



Play as an Assessment and Programmatic Vehicle In the Early Years

Montana Deaf-Blind Project
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Tanni L. Anthony, PhD

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Session Description

Sensory and developmental status can be gleaned from watching and contributing to the play interactions of a young child. Once equipped with this information, the team can continue to use play routines as a place to guide and reinforce next step learning. Information will be shared about how to use early play as a tool for horizontal (increasing generalization of existing concepts and skills) and vertical (scaffolding to the next level of concepts and skills) strategies.

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Objectives

- To introduce participants to a play-based approach as a viable assessment model for young children with blindness/visual impairment or deaf-blindness.
- To illustrate how to embed developmental next step strategies into the play / daily routines of the young child.

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What Comes to Mind?

- When you hear the word “play”?
- Why is play important for children?
- Do you know how to play?

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Play Strategies Are Consistent with Good BVI and DB Strategies

- > Anne Sullivan (DB)
- > Piaget/ Brazelton / Erickson (all young children)
- > Fred Rogers (all young children)
- > Bruce Perry / Toni Linder (for all young children)
- > Van Dijk / David Brown (DB) / Lilli Nielson (DB / BVI+)
- > Barbara McLetchie / Marianne Riggio / Barbara Miles (DB)
- > Charity Rowland and Philip Schweigert (MD with sensory loss)
- > Jim Jan and Christine Roman Lantzy (CVI)
- > Deb Chen / Tanni Anthony (EI BVI / DB)
- > Kay Ferrell / Millie Smith (EI BVI / with additional disabilities)

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Let the child go and come freely, let him touch real things and combine his impressions for himself, instead of sitting indoors at a little round table, while a sweet-voiced teacher suggests that he build a stone wall with his wooden blocks, or make a rainbow out of strips of coloured paper, or plant straw trees in bead flower-pots. Such teaching fills the mind with artificial associations that must be got rid of, before the child can develop independent ideas out of actual experience.

Anne Sullivan

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Keys to Learning

Play is often overlooked as the key that helps unlock the doors to learning."(Mary Reilly, 1974)

Play is a biological, psychological and social necessity.

It is about joy. When we have an open platform based on our own interests, our own motivations for discoveries, our own pacing for trying something we learn.

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Essential Elements to Meaningful Play

1. Children make their own decisions.
2. Children are intrinsically motivated.
3. Children are immersed in the moment.
4. Play is spontaneous and not scripted.
5. Play is enjoyable. THERE IS FUN.

(NAEYC)

<http://families.naeyc.org/five-essentials-meaningful-play>

Very compatible with van Dijk child guided assessment

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Play Works Both Ways

The Child Learns about the World

You Learn about the Child

- We learn about the child through observing play.
- Children know their own sensory abilities, preferences, and abilities ... when they play, they tell us their story. And we then have information for next step learning. They are giving US the keys for interventions.
- It is both an assessment and an intervention philosophy and methodology for young children.

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With Our Learning about the Child's Knowledge and Skills, Comes Opportunity

- We can set up scenarios to advance the child's learning through play based on an understanding of preferences and accessibility needs.
- Play can advance the concept:
 - **horizontally** – expansion / generalization across more than one set of materials and/or
 - **vertically** – scaffolding the child to the next skill

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Seven Types of Play (this is one model)

1. Interpersonal
2. Exploratory / Sensorimotor / Object Use
3. Functional / Relational
4. Construction Play
5. Symbolic / Dramatic Play
6. Rough and Tumble Play
7. Games with Rules

There is a general sequence of the types of play, but there is a great deal of overlap to these types of play. It is important to understand how to encourage play from a cognitive level (memory (anticipation and sequence), trial and error, problem solving, construction, and symbolic intent).

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Play-Based Assessment

- Every single domain can be observed / probed through a play- scenario.
- You can use actual play-based assessment tools. The Transdisciplinary Play-Based Assessment by Toni Linder is the most known and is in the process of being update!!
- You can use other development protocols and fill them based on play observations and interactions.

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Get Ready for Play (Assessment)

- Objects with Sensory Charge – Resonance, Weight, Real Sound, Texture, Sparkle, Color
- Causality Objects (shakers, bangers, pounders, turners, 1 / 2 steps makes something happen)
- Comparison Objects (same types of objects)
- Functional Objects / Familiar and Novel
- Relational Objects (objects that can go together/ means end)
- Construction Objects (objects that are put together for building something)
- Duplicate Objects (one for child, one for you)
- Backdrops for Contrast
- Backdrops for Complexity

Work to follow the child's lead, mimic the child, join the child ... as it works invite the child to a new level

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Know Item Constructs

- What is being measured?
- Not all tools give the full story. Some tools are better at the construct versus the task.
- Sometimes it is really one thing, but often it can be unpacked at more than one thing. That makes sense, developmental is complex and interwoven. Work as a team to be clear – this will help you be declarative on knowledge / skill baseline, where to go and how to embed in the child's play and daily routine.

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Basic to Complex Object Use – Hands On Learning

- **Simple actions on objects:** acts with one basic strategy, not tied to the conventional use of the object, not true object exploration, everything gets mouthed / banged
- **Explores objects:** examines objects by looking, feeling, mouthing, listening. Attempts to gain more information (e.g., tactual exploration of object, smells objects, pokes)
- **Functional Uses:** Uses simple object one at a time with an understanding of its functional/ intended use (e.g., brushes hair with brush, scribbles with crayon, puts cup under faucet)
- **Simple Combinations (relational):** acts on two objects at the same time, combining them into a simple activity (e.g., bangs on bowl with spoon, uses drumstick on drum)

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Exploration / Sensorimotor Play

Simple Actions – Exploratory Actions: Play activities that are completed for the enjoyment of the sensory input gained from the task. Child uses his or her body to enjoy the physical world – both with expression and reception. This play occurs with mouth, hands, feet, and body.

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Basic to Complex Object Use – Hands On Learning

- **Complex Combinations:** acts on two objects at the same time, combining them into a complex activity; this involves a variety of different actions across the objects (e.g., dresses doll, washes and rinses dishes).
- **Activating Objects:** turns objects on and off (e.g., simple wind-up or dial toys, turns on water faucet)
- **Operates Complex Objects:** operates a mechanical object, uses sustained and varied interaction with object to maintain it appropriate operation (e.g., remote controls, computer, operates electric wheelchair)
- **Constructing Objects – Puts Together:** puts at least 3 objects together to create for simple object; no particular sequence of assembly required (e.g., train tracks, stacks blocks, pours milk, cereal, and sugar in bowl)

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Progress Monitor (Functional Uses - Hands On Learning)

- | | |
|---------------------|---|
| Not Present: | does not seem to understand what needs to be done, does not attempt to perform skills tied to functional use of an object |
| Emerged: | is beginning to understand what needs to be done but has not completed mastered the skill. Can do at least one of example or something similar, but only with one or two sets of materials, may be inconsistent |
| Mastered: | can do at least three of more of examples or something similar, demonstrates one example with at least three different sets of materials, usually performs skill when given the opportunity |

Pay attention to positioning, upper extremity strength / range, hand skills, sensory needs, container stability, preferences

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Let's Practice: Protocols - Containers

Callier Azusa – Open and closes simple containers; places object in shallow container; reaches / grasps/ releases small object into container (fine motor)

Developmental Guidelines – searches for contents of box, puts one object in container upon request, puts many objects in a container

Hands On Learning at Home – Takes Out / In, Opens Simple Containers, Opens Complex Containers, Uses Container to Carry

Insite - block out of bowl; puts objects in correct places; can get clothes out of drawer / in and out of containers; recognizes one object can serve as a container

Oregon Project - puts objects into or takes an object out of a container; plays with containers by removing and replacing several items' copens container with lid to find a noisemaker; explores cabinets and drawers

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Container Play: What is Being Measured?

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Using Containers – A Sequence (Hands on Learning)

- **Takes Objects Out / Puts Objects In:** removes a desired object from an open container and drops or places object into open container
- **Opens Simple Containers:** opens common simple containers to retrieve desired object that child know is inside. Only one action is required to open container.
- **Opens Complex Containers:** Opens common constrainers that require at least two separate actions to open. Child knows that desired object is inside.
- **Uses Containers to Carry:** puts several items in or on a container and uses the container to carry them.

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How Would We Go Horizontal?

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Ways to Progress Monitor (Puts In / Out Hands On Learning)

- Not Present:** does not appear to understand putting objects in containers / taking objects out of containers
- Emerged:** inconsistent; shows in / out skills with one set of materials
- Mastered:** does independently; does across more than one set of materials

Pay attention to positioning, upper extremity strength / range, hand skills, sensory needs, container stability, preferences

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How Would We Go Vertical?

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Play Begins with P

- Preferences / Pathways / Presentation
 - Pacing
 - Partnership (Communication)
 - Positioning / Proximity / Predictability
 - Practice
- All lead to a child's ability to Participate.

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Preferences:

- Use light / color for container play
- Use Contrast
- Use Screens to Minimize Clutter

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Pacing

Processing Time AND Response Time

- Registration of Sensory Input

- Orientation and attention (to CNS by neural pathways)
- Interpretation
- Organization of a response
- Execution of a response

SENSORY IN / MOTOR OUT

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Pactice

- Routines / Sequence
- Reactivity of Environment
- Opportunities For Meaningful Repetition with Play and Real-Life Materials

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Thank You for Your Time Today!

Don't forget
to play!

www.copilotmom.com

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