

Appendix A **Symbolic Play Scale Checklist**

Play	Language										
Stage I 9-12 months ☐ Awareness that objects exist when not seen; finds toy hidden under scarf ☐ Means-end behavior – crawls or walks to get what he wants; pulls string toys ☐ Does not mouth or bang all toys – some used appropriately	☐ No true language; may have performative words, (words that are associated with action or the total situation) Exhibits the following communicative functions: ☐ Request (instrumental) ☐ Command (regulatory)										
Stage II 13-17 months ☐ Purposeful exploration of toys; discovers operation of toys through trial and error; uses a variety of motoric schemas ☐ Hands toy to adult if unable to operate	☐ Context dependent single words, for example, child may use the word “car” when riding in the car, but not when he sees a car; words tend to come and go in child’s vocabulary Exhibits the following communicative functions: <table border="0" style="width: 100%;"> <tr> <td>☐ Request</td><td>☐ Protesting</td></tr> <tr> <td>☐ Command</td><td>☐ Label</td></tr> <tr> <td>☐ Interactional</td><td>☐ Response</td></tr> <tr> <td>☐ Personal</td><td>☐ Greeting</td></tr> </table>	☐ Request	☐ Protesting	☐ Command	☐ Label	☐ Interactional	☐ Response	☐ Personal	☐ Greeting		
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Stage III 17-19 months ☐ Autosymbolic play, for example, child pretends to go to sleep or pretends to drink from cup or eat from spoon ☐ Uses most common objects and toys appropriately ☐ Finds toys invisibly hidden (when placed in box and box emptied under scarf) ☐ Combines two toys in pretend play, for example, puts spoon in pan or pours from pot into cup	Beginning of true verbal communication. Words have following functional and semantic relations: <table border="0" style="width: 100%;"> <tr> <td>☐ Recurrence</td><td>☐ Agent</td></tr> <tr> <td>☐ Existence</td><td>☐ Object</td></tr> <tr> <td>☐ Nonexistence</td><td>☐ Action or state</td></tr> <tr> <td>☐ Rejection</td><td>☐ Location</td></tr> <tr> <td>☐ Denial</td><td>☐ Object or person associated with object or location</td></tr> </table>	☐ Recurrence	☐ Agent	☐ Existence	☐ Object	☐ Nonexistence	☐ Action or state	☐ Rejection	☐ Location	☐ Denial	☐ Object or person associated with object or location
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Stage IV 19-22 months Symbolic Play extends beyond the child’s self: ☐ Plays with dolls; brush’s dolls hair, feeds doll a bottle, covers doll with blanket ☐ Child performs pretend activities on more than on person or object; for example, feeds self, a doll, mother and another child ☐ Combines two toys in pretend play, for example, puts spoon in pan or pours from pot into cup	☐ Refers to objects and person not present Beginning of words combinations with the following semantic relations: <table border="0" style="width: 100%;"> <tr> <td>☐ Agent-action</td><td>☐ Action-locative</td></tr> <tr> <td>☐ Action-agent</td><td>☐ Object-locative</td></tr> <tr> <td>☐ Agent-object</td><td>☐ Possessive</td></tr> <tr> <td>☐ Attributive</td><td>☐ Dative</td></tr> </table>	☐ Agent-action	☐ Action-locative	☐ Action-agent	☐ Object-locative	☐ Agent-object	☐ Possessive	☐ Attributive	☐ Dative		
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Stage V 24 months Symbolic Play extends beyond the child's self: ☐ Represents daily experience; plays house – is the mommy, daddy, or baby; objects used are realistic and close to life size ☐ Events short and isolated; no true sequences; some self-limiting sequences – puts food in pan, stirs, and eats ☐ Block play consists of stacking and knocking down ☐ Sand and water play consist of filling, pouring , and dumping	☐ Uses earlier pragmatic functions and semantic relations in phrases and short sentences The following morphological markers appear: ☐ Present progressive (ing) on verbs ☐ Plurals ☐ Possessives
Stage VI 2 ½ years Represents events less frequently experienced or observed, particularly impressive or traumatic events ☐ Doctor-nurse-sick child ☐ Teacher-child ☐ Store shopping Events still short and isolated. Realistic props still required. Roles shift quickly.	Responds appropriately to the following WH questions in context: ☐ What ☐ Who ☐ Whose ☐ Where ☐ What....do ☐ Asks WH questions – generally puts WH at beginning of sentence ☐ Responds to why questions inappropriately except for well-known routings, such as “Why is the doctor here?”...”Baby sick.” ☐ Asks why but inappropriately and does not attend to answer
Stage VII 3 years ☐ Continues pretend activities of Stages V and VI, but now the play has a sequence. Events are not isolated, for example, child mixes cake, bakes it, serves it, washes the dishes, or doctor checks patience, calls ambulance, takes patient to hospital and operates. Sequences evolves...not planned. ☐ Compensatory toy...re-enactment of experienced events with new outcomes ☐ Associative play	☐ Uses past tense, such as, “I ate the cake...I walked.” ☐ Uses future aspect (particularly “gonna”) forms, such as, “I’m gonna wash dishes.”

Stage VII 3 – 3 ½ years ☐ Carries out play activities of previous stages with a doll house and Fisher-Price toys (barn, garage, airport, village) ☐ Uses blocks and sandbox for imaginative play. Blocks used primarily as enclosures (fences and houses) for animals and dolls ☐ Play not totally stimulus bound. Child uses on object to represent another ☐ Uses doll of puppet as participant in play	Descriptive vocabulary expands as child becomes more aware of perceptual attributes. Uses terms for the following concepts (not always correctly): ☐ shapes ☐ sizes ☐ colors ☐ textures ☐ spatial relationships ☐ Gives dialogue to puppets and dolls ☐ Metalinguistic language use, such as, “He said,...” ☐ Uses indirect requests, such as, “Mommy lets me have cookies for breakfast.” ☐ Changes speech depending on listener
Stage IX 3 ½ - 4 years ☐ Begins to problem-solve events not experiences. Plans ahead. Hypothesized “what would happen if...” ☐ Uses dolls and puppets to act out scenes ☐ Builds 3-dimensional structures with blocks which are attempts at reproducing specific structures child has seen	Verbalizes intentions and possible future events: ☐ Uses modals (can, may, might, will, would, could) ☐ Uses conjunctions (and, but if, so, because) Note: Full competence for these modals and conjunctions does not develop until 10-12 years of age ☐ Begins to respond appropriately to why and how questions that require reasoning about perception
Stage X 5 years ☐ Plans a sequence of pretend events ☐ Coordinates more than one event occurring at a time ☐ Highly imaginative. Sets the scene without realistic props ☐ Full cooperative play	☐ Uses relational terms (then, when, first, next, last, while, before, after) Note: Full competence does not develop until 10-12 years of age

**Appendix B
Observation Form**

	Onlooking	Solitary	Parallel	Associate	Cooperative
Game					
Symbolic Spontaneous					
Symbolic Imitative					
Practice					

Appendix C: Definition of play behaviors for the observation form

Practice – the child engages in gross motor activities such as running, riding on bikes or wages, climbing, throwing balls. Child words, puzzles, strings beads, stacks blocks and knocks them down, fills and empties containers, operates cause-effect toys such as music boxes, “busy” boxes, talk toys, etc.

Symbolic Imitative – Child engages in pretend play, but it’s initiated and guided by another child/adult.

Symbolic Spontaneous – Child initiate the pretend activity.

Game – Child engages in rule-governed game behavior and exhibits some understanding or appreciation of the rules.

Onlooking – Child observes, but does not participate.

Solitary – Child plays without reference to other children.

Parallel – Child’s play is companionable with similar materials, but with no personal interaction.

Associative – Children’s play is loosely organized around a common activity, shared interest, and materials.

Cooperative – The play includes different roles, common goals, usually with one or two leaders, and is of relatively long duration and complexity.