

Implementer Manual: Playing to Learn Project



System of Least Prompts (SLP) Procedures for Unprompted Different Play

| | When and How | Description | Notes |
|------------------------------|------------------------------------|--|--|
| Verbal Mapping | Continuous | Narrating what the child is doing. State what the child is doing without expanding their play (you're stirring! v. what are you cooking?). Includes restating what the child has said. | Use inflection to make the interaction engaging and motivating for the child. |
| Contingent Imitation | Continuous | Use duplicate toys to copy all of the child's actions including non-functional use of toys except for stereotypy and challenging behavior. | The purpose of mapping and imitating is to create a engaging and motivating environment without expanding play and to make the implementer a preferred play partner. Contingent imitation also helps secure the child's attention. |
| Reinforcement | Verbal Behavior Specific Praise | "You walked the cow! Nice playing!" | Used across children contingent on prompted and unprompted target behaviors |
| Attending cue | Verbal Direction and Gesture | "Let's play with my toys" or "Come play with my toys" | Make sure child is attending before you begin. |
| Task Direction | Verbal Direction | "Let's pretend" | After child is sitting and toys are present. |
| Initial Wait Interval | 10-20s access to toy set, then... | Begin prompting sequence after 5s of inactivity or repetitive play (no pretend play). | If the child is engaged in appropriate and varied play do not prompt, continue using mapping and imitation. If the child attempts to leave the play space use hand over hand guidance to bring them back to the area. |
| Prompt 1 | Model | Model a target (different) play action and narrate | Model actions with the toys the child is already using. Should be an extension of the play that is already occurring. |
| Second Wait Interval | 5s | If child engages in different play, reinforce with verbal praise. If not, use controlling prompt. | |
| Controlling Prompt | Physical Prompt | Use hand over hand guidance to complete the play action while narrating | |
| Reinforcement | Verbal | "You walked the cow! Nice playing!" | Used across children |

SLP Procedures for Unprompted OS, IAO, AAA Play

| | When and How | Description | Notes |
|------------------------------|------------------------------------|--|---|
| Verbal Mapping | Continuous | Narrating what the child is doing. State what the child is doing without expanding their play (you're stirring! v. what are you cooking?). Includes restating what the child has said. | Use inflection to make the interaction engaging and motivating for the child. |
| Contingent Imitation | Continuous | Use duplicate toys to copy all of the child's actions including non-functional use of toys except for stereotypy and challenging behavior. | The purpose of mapping and imitating is to create an engaging and motivating environment without expanding play and to make the implementer a preferred play partner. Contingent imitation also helps secure the child's attention. |
| Reinforcement | Verbal Behavior Specific Praise | "You walked the cow! Nice playing!" | Used across children contingent on prompted and unprompted target behaviors |
| Attending cue | Verbal Direction and Gesture | "Let's play with my toys" or "Come play with my toys" | Make sure child is attending before you begin. |
| Task Direction | Verbal Direction | "Let's pretend" | After child is sitting and toys are present. |
| Initial Wait Interval | 10-20s access to toy set, then... | Begin prompting sequence after 5s of inactivity, object play, FPw/oP, or FPP. | If the child is engaged in appropriate and varied play do not prompt, continue using mapping and imitation. If the child attempts to leave the play space use hand over hand guidance to bring them back to the area. |
| Prompt 1 | Model | Model a target play (OS, IAO, AAA) action and narrate | Model actions with the toys the child is already using. Should be an extension of the play that is already occurring. |
| Second Wait Interval | 5s | If child engages in OS, IAO, AAA play, reinforce with verbal praise. If not, use controlling prompt. | |
| Controlling Prompt | Physical Prompt | Use hand over hand guidance to complete the play action while narrating | |
| Reinforcement | Verbal | "You walked the cow! Nice playing!" | Used across children |

Definitions

| Type of play | Definition | Examples | Non-examples |
|--|---|--|---|
| Relational play (RP) | Behaviors that associate one object to another in a non-functional manner, regardless of the purpose of the objects (Casby, 2003). Relational play behaviors include stacking, building, lining and grouping objects. | Example of relational play behaviors is stacking different-sized cups or lining the cars in a row. | Non-examples including mouthing a cup or pretending to drink from a cup. |
| Functional play without pretense (FPw/oP) | Behaviors using objects for their intended purposes with the intended outcome. | Example includes completing a puzzle or making an object with clay. | Non-example includes banging pieces of a puzzle, touching clay or pretending to eat clay. |
| Functional play with pretense (FPP) | Behaviors using actual or miniature objects for their intended purposes without the reality-based outcome. | Example of functional play with pretense includes feeding a baby doll using a spoon or using a toy vacuum to clean the floor. | Non-example is lining up cars and cleaning the floor using a real vacuum cleaner. |
| Object substitution (OS) | Behaviors using objects as if they had different purposes. | Examples include using a fork as a hair brush or using a block as a car. | Non-examples include using a hair brush to comb a baby doll's hair or rolling a car on a track. |
| Imagining absent object (IAO) | Behaviors pretending as if an absent object is present. | Pretending to pour lotion from an empty lotion bottle and putting lotion on a baby doll's face is considered imagining absent object. | Non-example is when a child stirs an empty pot using spoon and what is imagined to be inside the pot is not clear (this will be considered as functional play with pretense). |
| Assigning absent attributes (AAA) | Behaviors that designate roles, states, or emotions on self, others, or objects. | Examples include a child assigning the role of mother to his or her peer, pretending to be a father, or rubbing his or her belly (i.e., pretending to be full) after pretending to eat toy food. | A non-example is when a child feeds a baby doll without specifically assigning the role of mother to self. |

Baseline Procedures

Overview. The implementer will conduct 5-minute sessions sitting next to or across from the child with toys in front of them.

Steps for Procedure

1. Attentional Cue: “Let’s play with my toys or “Come play with toys.” (or something similar)
2. Presentation of natural antecedent “Let’s Pretend”
3. Engage in contingent imitation: use duplicate toys or closest approximations
4. Engage in verbal mapping: narrate participants actions using short phrases
5. Ignore problem behaviors: throwing, stereotypy, etc. (do not engage in imitation or verbal mapping)

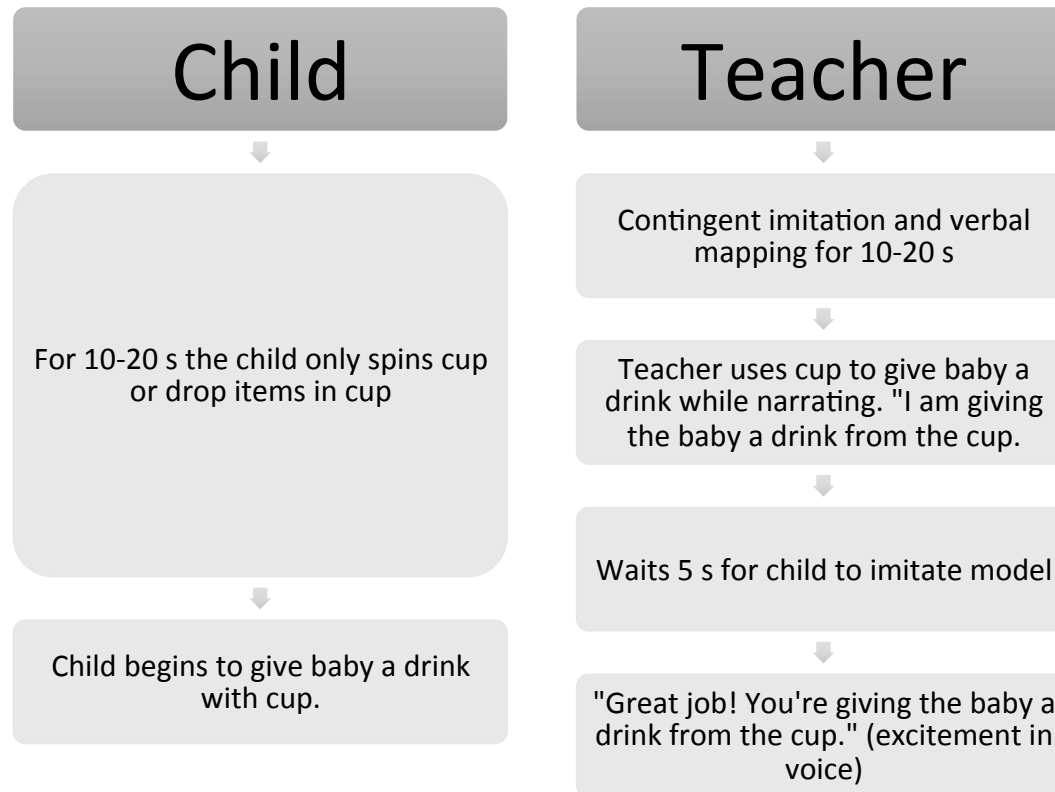
System of Least Prompts (SLP) Procedures

Overview. The implementer will start the procedure with the presentation of a natural antecedent (“Let’s Play” and presentation of toys) and follow up with the adult delivery of increasingly intrusive prompts. All prompted and unprompted behaviors should be contingently reinforced. Contingent imitation and verbal mapping should be used continuously to maintain a play rapport with the child.

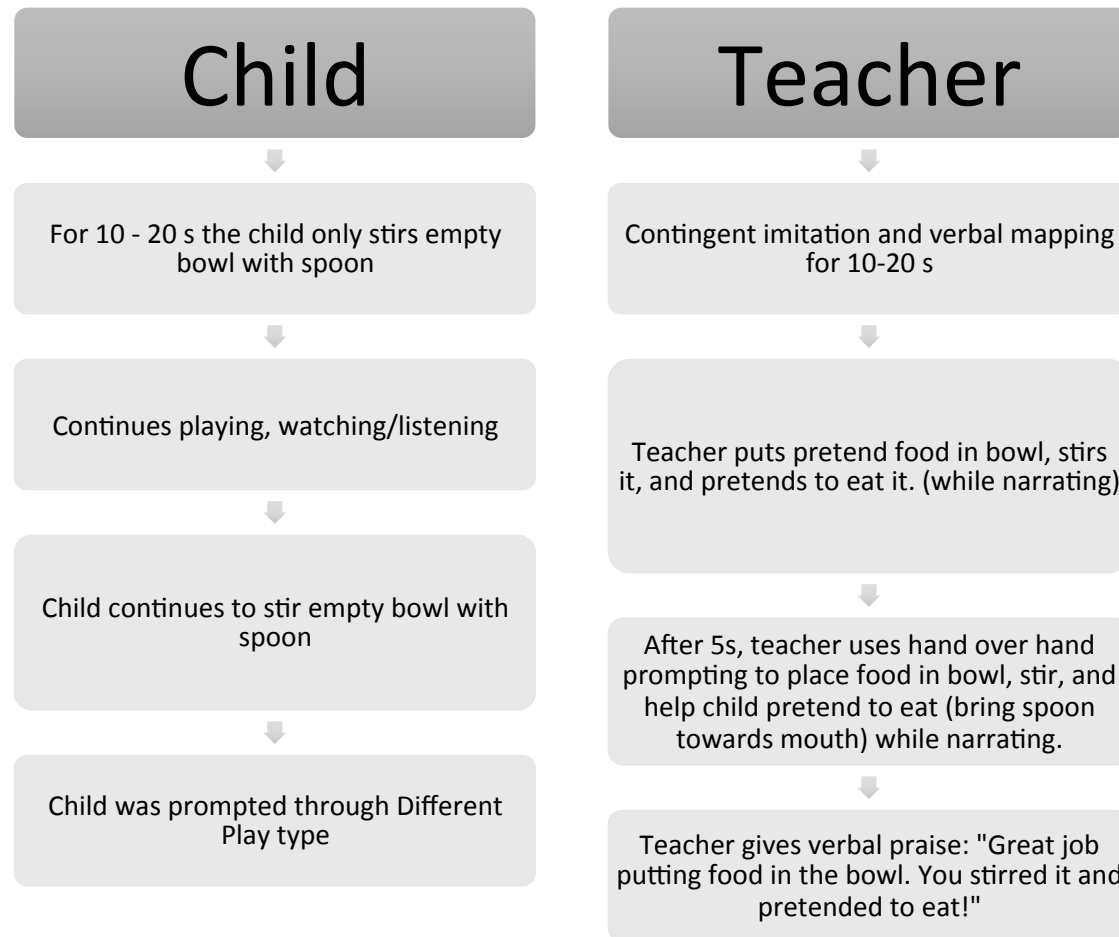
Steps of Procedure

1. Attentional Cue: “Let’s play with my toys” or “Come play with toys.” (or something similar)
2. Once the child is attending, present natural antecedent: “Let’s Pretend”
3. Use contingent imitation and verbal mapping as often as possible when not prompting. We expect the rates of each will be lower during intervention than baseline, but should still occur for about 50% of intervals.
4. At any point during the session, if the child does not engage in pretend play for 10-20 s deliver the first level prompt.
 - a. **For participants needing to increase unprompted different play** – Deliver first level prompt after 10-20 s of inactivity, repetitive play, or no pretend play.
 - b. **For participants needing to increase unprompted complex (IAO, OS, AAA) play** - Deliver first level prompt after 10-20 s of inactivity, object play, FPw/oP, or FPP.
5. Level 1 prompt:
 - a. Model a play action and narrate
 - b. If the child imitates the action provide contingent reinforcement (e.g., verbal behavior specific praise)
6. If the child does not imitate the mode, move to controlling prompt (Level 2 prompt):
 - a. use hand over hand guidance to complete the play action while narrating
 - b. If the child complies, provide contingent reinforcement (e.g., verbal behavior specific praise)

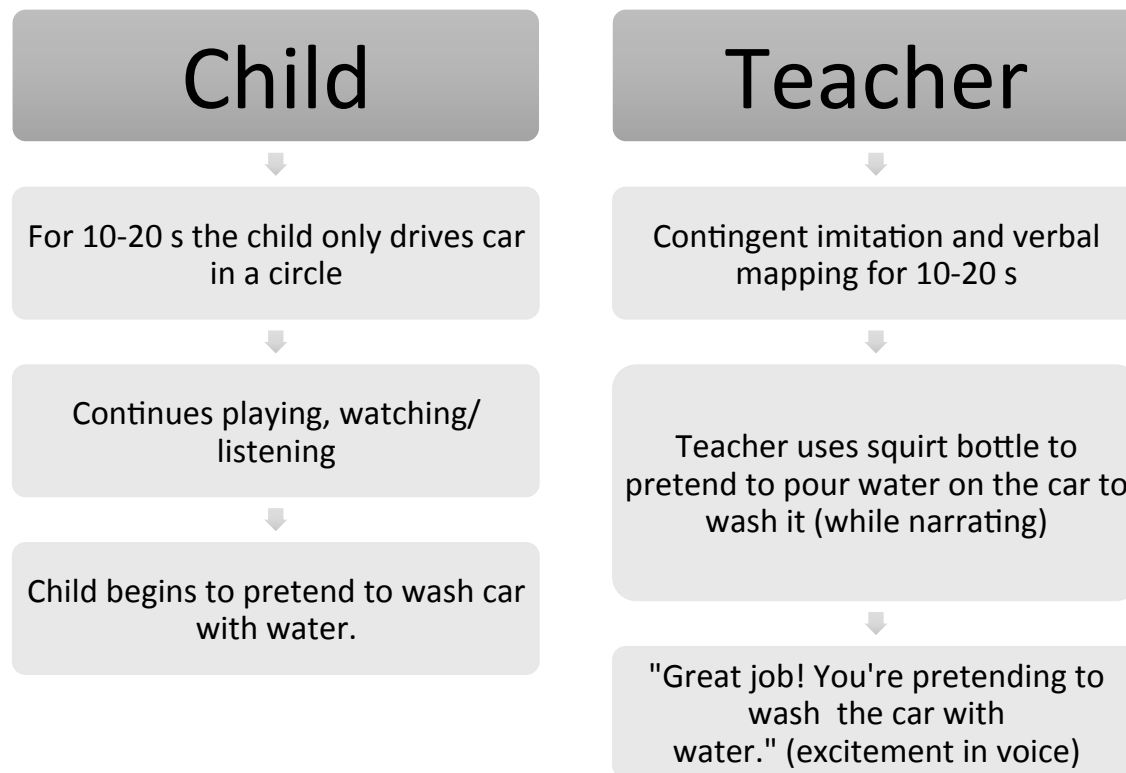
Example 1 For participants needing to increase unprompted different play:



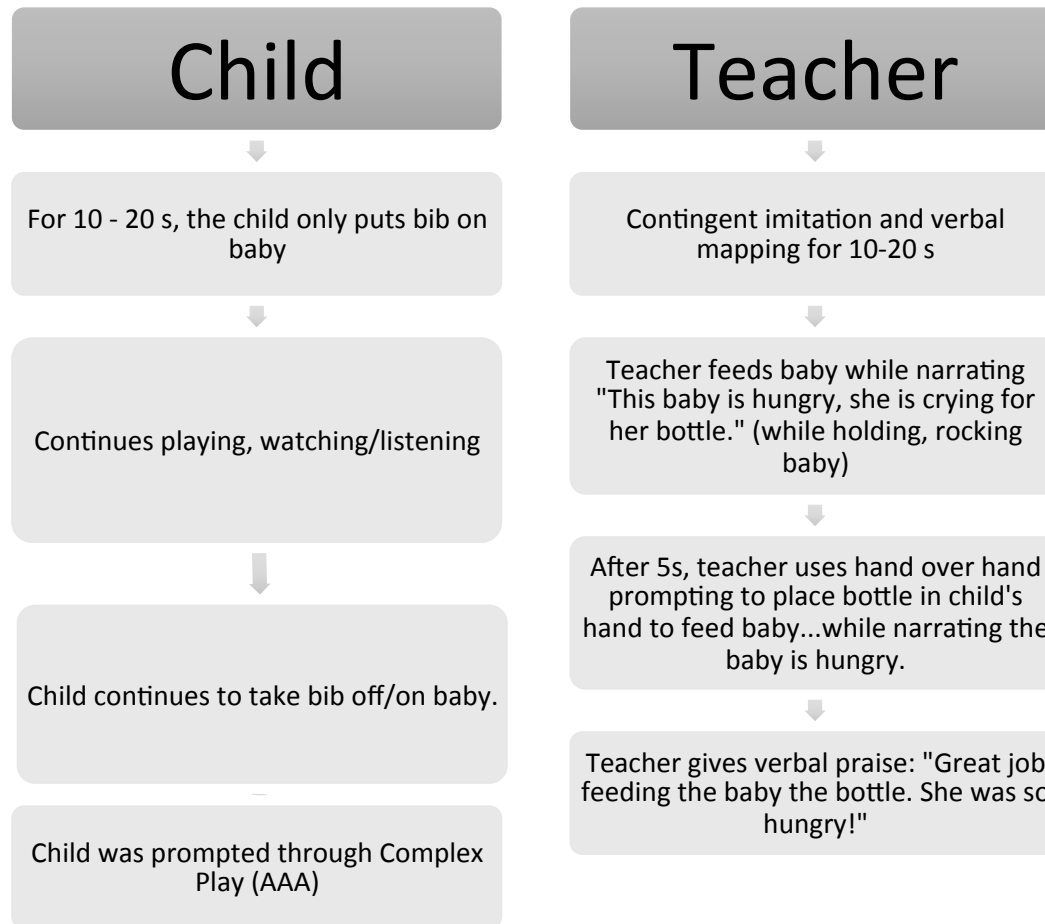
Example 2 For participants needing to increase unprompted different play:



Example 1 For participants needing to increase unprompted complex (IAO, OS, AAA) play:



Example 2 For participants needing to increase unprompted complex (IAO, OS, AAA) play:



Play ideas for each target DV

| | Unprompted Different Play (This list will evolve as the participant begins to use more diverse play) |
|--------------------------|---|
| During SLP intervention: | <p><u>With baby doll:</u> -feed baby a bottle -burp baby -rock baby -use a spoon to feed baby -put hat on/off -put bib on/off -feed baby play/imaginary food -baby can play with toys/animals</p> <p><u>With kitchen materials:</u> -‘cook’ with food -‘pour’ imaginary food/drink -use spoon to ‘taste’ food -use utensil to chop food -stir in pan or cup</p> <p><u>With small people and animals:</u> -walk the animals -have animals talk to one another -animals can eat/drink/play</p> <p><u>Misc. play:</u> -blocks/brush/containers can be phones, food, houses, cars, etc.</p> |

Play ideas for each target DV

| | <p align="center">Unprompted OS, IAO, AAA (This list will evolve as the participant begins to use more diverse play)</p> |
|---------------------------------|---|
| <p>During SLP intervention:</p> | <p><u>Object Substitution:</u> -paintbrush as hygiene or cleaning tool for people or animals -blocks, legos, cups as phone, food, vehicle, houses</p> <p><u>Imagining Absent Object:</u> -pouring (absent) drink or eating (absent) food -cooking/stirring with kitchen supplies w/o pretend food in pot -using hands to put 'soap & water' on people or animals to clean</p> <p><u>Assigning Absent Attribute:</u> -giving animals or people feelings of hunger, thirst, happiness, sadness -assigning roles of parents or students to people and animals</p> |