

Play” and leisure time

During this time of recovery, we will be wanting to focus on the relational aspects of play: experiencing and learning about social interaction, building trust, and developing friendships. learning new skills in a safe environment and exploring our environment with our bodies and senses. We will plan for periods of social interaction play, using intensive interaction techniques and Rapport based teaching and for play that is exploratory and cognitive but building trust by following the learner in their choices and developing skills. Rapport describes a warm moment of interaction that builds trust and provides both partners with a sense of wellbeing and happiness. Both approaches call for little physical contact or demands meaning their autonomy is paramount and the activity is led by the learner

Play

Type of play /activity	Role of t staff	What we expect to see in learner
<p>Rapport based play or intensive interaction</p> <p>This can involve equipment or not. Bubbles, balloons to blow up and let go, sensory materials, balls to roll or throw, tactile or musical toys to explore. peekaboo tickling hand but with long brush or hand on a stick, Singing familiar songs</p>	<p>Sit to the side of or slightly behind If in front 2 metres away</p> <p>Observe and join in with the individual’s play without making any demands. Treat their actions or sounds as an offer of relationship. Do not block their offer [i.e. ignore dismiss or criticize their behaviour] instead</p> <p>Copy their offer</p>	<p>Awareness</p> <p>Shared attention on the activity</p> <p>The learner noticing that you are copying them and responding back</p> <p>Anticipation</p> <p>Any sign of communication, gesture, eye contact, smile</p> <p>Turn taking</p> <p>Turning towards you</p>

	<p>Celebrate their offer [warmly join in with their activity]</p> <p>You should be at their level or below</p> <p>Make everything you do a response to them</p> <p>Your pace should match theirs and leave gaps and pauses to encourage interaction and communication</p> <p>HAVE FUN.</p>	<p>A shared moment of rapport</p>	
<p>Free and solitary discovery /exploratory play</p> <p>Play with boxes, tins, wooden clothes pegs, balls of varying sizes, plastic cups that fit into each other, plastic chains – anything that rattles, makes a noise, can be squeezed, bounced, banged, fitted into and taken out from etc.</p> <p>Arrange the whole in a large or small space. They can use the</p>	<p>Offering</p> <p>start with things that interest them</p> <p>introduce new things and try them often, over a long period of time. Don't give up if they're rejected or ignored</p> <p>Make no demands on them at all verbally or non-verbally</p> <p>Only request to sit in their space and offer things. this can be accepted or rejected</p>	<p>We are hoping to</p> <p>promote trust between the learner and the adult</p> <p>to observe the learner's reactions</p> <p>to identify what the learner likes/dislikes</p> <p>to establish an understanding of the learner's emotional level</p> <p>to introduce self-activity</p>	

	<p>resonance board with a large variety of items</p> <p>Wet and dry sensory materials</p> <p>Water play</p>	<p>pick objects within their skill level and within their emotional level</p> <p>offer an object or place an object near the learner's hand or other body parts. Close enough for them to move to touch it</p> <p>Wait for them to become aware of the items and give them time to touch explore items This is the phase of offering</p> <p>Don't talk until the learner takes a break in exploring when you can label their actions eg "oh you moved the rattle; it made a loud noise "</p> <p>Imitation</p> <p>Copy their action and after lots of times introduce another action with the same object</p>		
--	---	---	--	--

	Observe if the child imitates you , if not go back to imitating them for a while		
<p>Turn taking play or activity</p> <p>Push and pull things you push I pull,</p> <p>Large drum, xylophone -my turn your turn</p> <p>You give me a sound and I'll give you one</p> <p>Marble run, clatter pillar,</p> <p>Mark making or paint work</p>	<p>Wait until the learner takes their turn, don't rush them. Give them lots of time</p> <p>Say I'll help you and model the activity as close to their hands as possible</p> <p>Can use hand under hand to model if necessary and the learner allows you</p>	<p>Awareness of adult's role in activity</p> <p>Initiative and action without demand</p> <p>Imitation of adult's actions</p> <p>Turn taking</p>	
<p>What we are looking for</p>			
<p>1 Turn taking</p>			
<p>2 Eye contact</p>			
<p>3 The sense that the learner is having fun</p>			
<p>Imitation of what you are doing and awareness that you are imitating them</p>			