PRETEND PLAY AND LANGUAGE ASSESSMENT AND CURRICULUM

- Nancy Champlin, BCBA
- Melissa Schissler, BCBA
- ACI Learning Centers
- WIBA 2018
Introduction

- Acquisition vs. production of play (Jahr, & Eldevik, 2007)

- Predictive of communicative word use and later language (Casby, 2003; Tomasello, 1995)

- Age-appropriate play skills = social inclusion with peers (Thiemann-Bourque, Brady, & Fleming, 2012)
Category of Play

Familiar → Observed → Community
Objects of Play

1. Play item
2. Object substitution
3. Imagining absent object
Agents of Play

- Self as agent
- Passive figure
- Active figure
Advanced Play

Rotating → Combining → Character Roles

ACI Learning Centers

www.ACI Learning Centers.com
Essential Skills for Sociodramatic Play

Initiating  →  Responding  →  Expanding
ACI Learning Centers

www.ACIlearningCenters.com
Assessing Typical Children’s Imaginary Play to More Effectively Program for Children with Autism
Assessment

- Participants
  - 37 children
  - Ages 2 ½ - 5
  - Male and female dyads
- One hour sociodramatic play opportunity
Assessment

**Target Behaviors:**
- Play schemes
- Toys
- Vocalizations
- Agent of play
- Object of play
- Category of play
- Advanced play
- Essential skills
2 ½ Years Old

- Initiating
- Expanding
- Passive figure

---Video Removed---
3 Years Old

- Observed category of play
- Active figure
- Self as agent
- Abstract play
- Combining play
- Initiating in social play

--Video Removed--
4 Years Old

- Community category of play
- Passive figure
- Character role
- Combining play
- Expanding in social play
5 Years Old

- Familiar, observed, community categories of play
- Self as agent
- Combining play
- Initiating, responding, expanding in social play
Discussion

- Variety of toys
- Play with figures
- Category of play schemes
- Vocalizations in play
Assessing Typical Children’s Imaginary Play to More Effectively Program for Children with Autism
Purpose

- Foundational skills of play
  - 19 teachable components
  - Acquisition
  - Generalization
### Sequence of Play

<table>
<thead>
<tr>
<th>Stage 1: Single Agent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase a</strong></td>
</tr>
<tr>
<td><img src="image.png" alt="Diagram" /></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

---

**ACI Learning Centers**

www.ACILearningCenters.com
Self as Agent

Phase a

1. A/V to self

A/V to self
- object substitution

A/V to self
- without an object
<table>
<thead>
<tr>
<th>Phase b</th>
<th>Phase c</th>
<th>Phase d</th>
<th>Phase e</th>
</tr>
</thead>
<tbody>
<tr>
<td>A/V to figure</td>
<td>A/V to multiple figures consecutively</td>
<td>A/V to multiple figures consecutively - object substitution</td>
<td>A/V to multiple figures consecutively - without an object</td>
</tr>
<tr>
<td>A/V to figure - object substitution</td>
<td>A/V to figure - without an object</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A/V to figure - peer SP
Abstract Play
Intervention

- Mastery
  - Independent first trial
  - 3 consecutive independent responses

- Least-to-most prompting
  - No response
  - Inappropriate A/V
  - Action in the absence of a vocalization
  - A/V inappropriately paired
# Participants

<table>
<thead>
<tr>
<th>Participant</th>
<th>Age</th>
<th>Hours of ABA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casey</td>
<td>5 ½</td>
<td>40 hours per week</td>
</tr>
<tr>
<td>Gabe</td>
<td>3 ½</td>
<td>40 hours per week</td>
</tr>
<tr>
<td>Nathen</td>
<td>3</td>
<td>30 hours per week</td>
</tr>
</tbody>
</table>

**ACI Learning Centers**

[www.ACILearningCenters.com](http://www.ACILearningCenters.com)
Phase a Target 1:
Performs action and corresponding vocalization as multiple figures
Trials to Acquisition

Gabe

A: Eat Cake
V: "Yummy"

A: Put on Hat
V: "Hat"

A: Brush Hair
V: "Brush, Brush"
Casey Phase h

Phase h Target 1:
Performs action and corresponding as multiple figures

--Video Removed--
Trials to Acquisition

A: Put on Hat
V: "Hat"

A: Brush Hair
V: "Brush"

A: Eat Cake
V: "Cake"
Phase f Target 3:

Performs action and corresponding vocalization to self then offers item to peer

--Video Removed--
Trials to Acquisition

A: Eat Cake  V: "Cake"
A: Put on Hat  V: "Hat"
A: Drink Water  V: "Water"
A: Brush Hair  V: "Brush"
Discussion

- Participants were able to acquire a variety of targets without training
- Decrease in vocal protests
- Increase in requests to play
- Increase in vocalizations occurring with novel play actions
- Increased motivation for peer interactions
New Research

Teaching Children Diagnosed with Autism a Chain of Play Actions and Corresponding Vocalizations

Examining Independent Pretend Play Skills in Typically Developing Children

An Evaluation of Typically Developing Children’s Sociodramatic Play and Language Skills
Thank you!

- Nancy.Champlin@concepts.com
- Melissa.Schissler@concepts.com

See you at ABAI in San Diego
Symposium #113
Workshop #47
References


References


References