



PRT PLAY INTERACTIONS

Possible Cues

What it is:

- Potato head, Mr. Potato Head, man, clown, funny face, boy, girl.
- Body parts can be labeled by name and/or color, shape, size.

What it does:

- Run, jump (up/down), wave (hi/bye), go fast/slow, dance, crash, fall down, clap, stomp.

Other concepts:

- Prepositions (on/off, in/out, under/over).
- Emotions: silly, sad, happy, mad.
- Comments: I like it!, He is funny!, Cool!, Yay!, Oh no!, Look!, I found it!

Language Targets

Babbling/Sound Pairing

- Emphasize beginning sounds such as “p” for potato, “t” for turn or “ah” for on.
- Include gestures such as the sign for more or patting chest for “my turn.”

Initial Requesting/Rejecting

- Place body part pieces into clear, closed containers so pieces are in view, but out of reach.
- Put the potato head on the top of a slide or ride in a car and use carrier phrases for student to fill in “ready, set... go” or “1, 2, ... 3”
- Instructor or peer holds a potato head with all the body parts attached. Give the student a potato head with no body parts attached.
- Put parts in wrong place on potato head or use another toy that won’t fit to encourage use of “no” to reject.

Expanding Phrases

- Descriptors: Big/small, fast/slow, colors, shapes, sizes. Count body parts or request how many, such as; “I want the round red nose.” “I want two pink ears.”
- Sentence starters: I see... I have... Can I have _____?, Let’s play _____.

Advanced Concepts:

- Prepositions: in/out, behind, under, over, play hide and seek with potato head and look for his body parts, describing where the body part was found.
- Gender: Make a girl and boy potato head and describe actions, such as; “He is going to jump!”

Generalization/Expand Play

Create play sequences. The potato head can:

1. Ride in a car or train and go to the farm or store.
2. Get dirty and need a bath.
3. Lead circle or join in snack time.
4. Pretend to eat or cook.

Combine with other toys:

1. Use an inflated balloon and draw a face on the balloon. The balloon and potato head “talk” to each other and play together. Potato head pretends to blow up the balloon or try to blow up the balloon in the wrong way (with his ear).
2. A toy snake scares potato head.
3. Potato head plays an instrument.
4. Potato head talks in a toy microphone to announce a race with cars (“start your engines, on your mark, get set, go”).
5. Potato head knocks over blocks.

Generalize play to other locations/activities:

1. Take the potato head to the sand box or sensory table and potato head pretends to play with materials in that location.
2. Potato head goes to the kitchen area and pretends to cook or dress up.
3. Potato head reads in the book area.
4. Potato head helps students clean up toys or put away materials.

Play Targets

Readiness for Play

- Practice taking turns, or have two potato heads and trade toys.

Beginning Play Skills

- Say “do this” and model putting the body parts on the potato head, or model actions such as waving, jumping, falling down, shaking hands.

Play Directions

- Provide a verbal direction such as: put potato head in the car, put the hat on potato head.

Functional Play/Beginning Pretend Play

- Put parts in the wrong location or use a different toy that won’t fit.
- Pretend to have potato head do a variety of actions: go to sleep, sing a song, play peek-a-boo, jump, fall over.
- Potato head sneezes and his body parts fall off.

Advanced/Symbolic Play

- Hide the body parts in potato head or around the play area, ask “where did they go?” and student looks for hidden parts.
- Potato head acts out a variety of familiar routines such as snack, brushing teeth, going to the store, going to recess, circle time.