

Stay-Play-Talk Training 1: STAY

| Introduction | |
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| Discuss the importance of playing with friends | <ul style="list-style-type: none"> • Read social story and discuss. • I am going to teach you how to play with your friends who may be a little shy. • Introduction to ‘buddy time’ and token system (some days, I will tell you it is buddy time, and you will try to play with your buddy the way I am teaching you. After, we will look to see if you were able to play with your buddy during buddy time. You can earn a prize from the treasure box!). |
| Introduce STAY using visual | <ul style="list-style-type: none"> • Introduce the STAY visual and remind children about the reinforcement checklist (point out the STAY visual within the checklist). • Both children repeat skill aloud together and individually. • Explain visual if needed. |
| Describe what it means to STAY | <p>Child-friendly definition:</p> <ul style="list-style-type: none"> • To make your friend feel happy, we need to stay close to them and watch what they are doing. If we are too far away, it is hard to play or talk to your friend. • You do not have to touch your friend to stay close, but if you want to tap your friend or pat your friend on the back, that is okay. • Sometimes your friend may stay in one place, like the art table, but sometimes he/she might move to a different place to play. I want you to stay with your friend, whatever they choose to do. • It is important to stay with your buddy the whole time during buddy time. |
| Practice | |
| Modeling of STAY | <ul style="list-style-type: none"> • Trainer has child be the friend and move around the room (if X goes to the carpet, what should I do? I am going to follow. What if he/she moves to the table?). 2-3 moves around room • Do this with each child separately. • Engage both children by asking questions (did he/she STAY?, etc.). • Follow-up with descriptive praise. |
| Children practice STAY with the trainer | <ul style="list-style-type: none"> • Trainer pretends to be the friend and moves around room, prompting child to follow if needed and praising when appropriate. • Do this with each child separately. • Engage other child by asking questions (did he/she STAY?, etc.). • Follow-up with descriptive praise. |

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| <p>Children practice STAY with each other (with feedback from trainer)</p> | <ul style="list-style-type: none"> • “Now it is your turn to practice with each other.” • Direct one child to be the buddy and one to be the child who may be too shy to play. • Provide prompts as needed to child to move around the room and to the buddy if he/she does not follow. • Follow up with descriptive praise. |
| <p>Examples of STAY (make sure to cover these within practice)</p> | <p>Examples:</p> <ul style="list-style-type: none"> • If your friend sits at the art table or playing a game at the table, you should sit next to them at the table. If your friend gets up to leave the table, you should get up and follow them. • If your friend is playing on the carpet, you should sit next to your friend on the carpet. When your friend gets up and leaves the carpet, you should get up and leave the carpet too. • If your friend is in the dramatic play center, you should stand next to your friend in dramatic play. When your friend moves out of dramatic play, you should follow. • If your friend is trying to figure out where they want to play and are walking around the room, you should walk around the room with your friend. |
| <p>Conclusion</p> | |
| <p>Review of STAY, using the visual</p> | <ul style="list-style-type: none"> • Remember, STAY means to: stay close to your friend, even if they move to a new place (refer to visual!). • When it is your day to be a buddy, remember, you can earn a prize from the prize box if you stay with your buddy during all of buddy time. • Provide choice from prize box for participating. |

Stay-Play-Talk Training 2: PLAY

| Introduction | |
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| Review the importance of playing with friends | <ul style="list-style-type: none"> • Read social story and discuss. • Remember, we are learning how to play with your friends who may be a little shy. • Quick reminder of ‘buddy time’ and token system (some days, I will tell you it is buddy time, and you will try to play with your buddy the way I am teaching you. After, we will look to see if you were able to play with your buddy during buddy time. You can earn a prize from the treasure box!). |
| REVIEW STAY | <ul style="list-style-type: none"> • Show children the STAY visual. • Remember, last time we talked about staying with your friend. • When you STAY with your friend, you stay close to your friend, even if they move to a new place. If we are too far away, it is hard to play or talk to your friend. • Today, we are going to talk about what we do when we are staying without friend: we PLAY with our friends! |
| Introduce PLAY using visual | <ul style="list-style-type: none"> • Introduce the PLAY visual and remind children about the reinforcement checklist (point out the PLAY visual within the checklist). • Both children repeat skill aloud together and individually. • Explain visual if needed. |
| Describe what it means to PLAY | <p>Child-friendly definition:</p> <ul style="list-style-type: none"> • To make your friend feel happy, we need to play with them. When we stay with our friends, we need to play with them too. • You can play with your friend by doing the same thing they are doing or playing with the same toy they are playing with. • You can also take turns with a toy or make something together. • Some things you can do to play with you friend are: taking turns with a game, building something together, drawing or painting a picture together, or playing pretend in dramatic play center. • ASK children if they can think of anything else they can play. • It is important to try to play with your buddy the whole time during buddy time. |
| Practice | |
| Modeling of PLAY | <ul style="list-style-type: none"> • Trainer has child be the friend and pick something to play with (if X chooses to make a puzzle, what should I do? I am going to follow and help them make the puzzle. What if he/she decides to play with something else?). • Do this with each child separately. • Engage both children by asking questions (did he/she PLAY?, etc.). • Follow-up with descriptive praise. |

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| <p>Children practice PLAY with the trainer</p> | <ul style="list-style-type: none"> • Trainer pretends to be the friend and chooses something to play with, prompting child to play if needed and praising when appropriate. • Do this with each child separately. • Engage other child by asking questions (did he/she PLAY?, etc.). • Follow-up with descriptive praise. |
| <p>Children practice PLAY with each other (with feedback from trainer)</p> | <ul style="list-style-type: none"> • “Now it is your turn to practice with each other.” • Direct one child to be the buddy and one to be the child who may be too shy to play. • Provide prompts as needed to child to pick something to play with and for the other child to play with the child. • Follow up with descriptive praise. |
| <p>Examples of PLAY (make sure to cover these within practice)</p> | <p>Examples:</p> <ul style="list-style-type: none"> • Making something in the kitchen or cooking and washing dishes at dramatic play center. • Building with blocks together (building something together and building the same or similar things next to each other). • Make a train track or road together and then play with it. • Playing with cars/dinosaurs (any small manipulative) and doing the same actions as friend. • Play a game or start a puzzle together. • Create something together (make drawing, play with play dough, etc.) • Clean up a toy or game with a friend. |
| <p>Conclusion</p> | |
| <p>Review of PLAY, using the visual</p> | <ul style="list-style-type: none"> • Remember, PLAY means to: play with your friend by doing the same thing they are doing or playing with the same toy they are playing with (refer to visual!) • When it is your day to be a buddy, remember, you can earn a prize from the prize box if you stay AND play with your buddy during all of buddy time. • Provide choice from prize box for participating |

Stay-Play-Talk Training 3: TALK

| Introduction | |
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| Review the importance of playing with friends | <ul style="list-style-type: none"> • Read social story and discuss. • Remember, we are learning how to play with your friends who may be a little shy. • Quick reminder of ‘buddy time’ and token system (some days, I will tell you it is buddy time, and you will try to play with your buddy the way I am teaching you. After, we will look to see if you were able to play with your buddy during buddy time. You can earn a prize from the treasure box!). |
| Review STAY and PLAY | <ul style="list-style-type: none"> • Show children the STAY and PLAY visuals. • Remember, we have practiced staying and playing with your friend. • When you STAY with your friend, you stay close to your friend, even if they move to a new place. If we are too far away, it is hard to play or talk to your friend. • When you PLAY with your friend, you do the same thing they are doing or play with the same toy they are playing with. • Today, we are going to talk about talking to your friend when you play with them. |
| Introduce TALK using visual | <ul style="list-style-type: none"> • Introduce the TALK visual and remind children about the reinforcement checklist (point out the TALK visual within the checklist). • Both children repeat skill aloud together and individually. • Explain visual if needed. |
| Describe what it means to TALK | <p>Child-friendly definition:</p> <ul style="list-style-type: none"> • When you stay and play with your friend, you should also talk to them. • They may be too shy to talk to you, but you will make them happy if you talk to them. • You can talk to your friend by asking your friend a question or telling them something. • You can ask your friend to play with you and ask if they want to do what you are doing. You can say, “Do you want to play with me? “ • You can also ask your friend if you can play with them. • You can tell your friend what you are doing or ask what they are doing. • You can also show your friend something by saying, “Look what I made!” • You can also talk to your friend by saying something nice about your friend or about what they are doing. “I like your picture!” or by saying, “Good job!” • ASK children if they can think of other ways they can talk to their friends. • It is important to try to play with your buddy the whole time during buddy time. |

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| Practice | |
| Modeling of TALK | <ul style="list-style-type: none"> • Trainer has child pick an activity (play) and models different ways to talk to friends (pointing out what she said while modeling). • Do this with both children together. • Follow-up with descriptive praise. |
| Children practice TALK with the trainer | <ul style="list-style-type: none"> • Trainer has children practice talking to the trainer (can be during same play activity or another of their choosing). • Trainer should make sure each child practices talking a few different times. • Follow-up with descriptive praise. |
| Children practice TALK with each other (with feedback from trainer) | <ul style="list-style-type: none"> • “Now it is your turn to practice with each other.” • Direct one child to be the buddy and one to be the child who may be too shy to play. • Provide prompts as needed to child to talk to the other child. • Ensure each child takes on the role of both the peer buddy and target child. • Follow up with descriptive praise |
| Examples of TALK (make sure to cover these within practice) | <p>Examples:</p> <ul style="list-style-type: none"> • Greeting another child. • Gaining attention by saying child’s name. • Commenting positively on friend’s creations or actions. • Asking to play. • Asking the other child to play with them. • Make play suggestions. • Providing praise to friends. • Asking for a toy. |
| Conclusion | |
| Review of TALK, using the visual | <ul style="list-style-type: none"> • Remember, TALK means to: ask your friend a question or tell them something (refer to visual!) • When it is your day to be a buddy, remember, you can earn a prize from the prize box if you talk to your buddy during all of buddy time. • I want you to try to a lot, but I want you to try at least two times to talk to your friend. • Provide choice from prize box for participating |

Stay-Play-Talk Training: Booster

| Introduction | |
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| Discuss the importance of playing with friends | <ul style="list-style-type: none"> • Read social story and discuss. • Reminder of ‘buddy time’ and token system. |
| Review | |
| Reminder of STAY | <ul style="list-style-type: none"> • Show STAY visual <p>Child-friendly definition:</p> <ul style="list-style-type: none"> • To make your friend feel happy, we need to stay close to them and watch what they are doing. If we are too far away, it is hard to play or talk to your friend. • You do not have to touch your friend to stay close, but if you want to tap your friend or pat your friend on the back, that is okay. • Sometimes your friend may stay in one place, like the art table, but sometimes he/she might move to a different place to play. I want you to stay with your friend, whatever they choose to do. • It is important to stay with your buddy the whole time during buddy time. <p>Practice STAY with each other</p> |
| Reminder of PLAY | <ul style="list-style-type: none"> • Show PLAY visual <p>Child-friendly definition:</p> <ul style="list-style-type: none"> • To make your friend feel happy, we need to play with them. When we stay with our friends, we need to play with them too. • You can play with your friend by doing the same thing they are doing or playing with the same toy they are playing with. • You can also take turns with a toy or make something together. • Some things you can do to play with you friend are: taking turns with a game, building something together, drawing or painting a picture together, or playing pretend in dramatic play center. • ASK children if they can think of anything else they can play. • It is important to try to play with your buddy the whole time during buddy time. <p>PRACTICE: model, have them practice with trainer, and have them practice with each other.</p> <p>*discuss what they have been doing well, what they have been doing that is not play and how to change it.</p> |
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| <p>Reminder of TALK</p> | <ul style="list-style-type: none"> • Show TALK visual <p>Child-friendly definition:</p> <ul style="list-style-type: none"> • When you stay and play with your friend, you should also talk to them. • They may be too shy to talk to you, but you will make them happy if you talk to them. • You can talk to your friend by asking your friend a question or telling them something. • You can ask your friend to play with you and ask if they want to do what you are doing. You can say, “Do you want to play with me? “ • You can also ask your friend if you can play with them. • You can tell your friend what you are doing or ask what they are doing. • You can also show your friend something by saying, “Look what I made!” <p>Practice TALK with each other.</p> |
| <p>Conclusion</p> | |
| <p>Review of STAY-PLAY-TALK, using the visual</p> | <ul style="list-style-type: none"> • Remember, STAY means to: stay close to your friend, even if they move to a new place (refer to visual!). • Remember, PLAY means to: play with your friend by doing the same thing they are doing or playing with the same toy they are playing with (refer to visual!) • Remember, TALK means to: ask your friend a question or tell them something (refer to visual!) |