

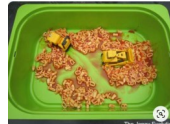
Sensory Play

This involves using one or more of your 5 senses, this therefore helps the senses develop. Sensory play can increase self-confidence, a willingness to try new things, self-control, creativity, and imagination

Messy Sensory Play

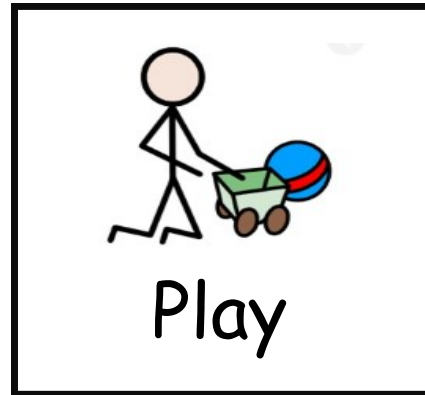
This can be created with lots of things you will have in the cupboard for example; yoghurt, shaving foam and tinned foods. Give you children time to explore the different resources, mark making or playing with different toy along side the sensory material.

This WILL get messy so put down a table cloth, newspaper or if you can do it outside!



Sensory Bottles

Sensory bottles allow children to explore sensory materials without getting messy. There are loads of different ways to create these bottles, they can contain liquid and/or dry materials then they flow through a plastic see through bottle when its moved. Use google to find recipes and examples.



Turn taking

Turn taking can be a tricky task for all children but it is a skill that needs to be practiced. This can be done in a variety of different ways;

Find a motivating cause and effect toy model how to use the toy then pass it to your child allow them time to play with the toy before counting down and taking the toy back. Repeat this process.

Rolling a ball or a car take it in turns to roll and ball or a car to you child and encourage them to roll/push it back to you.

These activities can be carried about with any of your child's favourite toys.

Direct play

During directed play adult as the play leader and is a way of supporting the development of non directed play sequences.

Yourself and your child need the same toy each for example, each to have a few pieces of train track and a train. Here you can model to your child who to play with this toy. For example you build a track out of your pieces then encourage your child to do the same, you would then push the train around the track saying 'choo choo' then encourage your child to copy the same action.

This is used to increase the repertoire of toys with which the child will play, teach the usual use of a toy or object, teaching a play sequence that can be generalised and to help the child develop their own play sequences.

More information on this can be found by researching Identiplay

Stage of Play

Types of play	Description of Play
Solitary Play	During this stage, a child will play on their own. For example, a child may be in a room full of children but will choose to play blocks on their own.
Spectator play	Child will observe other children playing
Parallel Play	During parallel play, children play next to each other but will not share the same activity or resource.
Associate Play	During associate play, children will be playing the same game or activity but will not be working together or making connections with peers
Co-operative Play	During cooperative play, children learn to play with their peers. They start to use social skills and interact with their friends.

How to support children/students during child/student-led play

There are three types of play typically seen

Child led, the child chooses the activity they wish to engage with and engages with it how they choose.

Adult guided, the child chooses an activity from a selection provided by the adult, the adult guides the child to engage in an activity or tries to direct the play slightly e.g. suggesting to a child “Do it like this” or “Can you tap the drum softly?”

Adult directed, the adult chooses an activity for the child to engage with and directs how they should engage with it e.g. if playing with water, “Sam, fill the bottle to the top.”

Intensive interaction approach:

The child plays with the toy or activity of their choice. The adult copies the actions, movements and sounds of the child during their play.

Dependent on the child be aware of your proximity to them to ensure you are not heightening anxieties. Always try and position yourself to their side and not in front of them. If you sense the child is increasingly anxious stop copying, and try again at a later time. If a child does a dangerous activity or behaviour ignore it and don't copy the interaction.

Outcomes:

This helps the pupils to understand that others respond to them through their play and their interactions are valued, it increases shared attention, turn taking and understanding the conventions of non-verbal communication.

Commenting approach

The child chooses an activity or toy of choice and plays how they wish. The adult comments on what the child is doing e.g. “pig in bath”, “plane flying”, “doll eating”.

The level of language used should be 1 key word more than their usual receptive language. For example if a child usually uses one word/symbol to speak e.g. “doll”, when commenting you would say “doll dancing” to describe the play they are doing.

Outcomes:

This helps to provide children with the words needed to describe their actions and play to help them to categorise and label objects. It also provides a language rich environment for the child.

Modelling approach:

The child chooses the activity or toy they would like to play with/ do. The adult selects a similar toy or activity to do e.g. if the child is playing with a train, adult also selects a toy to play with.

Adult plays alongside the child engaging with the train and modelling a more appropriate activity to play with the train. For example if the child is just spinning the wheels of the train demonstrate pushing the train forward really fast so that you can see the wheels continuing to spin when it leaves the carpet;. If the child is only moving the train around in a circle, adult to demonstrate a range of paths the train could take or going forwards and then backwards in a circle. Adult can make some comments on the actions they are doing to further support modelling play.

Outcomes

This provides children with a model of how they can move their own play forward, and gives them ideas of what to do next in their play, but still working towards their own interests