

0892

Play as therapy: play assessment and intervention

Karen Stagnitti

Deakin University, Geelong, Australia

Play is a meaningful occupation for children. It is a natural mode for them. This workshop focuses on what to look for in a child's play and how to develop a child's play. In particular this workshop focuses on pretend play because research evidence has shown the connections between pretend play, language, literacy, social skills, and problem solving within a child's development. The play assessments presented in this workshop have been used in seven countries by the presenter and so discussion will also cover cultural variations, particularly of the Child-Initiated Pretend Play Assessment.

The learning objectives for this workshop are: to become familiar with two play assessments, the Symbolic and Imaginative Play Developmental Checklist and the Child-Initiated Pretend Play Assessment; to be able to identify play deficits and strengths in children from 18 months to 7 years; and to know the principles of developing a play intervention programme that builds a child's pretend play ability.

The workshop will require one full day.

The teaching methods employed encourage interaction between presenter and participants. Information is presented via powerpoint as well as case studies and group work which allow time for participants to apply the knowledge to their work situation. Both assessment and intervention strategies are supported by examples in DVDs and the day concludes with participants developing the first session for a treatment programme for a child whose play profile is presented to the group.

Maximum participants - no limit. Participants who work with children up to 7 years of age would benefit from this workshop as well as participants who work with children who have a variety of conditions, such as autism spectrum disorder, Down's Syndrome, learning disorders, developmental delay, and attention deficit disorder.