**Background**

- Being present in an area of play can create a dynamic experience of exploration, movement, and interaction with objects and peers. These are required to foster positive development across cognitive, social, and physical domains (1).
- Children with disabilities may experience limitations in mobility impacting their early exploration, socialization, and play (2).
- Playgroups that are inclusive of children with and without disabilities have been shown to further support positive developmental and behavioral outcomes (3).
- There is a substantial gap in peer interaction and play behaviors between typically developing children and children with disabilities (2).
- What remains unclear is how peer interaction and play behaviors change over time or change in response to an enriched inclusive playgroup setting.

**Purpose Statement**

The purpose of the present study is to document the effect on an enriched environment intervention on social interactions between peers with and without disabilities.

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**Results**

- **Figure 2:** An example of a ride-on car used in the study for the intervention phase.
- **Figure 3:** Percentage of time spent in parallel play over the entire 10-week study.
- **Figure 4:** Percentage of time spent in direct interaction from a peer to the key child with a disability.
- **Figure 5:** Percentage of time spent in direct interaction from the key child with a disability to a peer.

**Methods**

**Study Design**

- Single-subject repeated measures study design
- 17 weeks (preliminary 10 weeks presented here)
- Weekly 30-minute inclusive playgroup
- Baseline: Weeks 1-6
- Intervention: Week 7 Enriched environment including the provision of a modified ride-on car (Figure 2) to each child with a disability

**Participants**

- 12 total participants 1 to 4 years of age
- 5 participants with a disability
- 7 participants with no disability

**Independent Variables**

- Each child served as their own control
- Baseline vs. intervention social behaviors were compared

**Dependent Variables**

- Social behaviors coded using momentary time sampling—10 second observation/5 second record

**SOCIAL BEHAVIORS:**

1. **Solitary Play:** key child further than 3 feet away from a peer or adult
2. **Parallel Play:** key child within 3 feet of a peer (typically developing child or child with a disability) or an adult
3. **PEER to KEY child Interaction:** peer directs a verbal and/or physical interaction to the key child
4. **KEY CHILD to PEER Interaction:** key child directs a verbal and/or physical interaction to a peer

**Data Analysis**

- Calculated % time child was observed in social behaviors
- Visual analysis for comparison of children with and without disabilities’ play behaviors across time points

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**Conclusion**

- **Figure 3** suggests that over the length of the study children with disabilities were in parallel play with typically developing peers more often than with other children with disabilities.
- During the intervention phase, children with disabilities increased their time spent in parallel play with typically developing peers at about week 10 (Figure 3).
- There was no difference of direct interaction from a typically developing peer to a child with a disability throughout the study (Figure 4).

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**References**