During the first few weeks, the other children observed Bradley often, never shunning his involvement, but rather enhancing his initiation and negotiation of the play theme since these props are signs to the other children of his needs. As the teachers interpret his self-created gestures, they are able to provide relevant props. The props, in turn, enable Bradley often to have dramatic play ideas and to devise new gestures or combinations of signs to communicate these to the pairs.

In this preschool program south of Vancouver and designed in the LEAP model (Kohler and Strain, 1993), three of the children used a post office play that is possible for every child. For some children, special programming strategies are necessary to increase interaction and promote play needs will enjoy increased involvement and interactions with peers. As early childhood educators, we intuitively grasp that meeting two other goals for Bradley: large muscle exercise and negotiation (who will sit up front when they ride in the hobby horse).

Tasting new flavors is fairly new to Bradley because he breathes through a tracheotomy tube and receives his lemonade sellers, the teacher scaffolds his communication with the other children by checking his request and whether or not it is understood by the other children.

Setting the Stage for Play

**When the child comes to the center**

● The child is greeted by name in a personal way.

**When the child leaves**

● A name tag is used that enables the child to be recognized by his or her classmates.

When the child enters, the teacher may be a facilitator who invites the child to smooth out his or her feelings through relaxation. The teacher will be a coach who will be on the child's team and the child's friend who will do what the child wants to do.

When the child enters, the teacher must be ready to respond to the child's needs. The teacher must be patient with the child who struggles with self-control. The teacher must be an ally who will help the child to feel comfortable in the environment.

When the child is a friend, the teacher must be a friend who enjoys the child's company and is a source of support and comfort. The teacher must be a coach who will be there for the child when the child is playing and working with others.

When the child is a weakness, the teacher must be a coach who will help the child to overcome the weakness.

When the child is a strength, the teacher must be a coach who will help the child to develop the strength.

When the child is a problem, the teacher must be a coach who will help the child to overcome the problem.

When the child is a threat, the teacher must be a coach who will help the child to overcome the threat.

When the child is a danger, the teacher must be a coach who will help the child to overcome the danger.

When the child is a challenge, the teacher must be a coach who will help the child to overcome the challenge.

When the child is a question, the teacher must be a coach who will help the child to answer the question.

When the child is a test, the teacher must be a coach who will help the child to pass the test.

When the child is a decision, the teacher must be a coach who will help the child to make the decision.

When the child is a relationship, the teacher must be a coach who will help the child to build the relationship.

When the child is a goal, the teacher must be a coach who will help the child to achieve the goal.

When the child is a dream, the teacher must be a coach who will help the child to realize the dream.

When the child is a story, the teacher must be a coach who will help the child to tell the story.

When the child is a story, the teacher must be a coach who will help the child to write the story.

When the child is a story, the teacher must be a coach who will help the child to read the story.

When the child is a story, the teacher must be a coach who will help the child to act out the story.

When the child is a story, the teacher must be a coach who will help the child to paint the story.

When the child is a story, the teacher must be a coach who will help the child to sing the story.

When the child is a story, the teacher must be a coach who will help the child to dance the story.

When the child is a story, the teacher must be a coach who will help the child to act out the story. When the child is a story, the teacher must be a coach who will help the child to write the story.