

**PEERS Play:  
Promoting Engagement,  
Emotional Regulation and Social Play**

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**Services Offered:**

- Parent support and coaching
- Supervision “home programs”
- 1:1 therapy with children
- School consultations
- Workshops for parents and professionals
- Facilitate play dates with 2-3 children
- Social groups

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**Social Groups:  
Areas Addressed**

- Enhanced friendships
- Sustained reciprocal meaningful play
- Functional and pretend play
- Flexibility
- Communication
  - Verbal
  - Non-verbal
  - Social use of language
- Problem solving
- Emotional and self regulation
- Perspective Taking (Theory of Mind)

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## STAY, PLAY and TALK

- *My child watches the other kids at the playground and wants to join in but doesn't know how.*
- *She plays with lots of toys on her own but it's hard to share with other kids.*
- *He comes up to other kids but doesn't know what to do next?*
- Begin to teach concept...
  - STAY with and near other peers
  - PLAY with same materials and with peers
  - TALK comment on their play, respond to others, share ideas

*Modified from Goldstein, English & Kaczmarek's (1997)*

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## STAY

- Engage in activity
- Extend time to play
- Stay with and near peers
- Rejoin the group



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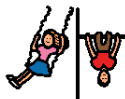
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## PLAY

- Play with same toys and materials
- Join others in play
- Invite others to play
- Imitate play
- Cognitive Flexibility to follow other's play ideas
- Sharing and turn taking



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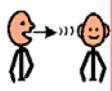
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## TALK

- Share play ideas
- Comment on play
- Ask questions to keep play going
- During play talk about other topics



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## Teaching Strategies

- In vivo coaching
- Visual supports – pictorial cues, social stories, power cards and scripts
- Role play
- Video Modeling
- Incorporating child's unique interests
- Reinforcement

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## In Vivo

- Label "alone" and "together"
- Have children join in
- Help children to invite



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## Visual Supports

- Cues in the environment which give visual and static information to support skills.
- Non verbal
- Visual information is static

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
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**STAY, PLAY and TALK**

When I play with my friends I **STAY** with them, **PLAY** with them and **TALK** to them. This is a great way to have fun.

**STAY** together 

**PLAY** together 

**TALK** to each other 

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













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<p style="text-align: center;"><b>STAY, PLAY and TALK</b></p> <p>When I play with my friends I <b>STAY</b> with them, <b>PLAY</b> with them and <b>TALK</b> to them. This is a great way to have fun.</p> <p><b>STAY</b> together I will stay where all the other kids are playing. </p> <p><b>JOIN in and PLAY</b> together I will join in and play the same games. I can say, "Can I play with you?" "Do you want to play.....?" "What game are you playing?"</p> <p><b>TALK</b> to each other When I am playing with my friends I need to <b>TALK</b> to them and <b>KEEP</b> the <b>PLAY</b> GOING. I can keep it going by following their play ideas, sharing my ideas and keep playing together.   </p>	<p style="text-align: center;"><b>JOINING IN and Keep the Play Going</b></p> <p>I can <b>SAY</b> </p> <p>"Can I play with you?"  "Do you want to play.....?" </p> <p>"What game are you playing?"  "I am playing a game....." </p> <p>"Do you want to play?" </p> <hr/> <p>I can <b>DO</b> </p> <p>Share a toy  Take turns </p> <p>Say my play ideas  Follow my friend's ideas </p>
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## Incorporate Child Interests

- Camping with Sushi?



- Dino's in the dollhouse?



- Spinning propellers with cars and blocks?



**SURE!**

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## Structured Learning Steps

- Introduce new skill
  - Large group, small group or 1:1
  - Use of exemplars and non exemplars
  - Visual of skill Modeling
  - Adult models the behavior
- Rehearse skill and provide feedback
  - Role play (with puppets or students act out)
  - Neutral Situation
- Practice in planned activity and across other activities/ settings.
- [role play flexible](#) [role play problem solving](#)
- [Compromise](#) [flexible with rules](#) [problem solving in play](#)

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## Role Play

- Are these kids ALONE or TOGETHER?



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## Video Modeling/Feedback

- Video Modeling: Using a videotape to teach a skill by having a model on the video tape to demonstrate.
- Video feedback: Using video to give children feedback on how they are doing.

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## Video Modeling

- [www.modelmekids.com](http://www.modelmekids.com)



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## Reinforcement

- Helps to increase skills and build social competence which may initially not hold reinforcement by itself.
  - Token Systems delay access to the reinforcer
  - Increased rate of reinforcement for being “flexible” (flexible straws, gold coins, gotchas, tickets, marbles, coupons)

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## Reinforcement

- Marble Jar



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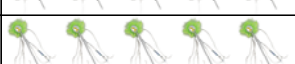
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### Super FLEXIBLE!

I will earn a  for being FLEXIBLE and a super problem solver.

1.	
2.	
3.	

When I earn \_\_\_\_\_ 's = Freechoice time with Fairies 

When I am frustrated I will remember to try these ideas to problem solve:

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## Problem Solving and Flexibility



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## Problem Solving

- Identifying a problem
- Evaluate and suggest solution(s)
- Carry out and accept solution outcomes
- Negotiate and compromise
- Conflict resolution



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## Flexibility

- Accept making mistakes without becoming upset/angry
- Accept unexpected changes
- Accept changes in routine
- "Flexible Thinking"



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## Practice in Neutral Situations

- Brian wanted fish crackers for snack but the teacher only had graham crackers. Brian said "that's okay I will have graham crackers instead". Was Brian flexible?

[meeting flexible vignettes](#)



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## Superflex Curriculum

Madrigal & Winner, 200



- Superflex combines a book, comic book and CD to create a curriculum that develops in the students' brains a superhero who overcomes the social thinking challenges that arise in different social contexts

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## Superflex (continued)

- The children learn about how each of them have a Superflex superhero in their brain that their very own Team of Unthinkables, such as Rock Brain, Topic Twister Meister and Mean Jean, challenge daily
- Children learn a variety of strategies to “fight off” the Unthinkables

[www.socialthinking.com](http://www.socialthinking.com)

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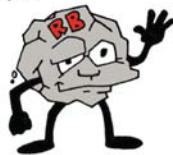
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Rock Brain



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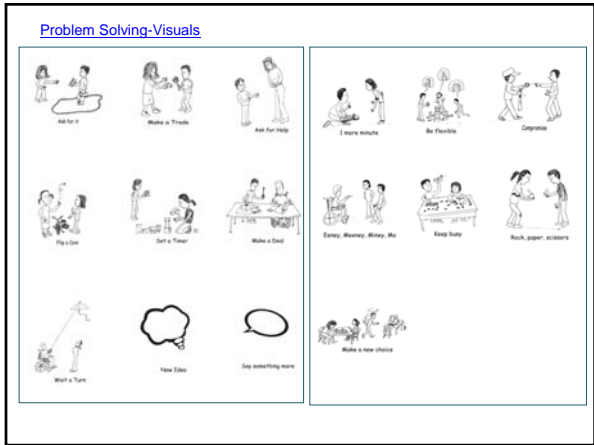
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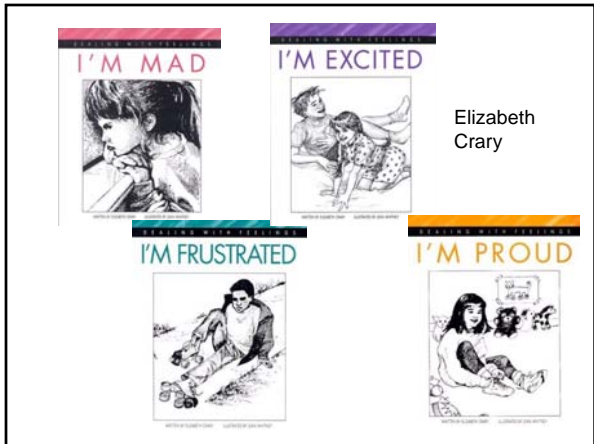
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"Well, I can think of six things," said Dad. "You could—

- Do something physical . . . . . page 10
- Squish playdough . . . . . page 12
- Talk about your feelings . . . . . page 14
- Sing an Un-Mad song . . . . . page 16
- Ask how other people change feelings . . . . . page 18
- Plan something fun . . . . . page 24

That's a lot of ideas. What will you try first?"

**Which do you think Katie will try first?**  
Turn to the page your child chooses. If no idea is chosen, turn the page.

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### Comic Strip Conversations (Gray, 1994)

[www.thegraycenter.org](http://www.thegraycenter.org)

- What is it?
  - A conversation between two or more people using simple illustrations in a comic strip format
- How they are used:
  - Convey important information
  - For problem solving and conflict resolution
  - To learn social skills
  - To communicate perspective, feelings, and ideas

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Jimmy reacts inappropriately when people in his environment use a loud voice. He created this comic strip conversation using characters from his favorite TV show to provide him with the appropriate response of "Ouch, that hurts my ears. Don't talk so loud, okay?" instead of Jimmy hitting the loud person in his environment.




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I CAN BE FLEXIBLE:

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If I get \_\_\_\_\_ flexibility points I can: \_\_\_\_\_

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	1	2	3	4	5	6	7	8	9	10	11	12	
1	★	★	★	★									1
2	<b>Elliott's Challenge Card</b>												2
3	1. Flexible 												3
4	2. Good Sport 												4
5	3. Super Problem Solver 												5
6	10 punches =												6
7	Treasure Box												7
8													8
9	1												9
10	2												10
11	3												11
12	4												12
	1	2	3	4	5	6	7	8	9	10	11	12	

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Congratulations!

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was a SUPER Problem Solver. 

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## Resources

- Carol Gray (social stories)  
<http://www.thegraycenter.org/>
- Elisa Gagnon Powercards (2001)
- Jill Kuzma <http://jillkuzma.wordpress.com/>
- Michelle Garcia Winner (Super Flex)  
<http://www.socialthinking.com/>
- Model Me Kids [www.modelmekids.com](http://www.modelmekids.com)

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