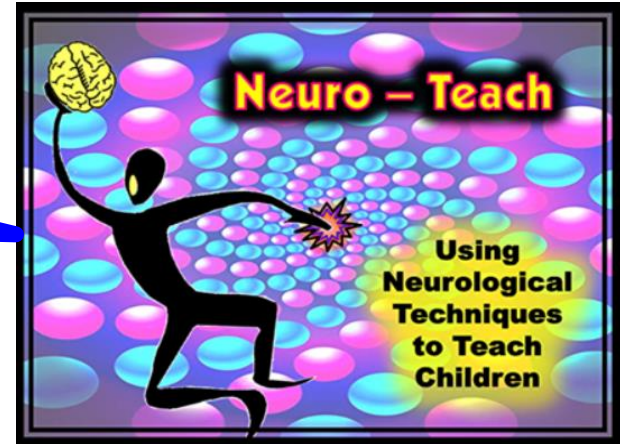


The Power of Play: **Using Play to Enable Skills** **and Support Behavior**



By Maria Sargent

Website



Free materials and resources for teachers and families!

PROCESSING

- Auditory Processing
- Visual Processing
- Dysgraphia (Writing)
- Dyscalculia (Math)
- Sensory Integration

[Read More](#)

TEACHING

- Sequences
- Play & Interventions
- Literacy Support
- Co-operative Groups
- Motivation & Goals

[Read More](#)

THE ARTS

- Academics
- Processing
- Social Skills
- Behavior
- Goal Setting

[Read More](#)

BEHAVIOR

- Impulse Control
- Behavior Support
- Gang-Proofing
- Intervention Plans
- Aggressive Play

[Read More](#)

FAMILIES

- Teaching Skills
- Teaching Behaviors
- Family Support
- Developing Values
- Academic Struggles

[Read More](#)

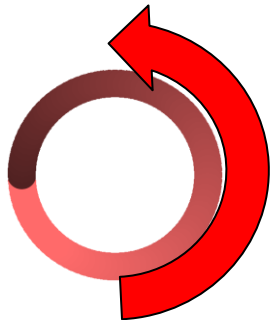
1. Write your name in cursive

	<i>Maria Sargent</i>

Right Handed



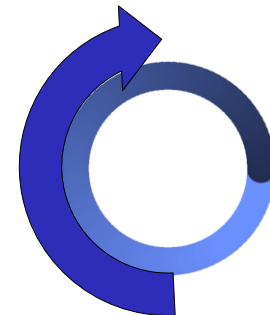
- ❖ Cross right leg over left
- ❖ Circle hanging foot (R) counter-clockwise



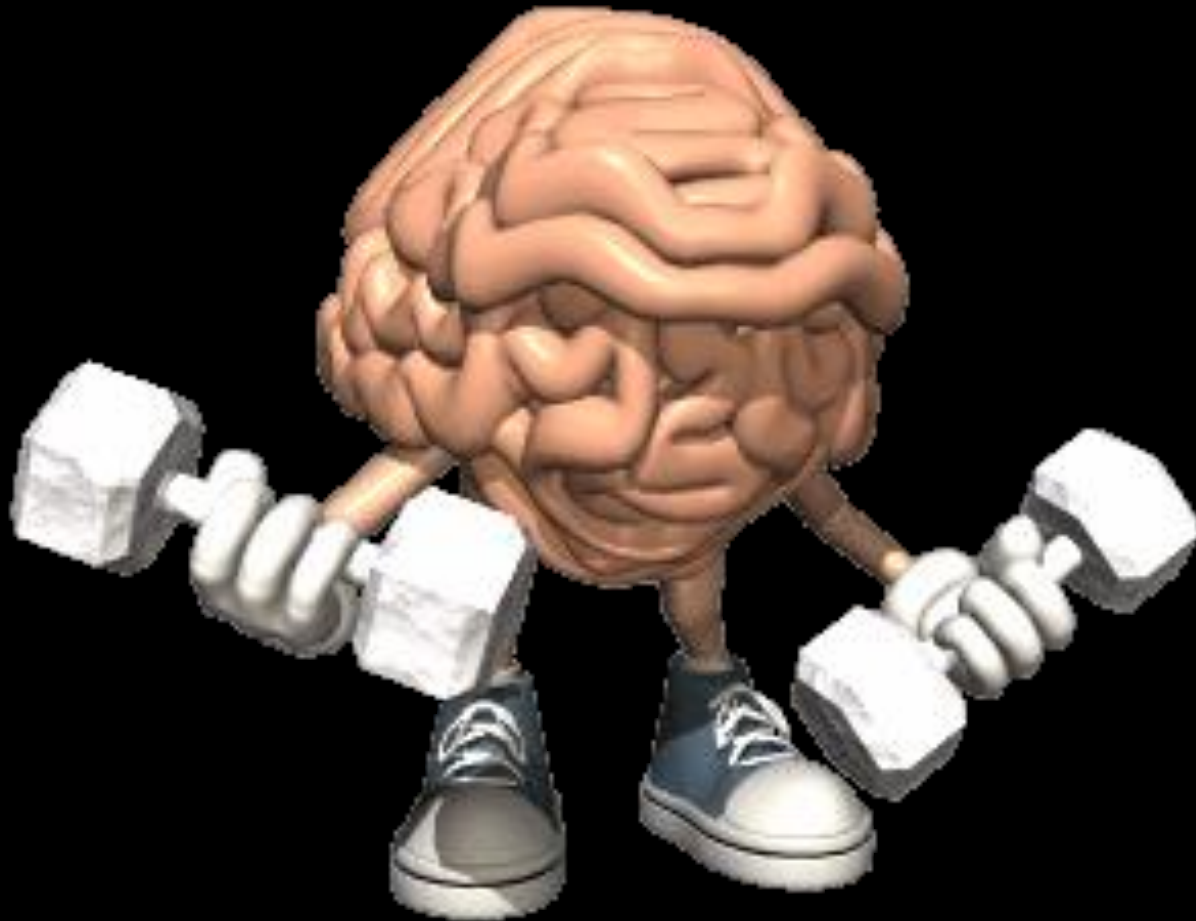
Left Handed



- ❖ Cross left leg over right
- ❖ Circle hanging foot (L) clockwise

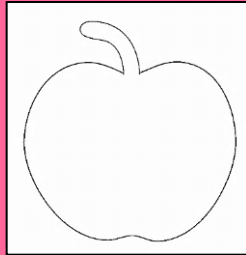


Brain-Based Environments

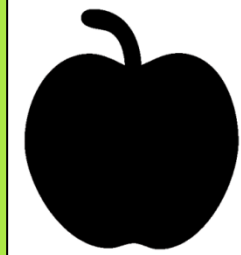


apple

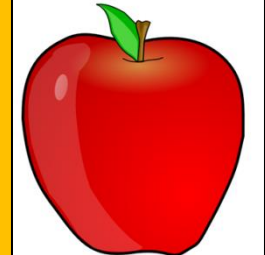
Symbol



Black/White



Silhouette



**Colored
Picture**



Photo



**Not-to-Scale
Imitations**



**Real-Size
Imitation**



**Concrete
Object**



MB
PUZZLE
AGES 3 TO 5

12



Teletubbies



If we are typing something normal, we use the regular font...
(Symbol Level)

If we wish to emphasize it a bit, we underline it
(Black & White Line Level)

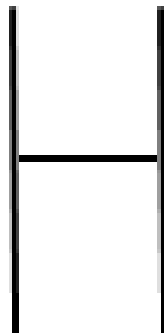
If we want it to stand out more, we put it in bold
(Silhouette Level)

If we want it to jump out, we put it in color
(Colored Picture Level)

Typical Print *VS*// Early Childhood Print

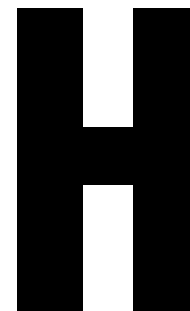
Typical letter "H"

(Symbol Level)



Early Childhood letter "H"

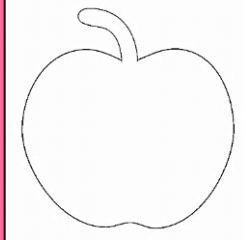
(Silhouette Level)



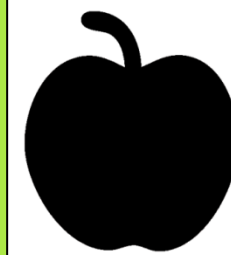
**Address
Every
Cue Level**

apple

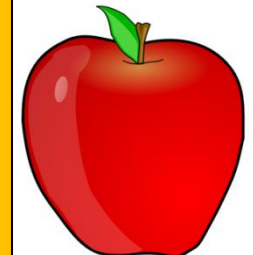
Symbol



Black/White



Silhouette



**Colored
Picture**



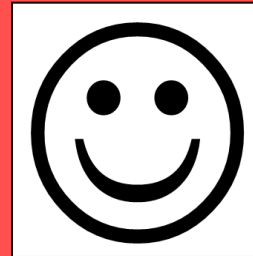
Photo



**Not-to-Scale
Imitations**



**Real-Size
Imitation**



**Concrete
Object**



apple

Symbol



Black & White



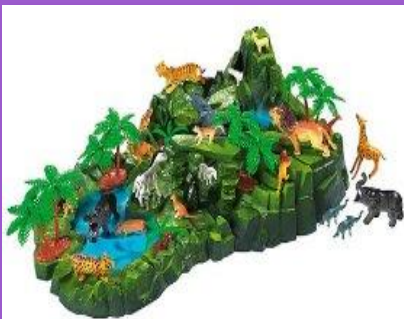
Silhouette



Colored Picture



Photograph



Not-to-Scale Imitations



Real-Size Imitation



Concrete Object



Old Style

New Style

apple

Symbol



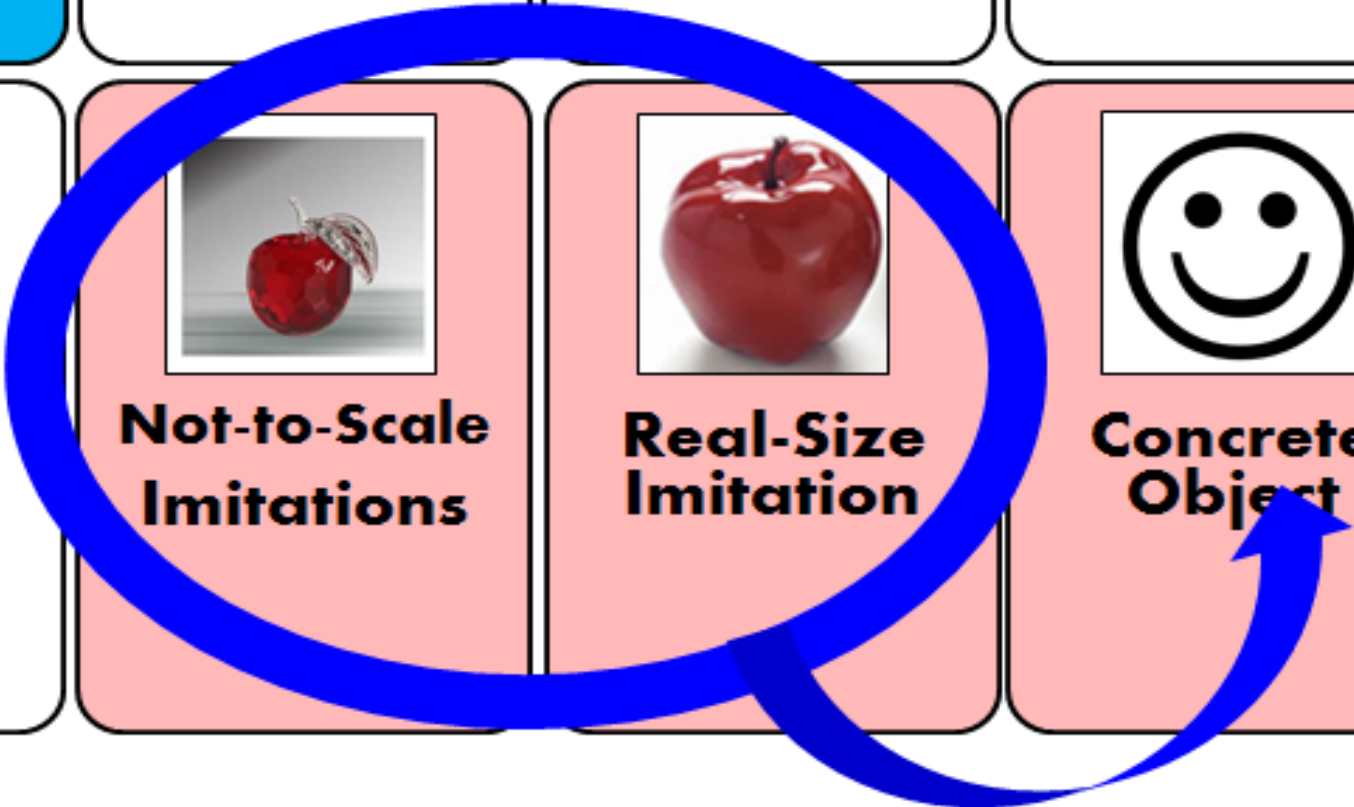
**Not-to-Scale
Imitations**



**Real-Size
Imitation**

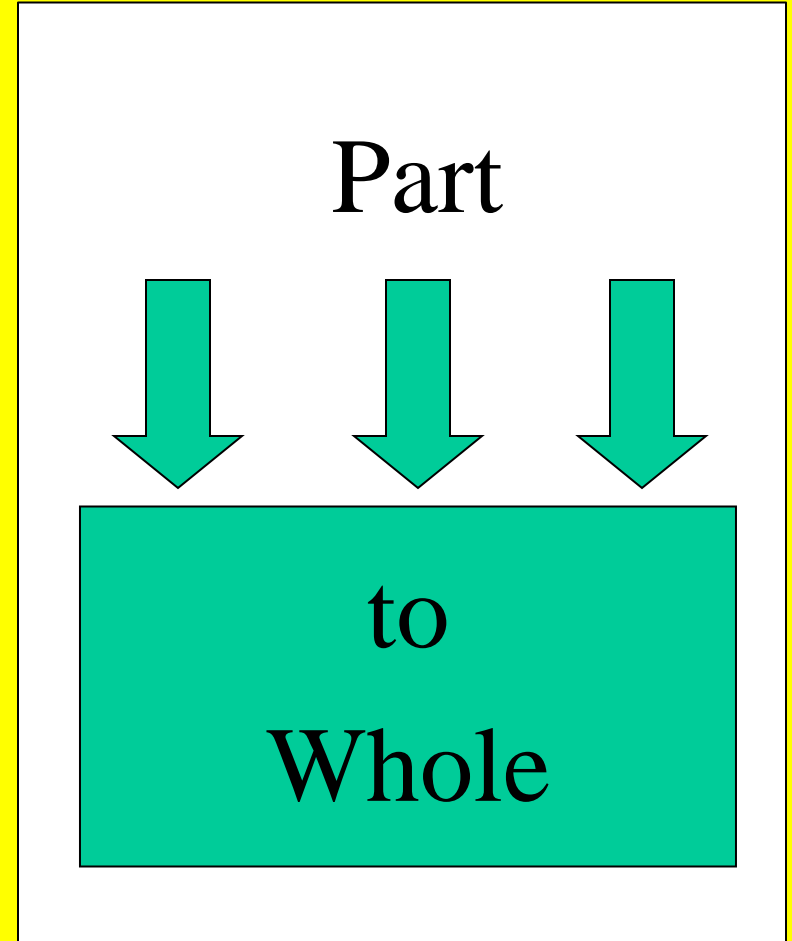
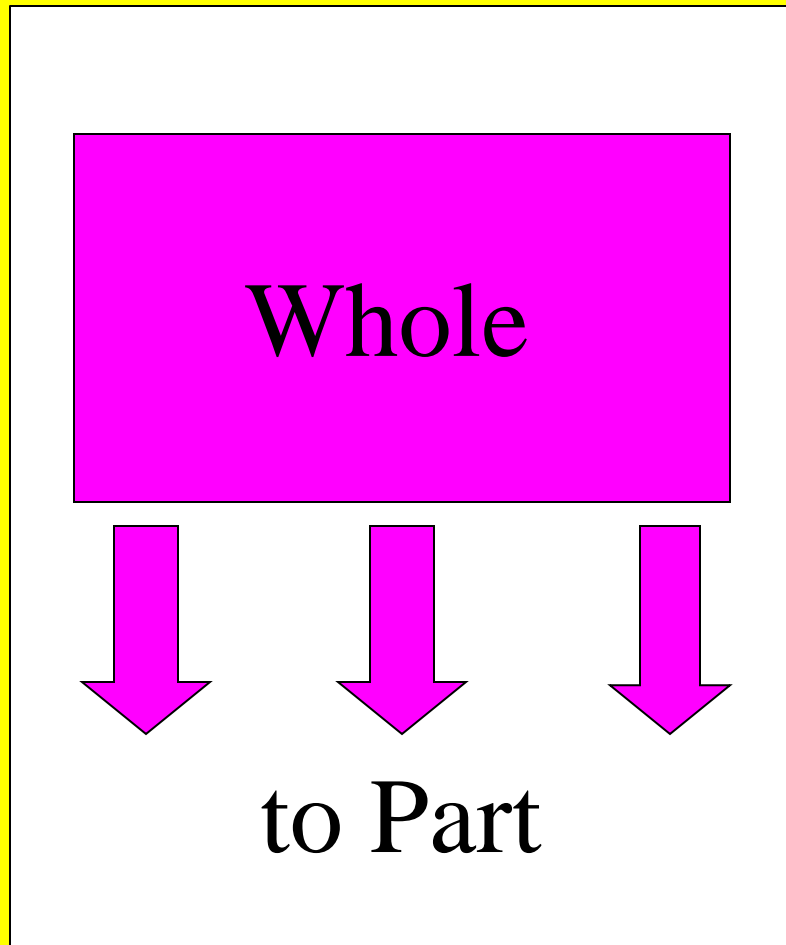


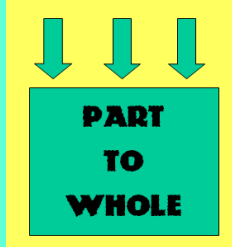
**Concrete
Object**



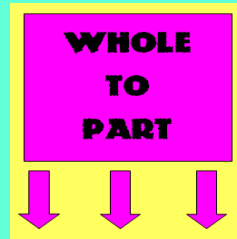
**Use Both
Processing
Directions**

Part-to-Whole & Whole-to-Part





Guided Learning

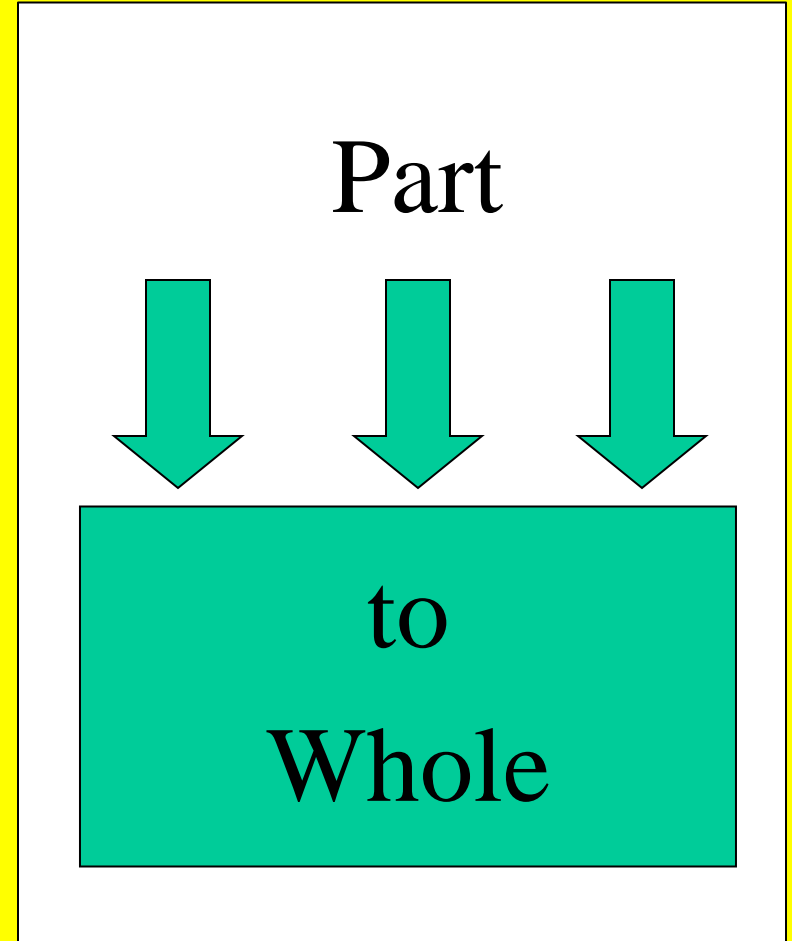
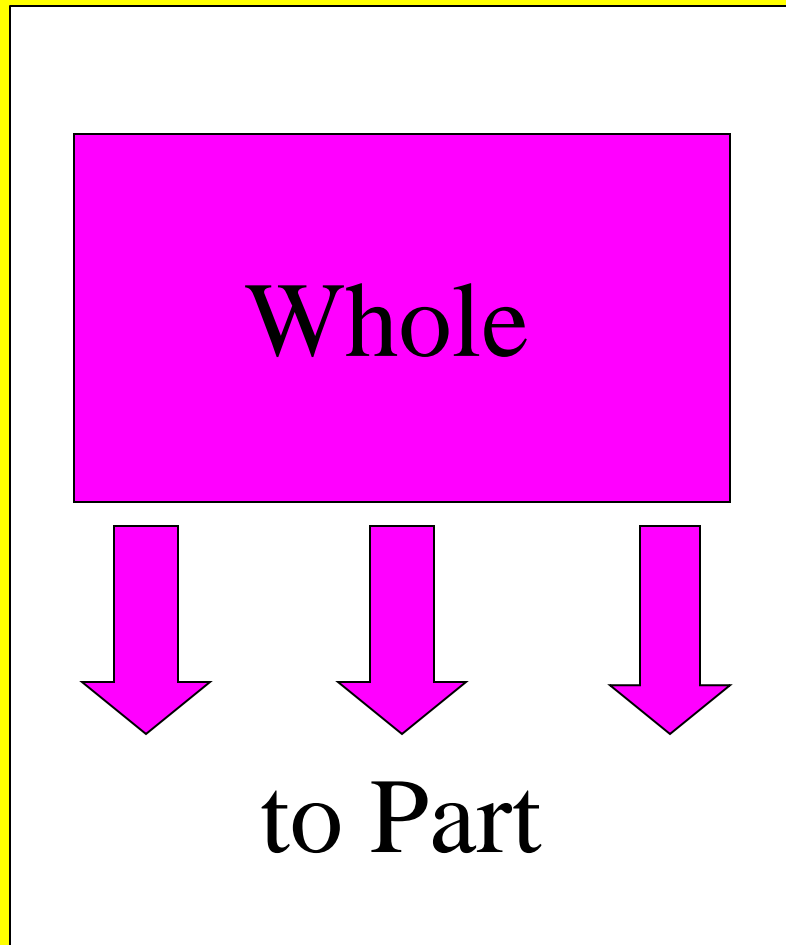


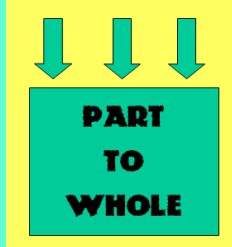
Discovery Learning



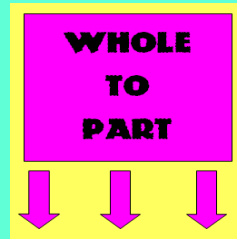
**Use Both
Processing
Directions**

Part-to-Whole & Whole-to-Part



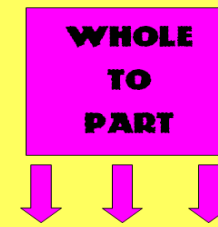
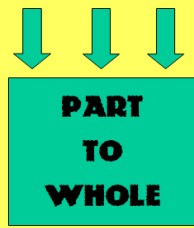


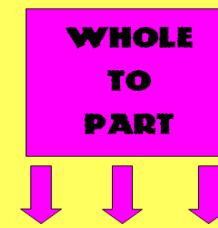
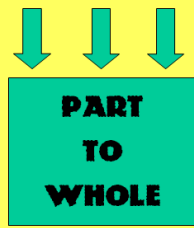
Guided Learning



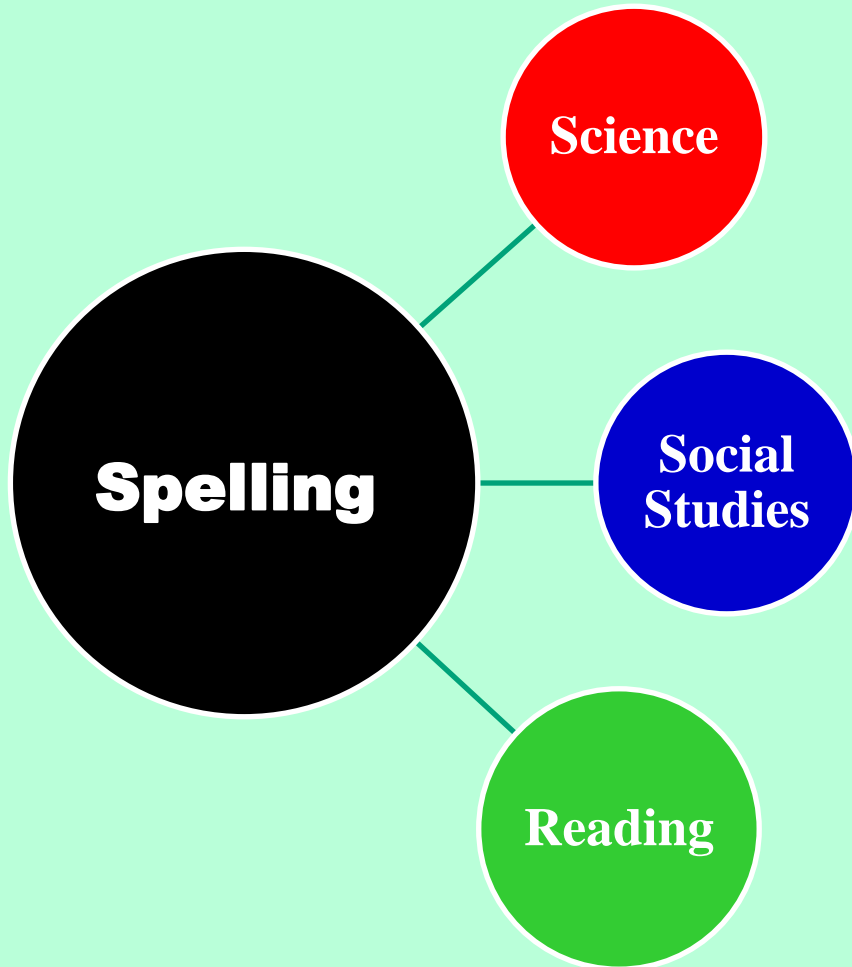
Discovery Learning



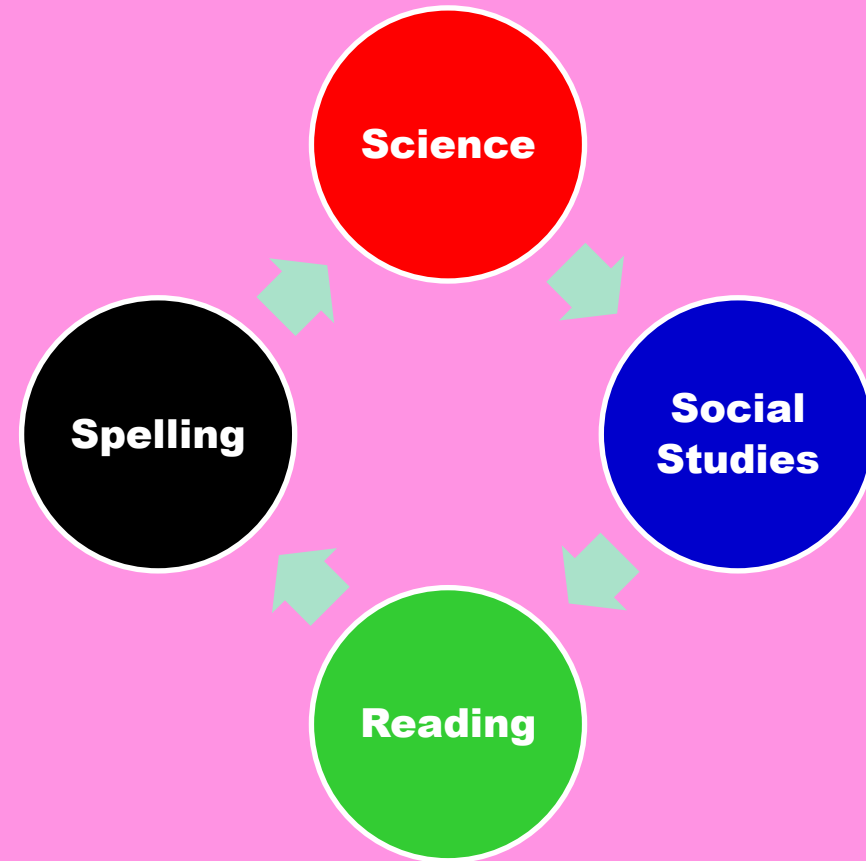




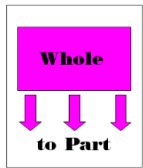
Isolated Subjects



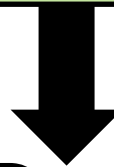
Integrated Subjects



Younger Students



Appropriate Behavior in Group Activities

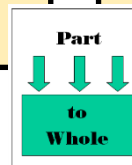


hands
to self

feet
to self

listen

take turns
talking





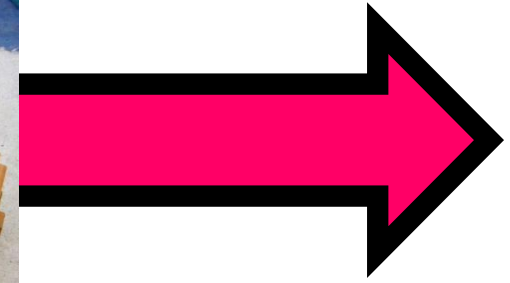
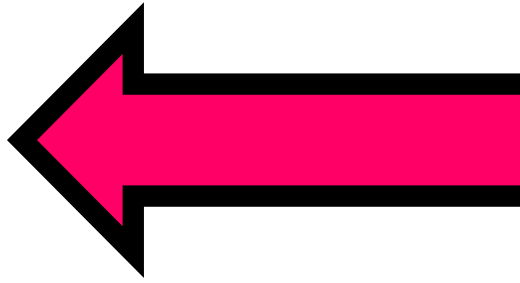
The Basics

Strategies for the General Classroom



**HOW WELL ARE THEY
REALLY PLAYING?**

More Than LENGTH of Play!



Do they avoid building structures?



**Very
Whole → Part**



Do they use the structure?



**Very
Part → Whole**



Open Center



Prepped Center

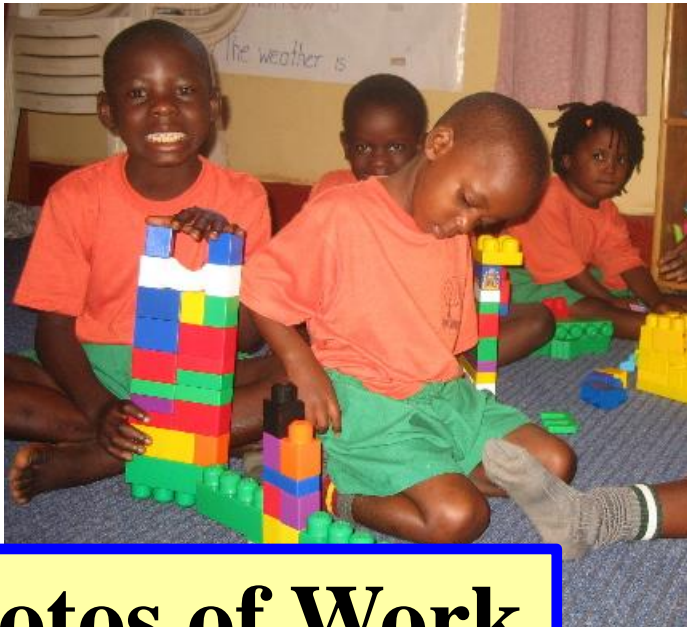
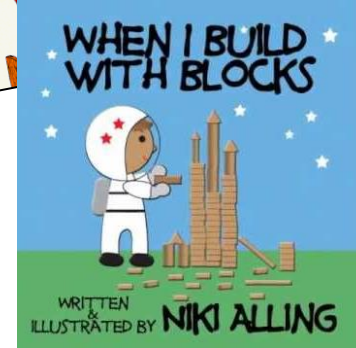
Expanded Use of Classroom Areas



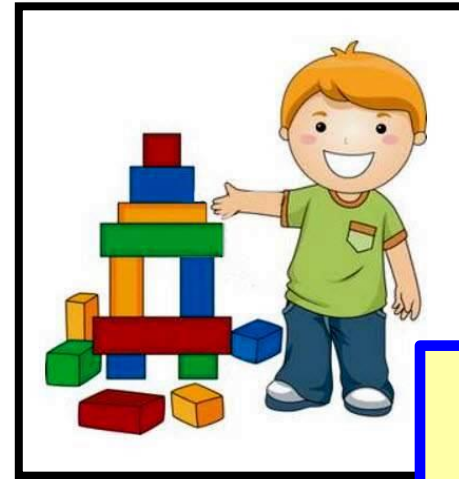
Models



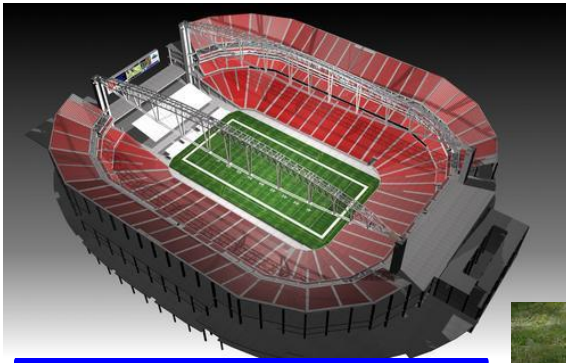
Books



Photos of Work



Cue Cards



**Inspiring
Pictures**



Props

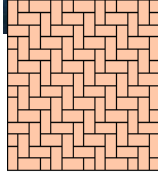


Unusual Items



**Natural
Materials**

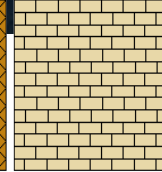
Math



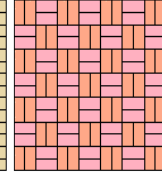
90 Herringbone



45 Herringbone



Stretcher Bond



Basketweave

Science



Aesthetics

Emotional



**Children
Struggling
with
Discovery
Play**

Fluidity of Materials

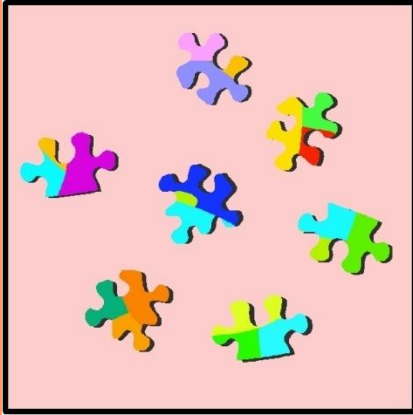


- **Open-ended and fluid materials increase behavior and aggression problems**

Adjust materials to ensure success



Fluidity of Materials



Water Play





Only water

Probably not a wise idea in most room 😊
Requires high intrinsic control...



Unusual Open-Ended Props

Items like tubing, etc. require quite a bit
of imagination and intrinsic control.



Known Open-Ended Props

Items child has seen before. Moderate level
of control needed because open-ended.



Known Props

Items that are known by the child
and lend themselves to use with water
(i.e. washing items)



Fingerpaint





Finger-Painting on Table

Probably not a wise idea in most room 😊
Requires high intrinsic control...



On Paper

Defines area and is easier...



On Paper in a Tray

Even more definition of area. Sets boundaries.



With Brush

Removing hands from fluid material
can help many children.



Using Concrete Item

Using a known item like a car can help
suggest "usage" to struggling children.



Paint in Sealed Bag

This removes the child from the fluid material.
Taping pictures on the table under the bag will
encourage children to "uncover them". This
gives meaning to even the youngest child!

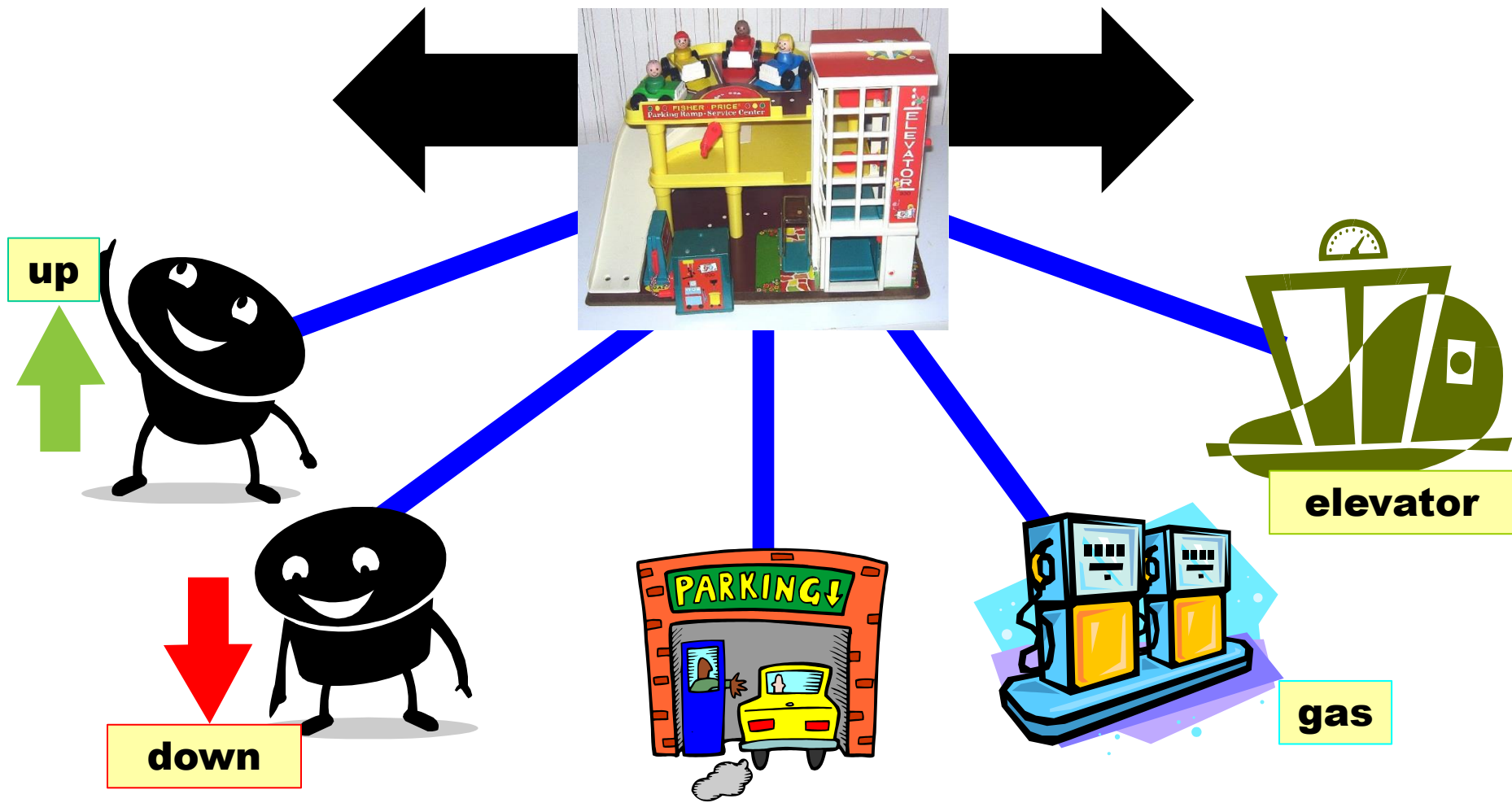


**Think
through
the skill
until you
figure out the
sequence!**

**Children
Struggling
with
Complex
Play**

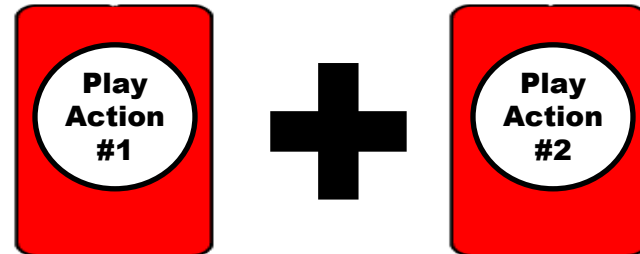
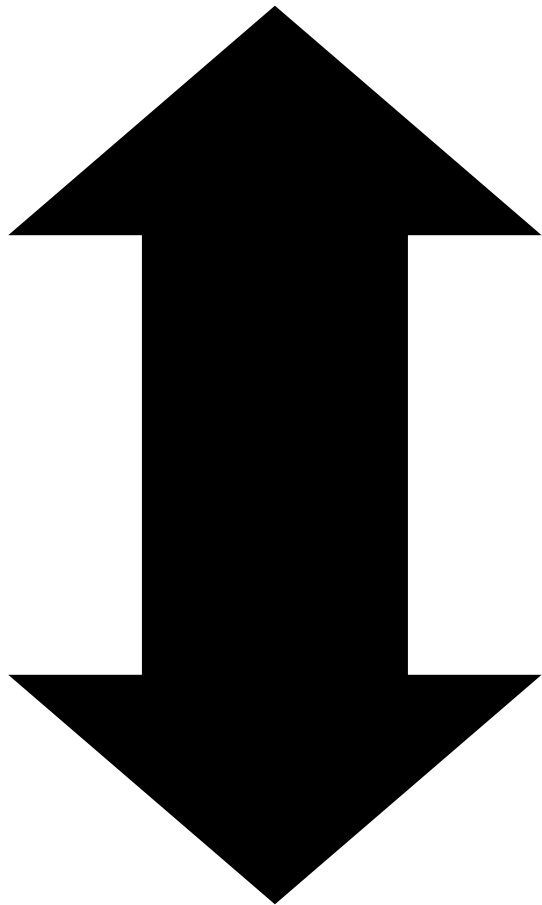
Horizontal Play Expansion

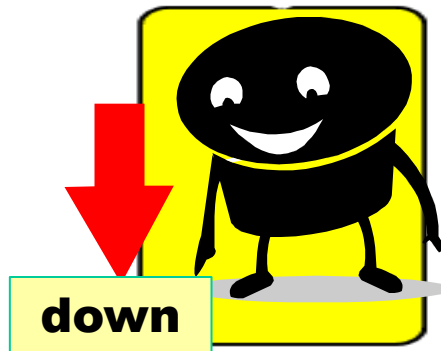
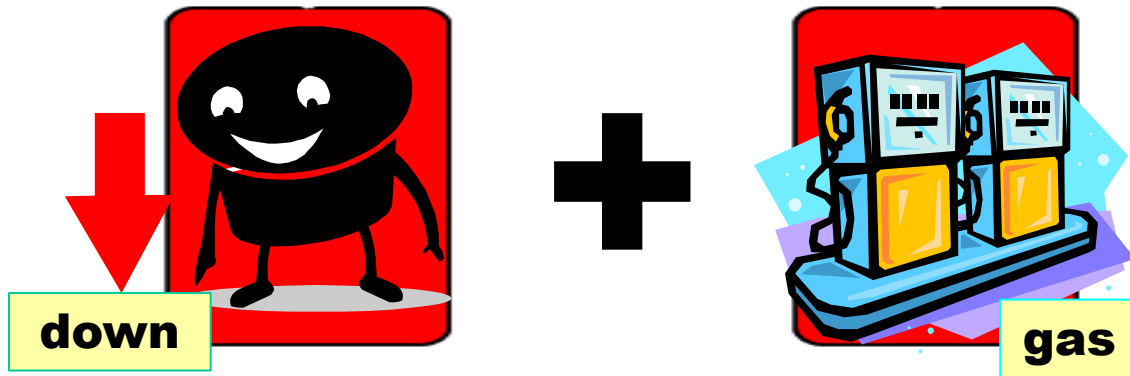
Enrich current play levels

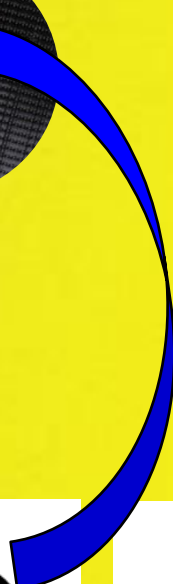
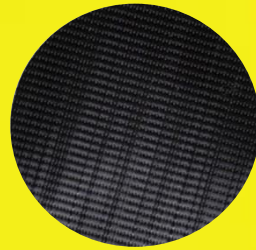
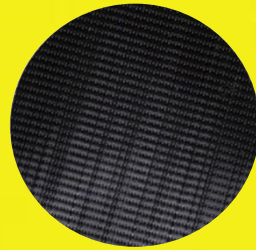
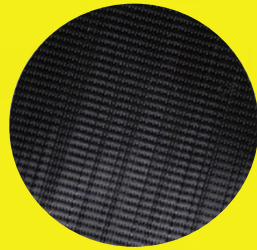
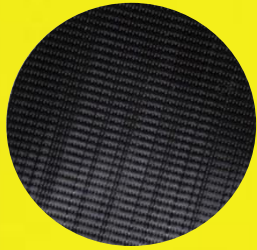


Vertical Play Expansion

Increase complexity of play levels







up



down

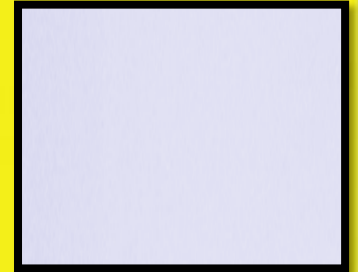
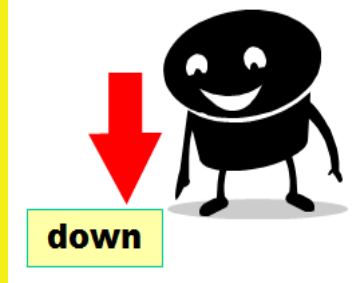


elevator



gas

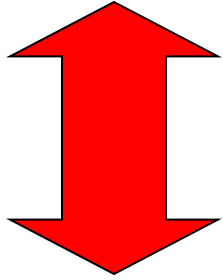




With a single toy



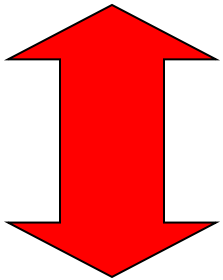
Doll



Between toys within one area



doll + house items



Between Areas



Housekeeping



Writing Center

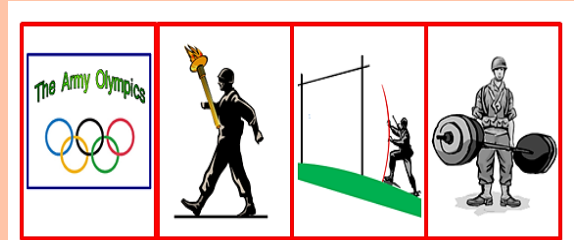
**Using Play to
Develop
Behavioral
Skills**

Aggressive Play Intervention

Cue



Red square



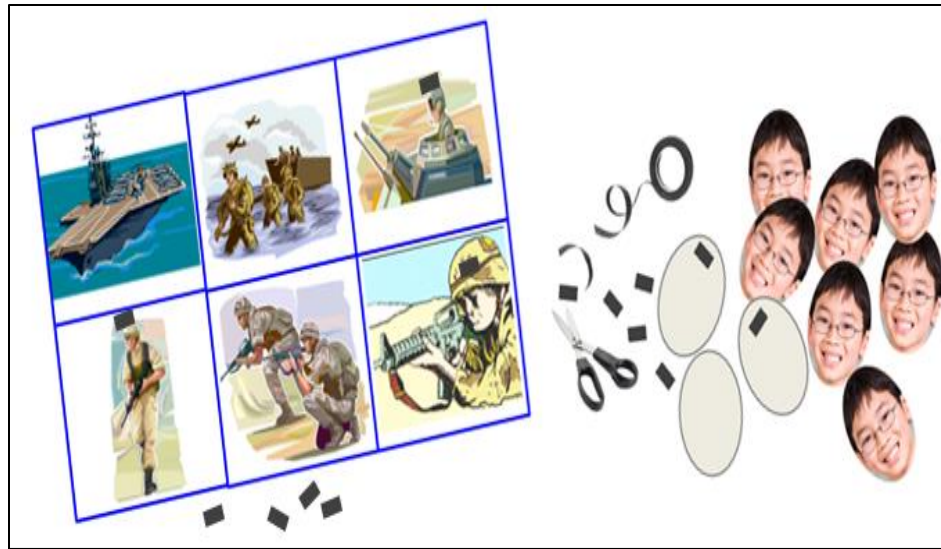
Write "new" script

Schedule

Costume



CONVERSION METHOD

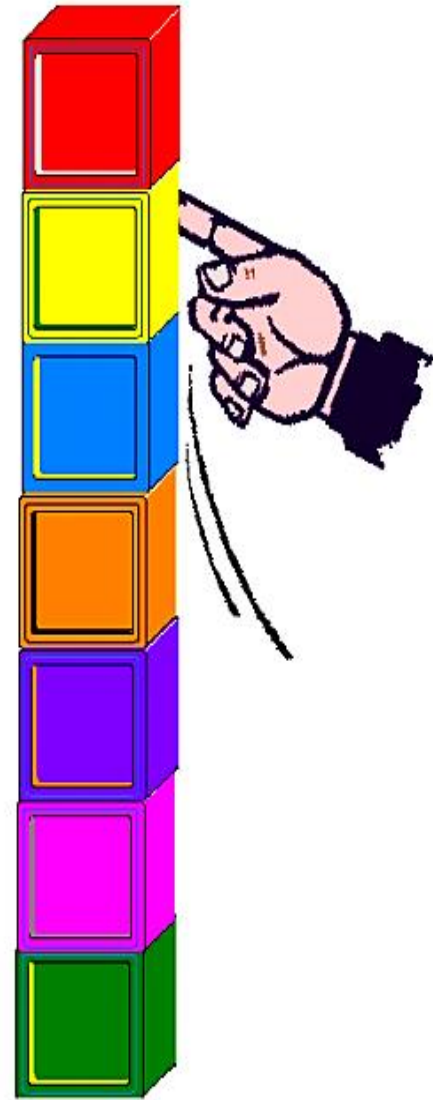




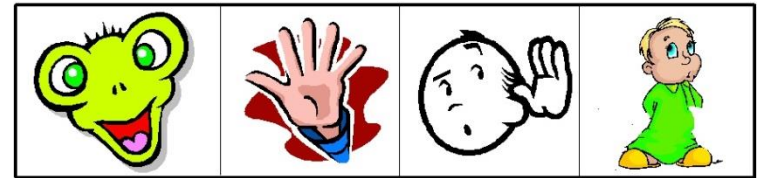
AGGRESSIVE OUTDOOR PLAY



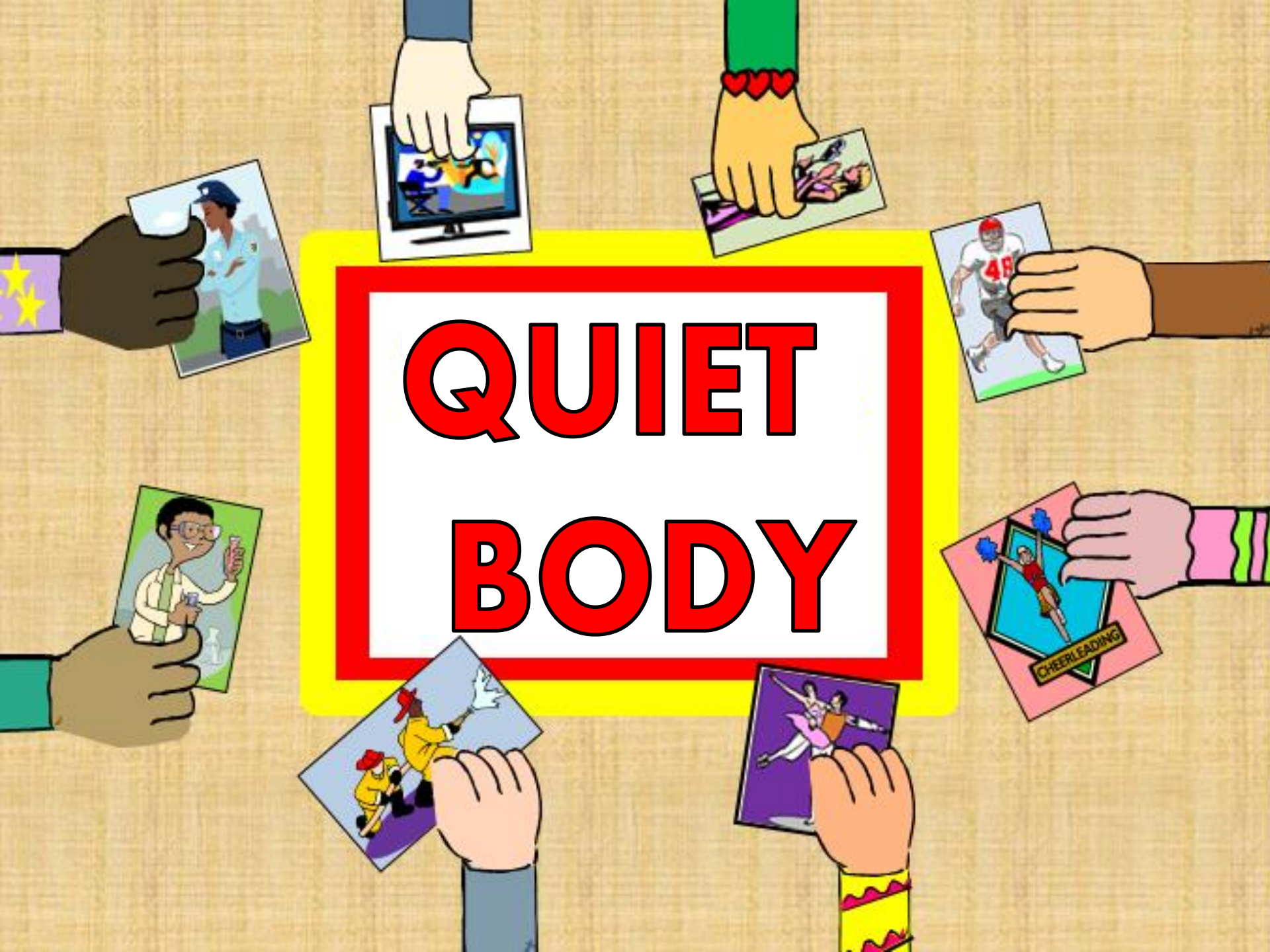
GENTLE HANDS



IMPULSE CONTROL



QUIET BODY



EMPATHY FOR PAIN



**Using Play to
Develop
Foundational
Understanding**

Integrated Learning

❖ Physical

❖ Mathematical

❖ Musical

❖ Scientific

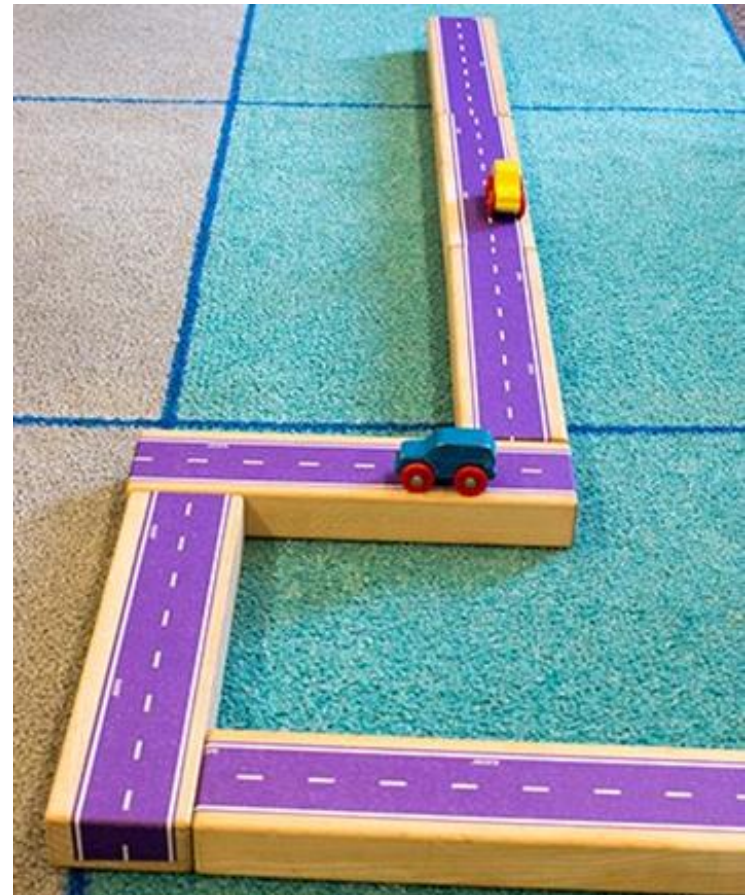
❖ Artistic

❖ Emotional

❖ Language

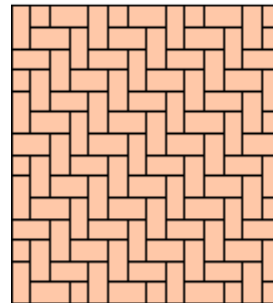
Physical

- Coordination
- Visual Perception
- Spatial Orientation
- Fine Motor

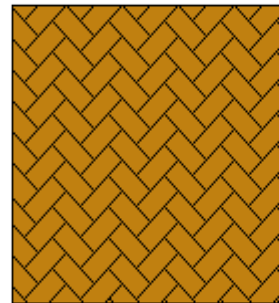


Mathematical

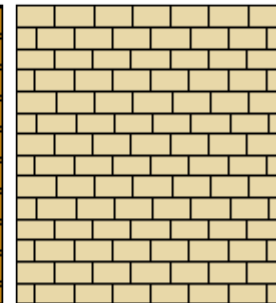
- Seriation of blocks
- Match/sort/classify
- Sequence & pattern
- Measure & weigh
- Equivalence



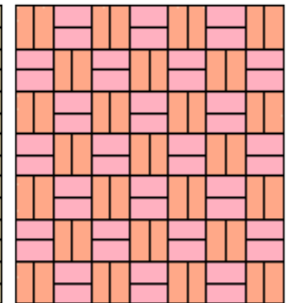
90 Herringbone



45 Herringbone



Stretcher Bond



Basketweave

Musical

- Instruments



- Build to music



Scientific

- Balance



Scientific

- Balance
- Color mixing



Scientific

- Balance
- Color mixing



- Inclined planes



Scientific

- Balance
- Color mixing
- Inclined planes
- Pendulum, etc.



Artistic

- Designing



- Aesthetics

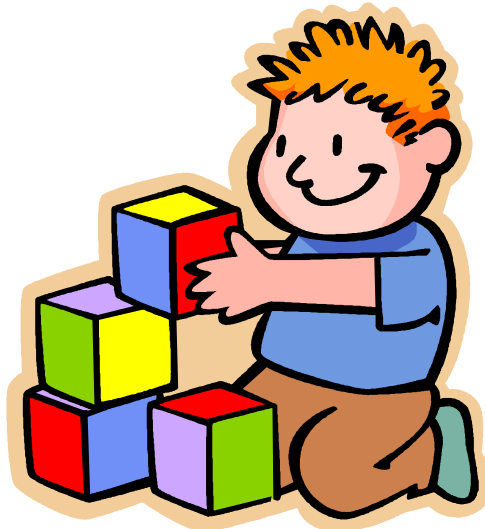
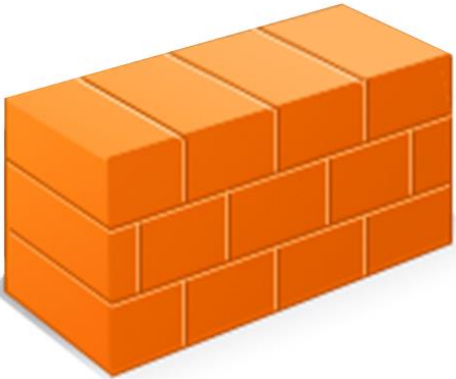
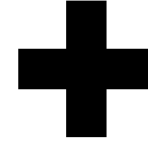
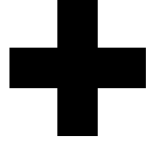


**Using Play to
Run
Intervention
Programs**

Removing Perseverations

1. Take the actions the child uses the most and develop into a functional play action
2. Think hard about what you can do to extend their current skills.

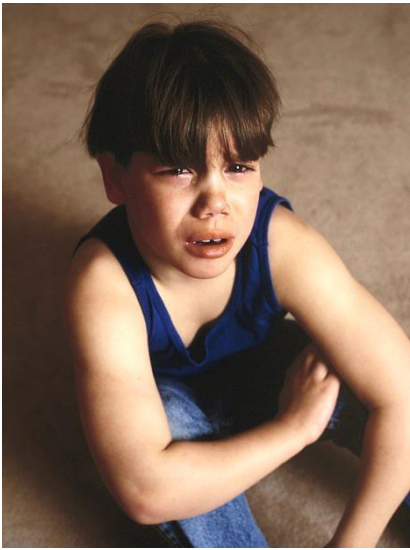




Establishing Eye Contact

1. Use parallel activities to create natural turn-taking situation
2. Make your turn “more sensory/appealing”
3. Prompt eye contact and eventually require...

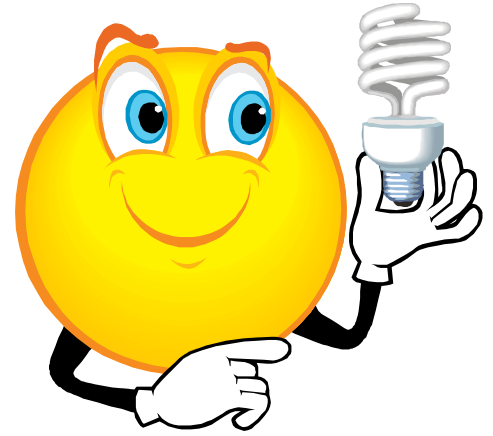




+



+



+

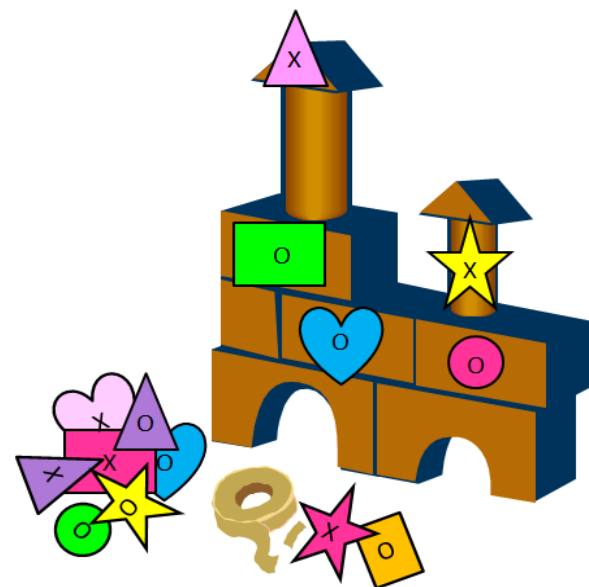
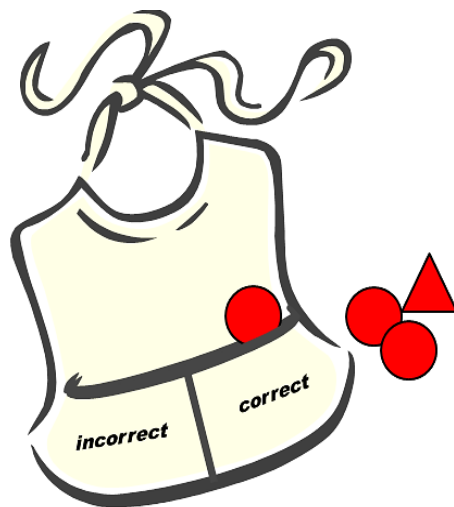
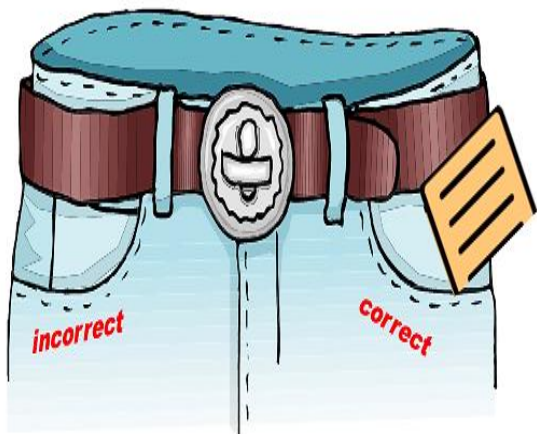
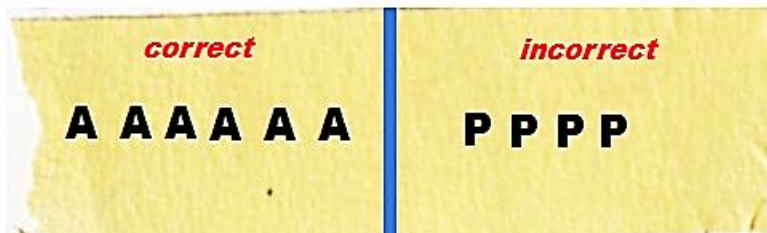


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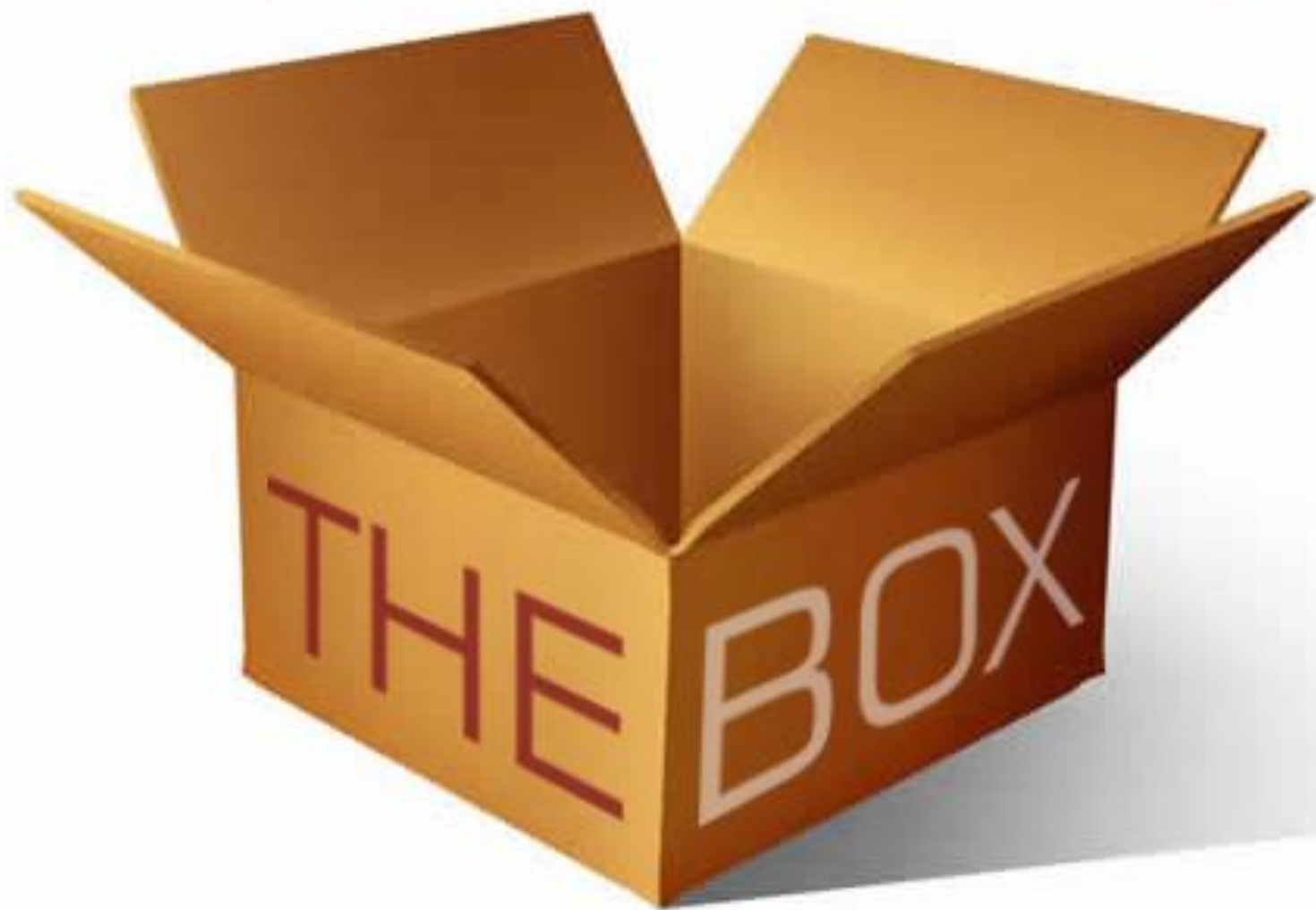


**Capture
Your
Hard Work!**

Easy Data Collection Methods

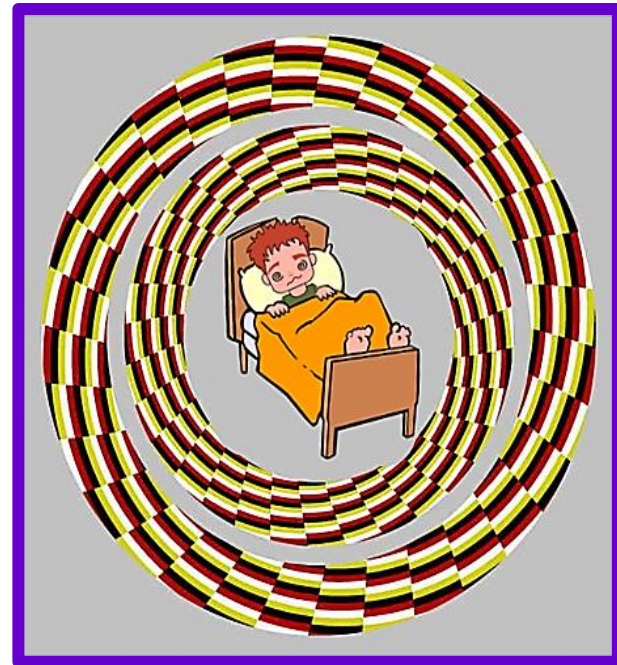
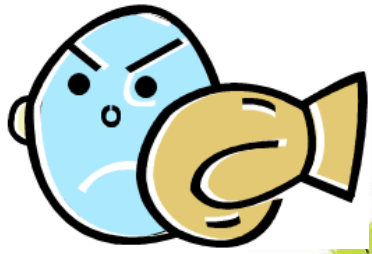


t h i n k i n g

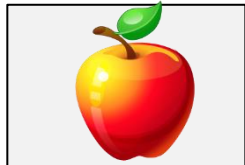
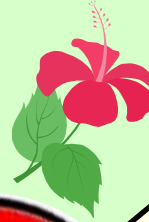


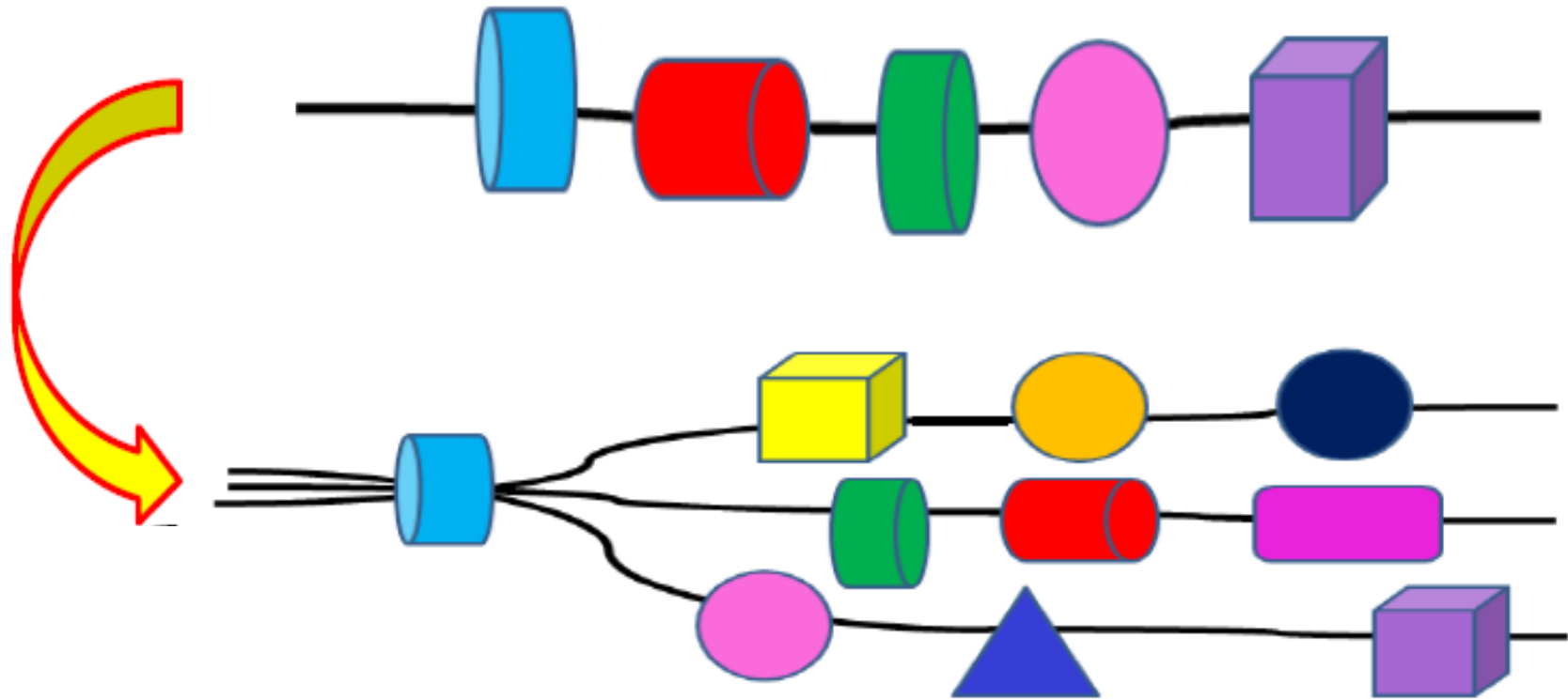
Additional Concepts to Consider

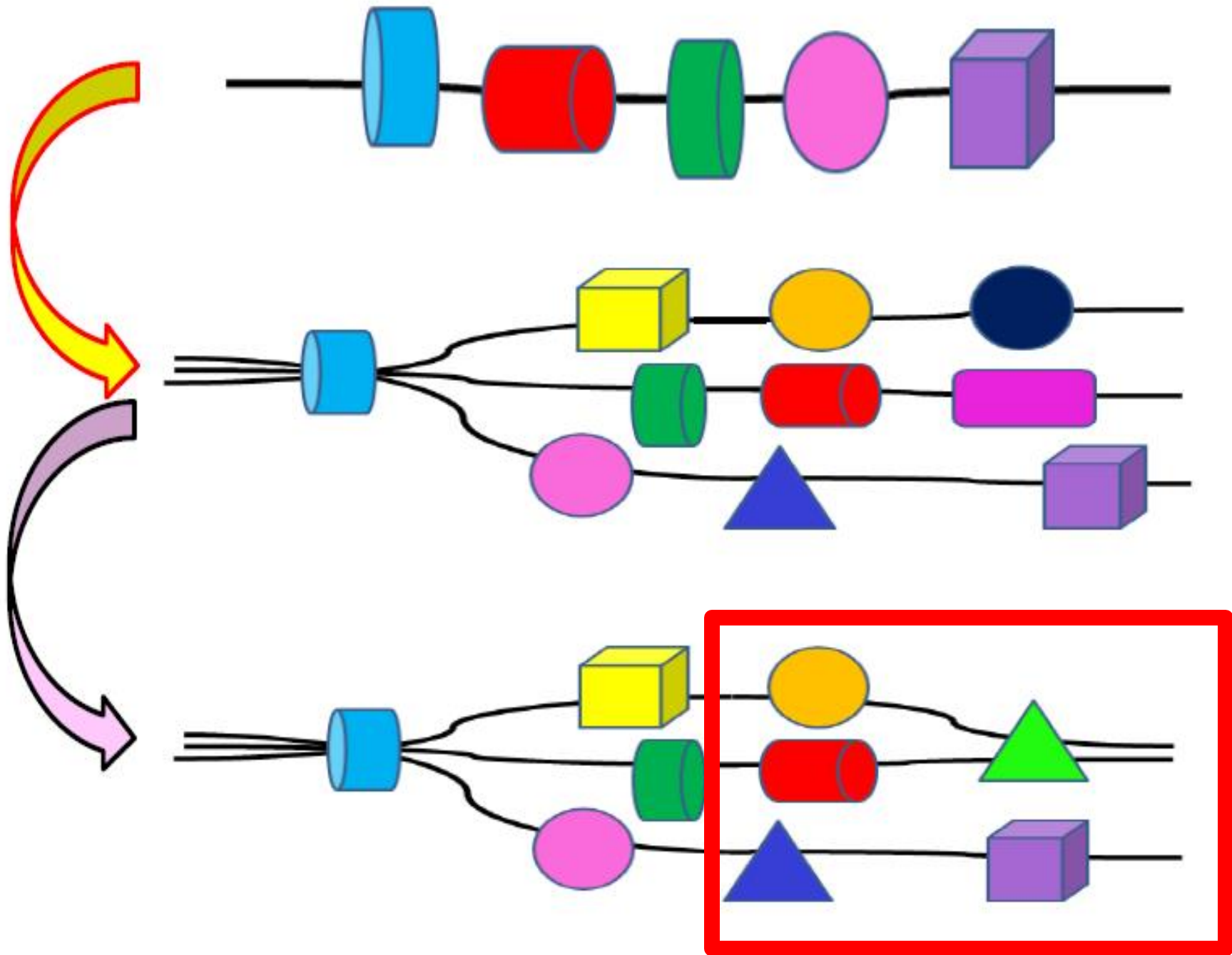




**How Far
CAN
You Go???**

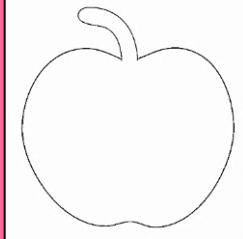




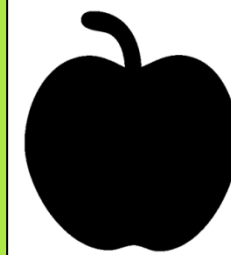


apple

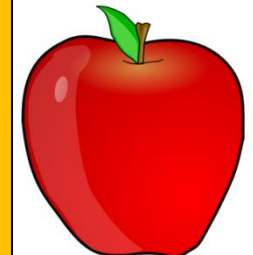
Symbol



Black/White



Silhouette



**Colored
Picture**



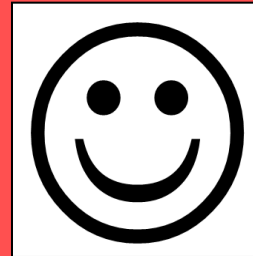
Photo



**Not-to-Scale
Imitations**

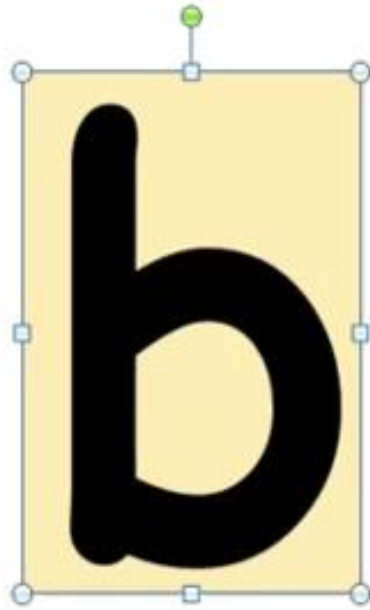


**Real-Size
Imitation**



**Concrete
Object**





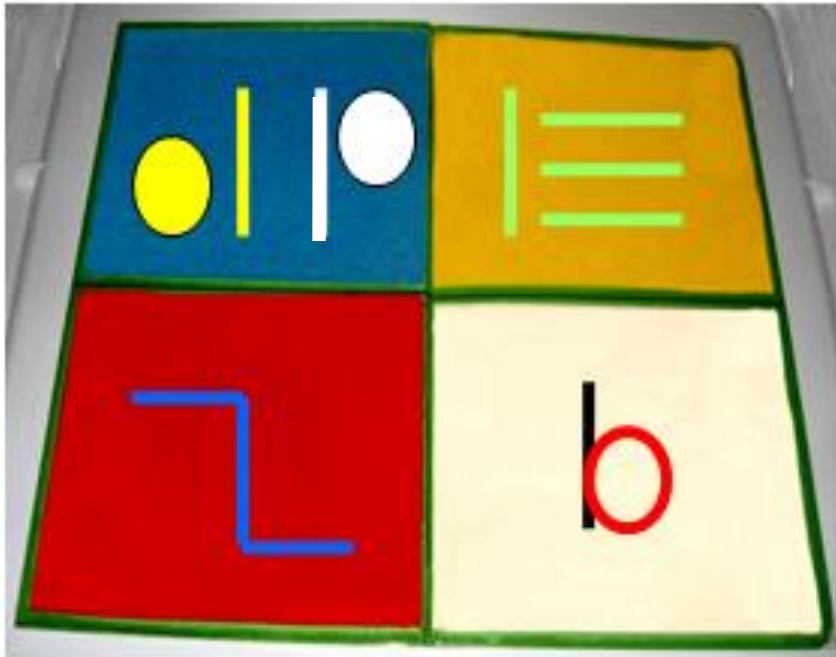
b, p,
d
and q



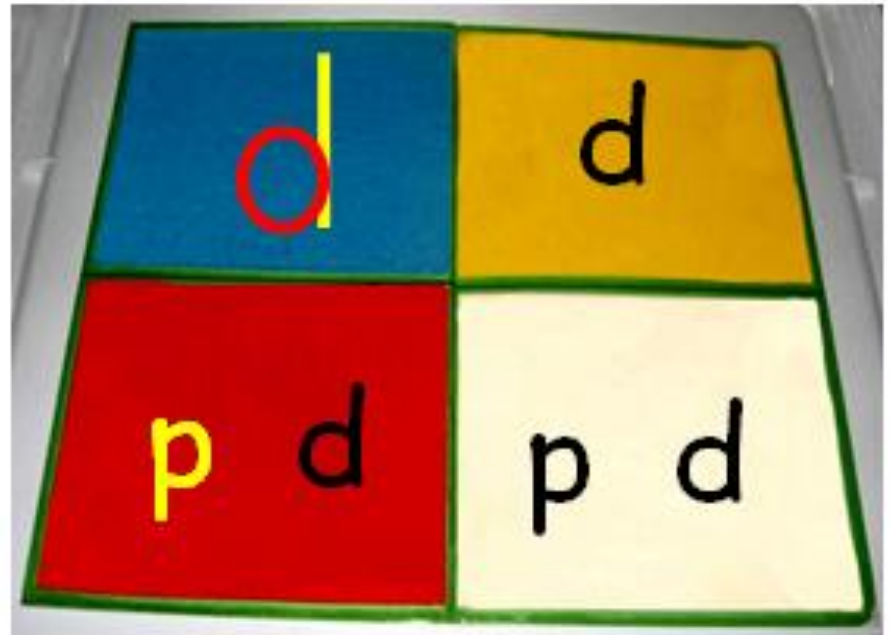
Miniature



Colored Picture

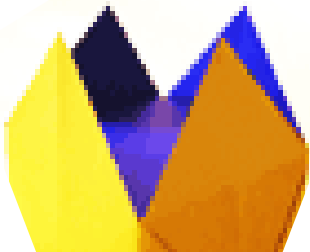
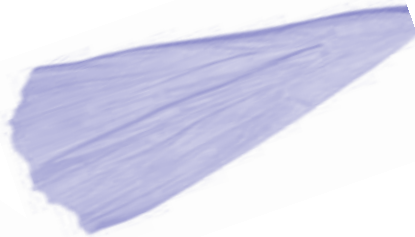


Silhouette

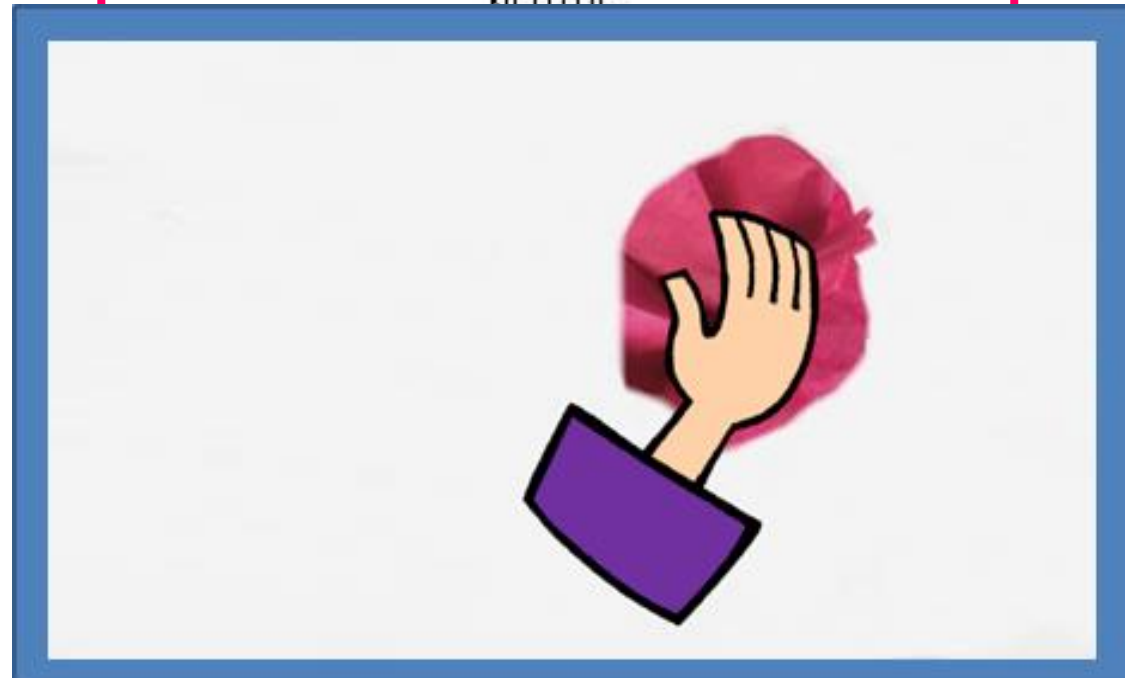


Symbol

Remember to Think Out-of-the-Box



NEUTRE





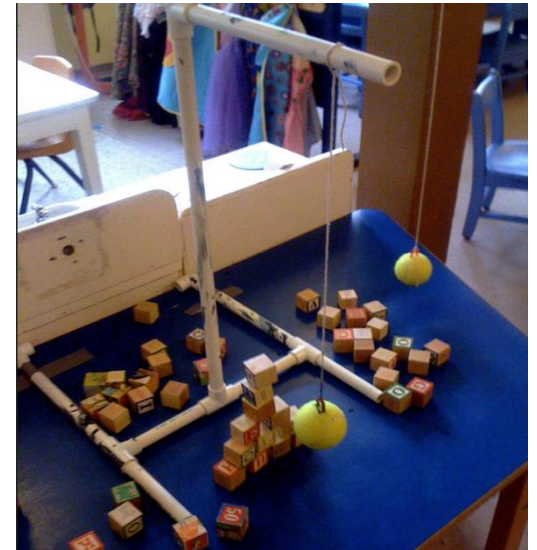
FORCE

Demonstrate how waves transfer energy

MAKING OBJECTS MOVE



Chain Reaction



**The
Lost
Methods**

Explore Lost Theories & Concepts



*“Play is the highest level
of child development...
It gives...joy, freedom,
contentment, inner
and outer rest, peace
with the world...”*

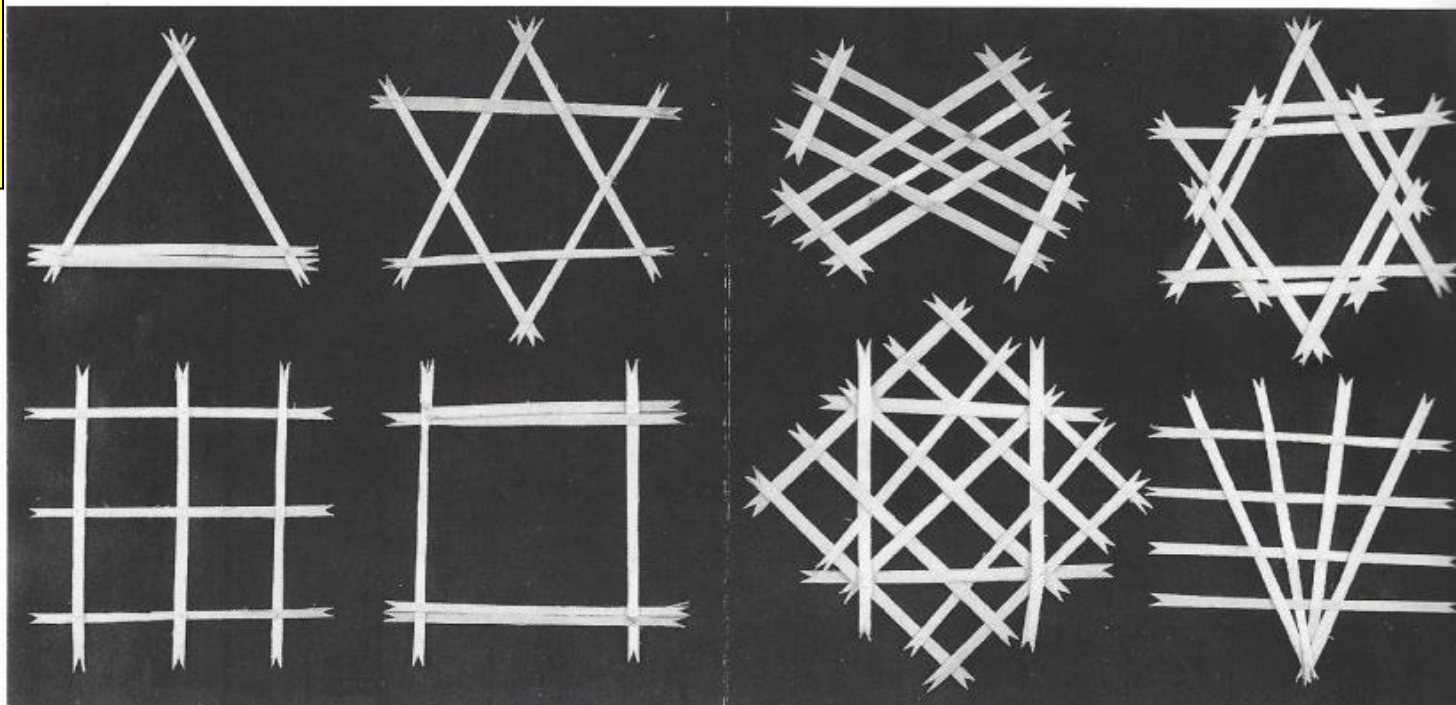
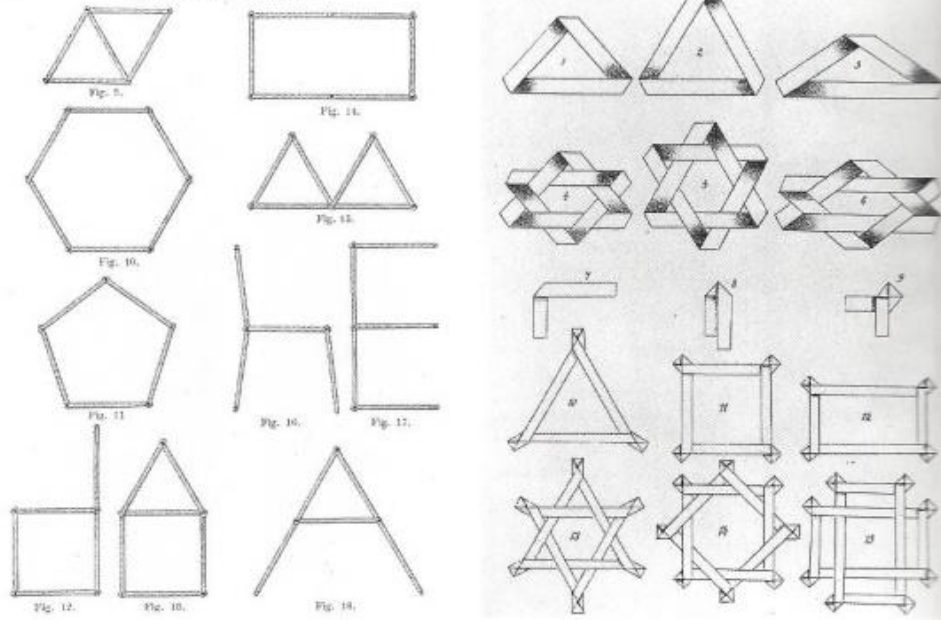
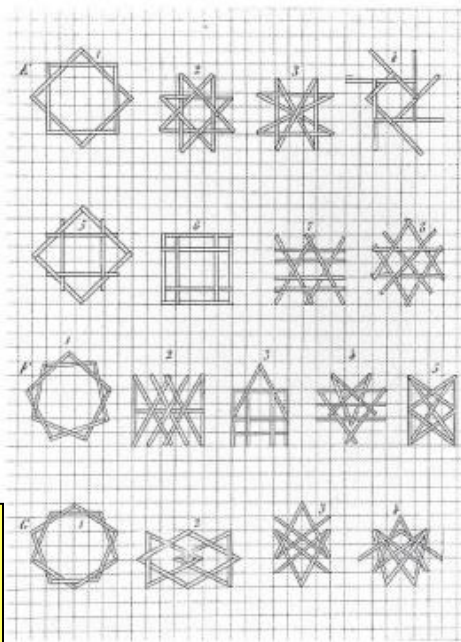
**Friedrich Froebel
(1782 – 1852)**





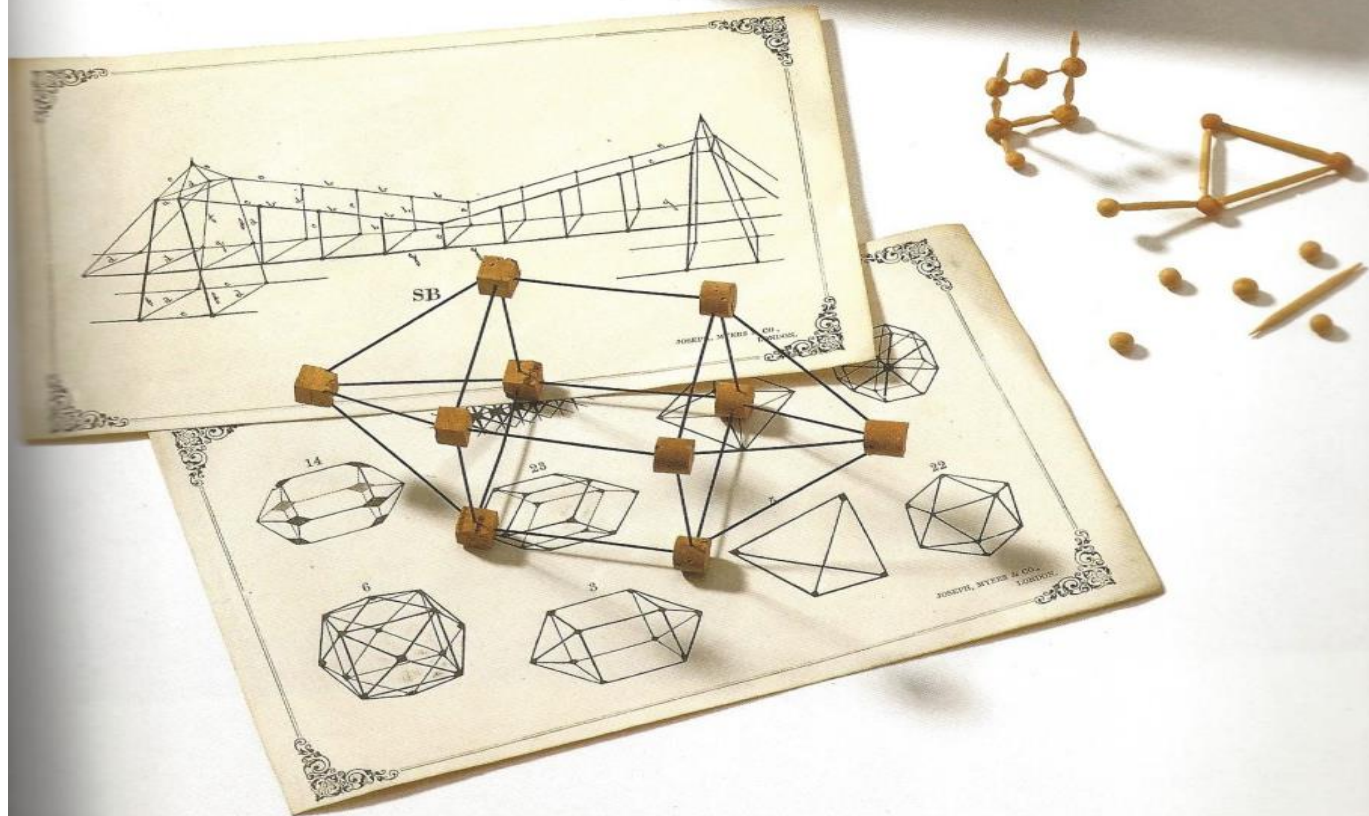
Shapes from crystals

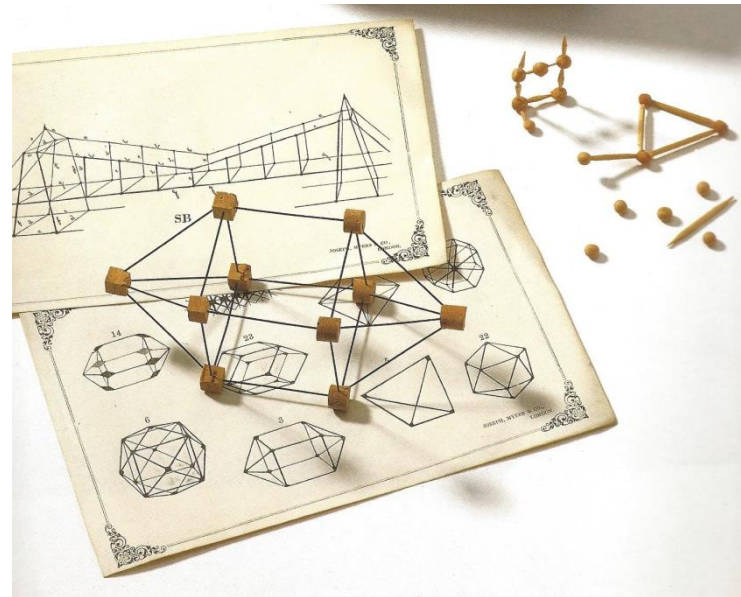
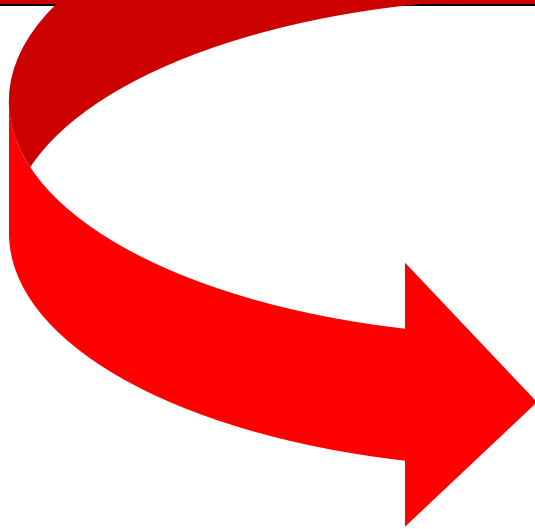
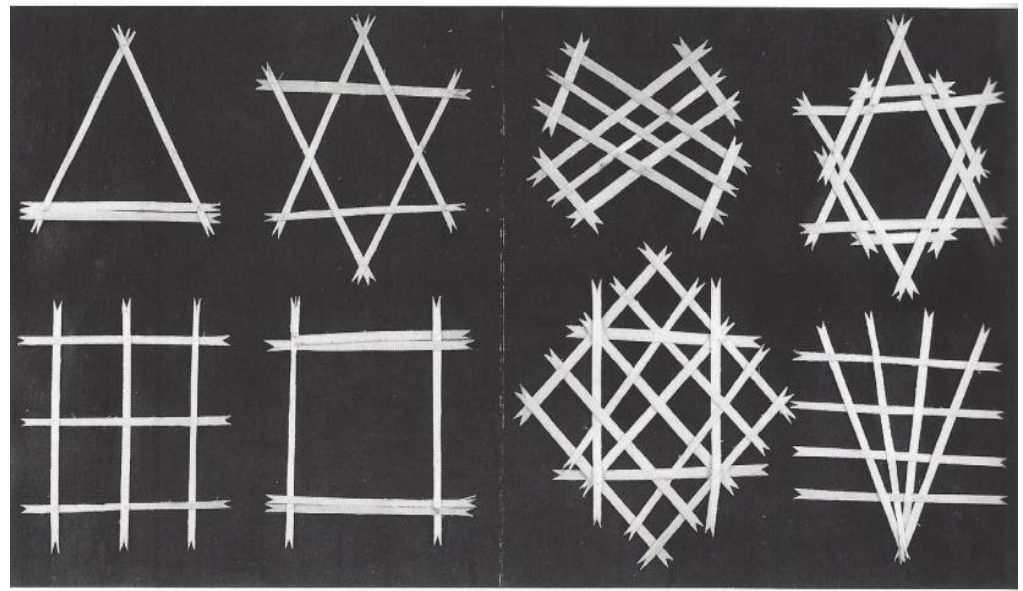
**Constructed
with
flat sticks
in 2-D form**





Eventually constructed in 3-D form

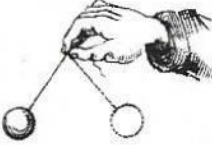


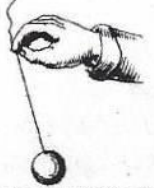


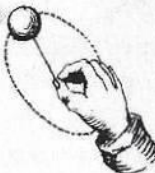
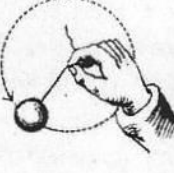




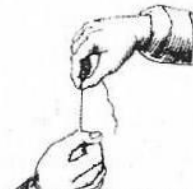








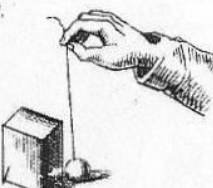
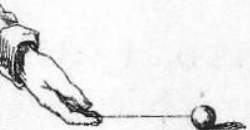
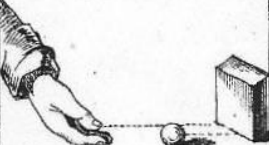
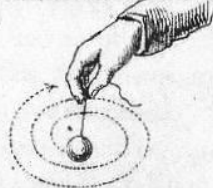
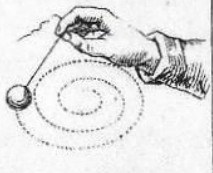
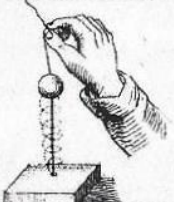
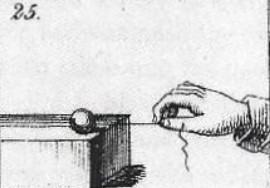

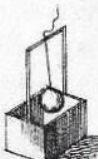

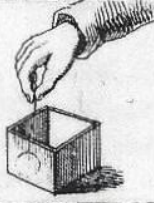
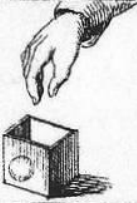
Explore Lost Theories & Concepts



Friedrich Froebel (1782 – 1852)

1. 	2. 	3. 
<i>There Here.</i>	<i>Here There</i>	<i>Over.</i>
4. 	5. 	6. 
<i>Tip tap tap.</i>	<i>Up, up, up.</i>	<i>Jump, jump, jump.</i>
7. 	8. 	9. 
<i>Turn round.</i>	<i>To the left.</i>	<i>To the right.</i>
10. 	11. 	12. 
<i>Lower.</i>	<i>Circle round.</i>	<i>Always quicker</i>
13. 	14. 	15. 
<i>Now he's gone.</i>	<i>There he is.</i>	<i>I catch him.</i>



17. 	18. 	19. 
<i>Back again.</i>	<i>Wind up.</i>	<i>Wind down.</i>
20. 	21. 	22. 
<i>Jump over.</i>	<i>Roll on.</i>	<i>Roll back.</i>
23. 	24. 	25. 
<i>Always smaller.</i>	<i>Always larger.</i>	<i>Higher</i>
26. 	27. 	28. 
<i>Draw, draw, draw.</i>	<i>There he falls.</i>	<i>Ding dong.</i>
29. 	30. 	
<i>I keep him.</i>	<i>He sinks deep.</i>	<i>Look for it.</i>

Inventing
KINDERGARTEN



*Norman
Brosterman*

The Missing Skill

THE SOUND OF SILENCE

Helping students
develop
thinking skills,
self-reflection,
and internal
behavioral control

By Maria Sargent

THE MODERN “NOISY” WORLD!

Learning to Tolerate “Silence”



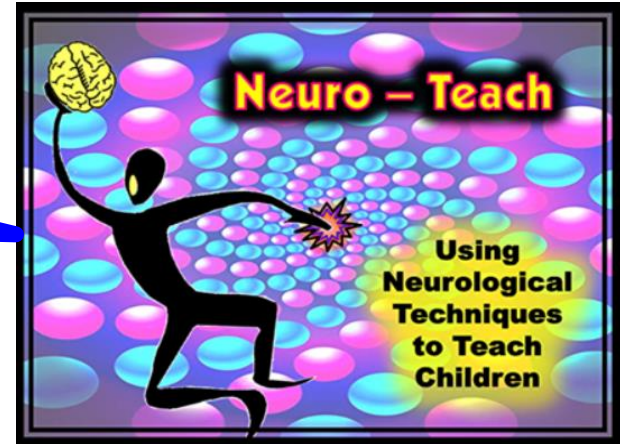
Body-Cued Silent Thinking





More???

Website



Free materials and resources for teachers and families!

PROCESSING

- Auditory Processing
- Visual Processing
- Dysgraphia (Writing)
- Dyscalculia (Math)
- Sensory Integration

[Read More](#)

TEACHING

- Sequences
- Play & Interventions
- Literacy Support
- Co-operative Groups
- Motivation & Goals

[Read More](#)

THE ARTS

- Academics
- Processing
- Social Skills
- Behavior
- Goal Setting

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BEHAVIOR

- Impulse Control
- Behavior Support
- Gang-Proofing
- Intervention Plans
- Aggressive Play

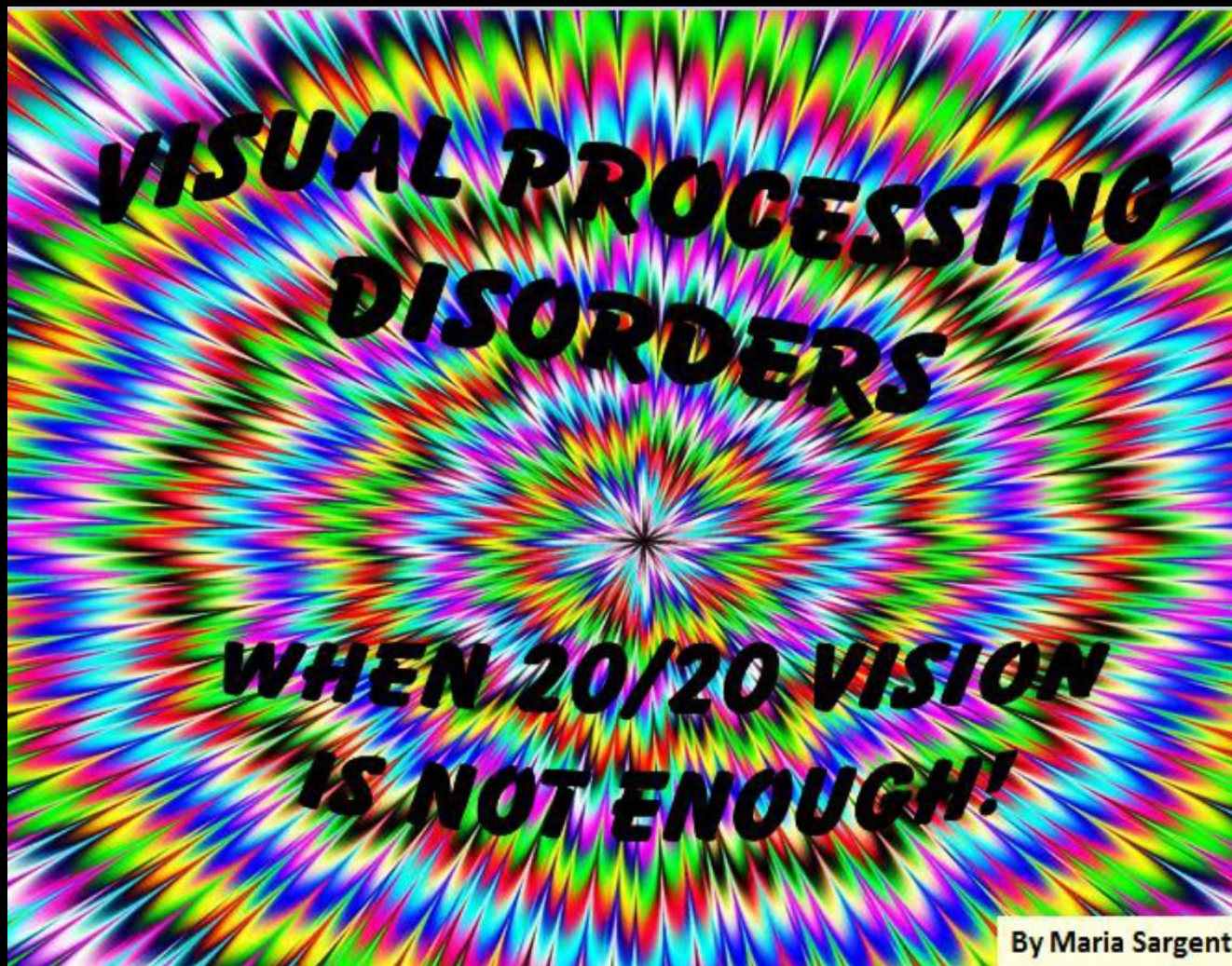
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FAMILIES

- Teaching Skills
- Teaching Behaviors
- Family Support
- Developing Values
- Academic Struggles

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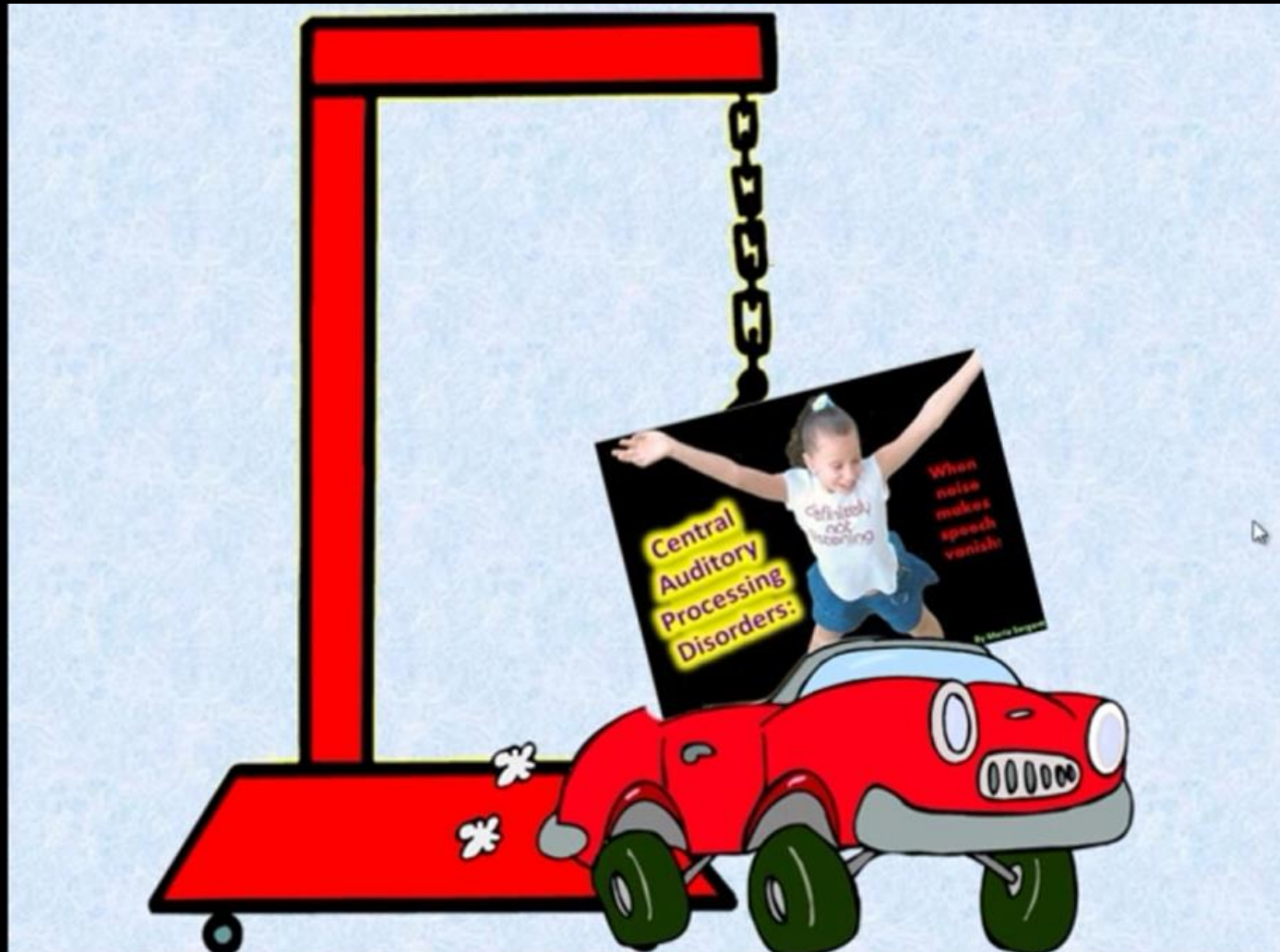


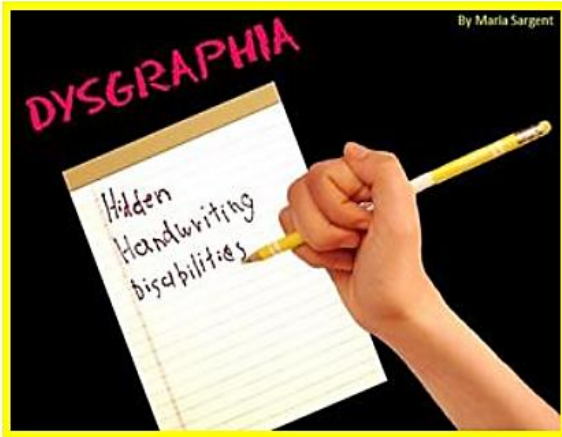
**VISUAL PROCESSING
DISORDERS**

**WHEN 20/20 VISION
IS NOT ENOUGH!**

By Maria Sargent

10-15 Minute Videos





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[Video- General Info.](#)

[Video- Interventions](#)



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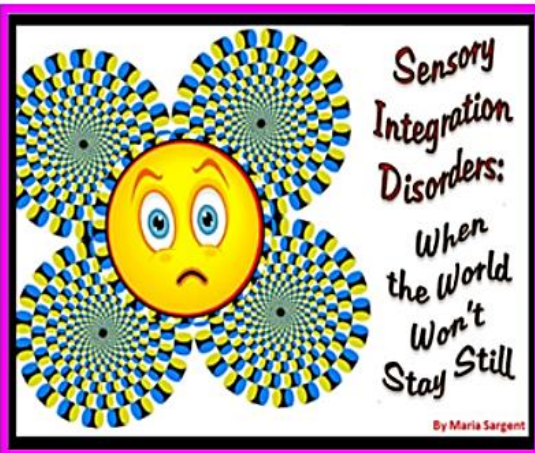
[Video- Part 1](#)

[Video- Part 2](#)



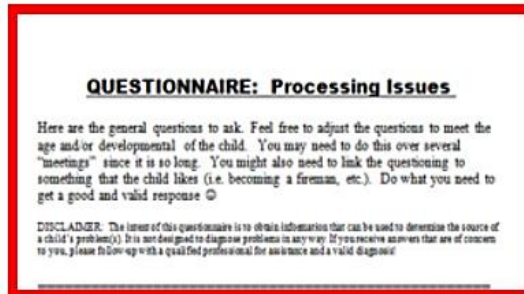
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PROCESSING

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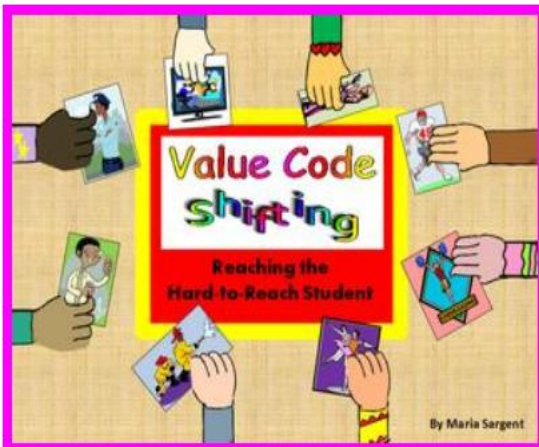


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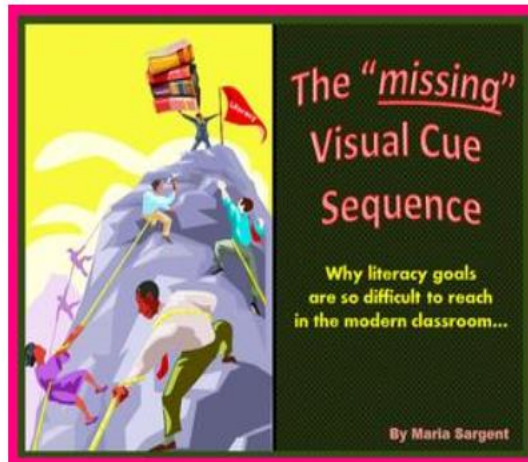


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COMING SOON!

BEHAVIOR

- Impulse Control
- Behavior Support
- Gang-Proofing
- Intervention Plans
- Aggressive Play



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Video

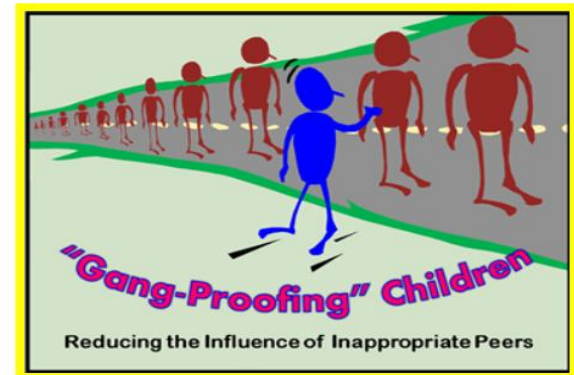


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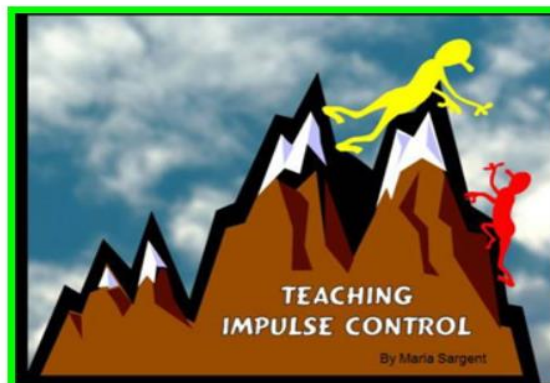


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Video- General Info.

Video- Data

Video- Reinforcement



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Video




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FAMILIES

- Teaching Skills
- Teaching Behaviors
- Family Support
- Developing Values
- Academic Struggles

SURVIVING PARENTHOOD



*Simple Solutions
for Typical
Behavior
Problems*

By Maria Sargent

WITH A FIRM BUT LOVING HAND



Being the "Adult" in the Adult-Child Relationship...

By Maria S.

THE "CHALLENGING" CHILD



*Assisting both
your child
and your family
in difficult
situations...*

By Maria Sargent

GUIDING EMERGING ADULTS



*Helping your
teenager navigate
today's world*

By Maria Sargent

Neuro-Break



180

**Brain Activities
for the Classroom**

By Maria Sargent and Kara Stewart

Opposite Lines



Draw a picture
that has two
sides just
the same.
When you
draw, do
have your
hands in
opposite
directions.

Happy, Happy, Happy



Close your
eyes and
remember
something
very
happy.
Try to
think
through
it.
You
will
be
happy
again.

Hand Alphabet (A-C)



Learning to sign the alphabet is a
wonderful thing. Let's start at the beginning.

Owl Eyes

Sit with your head
completely still and
move your eyes
the way
and the
way.
Stop
eye
How
could



Finger Touch

Touch your fingers
to your thumb
and then repeat
with the
other fingers.
Go as fast
as you can...
Now, try
your other hand.



"Leader of the Band" March



Lift one leg
high in air
while
holding out arms.
Switch to
the other
leg smoothly.

Penny Balance

Balance a penny
on one finger
and then
transfer it to
another
finger-10



Hand Shadows (easy)



These new shadow are a bit harder.
Can you do them?

Hooray Dance



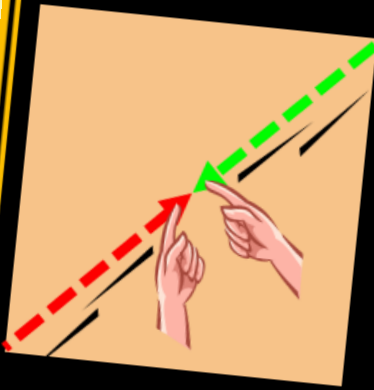
Alternate moving
with right arm and
right leg and then
your left arm and
your left leg.
Reverse!

Monkey Dance



Work with a partner
First you do
one dance
then your partner
repeats you
adds one
Then
by
and
How

Direction Challenge



Using your fingers
desk
opposite
in the
Try vertical
and diagonal
Try changing
Which
were easier
which hardest

Circle-Pass



Tear yourself a circle
from some scrap paper
(about the size of
a half-dollar).
Can you hold it
between your two
index fingers and pass
it all the way down
to your pinky?
Can you come back?

Play Intervention:

*Developing advanced play skills
and using play to achieve
behavioral goals*



91 pages

Whole Play



Generalize	
Name	
Find	Child finds a color when it is requested (auditory cue)
Visual Match	Child matches when shown a similar color (visual cue)
Physical Match	Child matches unconsciously during play (physical cue)

Logical D



Generalize	Child names color when asked (cognitive cue)
Name	Child finds a color when it is requested (auditory cue)
Find	Child matches when shown a similar color (visual cue)
Visual Match	Child matches unconsciously during play (physical cue)
Physical Match	

True Jig



Generalize	Child can understand shades, light/dark, etc (cognitive cue)
Name	Child names color when asked (cognitive cue)
Find	Child finds a color when it is requested (auditory cue)
Visual Match	Child matches when shown a similar color (visual cue)
Physical Match	

Using Sequences to Teach Rote Skills (Examples: Handw

Before we move into targeting skills in a more formal manner in daily activities, this time for the older child. That can often be used to teach lessons on rote tasks that appear to be far removed from play. This might inspire some creative applications for this age group.

MATHEFACTS

When children add simple math facts to a coloring sheet and create a coloring key, they will repeatedly say the math facts to themselves.

When they exchange and work each other's sheets, they will get even more practice.

Color Key:
 1 = blue 4 = black
 2 = green 5 = white
 3 = orange 6 = your choice!



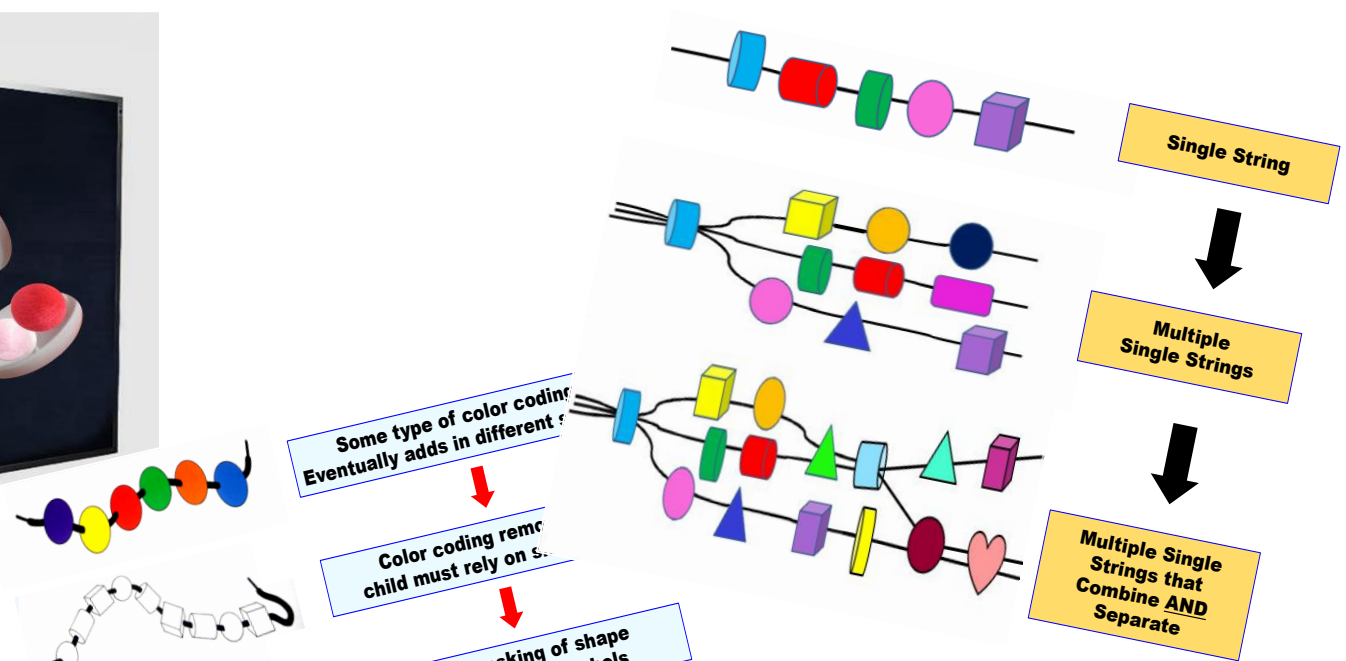
Removing Perseverations

A similar turn-taking process can be used to slowly transform a non-play action into a true functional play schema. This technique can be especially useful when working with children who tend to flap, throw or spin toys rather than playing with them. Like the earlier approach used to establish eye contact, the key to success will be your ability to pick a set of objects that will interact well with the child's current action. Some I have used in the past include:

Action	Functional Play Manipulation Targeted	Play Then Possible
Throwing	Placing objects down with control	Stacking, pressing, pushing
Spinning	Turning objects then stopping the action	Winding, turning, stopping a spin
Flapping	Bringing object/finger down to press for a purpose	Fanning, pushing, button press

Then, the rest depends on your creativity! Since this is so dependent on the situation, behavior, toy preference, age of the child, etc. I will provide an example in hopes it will give you enough insight into the process to proceed on your own. If stuck, though, just contact me, and we will brainstorm together!

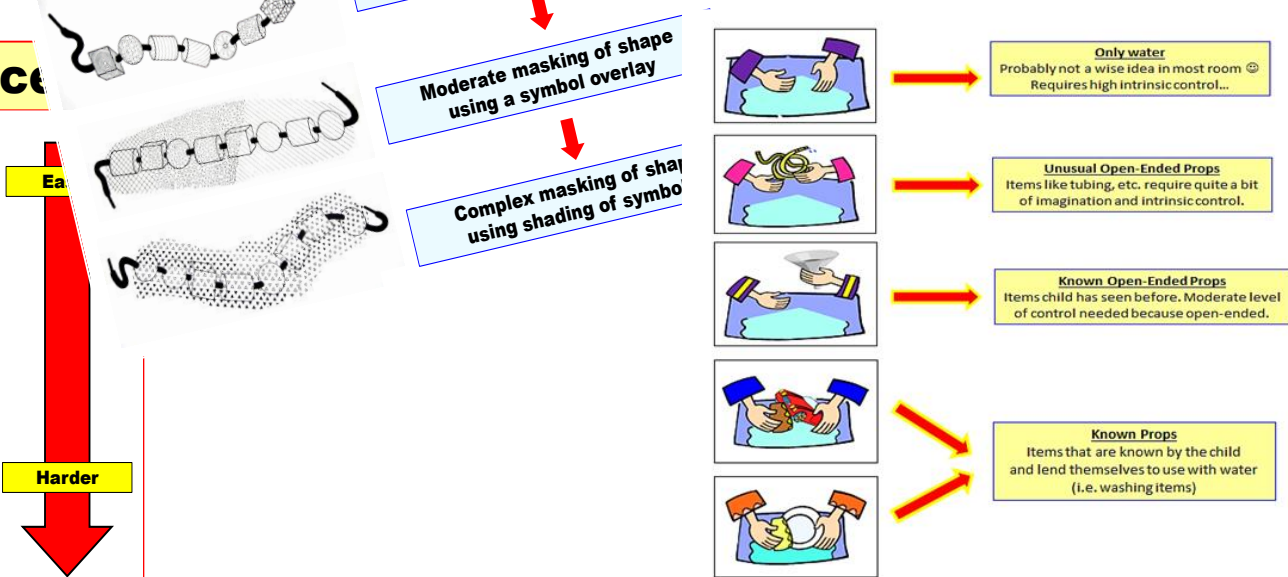
For this example, I will focus on a child that is throwing toys. This infantile action can be seen as part of the normal play sequence in very young children. What adult hasn't wearied of the old "throw the toy out of the playpen or off the highchair tray" game? 😊 The problem emerges when the child gets stuck at that level and cannot figure out what else to do with the toy. This usually leaves them with the option of either mouthing or throwing the object, neither age appropriate for most preschoolers.

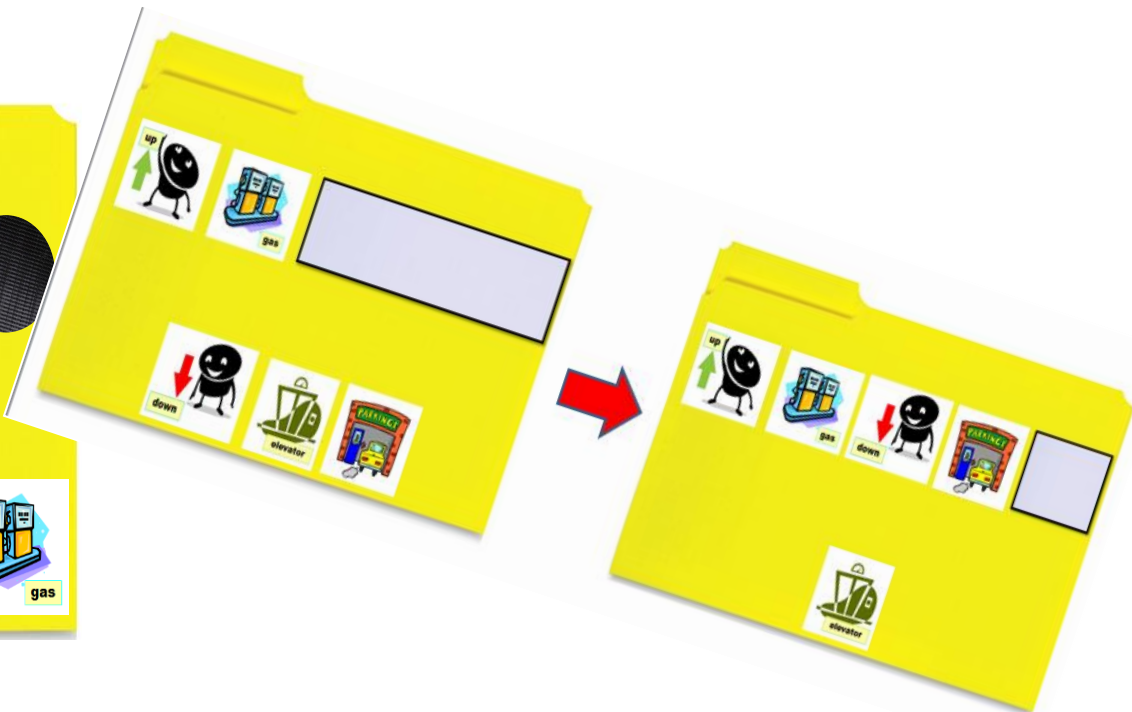


Cutting Sequence

- One-Snip Cutting
- Linked Snips
- Straight Line
- Square Corner (Adjusted)
- Square Corner (Smooth)
- Curve (Adjusted)
- Curve (Smooth)
- Circle
- Reversal
- Complex Shapes

Harder





Managing Weak Play in Open-Ended Areas



As I just mentioned, many of our children lack the ability to play well. They may play "long", but the depth of their play is limited, and their ability to generate ideas for play scenarios over-reliant on pre-existing visual cues (i.e. cartoons, movies, video games, etc.).

This has a direct application to a child's ability to manage open-ended materials that do not readily suggest a usage or play theme. These open-ended areas (i.e. blocks, water, and sand) require quite a bit of creativity, and because the children are unable to generate ideas on how to use the materials on their own, they tend to become rather aggressive with those toys. This is why these classroom areas can be so challenging to control!

Even the best behaved child can struggle with behavior when using open-ended toys like puppets or water, so if this is a problem in your room, rather than just close those play areas or ban those toys, just adjust them a bit. Our goal is to scaffold the play environment so the children do not have to operate totally on their own. It is rather easy to do once the concept is explained, and many of us already use some of this already through teaching intuition.

Since this concept quickly moves into techniques for aggressive play, there is a full booklet created on this topic at www.Neuro-Teach.com titled, *Reducing Aggressive Play*. It discusses "fluid" toys and shows how to scaffold their use for different play skill levels.

Meanwhile, here is an example of how just such scaffolding might be created for water play:



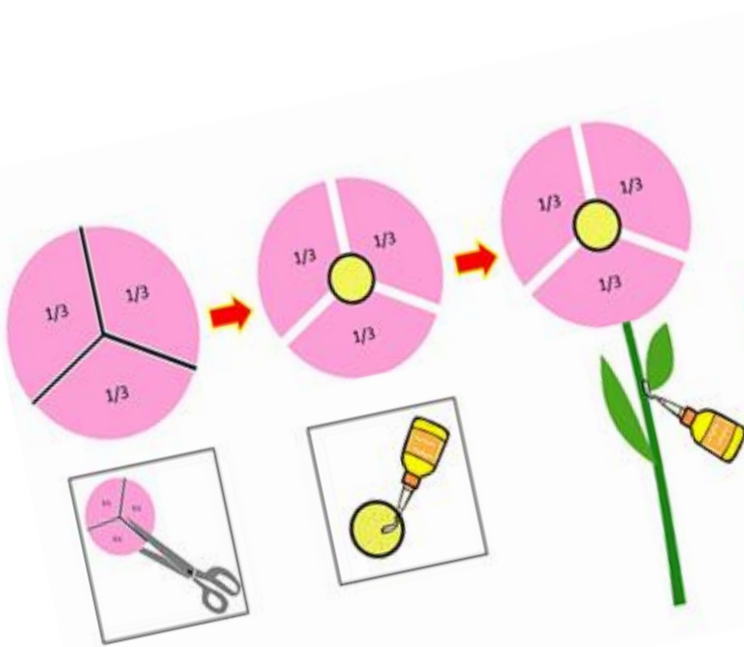
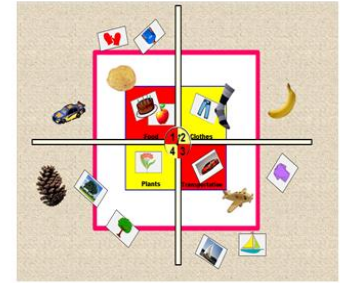
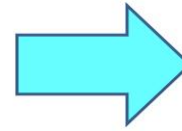
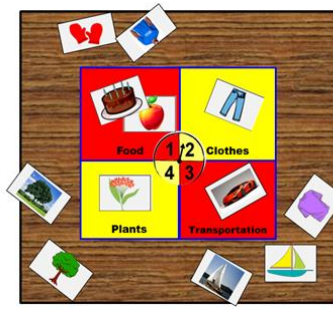
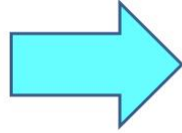
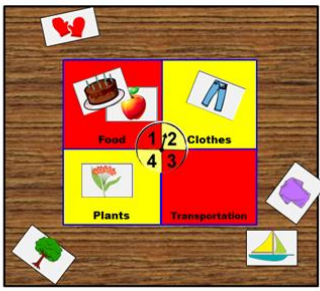
Teaching Eye Contact

The key to many play-based interventions for children with intensive needs is the use of turn-taking interactions. This takes on a new twist, though, when the goal of the intervention is establishing the interaction itself! It is just this problem that we will tackle in this section.

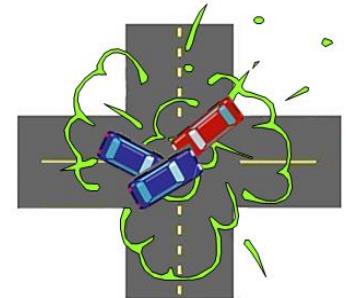
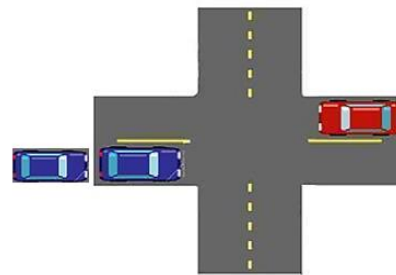
When working with children who refuse to make eye contact, the first step is to choose a toy that is strongly reinforcing for the child. The toy must be something that can draw the child's attention from a short distance (i.e. plays music, has flashing lights, moves, etc.). You then must figure out a way to make your turn with the toy more interesting and reinforcing so the child will pay attention. This varies so much that I will just give you a few examples of things I have used in the past:

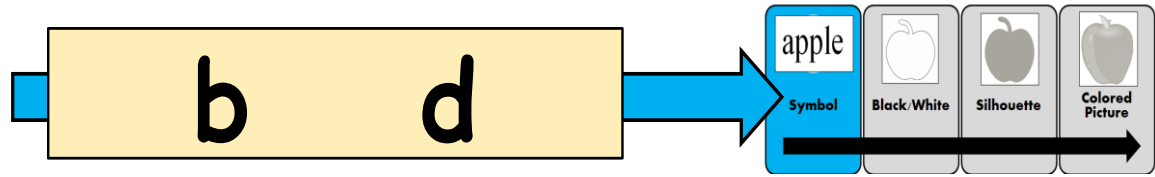
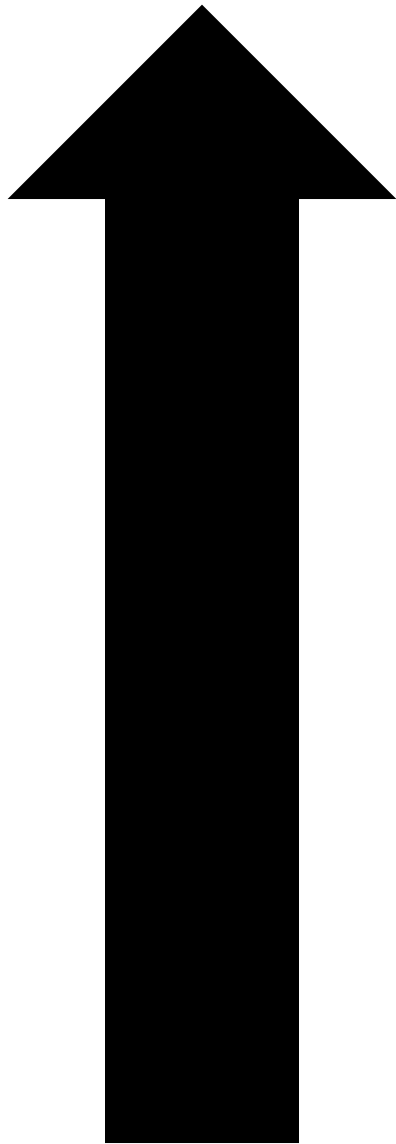
<u>Child Likes</u>	<u>Toy Chosen</u>	<u>Child's Version of Toy</u>	<u>My Version</u>
Music	Xylophone	Stuffed with paper to mute sound	Normal so sound is loud
Trucks	Remote Control	Wheels bent or surface controlled so it doesn't travel far or well	Operates normally and rolls far
Water Play	Pat Mat	Normal with floating sponge shapes	Glitter added and penlight turned on underneath



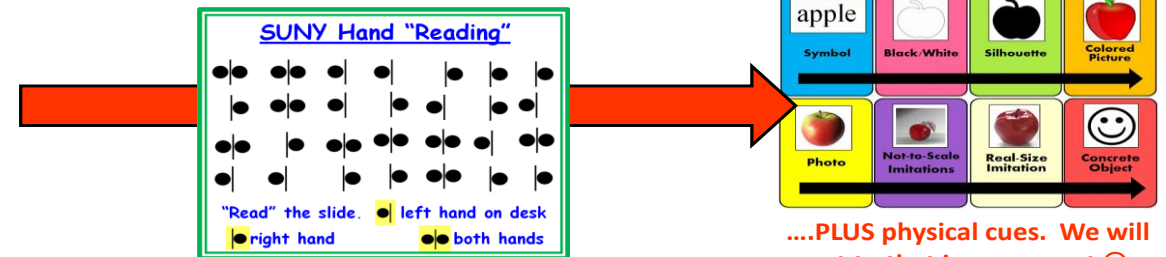
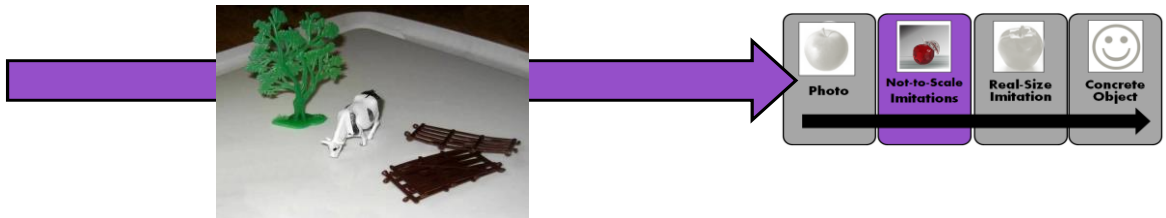


$$2 + 1 = 3$$

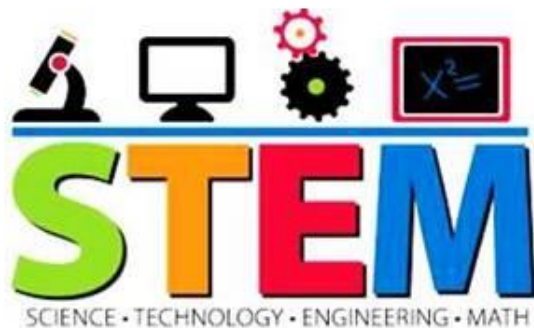




...combination of levels



....PLUS physical cues. We will get to that in a moment 😊

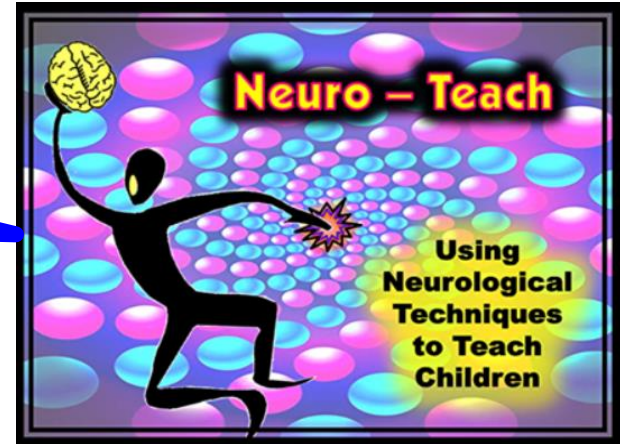


The Difference Between Creating Activities and Creating MEANING



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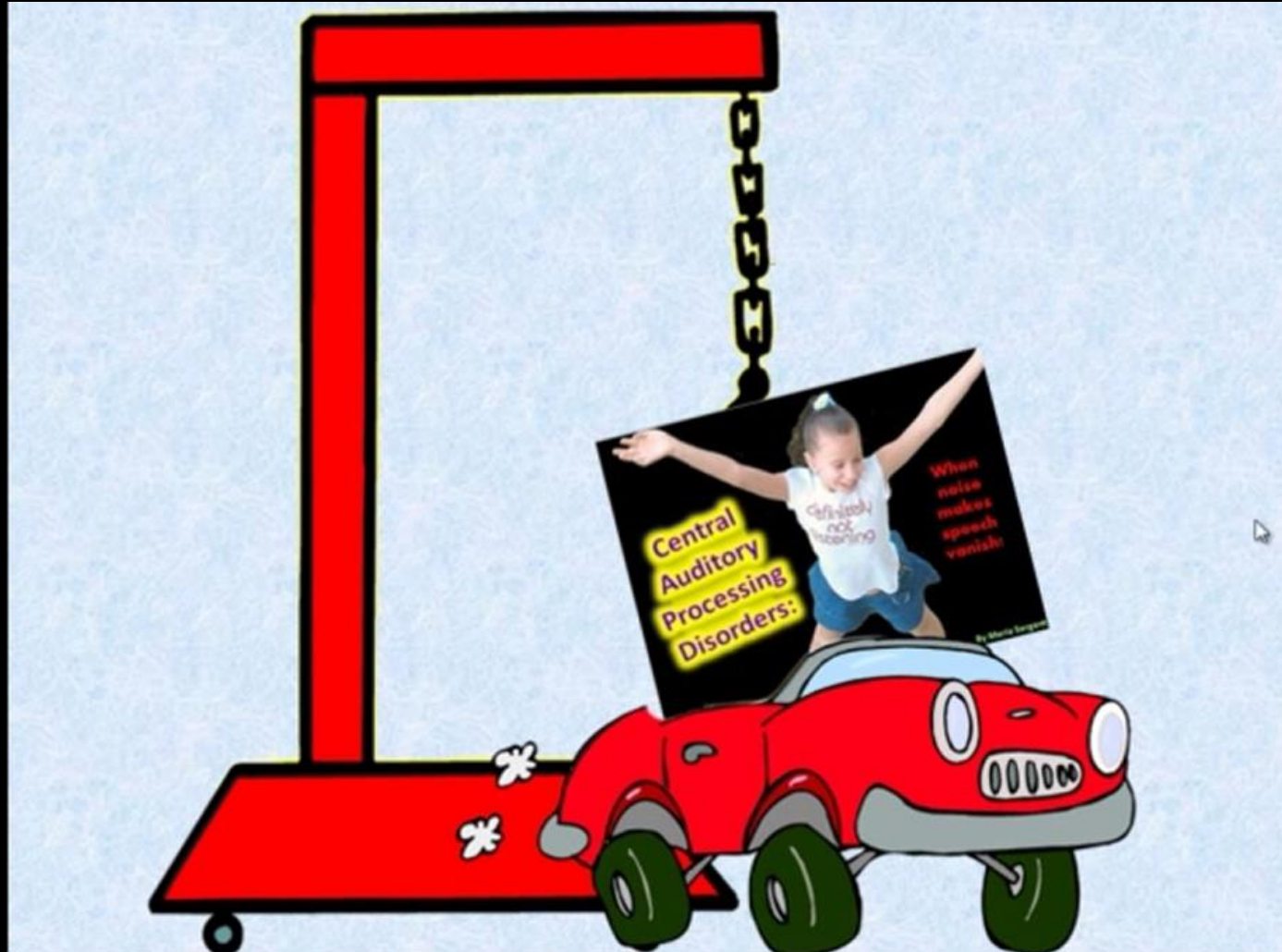


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sargefam@aol.com or//

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