

[A] Create a Play-Plan 1:1 with the child before entering a social-play time (eg. Centers or Recess)

1. Who would you like to play with? (Practice with an adult how to ask a friend to play)



2. What would you like to play?

Create a menu of options the child can choose from – this might change from day to day, and include actual activities at recess or within the Centers of the classroom



[B] Evaluate the Play-Plan 1:1 with the child after the social-play time ends – it is perfectly OKAY if they did not follow the plan, the purpose is to guide the skills and the actions around social-play, not dictate the play itself.

1. Did you play with _____? If not, who did you play with?
2. Did you play _____? If not, what did you play?

[C] Provide Visual Structure within an activity to shift non-functional patterns or routines

For children who tend to get stuck in scripted routines, or struggle with creative-play, provide visuals for each step of a task within play or a structured learning task – you can use Sticky Notes with drawings, clip-art, or real pictures from the classroom and play space–

<p><i>Example of a task sequence for a paper-crayon task:</i></p> <p>1st – Trace your name 2nd – Count the _____ 3rd – Color the picture with 2-colors 4th – Put in the All-Done Box</p>	<p><i>Example of a Play-Sequence for blocks</i></p> <p>1st – Build a road 2nd – Build a Bridge 3rd – Build a house 4th – Build a grocery store 5th – Drive a car to house 6th – Drive the car to the grocery store</p>
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Visual Example of a Play-Sequence for Dolls

