## **Play Development**

Approximated typical play development. Some children may acquire play skills earlier or later and often depends on how much contact they have with other children playing.

- EXAM  10 mo - Social re - EXAM  1-2 yrs - Imitates children - EXAM -Function - EXAM -Function - EXAM bucke increa 2 ½-3 yrs Symbo (sponta - EXAM play talk, 3 yrs - Play be - may be makin - Frequ - Engag still m - Role pla - Pretend not requ peers in  4 yrs - Role pla learn ho - Pretend witness - Theory of conside can be of -Coincide airplane - Negoti in thinki	ds on how much contact they have with other children playing.
10 mo - Social re - EXAM  1-2 yrs - Imitates children - EXAM -Function - EXAM -Function - EXAM bucke increa 2 ½-3 yrs Symbo (sponta - EXAM play talk, 3 yrs - Play be - may k makin - Freque - Engage still m - Role pla - Pretend not reques in thinki	explores the world through senses
- EXAM  1-2 yrs - Imitates children - EXAM -Function - EXAM -Function - EXAM bucke increa 2 ½-3 yrs Symbo (sponta - EXAM play talk, 3 yrs - Play be - may be makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory of conside can be of -Coincide airplane - Negoti in thinki	MPLE: mouthing objects, listening to sounds, looking at mobiles, etc.
1-2 yrs - Imitates children - EXAN -Function - EXAN -Function - EXAN bucke increa 2 ½-3 yrs Symbo (sponta - EXAN play talk, 3 yrs - Play be makin - Freque - Engage still m - Role pla - Pretend not requers in 4 yrs - Role pla learn ho - Pretend witness - Theory of consideral can be of -Coincideral airplane - Negotia in thinki	eciprocal interaction begins, especially with parents
children - EXAM -Function - EXAM 2 yrs - Parallel proximi - EXAM bucke increa 2 ½-3 yrs Symbo (sponta - EXAM play talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	MPLE: playing peek-a-boo with an adult.
- EXAM -Function - EXAM 2 yrs - Parallel proximi - EXAM bucke increa 2 ½-3 yrs Symbo (sponta - EXAM play talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	s adults (usually doing familiar things they see at home)then may imitate other
-Function - EXAM 2 yrs - Parallel proximi - EXAM bucke increa 2 1/2-3 yrs Symbo (sponta - EXAM play talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not require peers in 4 yrs - Role pla learn ho - Pretend witness - Theory of conside can be of concideration of the play talk, - Negotic in thinki	
- EXAM 2 yrs - Parallel proximi - EXAM bucke increa 2 ½-3 yrs Symbo (sponta - EXAM play talk, 3 yrs - Play be - may b makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	MPLE: Imitating mommy talking on the phone.
2 yrs - Parallel proximi - EXAN bucke increa 2 1/2-3 yrs Symbo (sponta - EXAN play talk, 3 yrs - Play be - may k makin - Freque - Engag still m - Role pla - Pretend not reques peers in 4 yrs - Role pla learn ho - Pretend witness - Theory of consider can be of conciderate airplane - Negotia in thinking	nal play emerges. Playing with a toy as it is intended to be played
proximi - EXAM bucke increa 2 ½-3 yrs Symbo (sponta - EXAM play talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	MPLE: stacking blocks, rolling a car on a surface, etc.
- EXAM bucker increase increase 2 1/2-3 yrs Symbo (spontate - EXAM play talk, 3 yrs - Play be making - Freque - Engage still me - Role plate - Pretende not requests in the second witness - Theory of consideration can be of concideration airplane - Negotia in thinking second can be of concideration airplane -	l play emerges. Playing side by side with a peer. Having the intention to be in
bucker increa 2 1/2-3 yrs Symbo (sponta - EXAN play talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	ity to peers during play
increa 2 1/2-3 yrs Symbo (sponta - EXAN play talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	MPLE: may play beside a familiar peer in a sand box, pouring things in and out of
2 1/2-3 yrs Symbo (sponta) - EXAN play talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory of conside can be of -Coincide airplane - Negotic in thinki	ets. This starts with minimal verbal interaction with peers and gradually
(spontal - EXAN play talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	ases to watching and imitating peers, showing and commenting to peers, etc.  blic play emerges. Pretending with toys that look like real life objects
- EXAM play talk, 3 yrs - Play be - may k makin - Freque - Engage still m - Role plate - Pretend not requested peers in 4 yrs - Role plate learn he - Pretend witness - Theory of consider can be of -Coincide airplaner - Negotia in thinking	aneously- not as an imitation)
play talk,  3 yrs - Play be - may k makin  - Freque - Engage still me - Role plae - Pretende not requests in the consider can be considered airplane - Negotia in thinkin	MPLE: flying a toy airplane through the sky, pretending to cook with a pan on a
talk, 3 yrs - Play be - may k makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	stove, pretending to eat play food, making people or animal figurines walk and
3 yrs - Play be making - may ke making - Frequence still me - Role plate - Pretende not requested peers in 4 yrs - Role plate learn he expenses - Theory of consider can be expensed airplaner - Negotia in thinking	
- may k makin - Freque - Engage still m - Role pla - Pretend not reques in 4 yrs - Role pla learn ho - Pretend witness - Theory of conside can be of -Coincide airplane - Negotic in thinki	ecomes more advanced and may involve peers & others more.
makin - Frequ - Engag still m - Role pla - Pretend not requ peers in 4 yrs - Role pla learn ho - Pretend witness - Theory of conside can be of -Coincide airplane - Negotic in thinki	build and construct play objects (train sets, building houses, constructing Legos,
- Engagestill m - Role plate - Pretendent not requests in thinking still m - Role plate - Role plate learn here of the consider of the consideration of the co	ng things out of play dough such as flowers, houses, faces, etc.)
still m - Role pla - Pretend not requers in 4 yrs - Role pla learn ho - Pretend witness - Theory of conside can be of -Coincide airplane - Negotia in thinki	uently referencing others to share enjoyment of the activity/play.
- Role plate - Pretence not requested peers in 4 yrs - Role plate learn he - Pretende witness - Theory of consider can be of -Coincider airplaner - Negotia in thinki	ges in parallel play, functional, and symbolic play often with other children but
- Pretence not requests in thinki	nay have difficulty with sharing and cooperative play.
not requests in thinki	ay and enactment emerges
peers in 4 yrs - Role pla learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	ding to be familiar roles (such as teacher, doctor, bus driver, etc). Usually does
4 yrs - Role plate learn hotelearn h	uire another peer to carrying out the role and may have difficulty incorporating
learn ho - Pretend witness - Theory o conside can be o -Coincide airplane - Negoti in thinki	• •
- Pretend witness - Theory of conside can be of -Coincide airplane - Negoti in thinki	ay and symbolic play become more and more advanced and children begin to
witness - Theory of considering can be of the control of the contr	ow to play cooperatively
- Theory of conside can be of -Coincide airplane - Negoti in thinki	I roles now may involve peers and still tend to be related to roles they have sed whether in person, on TV, or in a book.
conside can be c -Coincide airplane - Negoti in thinki	of mind emerges (this is ability to think outside of one's self and experience). To
can be o -Coincide airplane - Negoti in thinki	er that others have different thoughts, feelings, and knowledge than I do. Things
-Coincide airplane - Negoti in thinki	other than what they seem.
airplane - Negoti in thinki	es with development of more abstract play such as pretending a pencil is an
- Negoti in thinki	e flying through the sky.
in thinki	iation skills emerge as there is more awareness of other's desires and differences
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5&6 yrs - may en	ngage in complex play schemes with multiple other children
- Involves	s all types of play, cooperating and negotiating with peers to develop play
scheme	es and carry them out.
7-10 yrs - Cont	tinues to develop more imaginative play- things that don't actually exist.
- Involves scheme	ing.  Ingage in complex play schemes with multiple other children  Is all types of play, cooperating and negotiating with peers to develop play  Is and carry them out.