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Teaching & Learning Service



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R.O.C.K

The R.O.C.K. strategy helps make games structured and predictable, which creates many opportunities for children to interact with you and take a turn to keep the game going.

Although this was created for People Play the concept can be used to support children learn new skills.

Tickles



## R.O.C.K.™

### Building Communication in Children on the Autism Spectrum or with Social Communication Difficulties

**Repeat** what you say and do.

You might have to play the game several times, using the same actions and words so that children understands how the game works and what to expect.

**Opportunity** - this is the time

that you want children to take to keep the game going. Look to see if children indicate 'more' through eye contact or gesture.

**Cue** - this is what you do to let children

know that they should take their turn. The best kinds of cues are natural ones such as stopping after you have finished the game and waiting, looking expectant so children get the message their turn, give them more help, such as showing them what to do (by modelling) or physically helping them.

**Keep** it going and keep it fun!

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turn by playing part of the game, then the child takes a turn and this continues many times.

The goal of people games is to get children to play with you in a back-and-forth interaction that lasts a long time. This means that you take a turn by playing part of the game, then children takes a turn and this continues many times. Turn-taking in people games is an important step towards having real conversations. The best way to keep it going is to make the game fun for children so they'll want to continue .

#### Example of R.O.C.K. during a bouncing Game

**Repeat** - Sit face-to-face with children as they sit on your lap. Bounce them up and down, using a fun little phrase like "Let's bounce, bounce, bounce!" **Repeat** the same action with the same words again and again so children knows what to expect.

**Opportunity** - Decide what your child's **opportunity** might be in the bouncing game (do this before you play the game). What turn could they take to keep the game going? For example, you might expect them to let you know they want you to bounce them again by bouncing their body up and down. Or, if they are starting to say words, they could say, "Buh!"

**Cue** - Now it's time to **cue** children so they know it's their turn. After bouncing them a number of times, stop and wait, looking expectant with an animated facial expression. This will encourage them to look at you and bounce up and down or make a sound to let you know they want to be bounced again. If they don't take their turn, give them a stronger cue. For example, raise your heels off the ground as if you are ready to bounce them and say, "Let's bounce..." Then wait to see what happens. If they still don't take their turn, pick up from where you paused, bouncing them and finishing the line ("bounce, bounce, bounce!") to show them the game again.

**Keep the game going** - As soon as they send you a message (with a sound, a movement, a word, or a smile) that they want to keep playing, bounce them and repeat the same words. Once they can play the game with ease, change it up. Bounce fast (For example, "Let's bounce fast!") and then switch it up and bounce slowly ("Let's bounce sloooowly!") Then ask them to choose, "Bounce fast or slow?" so they can choose which way they want to be bounced. Or bounce them on your knees on a big bed and let them fall off gently onto the bed as you say, "Onto the bed!" Once they get used to this game, they may be able to tell you with actions or words they want you to let them fall onto the bed.