

Observation of social participation in play

adaptation and test of an instrument to observe play and
interaction in a peer-mediated intervention
targeting social skills and play in inclusive preschools

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Background

- Development of research in collaboration with special educators from local communities: needs from the field
- International collaboration: EU-COST network LUDI on play for children with disabilities
- Reviews of literature from our context
- Surveys to gather users' needs, i.e. parents and children with disabilities



Various reasons

- Great difficulties to promote participation and to hinder exclusion
- Previous research confirms the risks
- LUDI network explores the role of play for children with disabilities
- Survey on Parents' and children's needs: peers, playing with others, social play is a key experience that may be missing; social skills; competent adult that support the play process

Aim

- To describe the process of developing an instrument to observe play and social interaction in natural preschool settings
- To describe the instrument
- To try it and get comment form the audience

Context of the instrument

- Trial of a peer-mediated manual-based intervention Play Time /Social Time (Odom et al. 1997)
- Small trials with students' essays 2017
- Pilot study with PhD in 4 preschools 2018
- New research project 2019-2021
- Need for a reliable measure of play behavior and social skills to allow an external observer to detect changes
- Complement to other instruments: TIS, ICP



Procedure 1

- Search for similar instruments
- Friendship Observation Scale FOS (Bauminger, Aviezer & Rogers, 2004) was translated and adapted
- Tested in field observation
- Based on feedback, reduced number of behaviors, retaining behaviors that are targeted by the program

Procedure 2

- Coding of videorecorded observations and test of OSPIP 4
- New feedback from the research group
- Further reduction
- OSPIP 5 with 17 codes in 5 categories to be assigned in each 15 seconds interval, giving a max of 20 observations for each 5 minutes observation

Procedure 3

- Trial: observation of free play and arranged play with new independent observers following our instructions
- Analysis of observations made and discussion
- Additional instructions may be necessary
- Additional code may be introduced: verbal communication

Software used to code behaviors - so far

- Tested open code, free softwares to allow experience sharing with students and teachers
- Simple Video Coder (Barto, Bird, Hamilton, 2017)
- BORIS Behavioral Observation Research Interactive Software. <http://www.boris.unito.it/>

Code

Description

1		
	A=PBUnoccupied	Play behavior: unoccupied
	B=Onlooker	Play behavior: onlooker
	C=PBSolitary	Play behavior: solitary play
	D=PBParallel	Play behavior: parallel play
	E=PBCooperative	Play behavior: cooperative play

2

F=Sharingtoy	Share toys with the peer
H=PSaskHelp	Pro-social behavior: ask the peer for help
I=PSofferHelp	Pro-social-behavior: offer to help the peer
K=ProSocialOther	Pro-social behavior, other type with the peer
L=PIPersist	Play Interaction: persist in interaction, keep trying
M=PIOrganize	Play Interaction: give suggestion, organize, solve problem

3	N=NV	Non-verbal communication
4	T=StereotypeB	Stereotype behavior: self-stimulation, ex rocking, echolalia
	U=Negative SB	Negative social behavior: avoidance, dominance, verbal or non-verbal aggressiveness, criticism
5	W=PosEmot	Expressing positive emotion: laugh, joy
	Y=NegEmot	Expressing negative emotion: sadness, anger, frustration
	X=NeuEmot	Expressing neutral emotion

Next step

- Revision of instructions
- Re-evaluations of contents
- Interrater reliability testing
- Application on videorecorded interactions from the intervention in 4 preschools

Ongoing research on play and language in inclusive preschools

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- Read more about it <https://lekochsprak.com/>

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