Item 5.75. Symbolic Play Scale Check List

Play	Language
Stage I - 9 to 12 months	
____ Awareness that objects exist when not seen; finds toy hidden under scarf	____ No true language; may have performative words, (words that are associated with actions or the total situation)
____ Means-end behavior - crawls or walks to get what he wants; pulls string toys	Exhibits following communicative functions:
____ Does not mouth or bang all toys - some used appropriately	____ Request (instrumental)
	____ Command (regulatory)
Stage II - 13 to 17 months	
____ Purposeful exploration of toys; discovers operation of toys through trial and error; uses variety of motoric schemas	____ Context dependent single words, for example, child may use the word "car" when riding in a car, but not when he sees a car; words tend to come and go in child's vocabulary
____ Hands toy to adult if unable to operate	Exhibits following communicative functions:
	____ Request ____ Protesting
	____ Command ____ Label
	____ Interactional ____ Response
	____ Personal ____ Greeting
Stage III - 17 to 19 months	
____ Autosymbolic play, for example, child pretends to go to sleep or pretends to drink from cup or eat from spoon	Beginning of true verbal communication. Words have following functional and semantic relations:
____ Uses most common objects and toys appropriately	____ Recurrence ____ Agent
____ Tool-use (uses stick to reach toy)	____ Existence ____ Object
____ Finds toys invisibly hidden (when placed in box and box emptied under scarf)	____ Nonexistence ____ Action or state
	____ Rejection ____ Location
	____ Denial ____ Object or person associated with object or location
Stage IV - 19 to 22 months	
Symbolic play extends beyond the child's self:	____ Refers to objects and persons not present
____ Plays with dolls; brushes doll's hair, feeds doll a bottle, or covers doll with blanket	Beginning of word combinations with following semantic relations
____ Child performs pretend activities on more than one person or object; for example, feeds self, a doll, mother, and another child	____ Agent-action ____ Action-locative
	____ Action-object ____ Object-locative
____ Combines two toys in pretend play, for example, puts spoon in pan or pours from pot into cup	____ Agent-object ____ Possessive
	____ Attributive
	____ Dative

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Item 5.75 (continued)

Play	Language
Stage V - 24 months ____ Represents daily experiences; plays house ¹ 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 - 2½ 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 ____ Responses to why questions inappropriate except for well-known routines, such as, "Why is the doctor here?" . . . "Baby sick." ____ Asks why, but often inappropriate 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 patient; calls ambulance, takes patient to hospital and operates. Sequence 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."

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Item 5.75 (continued)

Play	Language
Stage VIII - 3 to 3½ ____ 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 one object to represent another. ____ Uses doll or 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 ____ texture ____ 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 - 3½ to 4 years ____ Begins to problem-solve events not experienced. Plans ahead. Hypothesizes "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. Organizes what he needs - both objects and other children. ____ 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

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