

## 'Social Coaching' Strategies

During child-initiated play/conversation with their peers, adults can support children to engage in interaction with an increasing amount of support as required.

- a. **Talk about something that a peer is doing / saying**  
e.g. 'X is building something next to you'. 'I think X's tower is great!'
- b. **Get them thinking more about what a peer is doing**  
e.g. 'I wonder what they are building' / 'I think they are building', or even use a gesture to help them to notice.
- c. **Give a more specific example of what they could do or say**  
e.g. 'You could ask them what they are building' or...
- d. **Model what they could say**  
e.g. 'Say, "What are you building?"', or "I love your tower!"
- e. **Give the child a 'specific role',**  
e.g. 'Can you build the walls of our zoo?' "Can you make us some tea in the home corner?"

## Structured Play Activities

Some children find it more challenging to choose their own play activities or have their own ideas for what to play with. For that reason, it can be useful to introduce some more structured play opportunities. Choose a small group and adult-initiate some of these play activities:

### Early turn-taking games

- Cars and trains- take turns to 'drive' round tracks/ roads
- Build towers- take turns to add a block
- Post shapes or pictures into a 'post box' i.e. shoe box
- Use instruments to take turns to make sounds.
- Use finger puppets- take turns at making them say hello & bye bye

### Later turn-taking games

- Try to also include games that involve communicating with one another, e.g. giving instructions such as 'Simon Says' 'What's the time Mr Wolf?' 'I spy' etc.
- Take turns in games such as 'Pop up pirate' / Snakes and Ladders
- Completing a 'joint task' such as making a specific model, completing a puzzle, cooking
- Barrier games – Take turns to give instructions to each other