

DATE:

+ Playskill Checklist

1. Eye Contact

	Low- minimal or no eye contact, doesn't use when asking questions or seeking engagement
	Medium- some use of purposeful eye contact, but misses some opportunities, does not always look when others speaking
	High : uses eye contact when asking questions or attempting to engage, maintains eye contact when others speaking

Notes :

2. Interest in Toys

	Low : Minimal to no interest in toys or interest in only one toy (ex : trains, cars, etc). Does not engage with toys for long periods of time unprompted
	Medium- Some interest in some toys. Will move toys around and stay focused on certain toys for periods of time
	High- very interested in toys, rigid in how they play (same story over and over or long period of play with same toy)

Notes :

3. Interest in People

	Low : often appears to not notice presence of others, uses others similar to object, no engagement
	Medium- awareness of others but can become lost in own world easily, some engagement
	High- engages easily with others (may be only adults), may be easily frustrated when not in control of actions

Notes :

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4. Attention Span

	Low : struggles to stay focused on play or at table for more than a few minutes (1-2)
	Medium- variable ability to stay seated or limited to certain activities (generally 3-6)
	High- can stay engaged in a variety of activities for longer periods of time (7-15)

Notes :

5. Play Skill-

<i>Pre-Representational Play</i>	
	Physical manipulation of toys <ul style="list-style-type: none"> • Child grasps, inspects, turns, licks, pokes, holds or waves toy. Child adapts hand movements to physical characteristics of toy.
	Relational (combinatorial) play <ul style="list-style-type: none"> • Child bangs, stacks, lines up 2 or more objects
<i>Representational Play</i>	
	Self-Related (autonomous) play <ul style="list-style-type: none"> • Child pretends to drink from doll's bottle or cup. Exaggerated movements suggest awareness of pretense.
	Doll-Related Play <ul style="list-style-type: none"> • Child places doll on doll chair or in doll bed. Child feeds doll with doll bottle.

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	<p>Sequenced play actions</p> <ul style="list-style-type: none"> • Child seats doll on chair by table, feed doll with spoon
<p><i>Symbolic Play</i></p>	
	<p>Object substitution</p> <ul style="list-style-type: none"> • Child pretends that doll –size table is a school bus
	<p>Requesting absent object</p> <ul style="list-style-type: none"> • Child asks for “tv” so that doll family can watch television
	<p>Attribution of absent properties</p> <ul style="list-style-type: none"> • Child says that the soup in an empty doll dish is “very hot”
	<p>Animating doll’s limbs</p> <ul style="list-style-type: none"> • Child moves mother doll’s arm o hold baby doll
	<p>Assigning roles</p> <ul style="list-style-type: none"> • Child says that a toy bear is “the grandma”
	<p>Creating dialogue</p> <ul style="list-style-type: none"> • Child speaks for mother doll, telling child doll that dinner is ready.
	<p>Representing hypothesized events</p> <ul style="list-style-type: none"> • Child places dolls on chairs and says that they are watching clowns a the circus
	<p>Future planning</p> <ul style="list-style-type: none"> • Child announces that child doll will eat ice cream at the birthday party.

Reprinted from *Vig, S. (2007). Young Children's Object Play: A Window on Development. Journal of Development and Physical Disabliities, 19(3), 201-215.* Based in part on the work of Casby (1992), Lowe (1975), McCune (1993, 1995); Westby (1980, 1991, 2000).

Observations :