

Teaching Play Skills To Young Children With Autism

"The articles in this collection emphasize the importance of play--from infancy through the primary grades, how to support and scaffold children's play, and how to connect play to learning. Also included is a professional development guide with questions and activities"---Publisher's Web site.

550+ color photographs showing how loose parts are used in early childhood settings and how they help children learn

Describes play workshop experiences that give educators a deeper understanding of play-based learning and illustrate the power of play.

With this proven approach based on of 20 years of research, educators and therapists will use natural learning opportunities to help children with autism enjoy more positive interactions, more effective communication, and higher academic achievement.

A hands-on, application-based introduction to machine learning and artificial intelligence (AI) that guides young readers through creating compelling AI-powered games and applications using the Scratch programming language. Machine learning (also known as ML) is one of the building blocks of AI, or artificial intelligence. AI is based on the idea that computers can learn on their own, with your help. Machine Learning for Kids will introduce you to machine learning, painlessly. With this book and its free, Scratch-based, award-winning companion website, you'll see how easy it is to add machine learning to your own projects. You don't even need to know how to code! As you work through the book you'll discover how machine learning systems can be taught to recognize text, images, numbers, and sounds, and how to train your models to improve their accuracy. You'll turn your models into fun computer games and apps, and see what happens when they get confused by bad data. You'll build 13 projects step-by-step from the ground up, including:

- Rock, Paper, Scissors game that recognizes your hand shapes
- An app that recommends movies based on other movies that you like
- A computer character that reacts to insults and compliments
- An interactive virtual assistant (like Siri or Alexa) that obeys commands
- An AI version of Pac-Man, with a smart character that knows how to avoid ghosts

NOTE: This book includes a Scratch tutorial for beginners, and step-by-step instructions for every project. Ages 12+

In *Play=Learning*, top experts in child development and learning contend that in over-emphasizing academic achievement, our culture has forgotten about the importance of play for children's development.

Help children participate in purposeful play to promote the development of a number of important skills.

This timely and accessible text introduces, theorises and practically applies two important concepts which now underpin early years practice: those of 'playful learning' and 'playful pedagogies'. Pat Broadhead and Andy Burt draw upon filmed material, conversations with children, reflection, observation, and parental and staff interviews, in their longitudinal study of outdoor and indoor play environments in an early years unit. This research-based text offers extensive insights into related theories, as well drawing on the authors' skills and knowledge as researcher and as class teacher in order to provide opportunities for personal reflection and possibilities for practical application in early years classes and settings. Discussing both indoor and outdoor environments, the text explores ideas surrounding 'open-ended play', and 'the whatever you want it to be place'. It illustrates how the themes of children's play reflect their interests, experiences, knowledge gained at home and in school, and their cultural heritages. By showing how children become familiar and skilful within open-ended play environments, the authors illustrate how the children's co-operative skills develop over time as they become connected in communities of learners. Alongside the examples of children's playful learning, the book also considers the implications for resourcing and organising playful settings through playful pedagogies that connect with the Early Years Foundation Stage curriculum (DfES 2007) and with the Tickell Review, ongoing as the book went to press. *Understanding Young Children's Learning through Play* uses children's perspectives on their play to illustrate how rich their personal understandings are. It also includes parental reflections on what may initially appear a risky and unusual outdoor environment, and it draws attention to the importance of conflict resolution in play in order to extend children's resilience and assertiveness. This insightful text will be of interest to students of early years education, early years practitioners, academics and researchers.

Colorful pictures demonstrating nearly thirty social skills, including conversation, play, emotion management, and empathy, help engage and motivate students who need extra help learning appropriate social skills.

As the only text of its kind, this book provides in-depth information about Vygotsky's theories, neo-Vygotskians' findings, and concrete explanations and strategies that instruct teachers how to influence student learning and development. Key changes to this edition include a new chapter on dynamic assessment, separate and expanded chapters on developmental accomplishments of infants and toddlers, preschool/kindergarten, and primary grades and on supporting those accomplishments, and elaborations of Vygotsky's ideas from neo-Vygotskians from Russia. FEATURES: Written for the beginning student, the book provides a clear discussion of Vygotskian principles including...a historical overview and a complete chapter on the "Zone of Proximal Development," (ZPD). Each section of the book builds on the other...framework, strategies, and applications of the Vygotskian approach. The work of Vygotsky is compared in a fair and balanced way with the work of Piaget. Examples and activities have been class-tested in a variety of classroom environments including a Head Start program, private preschool, and in the Denver Public Schools.

Children are already learning at birth, and they develop and learn at a rapid pace in their early years. This provides a critical foundation for lifelong progress, and the adults who provide for the care and the education of young children bear a great responsibility for their health, development, and learning. Despite the fact that they share the same objective - to nurture young children and secure their future success - the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well. *Transforming the Workforce for Children Birth Through Age 8* explores the science of child development, particularly looking at implications for the professionals who work with children. This report examines the current capacities and practices of the workforce, the settings in which they work, the policies and infrastructure that set qualifications and provide professional learning, and

the government agencies and other funders who support and oversee these systems. This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals. These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning, shared knowledge and competencies for care and education professionals, and principles for effective professional learning. Young children thrive and learn best when they have secure, positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress. Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice, specific actions to improve professional learning systems and workforce development, and research to continue to build the knowledge base in ways that will directly advance and inform future actions. The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive, and ultimately improve outcomes for children.

Everything you need to know to educate students with autism Every 20 minutes, another child is diagnosed with autism. Are you ready to meet this growing educational challenge? This authoritative guide is for practitioners—early interventionists, teachers, school counselors, psychologists—who are committed to the education and dignity of students with autism in preschool and elementary grades. Each chapter focuses on a critical issue and offers solutions, including: Improving communication, social, generalization and self-management skills Designing instruction, intervention, and assessment Including families in developing goals and interventions Using students' special interests to deliver instruction Understanding and preventing challenging behavior Evaluating practices to promote successful outcomes for students, families and practitioners

Designed for highschoolers with social communication problems, this book encourages students to examine photographs of social interactions and determine the most appropriate responses.

“Ellen Galinsky—already the go-to person on interaction between families and the workplace—draws on fresh research to explain what we ought to be teaching our children. This is must-reading for everyone who cares about America’s fate in the 21st century.” — Judy Woodruff, Senior Correspondent for The PBS NewsHour Families and Work Institute President Ellen Galinsky (Ask the Children, The Six Stages of Parenthood) presents a book of groundbreaking advice based on the latest research on child development.

Teachers know how important it is to develop children's fine motor skills as a stepping stone to future learning, and Mighty Fine Motor Fun provides you with the tools and information you need to teach fine motor skills to children ages 3 to 5. The activities in Mighty Fine Motor Fun are organized by age; they are useful and creative, but most important, they are fun! With few materials needed, the activities are perfect for both large and small groups and are easy to integrate into any curriculum. Activities include; Moving Bubbles Hide-and-Seek Playdough Tape It Up! Shape Person Itsy Bitsy Writing Utensils Paper Mobile And many more! In the final chapter of the book, author and occupational therapist Christy Isbell answers questions from real preschool teachers, including; "should preschoolers use 'fat' or 'skinny' pencils?" "What type of paper is best for cutting?" "When should a child use an adult-like grasp of the pencil?" Teachers will appreciate the practical, real-world knowledge Isbell offers, and children will love the playful, absorbing activities!

“Christakis . . . expertly weaves academic research, personal experience and anecdotal evidence into her book . . . a bracing and convincing case that early education has reached a point of crisis . . . her book is a rare thing: a serious work of research that also happens to be well-written and personal . . . engaging and important.” --Washington Post "What kids need from grown-ups (but aren't getting)...an impassioned plea for educators and parents to put down the worksheets and flash cards, ditch the tired craft projects (yes, you, Thanksgiving Handprint Turkey) and exotic vocabulary lessons, and double-down on one, simple word: play." --NPR The New York Times bestseller that provides a bold challenge to the conventional wisdom about early childhood, with a pragmatic program to encourage parents and teachers to rethink how and where young children learn best by taking the child's eye view of the learning environment To a four-year-old watching bulldozers at a construction site or chasing butterflies in flight, the world is awash with promise. Little children come into the world hardwired to learn in virtually any setting and about any matter. Yet in today's preschool and kindergarten classrooms, learning has been reduced to scripted lessons and suspect metrics that too often undervalue a child's intelligence while overtaxing the child's growing brain. These mismatched expectations wreak havoc on the family: parents fear that if they choose the “wrong” program, their child won't get into the “right” college. But Yale early childhood expert Erika Christakis says our fears are wildly misplaced. Our anxiety about preparing and safeguarding our children's future seems to have reached a fever pitch at a time when, ironically, science gives us more certainty than ever before that young children are exceptionally strong thinkers. In her pathbreaking book, Christakis explains what it's like to be a young child in America today, in a world designed by and for adults, where we have confused schooling with learning. She offers real-life solutions to real-life issues, with nuance and direction that takes us far beyond the usual prescriptions for fewer tests, more play. She looks at children's use of language, their artistic expressions, the way their imaginations grow, and how they build deep emotional bonds to stretch the boundaries of their small worlds. Rather than clutter their worlds with more and more stuff, sometimes the wisest course for us is to learn how to get out of their way. Christakis's message is energizing and reassuring: young children are inherently powerful, and they (and their parents) will flourish when we learn new ways of restoring the vital early learning environment to one that is best suited to the littlest learners. This bold and pragmatic challenge to the conventional wisdom peels back the mystery of childhood, revealing a place that's rich with possibility.

This is the third volume in our four volume book series Early Childhood Education. This volume will explore both physical and social aspects of early education settings and applies principals to children with a range of abilities.

The Identiplay intervention helps children on the autistic spectrum, and those with specific communication disorders, learn to play. Through the use of play scripts the approach promotes the development of social skills, understanding, imagination and exploration. By learning these skills the young person can enjoy reciprocal play with an adult or peer. Supported by case studies the theory behind the approach is fully outlined and scripts are provided for instant use in a number of settings. The new edition of this popular book includes: - More on developing your own scripts - How to assess the child's current play skills - The adult's role in play - The use of visual/verbal support - New case studies - New scripts - Advice on taking learning outdoors - Links to resources and useful websites A supporting CD ROM contains video clips of the intervention in practice, printable scripts and a PowerPoint presentation to facilitate professional training making this a vital resource for anyone working with young children on the autistic spectrum or with communication difficulties.

This book offers a description of the rich and complex world of pretend play in one play yard.

What do you do when a three-year-old with autism falls on the floor kicking and screaming? How do you communicate with a child who looks away and flaps his hands? Who can

help if you suspect a child in your class has autism? Preschool can be overwhelming for a child with autism. Autism affects how a child communicates, behaves, and relates to others. Teachers need to know what they can do to help children with autism reach their full potential. Teaching Young Children With Autism Spectrum Disorder is a straightforward, easy-to-understand guide to working with children who have autism. It explains the major characteristics associated with autism and helps teachers understand the ways children with autism relate to the world. Each chapter offers specific strategies for teachers to use, including setting up a proactive preschool environment, helping children learn life skills, managing behavior, helping children with autism communicate, encouraging children with autism to play, helping them to get along with others, and working with families. Teaching Young Children With Autism Spectrum Disorder helps teachers connect with all children in meaningful ways, allowing children with autism to learn and grow. Putting All the Pieces Together: Understanding This Puzzle Called Autism From Hand-Flapping to Obsession with Routines: The Way Children With Autism Relate to Their World Planning for Success: Setting Up a Proactive Preschool Environment Learning Life Skills Misbehavior or Missed Communication: Managing the Behaviors of Children With Autism Signs, Symbols, and Language: Helping a Child Communicate Inside Their Own World: Encouraging Children With Autism to Play Building Social Skills: Getting Along With Others Lights! Camera! Action! Sensory Integration and Autism We're All in This Together: Teaming Up With Families.

Offers strategies and activities for developing skills in communication, social interaction, and imagination in order to help autistic children transition more smoothly into an educational environment.

Today's parents often worry that their children will be at a disadvantage if they are not engaged in constant learning, but child development expert David Elkind reassures us that imaginative play goes far to prepare children for academic and social success. Through expert analysis of the research and powerful examples, Elkind shows how creative, spontaneous play fosters healthy mental and social development and sets the stage for academic learning in the first place. An important contribution to the literature about how children learn, The Power of Play restores play's respected place in children's lives and encourages parents to trust their instincts to stay away from many of the dubious educational products on the market.

Teaching Play Skills to Young Children with Challenging Behaviors By Makenzie Gillaspie

Providing a structured programme for teaching literacy to children and young people with dyslexia and specific literacy difficulties, this book makes explicit links between theory, research and practice. It offers a structured, cumulative, multi-sensory teaching programme for learners with dyslexia, and draws attention to some of the wider aspects of the learning styles and differences of learners with dyslexia such as memory, information processing and automaticity. The book discusses: - the rationale for a structured multi-sensory approach - the development of phonological, reading, writing and spelling skills - working with learners who have English as an additional language (EAL) - lesson structure and lesson-planning - alphabet and dictionary skills - memory work and study skills - teaching the programme to groups - ideas for working with young children. Designed to help support any learner, from ages five to 18, with dyslexia or specific learning difficulties, the authors encourage the use of the programme as part of everyday teaching to not only develop literacy but to put dyslexic learners in control of their own learning. There are tried and tested strategies and activities provided, which the reader can use to support their literacy work. Particularly useful for teachers working with learners who have special educational needs and specifically those with dyslexia, this book contains everything you need to help improve and develop the literacy skills of the learners in your setting. NEW by Kathleen Kelly and Sylvia Phillips! Assessment of Learners with Dyslexic-type Difficulties Sylvia Phillips, Kathleen Kelly and Liz Symes

What happened to playful learning in preschool? -- The evidence for playful learning in preschool -- Epilogue.

Exceptionally lively, practical, and reader-friendly, this introduction to early childhood education book is unique because of its focus on the value of play. Strong coverage of child development, as well as thoughtful discussions about guiding young children, working with families, and celebrating diversity will help teachers facilitate all aspects of the 0-to-8-year-old child's physical, social/emotional, and intellectual growth. The book also includes an overview and concise history of the field, information on professional development, and clear explanations of theoretical foundations for early childhood education. Chapters on curriculum in the areas of mathematics, science, social studies, language and literacy, and the creative arts show teachers how to link theory to classroom practice, making this comprehensive and engaging book particularly useful.

A practical book for teachers consisting of 10 YC and TYC articles on the importance of integrating rich content-based, teacher-guided instruction with meaningful child-centered play to nurture children's emerging capabilities and skills. The emphasis is on teachers' active, intentional role in children's play to guide learning. Two sections: four general articles that discuss the topic, followed by six content-area articles on math, literacy, drama, art, STEM, and outdoor learning. Marie wrote the introduction as well as other material. Note: This book will not be part of the Spotlight series; articles will appear as chapters in a book (along the lines of Big Questions, with chapters from different authors but having a cohesive look).

One hundred and ten years ago, Maria Montessori, the first female physician in Italy, devised a very different method of educating children, based on her observations of how they naturally learn. In Montessori, Angeline Stoll Lillard shows that science has finally caught up with Maria Montessori. Lillard presents the research behind nine insights that are foundations of Montessori education, describing how each of these insights is applied in the Montessori classroom. In reading this book, parents and teachers alike will develop a clear understanding of what happens in a Montessori classroom and, more importantly, why it happens and why it works. Lillard explains the scientific basis for Montessori's system and the distinctions between practices in traditional, "Montessomething," and authentic Montessori education. Furthermore, in this new edition, she presents recent studies showing evidence that this alternative to traditional schooling does indeed make a difference. Montessori is indispensable reading for anyone interested in teaching, training, or considering Montessori schooling, in developmental psychology, or in understanding about human learning and education overall.

Connecting theory to practice, this book highlights the importance of play for the social, emotional, and intellectual development of very young children. Combines theoretical and practical information and

includes guidance about how to improve interactions with children, select materials for young children to use, and work with families to support children development. Through vignettes, photographs, and narrative text, learn a range of ideas to help infant-toddler teachers become more responsive to children's cues and more intentional in their interactions and play with children.

Children on the autistic spectrum and those with specific communication disorders often demonstrate a difficulty in learning to play and a resulting isolation from their peers. The Identiplay intervention, based on the work of Beyer and Gammeltoft, promotes the development of social skills and social understanding, imagination, exploration, flexibility and change. By learning these skills the young person can enjoy reciprocal play with an adult or peer. In this book the authors explain how to use this positive and practical intervention and provide three video clips with case histories and a PowerPoint presentation to facilitate professional training. There is also advice on ways of adapting Identiplay to further extend play skills, moving away from the original format of a table-top activity, and applying the principles in a wider range of activities, such as role play, the development of leisure activities, water play and outdoor games. The theoretical basis for the programme is also explained, drawing on the authors' analysis of the function and development of play in children not on the autistic spectrum. The programme is suitable for all practitioners in educational and care settings who work with young children on the autistic spectrum or with communication difficulties, and is also appropriate for parents looking for an effective and enjoyable intervention to use with their own children.

One of the most important yet difficult skills for children with autism to learn is effective social interaction. This book introduces social skills programs to parents of preschool- and kindergarten-aged children diagnosed with one of the Pervasive Developmental Disorders (PDD), including Autistic Disorder, Asperger's Disorder, and PDD: Not Otherwise Specified. The book is based on the authors' decades of clinical experience using Applied Behavior Analysis (ABA), a proven educational method, to teach social skills at home and school. This book focuses on four broad topics: play skills; the language of social skills; understanding another person's perspective; functioning in an inclusive classroom. This book helps parents to work with their child's strengths to improve social skills. Following the suggestions and exercises in this book, parents can teach children to: pretend-play, use toys appropriately, know when to use conventional responses like -- excuse me -- tell jokes, recognise that others' feelings and thoughts are different from their own, and initiate social interaction with peers. Included are tips for using games, modelling, rewards, role play, videos, activity schedules, and social stories to teach social skills and make the learning experience fun for parents and children. A case study of one family's efforts and successes provides a real-life example that's informative and reassuring. Appendices listing resources such as books, games, and activities give parents additional material to explore.

Designing robots with socio-emotional skills is a challenging research topic still in its infancy. These skills are important for robots to be able to provide not only physical, but also social support to human users, and to engage in and sustain long-term interactions with them in a variety of application domains that require human-robot interaction, including healthcare, education, entertainment, manufacturing, and many others. The availability of commercial robotic platforms and developments in collaborative academic research provide us a positive outlook, however, the capabilities of current social robots are quite limited. The main challenge is understanding the underlying mechanisms of the humans in responding to and interacting with real life situations, and how to model these mechanisms for the embodiment of naturalistic, human-inspired behaviors via robots. To address this challenge successfully requires an understanding of the essential components of social interaction including nonverbal behavioral cues such as interpersonal distance, body position, body posture, arm and hand gestures, head and facial gestures, gaze, silences, vocal outbursts and their dynamics. To create truly intelligent social robots, these nonverbal cues need to be interpreted to form an understanding of the higher level phenomena including first-impression formation, social roles, interpersonal relationships, focus of attention, synchrony, affective states, emotions, and personality, and in turn defining optimal protocols and behaviors to express these phenomena through robotic platforms in an appropriate and timely manner. Achieving this goal requires the fields of psychology, nonverbal behavior, vision, social signal processing, affective computing, and HRI to constantly interact with one another. This Research Topic aims to foster such interactions and collaborations by bringing together the latest works and developments from across a range of research groups and disciplines working in these fields. The Research Topic is a collection of 14 articles that span across five research themes. Three articles co-authored by Terada and Takeuchi, Jung et al., and Kennedy et al. explore the design of "social and affective cues" for robots and investigate their effects on human-robot interaction. Mirnig et al., Bremner et al., and Strait et al. investigate people's "perceptions of robots" in different settings and scenarios, such as when robots make errors. Articles by Lee et al., Leite et al., and Heath et al. investigate the factors that shape "dialogic interaction with robots," such as interaction context. The articles under the theme "social and affective therapy" by Rouaix et al., Rudovic et al., and Matsuda et al. report on how individuals from clinical populations, such as those with dementia, autism, and other pervasive developmental disorders (PDDs), interact with robots in therapeutic scenarios. Finally, Miklósi et al. and Durantin et al. offer "new perspectives in human-robot interaction" with a focus on reframing social interaction and human-robot relationships. We are excited about sharing this rich collection with the scientific community and about its contributions to the human-robot interaction literature.

An Introduction to Young Children with Special Needs: Birth Through Age Eight is a comprehensive introduction to educational policies, programs, practices, and services for future practitioners serving young children with delays or disabilities in early intervention-early childhood special education (EI-ECSE). Thoughtfully addressing the needs of children at risk for learning or development delays or disabilities, revered authors Richard M. Gargiulo and Jennifer L. Kilgo offer evidence-based interventions and instructional techniques that provide students with a broad understanding of important theoretical and philosophical foundations, including evidence-based decision making, developmentally appropriate practices, cultural responsiveness, and activity-based intervention.

Learning occurs in the context of play for young children. Previous research has shown that many young children lack developmentally appropriate play skills. Play interventions have been developed to assist those children who may be lacking play skills. However, there is little research on direct play skill interventions for children who exhibit challenging behaviors. This study examined the effects of a four-week play skill intervention for six children with behavioral needs who attend a mental health day-treatment facility. Three children were in the play skill intervention group and three children in the comparison group. The intervention occurred twice a week for four weeks and followed a "Plan, Play, and Review" method. All three children in the intervention group increased in the amount of time spent in pretend play and the highest level of play achieved

First released in the Spring of 1999, How People Learn has been expanded to show how the theories and insights from the original book can translate into actions and practice, now making a real connection between classroom activities and learning behavior. This edition includes far-reaching suggestions for research that could increase the impact that classroom teaching has on actual learning. Like the original edition, this book offers exciting new research about the mind and the brain that provides answers to a number of compelling questions. When do infants begin to learn? How do experts learn and how is this different from non-experts? What can teachers and schools do-with curricula, classroom settings, and teaching methods--to help children learn most effectively? New evidence from many branches of science has significantly added to our understanding of what it means to know, from the neural processes that occur during learning to the influence of culture on what people see and absorb. How People Learn examines these findings and their implications for what we teach, how we teach it, and how we assess what our

children learn. The book uses exemplary teaching to illustrate how approaches based on what we now know result in in-depth learning. This new knowledge calls into question concepts and practices firmly entrenched in our current education system. Topics include: How learning actually changes the physical structure of the brain. How existing knowledge affects what people notice and how they learn. What the thought processes of experts tell us about how to teach. The amazing learning potential of infants. The relationship of classroom learning and everyday settings of community and workplace. Learning needs and opportunities for teachers. A realistic look at the role of technology in education.

This book aims to help policy makers, stakeholders, practitioners, and teachers in psychology and education provide more effective interventions in educational contexts. It responds to disappointment and global concern about the failure to implement psychological and other interventions successfully in real-world contexts. Often interventions, carefully designed and trialed under controlled conditions, prove unpredictable or ineffective in uncontrolled, real-life situations. This book looks at why this is the case and pulls together evidence from a range of sources to create original frameworks and guidelines for effective implementation of interventions.

This handbook discusses early childhood special education (ECSE), with particular focus on evidence-based practices. Coverage spans core intervention areas in ECSE, such as literacy, motor skills, and social development as well as diverse contexts for services, including speech-language pathology, physical therapy, and pediatrics. Contributors offer strategies for planning, implementing, modifying, and adapting interventions to help young learners extend their benefits into the higher grades. Concluding chapters emphasize the importance of research in driving evidence-based practices (EBP). Topics featured in the Handbook include: Family-centered practices in early childhood intervention. The application of Response to Intervention (RtI) in young children with identified disabilities. Motor skills acquisition for young children with disabilities. Implementing evidence-based practices in ECSE classrooms. · Cultural, ethnic, and linguistic implications for ECSE. The Handbook of Early Childhood Special Education is a must-have resource for researchers, professors, upper-level undergraduate and graduate students, clinicians, and practitioners across such disciplines as child and school psychology, early childhood education, clinical social work, speech and physical therapy, developmental psychology, behavior therapy, and public health.

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