

CREATIVE PLAY WITH A PINCH OF SALT

TEACHER & TA TRAINING

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Leading Learning through
Research and Innovation

USING THIS RESOURCE WITH THE RECORDED TRAINING VIDEO

Please note that these slides have been amended to be fit for purpose for your online training (for example, we have excluded the project rules and timeline input from the video as this will not apply to your running of the programme)

*I tried to teach my child with books.
He gave me only puzzled looks.
I used clear words to discipline,
But I never seemed to win.
Despairingly, I turned aside.
“How shall I reach this child?” I cried.
Into my hand he put the key:
“Come,” he said, “Play with me.”*

Adapted by Aletha Solter

AIMS OF WORKSHOP

- What is play and its social stages
- Psychological underpinnings (reciprocity, brain development, mindfulness)
- The benefits of play
- The speech and language elements of the programme
- Outcomes of previous targeted Creative Play
- The Creative Play with a Pinch of SALT Pack



LET'S PLAY

- Have 10-minutes of playtime together

PLAY – WHAT IS IT?

- Discuss as a group what play is – how would you define it.
- Ordering the stages of social play development and the types of games you would see.



DEFINITIONS OF PLAY

- Play is considered children's "work" and is the vehicle through which children acquire knowledge and skills, allowing children to engage independently and with others.
- Play is essential to development because it contributes to the cognitive, physical, social, and emotional well-being of children and youth
- Play is so important to optimal child development that it has been recognized by the United Nations High Commission for Human Rights as a right of every child.
- 'A physical or mental leisure activity that is undertaken purely for enjoyment or amusement and has no other objective'.
- activity engaged in for enjoyment and recreation, especially by children.
- Play is not frivolous: it enhances brain structure and function and promotes executive function (i.e., the process of learning, rather than the content), which allow us to pursue goals and ignore distractions

STAGES OF DEVELOPMENT OF SOCIAL PLAY

Stages of Development	What it looks like	What age it typically appears
Solitary play	Children play alone, with their own toys. They do not get close to or interact with other children. Solitary play should be encouraged because it builds skills for working independently.	Birth-2 years
Parallel play	Children continue to play on their own, but they are beside children and may be using the same toys.	2 ½ - 3 ½ years
Associative play	Children begin to truly play with others. They share play materials but may be following their own story line.	3 – 4 ½ years

Stages of Social Play Reference: Retrieved from http://www.sagepub.com/upm-data/53567_ch_10.pdf on November 26, 2013

Co-operative play	The highest level of social play where children play in groups and everyone is cooperating to achieve a common goal. This type of play involves negotiation among children. This happens when children change “roles” in the play and/or take turns making suggestions about the plot.	4 – 5 ½ years
Games with rules	A part of cooperative play that involves winners and losers. These games involve child-controlled rules and are not the same as competitive games, like sports. These games show an understanding of the social rules in our culture.	6 + years
Onlooker play	When a child watches other children playing but makes no attempt to join in.	Birth +

RECIPROCITY – FROM THE SOLIHULL APPROACH

- Reciprocity describes the sophisticated interaction between a baby and an adult where both are involved in the initiation, regulation and termination of the interaction. Reciprocity can also be used to describe the interaction within all relationships.

STILL FACE EXPERIMENT

Video Link:

<https://youtu.be/apzXGEbZht0>

FATHER SON RECIPROCAL CONVERSATION

Video Link:

[https://www.youtube.com/watch?v=DOfEu2zq
rkQ](https://www.youtube.com/watch?v=DOfEu2zqrkQ)

MARGOT SUNDERLAND – SCIENCE OF PLAY

- **Brain scientists have found seven genetically ingrained emotional systems in the limbic area. These systems are like muscles. The more we activate one of the systems, the more they become part of the personality. RAGE/ FEAR/ GRIEF/ SEEKING/CARE/PLAY/LUST.**
- So if adult child interactions keep triggering the CARE (attachment), SEEKING (desire to learn and explore) and PLAY systems, children can grow up warm, empathic, and loving learning
- For centuries people have known that play is essential for a child, but now we have some astounding brain science to back this up
- Research shows that the mental and motor development of children deteriorating in institutional care improved dramatically after play between the child and an adult

POSITIVE PSYCHOLOGY

- ‘The study of the conditions and processes that contribute to the flourishing or optimal functioning of people, groups, and institutions’ Gable & Haidt (2005)
- CREATIVITY (Insight, Divergent thinking)
- RESILIENCE/COPING
- EMOTIONAL REGULATTION
- EMOTIONAL UNDERATDNING/EMPATHY
- HOPE (the wellspring for motivation; goals, pathway thinking, agency)



A PINCH OF SALT

Intensive interaction strategies are an important factor when playing with children:

- Appropriate positioning
 - Child's level
 - Face to face
- Following the child's lead and turn-taking
 - 10 second 'think time' rule
- Appropriate questioning
 - Blank levels
- Language expansion
 - 'Magic Hand' rule
- Appropriate use of specific praise

BLANK LEVELS

Based on the work of Blank, Rose and Berlin (1978)

Broken down in to four levels which reflect the development of understanding question types and the development of verbal reasoning – categorised according to complexity from concrete to abstract

Blank Level 1 (*Matching Perception*)

At this level, children can:

- Name an object (e.g. what is this?)
- Point to an object (e.g. Can you show me a car)
- Find a matching object (e.g. can you find another one like this?)

Understanding at this level typically develops between 2;0 - 3;0 years of age

Blank Level 2: Describing (*Selective analysis of perception*)

At this level, children can:

- Describe an object by function (e.g. what can you push?)
- Find an object by description or attribute (e.g. which one is blue?)
- Tell you items that go together (e.g. what goes with a table?)
- Finish a sentence that involves an object (e.g. you can brush your hair with a ...)
- Answer who, what, when questions (e.g. who is in the picture?)
- Identify differences (how is a square different to a triangle?)
- Describe a scene

Understanding at this level typically develops between 3;0 - 4;0 years of age

- **Blank Level 3 (Reordering Perception)**

At this level, children can:

- Summarise events (e.g. what happened?)
- Predict events (e.g. what will happen next?)
- Retell a story or complete a sequencing activity
- Assume the role of another and deduce emotions (e.g. what did Dad say to the baby?)
- Define a word
- Identify similarities (e.g. how are a cup and a door the same?)

Understanding at this level typically develops between 4;0 - 5;0 years of age

Please remember, children do not typically acquire the ability to answer ‘how’ and ‘why’ questions until they are between the ages of 5;0 and 6;0 and therefore, we should not ask children in an EYFS setting such questions.

'MAGIC HAND' RULE

- Please remember, it is important to limit the number of questions you ask.
- Children learn language through repetition and imitation.
- Think about the 'magic hand' to help you to reduce the amount of questions you ask:

One question to four...



IMPORTANCE OF PLAY FOR CHILDREN

Video Link:

[https://www.youtube.com/watch?v=-
dGjaTWF3KY&feature=youtu.be](https://www.youtube.com/watch?v=-dGjaTWF3KY&feature=youtu.be)

IMPORTANCE OF PLAY FOR CHILDREN

- Learn about themselves and the world around them
- Speech and language development
- Gain life skills when given the opportunity, time and space to play
- Explore different interests, passions, and talents
- Prepare themselves for experiences in later childhood and adult life
- Increase problem solving skills
- Use creativity and imagination
- Interact with others & pro social skills
- Build confidence
- Process emotions
- Be more willing to take risks

ADULT ROLE & BENEFITS

- The role of teachers and other adults in the room/environment is to enable and scaffold playful experiences and learning – this requires thoughtful planning (for example, setting out materials to pique children’s curiosity) and spontaneous interactions building on natural curiosities and ideas (for example, following the children’s lead in pretend play). Providing children with active and playful hands-on experiences help foster and enrich learning.
- Play lifts the spirits for the adults – adults are young children’s role models
- Give the gift of raising a child’s spirits and stimulating joy
- Enjoying your child / class
- Rejuvenating

PREVIOUS IMPACT OF TARGETED INTERVENTION

Creative Play – Smiley Face Evaluations:

School	Child	Parent
School A	4.7	4.95
School B	4.67	5
School C	4.93	5
School D	4.87	4.93
School E	4.9	4.85

Note: 5 = Good, 3 = Average, 1 = Bad

- **80%** of post-measures reported improved or maintained scores of ‘Closeness’ between parent and child and **40%** reported reduced ‘Conflict’. **100%** of parent’s reported that their child was less dependent on them after the programme.
- **100%** of parents reported that their child’s ‘Peer Problems’ and ‘Prosocial Behaviour’ had improved following the programme, **80%** reported reduced ‘Conduct Problems’ and **60%** reported reduced ‘Emotional Problems’.
- **60%** of parents reported an overall reduction in their child’s ‘Total Difficulties’ score following the programme.

IMPACT FROM UNIVERSAL INTERVENTION





**CLASSROOM
RESOURCE PACK**

CLASSROOM RESOURCE BOOKLET

- Introduction and overview of the programme
- 7 EYFS areas mapped onto the play activities
- Session scripts

SESSION SCRIPTS

- Time - suggested estimated time for each activity
- *Italics* – the script which has been written in italics is for you to read out loud for the group.
- *Tip* – quick tips on how to adapt the activity: For the group you have, the materials you have access to, or the space you have available
- **Resource** – these resources are all provided by EPIC in the resource pack.
- **Activity** – these are the recommended activities developed by EPIC which support the learning of each EYFS targeted area
- **Relaxation** – suggested self-relaxation exercises which help regulate the group and ensure the children are in a calm state
- **Take away messages** – this is a summary of what has been covered and learnt during the session
- **Home activity** – recommended home activities to strengthen learning across contexts and encourage relationship development and communication at home

QUESTIONS?

JuOfQuotes.com

You don't stop playing
because you grow old;
you grow old because
you stop playing.