

Unstructured “Experience-Based” Assessment of Play Summary Score Sheet

Child’s Name _____

Examiner’s Name/s: _____

Date(s) of Assessment: _____

Examiner’s Role/s (e.g., teacher, therapist): _____

Assessment Method Used (check one):

- Unstructured “experienced based”
- Structured Assessment of Play
- Combination

Other notes about the context(s) of the session:

Directions:

Fill out all sections completely and indicate if the child has displayed 0, 1, 2, or 3 different types of play behaviors (unprompted) at each of the 20 skills levels (e.g., 3 for Exploratory, 3 for Relational, 5 for Functional, and 9 for Symbolic). All examples of play must occur without any prompting by another person. Check off the “Example” boxes to indicate when a child has demonstrated a different play behavior in this skill level, and write out the specific play behavior observed (e.g., “brushes a doll’s hair”). An example can only be credited if the behavior occurs in a different context, with a different object, or in a different way, as the child does not receive credit for repeating the same exact play act (even if on different days). You can make notes to indicate if any prompting was helpful to elicit a given skill; however, prompted behaviors do not get checked as examples and are not credited in the summary score. If you are unsure of the child’s ability to perform a particular skill, write a “?” in the Summary Score column. The number of checked boxes is the Summary Score, which should be noted in the last column. For example, if the child demonstrated taking objects apart (R1) in two different situations, two boxes should be checked and the Summary Score is “2.” If no unprompted play behavior is observed at a level, write “0” in the Summary Score column. The Summary Score for each skill should be transferred to the “Developmental Profile of Play Skills” and the highest skill level achieved for each category (i.e., Exploratory, Relational, Functional, Symbolic) should be circled.

Summary Score Guidelines:

- ? = unsure of child’s skill
- 0 = child has not display this skill (or displayed only with prompts)
- 1 = child has displayed one example of this skill without prompts
- 2 = child has displayed two examples of this skill without prompts
- 3 = child has displayed three examples of this skill without prompts

* **Prompt Levels-** UP=unprompted, FP=full physical, PP=partial physical, FM=full model, PM=partial model, VM= verbal model, G=gesture, P=positional, EV=environmental/pictorial

| PLAY CATEGORY AND SKILL LEVELS | Examples | Examples, Prompts, & Notes Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples were observed, leave blank and score 0 to indicate that child did not display the skill. | Summary Score ? - unsure 0 – no examples 1 – 1 example 2 – 2 examples 3 – 3 examples |
|--|--|--|---|
| EXPLORATORY PLAY | | | |
| E1. Child picks up and looks at a toy <ul style="list-style-type: none"> ▪ Examples: Picks up, looks at, puts down block; Picks up, looks at, puts down ball | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| E2. Child plays with toys using both hands together <ul style="list-style-type: none"> ▪ Examples: Pushes buttons on pop up; Rolls ball; Gathers blocks; Turns pages in book | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| E3. Child plays with one toy in three or more different ways <ul style="list-style-type: none"> ▪ Examples: Rolls, bounces, and pats ball; Mouths, bangs, and stretches slinky | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| RELATIONAL PLAY | | | |
| R1. Child takes pieces of toys apart <ul style="list-style-type: none"> ▪ Examples: Detaches large pop beads; Removes lid from container | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| R2. Child puts toys together in simple ways. <ul style="list-style-type: none"> ▪ Examples: Drops blocks in cup; Puts lid on container | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| R3. Child puts several toys together in specific ways <ul style="list-style-type: none"> ▪ Examples: Puts pieces of puzzle together; Strings beads; Sorts shapes into a shape sorter | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| FUNCTIONAL PLAY | | | |
| F1. Child plays with toys in functional or simple pretend ways <ul style="list-style-type: none"> ▪ Examples: Stirs spoon in cup; Pushes truck in purposeful path | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| F2. Child plays with toys in simple pretend ways directed to self <ul style="list-style-type: none"> ▪ Examples: Feeds self with empty spoon; Brushes own hair with plastic hairbrush. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| F3. Child includes a doll/action figure in simple pretend play with toys <ul style="list-style-type: none"> ▪ Examples: Brushes doll’s hair with brush; Diapers doll | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| F4. Child includes other people in simple pretend play with toys <ul style="list-style-type: none"> ▪ Examples: Feeds adult with spoon; Combs adult’s hair with comb | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| F5. Child uses the same action in simple pretend play with two different people or dolls/figures <ul style="list-style-type: none"> ▪ Example: Places cup to adult’s lips, then places cup to doll’s mouth. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |

| PLAY CATEGORY AND SKILL LEVELS | Examples | Examples, Prompts, & Notes Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples were observed, leave blank and score 0 to indicate that child did not display the skill. | Summary Score ? - unsure 0 – no examples 1 – 1 example 2 – 2 examples 3 – 3 examples |
|--|--|--|---|
| SYMBOLIC PLAY | | | |
| S1. Child makes doll/figure move or do things as it were alive <ul style="list-style-type: none"> ▪ Examples: Walks a doll; Manipulates toy animal to “eat” from container; Doll brushes own hair | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| S2. Child does 2 different pretend actions, one right after another, with the same toy <ul style="list-style-type: none"> ▪ Examples: Stirs spoon in bowl and then pretends to feed doll; Fills up car with gas and drives into garage | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| S3. Child does 3 or more different pretend actions, one right after another, with the same toy <ul style="list-style-type: none"> ▪ Example: Feeds doll, wipes doll’s mouth, puts doll to bed, kisses goodnight; Drives ambulance to hospital, takes patient out of ambulance, and places on hospital bed | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| S4. Child uses one toy/object to represent or stand for another <ul style="list-style-type: none"> ▪ Examples: Uses block as a hairbrush or cup; Puts sponge in bowl as food; Uses paper as blanket or diaper for baby | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| S5. Child uses pretend qualities in play <ul style="list-style-type: none"> ▪ Examples: Blows on spoon as if soup is hot; Makes “yucky” gesture when pretending to eat play dough | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| S6. Child uses pretend objects in play <ul style="list-style-type: none"> ▪ Examples: Shakes imaginary salt shaker; Holds hand to ear as if talking on telephone; Shapes hand as if holding a tool and creates tool’s action | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| S7. Child takes on a pretend role in play that other people direct <ul style="list-style-type: none"> ▪ Examples: Plays house when adult suggests it; Plays construction worker when another child suggests it | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| S8. Child suggests pretend roles in play to self or other people <ul style="list-style-type: none"> ▪ Example: Plays hospital suggesting roles to others such as “I’ll be the nurse, you be the patient.” | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| S9. Child expands pretend play with other people into (a) new roles, (b) new theme, and/or (c) fantasy roles <ul style="list-style-type: none"> ▪ Examples: Spiderman rescues victims; Princess and prince marry and go to live in haunted castle; Monsters fighting | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | 1. 2. 3. | |
| TOTAL SCORE: Add final column of summary scores. (Possible range 0-60 points) | | | |

DEVELOPMENTAL PROFILE OF PLAY SKILLS

Directions: Write in the Summary Score (?, 0, 1, 2, 3) established for each skill in the “Summary Score” column.

| EXPLORATORY PLAY | Summary Score | RELATIONAL PLAY | Summary Score | FUNCTIONAL PLAY | Summary Score | SYMBOLIC PLAY | Summary Score |
|---|---------------|--|---------------|---|---------------|--|---------------|
| E0. No E level mastered | | | | | | | |
| E1. Child picks up and looks at a toy | | | | | | | |
| E2. Child plays with toys using both hands together | | R0. No R level mastered | | | | | |
| E3. Child plays with one toy in three or more different ways | | R1. Child takes pieces of toys apart | | | | | |
| | | R2. Child puts toys together in simple ways | | F0. No F level mastered | | | |
| | | R3. Child puts several toys together in specific ways | | F1. Child plays with toys in functional or simple pretend ways | | | |
| | | | | F2. Child plays with toys in simple pretend ways directed to self | | | |
| | | | | F3. Child includes a doll/action figure in simple pretend play with toys | | S0. No S level mastered | |
| | | | | F4. Child includes other people in simple pretend play with toys | | S1. Child makes doll/figure move or do things as if it were alive | |
| | | | | F5. Child uses same action in simple pretend play with two different people or dolls/figures | | S2. Child does 2 different pretend actions, one right after another, with the same toy | |
| | | | | | | S3. Child does 3 or more different pretend actions, one right after another, with the same toy | |
| | | | | | | S4. Child uses one toy/object to represent or stand for another | |
| | | | | | | S5. Child uses pretend qualities in play | |
| | | | | | | S6. Child uses pretend objects in play | |
| | | | | | | S7. Child takes on a pretend role in play that other people direct | |
| | | | | | | S8. Child suggests pretend roles in play to self or other people | |
| | | | | | | S9. Child expands pretend play with other people into (a) new roles, (b) new themes, and/or (c) fantasy roles | |

Additional Notes: