

Recommendations for Adult–Child Play Sessions

Effective play-based approaches are child-centered and provide a safe haven for the child from which they can explore and learn. Having one-on-one play sessions is a necessary component of prevention and intervention programs for children with challenging behaviors. It provides a chance for both the child and the teacher to get to know each other in a neutral context. The following recommendations are based on principles of floor time and banking time and provide the best practice guidelines for teachers in conducting one-on-one play sessions.

Table 5.1 Rationale for Teacher’s Behavior during One-on-One Play Sessions with Children

<i>Teacher’s Behavior</i>	<i>Reason for Teacher’s Behavior</i>
<ul style="list-style-type: none"> • Allow for the child to choose an activity. 	<ul style="list-style-type: none"> • Gives the child a chance to have complete control over a situation.
<ul style="list-style-type: none"> • Follow the child’s lead and interests. 	<ul style="list-style-type: none"> • Empowers the child to be in charge and control. Provides a safe environment for the child.
<ul style="list-style-type: none"> • Do not teach. 	<ul style="list-style-type: none"> • Gives the child a safe environment from which to play and explore, without any expectations from the adult.
<ul style="list-style-type: none"> • Show interest without judgment. 	<ul style="list-style-type: none"> • Lets the child know no matter what he does, he won’t be judged negatively.
<ul style="list-style-type: none"> • Comment or narrate what the child does. 	<ul style="list-style-type: none"> • Shows the child that the child has the teacher’s complete attention for the session.
<ul style="list-style-type: none"> • Accept what the child does, and get involved in play if the child asks. 	<ul style="list-style-type: none"> • Gives the child a feeling of safety and trust.