

PLAY CHECKLIST

Date: _____

Name: _____

Date of Birth: _____

Check the highest level skills you consistently observe:

*1. Pretending with Objects

- Does not use objects to pretend
- Uses real objects
- Substitutes objects for other objects
- Uses imaginary objects

*2. Role-Playing

- No role play
- Uses one sequence of play
- Combines sequences
- Uses verbal declaration (i.e., "I'm a doctor.")
- Imitates actions of role, including dress

*3. Verbalizations about Play Scenario

- Does not use pretend words during play
- Uses words to describe substitute objects
- Uses words to describe imaginary objects and actions (i.e., "I'm painting a house.")
- Uses words to create a play scenario (i.e., "Let's say we're being taken by a monster.")

*4. Verbal Communication during a Play Episode

- Does not verbally communicate during play
- Talks during play only to self
- Talks only to adults in play
- Talks with peers in play by stepping outside of role
- Talks with peers from within role (i.e., "Eat your dinner before your dad comes home.")

*5. Persistence in Play

- Less than five minutes
- Six to nine minutes
- Ten minutes or longer

6. Interactions

- Plays alone
- Plays only with adults

- Plays with one child, always the same person
- Plays with one child, can be different partners
- Can play with two or three children all together

#7. Entrance to a Play Group

- Does not attempt to enter play group
- Uses force to enter play group
- Stands near group and watches
- Imitates behavior of group
- Makes comments related to play theme
- Gets attention of another child before commenting

8. Conflict Management

- Gives in during conflict
- Uses force to solve conflicts
- Seeks adult assistance
- Imitates verbal solutions provided by adults
- Recalls words to use when reminded
- Initiates use of words
- Accepts reasonable compromises

9. Turn-Taking

- Refuses to take turns
- Leaves toys; protests when others pick them up
- Gives up toy easily if done with it
- Gives up toy if another child asks for it
- Takes turns if arranged and directed by an adult
- Asks for turn, does not wait for a response
- Proposes turn taking; will take and give turns

10. Support of Peers

- Shows no interest in peers
- Directs attention to distress of peers
- Offers help
- Offers and takes suggestions of peers at times
- Encourages or praises peers

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Note: The developmental progression outlined in each segment of the play checklist can be used as a guideline when assessing most children's development. However, not all individuals will go through the same steps in development nor through the same developmental sequence.

Sections marked with * are adapted from: Smilansky, S. 1968. *The Effects of Sociodramatic Play on Disadvantaged Preschool Children*. New York: Wiley

Sections marked with # are adapted from: Hazen, Black, & Fleming-Johnson. "Social Acceptance." *Young Children* 39 (1984): 26-36.

From *Pathways to Play: Developing Play Skills in Young Children*. Redleaf Press, 450 N. Syndicate, St. Paul, MN 55104, 1-800-423-8309.