

Structured Assessment of Play Worksheet

Child's Name: _____

Examiner's Name/s: _____

Date(s) of Assessment: _____

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

Assessment Method Used (check one):

☐ One-to-One Session with Adult

☐ Classroom Play Observation (small group observation)

Number of peers present: _____

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

Directions: This assessment of play skills was developed for those professionals who prefer a more structured approach to assessment. This method can be used in combination with the more unstructured approach (completed by the same or another professional) to provide an additional perspective on the child's skills. The attached worksheet can guide the professional in the administration of the tasks as well as to facilitate recording the child's responses. The worksheet is organized around three play scenarios (Mealttime, Nighttime, & Farm Set). For each scenario, common behaviors that might displayed by a child within that scenario are listed for each play category (Exploratory, Relational, Functional, and Symbolic). In addition, the behaviors within a category are listed in a hierarchical sequence. For example under the Exploratory category, behaviors representing E1-E3 levels are listed sequentially. As the child plays with the toys in each scenario, the adult then checks off the behaviors observed under the appropriate category. Once the assessment is completed, the results are then transferred from the Worksheet to the Summary Score Sheet.

Structured Assessment of Play Worksheet

General Directions: Present the set of toys without any initial prompts for play. Observe the child's spontaneous play then elicit the highest level of play from the child using prompts from least directive to most directive (verbal → verbal with physical → model). You may comment on the child's play but the less talk and action on the part of the examiner is preferred. Make a note of prompts used to elicit behavior.

Mealtime Set

Materials:	large doll/stuffed animal/action figure	2 plates	2 cups	large spoon	a few shapes/blocks
	serving utensils such as spatula	2 spoons	pot/pan	sponge	a piece of writing paper

Check the types of play observed:

EXPLORATORY PLAY:

- ☐ Picks up & visually inspects objects
- ☐ Pat doll/bear/figure
- ☐ Gathers blocks
- ☐ Manipulates doll/bear/figure
- ☐ Folds paper
- ☐ Bangs plates, spoons, cups, pot/pan, utensils on table or other object
- ☐ Gives and takes doll/bear/figure
- ☐ Gives and takes sponge
- ☐ Gives and takes shape/block
- ☐ Gives and takes paper
- ☐ Gives and takes spatula/plate/spoon/cup/pot or pan
- ☐ Mouths, bangs, rolls cup
- ☐ Other 3+ actions on a single toy _____

RELATIONAL PLAY:

- ☐ Takes lid off pot
- ☐ Takes clothes off doll/bear/figure
- ☐ Puts lid on pot
- ☐ Puts utensil in cup/pot/pan
- ☐ Puts blocks in cup
- ☐ Lines up any objects
- ☐ Bangs utensil on pot/pan
- ☐ Puts utensil on plate
- ☐ Stacks blocks/shapes/cups/plates
- ☐ Other _____

FUNCTIONAL PLAY:

- ☐ Stirs utensil in pot/pan
- ☐ Stirs spoon in cup
- ☐ Feeds self with utensil
- ☐ Drinks from cup
- ☐ Hugs, rocks, kisses doll/bear/figure
- ☐ Feeds doll/bear/figure with utensil
- ☐ Feeds doll/bear/figure with cup
- ☐ Feeds examiner with utensil
- ☐ Feeds examiner with cup
- ☐ Feeds examiner with utensil then feeds doll/bear/figure with same utensil
- ☐ Feeds examiner with cup then feeds doll/bear/figure with cup
- ☐ Other _____

SYMBOLIC PLAY:

- ☐ Walks/moves doll/bear/figure as if alive
- ☐ Makes doll/bear/figure eat as if alive
- ☐ Has doll/bear/figure use cooking item as if alive
- ☐ Other form of animating doll/bear/figure _____
- ☐ Stirs food in pot/pan then serves food on plate
- ☐ Pretends to fill cup with liquid then feeds to doll/bear/figure/other
- ☐ Other 2 step pretend action _____
- ☐ Feeds doll, wipes dolls mouth, puts doll to bed with paper as blanket
- ☐ Mixes pretend ingredients, cooks, serves food, feeds other
- ☐ Other 3+ step pretend action _____
- ☐ Used block/shape as food
- ☐ Uses sponge as food
- ☐ Uses cup as a hat
- ☐ Other substitution _____
- ☐ Makes "yuck" or "yum" gesture regarding pretend food
- ☐ Blows on food to pretend hot
- ☐ Other pretend characteristics _____
- ☐ Picks up imaginary food
- ☐ Uses imaginary cooking or eating tool
- ☐ Other imaginary object _____
- ☐ Takes suggested role of chef
- ☐ Takes suggested role of dad/mom
- ☐ Suggests role to examiner _____
- ☐ Expands play to new roles, new theme, and/or fantasy role

Nighttime Set

Materials: large doll/stuffed animal/action figure toothbrush diaper an empty shoebox a stick
doll-sized blanket or small towel plastic comb/brush set baby bottle a few shapes/blocks

Check the types of play observed:

EXPLORATORY PLAY:

- ☐ Picks up & visually inspects objects ☐ Pats doll/bear/figure
- ☐ Gathers blocks ☐ Manipulates doll/bear/figure
- ☐ Shakes, folds blanket
- ☐ Fingers bristles on toothbrush or brush
- ☐ Bangs toothbrush, comb, or hairbrush on table or other object
- ☐ Bangs bottle, shoebox, or blocks ☐ Shakes bottle
- ☐ Gives and takes doll/bear/figure ☐ Gives and takes shoebox
- ☐ Gives and takes shape/block ☐ Gives and takes stick
- ☐ Gives and takes blanket ☐ Gives and takes diaper or bottle
- ☐ Gives and takes toothbrush, comb, brush
- ☐ Mouths, bangs, fingers brush ☐ Mouths, bangs, rubs block
- ☐ Other 3+ actions on a single toy _____

RELATIONAL PLAY:

- ☐ Takes blocks out of box ☐ Puts blocks in box
- ☐ Takes stick out of box ☐ Puts stick in box
- ☐ Puts brushes and comb in box ☐ Stacks blocks/shapes
- ☐ Puts blanket, bottle, diaper in box
- ☐ Takes clothes off doll/bear/figure
- ☐ Other _____

FUNCTIONAL PLAY:

- ☐ Covers self with blanket ☐ Brushes own teeth
- ☐ Brushes/combs own hair ☐ Feeds self with bottle
- ☐ Hugs, rocks, kisses doll/bear/figure
- ☐ Covers doll/bear/figure with blanket ☐ Puts diaper on doll/bear/figure
- ☐ Brushes doll/bear/figure's teeth ☐ Feeds doll/bear/figure with bottle
- ☐ Brushes/combs doll/bear/figure's hair
- ☐ Covers examiner with blanket ☐ Brushes examiner's teeth
- ☐ Brushes/combs examiner's hair ☐ Feeds examiner with bottle
- ☐ Brushes examiner's hair then brushes doll/bear/figure's hair
- ☐ Brushes examiner's teeth then brushes doll/bear/figure's teeth
- ☐ Feeds examiner with bottle then feeds doll/bear/figure with bottle

SYMBOLIC PLAY:

- ☐ Walks/moves doll/bear/figure as if alive
- ☐ Has doll/bear/figure brush own teeth
- ☐ Has doll/bear/figure brush own hair
- ☐ Has doll/bear/figure feed self with bottle
- ☐ Other _____
- ☐ Feeds doll/bear/figure pretend food, brushes doll/bear/figure's teeth
- ☐ Changes doll/bear/figure's clothes, puts doll/bear/figure to bed
- ☐ Other 2 step pretend action _____
- ☐ Feeds doll, wipes doll's mouth, puts doll to bed w/ paper as blanket
- ☐ Puts doll in pajamas, puts doll to bed, reads bedtime story
- ☐ Other 3+ step pretend action _____
- ☐ Uses stick as toothpaste ☐ Uses block as cup
- ☐ Uses shoebox as sink
- ☐ Uses blanket as mirror ☐ Other substitution _____
- ☐ Makes "stinky" gesture for diaper ☐ Pretends hair is knotted
- ☐ Makes "yuck" gesture for toothpaste ☐ Pretends bottle is empty
- ☐ Other pretend characteristic _____
- ☐ Reads imaginary bedtime story ☐ Puts imaginary pajamas on doll
- ☐ Other imaginary object _____
- ☐ Takes suggested role of big brother
- ☐ Takes suggested role of dad/mom
- ☐ Suggests role to examiner _____
- ☐ Expands play to new roles, new theme, and/or fantasy role

Farm Set

Materials:	three miniature “people” figure (e.g., weebles, Fisher Price people)	small open box
	four miniature plastic farm or domestic animals (e.g., cow, pig, cat, dog, horse, sheep)	a stick
	a toy tractor and/or truck with room to “haul”	a few shapes/blocks

Check the types of play observed:

EXPLORATORY PLAY:

- ☐ Picks up & visually inspects objects ☐ Gathers blocks
- ☐ Gathers animals ☐ Gathers people ☐ Manipulates people
- ☐ Manipulates animals ☐ Fingers tractor/truck
- ☐ Bangs blocks, stick, box ☐ Gives and takes people
- ☐ Gives and takes animals ☐ Gives and takes shape/block
- ☐ Gives and takes stick ☐ Gives and takes box
- ☐ Rolls truck/tractor back and forth
- ☐ Mouths, bangs, rubs people or animals
- ☐ Mouths, bangs, rubs box/stick/or blocks
- ☐ Other 3+ actions on a single toy _____

RELATIONAL PLAY:

- ☐ Takes blocks out of tractor/truck ☐ Takes blocks out of box
- ☐ Takes animals/people out of tractor/truck
- ☐ Takes animals/people out of box
- ☐ Puts people/animals in truck/tractor ☐ Put blocks in truck/tractor
- ☐ Puts blocks in box ☐ Puts people/animals in box
- ☐ Puts lid on box ☐ Stacks blocks/shapes
- ☐ Puts people and animals in truck/tractor
- ☐ Bang stick on box
- ☐ Other _____

FUNCTIONAL PLAY:

- ☐ Pushes truck/tractor on a purposeful path
- ☐ Puts blocks in truck/tractor, drives truck/tractor
- ☐ Drives tractor w/animal up to self
- ☐ Drives tractor w/animal up to play people
- ☐ Drives tractor w/animal up to examiner
- ☐ Gives different animals a “ride” in sequence
- ☐ Other _____

SYMBOLIC PLAY:

- ☐ Walks/moves people as if alive ☐ Moves animals as if alive
- ☐ Animals bite each other or people
- ☐ People feed self food (block) ☐ Other _____
- ☐ Feeds animals pretend food, put animals in pretend barn
- ☐ Feeds people pretend food, puts people in pretend house
- ☐ Other 2 step pretend action _____
- ☐ Feeds people, has people drive the tractor, has people go home
- ☐ Waters animals, takes animals for a ride, puts animals in barn
- ☐ Other 3+ step pretend action _____
- ☐ Uses block as food to feed animals ☐ Uses blocks or stick as fence
- ☐ Uses box as a water tray ☐ Use blocks as barn
- ☐ Other substitution _____
- ☐ Pretends animals got loose
- ☐ Other pretend characteristic _____
- ☐ Feeds animals imaginary food ☐ Puts animals in imaginary barn
- ☐ Other imaginary object _____
- ☐ Takes suggested role of farmer
- ☐ Takes suggested role of auctioneer
- ☐ Suggests role to examiner _____
- ☐ Expands play to new roles, new theme, and/or fantasy role

Structured Assessment of Play Summary Score Sheet

Child's Name: _____

Examiner's Name: _____

Date(s) of Evaluation: _____

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

Evaluation Session (check one):

☐ Part I: One-to-One with an Adult

☐ Part II: Classroom Play Observation (Small Group).

Number of peers present: _____

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

Directions:

Now that you have completed the *Structured Assessment of Play Worksheet*, it is time to transfer that information to this *Structured Assessment of Play Summary Score Sheet*. For each of the 20 skill levels (e.g., 3 for Exploratory, 3 for Relational, 5 for Functional, and 9 for Symbolic), you will look across each of the play contexts (i.e., mealtime, nighttime, farm set) for examples of the targeted behaviors. For example, for Exploratory Play E1 "Child picks up and looks at a toy," you will look for unprompted examples of this behavior across the three play contexts. If the child displays one or more of the behaviors without prompting, check that number of "Example" boxes and write out the specific play behavior/s observed. All examples of play must occur without any prompting by another adult or peer. Remember, additional examples can only be credited if the play act 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). There are three boxes in the Examples column for each level because a child must demonstrate three examples of each skill in order for the skill to be considered mastered. 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 act is observed at a level, write "0" in the Summary Score column. You also can make notes to indicate if any prompting (e.g., verbal, physical) was helpful to elicit a given skill; however, prompted acts do not get checked as "Examples" and are not credited in the Summary Score. The Summary Score for each skill for both the one to one and classroom observations should be transferred to the "One-to-One" and "Observation" columns on the *Developmental Profile of Play Skills* and the highest skill level achieved for each category (i.e., Exploratory, Relational, Functional, Symbolic) should be circled in both columns.

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 unprompted 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 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 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 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 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. 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 Examples: Strings beads; Sorts shapes into a shape sorter; puts pieces of puzzle together	<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 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 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 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 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 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	Summary Score ? - unsure 0 – no examples 1 – 1 example 2 – 2 examples 3 – 3 examples
SYMBOLIC PLAY		Write in examples of behaviors observed. Note if a behavior was prompted. Prompted behaviors are scored 0. If no examples of unprompted behaviors were observed, leave blank and score 0 to indicate that child did not display the skill.	
S1. Child makes doll/figure move or do things as it were alive ▪ 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 ▪ 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 on the same toy ▪ 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 ▪ 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 ▪ 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 ▪ 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 ▪ 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 ▪ 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 themes, and/or (c) fantasy roles ▪ 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: In the One-to-One Column, write in the Summary Score (0, 1, 2, 3) established for each skill during the Part I: Adult-Child Structured Play Assessment. In the Observation Column, write in the Summary Score (0, 1, 2, 3) established for each skill during the Part II: Classroom Play Observation.

EXPLORATORY PLAY	One-to-One	Observation	RELATIONAL PLAY	One-to-One	Observation	FUNCTIONAL PLAY	One-to-One	Observation	SYMBOLIC PLAY	One-to-One	Observation
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. Plays with objects/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 the 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: