



Developing Play and Interaction Skills

Although children with **ASD** will require 'down time' and a chance to do their own thing during the day, they will still need **opportunities** to develop their **social** and **peer interaction skills**. The child may find it **tricky** to know the language and non-verbal cues to join in and interact with peers, so may need this **teaching more explicitly**.

- ✉ Create a Social Story or a social sequence for the child to follow to make a request of a peer. Create an opportunity for this to happen in the playground or in class e.g. the child needs some equipment that a peer has and he has to go and ask them for this. Provide the child with the script.
- ✉ Ensure that the child has opportunities to share a favourite place or toy, such as the sensory room, with a peer. Provide him with a script for this e.g. "would you like to come to the sensory room with me?" If this appears to be going well consider giving each child a 'my turn' card so that they can each have a turn with the various items in the sensory room.
- ✉ Use role play to work out what people can say to join in with their friends – you could use small world play such as Playmobil.



AT PLAYTIMES AND LUNCHTIMES:

- ✉ It would be helpful for an adult to support the child at play/lunchtimes in engaging with their peers. Encourage the child to think of games to play and support him in asking children to join in.
- ✉ Teach group games for the child to use – this could be done as part of PSHE lessons, PE or led by a midday assistant in the playground.
- ✉ Structured games such as Duck Duck Goose, What's the Time Mr Wolf, Following the Leader will be helpful.
- ✉ It would also be helpful to have more structured table top activities available at playtime or choosing time. This will allow the child to engage with their peers in a more structured activity e.g. lotto games, turn taking games such as Pop up Pirate, Monkey Business. Try having one child as the 'keeper' of the pieces and the other children have to ask for what they need.
- ✉ An adult may need to give hover type support to help the child work out what to say to join in and to support the repair of any conversational breakdowns.
- ✉ An adult may need to support in a new play sequence e.g. suggesting things which could be said, modelling language.
- ✉ Encourage another child to participate in the game and the adult can gradually fade out.