

Name: _____ Age: _____ Date: _____ During: _____

PARTNERS IN PLAY

Who does the child seek as play partner?

No one Adult Peer: sometimes Peer: often Peer: consistently

Who leads play with the child?

Child Adult Peer Collaboration

If the child is not seeking peers as play partners, what level of support is needed?

1 2 3 4 5

How familiar does the routine need to be?

1 2 3 4 5

LANGUAGE IN PLAY

Language use:	<input type="checkbox"/> rote/repetitive	Language content:	<input type="checkbox"/> past
	<input type="checkbox"/> scripts: unrelated to context		<input type="checkbox"/> present
	<input type="checkbox"/> scripts: related to context		<input type="checkbox"/> future

Can the child negotiate with peers?

OBJECTS IN PLAY

- | | | |
|--|---|--|
| <input type="checkbox"/> Lines them up | <input type="checkbox"/> Pretends objects are anything | <input type="checkbox"/> Uses routines/scripts for dolls/figures |
| <input type="checkbox"/> Uses them for sensory aspects | <input type="checkbox"/> Pretends objects are other things with similar attributes | <input type="checkbox"/> Replays familiar events |
| <input type="checkbox"/> Ignores them | <input type="checkbox"/> Pretends to be something with real and imagined objects/events | <input type="checkbox"/> Storylines/characters have some reality/familiar scripts at center |
| <input type="checkbox"/> Functional use | | <input type="checkbox"/> Imaginary, independent of familiar storylines aside from initiation |

PRETEND PLAY

How does the child participate in stories/sequences?

Alone	With an adult	Near peers	With peers with adult support	With peers independently
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How does the child do with role play?

Can stay in role	Can choose their own role	Can be assigned a role	Can play a role without announcing the role
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How does the child play?

Alone	With an adult	Near peers	With peers with adult support	With peers independently
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FLEXIBILITY IN PLAY

Who does the child initiate play and/or add ideas with?

No one	Adult	Adult and peers	Peers with support	Peers
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Who will the child accept ideas from?

No one	Adult	Adult and peers	Peers with support	Peers
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The child will stay and adapt with the activity:

if leading	if activity matches onto script/routine	independently
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PROBLEM-SOLVING IN PLAY

How often does the child recognize problems?

1 Never	2 If it directly affects wants/needs	3 Personal problems	4 Problems with peers	5 Most problems
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Is the child able to solve the problem?

Adult support	Adult cueing	Independently
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NON-VERBAL CUES IN PLAY

Does the child recognize non-verbal cues?

Facial cues	Body language	Feelings of self	Feelings of others
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