Everyday Talk, Extraordinary Outcomes: Using Play and Routines to Foster Listening and Spoken Language (LSL) Development

Guided Worksheet
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Learner Objectives: Participants will be able to…

- Examine the evidence supporting play as an effective intervention for holistic child development, including advancement of communication and cognitive skills
- Explain, to colleagues and caregivers, the importance of listening and use of assistive listening devices in the development of listening and spoken language (LSL) development for DHH children.
- Explore developmentally appropriate activities, across daily routines, authentic interactions and play, which promote LSL development.
- Identify a personal action plan to put into practice one (or more!) aspects of this workshop

> "Research demonstrates that developmentally appropriate play with parents and peers is a singular opportunity to promote social-emotional, cognitive, language, and self-regulation skills that build executive function and a prosocial brain. Furthermore, play supports the formation of the safe, stable, and nurturing relationships with all caregivers that children need to thrive." (Yogman et al, 2018, pg 1)

Fostering (mutual) **Joy**

https://cccbsd.org/programs/institute/fostering-Joy-professionals/

Play what?! How do we define play?

Definition: Play is the process through which the child explores the world and develops self-image and social and communication skills

Characteristics of Play:					
Intrinsically motivated	Active engagement	Joyful discovery	an end in itself (no extrinsic goals)	"for the sheer pleasure of doing it" (spontaneous)	Freely chosen by participants (voluntary)

"Play is fundamentally important for learning 21st century skills such as problem solving, collaboration and creativity, which require the executive functioning skills that are critical for adult success...**No longer is play thought of as a break from teaching and learning.** While engaged in play, teachers can model play skills and language and encourage preschoolers to use these skills too."

Yogman et al, 2018, pg 2

Categories of Play

Parten's Stages of Play, Mildred Parten Newhall (1932) - (see handout) – focused on children's developing socialization with in play activities

> **Unoccupied play -**occurs when a child is relatively stationary and appears to be performing random movements with no apparent purpose
>
> **Solitary play -** child is completely engrossed in playing and does not seem to notice other children. Begins in infancy and is common in toddlers because of their limited social, cognitive and physical skills…however, it's important for all age groups to have some time to play by themselves.
>
> **Onlooker play -** child takes an interest in other children's play but does not join in. Child may ask questions or just talk to other children. Usually starts during toddler years, but it can take place at any age.
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> **Parallel play - O**ccurs when a child plays alongside other children or mimics other children's play but doesn't actively engage with them. Children play side by side with similar toys, but there is no group involvement. Associated with toddlers, although it happens in any age group.
>
> **Associative play - C**hildren are more interested in each other than the toys they're using. They hold individual goals for their play, have no formal organization or set rules, and play with the same set of toys or trade toys.
>
> **Cooperative play - O**ccurs around age 5 (begins in late pre-school period). Play based on an organized set of rules with a goal in mind, and has at least one leader.

Piaget - language and cognition; suggested broad stages of play – sensorimotor, symbolic, games with rules, etc.

Vygotsky - social interaction - accumulation of new knowledge is built on previous learning; facilitated by social and playful interactions.

> Zone of Proximal Development – mastering skills that child could not do alone, but could do with minimal assistance (scaffolding)

Most advanced play (and ultimately our goal??) is pretend play.

- Ability to represent familiar experiences with many steps in correct sequence
- Re-enact events with new outcomes
- Includes role-playing and requires a significant amount of world knowledge
- Requires certain cognitive and language skills
- Each action in the play is in response to the other players, yet the play follows specific rules about the role of each character.
- Children work towards joint goals

Play + Language

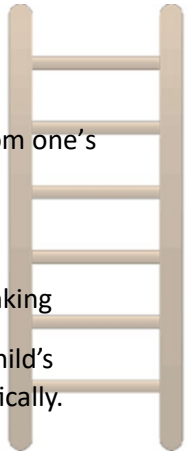
Symbolic play is a prerequisite to learning language.

Play serves as means of *expression* and *interpretation*.

Expression: Provides a window on what children know (play is the way a child embodies mental representations)

Interpretation: provides rationale for using play in intervention as this is the way children acquire knowledge

Both language and play require a person to mentally represent reality. (Westby, 2000)



- Mental Model – thought process about event/series of event
- Episodic Memory – series of memories - relate to present moment, past, future
- Theory of Mind – understanding that others have beliefs, desires, intentions differing from one's own.
- Metacommunicative strategies- cues indicating how language should be interpreted
- Decontextualized language- conveys meaning only by grammar and vocabulary
- Metalinguistic and Metacognitive language – language to tell about language; about thinking

Facilitating play can increase children's social competence and language. Must first understand child's current play abilities and design therapeutic and educational programs to facilitate play systematically.

Assessment of Play

How does play develop?
Dependence >> independence
Parental regulation >> self regulation

Consider Westby's Play-Language Relationship (2000) when assessing child's skills.
See Appendix A, Westby Play Scale (handout.)

The following relationships may exist between child's play and language abilities:

1. Play = language form, function and content
2. Language form, function, content > play
3. Play > language form, function, and content
4. Play> language form; but = language function and content
5. Language form > play and language content and function

Language Requirements for Play Excerpt from Small Talk (Voss & White, 2015)	
Appropriately plays with toys designed for preschool-aged children Examples: • drives little vehicles around a toy garage, airport or train set • feeds a doll with a bottle; holds, burps, rocks and dresses a doll • builds structures with blocks • completes puzzles	Language is not required.
Understands preschool concepts through experiences Play skills require children have many "experiences" in their lives. Experiences include everything a child sees and does everywhere she goes. Experiences include: baking, cooking, doing laundry, raking leaves, riding in a car, washing a car, bathing, shopping, eating at a restaurant, building things, gardening, going to the zoo and so on. Experiences allow children to learn about and understand their world. Examples: • understands the steps to washing a car • knows the parts of a car and general location of parts • knows the steps in washing a baby • knows the steps in taking a baby on a walk	Language is *not* required, but is helpful. Typically developing preschoolers have language at this stage.
Pretends real-life experiences Pretending real-life experiences requires that a child actually has the experiences, some understanding of the basic concepts associated with them and the ability to talk about the play scene. Examples: • pretends to drive a car • pretends to bake a cake or make dinner • pretends to be a passenger or ticket collector at a train station • pretends to hail a taxi to the airport and get on an airplane • pretends to be a school teacher or student • pretends to be a waitress or restaurant patron	Language is required.

The Brain on Play

Play is brain building.

Molecular level (epigenetic)

Cellular (neuronal connectivity)

Behavioral (socio emotional and executive functioning)

Dendritic length, complexity and spine density of medial prefrontal cortex are refined by play. (Yogman et al 2018, pg 64-67)

Play stimulates production of brain-derived neurotropic factor (BDNF) – growth factors that support survival of existing neurons and differentiation of new neurons and synapses – in amygdala, frontal cortex, hippocampus and pons. (Yogman et al 2018, pg 68-70)

Play and stress are related. High play leads to lower cortisol. Play activates norepinephrine, facilitates plasticity. Play buffers against toxic stress!

Implications for Preschool Learning Environments

Resist the false dichotomy between play and formal learning!

NAEYC recognizes use of play as developmentally appropriate instructional setting for young children with disabilities. https://www.naeyc.org/resources/topics/play

Thematic Planning and Instruction-You can effectively plan for theme-based learning, that prioritizes play by asking these questions (White, 2017 pg 9-15):

- What concepts do typically developing preschoolers know about this theme?
- What experience do I want preschoolers to have?
- How do typically-developing preschoolers pretend about this theme/experience?
- What play problem might exist within the pretend play about this theme?
- What experiences can be represented through symbolic play in the different centers areas (dramatic play, block, sensory table, and so on)?
- What preschool concepts are associated with this theme?
- What vocabulary is associated with this theme?
- What syntactic targets are associated with this themes?

Including Problems in Play (White, 2017, pg 9-29): Create a play problem, which works particularly well within themes. Students in the play are tasked with acknowledging the problem and cooperatively finding a solution with their playmates. Teacher can present a problem and facilitate the play.

Table 10 – *Examples of Experiences with Problems in Play* (White, 2017, p9-29)

Experience	Symbolic/Pretend Play	Play Problem
A baby comes to school.	Playing house with babies.	The baby is crying.
Going to the apple orchard.	Pretending to pick apples from a tree.	Our bag is empty, and we need to fill it with apples. We need apples to make apple pie.
Baking a birthday cake.	Pretending to bake a birthday cake.	We need to find the ingredients.

Engaging Parents

Pediatrician Prescription for Play (Yogman et al, 2018, pg 10)

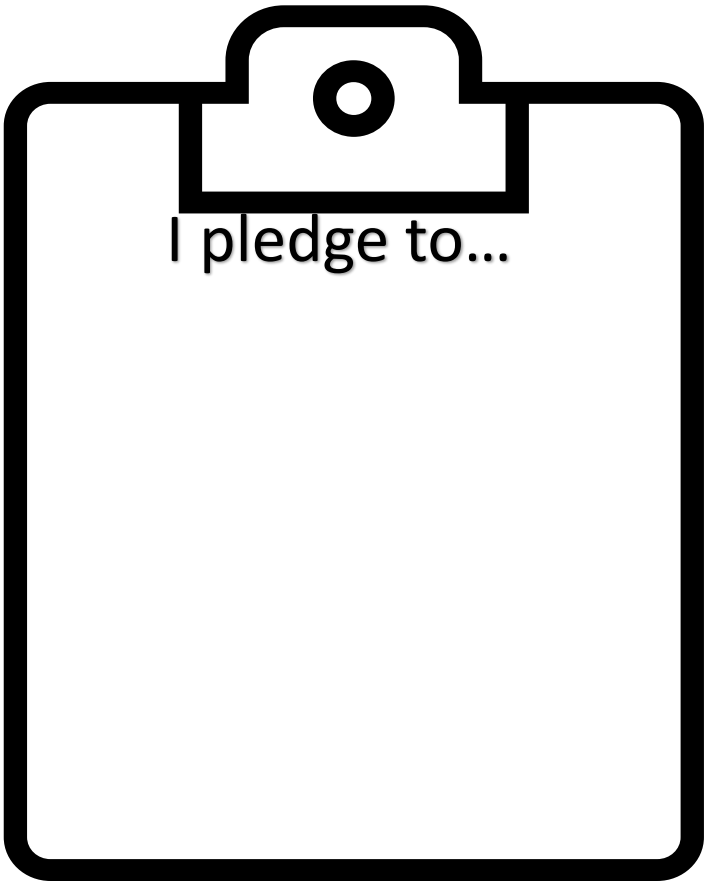
TABLE 1 Recommendations From Pediatricians to Parents

Use play to help meet milestones. From birth, infants use play to explore the world around them as well as to learn and develop important life skills.
0–6 mo
Show your infant interesting objects, such as a brightly colored mobile or toy.
Talk to your infant often to familiarize him or her with your voice, and respond when he or she coos and babbles.
Place your infant in different positions so he or she can see the world from different angles.
Let your infant bring safe objects to his or her mouth to explore and experience new textures.
Vary facial expressions and gestures so that your infant can imitate them. Imitate your infant's sounds and engage in a back-and-forth conversation using your infant's sounds as a prompt.
7–12 mo
Use a mirror to show faces to your infant.
Provide your infant with a safe environment to crawl and explore.
Place your infant in a variety of positions, such as on his or her tummy, side, etc.
Give your infant opportunities to learn that his or her actions have effects (for example, when he or she drops a toy and it falls to the ground). Put a few toys within the reach of your infant so he or she can take toys out and play with them.
Play peek-a-boo.
1–3 y
Allow your child to spend time with objects and toys that he or she enjoys.
Give your child pens, markers, or crayons and paper to practice scribbling.
Encourage your child to interact with peers.
Help your child explore his or her body through different movements (for example, walking, jumping, and standing on 1 leg).
Provide opportunities to create make-believe situations with objects (for example, pretending to drink out of an empty cup or offering toys that enable pretend play).
Respond when your child speaks, answer questions, and provide verbal encouragement.
Provide blocks, plastic containers, wooden spoons, and puzzles.
Read regularly to and with your child. Encourage pretend play based on these stories.
Sing songs and play rhythms so that your child can learn and join in the fun.
4–6 y
Provide opportunities for your child to sing and dance.
Tell stories to your child and ask questions about what he or she remembers.
Give your child time and space to act out imaginary scenes, roles, and activities.
Allow your child to move between make-believe games and reality (for example, playing house and helping you with chores).
Schedule time for your child to interact with friends to practice socializing and building friendships.
Encourage your child to try a variety of movements in a safe environment (for example, hopping, swinging, climbing, and doing somersaults).

Adapted from www.pathway.org.

Wrap Up: Personal Goal Setting

Reflect on the information shared today. How does this resonate with you and your practice? How do you want to incorporate this in your practice?



Resources to Dig Deeper

Listen to a Podcast: https://developingchild.harvard.edu/resources/podcast-resilience-play/

Watch these Videos/Modules:

- https://developingchild.harvard.edu/resources/play-in-early-childhood-the-role-of-play-in-any-setting/
- https://www.youtube.com/live/kT_CAqc6GLI?feature=share
- http://www.heartolearn.org/communities/learning-together-archive.html
- http://www.heartolearn.org/flashplayer/index.html?file=http://www.heartolearn.org/videos/1-14-22-

Explore this Assessment:

- CID Symbolic Play Scales - https://professionals.cid.edu/product/cid-preschool-symbolic-play-rating-forms/

Read these articles:

- https://www.health.harvard.edu/blog/why-play-early-games-build-bonds-and-brain-202302022884
- https://www.theatlantic.com/education/archive/2016/09/learning-through-play/499703/
- https://professionals.cid.edu/not-just-childs-play-the-relationship-between-play-and-language/

Check out this website:

- Barton Lab – Play Taxonomies https://lab.vanderbilt.edu/barton-lab/ptl/

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