one of my favorite reference tools from Rubel 2021I love talking about the things that, you know, we as caregivers or sometimes my technicians should do when they're pairing or, trying to build play with within a session or within an observation. So now.

76 "Staci Kolko" (3915662080)  
00:26:12.499 --> 00:26:44.639  
Now after we've done the observation, we're like, ok, well I'm gonna play, I'm gonna take some time to play with my child. And I'm sure you're already doing this as caregivers, you're playing, you're spending time, but this is what I call very intentional time, and that our focus here is to build on play. So when you've carved out a little bit of time and you sit down with your child and you have their, their preferred items out or their, their interests and potential motivators, all of their activities out, you've now brought out their fun items, right? You've brought out the things that bring enjoyment to them that they show interest in.

77 "Staci Kolko" (3915662080)  
00:26:44.639 --> 00:27:00.239  
Make sure that you're fully present and available. So put your phones away. If you can try and have other children out of the picture, other adults that might divert your attention, so your focus is really on your your singular child at the time.

78 "Staci Kolko" (3915662080)  
00:27:00.239 --> 00:27:20.239  
Whatever your child requests honor these requests, you know, within reason, of course, right? Like if they're being silly and they want you to wear a hat a certain way or they want to piggyback and you're able to do that, honor the request that they're making, because why not, right? Like plays should be enjoyable and if we can honor the request, we should.

79 "Staci Kolko" (3915662080)

00:27:20.239 --> 00:27:53.719

And it's also showing that within play, their preferences have value, but also like they're gonna be honored. And that's a really important part of of play in that we can play the way you want to play. Be sure though to to hold to boundaries, right? Like at times we do have to deny requests. If a child is trying to climb something that might be unsafe. If a child wants to put a marble in their mouth, then of course that could be dangerous because they could swallow it. You want to make sure you're having them spit it out and redirect them to something else. If.

80 "Staci Kolko" (3915662080)

00:27:53.719 --> 00:28:13.719

Possible offer something that's compatible with the behavior, so if they're really interested in climbing, you could say, you know buddy, we can't, we can't climb the shelf, but we can definitely do some bear crawls or something like that to make sure we're at least trying to meet that need in some way. Or same thing in that child who maybe tries to put a marble in their mouth, you can say, Oh buddy it goes here, you know, and just, not making a big.

81 "Staci Kolko" (3915662080)

00:28:13.719 --> 00:28:35.029

Big Deal about it, but making sure that we're still trying to honor the request in some way. Some things that are important to avoid placing any demands. And I think this is the hardest one because at times the way that we say something may not sound like a demand to us, but could sound like a demand to our child, right? And an example of this is.

82 "Staci Kolko" (3915662080)

00:28:35.029 --> 00:28:56.659

Asking a question. So you might say something like, what color is this? Or where does that go? That could definitely serve as a demand because now you're asking them to play a certain way or to respond to you in a certain way. So it's really important to comment, you know, on what they're doing and engage in the way that they are. So if they're looking at you, they want you to attend to something, you can be like.

83 "Staci Kolko" (3915662080)

00:28:56.659 --> 00:29:12.989

That's so cool. You know, definitely make sure that you're engaging in conversation throughout play, but make sure that it is completely aligned with what they're talking about, looking at, and not asking them to do anything extra outside of the way that they're playing.

84 "Staci Kolko" (3915662080)

00:29:12.989 --> 00:29:32.989

Refrain from correcting our guiding play. So unless you're redirecting

because it was something that was unsafe, or something that's unavailable, avoid correcting them or showing them new things within your 1st what I call pairing session. So right now, at this point, it's your 1st time with them and you are.

85 "Staci Kolko" (3915662080)

00:29:32.989 --> 00:29:52.989

Pairing in that purposeful play, and so we're not teaching any skills right now. We're simply just playing the way that they want to play. Avoid moving toys. This is a big one I think with all children, especially if they have a specific idea in mind and they're pursuing it, and then you might move something or shift something. If they're allowed.

86 "Staci Kolko" (3915662080)

00:29:52.989 --> 00:30:12.479

Allowing you to move items, you know, freely and it's more of like a cooperative, engagement, then that's totally fine. But just read into their body language if they're kind of pulling back. If you hear them vocalizing in any way they don't like something, then, you know, take a step back and and try and figure out what it is that or how it is they want you to play.

87 "Staci Kolko" (3915662080)

00:30:12.479 --> 00:30:32.479

And then again, just refrain from reacting to other inappropriate behaviors. The focus is really play, so redirecting back to play itself. Of course, you have to try and navigate any unsafe behaviors, but things that don't really matter at the time if they're tapping their feet, if they're homing too loudly, things.

88 "Staci Kolko" (3915662080)

00:30:32.479 --> 00:30:52.479

Like that, if, you know, they're distracted, just kind of follow their lead, don't don't tell them like come back here, come on, let's go. It should really be led by them. So if you do find that your child is kind of leaving the environment, they might be done with playing at that point or maybe we've missed something. Is there something we've missed in the, the play?

89 "Staci Kolko" (3915662080)

00:30:52.479 --> 00:31:13.475

Rina that we need to now add and they're going to to seek it out and that's totally fine too. Alright, so what pairing can look like? So what I just described I'm gonna show here in a video of how you can kind of set up what I call that initial pairing.

90 "Molloy, Donna" (510057216)

00:31:13.475 --> 00:31:21.569

Okay.

91 "Molloy, Donna" (510057216)

00:31:21.569 --> 00:31:40.577

Okay, it's been a while since you've seen that book.

92 "Staci Kolko" (3915662080)

00:31:40.577 --> 00:32:01.569

And so as you can see, here, the play partner recognized that she kind of wanted to read on her own and that was totally fine. But she made herself available. She had all of her favorite activities out. Should she want to share the book? Then, she would, you know, bring the book over to her play partner. But again.

93 "Staci Kolko" (3915662080)

00:32:01.569 --> 00:32:19.930

Sometimes it's just being available and letting your, your child know that you just want to play with them when they're ready. And then here's another example of what pairing can look like that's a little bit more interactive.

94 "Molloy, Donna" (510057216)

00:32:19.930 --> 00:32:32.849

Then I'm gonna jump in 321. Let's go play something out. I'm pay something either way.

95 "Molloy, Donna" (510057216)

00:32:32.849 --> 00:32:48.722

Good job!

96 "Staci Kolko" (3915662080)

00:32:48.722 --> 00:33:12.849

And so here you can see in this example, the play partner was really looking at the child to see if they were still interested in the game and they, they made kind of like a tag of it. This is a child who loves to, to run around, has a lot of high energy, and so this was a great way for them to engage in something that was a little bit more functional, but very much led by him, right? And so she's continuing to, to look back.

97 "Staci Kolko" (3915662080)

00:33:12.849 --> 00:33:32.849

To see if he's still enjoying it, if she should continue with the activity, not asking him to do anything specific within the activity, not telling him to jump, not telling him to run across certain colored stepping stones or anything like that, but merely letting him lead play. And so this is really a foundational part of establish.

98 "Staci Kolko" (3915662080)

00:33:32.849 --> 00:33:37.199

Pushing play skills 1st.

99 "Staci Kolko" (3915662080)

00:33:37.199 --> 00:33:55.044

So next, before we play this video, I just want to quickly say, this is what we can do to kind of extend on your child's interest. And I'll talk more about that in a minute after we play the video.

100 "Molloy, Donna" (510057216)

00:33:55.044 --> 00:34:14.306

Okay.

101 "Staci Kolko" (3915662080)

00:34:14.306 --> 00:34:38.679

And so I love this example because it's such a great way of how we can eventually extend. So say the 1st time that you, part took in a play session with your child and you were letting them leave play, and they absolutely like loved wagon rides or movement. And that was a big part of this friend's repertory. He absolutely loves movement, loves being pulled in a wagon, you know, with.

102 "Staci Kolko" (3915662080)

00:34:38.679 --> 00:34:58.679

Would love to be pulled all day if we, if we would let him. And so part of that is after the play partners had, had built some momentum with him and, and played his way a few times, they started to add in a different additional ways to play. So now they weren't just pulling him. They were adding things like, let's chase this person. Come on, let's go and.

103 "Staci Kolko" (3915662080)

00:34:58.679 --> 00:35:18.679

Like he began to enjoy it, and they continued to add to that and became a game of chase. And then they had to catch other partners, and then, if he wanted to play the game, he had to go find a friend to chase. And so you can see how this extends on what the child enjoys, but now you're starting to shape other skills. So, being able to then shape.

104 "Staci Kolko" (3915662080)

00:35:18.679 --> 00:35:36.539

Parallel play, assu associated play, adding in some vocabulary there about who are we gonna chase today, things like that. And so there are a lot of ways to build on a child child's current interest. So this could turn into tag red light green light, wagon races, animal parades just to start.

105 "Staci Kolko" (3915662080)

00:35:36.539 --> 00:35:56.539

And so things to think about too, questions that I get often from caregivers, you know, what do I do, if my child is just solely

interested in stemming, they just love picking up items and kind of waving them around or maybe dancing with them or spinning with them, things like that. That should still be a part of your play observation, right? And so looking at the items that they've really enjoy.

106 "Staci Kolko" (3915662080)

00:35:56.539 --> 00:36:16.539

Joy, and then you can expand on trying similar sounds that they maybe like if they're attracted to the different sounds that different items make or if it's a visual appeal, looking at the way that they play with those items, can we find similar items? Are there ribbons we can add into it? Can we do different tactile stuff that.

107 "Staci Kolko" (3915662080)

00:36:16.539 --> 00:36:40.009

Creates a s a similar visual appeal, and then later on kind of adding in diverse objects that are equally as enjoyable. Cause thinking about it like this, when you are ready to venture into adding in new play items, once you set up your, your whole play arena with your child and you have everything out of the.

108 "Staci Kolko" (3915662080)

00:36:40.009 --> 00:37:03.679

Enjoy. And you've done this a few times, I would then slowly add in some similar items to that, right? So this might be an example of if my child loves to stem with these certain items, now I might add in a ribbon and I'm going to just kind of model, me using the ribbon more functionally in a way that can be shaped into another place scale. And I'm gonna do that a couple times next to them, see if they show any interest.

109 "Staci Kolko" (3915662080)

00:37:03.679 --> 00:37:22.889

Interest, cause now we have kind of that trust, that rapport within play. And then if it's, if it's close to the way that they're already playing, it's a little bit easier for them to navigate. And so trying to think about items and activities later on that you could slowly expand the play repertoire with.

110 "Staci Kolko" (3915662080)

00:37:22.889 --> 00:37:36.472

Okay, and then here's another video if you could go ahead and play this one as well.

111 "Molloy, Donna" (510057216)

00:37:36.472 --> 00:38:00.066

She needs eyes. I think I see some here. You can put it on or show me where. Awesome. Hi.

112 "Staci Kolko" (3915662080)

00:38:00.066 --> 00:38:23.019

And so now we might be at a point with our child where we have done the observation, we have done some pairing within play with them. We've added in a few maybe novel items or started to model different ways to play next to them to get them interested in it. And now maybe we want to incorporate, some demands or some.

113 "Staci Kolko" (3915662080)

00:38:23.019 --> 00:38:43.019

Some ways to specifically play or specifically do activities within play. And so with this, you always want to choose those items that are big motivators for your child. So looking at all the items that you've pulled out in, you know, in their play space, think about the items that are the biggest motivators, the ones that they're really drawing.

114 "Staci Kolko" (3915662080)

00:38:43.019 --> 00:39:14.190

Intune will play for a long period of time, we'll seek out, we'll occasionally do something like waiting to access it. You want to use those, what I call in between tasks, right? So this video was such a great example of a child who loves stickers. Anyway that she can play with stickers or talk about stickers, she, she's all for. And so you can start to expand 1st like we talked about by adding in new types of activity books.

115 "Staci Kolko" (3915662080)

00:39:14.190 --> 00:39:34.190

So maybe now we have some, some academic based ones or some word activity books that are stickers or adding in some math games, counting with stickers or sorting by categories of stickers. There are so many ways to expand on stickers that this child may love based on the other skills that she can do or the other skills that maybe we're teaching.

116 "Staci Kolko" (3915662080)

00:39:34.190 --> 00:39:54.190

Additionally, as this play partner did, you can start to integrate tasks within play. So a great example of this, you set up all her sticker stuff, 1st you start, you're like, oh, let's let's do some stickers together, and you're letting her kind of play her way 1st and then you can start to, to vocalize or ask her.

117 "Staci Kolko" (3915662080)

00:39:54.190 --> 00:40:14.190

Her to, to do play in a specific way. So you might say, can we put this on her nose, on the page? Can we put this animal in the jungle if she's sending her animal sticker, things like that. And you can slowly kind of integrate some demands within play, to also help teach other.

118 "Staci Kolko" (3915662080)

00:40:14.190 --> 00:40:34.190

Our Skills that, you know, we talked about at the beginning of the presentation and all the skills that are embedded within play. Additionally, using these as motivators, right? So we mentioned, these can also be served as motivators for other activities, right? So 1st we have to do our morning routine and then we can play with stickers.

119 "Staci Kolko" (3915662080)

00:40:34.190 --> 00:41:02.090

Years after, and so play really also helps to help with some of those transitions across the day as well. So again, my, my ask of you is when you do get some time, please do go back, download the powerpoint. I encourage you to 1st, you're going to just do a simple observation of your child's play. And then 2nd, you're going to make a list.

120 "Staci Kolko" (3915662080)

00:41:02.090 --> 00:41:22.090

Of all of the things that you can recall in the past couple weeks that have served as, interest, motivators, definitely get feedback from anyone who's a relevant team member, right? So this might be a partner, this might be an older sibling, a teacher, that sort of thing, a grandparent, anyone who kind of partakes in that.

121 "Staci Kolko" (3915662080)

00:41:22.090 --> 00:41:42.090

And then I want you to do a few, pairing or what I call a very intentional play with your child where you sit down and you really play their way, you're playing giving undivided attention to be a part of their play, their play circle and sometimes their play routine, and then it builds some trust there. And then think about how you.

122 "Staci Kolko" (3915662080)

00:41:42.090 --> 00:42:02.090

You might start to extend on play a bit based on the way that they're already playing, right? So going back to those four domains, those should really help you think of all the different ways your child is already playing and how you can reciprocate that play. If they're smiling during play, you can smile during play. If they're handing you items during play, you.

123 "Staci Kolko" (3915662080)

00:42:02.090 --> 00:42:13.830

You can hand them items or ask for items, right? Because they're already at that stage where they're doing that. So again, really building on where your child is at.

124 "Staci Kolko" (3915662080)

00:42:13.830 --> 00:42:47.622

And so these were just the references that were used for the purpose

of today's presentation. I know we're slightly early, but, that was all the content I had for you, so I believe it leaves us some time for questions.

125 "Bolin, Shelby" (279428864)

00:42:47.622 --> 00:43:08.100

Okay, I'm not seeing any questions yet. We'll give it another couple minutes to see if any.

126 "Bolin, Shelby" (279428864)

00:43:08.100 --> 00:43:28.100

Half up.

127 "Bolin, Shelby" (279428864)

00:43:28.100 --> 00:43:48.100

Okay, uh.

128 "Bolin, Shelby" (279428864)

00:43:48.100 --> 00:44:08.100

Okay, uh.

129 "Bolin, Shelby" (279428864)

00:44:08.100 --> 00:44:42.277

Okay, so I don't see any questions at this time, but Dacey, is it, is there a way like if if any of the listeners want to reach out to you, is there a way to email you questions or is that something that you allow?

130 "Staci Kolko" (3915662080)

00:44:42.277 --> 00:44:50.886

Yeah, that's, that's totally fine. I'm happy to share my work email. I can, I can type in the chat, right? So I can throw it in there.

131 "Bolin, Shelby" (279428864)

00:44:50.886 --> 00:44:52.599

Yeah. Okay.

132 "Staci Kolko" (3915662080)

00:44:52.599 --> 00:44:55.519

Yeah, i'm happy to do that.

133 "Bolin, Shelby" (279428864)

00:44:55.519 --> 00:45:16.850

Perfect. Okay.

134 "Bolin, Shelby" (279428864)

00:45:54.030 --> 00:46:13.080

Okay, so, so since there's NO questions, I just wanna thank everyone for attending and thank you Safety for providing such wonderful information.

135 "Bolin, Shelby" (279428864)

00:46:13.080 --> 00:46:29.880

Again, if you have questions about therapies discussed today or questions we were unable to answer, you know, or since there are NO questions at this time, please contact the autism team by calling the number on the back of your insurance card.

136 "Bolin, Shelby" (279428864)

00:46:29.880 --> 00:46:49.705

And please be sure to mark your calendars to join us next month on Thursday, 10 October. There will be, we'll be discussing understanding neuropsychological testing. And so thank you everyone for coming today and hope you all have a great day. Thank you Stacey. Have a great day.

137 "Staci Kolko" (3915662080)

00:46:49.705 --> 00:46:56.172

Thank you so much.