Item 5.75. Symbolic Play Scale Check List

Stage II - 9 to 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 Stage II - 13 to 17 months Purposeful exploration of toys: discovers operation of toys through trial and error; uses variety of motoric schemas Hands toy to adult if unable to operate 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 Uses most common objects and toys appropriately Tool-use (uses stick to reach toy) Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: Plays with dolls, brushes doll's hair, feeds doll a bottle, or covers doll with blanket Child performs pretend activities on more than one person or object. For example, puts spoon in pan or pours from pot into cup Morth and present deplay, for example, child's self: Plays with dolls, brushes doll's hair, feeds doll a bottle, or covers doll with blanket Child performs pretend activities on more than one person or object. For example, puts spoon in pan or pours from pot into cup Morth and another child Combines two toys in pretend play, for example, puts spoon in pan or pours from pot into cup Nonexistence Request performative words, (words that are associated with actions or the total situation) Exhibits following communicative functions: Request instrumental) Contam dependent single words, for example, child and error; uses visited in a car, but not example, child and error; when ridging in a car, but not example, child and error; when ridging in a car, but not example, child series and treations. Request performative words, for example, child series in a car, but not when he sees a car, when ridging in a car, but not when he sees a car, words tend to come and go in child's vocabulary. Exhibits following communicative funct	Means-end behavior - crawls or walks to get what he wants; pulls string toys Does not mouth or bang all toys - some used appropriately Stage II - 13 to 17 months — Purposeful exploration of toys: discovers operation of toys through trial and error: uses variety of motoric schemas — Hands toy to adult if unable to operate 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 — Uses most common objects and toys appropriately — Tool-use (uses stick to reach toy) — Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: — Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket — Child performs pretend activities on more than one person or object: for example, puts spoon in pan or pours from pot into cup — No true language: may have performative words, (words that are associated with actions or the total stude with actions or the total student active words, (words that are associated with actions or the total student active words, (words that are associated with actions or the total student active words, (words that are associated withs actions or the total student active words, (words that are associated with actions or the total student active with actions: — Request (instrumental) — Command (regulatory) Exhibits following communicative functions: — Request (instrumental) — Context dependent single words, (for example, coll dependent single words, for example, coll manufaction. — Requ	Play	Language
seen: finds toy hidden under scarf Means-end behavior - crawls to get what he wants: pulls string toys Does not mouth or bang all toys - some used appropriately Stage II - 13 to 17 months Purposeful exploration of toys: discovers operation of toys through trial and error: uses variety of motoric schemas Hands toy to adult if unable to operate 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 Uses most common objects and toys appropriately Tool-use (uses stick to reach toy) Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket Child performs pretend activities on more than one 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	means-end behavior - crawls to get what he wants: pulls string toys Does not mouth or bang all toys - some used appropriately Stage II - 13 to 17 months — Purposeful exploration of toys: discovers operation of toys through trial and error: uses variety of motoric schemas — Hands toy to adult if unable to operate 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 — Uses most common objects and toys appropriately — Tod-use (uses stick to reach toy) — Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: — Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket — Child performs pretend activities on more than one person or object: for example, puts spoon in pan or pours from pot into cup means and toys appropriately Tod-use (uses stick to reach toy) — Finds toys invisibly hidden (when placed in box and box emptied under scarf) — Recurrence — Existence — Action or state — Rejection — Comband (regulatory) Exhibits following communicative functions: — Request — Protesting — Command — Labe — Interactional — Response — Personal — Response — Personal — Recurrence — Agent — Existence — Object — Object or person — associated with object or person — associated with object or person — Action-locative — Agent-action — Agent-action — Action-locative — Agent-action — Action-locative —	Stage 1 - 9 to 12 months	
Purposeful exploration of toys: discovers operation of toys through trial and error: uses variety of motoric schemas Hands toy to adult if unable to operate Hands toy to adult if unable to aperate in the habe see a car; words tend to come and go in child's veablants Hands toy to adult if unable to operate Hands toy to	Purposeful exploration of toys: discovers operation of toys through trial and error: uses variety of motoric schemas Hands toy to adult if unable to operate Exhibits following communicative functions: Request Command Label Interactional Response Personal Greeting Hands toy to 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 Tool-use (uses stick to reach toy) Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket Child performs pretend activities on more than one person or object: for example, feeds self, a doll, mother, and another child Combines two toys in pretend play, for example, puts spoon in gan or pours from pot into cup Continued)	seen: finds toy hidden under so: Means-end behavior - crawls or get what he wants; pulls string t Does not mouth or bang all toy	arf tive words, (words that are associated with actions or the total situation) Exhibits following communicative functions: Request (instrumental)
— Purposeful exploration of toys: discovers operation of toys through trial and error: uses variety of motoric schemas — Hands toy to adult if unable to operate When riding in a car, but not when he sees a car; words tend to come and go in child's vocabulary Exhibits following communicative functions: Request Command Label Interactional Response Personal Beginning of true verbal communications. Words have following functional and semantic relations: Recurrence Existence Object Nonexistence Action or state Existence Object or person associated with object or location Denial Object or person associated with object or location Hands toy to adult if unable to operate When riding in act, but not when he sees a car; words tend to come and go in child's vocabulary Exhibits following communicative functions: Request Command Label Interactional Response Personal Beginning of true verbal communications. Words have following functional and semantic relations: Recurrence Existence Nonexistence Action or state Existence Action or state Beginning of word combinations with following functional and semantic relations Agent-action Action-object Agent-object Agent-object Object-locative Agent-object Agent-object Action-object Dobject or person associated with ob	— Purposeful exploration of toys: discovers operation of toys through trial and error: uses variety of motoric schemas — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Hands toy to adult if unable to operate — Request — Protesting — Command — Label — Interactional — Response — Personal — Greeting — More than to the following functional and semantic relations: — Recurrence — Agent — Existence — Object — Nonexistence — Action or state — Rejection — Denial — Object or person — Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: — Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket — Child performs pretend activities on more than one person or object: for example, feeds self, a doll, mother, and another child — Combines two toys in pretend play, for example, puts spoon in man or pours from pot into cup — (Continued)	Stage II - 13 to 17 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 — Tool-use (uses stick to reach toy) — Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: — Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket — Child performs pretend activities on more than one 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 Beginning of true verbal communication. Words have following functional and semantic relations: — Recurrence — Agent — Existence — Object — Nonexistence — Action or state — Rejection — Location — Denial — Object or person associated with object or location Words have following functional and semantic relations: — Recurrence — Agent — Existence — Object — Nonexistence — Action or state — Beginning of word combinations with following semantic relations: — Recurrence — Agent — Existence — Object or person associated with object or location — Action-location — Action-locative — Agent-action — Action-locative — Agent-object — Possessive — Agent-object — Possessive — Attributive — Dative	— 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 — Tool-use (uses stick to reach toy) — Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: — Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket — Child performs pretend activities on more than one 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 Beginning of true verbal communication. Words have following functional and semantic relations: — Recurrence — Existence — Object — Nonexistence — Rejection — Location — Object or person associated with object or location — Refers to objects and persons not present Beginning of word combinations with following semantic relations: — Agent-action — Action-locative — Agent-object — Agent-object — Agent-object — Possessive — Attributive — Dative (Continued)	 Purposeful exploration of toys: operation of toys through trial are uses variety of motoric schemas 	nd error: 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 Exhibits following communicative functions: Request Protesting Command Label Interactional Response
— 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 — Tool-use (uses stick to reach toy) — Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: — Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket — Child performs pretend activities on more than one 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 Beginning of true verbal communication. Words have following functional and semantic relations: — Recurrence — Agent — Existence — Object — Nonexistence — Rejection — Denial — Refers to objects and persons not present Beginning of word combinations with following semantic relations — Agent-action — Action-object — Agent-object — Agent-object — Agent-object — Possessive — Dative	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 Tool-use (uses stick to reach toy) Finds toys invisibly hidden (when placed in box and box emptied under scarf) Stage IV - 19 to 22 months Symbolic play extends beyond the child's self: Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket Child performs pretend activities on more than one 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 Beginning of true verbal communication. Words have following functional and semantic relations: Recurrence Stage IV - 19 to 22 months Refers to object and persons not present Beginning of word combinations with following semantic relations Agent-action Action-object Object-locative Agent-object Agent-object Object-locative Agent-object Object-locative Agent-object Dative (Continued)	Stage III - 17 to 19 months	
Symbolic play extends beyond the child's self: — Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket — Child performs pretend activities on more than one 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 persons not present Beginning of word combinations with following semantic relations — Agent-action — Action-locative — Agent-object — Possessive — Attributive — Dative	Symbolic play extends beyond the child's self: — Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket — Child performs pretend activities on more than one 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 persons not present Beginning of word combinations with following semantic relations — Agent-action — Action-locative — Object-locative — Agent-object — Attributive — Dative — Dative — (Continued)	pretends to go to sleep or prediction from cup or eat from spot common objects and propriately Tool-use (uses stick to reach toy) Finds toys invisibly hidden (whe	words have following functional and semantic relations: Toys aptroperation Toys aptr
Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket Child performs pretend activities on more than one 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 Beginning of word combinations with following semantic relations Action-object Object-locative Agent-object Attributive Dative	Plays with dolls: brushes doll's hair, feeds doll a bottle, or covers doll with blanket Child performs pretend activities on more than one 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 Beginning of word combinations with following semantic relations Action-object Agent-action Action-object Agent-object Dative Dative Object-locative Possessive (Continued)	Stage IV - 19 to 22 months	
(Continued)		Symbolic play extends beyond the chi — Plays with dolls: brushes dol feeds doll a bottle, or covers of blanket — Child performs pretend active more than one person or ob- example, feeds self, a doll, and another child — Combines two toys in pretend example, puts spoon in pan of	ll's hair, doll with wities on eject: for mother, play, for
	TES		(Continued)
OTES			

	Play	Language
	Stage V - 24 months Represents daily experiences; 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 - 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."
		(Continued)
TES		

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 be comes more aware of perceptual attributes Uses terms for the following concepts (not always correctly): shapessizescolorstexturespatial relationshipsGives dialogue to puppets and dollsMetalinguistic language use, such as, "He said"Uses indirect requests, such as, "Mommy lets me have cookies for breakfast."Changes speech depending on listener
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
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

From "Assessment of Cognitive and Language Abilities Through Play" by C. E. Westby, 1980, Language, Speech, and Hearing Services in Schools, 11, pp. 164–166. Reprinted with permission.

OTES	
	The second secon