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Playing with your child gives you many, many opportunities for repeating the words you are helping him learn, as well as showing him how he can play in new and interesting ways. Playtime can be two minutes, 20 minutes or an hour. However long you have to spend with your child, there's so much to learn from playing together!

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## My Child's Stage of Play Development

Mark each statement below with *A* for always, *O* for often, *R* for rarely or *N* for never. When you're done, look for the activities where you've written an *A* or an *O*. These are activities that you can enjoy with your child now, so they're the ones you can build communication goals into. You can also try some of the other activities in each type of play, as long as they are just slightly above what your child can do now.

### Functional play

- My child shakes and bangs objects.
- My child explores objects by looking at them, squeezing them, turning them etc.
- My child puts objects into (and takes them out of) containers, such as a box or a basket.
- My child plays with cause-and-effect toys (toys that do something when you do something to them, such as pop-up toys or a jack-in-the-box).
- My child plays back-and-forth games, such as handing, rolling or throwing a ball with me.
- My child plays with toys and objects the way they're meant to be played with. For example, he pushes a car along the floor.
- My child runs, climbs and jumps.

## Constructive play

- \_\_\_ My child stacks blocks on top of one another.
- \_\_\_ My child fits pieces into jigsaw puzzles.
- \_\_\_ My child plays with clay or playdough, making specific creations from it.
- \_\_\_ My child puts objects (such as Lego blocks) together to build things.
- \_\_\_ My child makes creations using scissors, glue and materials such as fabric, cardboard, construction paper or dry pasta.

## Pretend play

- \_\_\_ My child pretends with toy objects that resemble the real objects. His pretend play is directed toward himself. For example, he pretends to drink from a toy cup or puts a toy phone up to his ear.
- \_\_\_ My child does one pretend action at a time, and that action is directed toward another person or toy. For example, he might offer me the toy phone or pretend to feed his teddy bear a carrot.
- \_\_\_ My child does the same pretend action with more than one other person or toy. For example, he pretends to give his doll a drink, then me and then his teddy.
- \_\_\_ My child pretends to do activities that he sees me do around the house (such as sweep the floor, cook, mow the lawn).
- \_\_\_ My child puts together two different pretend actions that he does to himself. For example, he pretends to pour a drink into a toy cup and then pretends to drink it.
- \_\_\_ My child puts together two or more different pretend actions that he performs on others (people or toys). For example, he might feed his teddy, then give his teddy a kiss, then put his teddy to bed.
- \_\_\_ My child uses a toy or object to pretend that it's something completely different. For example, he might pretend that a broom is a horse or a large cardboard box is a car.
- \_\_\_ My child pretends without objects. For example, he might pretend to eat ice cream when there is nothing in his hand.