

Group Play & Socialization: Playing Games with an Adult

Student will learn to play simple games with the instructor and other adults.

Suggested Materials

- ★ Board Games
- ★ Card Games
- ★ Play Equipment

For an impressive list of traditional children's games, you can search for "list of traditional children's games" on Wikipedia. Here are just a few ideas:

Active Games

- ★ Tag
- ★ Hide and Seek
- ★ Basketball
- ★ Hopscotch
- ★ Simon Says

Board Games

- ★ Candy Land
- ★ Chutes and Ladders
- ★ Hi-Ho Cherry-O

Card Games

- ★ Go Fish
- ★ Old Maid
- ★ Memory Game
- ★ War

Visit www.stageslearning.com/adapt-games-for-autism for some ideas on how to modify the listed games if the student is having trouble playing by the traditional rules.



Student:

Projected activities for: ___/___/___ to ___/___/___

Monday	Tuesday	Wednesday	Thursday	Friday

Notes

Lesson Focus

Student will learn to play simple games with the instructor and other adults.

Lesson Format

The primary lesson is designed for 1:1 instruction with a teacher or therapist.

Location

This lesson is intended as an indoor activity that requires the teacher and student to be seated at a table or on the floor. Depending on the type of game being played, the teacher and student may be seated across from one another.

Preparation

Gather any materials needed for a simple, age-appropriate game.

Procedures

1. Sit in a chair at the table facing the student.
2. Make sure you have the student's attention.
3. Give an instruction asking the student to engage in playing a game. Choose the instruction to which the student responds best and that is appropriate for the chosen game. A few options include:
 - a. "Let's play a game."
 - b. "Time to play a game."
 - c. "We're going to play a game."
 - d. "I want to play _____. Will you play with me?"
4. Engage in game play with the student, prompting as necessary and making sure the student uses their turn-taking skills.
5. Reinforce the student each time they appropriately engage in an aspect of game play. For example, reinforce good turn-taking, good waiting, good rolling the dice, good moving the game piece, etc.

Prerequisites

Lesson 73: Playing Games with an Adult is an intermediate activity. The prerequisite is:

★ **Lesson 71: Taking Turns**

Various games may require different skill sets as a prerequisite: Color or number knowledge, fine motor skills, focus and attention are just a few. Use your judgment as to which games are appropriate to the student's existing skills.

Standards

Head Start

- ★ P-SE 1
- ★ P-SE 2

Common Core

- ★ N/A

ABLLS-R

- ★ K15

VB-Mapp

- ★ SB & SP 2-b

Record Keeping

Data Sheet

- ★ *Skills-Based Lessons*

Home Communication Sheet

- ★ *Emerging & Maintaining Skills*



Teacher Tip

If the games are too complicated for the student to play by the typical rules, you can make some modifications. For example, you could play the "Memory Game" with the cards face up, so the student just has to find the pairs, rather than remember where they are hidden.

Remember, games require a variety of skills which the student may or may not have perfected. The fine motor skills to pick up a game piece, the ability to wait patiently, and the language skills to listen and to participate in game play are just a few examples. If any of these skills is a challenge for the student, you can prompt them separately, or you can choose games that only require skills the student performs well.

Lesson Progression

Phase I: Improvised Games

This phase is optional. If the student is unable to participate in any traditional games, you can improvise a very simple game by drawing a "game board" on a piece of paper and using a spinner or dice and simple game markers.

- Make sure to indicate a very clear start and finish.
- If the student is able to count, you can have them move the number of spaces as indicated on the die or on a spinner.
- If the student is not able to count, you can make colored spaces on the game board and use colored dice or a color spinner. Have them move their game piece to the next color as indicated on the die or spinner.

Phase II: Board or Card Games

Choose a simple board game or card game. Follow this progression:

- Start with a board game that the student enjoys.
- Have the student help you set up the game.
- Take turns playing the board game, encouraging the student to tell you whose turn is next.
- This is a good opportunity to practice turn taking, sharing, social skills, and basic math while engaging in a fun activity.
- When the game has concluded, say: "Good game!" Prompt the student to say the same in return.
- Have the student help you clean up the game.
- Once the student can play few simple board games with an adult, you can move on to Phase III.

Phase III: Active Games

Start by having the student join you in an open play area with room to move. Follow this progression:

- Begin with an activity the student enjoys. You can look at the Suggested Materials section for active game ideas.
- Explain the rules of the game to the student. For example, if you are playing a game of basketball, show them where to stand to throw the ball, etc.
- Give the instruction: "Let's play!"
- Model the action you want the student to engage in, e.g., shooting a basketball.
- Once you take your turn, hand the basketball to the student and say: "Your turn."
- Provide prompting as needed for the student to engage in the actions.
- Once the student has finished their turn, prompt them to give you the ball and say: "Your turn."
- Provide the student with encouragement and reinforcement for playing the game with you.
- As the student becomes more independent in following the rules of the game and taking turns, you can introduce other common games.

Generalization

As the student becomes better able to engage in game play with you, the instructor:

- Have the student play the game with a different staff member.
- Have the student play the game with 2 adults at a time.
- Have the student practice with a variety of games.
- Have the student expand the length of time they will engage in playing preferred and non-preferred games.
- Use the *Emerging & Maintaining Skills Home Communication Sheet* to communicate to parents and home staff about which games the student is able to play with an adult. Encourage parents to play these games with the student at home or in other environments outside of school. Make sure to give the parents any tips they need to help the student succeed at particular games.

Whole-Child Lesson Ideas

Choose Your Adventure

To bring an additional element of change and fun to the game play lesson, you can take pictures of all the possible games the student is able to play. Put the pictures in a shoebox. Have the student cover their eyes, or possibly use a blindfold, and pull a picture out of the box to select the game you will play.

Prompting

Prompting game play will vary based on the particular game and on the student's skill levels. Prompting may include:

1. Reminding the student of the rules of the game.
2. Reminding the student to take turns appropriately.
3. Using another adult to help guide the student through game play while you play the role of "opponent" rather than teacher.
4. Point to the appropriate action the student should take.
5. Model the action the student should take.
6. Hand over hand guide the student through game play, or physically assist the student with the activities of the game.

Next Steps

Once the student has mastered

Lesson 73: Playing Games with an Adult, move on to:

★ **Lesson 74: Playing Games with a Peer**





Skills-Based Lessons DATA SHEET

STAGES
learning materials

LESSON NUMBER

LESSON TITLE

STUDENT'S NAME

DATE

Prompt Codes				Notes
V	Verbal	P	Physical	
PV	Partial Verbal	PP	Partial Physical	
M	Model	G	Glance	
PM	Partial Model	L	Location	

Command: _____

Desired Response: _____

Circle + (correct), - (incorrect), NR (no response), or P (prompted) and fill in Prompt Code.

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										

Date: _____	Staff Initials: _____	Notes: _____								
Time Started: _____										
Time Finished: _____	% Correct: _____									
Trial	1	2	3	4	5	6	7	8	9	10
Response	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P	+ - NR P
Prompt Code										