

Structured play and leisure
and
Social Engagement

Why teach these skills?

Play and leisure skills help:

- Enrich our life
- Occupy down time
- Develop skills for social interaction
- Create a sense of belonging
- Enable community access

What we see:

- Cannot entertain self or play with others
- Use play materials incorrectly or rigidly

Why we see it:

- Problems relating to others
- Problems with language/communication
- Problems with compulsivity/change
- Sensory abnormalities
- Problems with details vs concepts
- Problems with organisation
- Problems with generalisation

Children not on the autistic spectrum learn to play through:

- observing and imitating others
- exploring toys and materials
- multiple play experiences with different children
- reading the social cues of others
- pretend/make believe play

Children with Autism have:

- poor imitation skills
- limited exploration of their environment
- little interest in other children
- deficits in imaginary thinking
- difficulty reading the non-verbal communications of others

Work is Play – Play is Work

- Play is often less structured
- Requires 'on the spot' organisational skills
- Complicated rules and procedures
- Unpredictability
- Materials don't always define the task
- Start/finish unclear
- Social component – many implied rules

Strategies to Develop Play and Leisure Skills

- **Assess the Characteristics of Autism and strengths and interests (informally)**
- **Develop structure and visual support:**
 - Physical Organisation
 - Schedules
 - Activity systems
 - Visual and Organisational Structure

Physical Organisation:

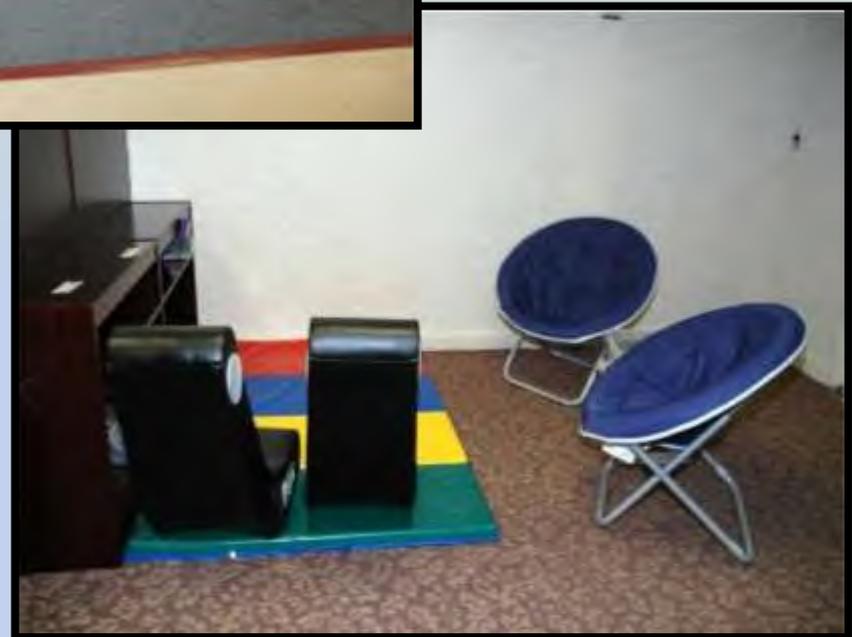
Places to play



Independent



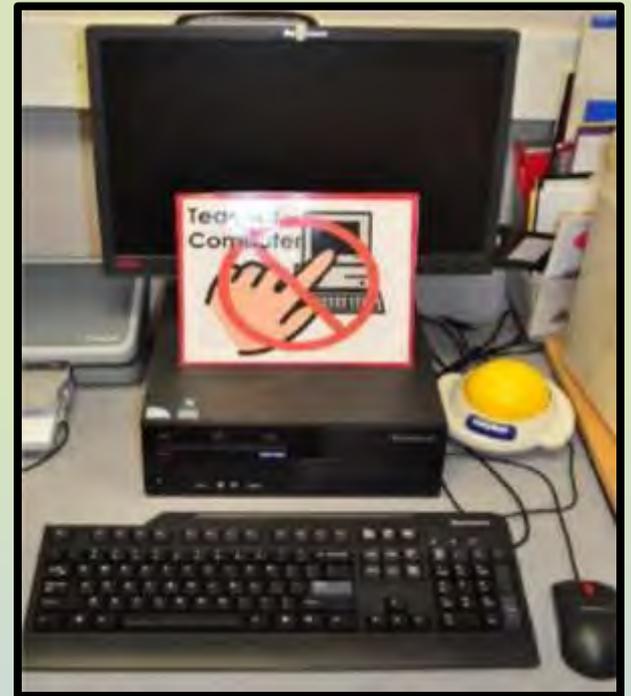
Social



Clear boundaries



Where do I belong?



Off limits



Teaching the Child to Stay in the Area

- Meaningful boundaries
- Clear routine for going to the area and for when it is time to leave the area
- Repeated practice transitioning to and from the area
- Initially start with small time increments
- Include high engagement and high interest activities in the area

Schedules:

Clarify where to go in transition

Increase predictability



Activity systems: - answer four questions

- What do I need to do?
- How much do I need to do?
- How do I know when I am finished?
- What do I do next?



Activity systems:



Activity systems:

1. Warm up

_____ Stretch arms

_____ Stretch legs

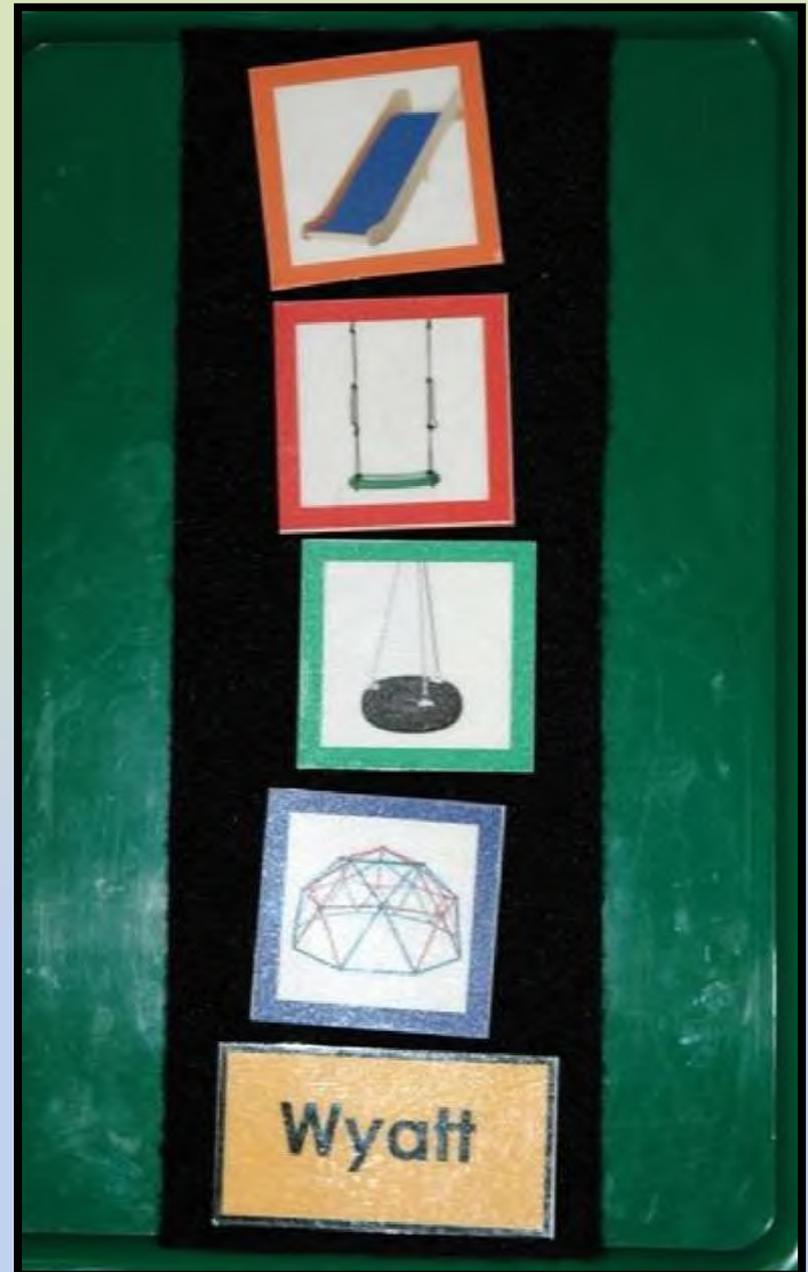
_____ Curl ups

_____ Push ups

_____ Run **5** laps

2. Ball Toss

3. Shoot Baskets



Work/Activity System for Play Area:



Visual and organisational structure

- organising materials
- clarifying what to do – the sequence



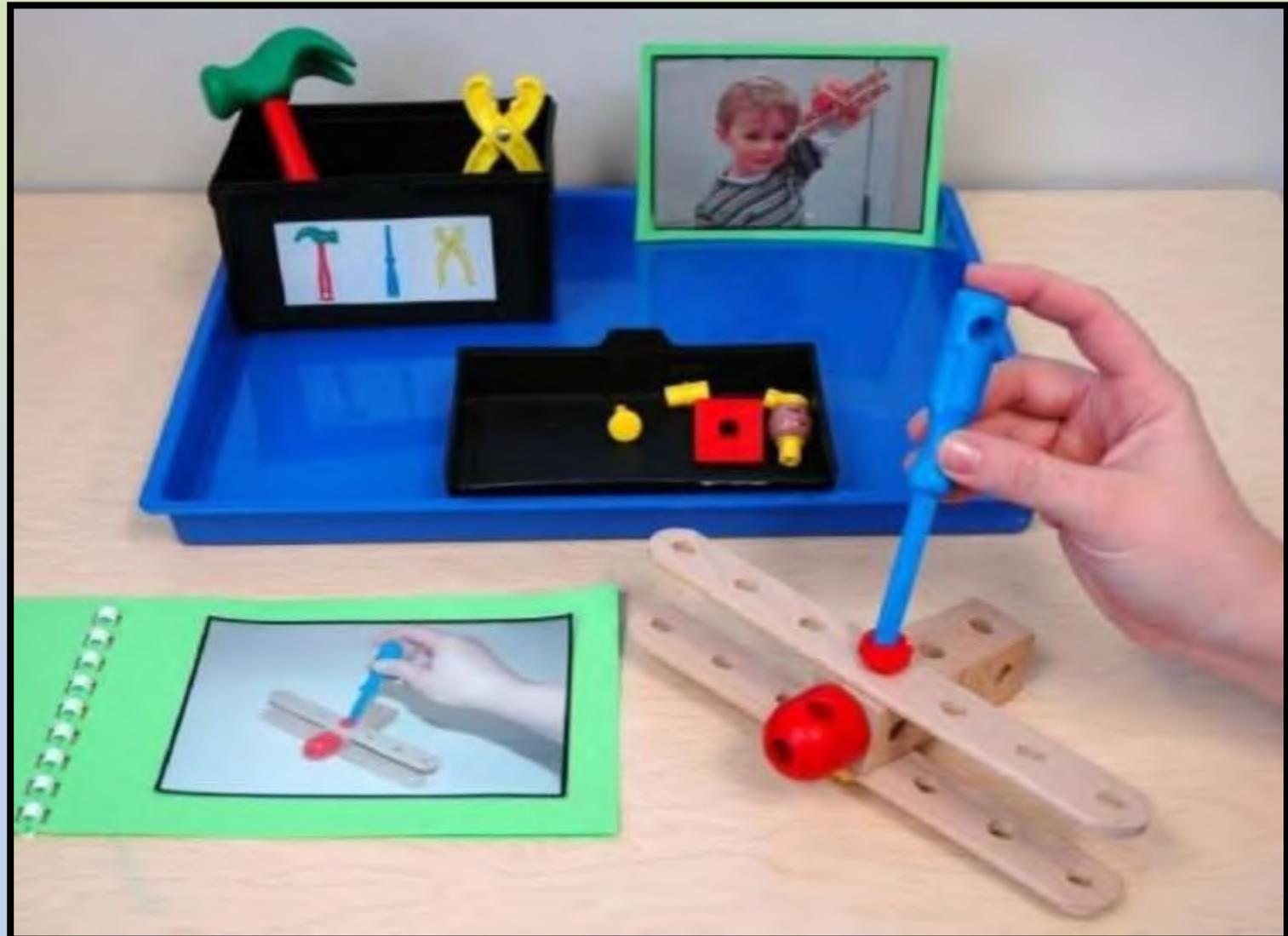
Visual and organisational structure



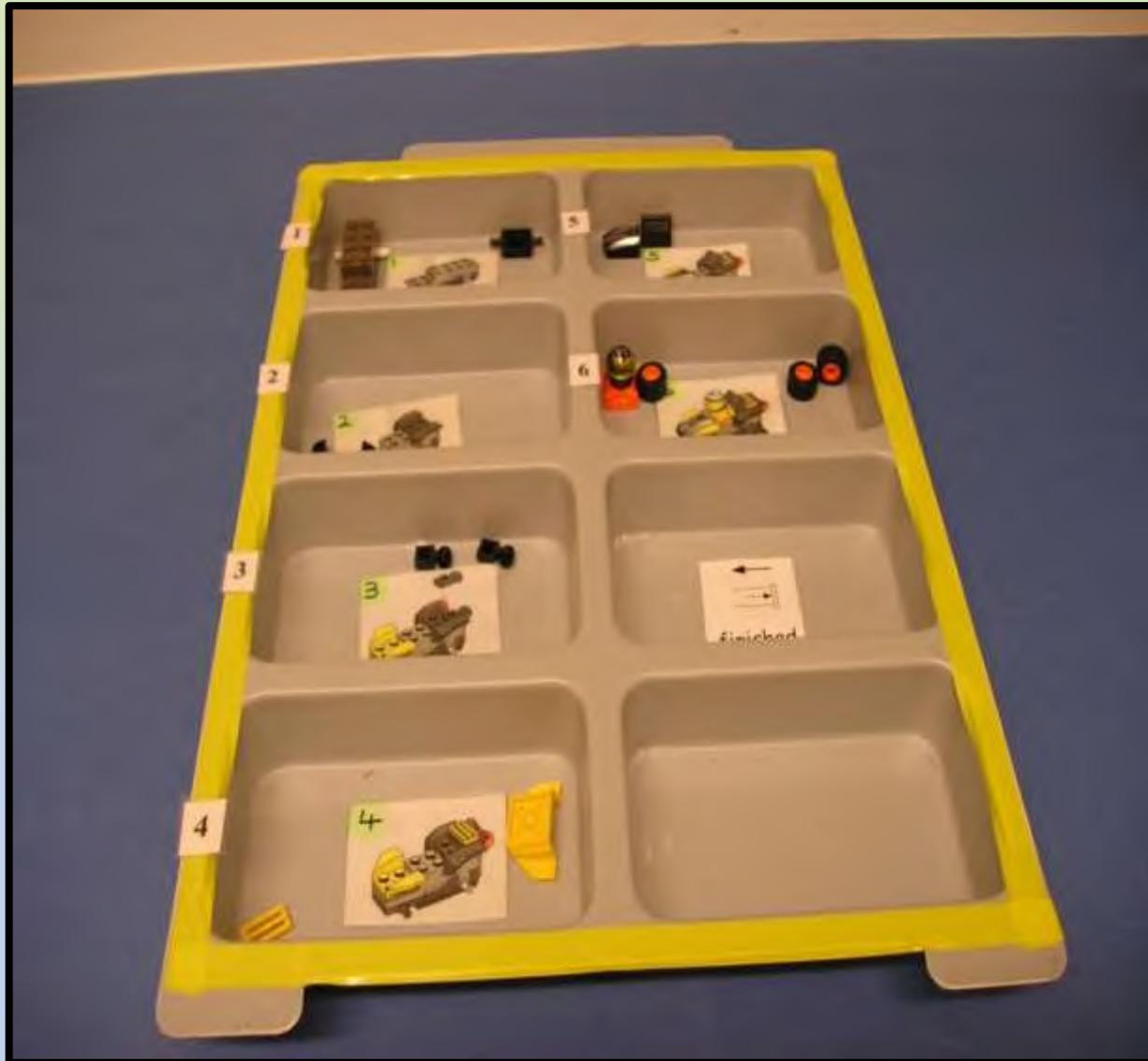
Visual and organisational structure



Visual and organisational structure



Visual and organisational structure



Strategies to Develop Play and Leisure Skills

- Assess the Characteristics of Autism and strengths and interests (informally)
- Develop structure and visual support
- **Highlight the concept of finished**
 - Materials empty out
 - Finished place
 - Counters and timers

Materials Empty Out:



Finished Place:



Counters:



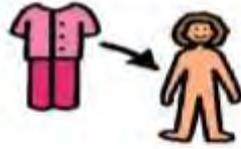
Timers:

First



swim

Then



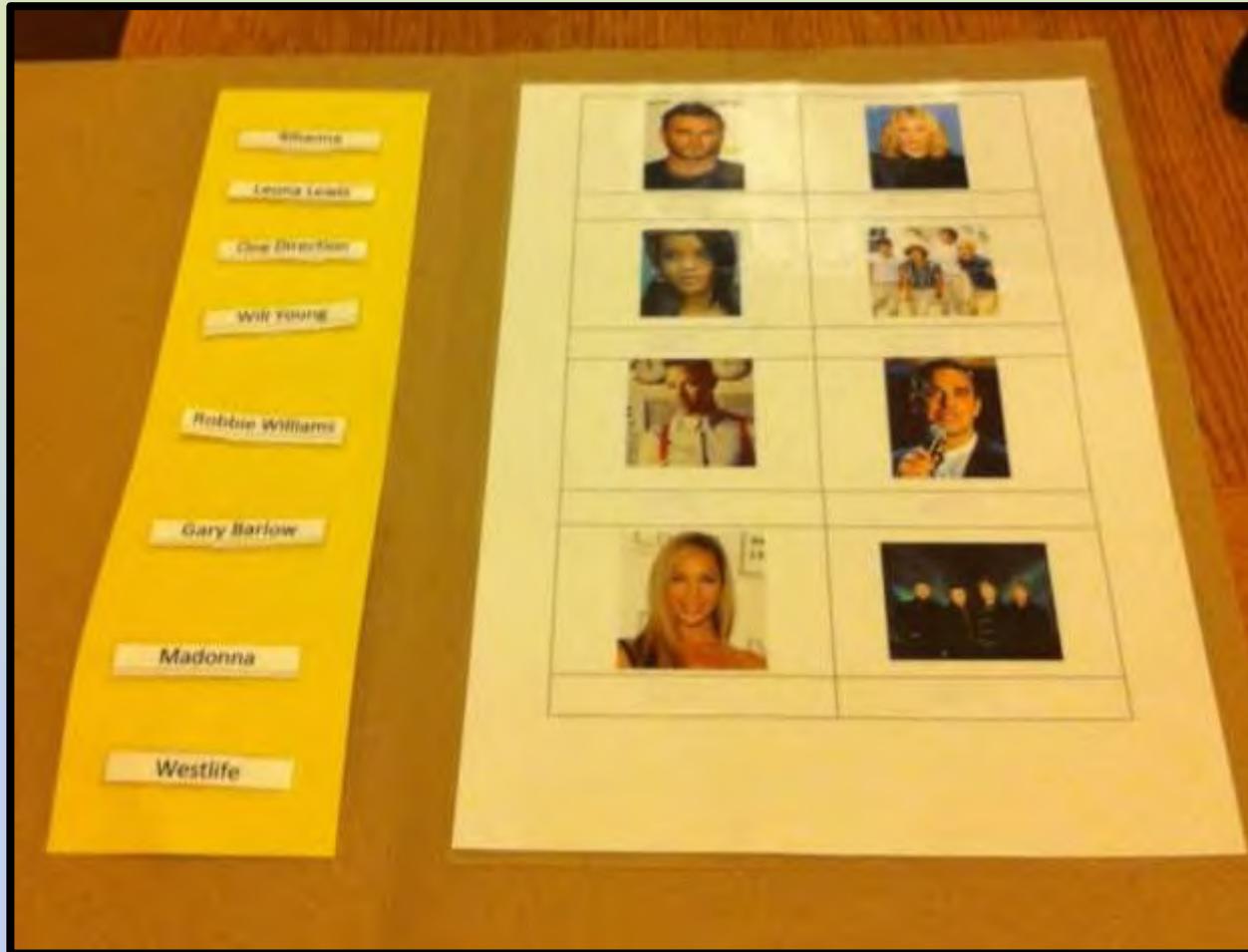
clothes



Strategies to Develop Play and Leisure Skills

- Assess the Characteristics of Autism and strengths and interests (informally)
- Develop structure and visual support
- Highlight the concept of finished
- **Build on the student's strengths and interests**

Build on the Student's Strengths and Interests:



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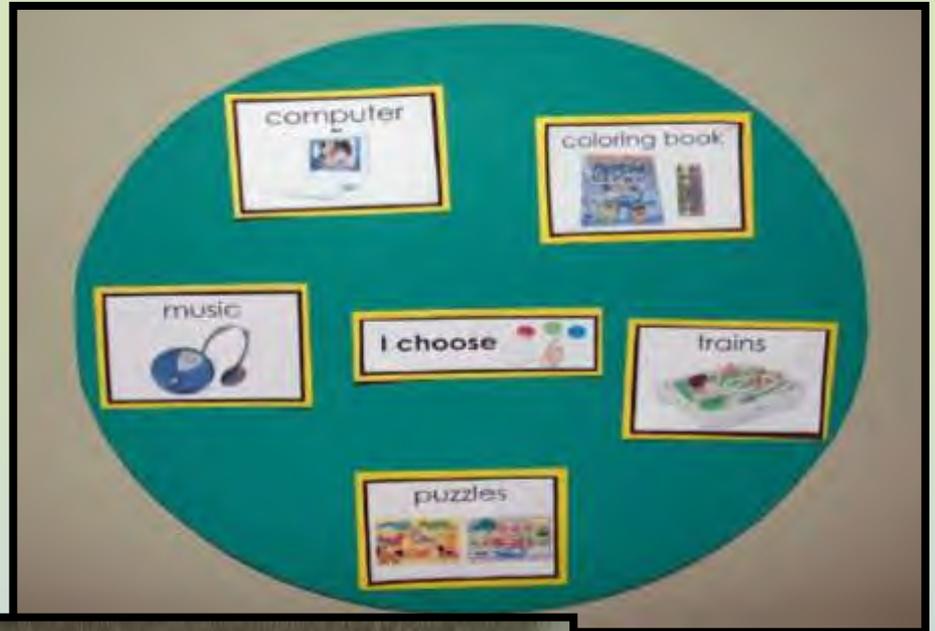
Build on the Student's Strengths and Interests:



Strategies to Develop Play and Leisure Skills

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- **Incorporate communication and choice**

Incorporate Communication and Choice:



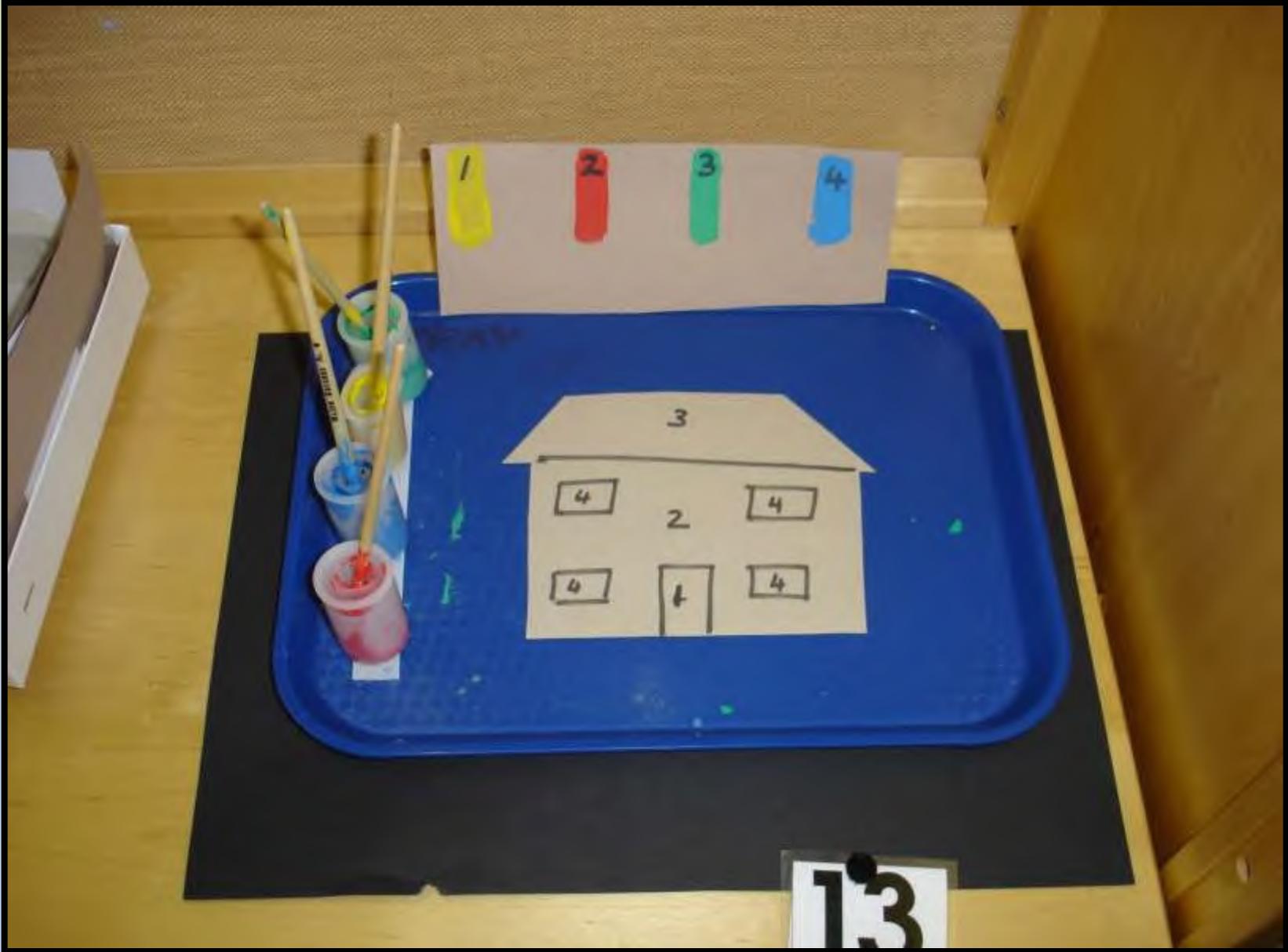
Strategies to Develop Play and Leisure Skills

- Assess the Characteristics of Autism and strengths and interests (informally)
- Develop structure and visual support
- Highlight the concept of finished
- Build on the student's strengths and interests
- Incorporate communication and choice
- **Create meaningful activities**

Create Meaningful Activities:

- Start with Previously Learned and Familiar Activity
- Teach within routines
- Build on Interests
- Incorporate Meaningful Visual Support





PAL27
Guiding Light



AGES 8 to 98

PaintingTM by numbers



1



2



3



6



7



10



11



20



25



37

WHAT'S INCLUDED!

- 1 Paint Brush
- 10 Acrylic Paint Pots
- 1 Preprinted Artist Board
- 1 Preprinted Practice Sheet

WARNING!
ACRYLIC PAINTS: Irritant
See instructions for first aid.

PAL27 - Guiding Light

Painting Board Size:
15.375" x 11.25"
(390.50 mm x 285.75 mm)

Strategies to Develop Play and Leisure Skills

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- Incorporate communication and choice
- Create meaningful activities
- **Teach the activity and skill**

Teach the Activity and Skill:



Independence

Create social opportunities building on pre-taught skills and incorporating meaningful structure



Develop Social Engagement

- **Assessment of Social Levels**
 - What is this student's overall level of social development?
 - What environments help engage the student?

Assessment of Social Levels

LEVEL	DESCRIPTION	OBSERVATION:		
		Pass	Emerge	Fail
PROXIMITY	Child plays in same general area with others, but without notice or interaction.			
PARALLEL PLAY	Child plays side by side with others, may engage in same activity as others, but without interaction.			
SHARING	Child shares materials with others, but does not join the play of others.			
CO-OPERATING	Child shares materials and takes co-operative role in play.			
TURN TAKING	Child shares, recognises that others in activity must have a turn. Requires patience and ability to wait and sustain attention with social awareness of others.			
FOLLOWING RULES	Child plays with others and follows rules of game. Remembers a set of rules that apply to everyone, participates in a turn-taking manner.			
SOCIAL RECIPROCITY	Child reciprocates with awareness, appropriate social responsiveness.			

Proximity

Ability to be near others without the demands of interaction



Parallel

Sharing space if not the materials



Sharing



Co-operating



Turn Taking



Following Rules



Reciprocal Social Interactions



Develop Social Engagement

- **Assessment of Social Levels**
- **Explicitly teach some social routines/skills using visual cues eg Turn taking board**

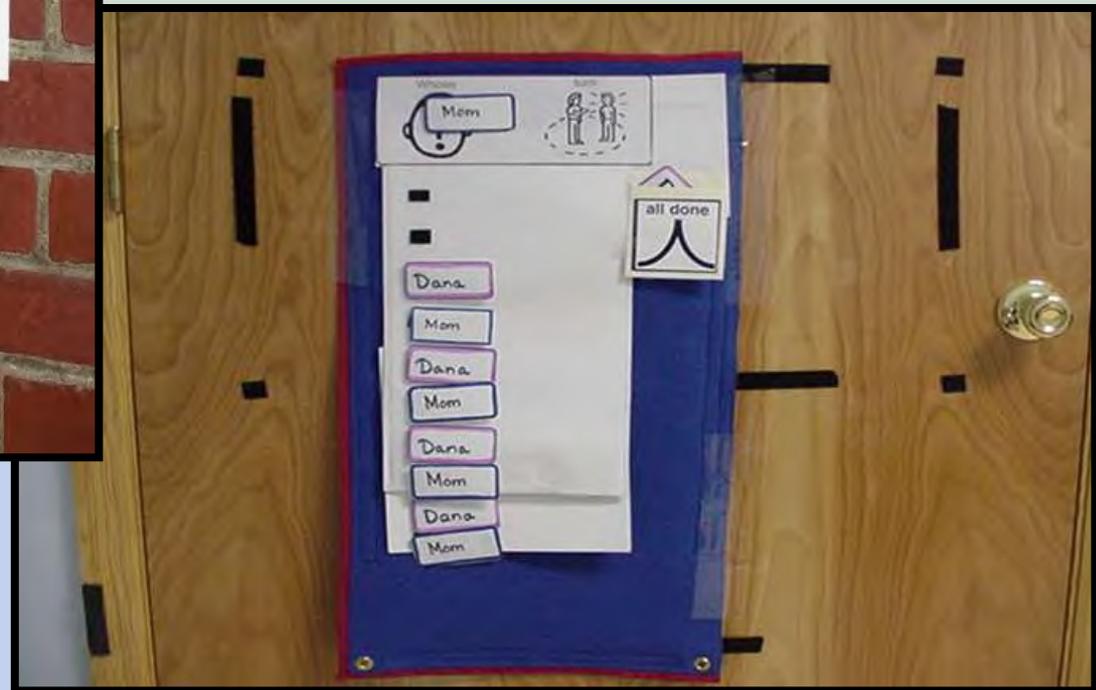
Make Turn Taking Visual



Who's turn?



Turn taking activity board



Develop Social Engagement

- Assessment of Social Levels
- Explicitly teach some social routines/skills using visual cues eg Turn taking board
- **Teach social rules**
 - Social Understanding
 - Role play, practice and experience

Social Understanding



Being a Good Sport

People like to play with good sports. I can practice being a good sport. I will say "Good Game!" at home with my family while I shake their hands.

I might even say what a wise person once said:

I win some, I lose some!

When a game is finished, the other Player likes it when I shake their hand, and say:



Develop Social Engagement

- Assessment of Social Levels
- Explicitly teach some social routines/skills using visual cues eg Turn taking board
- Teach social rules
- **Create meaningful social activities**

Create Meaningful Social Activities:

Start with a previously learned and familiar activity



Incorporate Meaningful Visual Support

Remember social interaction is hard so . . .

I want to play with a friend



I want to play alone



Offer Options

Have Fun!