

## MODULE 3

**Module 3 is getting you ready to implement PMV in your play sessions and to understand where a pattern comes from and why is it so important to film your play sessions.**

### VIDEO COACHING

Reviewing video examples of a child at play can provide you with new insights and learning on different strategies, as well as fresh ideas for joyous play with your child. It is an incredible tool for your own learning and wonderful to share these videos with parents and whanau and a great visual way to support other staff in centre. We understand that it may seem like a daunting process, but we want you to relax, have fun and give it a try. We are not looking for a "perfect video" - we're wanting to highlight those special moments where all the magic happens, and why this level of quality albeit fleeting moments are vital for any child's development. It may also highlight what we could do differently next time – or how we can extend the play for more fun!

We film a '**baseline**' clip so we can eventually compare a before and after with the PMV strategies. The Baseline is a snapshot of the child's usual play experience without any strategies - this will give us a lot of information about what we need to do to improve the quality of social play for that child.

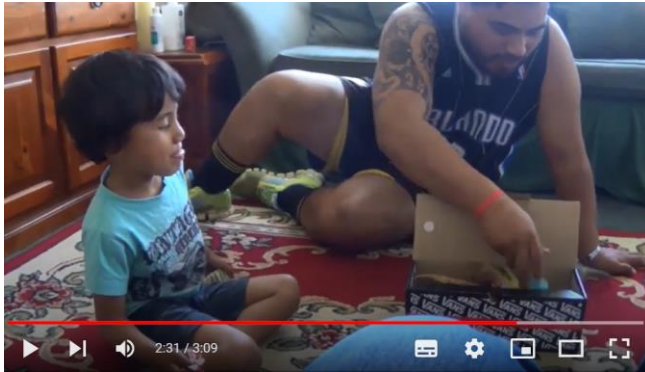
Having a **contrast** clip is again just another short clip **using** the PMV strategies after the baseline is done.

What difference did that make? Did the Level of Engagement scale move? ***Your videos need to only be 1-2 minutes long.*** Remember we are looking at what the adult does. Cross the bridge and leave the shame at the door. 😊

**It would be really helpful to set your video's up to share with the group when we meet on zoom.**

Here is a **before and after video** of a dad and his son Ese, playing. From 2:29 minutes is where dad has implemented the PMV strategies into the play session.

<https://youtu.be/Wmj9IjnvPvM>



## Where does a pattern come from?

Often the most difficult part of play for the adult is trying to think up new patterns/games. **Modelling, copying, adapting and interrupting** are four more techniques to increase the number of games that you can play together.

## Modelling

One of the basic ways we all learn is by watching others and copying what they do. You can make use of this by modelling for your child the pattern of play activity you want them to do. The following story shows how this can be done accidentally!



### Parent Story: Silly shaving

*Luke's Dad noticed him sitting at the table. Dad sat down opposite him with some shaving cream. He shook the can and said, "Silly shaving" (for a memory catchphrase). With a large intake of breath, he squeezed a small amount of cream onto the table in front of him. He put his fingers in it and said, "Round and round and round annnnnndddd .....SPLAT!" Luke was watching and smiled as his Dad splatted the foam. Dad repeated the action again. When the shaving cream had*

*all disappeared a second time, he put a blob of shaving cream in front of Luke and they did it together.*



### **Parent Story: Playing “Ringa Ringa Roses”**

*Mum and Dad held hands while Michael was looking at a book. They danced around the room singing the “Ringa ringa roses” song until they all fell down. They repeated this until Michael started watching. When they fell down again, they offered their hands to Michael while singing “Ringa ringa roses” again, and this time he ran and joined them.*

## Copying

Another good way of increasing the number of patterns is to simply observe what your child is doing and copy it. Your child will be most motivated to join in if you are tapping into one of their interests. Following are two examples.



### **Parent Story: Copying the playground walk**

*Mum observed Jonny walking round the edge of the playground. At first, she was disappointed that he wasn’t using the equipment. Then she thought she may as well join in with him. She walked alongside him and whenever they were coming up to a corner, she made a funny noise. By the third corner he was anticipating the noises. Then she said “Stop!” and they both stopped. Next she quickly said “Go” and they started the pattern again.*

In this example, Mum first got into a pattern with her son by copying what he was doing. Next, she made herself interesting by making a noise so he would pay attention to her. She then guided the interaction to a new level through introducing the variations of ‘stop’ and ‘go’. Her next variation might be fast and slow.



### **Parent Story: Banging blocks**

*Mum saw Sherie banging two blocks together. Mum picked up two more blocks and banged them in time with Sherie. But Sherie didn’t notice. So, when Sherie stopped, Mum stopped, and then they both started again. Mum made the actions more obvious by whooping when they started and groaning when they stopped. Sherie began to smile at Mum.*

Although this pattern might seem very simple, Mum has achieved gaining Sherie's attention through copying her action. Mum could then progress to more complex interactions.

## Adapting

Adapting is a way of creating new patterns based on what the child likes – the next step from copying. First simply observe what your child likes to do, then create a pattern that has some of those elements in it. Following are two examples. Both adults in these stories created patterns by adapting what the child does to insert themselves into their child's play world.



### Parent Story: Wishy-washy

*Adam loved car wash machines and always wanted to drive past them. When Mum was in the lounge with him, she took two cushions off the sofa, knelt on the floor and called the catchphrase "Washing machine, wishy washy". Adam looked towards his Mum, who was holding the cushions to frame her face. She repeated the catchphrase and shook the cushions. Adam ran into the gap between the cushions to be 'car washed'. Then Mum moved to a different position and started again.*



### Parent Story: Alphabet game

*Maya played with an electronic game that triggered a computer voice when you pressed a letter of the alphabet. When she pressed the letter "A", the machine said "A is for apple". When Maya was going to press one of the buttons, Mum took Maya's hand and guided the finger to her nose. Using an 'electronic voice', Mum said "N is for nose" as she touched her nose. This game soon progressed to touching other parts of Mum's face and body, and then Mum had a go on Maya.*

## Interrupting

Observe the activity your child is doing. Work out what the pattern is. Join in by interrupting and create a role for yourself in the pattern. Note that the interrupting technique is a tricky one for which sensitivity is really important. You need to take care not to upset your child by spoiling their game. In the example below, Mum took it slowly after realising her son's

anxiety. She made herself interesting by using a catchy tune and at first expected nothing more than what he was doing already. As soon as he was comfortable, she attempted to lead the play in a new direction.

**Parent Story: Raining, pouring**

*Davey puts sand in a cup then pours it back into the sand tray. He does this every day. Mum first watches him. Then, the next time Davey is about to pour, Mum puts her hand underneath the sand. When the sand touches her fingers, she sings animatedly "It's raining, it's pouring". Davey walks away.*

*When Davey returns later he starts his sand pouring again, and Mum sits down next to him. She sings "It's raining, it's pouring" when he pours the sand. Davey carries on with his pattern without reacting, so Mum puts her hand under the sand he is pouring and sings again. This time he stays, so she does it again.*

*Over the next few days, Mum continues to interrupt his play. Davey expects it by now and they have progressed to where she puts her hand in another place and Davey moves the cup to pour over it.*

*Next time Mum is going to try to hold the cup and see if Davey will put his hand under the sand.*

Following is another example of a mother gradually interrupting a game by being persistent and sensitive. Once again, a sound makes a useful memory catchphrase.



### **Parent Story: Persistent Mum**

*Saione pushes a toy car around the outside of the coffee table. He does this time and time again.*

*To interrupt him, Mum gets a cardboard tube and places it in the way of Saione's car. He tries to push it away, but Mum puts the car in the tube and rolls it out the other side. Saione doesn't look too pleased but continues pushing the car round the table. The tube is there again but this time he pushes the car through himself. Mum moves position so the tube is on another side of the table.*

*Each time the car goes through the tube, Mum makes a 'brumming' sound. This sound becomes the memory catchphrase when they play again.*

## The Strategies of Way to Play

Strategy	Why	What child may do
Create patterns	Child is drawn to predictability which allows the child to feel safe	Take an active, voluntary role in the pattern with the adult
Use Variations	Child feels competent in situations that are changing	Adapt and respond to the changes
Memory catchphrases	The child has a positive memory of spending good times together To help reconnect and play together again	Readily come and play when they hear the catchphrase Use the catch phrase to start games
Adapt	Child shows a particular interest which the adult uses	
Copy	Child is already completing actions which the adult can copy	Child notices the adult copying and feels connected
Interrupt	Child already is showing an interest	Child allows the interruption
Adult is the guide	We follow the child's interests and guide it to new experiences	Adapt to the bigger changes and transition from one pattern to another
Reduce language, use declarative statements and minimise instructions	Don't want to bombard with language. Provide a real model of social communication. Allow opportunities for thinking	Repeat and respond to communication initiations. Initiate spontaneous communication attempts.
Make yourself interesting by exaggerating non verbal communication, including affect and moving round the room	Draw attention to the adult	Respond with smiles and laughter, and to the non verbal communication Pay attention to the adult
Provide pauses during play	A time to regather your thoughts. Provide an opportunity to initiate	Seek your attention. Start a new game
Playfully obstructive	To provide problem solving opportunities	Recognise there is a problem, come up with a solution. Look at you in surprise and wonder

## Model, Copy, Interrupt, Adapt

### Plan how you can use these four new strategies.

1. Circle which technique you are going to use first:

MODEL

COPY

ADAPT

INTERRUPT

2. What are you going to do and say? (Think about 'pattern, memory and variation')

3. How will you 'make yourself interesting'?

4. What do you think your child might do?

### After the game, reflect on how it went.

5. How did the game go overall? What went well? What will you do differently next time?

6. How did you 'make yourself interesting'? What other techniques could you use next time?

7. How will you use another of the other new strategies (Model, Copy, Interrupt, Adapt) the next time you play?



## Activity:

During the week, record another video of you and your focus child, playing. This time add in the PMV strategies.

The video only needs to be 1-2 minutes long.

Enjoy and have fun!