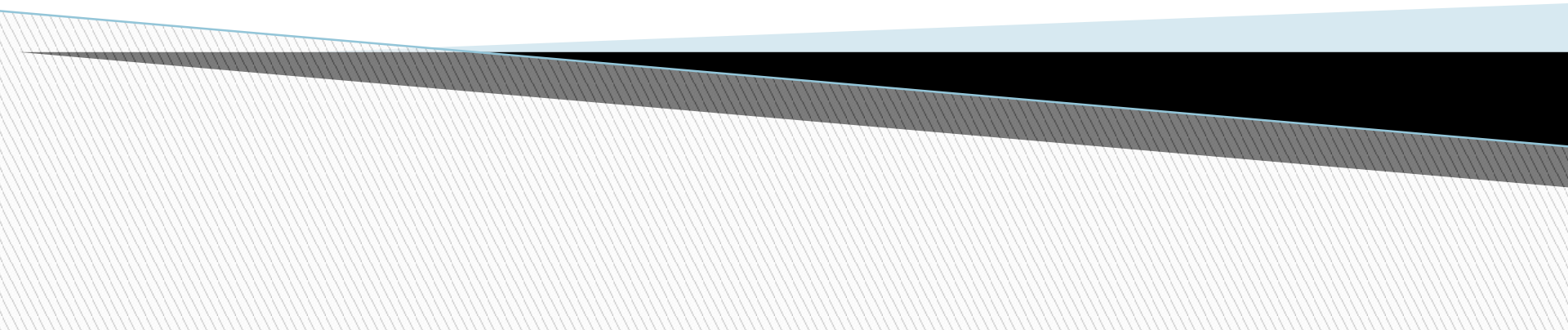
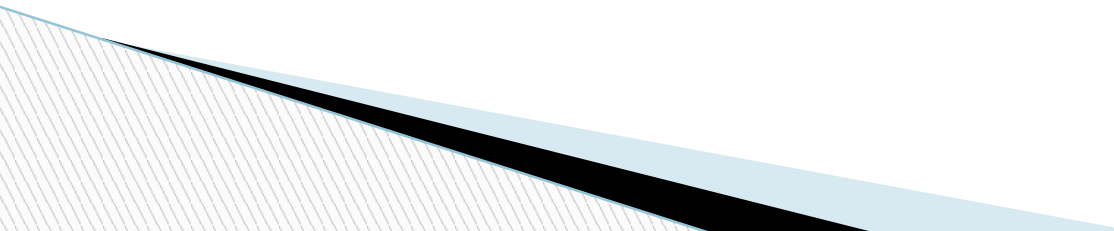
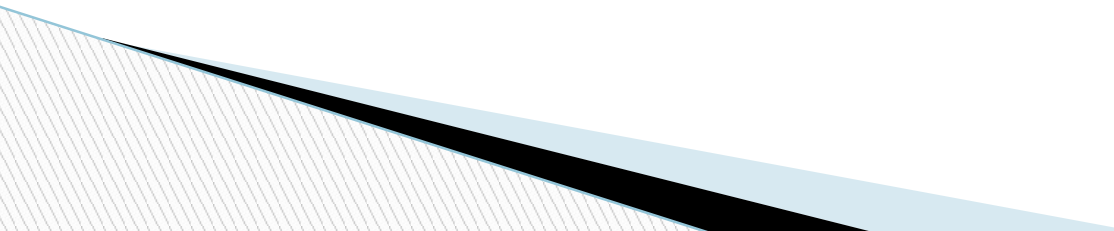


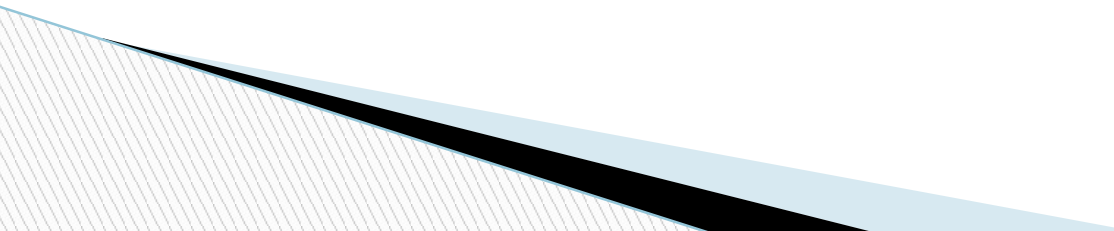
Joint Activity Routines



Joint Activity Routines- 8 important elements:

1. Child interest begins the activity
 2. Adult marks important aspects with language and positive affect and follows child's lead into activity
 3. Adult makes it interesting and reciprocal through turn taking, imitating child's actions and adding interesting effects to sustain the child's attention and motivation for objects and actions.
- 

4. “Topic” of the play develops as the partners co-construct the JAR- each adding to the whole
 5. Adult elaborates the activity with theme and variation.
 6. Adult weaves in target vocabulary, nouns, verbs, prepositions, stimulates the child’s imitation, develops symbolic aspects of play and maintains the activity as dyadic and reciprocal.
- 

- 7. Positive affect dominates adult and child's experience.
 -
 - 8. Child's communication occurs frequently, expressing multiple functions (request, comment, maintain interaction, protest, share emotion) in balance with the adults.
- 

Drawing the Child's Attention

In order to learn from people children's attention has to be on people not just objects. Once we identify a child's object or activity interest we need to draw child's attention to our eyes, faces, body actions, sounds and words.

How to become part of the child's attention

Eliminate the competition

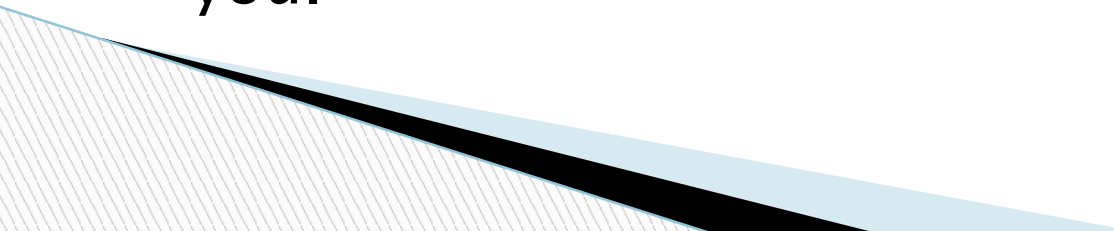
Take centre stage- crucial you are face to face with the child

Watch and Comment

Be helpful

- Once children are comfortable with your presence and your handling of materials become a more active participant
- Take a role in the **play- imitate the child**, add variations and **elaborate** the play
- **Control the materials-** once the child has selected the materials and begun the activity, scoop up the rest of the materials. This puts you squarely in the spotlight.
- Take turns

Phases of JARS

- Opening- narrate the activity as you follow the child's lead
 - Establish the theme
 - Elaboration
 - Closing- when attention is waning or you have taught all of your targets. Tell the child the activity is all done and have the child tidy the activity with you.
- 

Each child will have individual targets he or she is working on in his or her JAR. See the attached target sheet for specific targets.

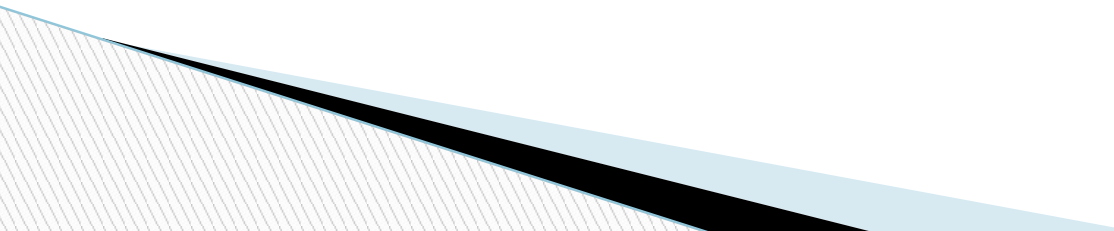
- Note: when doing symbolic play ensure the themes are “understood” by the child. For example, real life themes- meals, bath time, birthday party, doctor, park, Mcdonalds etc. You can also use books the child is familiar with

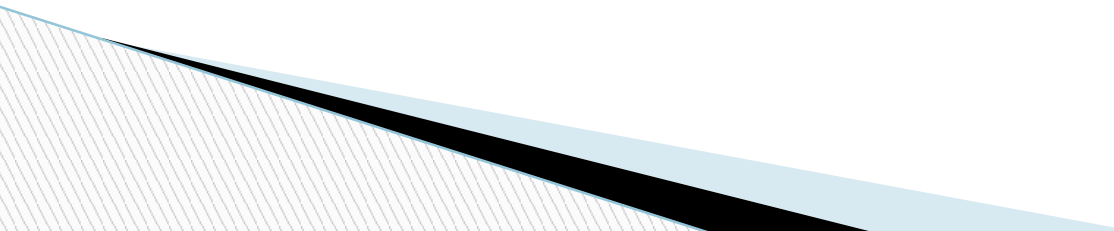
- Use least to most prompting
- Reinforcement-Enthusiastically labeling and/or imitating the child

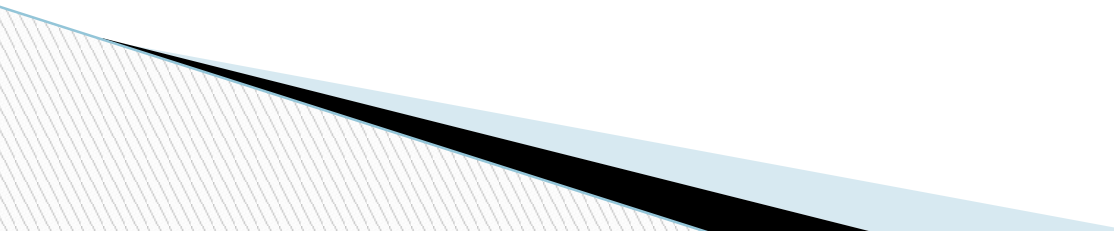
Sensory Social Routines (SSRs)

In SSRs each person's attention is focused on each other not objects.

SSRs 4 main goals:

1. Draw child's attention to social cues; especially eye contact and the face, also physical gestures and facial expressions
 2. Adults make silly faces, add sound effects and expressions to all kinds of games, and draw child's attention to their face
 3. Increase children's communication to initiate, respond to and continue social interactions through eye contact, gestures, facial expressions, sounds and words.
 4. Optimize children's arousal state and attention.
- 

- Crucial you are face to face with the child
 - Goal children carry out an intentional or other social act every 10 seconds on average
 - Use of objects- SSRs usually do not involve objects. However, if use objects use as prop to draw attention to the adult eg. balloons, pinwheels etc. The adult must maintain control of the object.
- 

- When starting a new sensory social routine the adult may need to start and stop the activity several times without variation so the child learns the routine.
 - Some children need to experience the routine several times before they show interest
 - If the child continues to find the routine negative move on to a different activity
- 

- We want to build up the child's repertoire of SSRs. Goal in first 12 weeks to build a repertoire of 10-12 different sensory social routines.
 - In a SSR the two partners should take turns eg. request, imitate, continue or cue- back and forth communication.
 - Note: Each child will also have individual targets he or she is working on in his or her JAR. See the attached target sheet for specific targets.
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