

Assessing Functional and Pretend Play in Young Children: Foundations for Language, Social-Emotional, & Literacy Development

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Disclosures

- Financial
 - I am receiving an honorarium for this presentation
- Nonfinancial
 - **Author of the Westby Playscale**
 - Westby, C.E. (2000). A scale for assessing development of children's play. In K Gitlin-Weiner, A. Sandgrund , & C. Schaefer (Eds.), *Play diagnosis and assessment*. New York: Wiley.
 - Westby, C.E., & Wilson, D. (2017). Using imaginary play to promote foundations for text comprehension: Examples from a program for children who are deaf and hard of hearing. *Topics in Language Disorders*, 37(3), 282–301.
 - Westby, C.E. (in press). Playing to pretend or “pretending” to play: Play in children with autism spectrum disorders. *Seminars in Speech & Language*.



Objectives

After completing this session, you will be able to:

1. Explain the role of play in social-emotional, language, and literacy development
2. Evaluate children's functional and pretend play skills
3. Advocate for play-based assessment



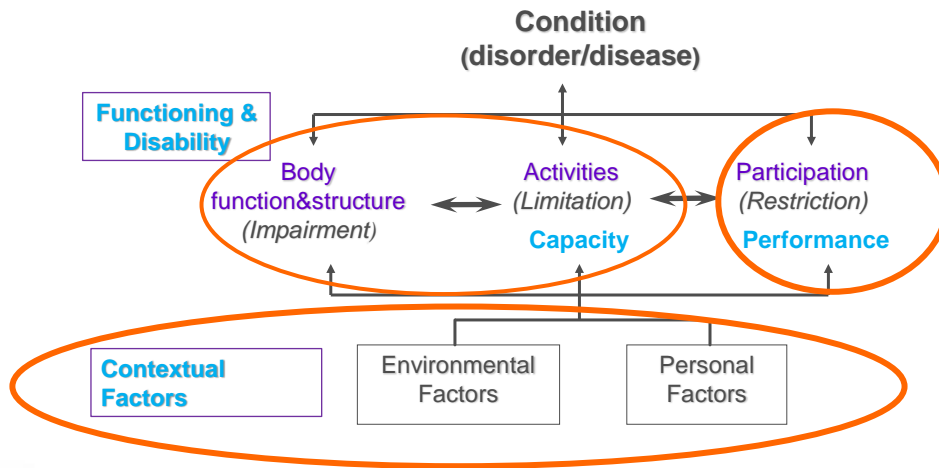
Play for young children is not recreation activity,... It is not leisure-time activity nor escape activity.... Play is thinking time for young children. It is language time. Problem-solving time. It is memory time, planning time, investigating time. It is organization-of-ideas time, when the young child uses his mind and body and his social skills and all his powers in response to the stimuli he has met.



James L. Hymes, Jr. (1968).
Teaching the Child Under Six.



World Health Organization International Classification of Functioning



World Health Organization (2001; 2007) International Classification of Functioning, Disability and Health - Version for Children and Youth: ICF-CY. Geneva: World Health Organization.

Hierarchy of play activities

- Exploratory
 - tracking, fixating, reaching, grasping, and fingering
 - actions are indiscriminate and repetitive
- Relational
 - **Separations:** take apart combinations (e.g., taking pieces out of puzzle, cup from nesting set)
 - **Constructions/functional associations/play object-directed:** The child combines two objects that are functionally related to each other (e.g., putting a cup on a saucer, placing a lid on a teapot, putting a peg in a hole).
- Functional
 - **using toys the way they were intended**
- Pretend on self or others
- Symbolic

Exploratory Play

Relational Play

Functional Play

Symbolic Play

Presymbolic Playscale

Object permanence	Means-end problem solving	Object use (play with objects)	Communication
8-12 months Finds toy hidden under cloth	Pulls string or cloth to attain toy	Exploratory play Tries different motor schemas	Requesting and commanding behaviors
13-17 months Finds objects hidden sequentially in different locations	Points Gives toy to adult to operate	Functional play; Uses familiar objects appropriately Figures out how to operate toys	Multiple communicative functions



Westby, C.E. (2000). A scale for assessing development of children's play. In K. Gitlin-Weiner, A. Sandgund, & C. Schaefer (Eds.), *Play diagnosis and assessment* (pp. 15-57). Wiley.

Under 12 months: Exploratory Play



Typical uses of objects (exploratory)



- Shakes/waves: Infant shakes, waves, or twiddles the object while holding it with one or both hands.
- Bangs/taps: Infant uses one or both hands to hit, bang, or pound on an object, or uses an object to hit, bang, or pound another object, such as the table.
- Mouths: Infant licks, sucks, or chews on an object.
- Throws/pushes: Infant throws the object, drops it off the table, or pushes it toward the examiner, ending their interaction with that object.

Kaur, M., Srinivasan, S.M., & Bhat, A.N. (2015) Atypical object exploration in infants at-risk for autism during the first year of life. *Front. Psychol.* 6:798.

Ozonoff, S., Macari, S., Young, G.S., Goldring, S., Thompson, M., & Rogers, S. (2008). Atypical object exploration at 12 months of age is associated with autism in a prospective sample. *Autism*, 12(5), 457-472.

Atypical uses of objects (exploratory)



- Spins: Infant drops, tosses, or manipulates an object in order to make it spin or wobble.
- Rolls: Infant pushes a round object along a surface so that it rolls.
- Rotates: Infant turns, flips, or rotates object at least twice.
- Unusual visual: Infant engages in prolonged visual inspection (>10 seconds), examines object from odd angles or peripheral vision, or squints or blinks repeatedly while examining object.

Kaur, M., Srinivasan, S.M., & Bhat, A.N. (2015) Atypical object exploration in infants at-risk for autism during the first year of life. *Front. Psychol.* 6:798.

Ozonoff, S., Macari, S., Young, G.S., Goldring, S., Thompson, M., & Rogers, S. (2008). Atypical object exploration at 12 months of age is associated with autism in a prospective sample. *Autism*, 12(5), 457-472.

Gaze following (shared attention) in emerging play



Joint Attention



<https://www.youtube.com/watch?v=tif4U3OjT2M>



<https://www.youtube.com/watch?v=gsuga2JCcYc>



Levels of Joint Attention



JA1a. Child responds to another person **giving objects** just to share interest in the objects
 JA1b. Child **gives** objects just to share interest in objects with another person

JA2a. Child responds to another person **showing objects** just to share interest in the objects
 JA2b. Child **shows objects** just to share interest in the objects with another person

JA3a. Child **follows a point to nearby objects/events** just to share interest in objects/events
 JA3b. Child **points to nearby objects/events** just to share interest in objects/events with another person

JA4a. Child **follows a point to more distant objects/events** just to share interest in the objects/events
 JA4b. Child **points to more distant objects/events** just to share interest in objects/events with another person

JA5. Child **follows gaze of another person to objects/events** just to share interest

JA6. Child **combines gesture and/or vocalization/ verbalization** with looking at person just to share interest in an object/event

Watson, L. et al. (2011). *Advancing social-Communication & play: An intervention program for preschoolers with autism*. <https://www.med.unc.edu/ahs/asap/>

Some research
places this earlier



Early problem-solving



12-18 months: Simple functional play

- **Discriminative actions on single objects** (e.g., differentiates among objects, preserving their physical characteristics - rolling a ball, pushing a toy truck)
- **Relational**
 - **Separations:** take apart combinations (e.g., taking pieces out of puzzle, cup from nesting set)
 - **Constructions/functional associations/play object-directed:** The child combines two objects that are functionally related to each other (e.g., putting a cup on a saucer, placing a lid on a teapot, putting a peg in a hole).
- **Discovers cause-effect** in toys, intentional use of toy
- **Functional use of single object/conventional acts on object directed to self:** The child acts on an object in a manner that reflects its conventional use (e.g., bringing a baby bottle or toy cup to the mouth, brushing own hair with a toy brush, placing a toy telephone to the ear).



12-18 months: Simple functional play



Discriminative actions
on single objects



Relational - separation



Relational - construction



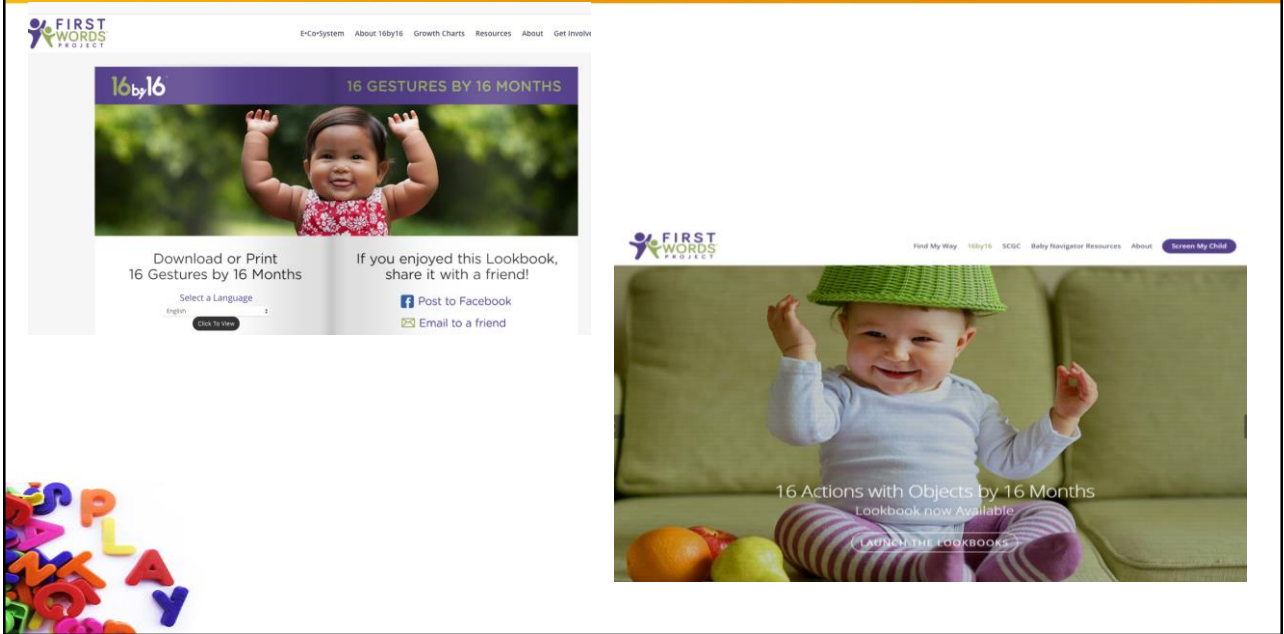
Cause-effect



Functional use



16by16 <http://firstwordsproject.com/>



The screenshot shows two pages from the First Words Project website. The left page is titled '16 GESTURES BY 16 MONTHS' and features a photo of a baby with arms raised. It includes a download/print button, a language selector (English), and social sharing options for Facebook and email. The right page is titled '16 Actions with Objects by 16 Months' and features a photo of a baby wearing a green hat and holding a small object. It includes a 'Lookbook now Available' message and a 'LAUNCH THE LOOKBOOKS' button. Both pages have a 'FIRST WORDS PROJECT' logo and navigation links at the top.

Early intentional communication 16 gestures by 16 months

<http://firstwordsproject.com/about-16by16/>



9 months: Shake head



10 months: reach, raise arms to be picked up



11 months: wave



13 months: blow kiss



14 months: index figure point

Early intentional gestures

<http://firstwordsproject.com/about-16by16/>

15 months: thumbs up (yes)



Peace sign

16 months: other symbolic gestures



I don't know



High 5



16by16 <http://firstwordsproject.com/>

9 Months: Mouth, bang, drop



10 Months: Take off, take out



11 Months: Push, turn



12 Months: Pat, put in



13 Months: Feed others, open & close



14 Months: Move objects back & forth, up & down



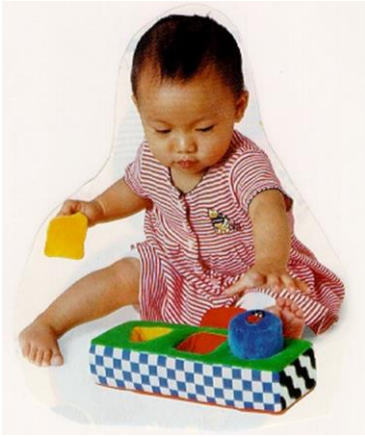
15 Months: Pour, wash & dry



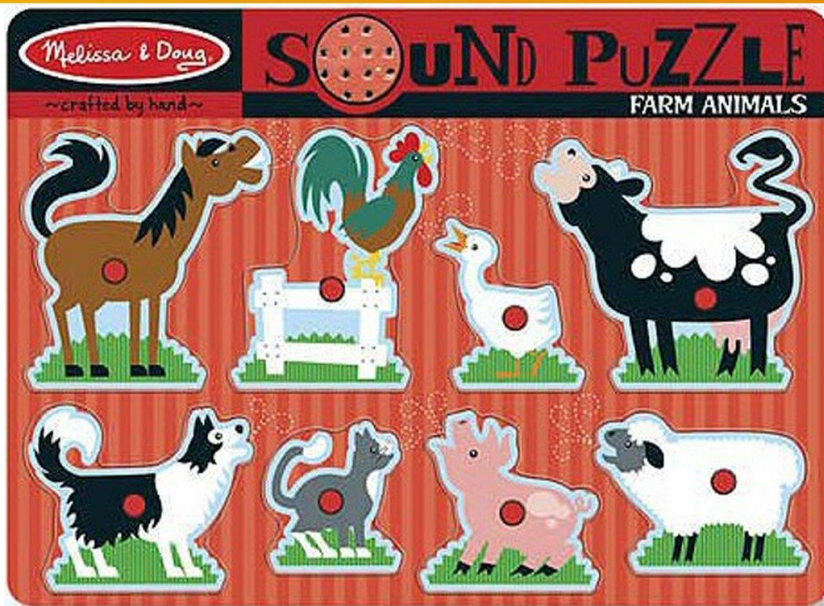
16 Months: Stack, cut out, scribble, draw



Simple Functional: Relational - Taking apart



Simple Functional: Relational – out/in



Problem Solving – getting out



Simple Functional: Relational – putting in



Simple Functional: Relational – in/out/on

Melissa & Doug Nesting,
Sorting Garages and Cars



Coordination/Coregulation of Referencing (Turn Taking)



Engage in Serve and Return



Serve and Return

1. Share the focus
2. Support and encourage
3. Name it
4. Take turns back and forth
5. Practice endings and beginnings



DJ Pryor (Serve and Return Advocate) & son Kingston

Harvard Center on the Developing Child
<https://developingchild.harvard.edu/science/key-concepts/serve-and-return/>

Simple Functional: Cause-effect



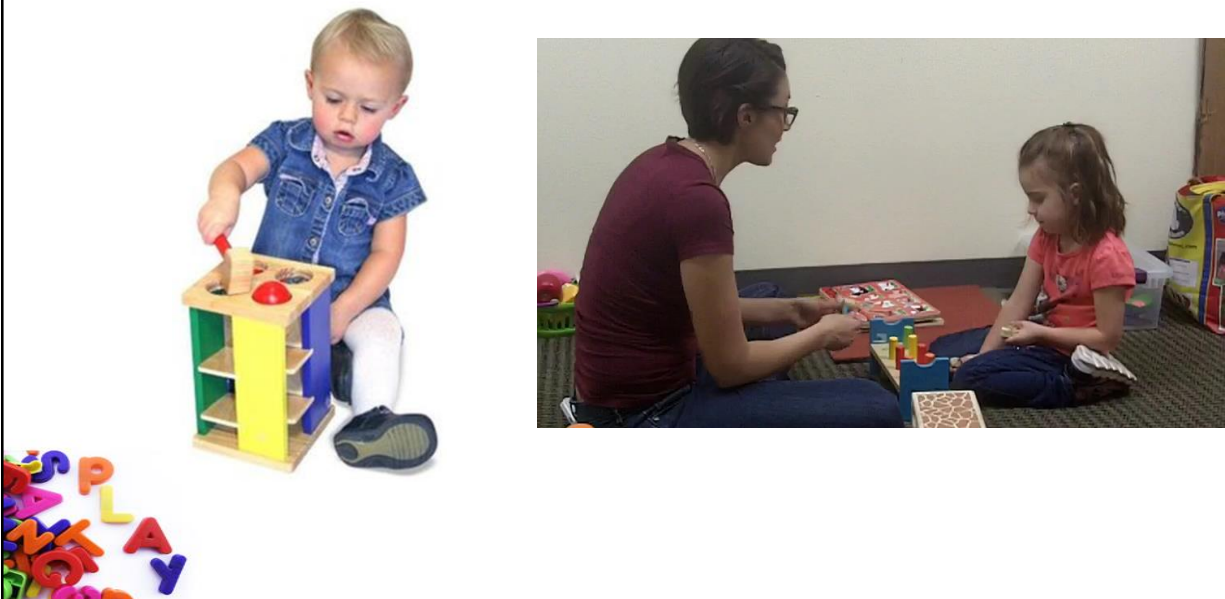
Simple Functional: Cause-effect



Simple Functional: Cause-effect



Simple Functional: Cause-effect & turn-taking



Simple Functional: Cause-effect



Simple Functional: Cause-effect



Simple Functional: Cause-effect



Simple Functional: Cause-effect



Simple Functional: Cause-effect



Fat Brain Spin Again

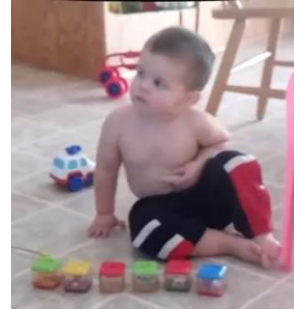


<https://www.youtube.com/watch?v=vzZTqDpuyfM>

Stages in block building

14-17 months: 2 blocks

17-24 months: 4 blocks



Repetition:

Child stacks blocks vertically, or lines them up horizontally



Problem Solving



Elaborated Functional Play



- **Functional use of multiple objects:** The child uses two or more objects appropriately together accompanied by a clear supporting gesture (e.g., stirring a spoon in a pot, tipping a jug over a cup, as if pouring something into it). To be included in this category a child must stir the spoon around, rather than simply place it in the pot, thus distinguishing the behavior from simple functional association.
- **Functional acts supported by appropriate vocalization/gesture:** The child acts on an object in a manner that reflects its conventional use and accompanies this with an appropriate vocalization or exaggerated gesture (e.g., placing a toy telephone to the ear and vocalizing, making slurping noises while drinking from a baby bottle, drinking from cup and throwing head back in an exaggerated drinking gesture).
- **Conventional acts on object directed to partner:** (e.g., holding toy telephone to the mother's ear).
- **Doll-directed functional acts:** The child carries out an act involving the use of a doll (e.g., brushing a doll's hair with a toy brush, putting a doll in the bath). Acts involving a doll accompanied by a relevant vocalization were coded in this category.



Evaluating play in toddlers



26 month old with delays:
Functional but not pretend play



24 month old typical child



Goals for Sally

1. In a play context, Sally will engage in familiar actions on self and a doll
2. Sally will use 1-2 words to request objects/actions and comment during play
 - Who? Sally
 - Does what?
 - Imitates/initiates eating, sleeping, talking on phone
 - Feeds doll, puts doll to bed
 - Uses 1-2 words to request and comment (select words from MacArthur)
 - How well or how often? Initially imitating actions of adult, then initiating actions herself
 - By when (target completion date for goal)?

Heidermann, S., & Hewitt, D. (2010). *Play: The pathway from theory to practice*. St. Paul, MN: Redleaf Press.

Transition to Pretend: Tool Use (17-18 months)



Need a sense of self to pretend (Intrapersonal ToM)



Uddin, L.Q. (2011). The self in autism: An emerging view from neuroimaging. *Neurocase*, 17, 201-208.

Rochat, P. (2003). Five levels of self-awareness as they unfold in life. *Consciousness and Cognition*, 12, 717-731.

Pretend & Symbolic Play: 18 months+



Symbolic Play

- **Object substitution:** the child uses one object in place of another, e.g., using a banana for a telephone
- **Imagining absent objects or assigning absent or false attributes:** the child uses an imaginary key to open a chest; the teapot is hot; the dollhouse is on fire; driving imaginary car
- **Doll as agent play:** the child uses a doll as an agent in carrying out an activity



Pretend/Symbolic Play Behaviors

Type of play	House play example	Farm play example
Functional play with pretend (FPP)	Feeds figure with pizza saying, "nom nom."	Toothbrush in back and forth brushing motion in cow's mouth.
Object substitution (OS)	Put ribbon in cardboard box saying "putting spaghetti."	Uses fence as if a blanket
Imagining absent object (IAO)	Connects index finger with thumb and moves round saying "locking the door."	Moves hand as though picking fruit on tree.
Assigning absent attributes (AAA)	Picks spaghetti from pan and says, "It's burnt!"	Stops tractor and says "ouch, broken."

Saral, D., & Ulke-Kurkcuoglu, B. (2020). Using least-to-most-prompting to increase the frequency and diversity of pretend play in children with autism. *Topics in Early Special Education*, 1-17.



Symbolic Play

A foundation for abstract thought

Abstract thought or using symbols to represent other things is the foundation of language

Creaghe, N., et al. (2021). Symbolic play provides a fertile context for language development. *Infancy*, 26(6), 980-1010.

Orr, E., & Geva, R. (2021). Symbolic play and language development. *Infant Behavior and Development*, 38, 147-161.

Quinn, S., Donnelly, S., & Kidd, E. (2018). The relationship between symbolic play and language acquisition: A meta-analytic review. *Developmental Review*, 49, 121–135.



Elements of Playfulness

- **Intrinsic motivation:**
 - Children engage in a play activity simply because they want to, not for any other reason.
 - The doing (process) is more important than the outcome (product).
- **Internal control:**
 - Children feel they are in charge of their actions,
 - Children determine or direct the play action. They decide who to play with, what to play, and how and when the play should end.
- **Freedom to suspend reality:** Children may pretend that
 - they are someone else or that an object is something other than what it really is
 - they may pretend to do something they are not actually doing.
- **Framing:** Children recognize the activity as play; they communicate and interpret social cues in play.



Skard, G., & Bundy, A. (2008). Test of playfulness. In L. Diane Parham & L.S Fazio (eds.), *Play in occupational therapy for children 2nd ed* (pp.71-93). Mosby.

Assessing Context Environment Support Test of Environmental Supportiveness (TOES)

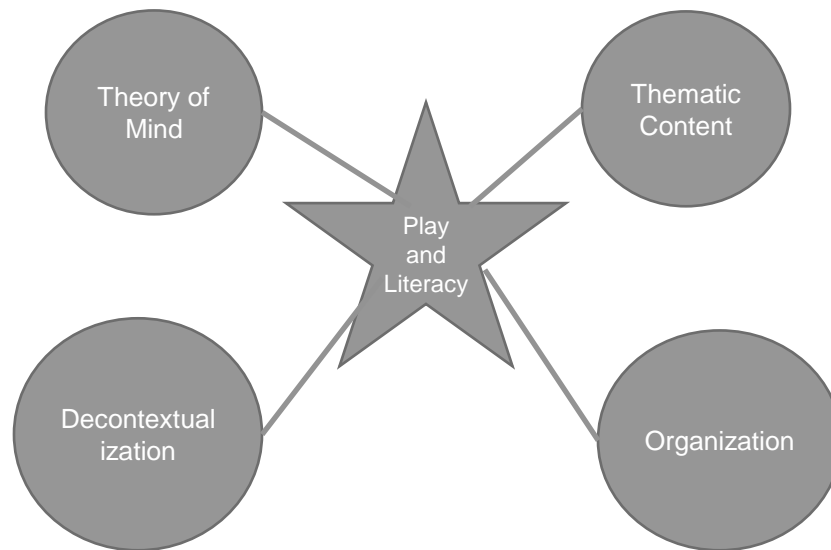
-1 = slightly favors description on left
-2 = strongly favors description on left
NA = not applicable

2 = strongly favors description on right
1 = slightly favors description on right

Caregivers interfere with player's activities and opportunities	-2 -1 1 2 NA	Caregivers promote player's activities and opportunities
Caregivers change the rules	-2 -1 1 2 NA	Caregivers adhere to consistent boundaries/rules
Caregivers enforce unreasonable strict boundaries or fail to set boundaries	-2 -1 1 2 NA	Caregivers adhere to reasonable boundaries/rules
Peer playmate's response to player's cues interferes with transaction	-2 -1 1 2 NA	Peer playmate's response to player's cues supports transaction
Peer playmate's do not give clear clues or give clues that interfere with the transaction	-2 -1 1 2 NA	Playmates give clear clues that support the transaction
Peer playmates are dominated by player or dominate players	-2 -1 1 2 NA	Peer playmates participate as equals with player

Free from:
<https://www.chirocredit.com/downloads/pediatrics/pediatrics215.pdf>.

Play & Literacy



Symbolic Play Dimensions

- **Theory of mind/decentration.** The roles the child takes or gives to others in play, from pretend on self, to pretend on others, to making dolls and small figures agents of pretend activities.
- **Decontextualization/object substitution.** The props the child uses in symbolic play/the degree to which the child can substitute objects/actions, from requiring realistic toys/props, to substituting objects with similar structure/function, to substituting objects that do not have similar structure/functions, to using gestures/language to set a scene.
- **Thematic content.** The familiarity or novelty of the schemas/scripts children represent in play, from activities in which the children have been frequent active participants, to themes in which they have participated less frequently, to themes they have only observed, and finally to novel themes they have invented.
- **Organization of schemas/scripts.** The degree to which the play events are organized in a coherent temporal/cause-effect manner, from a single pretend action, to a combination of 2-3 actions, to an evolving logical temporal sequence of activities, to planned ahead activities.




Play and Reading Comprehension

Dimension	Pretend Play	Reading Comprehension
Decentration/ Theory of mind	Pretend act requires awareness of mind; that what one is doing is not reality Role play requires awareness of the thoughts and emotions of the characters one is play	Must recognize emotions of characters and make inferences about characters' thoughts and emotions
Decontextualization	Substitute one object for another Use language and/or gestures to set the scene and carry out the play without props	Create mental models of the texts one hears or reads, i.e., form pictures in one's mind of the situation represented in the text
Thematic	Create play content and topics from familiar daily events to highly imaginative	Recognize content, themes (messages) of text
Organization/ Integration	Organize play activities/themes into temporal/causal sequences	Recognize temporal/causal relationships among characters and events; make inferences about those relationships

Westby, C.E., & Wilson, D. (2017). Using imaginary play to promote foundations for text comprehension: Examples from a program for children who are deaf and hard of hearing. *Topics in Language Disorders*, 37(3), 282–301.



	Ages	Theory of Mind	Content Themes (Episodic Memory)	Organization	Decontextualization
	17-19 mo	pretend play on self	events personally experienced that happen daily	single activities	realistic props
	19-22 mo	pretends on doll (doll passive recipient)	caregiver activities	combines 2 toys or performs actions on 2 people	
	2 yr	talks to doll		several actions on a theme (doll in tub, wash, dry)	
	2 ½ yr		events personally experienced that happen periodically (associated with emotion)		
	3 yr	gives voice to dolls/puppets	events child has seen or read about but not personally experienced	short sequences of temporally-related activities; events evolve	low representation toys; object substitutions
	3-3 ½ yr				
	4 yr	takes on roles	highly imaginative themes	planned events with cause-effect sequences	language used to set scene
5-6 yr	gives characters multiple roles (mother, wife, doctor)	multiple planned sequences			

Rating child on playscale

- ? = unsure of child's skill
- 0 = child has not displayed this skill
- P = displayed skill only with prompts
- 1 = child has displayed one example of this skill without prompts
- 2 = child has displayed two different examples of this skill without prompts
- 3 = child has displayed three different examples of this skill without prompts

* Prompt Levels- UP=unprompted, FP=full physical, PP=partial physical, FM=full model, PM=partial model, VM= verbal model, G=gesture, P=positional, EV=environmental/ pictorial

Play & Theory of Mind

- The foundation of pretend
 - A step to theory of mind
 - Awareness of pretend ideas/thoughts of self and eventually others
 - Taking on roles involves making inferences essential for comprehension
 - Cognitive flexibility



Goldstein, T.R., & Winner, E. (2012). Enhancing empathy and theory of mind. *Journal of Cognition & Development*, 13, 19-37.

Kavanaugh, R.D (2011). Origins and consequences of social pretend play. In. A. Pellegrini (Ed.), *The Oxford handbook of the development of play* (pp. 296-307). New York: Oxford University Press.



Theory of Mind in play: 17-19 months



- Autosymbolic pretend
- Pretend on oneself
- Activities the child does every day: eating, sleeping
- Need some realistic props
- Children have about 50 single words by 18 months



Theory of mind in Play: 19-22 months



- Pretends on doll, stuffed animals
- Doll is passive

Multiple different activities with doll



- Give doll bottle
- Feed doll with spoon
- Bathe doll
- Comb doll's hair
- Put doll to bed



Consider:

- Frequency
- Diversity

Kasari, C. & Chang, Y. (2014). Play development in which with autism spectrum disorders: Skills, object play, and interventions. In F.R. Volkman, et al (Eds.) *Handbook of autism and pervasive developmental disorders*, Vol. 2. Wiley.



Theory of Mind in Play: 19-22 months

Acting on doll



Mom: What's the baby doing?
Child: doodoo (symbolic – absent object)



Theory of Mind: Acting on stuffed animals: 19-22 months

Symbolic: substitute object
(basket for boat)



Theory of Mind in play: 3 to 3 ½ years: Feelings in play



2 years – do not include feelings in play
3 years – include feelings in play



Theory of Mind in play: 3 ½ years: Talks to and for the doll

Doll/puppet becomes an agent



Theory of Mind in play: Giving voice to doll



Doll as agent

Theory of Mind: Giving agency to small toys



4 years: Taking on roles



Children	Amount of social pretend in free play	All pretend	Talking about pretend
Hearing	25%	42%	20 utterances/hour
DHH	3%	25%	2-3 utterances/hour

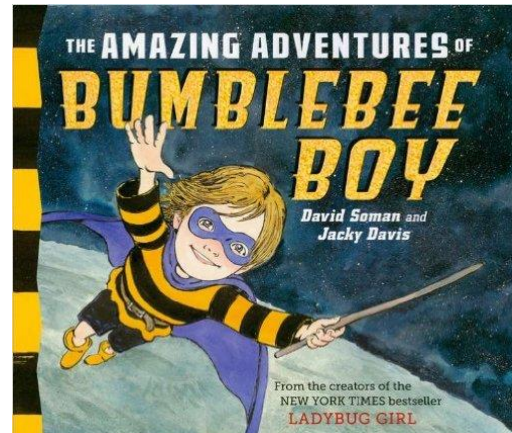
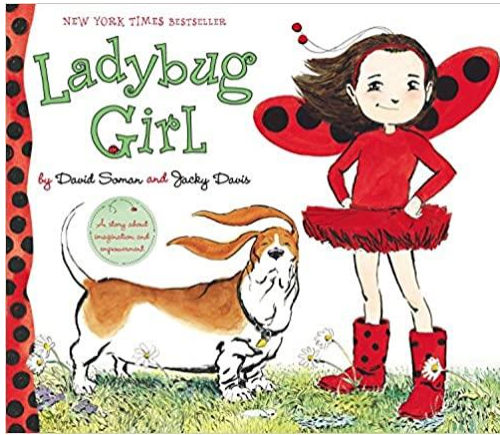
Superhero Play

- What do superheroes do?
 - **Save people**
 - **Find pet**
 - **Save cats like firefighters**
 - **Clean your house**
- How can superheroes be identified?
 - **Need a cape**
 - **Wear hearts, a collar**
 - **Be invisible**
- Superhero traits
 - **Kind**
 - **Caring**
 - **Helpful**



De-Souza, D., & Radell, J. (July, 2011). Superheroes: An opportunity for prosocial play. *Young Children*, 26-30.

Support for Superhero play



Play Involves Stories

- Stories are natural extensions of children's earlier experiences of emotional sharing
- Learning to comprehend and tell stories develops theory of mind skills
- Competency with stories enables us to understand others in a variety of ways and the reasons for their actions
- Narrative skills in kindergarten/early elementary predict later academic achievement

Gallagher, S., & Hutto, D.D. (2008). Understanding others through primary interaction and narrative practice. In J. Zlatev, T.P. Racine, C. Sinha, & E. Itkonen (Eds.) (pp. 17-38). *The shared mind: Perspectives on intersubjectivity*. John Benjamins: Amsterdam

Categories of Social Play

Play stage	Definition
Unoccupied play Infant	Random movements that infants make with no clear purpose in the beginning of play
Solitary play Birth-2 years	Children play alone with toys; if other children are nearby, they go un-noticed
Onlooker play 2 years	Children watch others play. The child who is looking may ask questions but there is no effort to join the play
Parallel play 2+ years	Children play side-by-side with little interaction. Engaged with their own toy. Aware of and pleased by the company of others.
Associative play 3-4 years	Pairs and groups of children play together and share materials, but cooperation and negotiation is rare.
Cooperative social play 4+ years	Groups of children engage in sustained play episodes in which they play, negotiate, and share responsibility and leadership



Social Role Play





<http://www.pre-kpages.com/dramatic-play-printables/>



Veterinarian Office Props

animal posters
appointment pad
bandages
band-aids
clipboard
cotton
dry pet food
empty pill bottles
lab coat (white shirt)
Q-tips
rubber gloves
stethoscope
stuffed animals
telephone
tongue depressors for splints

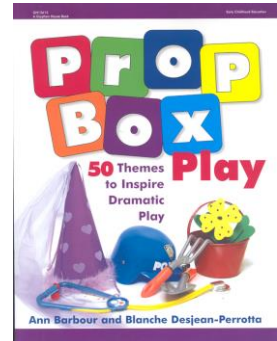
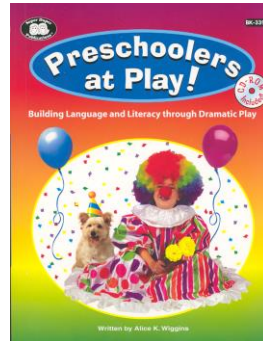
animal care brochures
birdcage
blankets
overturned laundry baskets for cages
dog bones
empty pet food cans
leashes
money/checks/credit cards
old animal x-rays
pet carrying case
small flashlight
surgical mask
thermometer



Barbour, A., & Desjean-Perrotta, B. (2002). *Prop box play*. Gryphon House.
Wiggins, A.K. (2006). *Preschoolers at play: Building language and literacy through dramatic play*. Greenville, SC: Super Duper.

Veterinarian Office Vocabulary

beak	license
care	paw
claw	perch
collar	prescription
emergency	scales
feathers	stethoscope
fever	surgery
first-aid	temperature
flea	tick
fur	treat
groom	vaccination, vaccinate
heartworm	veterinarian
immunization	vitamins
kennel	whiskers
leash	x-ray
examine	



Barbour, A., & Desjean-Perrotta, B. (2002). Prop box play. Gryphon House.
Wiggins, A.K. (2006). *Preschoolers at play: Building language and literacy through dramatic play*. Greenville, SC: Super Duper.

Veterinarian Office Phrases to Model

- The veterinarian says:
 - I will look into your dog's ears/
 - He may need a vaccine.
 - He sure is furry.
- The pet owner says:
 - I will take him out of his cage.
 - Can you help me with my sick kitten? She isn't feeling well.
 - I am brushing her fur.



Wiggins, A.K. (2006). *Preschoolers at play: Building language and literacy through dramatic play*. Greenville, SC: Super Duper.

Theory of Mind in play: 5-6 years

Takes on multiple roles

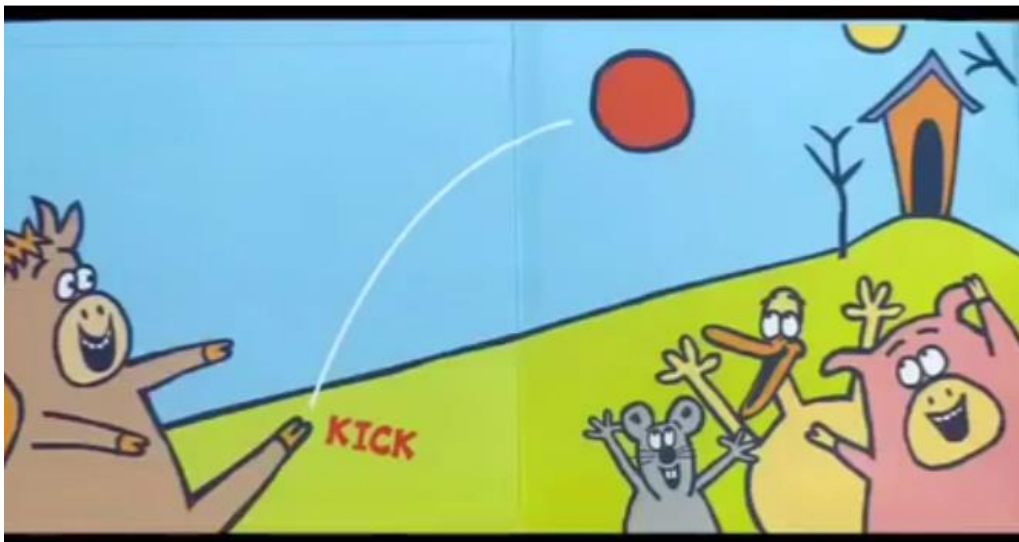
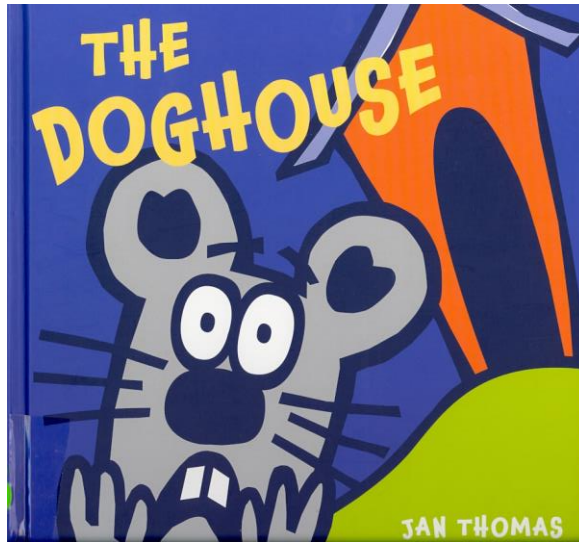


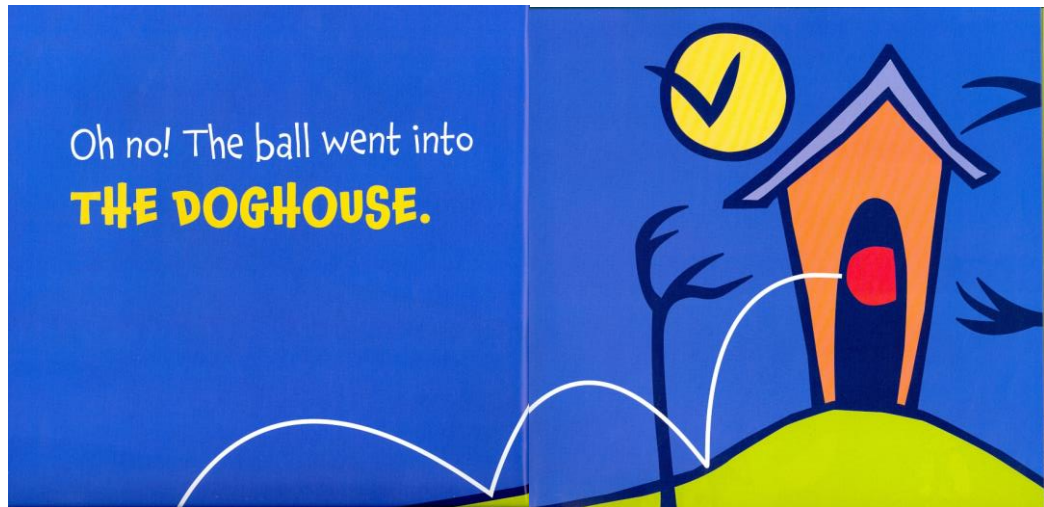
Strands of Discourse

- **Narrative:** children speak as the author of the play story
- **Character dialogue:** children speak for the characters
- **Stage managing:** children speak as themselves, outside the story



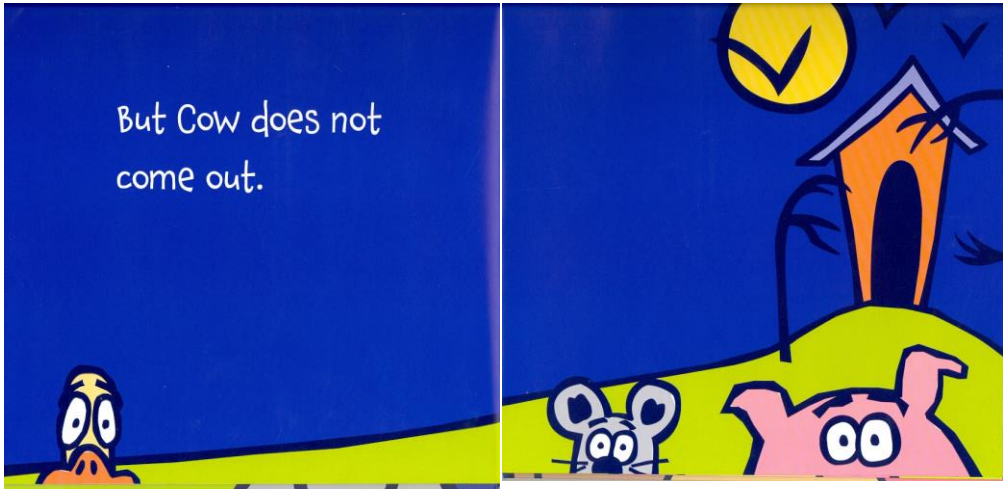
Wolf, D., & Hicks, D. (1989). The voices within narratives: The development of intertextuality in young children's stories. *Discourse Processes*, 12, 329-351.







But Cow does not
come out.



Now Cow **AND** the ball are
in **THE DOGHOUSE.**
Who will get them out?





Strands of Discourse in Play

Narrative	Dialogue	Stage-Managing
Matthew has a large and small fruit bat puppet and some plastic foods on the floor. He wraps the small bat in the wings of the large bat and has it fly		
Momma bat went flying with Stella Luna. She dropped Stellaluna		
He has the mother bat drop the baby bat.		
	Ohhh nooo! I'm falling.	
		I need something for a bird nest. You gotta box?
Teacher gives Matthew a small box. He takes a doll blanket and puts it in the box.		



Classification of Conflicts

- Initial oppositions
 - **simple negation** (e.g., no)
 - **reason**: justification for opposition
 - **countering move**: substitute for desired object
 - **temporize**: postpone compliance
 - **evade**: hedge by addressing the propositional content of the utterance rather than acknowledging its illocutionary force



Pellegrini, A. (1985). Relations between preschool children's symbolic play and literate behavior. In L. Galda & A. Pellegrini (Eds.), *Play, Language, and Stories*. Norwood, NJ: Ablex.

Classification of Conflicts

- Reactions to oppositions
 - **insistence**: supports the same speaker's utterance and adds no new information
 - **mitigation**: increased indirectives ("please")
 - **aggravation**: increased directives ("NO")
 - **reasons**: explanation or justification given
 - **counter**: speaker suggests alternative proposal
 - **conditional directive**: commissive and directive linked together ("I'll be your friend, if you come.")
 - **compromise**: some form of sharing involved
 - **physical force**: physical contact with child
 - **ignores**: opponent does not respond



Pellegrini, A. (1985). Relations between preschool children's symbolic play and literate behavior. In L. Galda & A. Pellegrini (Eds.), *Play, Language, and Stories*. Ablex.

Play & Decontextualization: 17 month – 3 years



- Learning to visualize
 - Creating mental models in one's head
 - Necessary to imagine what is happening when one hears/reads the words of a story
 - Facilitates the development of specific descriptive vocabulary and more complex sentences

Sachet, A.B., & Mottweiler, C.M. (2013). The distinction between role-play and object substitution in pretend play In M. Taylor (Ed.), *The Oxford handbook of the development of imagination* (pp. 175-185). New York: Oxford University.

Stagnitti, K., & Lewis, F.M. (2017). Quality of pre-school children's pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17(2): 148–158.



Decontextualization in Play: Stages in Block Building



Bridges



Enclosures



Decontextualization in Play

3 years



Decontextualization in Play: Sense of self and scale



Sense of self and scale

<https://www.youtube.com/watch?v=OtngSHtz-cc>



Decontextualization in Play



3 – 3 ½ years

Decontextualization in play: Multiple substitutions



Decontextualization: Stages in block building



Patterns & symmetry



Pretend Play Structures



Decontextualization in play 4 years: Building from a mental model



Stagnitti, K., & Lewis, F.M. (2017). Quality of pre-school children's pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17(2): 148–158



Decontextualization in play: 4 years

Language increasingly setting the scene



Pretend Play 4 years: Language sets the scene

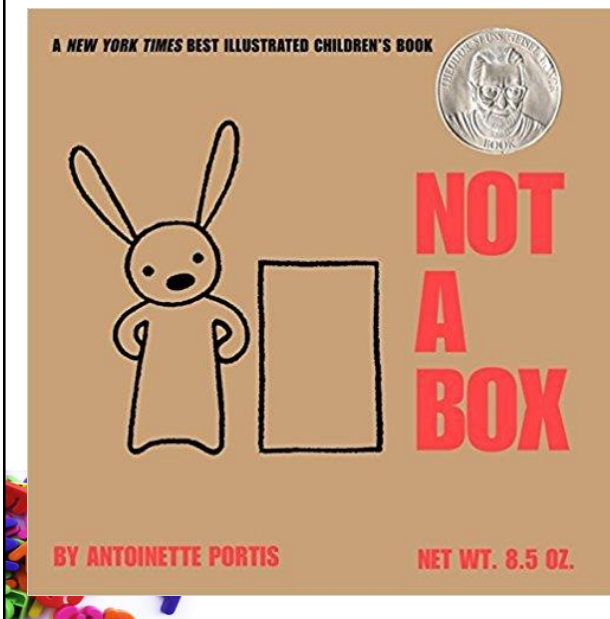
Child may create imaginary playmates

- Toys are not necessary
- Create play stories with language



Stagnitti, K., & Lewis, F.M. (2017). Quality of pre-school children's pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17(2): 148–158

Decontextualization in play: Promoting mental imaging



Measures of Literate Language

- Conjunctions
 - temporal: connects events in time-related manner, e.g., **and**, **then**
 - causal: connects events in cause-effect, e.g., **because**, **so**
- Noun phrases
 - adjectives: the **red** dog; the **big**, **brown** bear
 - qualifiers: the dog **in the window**; the boy **throwing the ball**

Pellegrini, A. (1985). Relations between preschool children's symbolic play and literate behavior. In L. Galda & A. Pellegrini (Eds.), *Play, Language, and Stories*. Norwood, NJ: Ablex.

Stagnitti, K., & Lewis, F.M. (2017). Quality of pre-school children's pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17(2): 148–158.



Measures of Literate Language

- Reference
 - endophora: linguistic tie between presupposed and presupposing elements (The boy chased the girl. **He** caught **her**).
 - exophora: presupposed element is not linguistically coded (He got one other **there**).
- Verbs
 - mental/linguistic verbs: denote cognitive and linguistic processes (**think, say, remember, ask**)
 - verb tense: past, present, future

Pellegrini, A. (1985). Relations between preschool children's symbolic play and literate behavior. In L. Galda & A. Pellegrini (Eds.), *Play, Language, and Stories*. Norwood, NJ: Ablex.

Stagnitti, K., & Lewis, F.M. (2017). Quality of pre-school children's pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17 (2): 148–158.

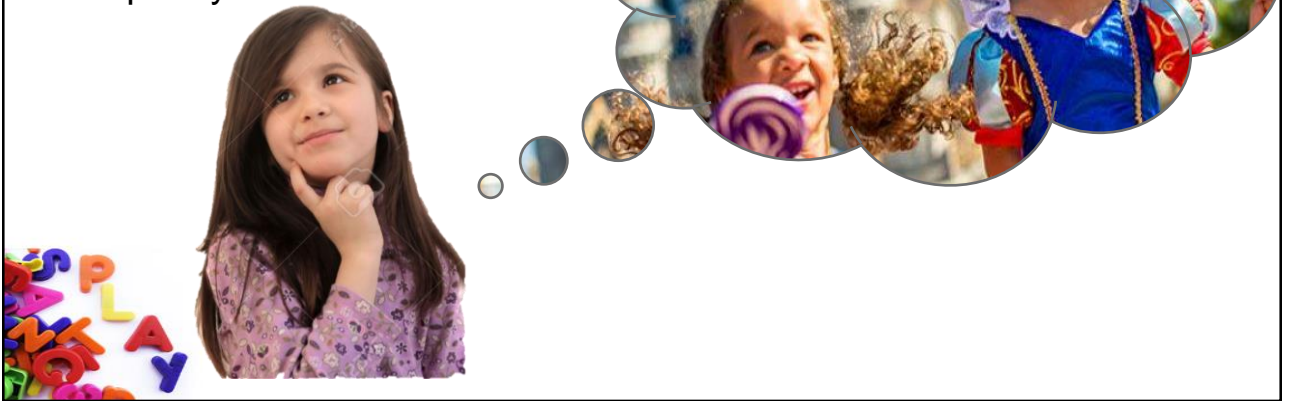


Decontextualization enables imagining the future



Autobiographical Memory

- Memory of personally-experienced events (times, places associated with emotions, and other contextual knowledge) that can be explicitly stated

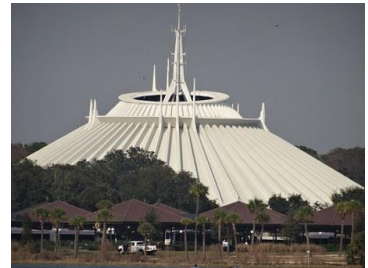


Autobiographical Memory



Episodic
Remembering feelings,
sensory experiences

Riding Space
Mountain roller
coaster



Semantic

Knowing facts & details

Fantasy land, Tomorrow land,
Frontier land, Adventure land
Where to get Dole pineapple whip



Self-Regulation The Marshmallow Experiment



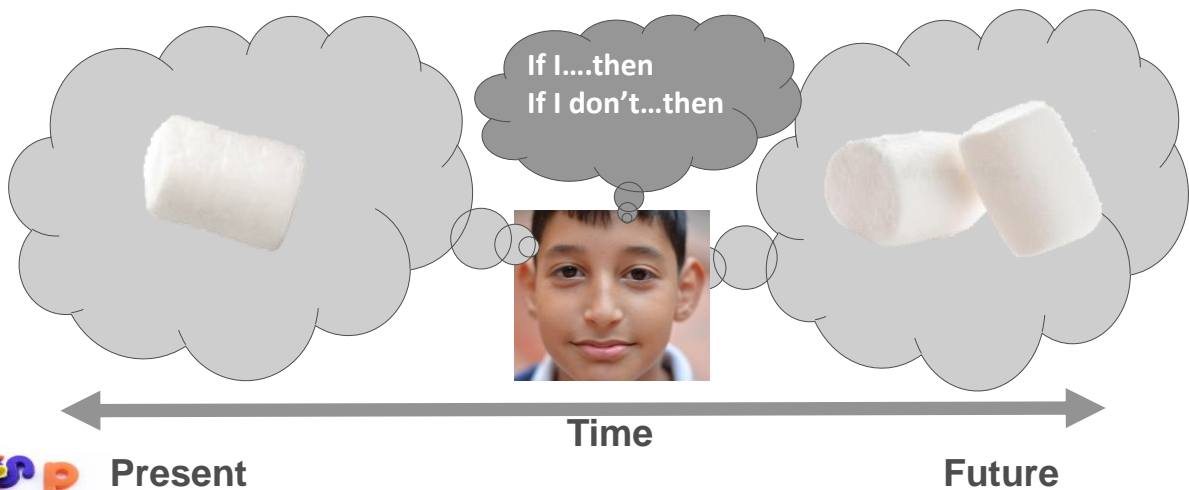
Requires inhibition and ability to imagine the future

Carlson, S.M., & White, R.E. (2013). In M. Taylor (Ed.), *The Oxford handbook of the development of imagination* (pp.161-174). Oxford University.

Sektnan, M. et al (2010). Relations between early family, risk, behavioral regulation, and academic achievement. *Early Childhood Research Quarterly*, 25, 464-479.



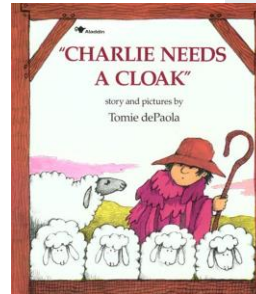
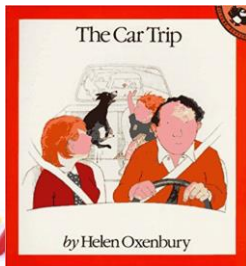
Mental Time Travel



Brien, A., Hutchins, T., & Westby, C. (2020). Autobiographical memory in ASD, ADHD, hearing loss, and childhood trauma: Implications for social communication intervention. *LSHSS*.

Counterfactual Reasoning

- Imagining alternatives to reality
- Conditional propositions, containing an antecedent and a consequence, e.g.,
 - *If the dad had put gas in the car, it would have started.*
 - *If Charlie fed his sheep enough, they wouldn't eat his cloak.*

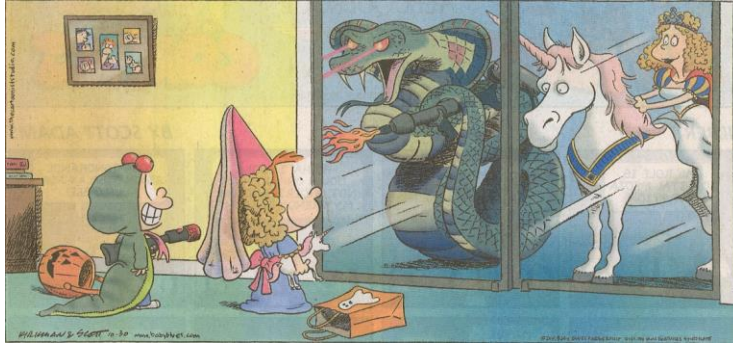


Counterfactuals in Play



Play & Thematic Content

- Develops knowledge of social roles and rules/expectations
- Metacognitive knowledge of themes can be brought to reading comprehension tasks



Gaskins, S. (2013). Pretend play as culturally constructed activity. In M. Taylor (Ed.), *The Oxford handbook of the development of imagination* (pp.224-247). Oxford University.

Themes in play: 17 – 19 months



Everyday personal experiences

Themes in play: 19-22 months

Imitate activities of familiar persons around them



Themes in play: 19-22 months



Pretend at activities of familiar persons around them



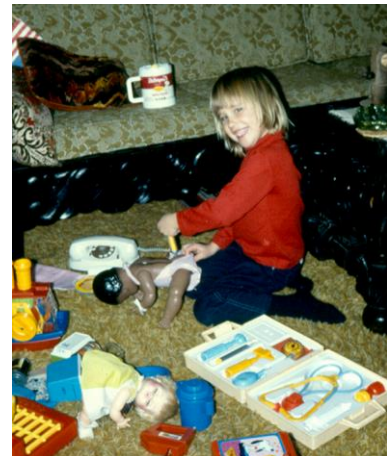
Language: 2 years

- 200-300 words: Concern if less than 50
- Between 2-3 years, use phrases of 3 words



Themes in play: 2-2 ½ years

Shopping
Doctor play



Pretend at activities they do not experience every day
Events are memorable because they have emotions attached to them



Themes in play: Doctor play, 2 ½ years



Themes in play: Doctor play, 2 ½ years





Themes in play: 3 – 3 ½ years - Compensatory play



Themes in play: 3-3 1/2 years

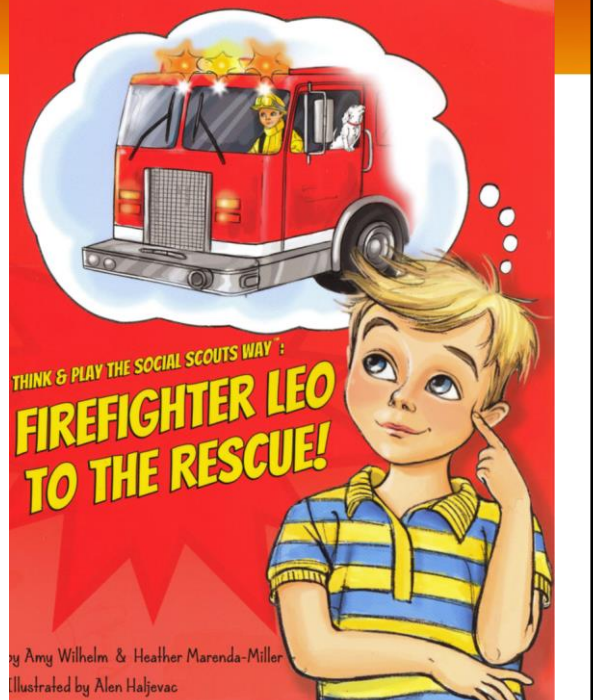
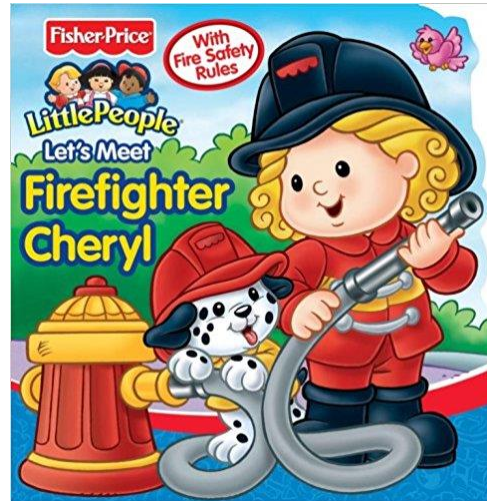
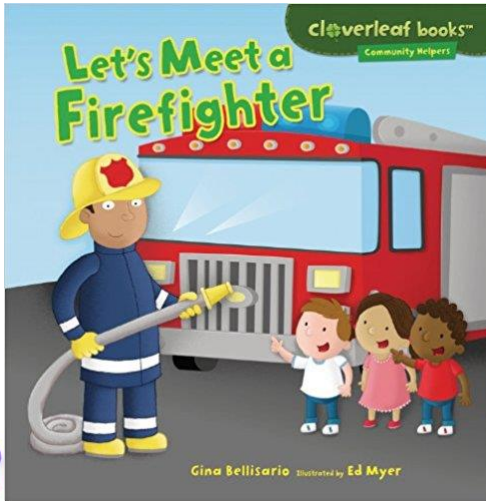
Events that have not been personally experienced



Playing firefighter



Firefighter theme



He thinks, **"WHAT DOES A FIREFIGHTER WEAR?"**

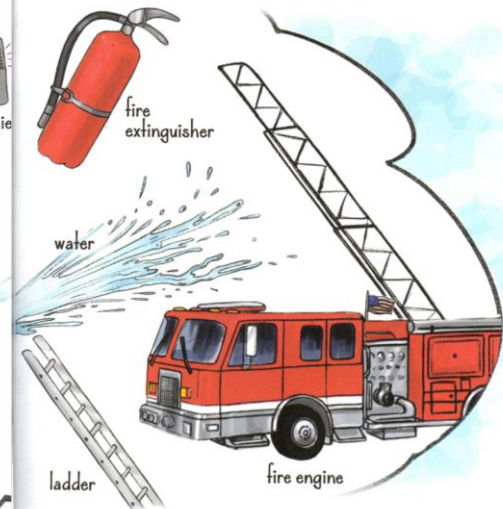


A firefighter wears special firefighting gear to an emergency.

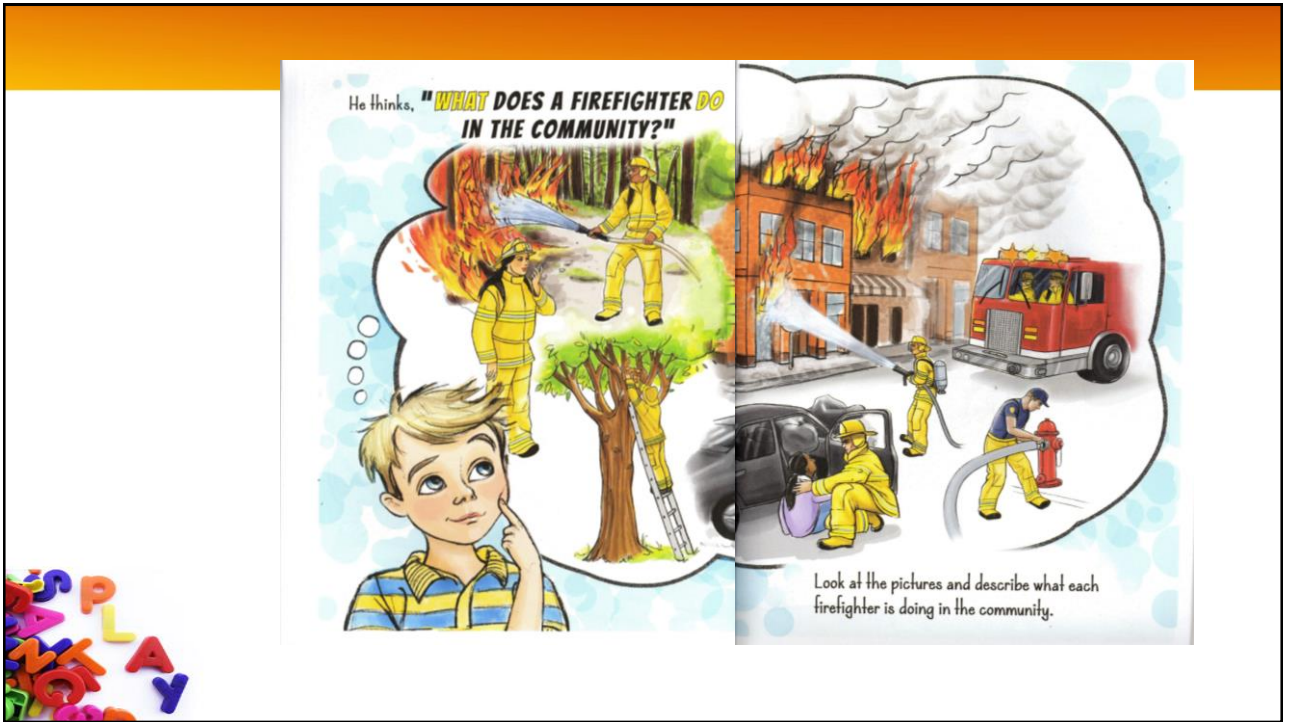


He thinks, **"WHAT EQUIPMENT DOES A**

FIREFIGHTER USE FOR AN EMERGENCY?"



What does the firefighter do with each of these objects?

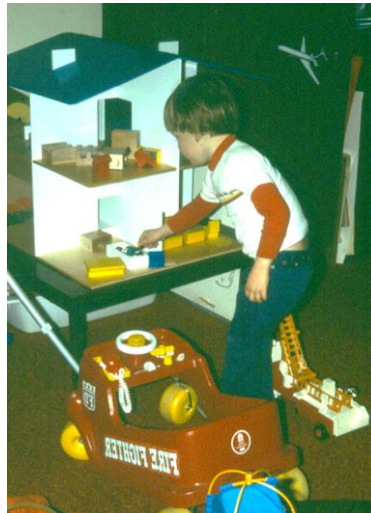


Firefighter Theme

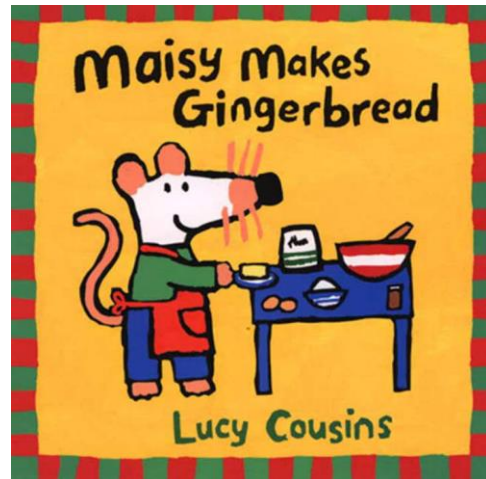
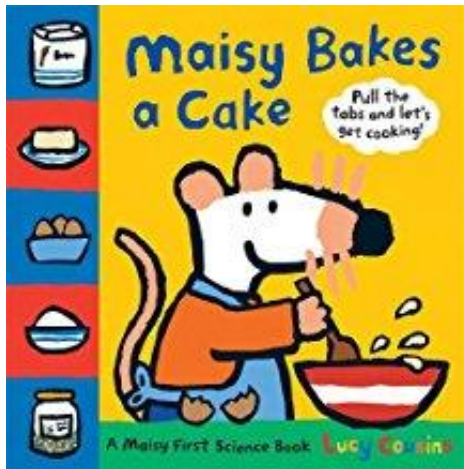




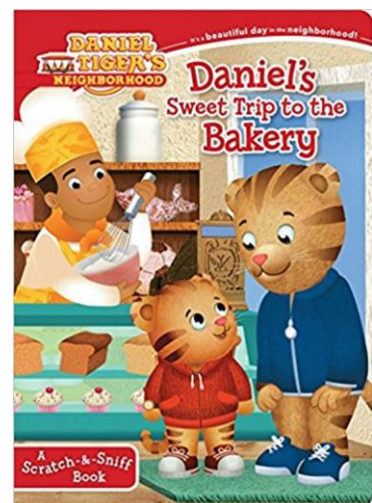
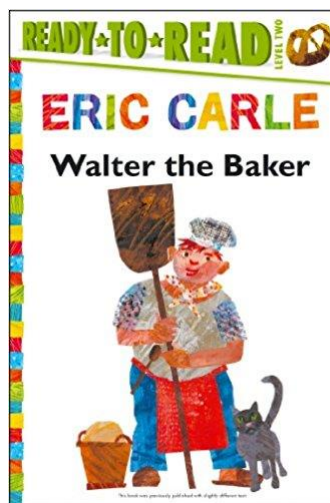
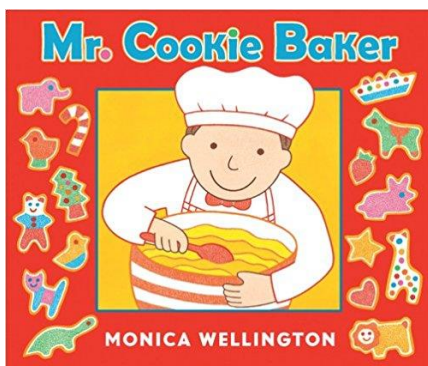
Firefighter Theme



Bakery Theme



Bakery Theme



Bakery Theme



Camping Theme (unfamiliar theme)



Camping Theme (unfamiliar)

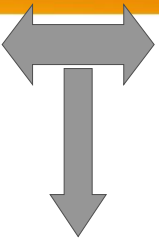


Transition to small toys



Play Promotes Autobiographical Memory

Engaging activities



Emotional sharing



Episodic Autobiographical Memory:

Memory for subjective experiences throughout time.

This enables you to think about how the present may relate to the past and future

Fivush, R. (2011). The development of autobiographical memory. *Annual Review of Psychology*, 2, 559-582.

Tulving, E. (1993). What is episodic memory? *Current Directions in Psychological Science*, 2, 67-70.

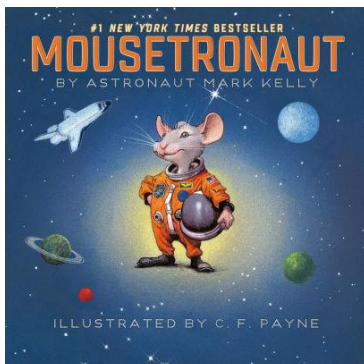
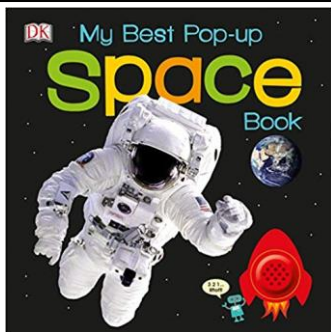


Camping Theme (unfamiliar)

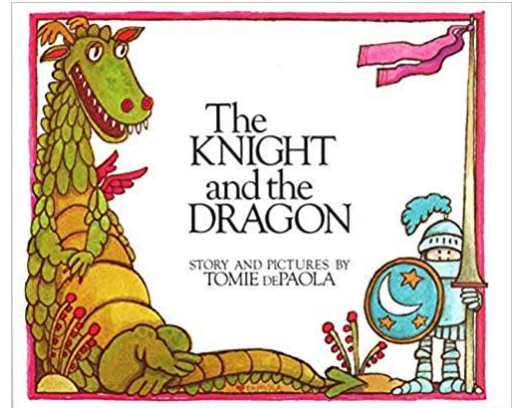
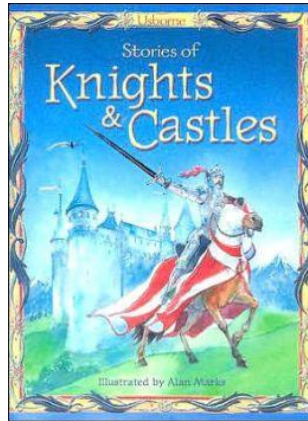


<http://www.pre-kpages.com/dramatic-play-printables/>

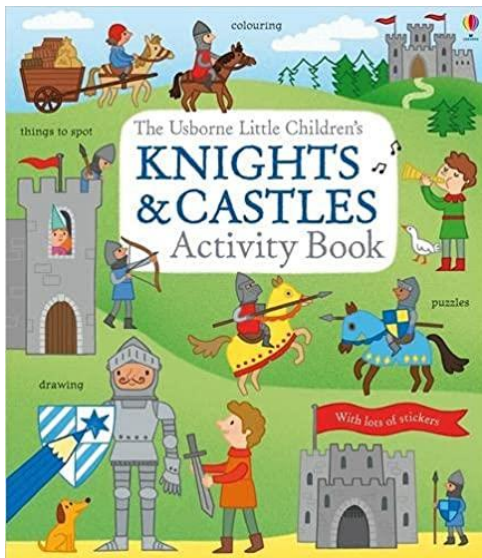
Unfamiliar Theme



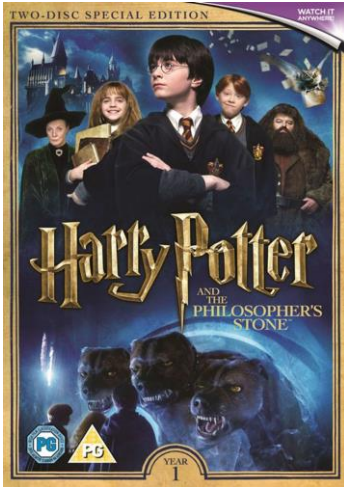
Fantasy Theme



Fantasy Theme



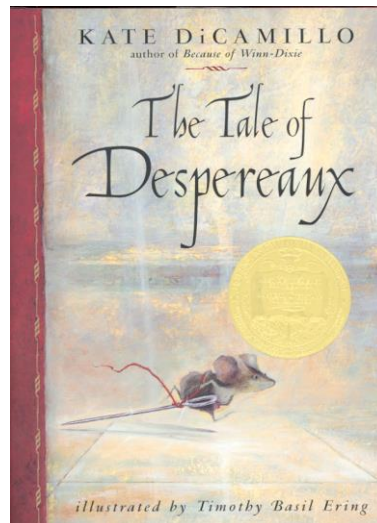
Fantasy Theme



Fantasy Theme



Fantasy theme



6 years



Imaginative, novel themes; combining themes

Play & Organization: 17-19 months

- Sequencing and planning in play promotes development of self-regulation
- Sequencing temporal/cause-effect events promotes development of episodic/autobiographical memory



Plays with a single toy

Moore, C., & Barresi, J. (2013). Imagination and the self. In M. Taylor (Ed.), *The Oxford handbook of the development of imagination* (pp. 288-302). Oxford University.

Stagnitti, K., & Lewis, F.M. (2017). Quality of pre-school children's pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17(2): 148-158.



Organization in play: 19-22 months



- Combine toys in play
 - Lids for pots
 - Pots are on the stove
 - Spoons, plates, cups put together



Language: 19-22 months: Two-word combinations

- More milk
- Milk allgone
- My shoes
- Your hat
- Throw ball
- Big ball
- Cat eat



Organization in play

2 years

Classifying related objects



Organization in play: 3 years - Evolving sequences



Inviting friends to dinner



Preparing the dinner



Serving and eating the meal

Stagnitti, K., & Lewis, F.M. (2017). Quality of pre-school children's pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17(2): 148–158



Organization in play: 3 years - Evolving sequence



Clearing the table



Washing the dishes

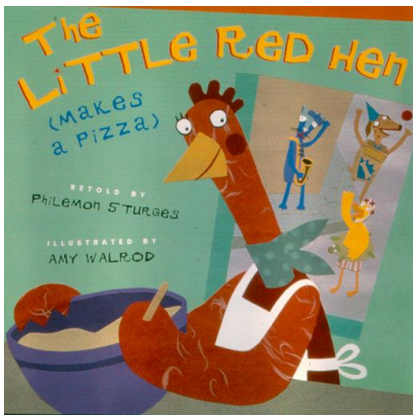


Stagnitti, K., & Lewis, F.M. (2017). Quality of pre-school children's pretend play and subsequent development of semantic organization and narrative re-telling skills. *International Journal of Speech-Language Pathology*, 17(2): 148–158









Sample Storyboard



Going for Pizza



We went to the pizza restaurant



We looked at the ingredients



Jose put cheese on the pizza



Patti put sauce on pizza



Maria put pepperoni on the pizza



Seb took the pizza to the cook



The man put the pizza in the oven



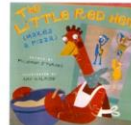
The man put the baked pizza in a box



Teacher Linda paid for the pizza



We ate the pizza



We read *The Little Red Hen Makes a Pizza*



Sally and Maria pretended to make pizza

Organization in play:
4 years
Planning ahead



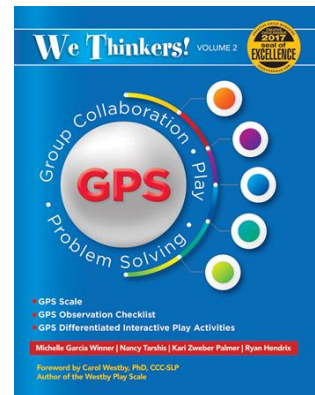
Organization in play
5-6 years
Coordinating play
with others



GPS (4-7 yr olds) Group Collaborative Play

Play observation guiding questions

- A. Does the child seek peers or adults as a play partner in interactive play?
- B. How does the child use language during interactive play?
- C. How does the child engage with objects or play materials during interactive play?
- D. What type of pretend play is the child using when interacting with peers?
- E. How flexibly does the child shift his or her play based on others' ideas during interactive play?
- F. How well does the child problem solve during interactive play?



Winner, M.G., Tarshi, N., Palmer, K.Z., & Hendrix, R. (2020). *We thinkers. Vol.2. Social Thinking.*



Group Play Scale

Me

Me &
YouMe &
We

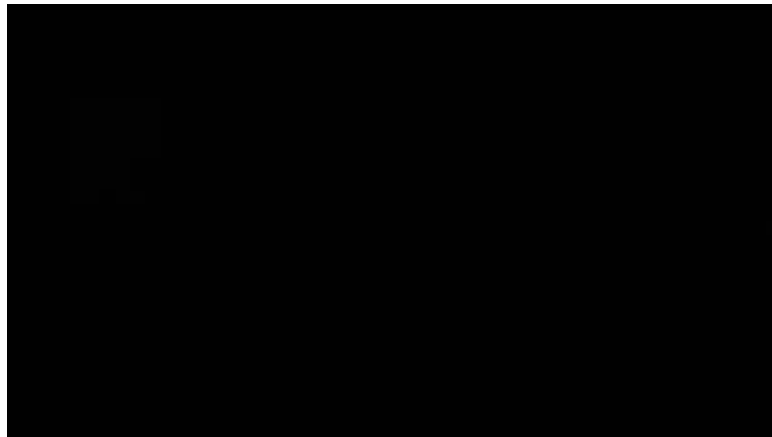
We

SCIP

GPS Play Level 1	GPS Play Level 2	GPS Play Level 3	GPS Play Level 4	GPS Play Level 5
Play is very singular and is object or action focuses. Children tend to play alone. They will attend to an adult if the adult is actively seeking their attention.	Play is still quite singular but children will attempt to engage the adult to play their way. With a lot of work on the part of the adults, the child will briefly attend to a peer during play.	Adult directs the play, providing the structure, ideas, and context. Peers take a role and enact the play within that structure.	With minimal adult facilitation (Providing props, materials, and initial ideas), peers can begin to create structured play together. Adults may step in to resolve conflicts and keep play moving along.	Collaborative Imaginative Play (SCIP). Peers provide ideas, decide on a theme and choose roles, negotiate, and problem solve on their own. Low adult facilitation, if any.

Winner, M.G., Tarshi, N., Palmer, K.Z., & Hendrix, R. (2020). *We thinkers. Vol.2. Social Thinking.*

Firefighter Theme Play



Developing Play Goals/Objectives

Theory of Mind	Decontextualization	Theme	Organization	Language

Play Objective



Using grocery store props with 2 peers, Reyes will take the role of a shopper or cashier, engaging in a 4-step pretend sequence of actions in the grocery store (buy/sell, exchange money, bag groceries) and giving 4-5 word instructions to others as to what they are to do.

Developing Play Goals/Objectives

Theory of Mind	Decontextualization	Theme	Organization	Language
--cashier & shopper scripts --likes/dislikes	Realistic props: food, money, cash register, cart Less realistic: chair for car	Grocery shopping	--Set up store area --Sequence of shopping, looking for item, paying, bagging, driving home, putting away groceries	--4-5 word sentences --Initiate interactions with others --Make requests --Direct others --Respond to language of others

Using grocery store props with 2 peers, Reyes will take the role of a shopper or cashier, engaging in a 4-step pretend sequence of actions in the grocery store (buy/sell, exchange money, bag groceries) and giving 4-5 word instructions to others as to what they are to do.



WE DIDN'T REALISE WE WERE
MAKING MEMORIES, WE JUST KNEW
WE WERE HAVING FUN

