AUDITORY VERBAL UK
Creating a sound future for deaf children

From soft-toys to fantasy – a look at play through different stages & ages

Louise Ashton, LSLS Cert. Senior Auditory Verbal therapist.
Noel Kenely, LSLS Cert. Auditory Verbal therapist.

AUDITORY VERBAL UK
Creating a sound future for deaf children

OUTCOMES

1. To understand the latest research of how children in 2017 play and to be able to describe common challenges that can be a barrier to a child's play development.

2. To be confident and equipped to choose the most appropriate toys and activities that will be enticing for children in 2017 and will be suitable to work within their current zone of proximal development.

3. To be equipped with a range of practical ideas and strategies to facilitate the development of joint attention, vocabulary, conversation, social interaction, imagination and theory of mind whilst playing.

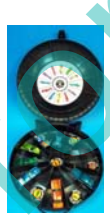
AUDITORY VERBAL UK
Creating a sound future for deaf children

Play: then and now

What was your favourite toy/game growing up?

AUDITORY VERBAL UK
Creating a sound future for deaf children

Play then and now









AUDITORY VERBAL UK
Creating a sound future for deaf children

Electronic vs non-electronic (Zosh, J. et al 2015)

AUDITORY VERBAL UK
Creating a sound future for deaf children

Electronic/digital toys vs traditional toys

- Less peer support
- Less guidance and more reactive input from adults
- Lower quality of language
- Repetitive language used by parents
- Less opportunity for joint thinking and problem solving
- Less pretend play
- Lack of higher level language and thinking skills
- Less engagement and imagination
- Easily bored and distracted

AUDITORY VERBAL UK
Creating a sound future for deaf children

AUDITORY VERBAL UK
Creating a sound future for deaf children

Guided play

	Adult initiated	Child-initiated
Adult-directed	Instruction	Co-opted play
Child-directed	Guided play	Free play

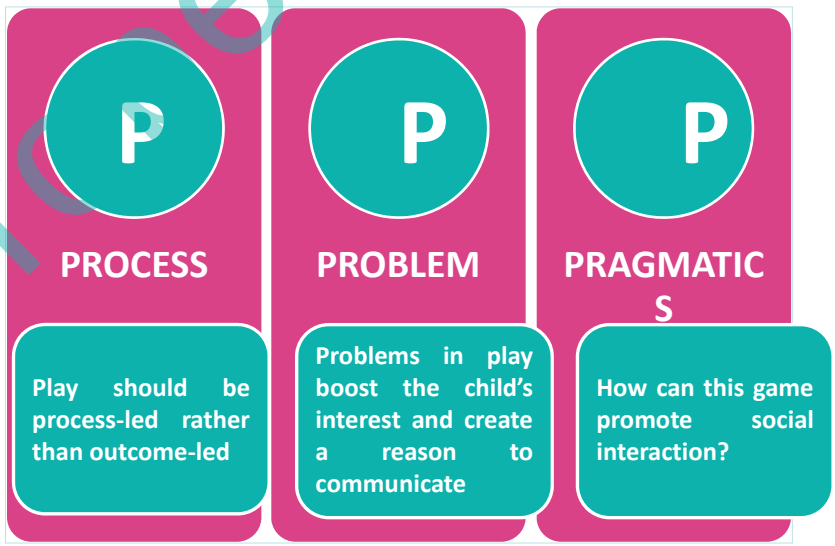
Weisberg et al 2015

AUDITORY VERBAL UK
Creating a sound future for deaf children

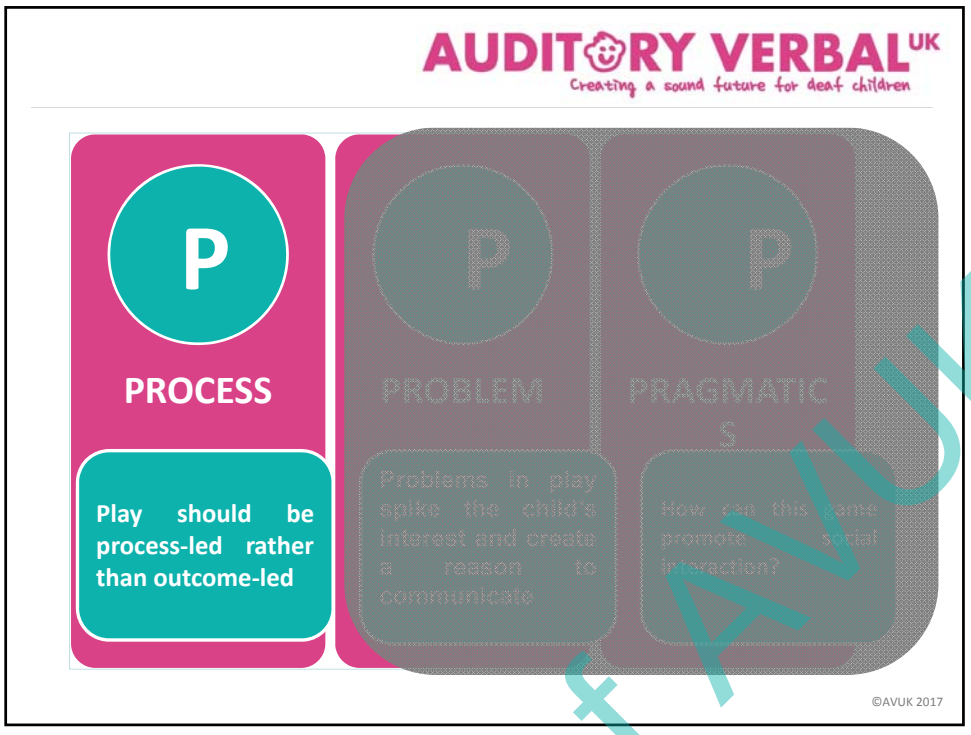
Guided play

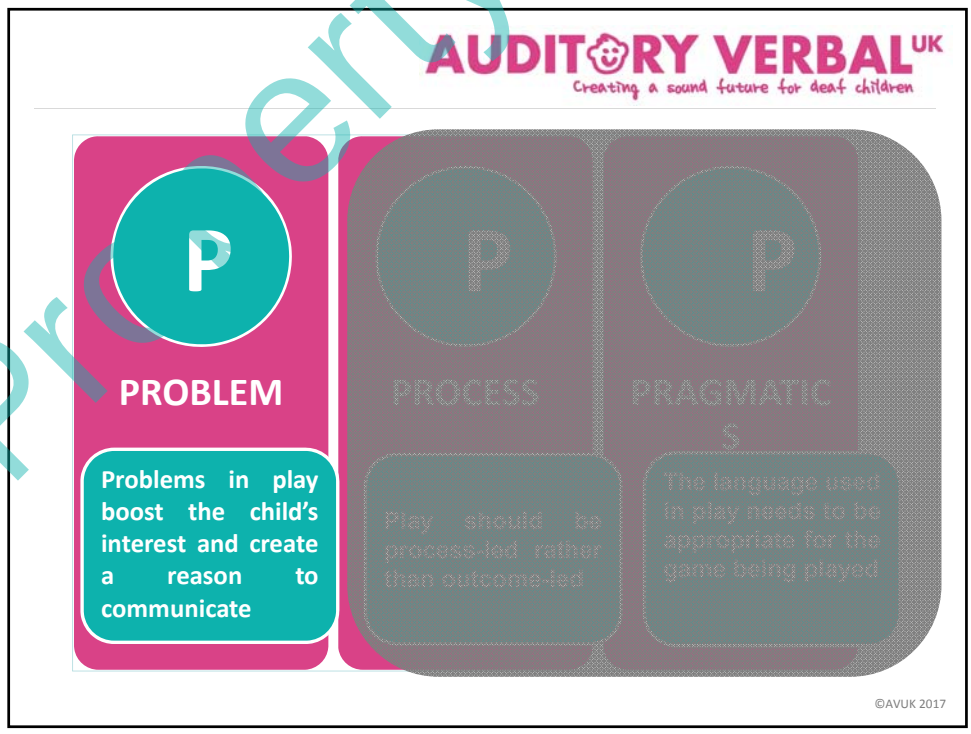
- Research around the benefits of guided play (Weisberg, et al. 2015; 2016; Zosh, et al. 2015; Hirsh-Pasek, Golinkoff, 2011)
- Benefits in vocabulary acquisition, pre-literacy & numeracy
- Easier to transfer and generalise new skills
- Increased use of spatial language

AUDITORY VERBAL UK
Creating a sound future for deaf children



©AVUK 2017





AUDITORY VERBAL UK
Creating a sound future for deaf children

P

PRAGMATICS

How can the toy be used to promote social interaction?

P

PROCESS

Play should be process-led rather than outcome-led

P

PROBLEM

Problems in play spike the child's interest and create a reason to communicate

AUDITORY VERBAL UK
Creating a sound future for deaf children

0 – 6 months (MacIver-Lux, Lim, Rohades, Robertson, Quayle and Hönck, 2016)

- Reflexive imitation of facial expressions
- Preference for human faces
- Reach out for toys & grasps them by 4-6 months

AUDITORY VERBAL UK
Creating a sound future for deaf children

0 – 6 months

Process	
Problem	
Pragmatics	

AUDITORY VERBAL UK
Creating a sound future for deaf children

0 – 6 months

Process	*"do you want your roar?* *"let's put it on"* *"we make it go round and around and around"*
Problem	"oh dear! It stopped!" "let's make it swing, swing"
Pragmatics	Comment about your child's 'desire' for their toy Engage in vocal turn taking by pausing allowing for your child to have their say

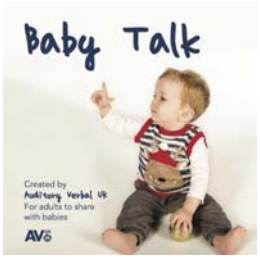
AUDITORY VERBAL UK
Creating a sound future for deaf children

Video

AUDITORY VERBAL UK
Creating a sound future for deaf children

7 – 12 months

- Cause & effect
- Search for partially/hidden objects
- Early play schemas
- Early pretend play using a baby-photograph book
- Relates objects to one another
- Actions in simple play routines



AUDITORY VERBAL UK
Creating a sound future for deaf children

7 – 12 months

Process	
Problem	
Pragmatics	

AUDITORY VERBAL UK
Creating a sound future for deaf children

7 – 12 months

Process	*"let's push" --- "there it is!"* *"bye bye" – "it's gone!"*
Problem	*"uh oh! It's gone!"* *"where's that monkey oo oo oo?"*
Pragmatics	Allow the child time to explore the toy and use relevant comments e.g. *"oh it's stuck"* Encourage actions through words *"wave bye bye"*

©AVUK 2017

AUDITORY VERBAL UK
Creating a sound future for deaf children

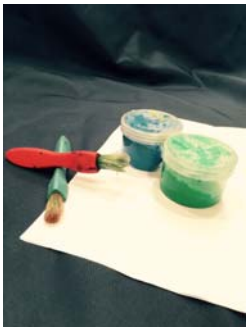
Video

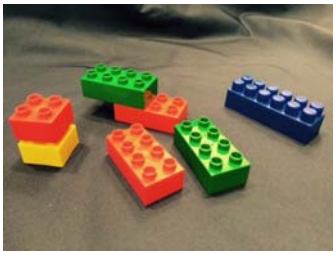
©AVUK 2017

AUDITORY VERBAL UK
Creating a sound future for deaf children

18 – 24 months

- Object transformation
- 3+ step sequences in doll play
- Sequence become less linear
- Transition from larger objects to small-world figures
- Parallel play alongside other children





©AVUK 2017

AUDITORY VERBAL UK
Creating a sound future for deaf children

18 – 24 months

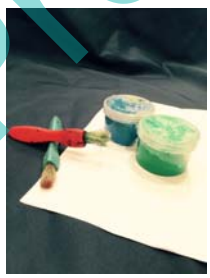
Process

Problem

Pragmatics

AUDITORY VERBAL UK
Creating a sound future for deaf children

18 – 24 months



Process

"First we wear the apron, then get some water, then we open the paint!"

"First we dip in water, then swish the paint, then we paint!"

Problem

"Oh dear! The brush is dry" – "you need to dip it in water"

"oh no I got paint on my hands" – "let's go wash our hands"

Pragmatics

Talk about the purpose behind painting – *"let's make a card for grandma"*

Reverse roles and get the child to explain the process to someone who was not in the room before

©AVUK 2017

AUDITORY VERBAL UK
Creating a sound future for deaf children

30 – 36 months

- Role-play less familiar themes
- Use words to describe pretend worlds or scenarios
- Talk through toys
- Play sequence follows a logical order

AUDITORY VERBAL UK
Creating a sound future for deaf children

30 – 36 months

Process

Problem

Pragmatics

AUDITORY VERBAL UK
Creating a sound future for deaf children

30 – 36 months

Process

Decide on a script
Assign roles
Extend the process to include more steps: *"first knock on the door, then tell me what's wrong, then I'll check your heart and give you some medicine"*

Problem

Real-life problems & language – *"what's the matter?"*

"oh no you have a very bad cut on your leg! You need a plaster"

Pragmatics

Assigning roles to others

Script is based around social language according to the situation e.g. *"hello! How are you?"; "what seems to be the problem?"*

AUDITORY VERBAL UK
Creating a sound future for deaf children

P PROCESS	P PROBLEM	P PRAGMATICS
Play should be process-led rather than outcome-led	Problems in play boost the child's interest and create a reason to communicate	How can this game promote social interaction?

AUDITORY VERBAL UK
Creating a sound future for deaf children

www.avuk.org/training
courses@avuk.org
01869 325000

AUDITORY VERBAL UK
Creating a sound future for deaf children

Stay in touch

noel.kenely@avuk.org / louise.Ashton@avuk.org
020 7394 4353
@NoelKenelyAVUK

info@avuk.org
01869 325000
@AuditoryVerbal
/AuditoryVerbalUK

AUDITORY VERBAL UK
Creating a sound future for deaf children

References

- MacIver-Lux, K., Lim, S.R., Rhoades, E.A., Robertson, L., Quayle, R. & Honck, L (2016). Milestones in Auditory-Verbal Development: Auditory Processing, Speech, Language, Emergent Literacy, Play and Theory of Mind. In: Estabrooks, W., MacIver-Lux, K. & Rhoades, E.A. ed. *Auditory Verbal Therapy for Young Children with Hearing Loss and Their Families, and the Practitioners who guide them*. Plural Publishing Inc, pp. 219-263.
- McPake, J., Plowman, L. & Stephen, C. (2013). Pre-school children creating and communicating with digital technologies in the home. *British Journal of Educational Technology Vol 44 No 3 2013* 421–431
- Plowman, L & Stephen, C. (2005). Children, play, and computers in pre-school education. *British Journal of Educational Technology Vol 36 No 2 2005* 145–157. Technology Children and computers in pre-school.
- Weisberg, D., Hirsh-Pasek, K., Michnick Golinkoff, R., Kittredge, A., Klahr, D. (2016). Making play work for education. Downloaded from pdk.sagepub.com at Phi Delta Kappa International on June 10, 2017
- Weisberg, D., Hirsh-Pasek, K., Michnick Golinkoff, R., Kittredge, A., Klahr, D. (2016). Guided play: principles and practices. *Current Directions in Psychological Science* 2016 Vol 25(3) 177-182
- Zosh, J., Verdine, B., Filipowicz, A., Michnick Golinkoff, R., Hirsh-Pasek, K., Newcombe, N. (2015). Talking shape: parental language with electronic versus traditional shape sorters. InternationalMind, Brain, and Education Society and Wiley Periodicals, Inc. 2015 Vol 9 (3) pp.136-144