



# IPG Infographic

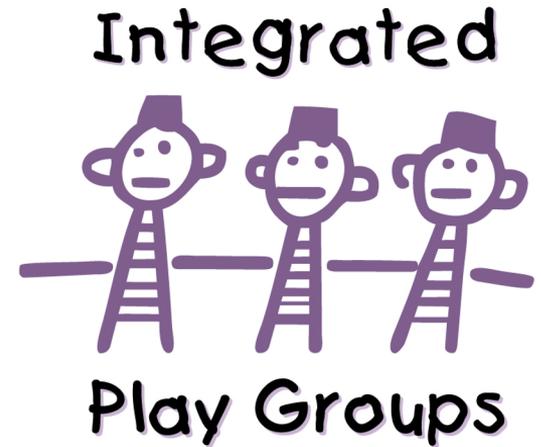
Jennifer Smith & Brittany Castelluccio



# BACKGROUND

Started this semester with IPG in elementary school setting

Unable to complete IPG due to school closures



# INFOGRAPHIC GOALS

Support family members as play facilitators

Provide families with accessible information





## Support Your Child's Developing Play Skills at Home During this Shelter-in-Place

During this time of sheltering-in-place, we can support our children's development of play skills despite the social distancing from peers and friends.

Parents can facilitate play between siblings and even independent play with their child.

"Play is vital for a child's learning, development, and culture"

### WHAT IS AN INTEGRATED PLAY GROUP (IPG)?

Developed by Dr. Pamela Wolfberg in the late 1980s, an IPG is an "evidence-based practice designed to guide children on the autism spectrum in **mutually engaging** play experiences with typical peers/siblings in **inclusive** settings".

### HOW TO FACILITATE PLAY AT HOME:

- **Get to Know Your Child**

Discover their talents and interests by watching them

- **Expand Play Around Their Interests**

If they like camping or even hanging out in small spaces, build an indoor tent. You can make a pretend campfire and roast some smores! You can add in a scavenger hunt where they need to locate camping supplies. These themes can constantly be built upon with different items and activities!

- **Encourage Play Between Siblings**

Find a compromise between their interests to ensure the play is enjoyable for all.

If one child wants to play pretend kitchen and the other wants to play blocks, prompt them to make food out of blocks.

- **Narrate but Avoid from Giving Instructions**

Use language that talks about what they are doing and avoid telling them how to play.

Orient the child to what their sibling is doing and saying in order to find natural opportunities for enter the play activity and expand upon the play.

Try saying "wow, you have the car moving upside down" instead of "roll the car like this."

Source: [autismcollective.org/ipgmodel](https://autismcollective.org/ipgmodel)

# Watch your child to discover their talents and interests

- What toys, activities, and themes does your child gravitate towards?
- What is their special interest area -- and how can you incorporate it into play?
- What tv shows and books does your child like?
- What does your child do on their own time?

## Build upon themes they enjoy with different items and activities

- If your child likes camping, set up a tent or fort, build a pretend campfire, and roast some s'mores
- Do a scavenger hunt to look for items of interest
- If they like singing or dancing, have them do a talent show
- Have them do challenges like eating Harry Potter jelly beans (the gross flavors)
- Other ideas: building with legos, pretend shopping and cooking

## Encourage play and compromise between siblings

- If your child has a sibling, find a way to combine both of their interests
- Be creative and encourage flexibility
- Ask both children if they can help think of ways to combine activities -- where is some potential overlap in their themes?
- Examples: If one child wants to play with blocks and the other wants to grocery shop, build a store together and then go shopping at the grand opening

## Use narrative language and avoid providing instructions for the child

- Make comments to your child about what their sibling is doing and saying in order to orient their attention towards them and find ways to enter into mutual play
- Try not to tell your child what to do, but instead narrate what is already happening or offer suggestions to expand upon play activities (e.g., “I see your robot is doing some great karate moves. Maybe you want to invite your sister to be an audience member at your robot’s grand performance!”)
- Facilitate play by staying in the background as much as possible, with the aim to fade away support (i.e., you may have to be the “director” at first, helping them set up their activity and materials, but then step back and allow play to progress naturally)



# Conclusion

- We can support families in play facilitation during this shelter-in-place
- Infographics such as these can offer easy-to-digest information and direct parents toward more resources
- Supporting your child involves getting to know their interests, building upon themes/activities they enjoy, encouraging play between siblings, and using narrative language to orient your child toward their sibling
- Future research ideas: During shelter-in-place, how can we support autistic children's play if they don't have siblings? What kind of online training can we set up for parents to learn how to be play facilitators? Can we set up successful online play dates for students?