Overview of JASPER
Environmental Arrangement
Imitating and Modeling
Routines
Communication Strategies
Expanding
Programming and Prompting
Troubleshooting
Supporting Engagement and Regulation
JASPER Overview
Goal of JASPERS:
Children’s spontaneous initiations of skills.
- Seek out social interactions
- Share and communicate with us
- Generate their own play ideas
Before the child can learn it is important to create a supportive context to teach new skills
• In JASPER this context is within play routines

Four Components of a Play Routine

1. An active social partner

2. Motivating and developmentally appropriate toys

3. Repeated practice

4. Flexibility and the addition of new steps and toys
Engagement

What is engagement?
- Engagement is the way children interact and connect with objects and people in their environment.

Why is engagement important?
- When children are connected with the world around them, they have more opportunities to learn!

What does it look like when a child is engaged?

- Looking at their partner
- Facing their partner
- Communicating
- Sharing toys and ideas
- Imitating their partner
Children can range from being unengaged to being jointly engaged. Our goal is to increase their time being jointly engaged.

- **Unengaged**: The child is not focused on a person or an object.
- **Onlooking**: The child is watching other people but not participating.
- **Person Engaged**: The child is interacting with a person but there are no toys.
- **Object Engaged**: The child is only focused on an object by themself.
- **Supported Joint Engaged**: The child interacts with objects and another person in their environment.
- **Coordinated Joint Engaged**: The child is jointly engaged with another person in their environment.
Our goal is to increase:

- Diversity
- Complexity
- & Flexibility

We follow play development:

Why Teach Play?
- Developmentally appropriate
  - All children play with toys and learn from those interactions around toys
- Builds language
- Helps build flexibility and imagination
- Teaches problem-solving skills
There are three types of simple play:

**Indiscriminate**
- Exploring everything in the same way
- e.g., mouthing or banging toys

**Discriminate**
- Cause and effect
- e.g., roll a car or push a button

**Take Apart**
- Pull apart items that had been put together
- e.g., taking rings off of a stacker
There are two types of combination play:

**Presentation**
- Put items into spots where they fit perfectly
- e.g., put a coin into a piggy bank

**General**
- Stack and build
- e.g., stack nesting boxes or build with blocks
There are five types of presymbolic play:

- **Pretend Self**
  - The action is to yourself or another person
  - e.g., pretending to brush your hair

- **Physical Combinations**
  - Build to make something
  - e.g., building an airplane

- **Child as Agent**
  - The action is made to a figure (doll, animal, action figure)
  - e.g., pretending to brush a doll’s hair

- **Conventional Combinations**
  - Combine things that go together in real life
  - e.g., setting chairs to a table

- **Single-scheme Sequence**
  - An action on two or more figures (dolls, animals, action figures)
  - e.g., brushing one doll, and then another doll
Symbolic Play

There are six types of symbolic play:

- **Substitution with object**
  - Pretend an object is something else
  - e.g., pretending a block is a car

- **Substitution without object**
  - Pretend something is present that is not
  - e.g., “tea” in a teapot that does not have any liquid

- **Doll as Agent**
  - Pretend to give the figure life
  - e.g., the doll walks, sleeps, talks

- **Multi-scheme sequence**
  - The dolls take multiple actions in a row
  - e.g., animal wakes up, walks over to the table, and eats breakfast

- **Sociodramatic**
  - Pretend to be someone from the community
  - e.g., be a chef

- **Thematic**
  - Pretend to be a fantasy character
  - e.g., be a dragon
Children communicate in many different ways!
- **Verbal** (using words)
- **Vocal** (babbling)
- **Gestural** (reaching, clapping, pushing, etc.)
- **Visually** (looking at what they are interested in)

Notice the different types of communication the child uses

All these methods of communication cue us in on what to say and how to respond appropriately
Types of Communication

**Joint Attention**: Using gestures or language to SHARE objects and events with other people

- **Showing to share**
  - Image of a child showing an object to another child.
  - Image of a child sharing an object with another child.

- **Shared eye contact**
  - Image of two children sharing an activity.
  - Image of two children looking at an object together.

- **Giving to share**
  - Image of a child giving an object to another child.
  - Image of a child sharing an object with another child.

- **Pointing to share**
  - Image of a child pointing to an object.
  - Image of a child pointing to an activity.

**Requesting**: Using gestures or language to ask for help or fulfill a need

- **Reaching to request**
  - Image of a child reaching out to another child.
  - Image of a child reaching out to an object.

- **Giving to Request**
  - Image of a child giving an object to another child.
  - Image of a child sharing an object with another child.

- **Pointing to Request**
  - Image of a child pointing to an object.
  - Image of a child pointing to an activity.
Regulation

Reasons for Behavior: All behavior is communication. Our job is to be the detective that learns the message our child is communicating!

Avoid/Escape:
Goal: To stop or avoid a demand or less preferred activity

Access:
Goal: To get something desired or preferred

Attention:
Goal: To get your attention (in a good or bad way)

Automatic:
Goal: These behaviors are rewarding in themselves
Environmental Arrangement
Goal of Environmental Arrangement:
To structure the child’s environment in order to support the child’s play, communication, and engagement

- Where are you playing?
- What toys are available?
- What is in the child’s sight and reach?

Environment Includes:
Preparing for the Session

Creating an engaging environment before you start to play:

1. Create a clearly defined and designated space

2. Set up clear toy choices

3. Use motivating toys at the appropriate play level
During the Session

Maintaining the child’s engagement while playing:

1. Face the child at eye level

2. Have at least two toy choices available with other options nearby

3. Have enough pieces to take turns