

## 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.

<b>0-24 mo</b>	<ul style="list-style-type: none"> <li>- <b>A child explores the world through senses</b></li> <li>- <b>EXAMPLE: mouthing objects, listening to sounds, looking at mobiles, etc.</b></li> </ul>
<b>10 mo</b>	<ul style="list-style-type: none"> <li>- <b>Social reciprocal interaction begins, especially with parents</b></li> <li>- <b>EXAMPLE: playing peek-a-boo with an adult.</b></li> </ul>
<b>1-2 yrs</b>	<ul style="list-style-type: none"> <li>- <b>Imitates adults</b> (usually doing familiar things they see at home) then may imitate other children</li> <li>- <b>EXAMPLE: Imitating mommy talking on the phone.</b></li> <li>- <b>Functional play emerges.</b> Playing with a toy as it is intended to be played</li> <li>- <b>EXAMPLE: stacking blocks, rolling a car on a surface, etc.</b></li> </ul>
<b>2 yrs</b>	<ul style="list-style-type: none"> <li>- <b>Parallel play emerges.</b> Playing side by side with a peer. Having the intention to be in proximity to peers during play</li> <li>- <b>EXAMPLE: may play beside a familiar peer in a sand box, pouring things in and out of buckets. This starts with minimal verbal interaction with peers and gradually increases to watching and imitating peers, showing and commenting to peers, etc.</b></li> </ul> <p><b>2 ½-3 yrs</b> <b>Symbolic play emerges.</b> Pretending with toys that look like real life objects (spontaneously- not as an imitation)</p> <ul style="list-style-type: none"> <li>- <b>EXAMPLE: flying a toy airplane through the sky, pretending to cook with a pan on a play stove, pretending to eat play food, making people or animal figurines walk and talk, etc.</b></li> </ul>
<b>3 yrs</b>	<ul style="list-style-type: none"> <li>- <b>Play becomes more advanced and may involve peers &amp; others more.</b></li> <li>- may build and construct play objects (train sets, building houses, constructing Legos, making things out of play dough such as flowers, houses, faces, etc.)</li> <li>- Frequently referencing others to share enjoyment of the activity/play.</li> <li>- Engages in parallel play, functional, and symbolic play often with other children but still may have difficulty with sharing and cooperative play.</li> <li>- <b>Role play and enactment emerges</b></li> <li>- Pretending to be familiar roles (such as teacher, doctor, bus driver, etc). Usually does not require another peer to carrying out the role and may have difficulty incorporating peers in this play</li> </ul>
<b>4 yrs</b>	<ul style="list-style-type: none"> <li>- <b>Role play and symbolic play become more and more advanced and children begin to learn how to play cooperatively</b></li> <li>- Pretend roles now may involve peers and still tend to be related to roles they have witnessed whether in person, on TV, or in a book.</li> <li>- <b>Theory of mind emerges</b> (this is ability to think outside of one's self and experience). To consider that others have different thoughts, feelings, and knowledge than I do. Things can be other than what they seem.</li> <li>- Coincides with development of more abstract play such as pretending a pencil is an airplane flying through the sky.</li> <li>- Negotiation skills emerge as there is more awareness of other's desires and differences in thinking.</li> </ul>
<b>5&amp;6 yrs</b>	<ul style="list-style-type: none"> <li>- may engage in complex play schemes with multiple other children</li> <li>- Involves all types of play, cooperating and negotiating with peers to develop play schemes and carry them out.</li> </ul>
<b>7-10 yrs</b>	<ul style="list-style-type: none"> <li>- Continues to develop more imaginative play- things that don't actually exist.</li> </ul>