**Module 1.1 Background Information – the basics of being a good play partner**

Define the **three** key main concepts that are important to utilize with your child in order to be a good play partner:

1. Joint Engagement

2. Joint Attention

3. Reciprocity

List the **three** target skills we hope to work on during the play session:

1.   - the use of emotions and feelings in play. Useful for learning to understand & express emotions.

2.  - providing structure to a story or activity. Useful for creating a foundation stable for learning and growth in play.

3.  - the process of creative idea generation. Useful for the promotion of increased creativity and improved cognition.

Understanding the common types of imagination:

1. – using one object to represent/function as another (ex. using a toy block as a birthday present)
2. -the process of formulating novel ideas (ex. let’s make up a story about aliens in outer space)
3. - a life-like action is given to a toy (ex. doll walking or jumping)

**Module 1.1 How to set up your play session:**

1. Selecting Toys
   1. It is recommended that you use about toys for your play session.
   2. Select the unstructured, non-themed toys from the box below:

Barbie Toy food

Baby dolls Legos

Puzzles

Doc McStuffins Stuffed Animals

Blocks

**Dinosaurs**  Shape Sorter

Using the work bank below, fill in the strategies discussed in Module 1.2 to use during your play session below:

**Summary & Reflection**

**Labeling Feelings**

**Reinforcing**

**Active Watching**

**Prompting**

**Modeling**

**Questioning**

**Following your Child’s Lead**



Example: Includes using positive body language, nodding, laughing, etc.

Aim: To demonstrate active listening and facilitator engagement in the play session



Example: describing content your child has already produced in the story; paraphrasing

Aim: To retain child engagement & aids in maintaining the organization of the story



Example: Allowing the child to lead the play session

Aim: To reinforce natural & independent skill building while giving the child choices



Example: Identifying feelings and expressions

Aim: Increase the use of emotion in play so the child can practice emotional recognition skills



**Summary & Reflection**

**Labeling Feelings**

**Reinforcing**

**Active Watching**

**Prompting**

**Modeling**

**Questioning**

**Following your Child’s Lead**

Example: The use of praise or encouragement for a specific behavior or action. Can be verbal (specific praise), physical (high-five), or material (tangible reward)

Aim: Encouraging a positive behavior, skill or response so that it is more likely to occur again.



Example: Asking specific questions to clarify or develop the story. Can include yes-or-no questions, open-ended questions, or repeating a child’s ideas in the form of a question

Aim: Useful for encouraging the story forward if the child is having trouble



Example: Demonstrating or describing a play skill

Aim: Aids the child in visualizing potential solutions available in a story



Example: Using “nudges” or other verbal encouragements during play. (“Show me what happens next”, “I wonder how the girl might be feeling”)

Aim: To encourage the child to use new skills in their play.