



## Chapter Four

### A bit about play

#### What is play?

Play is a word we use all the time. As mentioned in Chapter One we expect children to respond, react and play naturally. This is not always so for the child on the autism spectrum. There are various definitions of play that have been used over the years. A clear short version reads:

**What children & young people do when they follow their own ideas and interests in their own way and for their own reasons!**

Getting Serious About Play DCMS 2004

It is important to hear the child or young person's voice, so this is what they said play is:

**Play is what I do when my Mum is not looking! (8 yr old boy)**

**Play is something that has to be exciting, adventurous that gets your adrenaline pumping and heart racing (18 yr old girl)**

**I use my free-time to hang out with my mates and going fishing (14 yr old boy)**

Three children on the autism spectrum were also asked what they felt play was:



**Play is watching Thomas the Tank!**

(8 yr old boy)

**Play is something I do on my computer**

(12 yr old girl)

**I read books about Astronomy**

(14 yr old boy)

We all still play in our own way. As adults we generally call it a hobby. If we analyse why we do what we do, we get the answer 'because I enjoy it'. We don't necessarily enjoy being forced to undertake a hobby or activity that is not our strength or one where we don't like participating. Should we therefore be forcing types of play onto children on the autism spectrum if they do not like what they are being asked to do?

## Benefits of Play

There are many benefits associated with play. What we learn through play as a child can be applied to adulthood. For example, where did you first learn:

- **Social skills**
- **Creative thinking and imagination**
- **Communication skills**
- Physical endurance, balance, judgement
- How to handle emotions
- Good people skills
- Ability to plan
- Ability to see others' point of view
- Resilience, ability to get up and start again when things go wrong
- Confidence
- Co-operation
- Planning activities
- Resolution of conflict

Take another look at the first 3 listed and consider the triad of impairment. Providing children on the autism spectrum with the opportunity to play freely is essential if we are to encourage development in these three areas.

Children on the spectrum may need extra support and encouragement to play with others; to play imaginatively and creatively; and to understand the unspoken social rules of engagement.

Play also helps children on the autism spectrum to learn:

- appropriate behaviour
- task completion
- turn taking
- building relationships
- appropriate language
- tolerance to a variety of ways to play with toys
- reciprocal interaction
- **but most of all to have fun!**

### How does play differ for children on the autism spectrum?

Of course children on the autism spectrum still need to play, but they may not give out the types of play signals that you expect from other children.

Children on the spectrum may:

- lack spontaneous make-believe play or social imitative play
- prefer sensory motor play beyond the verbal or mental age of the child (e.g. still mouthing objects)
- have little or no symbolic play (using objects for something other than their original use) and lack pretend play (make believe)
- prefer literal play
- prefer to play on their own or may need encouragement to join in and be a part of group play
- have echolalic play (a lack of imaginative play, instead copying others play patterns and behaviours and words)
- display ritualistic play (using objects and toys in static manner without consideration for their play purpose, instead looking at the object rather than play potential, e.g. spinning the wheels on a toy car rather than playing with the toy car itself)
- prefer interest based play – children on the autism spectrum often have specific interests such as dinosaurs, trains, the environment, space. These are only a few examples; play can be dominated by these obsessions.

Children on the spectrum may get frustrated when too much choice is given in the play offer. Instead they may prefer a structured or semi structured play environment which provides limited choice in a way that is appropriate for the individual. This may be by providing 2 or 3 choices through picture symbols, signs, and schedule boards or by using objects of reference. Remember it is important to take away the unchosen activity so that the child can concentrate on the play in hand.

Do not restrict the types of play available to children on the spectrum. They should have the same choice as others. Just consider how the play offer is made, making it appropriate to the individual.



## Chapter Five

# The role of the adult in play

The role of the adult or playworker is to facilitate, encourage, support and enhance play for children. This is no different for children on the autism spectrum. The following chapter explores what this may mean to children on the autism spectrum.

Adults involved in children's play must consider how adaptations need to take place to allow the child to fully participate in the play setting, or specific activity. Think back on what you have learnt so far through this book. The adaptations may need to be in the form of a physical change, social change or in the way we communicate. We may need to consider the environment or particular stimuli or sensory experience that a child is sensitive to.

We may need to adapt the activities and base them around the child's specific interest. It is important to introduce new activities and encourage the child to take part where they are unsure.

### **Challenge:**

**Suminda is fascinated by Thomas the Tank. Her world revolves around watching DVD's, lining up toy trains and she enjoys singing the theme tune which she finds very comforting.**

**How can you include this special interest to encourage:**

- **Sensory play using sand**
- **A social activity that involves sharing**
- **A creative activity that encourages imagination**

Our first sentence in this chapter said that the role of the adult is to enhance play for children. How could you enhance play, where play seems so limited?

It is important for adults to ensure the play process takes precedence. Many children on the spectrum will push others away, preferring to play on their own. It is easy to lead children into an adult led agenda, particularly if they are not imaginative. Try to encourage children to think of ideas for themselves.

Adults should consider the environment, supporting children and young people to create a space in which they can play. Adults can encourage imaginative play through the introduction of loose parts such as material, junk and scrap. These are items have no intrinsic or immediate play value, but can be used in play.

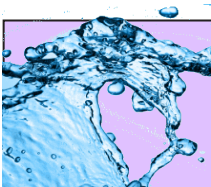
When you were a child did you ever turn a chair upside down and pretend it was a rocket or submarine? Even though a child on the autism spectrum may only see the chair as a chair, we can encourage a broader use of imagination through the use of pictures and stories.



It is important to understand that children on the spectrum may not recognise other children's space and their general spacial awareness may be poor.

All children enjoy secret places, dens, hideouts, corners and dark places. For some children on the spectrum these spaces are very important, allowing areas for time out, calming down or for reducing the sensory overload. Small pop up tents are valuable, they are transportable, light and can be folded down easily. They can be used as mini low arousal areas.

One child enjoyed climbing and hiding in trees. Up there no-one disturbed him and he was able to watch others without having to join in. All adults working with children on the autism spectrum should understand the child's individual requirements, particularly in relation to communication systems used. With good communication, preparation and planning the child's play experience can be greatly enhanced by the adult.



For the first time ever Suminda was going swimming with her summer play scheme. Her play worker had shown her pictures of the pool and her swimming costume.

When they arrived, Suminda happily got changed and thoroughly enjoyed herself. She surprised everybody by splashing and screaming with enjoyment in the water.

When the time came to get out and go home, Suminda got into the shower but at that point held on tightly to the water pipes. She would not leave the shower.

Her play worker tried to support her understanding of what was happening next by talking to her, holding up her towel and clothes. This did not work so she tried bribery by holding up a biscuit. Next she used a symbol card to represent the play setting. Suminda got more and more distressed.

The play leader was aware of the situation; she came and stood in front of the shower. "Suminda" she said "time for the bus". At the same time the play leader used two very simple signs, time and bus. Suminda let go of the pipes, held the play leaders hand and happily went to get changed.



Here the playworker had tried her hardest to communicate with Suminda. However she was receiving sensory overload with the sound and smells of the pool and changing room. As she became distressed her own ability to recognise the communication given was diminished. The playworker was also stressed as she tried her hardest to communicate. She began to overload Suminda with too many words and too many types of communication at the same time.

The play leader recognised that Suminda needed very simple, clear and easy to understand communication about what would happen next. Suminda knew that the bus would take her back to the play setting as she had come to the pool on the bus. She also knew that she could not get on the bus in her costume, so these additional steps and instructions were not necessary.

By using her name, Suminda was able to focus and know that the communication was for her, backing up verbal instruction with simple signs she was able to interpret the cues given and regained confidence to go with the play leader.

Consider how you are communicating and what the play environment is communicating. It is too confusing for the child? To enhance the play experience for Suminda, the play environment needs to have less sensory experiences to reduce overload. Introduce new activities and ideas one at a time. Let her have time to assimilate new information and experiment with play. By introducing her to activities one by one, Suminda will be enabled to participate, rather than being disabled by having too much choice and stimulation which she is unable to process and cope with. All it takes is a little forethought and planning.

Playworkers need to recognise their own impact on the play space. Be aware of how children with autism respond to adults and other children. It may be difficult to understand when you are being invited to play by the child. The invitation may be obscure and have no social context. Try not to take over the child's play and tell the child how to play and what to do. Instead be patient, helping the child to participate by offering play opportunities but not taking over.



**Joe's play setting had decided to make models of red fire engines. The table was set up with red paint, boxes and various loose parts for the children to use.**

**When Joe saw the red materials, he was excited. "I want to make a tomato" he said. "No, not today, we are making fire engines" responded the playworker.**

**Joe was very disappointed and did not take part in the activity.**

The play worker had not enhanced Joe's play experience. Instead of encouraging imagination she had vetoed Joe's own idea and consequently excluded him from the activity. We need to support children to participate fully. Why not make a tomato?

So far we have not mentioned other children. The playworker needs to encourage social interaction to increase the benefits of play and help all children to learn social interaction and communication skills. Many children on the spectrum will need encouragement to join in activities. Look for opportunities where children can play together where both parties enjoy the activity.

Remember children are individuals first. Just because a child happens to have autism they may not wish to be friends with another child on the spectrum. Look for children's likes and interests and what they enjoy doing. Encourage friendships based on these similarities and not on a diagnosed condition.

Adaptations made to ensure the inclusion of the child on the autism spectrum must not be detrimental to other children's play experiences. If the child on the spectrum interrupts others play then he or she must understand the boundaries and acceptable behaviour within the play setting.

Offer assisted play as appropriate, but remember that play should be freely chosen by the child. Act as an enabler to play rather than taking over. Remember children on the autism spectrum may have a lack of organised thought. You may need to 'structure' play on their behalf

During play try to reduce the amount of repeated task failure otherwise this may lead to frustration and a lack of motivation. If the child does not feel that they are achieving their aim and does not enjoy the activity they will not wish to repeat it and the experience will put them off trying out new activities in the future.

We also need to consider siblings. Often these children do not have the same play opportunities as other children. Their play is limited because it is difficult for parents to take the family out or invite friends around. Within play settings siblings can be called upon to support staff working with the child on the spectrum.

**Nyasha is Suminda's sister, she attends the same play scheme and tries to play with her own friends. Nyasha however feels a sense of responsibility for Suminda and constantly looks over to see how she is getting on.**

**Staff do not always understand Suminda's communication, so call Nyasha to help interpret for them. If Suminda gets upset, Nyasha is asked to help calm her down. At home, Mum will say 'let me know if Suminda needs me, I'm just going to hang out the washing' or 'let Suminda sit in the front seat of the car, otherwise she will scream'. Nyasha's life and play experience is interrupted constantly. She is not given the freedom to play freely.**

Be aware of the unintentional responsibilities given to siblings. Remember **siblings of children on the autism spectrum need to play too!**



## Chapter Six Ideas for Play

Let's go back to the challenge, how can you create a range of play opportunities that enable children and young people to extend their play when their specific interest is in Thomas the Tank Engine?

Remember these ideas are just the beginning. Let them fire your imagination and encourage you to try new things with the children you are working with.



### Challenge 1: Sensory play using sand

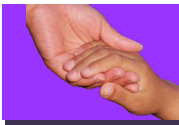
Ideas:

- Tell a story of Thomas being trapped in the sand. Take a Thomas model outside and bury him in the sandpit. The only way he can be unburied is if the child participates in the story. Perhaps Thomas is the rescuer and digs out another character that is trapped. Use Thomas to pull trucks of sand from one place to another.
- Spread sand out on a flat surface. Use Thomas to create sand tracks by running him over the spread sand. Use your finger to create tracks in the sand and run Thomas along these tracks. Expand this activity by spreading out a thin layer of sand and encourage the child to draw in the sand with their finger. Expand this activity and play a game of noughts and crosses in the sand. When you have done, shake the tray and start again. Consider using pictures of Thomas and another character to represent the noughts and crosses, still playing in the sand.
- Draw simple line drawings onto paper. Try pouring sand from a small container following the lines of the drawing to create pictures out of sand. Expand this idea and take a bucket of sand outside. What about creating a giant sand picture of Thomas the Train.



- Mix sand with blue paint, and paint pictures of Thomas, creating a textured surface that can be touched when dried encouraging sensory activities. Use the train wheels to print with.
- Put some sand into a container and shake to represent the sound of Thomas travelling on the railway lines. Use the shaker to make sounds to play against the theme tune. Consider other sounds that appear within Thomas stories. Expand the activity by taking the child around the play setting to find loose parts that sound like aspects of the story.
- Use the sand to make scenery for Thomas, such as hills and valleys. Extend this play by using natural materials such as twigs, stones, rocks and water.
- Create shapes associated with Thomas out of double sided tape (round face, rectangular body). Stick onto paper or card. Peel the backing paper away and dip the paper into sand. The sand will stick to the uncovered double sided tape. Create sand pictures of Thomas. This activity may require too much imagination for some children. If so then paint glue over the top of a Thomas picture and dip into sand.
- Pour some sand outside onto a hard surface. Create a human Thomas train and take the children on a sensory journey in bare feet. Get them to walk over grass, perhaps in water, onto sand, material and plastic sheeting. Use the interest in Thomas to expand the types of play that can be experienced.
- Tell a story of Thomas involving time. Consider making a simple timer using sand that runs through one container to another via a very small hole. This works well with two see-through yogurt pots. Add sand to one, make a very small hole in a piece of card and glue it over the top of the pot. Glue the other pot to the other side of the card and you have your own simple timer.
- Try putting Thomas on an incline and adding sand to his truck until he begins to run down the slope.
- Think about how to use sand to weigh other items. Make a simple pair of scales using two containers fixed by string to a stick. Find the central balance point and balance over the back of chair or other beam. Put a Thomas model in one side and see how much sand needs to be put in the other side to balance. Expand this idea and repeat with different items to weigh

Once the child is used to playing with sand, encourage sand play without Thomas being there.



## Challenge 2: A social activity that involves sharing

### Ideas:

- Many Thomas stories involve sharing. Pick a story that is familiar to the child and try to act it out using characters. Expand the activity so that you and the child become characters in the story. Consider using face masks, badges or cardboard costumes. Encourage other children to join in.
- Use Thomas pictures to develop card games that involve sharing in a similar fashion to Happy Families.
- Use the familiar theme tune and help the child develop actions for each of the characters. Involve other children. Create an action song based on the ideas from the children. Think about movement songs such as Head Shoulders Knees and Toes based on the steam train i.e. Funnel, Tender, Footplate
- Create a Thomas Train with carriages using cardboard boxes. Encourage children to decorate their own boxes. Remember that for some children this is too imaginative. Have some pictures of Thomas and his friends available to cut up and paste onto the boxes. Encourage the children to work together to set up the completed train. If the train is large enough, encourage the children to use their imagination and get in the train for a journey. Where is the train going, what is the story? The child who has an interest in Thomas the Tank may feel able to contribute and by being given an opportunity to use his interest will raise his self esteem and confidence.
- Work with a group of children to bake cakes sharing ingredients and equipment. Allow the children to decorate individually. Focus on Thomas for the child who has the particular interest. For some children you will need to provide examples prior to baking so the child knows what they are aiming for. Remember the experiences of handling the flour and mixing are just as important as the finished product. Allow children to experiment with sensory activities.
- Adapt games such as snakes and ladders. Use Thomas as a counter, the ladders become train tracks for Thomas to follow. Play with a group of children. Help children on the spectrum to understand waiting and turn taking, social interaction and communication.

- Work together with a group of children using modelling clay to create characters. The child obsessed with Thomas may choose to make a train. Discuss the characters and encourage children to make up a story based on them. To extend this idea take photographs of the characters and create a short story book, or make short films of the characters with all children working together in a group.
- Expand this idea further by introducing a range of loose parts and asking the children to think about what they could be and how to incorporate them into the story. For example we previously used an image of a large cotton cone as a loose part. What could this be? Perhaps a mountain that the train needs to climb or a trunk of a tree?



### Challenge 3: Activities that encourage imagination

#### Ideas:

- Consider the colours of the characters in the stories. How can they be used to create imaginative play? Use paint, modelling clay, building blocks, coloured sand/rice/pasta, card and paper. Find out what else the child may enjoy and make character coloured objects, for instance a 'blue dog Thomas'.
- Use pictures of special interests, glue to card, cut up and make your own jigsaws.
- Consider creating puppets of characters and encourage the child to make up their own stories. There are many types of puppets: stick, string, finger, hand and glove.
- For higher functioning children on the spectrum gather a range of items that make sounds using things around you and other loose parts. Print a number of single words or short sentences. Support the child to develop a story based around familiar words and themes, using the sounds to illustrate the story. Support the child to present their 'audio play' to others.
- Create a Thomas feely book. Look for representational materials that can be incorporated, for instance, use bubble wrap to represent smoke and steam, shiny paper to represent water and ribbon to represent tracks. If the child is finding this difficult, stick the items over an existing picture of Thomas so the representation becomes tangible for the child to see.



### Other ideas:

Encourage the use of **Non representational materials** – for instance boxes with no lids, pieces of cloth, ribbons, string, modelling clay, balloons, sticks, bubbles, water to encourage imagination and tactile stimulation.

The previous ideas were based around a specific interest. You could adapt these to encourage greater play experiences for children who are obsessed with dinosaurs, fairies, stars and planets, animals, farming, fishing, trees, boats, lights, clocks. The list is endless and the challenge is to broaden the child's horizons and your own thinking.

We have recognised that children on the spectrum lack imagination and often think in a very literal sense. Some ideas may seem alien to them. Be aware of the individual child, explain your ideas and leave space for the child to consider, think and plan for themselves. Be there to enable play rather than take over.

Play does not have to conform to the toy manufacturers' intentions. We do not have to spend lots of money in purchasing toys for our children. There is still fun to be had from a cardboard box, some paint and glue. Our role is to encourage creative thinking and allow children to use their own imagination. Some children on the spectrum may just need a little more encouragement.



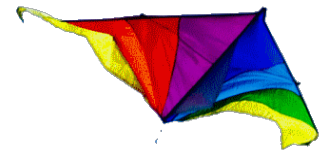
Don't forget the value of dens and hiding places. All children enjoy having secret places where they can make play spaces. Encourage children on the spectrum to participate in creating spaces to play.

The following ideas are known to be favourites for children on the autism spectrum as they involve repetition, continuity and control. These are only a few suggestions. What else can you think of?

## Visual stimuli



- Bubbles (remember Christopher's story). Think about how bubbles can be used to enhance sensory play.
- Shape/colour matching
- Sorting toys
- Jigsaws (consider getting the children to make their own)
- Jack in the box and other puppets
- Lego/construction toys
- Discovery or interactive books with flaps and features (consider getting the children to make their own)
- Make and fly kites, paper aeroplanes, windmills
- Playing with ribbons in the breeze or attached to a fan
- Play with water – particularly pouring water, adding visual stimuli to bottles of water such as glitter and beads
- Play with reflections, mirrors and torches
- Making cartoon flip books that show the same cartoon each time they are used



## Physical Activities

- Repetitive activities that involve movement such as action songs
- Catching balls, table tennis, swing ball
- Soft play/sensory equipment (can be made easily and cheaply)
- Slides, swings and static equipment that requires repetition
- Sandpits and diggers, buckets and spades
- Trampolines
- Sliding along wet plastic sheeting covered with washing up liquid!
- Massage or stroking skin with a feather, blowing onto skin, stroking hair
- The same physical play over and over again such as being swung in the air, rolling down slopes, jumping over a rope, skipping
- Running and climbing
- Stroking an animal over and over
- Marble runs



## Social Activities

Children on the autism spectrum may find socialising very difficult. Social activities work well if there is a common interest such as the local narrow gauge railway club, a camera club or a chess club. As adults we congregate together and form friendships based on common interests. Consider what the children enjoy and look at forming social activities around these areas.

- Singing/dancing especially Karaoke
- Story telling or book clubs based around interests
- Picture lotto, Snap, Snakes & ladders, Ludo, Chess, repetitive activities that have clear rules and boundaries
- Group activities with a purpose and end result such as creating models from Lego in groups, baking, play acting (depends on individual child)
- Swimming or playing in or with water
- Games which involve order and sequence that are shared within a group

**Catherine wants to socialise but finds it difficult to build and sustain relationships. Her local autism group run an evening social group called 'Wanted Art'. Each week the children and young people attending bring along something to do that is artistic. It may be modelling, painting, photographic or drawing cartoons on the computer. The group allows freedom of activity but is semi structured based around art.**

**The activities are provided to give the young people a chance to socialise, meet each other and build friendships. Catherine says "this is the first time I have met other people who think like me. I like it here, I can come without my Mum and if I want to make a cup of tea it's OK, I don't need to ask and if I get it wrong it does not matter".**

The group has run for several years, providing an opportunity for young people with Aspergers Syndrome to socialise and build relationships. The young people have an opportunity to go out to concerts and the cinema. Confidence has grown and with support many of the young people have moved on to build their own external friendships using some of the skills learned through Wanted Art.

## Summary

We began by looking at the barriers to play faced by children on the autism spectrum and considered the barriers from the parents' and play providers' perspective. The book has taken us on a journey, identifying what these barriers mean in reality through the use of case studies and short stories following the triad of impairment.

There have been many insights into the world of autism providing food for thought. The next stage is for you to take this forward and to start thinking 'out of the box' to enable children on the autism spectrum to play.

It is not just about the types of activities that are offered to children; it is broader than that. Inclusion is around understanding, accommodating and adapting, ensuring all opportunities are equally accessible to all children and young people.

No-one gets it right all the time. An idea or strategy may work well the first time, but may not achieve the same result again. Be patient, take time to listen, take time to watch and observe and get to know the children. Be aware of how children present within the triad and what you might need to do to ensure they are included.



Remember communication is a key to ensuring children are included. Be prepared to do some research around the type of communication systems children use and remember to communicate with others, including parents.

The most important thing to remember is that the child is a child first, who just happens to have an autism spectrum condition. Don't let the autism come before the child.

**Persevere. It really is worth supporting and watching for that magic moment of true engagement!**



## Chapter Seven Further Information

### **The Play Doctors**

Provide further adults and children's books, resources and training

**[www.theplaydoctors.co.uk](http://www.theplaydoctors.co.uk)**

email: [info@theplaydoctors.co.uk](mailto:info@theplaydoctors.co.uk)

Tel: 01234 757768

### **The National Autistic Society**

Support, advice and information on autism spectrum conditions

**<http://www.autism.org.uk>**

The National Autistic Society, 393 City Road, London, EC1V 1NG  
United Kingdom

**Tel:** +44 (0)20 7833 2299

**Fax:** +44 (0)20 7833 9666

**Email:** [nas@nas.org.uk](mailto:nas@nas.org.uk)

### **OAASIS**

Offers Advice, Assistance, Support and Information on Special needs

**<http://www.oaasis.co.uk>**

**Oaasis**, The Croft , Vicars Hill , Boldre , Lymington , Hants SO41 5QB

OAASIS Helpline

**Tel** +44 (0)800 197 3907

**Email:** [oaasis@cambiangroup.com](mailto:oaasis@cambiangroup.com)

### **Mencap**

**[www.mencap.org.uk](http://www.mencap.org.uk)**

Supporting learning disabilities

England Mencap Office, 123 Golden Lane, London EC1Y 0RT

Telephone: 020 7454 0454

Fax: 020 7608 3254

Email: [mailto:information@mencap.org.uk](mailto:mailto:information@mencap.org.uk)

### **KIDS Charity for Disabled Children**

**[www.kids.org.uk](http://www.kids.org.uk)**

Providing direct work with children, support for parents, publications and training

6 Aztec Row, Berners Road, London N1 0PW

Telephone: 020 7359 3073

### **The Disabilities Trust**

**[www.autism-awareness.org.uk](http://www.autism-awareness.org.uk)**

First Floor, Market Place, Burgess Hill, West Sussex, RH15 9NP

Tel 01444 239123

Fax 01444 244978

Email [info@disabilities-trust.org.uk](mailto:info@disabilities-trust.org.uk)

### **The Council for Disabled Children**

**<http://www.ncb.org.uk/cdc/home.aspx>**

Council for Disabled Children

NCB

8 Wakley Street

London

EC1V 7QE

Email: [cdc@ncb.org.uk](mailto:cdc@ncb.org.uk)

Tel: 020 7843 1900

Fax: 020 7843 6313

### **Autism Resources**

Access to many resources to support autism through this site

**[www.autism-resources.com](http://www.autism-resources.com)**

### **Inside the bubble**

Free autism resources for home use and not for profit organisations

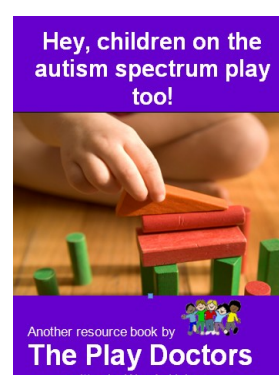
**[www.insidethebubble.co.uk](http://www.insidethebubble.co.uk)**



#### About the author:

Wendy Usher has worked with children and young people for over 30 years. She has managed various children's organisations and has been teaching adults for 20 years. Wendy started her business The Play Doctors in 2007 to concentrate on supporting inclusion. Wendy is married with 2 grown up children and 2 grandchildren!

The Play Doctors have published a range of support resource books including:



The Sensory Play Resource Book has been written by The Play Doctors published through KIDS Charity for Disabled Children



In addition to these resource books, The Play Doctors publish a range of children's books based on a group of animal friends.

The characters have a range of impairments and the stories identify how the group ensure all their friends are included and how they adapt their games and adventures to ensure all the friends can participate. These children's stories have an accompanying adults' resource book.



For further information about these and associated training courses please contact The Play Doctors on: 01604 870828  
email: [info@theplaydoctors.co.uk](mailto:info@theplaydoctors.co.uk) or [www.theplaydoctors.co.uk](http://www.theplaydoctors.co.uk).

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