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# Developmental Stages of Play

Depending upon which theory of practice you choose to follow, there are numerous different stages of play. Although particular theorists have unique labels for developmental stages of play, when you actually look into it, they are all addressing the same thing.

It's like a to-mo-to/to-moh-to situation. You say it one way, I say it another, but we are both talking about the same thing.

In the world of occupational therapy, play is one of the most important occupations a child engages in. This handout will look at the development of play skills from an occupational therapy point of view. Each stage of play increases in complexity by building upon an earlier stage. Critical stages of play from birth to 5 years of age will be addressed.

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	<b>0 - 5 months</b>
<b>Sensorimotor Play</b>	<ul style="list-style-type: none"> <li>children engage in activities through manipulation of body or objects in order to explore their sensory characteristics (e.g. mouthing a block, shaking a rattle, banging a toy)</li> </ul>
	<b>6 - 12 months</b>
<b>Exploratory Play</b>	<ul style="list-style-type: none"> <li><b>functional play:</b> children begin to use toys according to their functional purpose (e.g. cause &amp; effect toys - if I push the button, the music plays)</li> <li><b>social play:</b> focus is on attachment to caregivers/parents</li> </ul>
	<b>12 - 24 months</b>
<b>Relational Play</b>	<ul style="list-style-type: none"> <li><b>functional play:</b> performs multiple related actions together</li> <li><b>gross motor play:</b> children roll, crawl, and walk to explore all spaces in the room - children enjoy sensory experiences of gross motor play (e.g. swinging, climbing, running)</li> <li><b>pretend/symbolic play:</b> makes inanimate objects perform actions - pretends that objects are real or that they symbolize another object</li> <li><b>social play:</b> children begin to notice peers - participate in parallel play, participate in groups of children, watch other children</li> </ul>
	<b>2 - 3 years</b>
<b>Symbolic/ Imaginary Play</b>	<ul style="list-style-type: none"> <li>children engage in longer sequences of play (e.g. feeding baby doll extends into taking baby doll for a walk, bathing baby doll, putting baby doll to sleep)</li> <li><b>constructive play:</b> participate in drawing and puzzles</li> <li><b>gross motor play:</b> participate in jumping and rough-and-tumble play</li> <li><b>social play:</b> parallel play dominates</li> </ul>
	<b>3 - 4 years</b>
<b>Complex Imaginary Play</b>	<ul style="list-style-type: none"> <li>children pretend objects have actions that reflect roles in real or imaginary life</li> <li><b>constructive play:</b> creates art with adult assistance - work on blocks &amp; puzzles</li> <li><b>gross motor play:</b> physical play, swinging, sliding, jumping, and running</li> <li><b>social play:</b> plays with other children, sharing, talking about the goal of play - engages in singing and dancing in groups</li> </ul>
	<b>4 - 5 years</b>
<b>Games with Rules</b>	<ul style="list-style-type: none"> <li>children participate in games with simple rules - organized play with prescribed roles</li> <li><b>social-dramatic play:</b> children engage in role play (e.g. playing house, doctor, super heroes) - enjoy dress up and story telling</li> </ul>

# Readings In Early Development For Occupational And Physical Therapy Students

**Claudine Sherrill**



## **Readings In Early Development For Occupational And Physical Therapy Students:**

*Readings in Early Development for Occupational and Physical Therapy Students* Claire B. Kopp, 1971      Readings in Early Development for Occupational and Physical Therapy Students. Compiled and Edited by Claire B. Kopp Claire B. Kopp, 1971      **National Library of Medicine Current Catalog** National Library of Medicine (U.S.), 1972 First multi year cumulation covers six years 1965-70      *Human Development for Occupational and Physical Therapists* Margaret A. Short-DeGraff, 1988 Text covering normal developmental processes      **Willard and Spackman's Occupational Therapy** Helen S. Willard, 1978 Psychiatric education of the handicapped      **Cerebral Palsy and Related Developmental Disabilities-prevention and Early Care** E. N. Roth, 1975 References selected on basis of usefulness in various disciplines Includes for the most part journal articles books and proceedings dating from 1964-1973 Alphabetical order by primary authors Entry gives bibliography and annotation Author subject indexes V 1 3 1971 references      Journal of Health, Physical Education, Recreation, 1972      *Health Science Books, 1876-1982*, 1982      *Proceedings* California. Southwestern Region Deaf-Blind Center, 1977      **Adapted Physical Education and Recreation** Claudine Sherrill, 1986      **American Book Publishing Record**, 2001      **Readings in Early Development for Occupational and Physical Therapy Studies** Claire B. Kopp, 1971      *Perspectives on Theory for the Practice of Occupational Therapy* Kay F. Walker, Ferol Menks Ludwig, 2004 An updated edition of *Perspectives on Theory for the Practice of Occupational Therapy* this current edition provides a thorough review of selected theorists whose lives and works have influenced the direction and development of clinical practice in occupational therapy      **The SAGE Encyclopedia of Intellectual and Developmental Disorders** Ellen Braaten, 2018-01-29 According to the CDC about one in six or about 15% of children aged 3 through 17 years have one or more developmental disabilities such as ADHD autism spectrum disorders cerebral palsy intellectual disability and learning disability Intellectual disorders are characterized by significant limitations in both intellectual functioning and in adaptive behavior which covers many everyday social and practical skills impacting learning reasoning problem solving and other cognitive processes These disabilities originate before the age of 18 and continue across the life span Developmental disorders are chronic disabilities that can be cognitive or physical or both The disabilities appear before the age of 22 and are likely to progress across the lifespan Some developmental disorders are largely physical issues such as cerebral palsy or epilepsy Some individuals may have a disorder that includes a physical and intellectual disability for example Down syndrome or fetal alcohol syndrome Intellectual and developmental disorders are significant and growing issues that are studied across a number of disciplines The SAGE Encyclopedia of Intellectual and Developmental Disorders is aimed at students interested in psychology counseling education social work psychiatry health sciences and more This encyclopedia will provide an in depth look at a wide range of disorders alongside interventions the latest research translated for an undergraduate audience historical context and assessment tools for higher level students We will take a truly interdisciplinary approach by also

covering sociocultural viewpoints policy implications educational applications ethical issues and more **Medical Books and Serials in Print**, 1984 **Handbook of Child and Adolescent Psychiatry** Joseph D. Noshpitz, 1997 Renowned authorities in their respective fields present the most up to date coverage of all that is known regarding child and adolescent psychiatry Presented developmentally prominent contributors have produced a body of knowledge that describes what children are what they need what hurts and helps them Volume 1 deals with infants and preschoolers Volume 2 with grade school children Volume 3 deals with adolescence and Volume 4 with varieties of development Volume 5 contains information on assessing diagnosing and treatment planning for the range of psychiatric and psychologic problems children and adolescents may experience during their development Volume 6 introduces the basic science of child and adolescent psychiatry and presents a myriad of treatment options available to psychiatrists Volume 7 contains an overview of the history of the field of child psychiatry and examines contemporary issues facing child and adolescent psychiatrists A Professional Legacy, 1985 *Handbook of Child and Adolescent Psychiatry*, 1997 **Current Management of Child Neurology** Maria, 2007 **Current Management in Child Neurology** Bernard L. Maria, 2005 Current Management in Child Neurology Third Edition aims to provide busy practitioners with standard of care reviews on the evaluation and treatment of the most common complaints or conditions that relate to nervous system disorders and dysfunction The book is designed to supplement standard textbooks that provide detailed information on etiology pathogenesis and therapeutic controversies in pediatric clinical neuroscience This edition contains three sections and 98 chapters written by highly respected leaders in the field It builds upon the success of previous editions by offering succinct updated reviews of the superb second edition chapters by 46 senior authors 37 reviews by new authors and 15 reviews by new authors on new topics In the first section Clinical Practice Trends the reader will find data on the most common outpatient and inpatient conditions insights into educational trends pearls on conducting a meaningful neurologic examination information on key Web sites and advice on excelling at the art of medicine In The Office Visit section subheadings are organized according to the frequency of conditions in the office or clinic setting The section offers management reviews in headache seizures epilepsy neurobehavioral disorders school readiness developmental delay and a range of other conditions The final section The Hospitalized Child features 22 chapters addressing current therapy issues for trauma meningitis and encephalitis injury to the preterm and term brains status epilepticus and a host of other conditions associated with hospital care Several chapters were added to this new edition including selections on current pharmacotherapy for migraine epilepsy and ADHD each with practitioner friendly tables on drugs one chapter was added on home management of breakthrough seizures In addition the Suggested Readings and Physician and Patient Resources sections of each chapter help trainees and caregivers do their homework about relevant conditions

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