



# PRT PLAY INTERACTIONS

## Possible Cues

### What it is:

- Block, Lego, robot, tall/short, big/little.
- Label stacking toy by color, shape, size.

### What it does:

- Stack, up/down, crash, build, knock it over, on/off, ready – set-go, 3-2-1 blast off.

### Other concepts:

- Prepositions: in/out, under/over. Cool! Yay! Oh no! Look! It fell down! It is tall! Mine is big! I made a \_\_\_\_\_. Help.

## Generalization/Expand Play

### Create play sequences with blocks:

1. A road to drive cars on with a tunnel.
2. A cave for a stuffed bear, look in the cave with a flashlight.
3. A house or store.
4. A hat on your head and sneeze it off.

### Combine with other toys:

1. Use a popper toy to knock the blocks over.
2. Use with character toys and the blocks could be a car, train, ship, a house or food.
3. Have a puppet climb up the block tower or pretend to eat the blocks.

### Generalize play to other locations/activities:

1. Take to sand box or sensory table.

## Language Targets

### Babbling/Sound Pairing

- Emphasize beginning sounds such as /b/ for block or build, /t/ for turn, /s/ for stack, or /ah/ for on
- Include gestures such as the sign for more or patting chest for “my turn”, or pointing for where to place a block. Place blocks or other stacking toys in a tub and have student request to open the container to get each piece with “o” for open or by tapping the box.

### Initial Requesting/Rejecting

- Stack up blocks to make a tower to knock over or use the blocks as a ramp or tunnel for cars, use carrier phrases for student to fill in “ready, set... go” or “3, 2, 1... blast off!”
- Instructor or peer controls access to the blocks to encourage student to make spontaneous requests.
- Instructor or peer playfully obstructs where the next block will go. A puppet could eat one of the blocks or sit where the next block will go.
- Provide student with toy or object that won’t stack to encourage use of “no” to reject.

### Expanding Phrases

- Descriptors: Big/little, tall/short, colors, shapes, sizes. Count the blocks or request how many. Such as; “I want the long red one.” “I want two blocks.”
- 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 the pieces and look for them describing where they are located.

## Play Targets

### Readiness for Play/Exploratory Play

- Practice taking turns stacking the blocks until they fall over.
- Make Blocks “instruments” and tap them together.
- Place all the pieces in a container and have student tap box or request to open.
- Place the blocks in sensory materials such as rice or beans.

### Beginning Play Skills

- Say “do this” and model stacking the blocks or lining the blocks up to make a road. Model actions such as, knocking over the tower or having a character climb up the tower. Model gesture for “oh no!” when the blocks fall over. Model putting blocks in a toy dump truck and dumping.

### Play Directions

- Provide a verbal direction such as: put on top, make him climb, drive on the road, put the blocks in the truck.

### Functional play/Beginning Pretend Play

- Build more complex structures such as a house, a bus or tunnel.
- Line the blocks up like dominos.
- Use blocks to make a color pattern.
- Pretend to sneeze and knock the blocks over.
- Hide the blocks in a box or within the play area and play “hide and seek.”

### Advanced/Symbolic Play

- Block can represent a variety of items. Pretend the block is a car or train, a bed for a stuffed animal, food to feed a puppet or stuffed animal.
- Act out a familiar story such as the 3 little pigs with the blocks and huff and puff and blow the blocks down.