



# Implementing Stay-Play-Talk in Early Childhood Classrooms

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## What are peer-mediated interventions?

- ▶ Peer-mediated interventions typically involve adults training peer buddies to implement interventions with target children who have social delays (Milam, Velez, Hemmeter, & Barton, 2018.)

## What is Stay-Play-Talk?

- ▶ Stay-Play-Talk is a type of peer-mediated intervention.
- ▶ The goal of Stay-Play-Talk is to increase and extend a target child's frequency of social interactions with peers while minimizing the need for adult support (Milam, et al., 2018).
- ▶ Adults teach peer buddies to:
  - **Stay** and attend to the play of the target child
  - **Play** with the target child by engaging with the same toys in similar ways
  - **Talk** or comment on the target child's play

## What are the steps for implementing Stay-Play-Talk in a classroom?

### Step 1: Identify a Target Child and Collect Baseline Data

- ▶ A child who is socially isolated is any child who is rarely observed playing or talking to peers.
- ▶ Conduct brief observations of the child during free play
  - Three, 10-minute observations can confirm anecdotal reports
  - Record frequency with which the child talks to or plays with other children
  - Record the duration the child spends engaging in interactions with other children

### Step 2: Select Peer Buddies

- ▶ Before matching a peer buddy to a target, consider the following questions and conduct brief observations (Milam, et al., 2018):
  1. Does the peer buddy engage in frequent conversations with children?
  2. Does the peer buddy play with similar toys, materials, and centers as the target child?
  3. Do the peer buddy and target child have similar skills and interests?
  4. Can the peer buddy attend during large and small group instruction and follow adult prompts?

### Step 3: Train the Participating Children

- ▶ Teachers can train just the peer buddies, the peer buddies and target children, or provide whole-class trainings to all children in the classroom.
- ▶ Including target children in training sessions provides opportunities for the peer buddies to practice the Stay-Play-Talk strategies.
- ▶ During training sessions:
  1. Discuss the importance of being a peer buddy
  2. Introduce the strategy (using visuals)
  3. Provide examples of the strategy
  4. Provide adult modeling of the strategy
  5. Provide the children with opportunities to practice the strategy (Milam, et al., 2018)

### Step 4: Implement Stay-Play-Talk, Collect Progress Monitoring Data, & and Make Changes as Needed

- ▶ Implement buddy time during free play when the peer buddies will be expected to use the strategies taught with the target children.
- ▶ Consider the supports the peer buddies will need during buddy time:
  - Where will visuals be posted?
  - What type of feedback will be provided when peer buddies need assistance implementing the strategies with the target children?
  - What type of reinforcement will be provided when peer buddies are successful in implementing the strategies with target children?
- ▶ Collect data on the peer buddy's implementation of Stay-Play-Talk strategy use and the target child's interactions with the peer buddy and other children in the class.
- ▶ Review the progress monitoring data frequently to determine whether the peer buddy needs additional support and whether the target child's social engagement with peers is improving.

## References

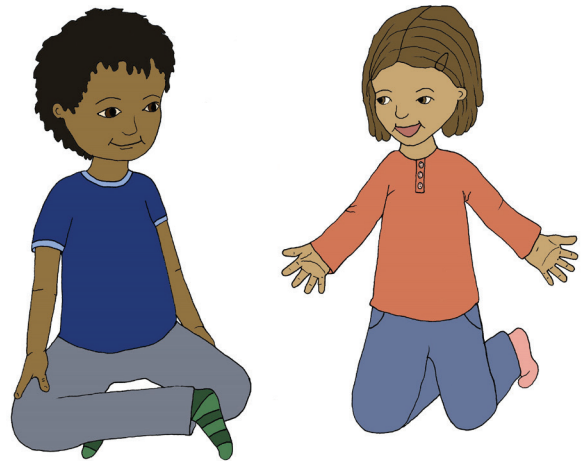
- Milam, M. E., Velez, M. S., Hemmeter, M. L., & Barton, E. E. (2018). Implementing peer-mediated interventions in early childhood classrooms. *DEC Recommended Practices Monograph Series-Instructional Practices*, 77-90.
- Ledford, J.R., Osborne, K., & Chazin, K.T. (2016). Stay, play, talk procedures. In *Evidence-based instructional practices for young children with autism and other disabilities*. Retrieved from <http://vkc.mc.vanderbilt.edu/ebip/stay-play-talk-procedures>

# Visuals Representing the Stay-Play-Talk Strategies

## Citation for visuals:

Milam, M. E., Velez, M. S., Hemmeter, M. L., & Barton, E. E. (2018). Implementing peer-mediated interventions in early childhood classrooms. *DEC Recommended Practices Monograph Series-Instructional Practices*, 77-90.

## STAY



## PLAY

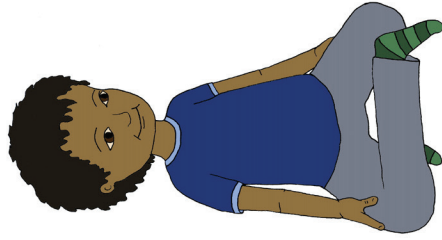


## TALK



# Did I...

**STAY**



**PLAY**

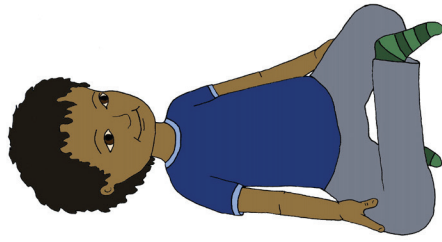


**TALK**



# Did I...

**STAY**



**PLAY**



**TALK**

