

# Group Play and Socialization: Parallel Play

Student will learn to play adjacent to a playmate, and with similar toys, although interaction is not necessary.

## Suggested Materials

- ★ LB6 Language Builder: Blocks
- ★ LB7 Language Builder: 3D-2D Matching Kit: Foods
- ★ LB8 Language Builder: 3D-2D Matching Kit: Animals
- ★ LB9 Language Builder: 3D-2D Matching Kit: Everyday Objects
- ★ LB10 Language Builder: 3D-2D Matching Kit: Vehicles



Student:

Projected activities for: \_\_\_/\_\_\_/\_\_\_ to \_\_\_/\_\_\_/\_\_\_

Monday	Tuesday	Wednesday	Thursday	Friday

## IEP Goals

1. Given a set of play objects that are identical to an instructor's set of objects, [Student] will utilize the objects to engage in parallel play of a similar nature to the instructor's play, using the objects in an appropriate for up to 30 seconds, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
2. Given a set of play objects that are similar to an instructor's set of objects, [Student] will utilize the objects to engage in parallel play of a similar nature to the instructor's play, using the objects in an appropriate for up to 5 minutes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].
3. Given a set of play objects that are similar to those of 1 peer who is about 2 feet away, [Student] will utilize the objects to engage in parallel play of a similar nature to the peer's play, using the objects in an appropriate for up to 5 minutes, in 4 out of 5 trials, with [no more than ## & type, or zero] prompts, as measured by recorded data, over [#] consecutive data days by [date or timeframe].

## Notes

# Group Play and Socialization: Parallel Play

124 of 202

## Lesson Focus

Student will learn to play adjacent to a playmate, and with similar toys, although interaction is not necessary.

## Lesson Format

The primary lesson is designed first for 1:1 instruction with a teacher or therapist, transitioning to include peers in the classroom play area or recess setting.

## Location

This lesson is intended as an indoor, classroom activity transitioning to the classroom play area or recess setting.

## Preparation

Pull a selection of 3D items from any of the LB7-10 Language Builder: 3D-2D Matching Kits, LB6 Language Builder: Blocks, or other play objects from around the room. It may be helpful to have identical objects available if the student and playmate are interested in imitating each other's play actions.

## Procedures

### Phase I: Parallel Play with an Adult or Instructor

1. Provide the student a selection of toys that are similar or identical to a set of toys in front of you.
2. Sit in a chair at the table facing the student.
3. Make sure you have the student's attention.
4. Give the instruction: "Let's play."
5. You begin to play with the toy/item.
6. Prompt if necessary.
7. Wait for the student to respond, and see if they mimic you.
8. Reinforce the student as appropriate.

### Phase II: Parallel Play with a Peer

1. Have the student sit on the floor adjacent to a peer.
2. Provide the student with a selection of toys that are similar or identical to a set of toys given to a peer.
3. Give an instruction such as: "Time to play."
4. If necessary, prompt the student to begin playing with their toys in a similar fashion to the peer.
5. Wait for the student to play with the toys.
6. Reinforce the student as appropriate.

## Prerequisites

The prerequisites for *Parallel Play* include:

- ★ **Lesson 69:** Joint Attention
- ★ **Lesson 118:** Functional Use of Play Objects

## Standards

### Head Start

- ★ IT-SE 4

### Common Core

- ★ N/A

### ABLLS-R

- ★ K8

### VB-Mapp

- ★ SB & SP 4-a, b, c, d

## Record Keeping

### Data Sheet

- ★ *Skills-Based Lessons*

### Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



## Teacher Tip

This lesson is important to help the student learn how to share space with others even though they are playing independently. It serves as a transition point to cooperative play. Most 4-year-old children should be able to attend to one activity for 5-15 minutes, so this is a good time period to work toward.



## Lesson Progression

Before starting this lesson, the student should be able to engage in appropriate play with toys/items as learned in **Lesson 118: Functional Use of Play Objects**.

### Phase I: Parallel Play with an Adult or Instructor

- Start with an identical set of known play objects in front of you and the student.
  - » Give an instruction, such as: "Let's play."
  - » Begin to play with the objects in front of you, 1 at a time, in a similar way to how the student learned to play with the object in **Lesson 118: Functional Use of Play Objects**.
  - » If the student does not engage, you can give a verbal reminder to play.
    - › Begin by using specific and familiar verbal instruction that you used with the student in **Lesson 118**.
    - › Transition to more natural verbal, gestural, and physical prompts.
- Work toward the student being able to engage in parallel play for at least 30 seconds. Then, gradually increase the time up to about 5 minutes.

### Phase II: Parallel Play with a Peer

- If the student reacts well to you, repeat the process with a peer who is about 2 feet away from the student.
  - » Choose a peer who is able to follow your commands easily and will not provide a distraction to the student.
  - » Talk to the peer ahead of time and let them know that they should play with their toy, but not necessarily expect the student who is the focus of the lesson to interact.
  - » Ask the peer to begin playing with their toy or toys.
  - » Prompt the student to play with the toy: "Look, Tate is playing with the car. Do you want to play with your car, too?"
    - › The student does not necessarily have to choose the same toy as the peer, but should play with a similar object.
    - › You may consider asking the peer to follow the student's lead if they choose a different object.
  - » Provide social praise when the student is engaging in parallel play of a similar nature to their peer.
  - » Look at the peer and praise them for their play, so the student can see that this is the desired behavior to model.
- Work toward engaging other students to be a play-peer with the student.

## Generalization

Once the student begins to understand the concept of parallel play in the 1:1 formal lesson setting:

- Have the student practice parallel play with other staff and peers.
- When the student is able to appropriately engage in parallel play, begin encouraging them to play with a nearby peer. Start with peers who have demonstrated good play skills, so you can focus most of your prompting and guidance on the student engaging in parallel play for the lesson and not on the peers.
- Communicate progress, commands used, and successful prompts to parents and home staff using the *Emerging & Maintaining Skills Home Communication Sheet*, so parents can set up parallel play opportunities at home with adults or siblings or in other environments outside of school.

## Whole-Child Lesson Ideas

### Tea Party for Two

Brainstorm scenarios where parallel play can be used to bring a typical play scenario to life! Consider hosting a tea party where the student and peer play with cups, snacks, and other table-setting props alongside one another. Or maybe imagine a pet grooming salon where the student and peer can pretend to take care of stuffed animals. It's okay if the scenario is quite simple to start at first, as long as the students are engaging in adjacent and similar play of some kind.

## Prompting

Suggested prompt ideas, in general from least to most invasive:

1. Glance toward the toy, and give the instruction to play.
2. Point to the toy and repeat the instruction.
3. Model the appropriate play action. This may require a 3rd set of similar toys.
4. Use another adult to prompt the student to follow you and engage in parallel play.
5. Hand over hand guide the student to play with the toy in a similar fashion to the peer.

## Next Steps

Once the student has demonstrated success in *Parallel Play*, you can introduce:

- ★ **Lesson 125: Narrated Play**





# Skills-Based Lessons DATA SHEET



LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	FP	Full Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Gesture	
PM	Partial Model	L	Location	

Command: \_\_\_\_\_

Desired Response: \_\_\_\_\_

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										