

Play and Language Development: Westby Play Scale

Play	Language
<p>Stage I- 9 to 12 months</p> <ul style="list-style-type: none"> • Awareness that objects exist when not seen; finds toy hidden under scarf • Means-end behavior-crawls or walks to get what he wants; pulls string toys • Does not mouth or bang all toys-some used appropriately 	<ul style="list-style-type: none"> • No true language; may have performative words, (words associated with actions or the total situation) • Exhibits the following communicative functions: request and command
<p>Stage II-15 to 17 months</p> <ul style="list-style-type: none"> • Purposeful exploration of toys; discovers operation of toys through trial and error; uses variety of motoric schemas • Hands toy to adult if unable to operate 	<ul style="list-style-type: none"> • Context dependent single words, for example, child may use the word “car” when riding in a car, but not when he sees a car; words tend to come and go in a child’s vocabulary • Exhibits following communicative functions: request, command, interactional, personal, protesting, label, response, greeting
<p>Stage III-17 to 19 months</p> <ul style="list-style-type: none"> • Autosymbolic play, for example, child pretends to go to sleep or pretends to drink from cup or eat from spoon • Uses most common objects and toys appropriately • Tool-use (uses stick to reach toy) • Finds toys invisibly hidden (when placed in box and box emptied under scarf) 	<ul style="list-style-type: none"> • Beginning of true verbal communication • Words have the following functional and semantic relations: recurrence, existence, nonexistence, rejection, denial, agent, object, action or state, location, object or person associated with object or location
<p>Stage IV—19-22 months</p> <ul style="list-style-type: none"> • Symbolic play extends beyond the child’s self • Plays with dolls; brushes doll’s hair, feeds doll a bottle, or covers with blanket • Child performs pretend activities on more than one person or object; for example, feeds self, a doll, mother, and another child • Combines two toys in pretend play, for ex, puts spoon in pan or pours from pot into cup 	<ul style="list-style-type: none"> • Refers to objects or persons not present • Beginning of word combinations with the following semantic relations: agent-action, action-object, agent-object, attributive, dative, action-locative, object-locative, possessive
<p>Stage V-24 months</p> <ul style="list-style-type: none"> • Represents daily experiences; plays house-is the mommy, daddy, or baby; objects used are realistic and close to life size • Events short and isolated; not true sequences; some self-limiting sequences-puts food in pan, stirs, and eats • Block play consists of stacking and knocking down 	<ul style="list-style-type: none"> • Uses earlier pragmatic functions and semantic relations in phrases and short sentences • The following morphological makers appear: present progressive on verbs, plurals, possessives

<ul style="list-style-type: none"> • Sand and water play consist of filling, pouring, and dumping 	
<p>Stage VI- 21/2 years</p> <ul style="list-style-type: none"> • Represents events less frequently experienced or observed, particularly impressive or traumatic events: doctor/nurse/sick child or teacher/child • Events still short and isolated. Realistic props still required. Roles shift quickly 	<ul style="list-style-type: none"> • Responds appropriately to WH questions in context: <ul style="list-style-type: none"> • Asks wh questions, generally puts “wh” at beginning of sentence • Responses to why questions inappropriate expect for well-know routines, such as, “Why is the doctor here?.”baby sick” • Asks why, but often inappropriate and does not attend to answer
<p>Stages VII-3 years</p> <ul style="list-style-type: none"> • Continues pretend activities of Stages V and VI, but now the play has sequence. Events are not isolated, for example, child mixes cake, bakes it, serves it, washes dishes • Sequence evolves, not planned • Compensatory toy..re-enactment of experienced events with new outcomes • Associative play 	<ul style="list-style-type: none"> • Uses past tense, such as “I ate the cake..I walked” • Uses future aspect (particularly “gonna”) forms, such as “I’m gonna wash dishes.”
<p>Stage VIII-3 to 31/2 years</p> <ul style="list-style-type: none"> • Carries out play activities of previous stages with a doll house and Fisher Price toys (barn, garage, airport, village) • Uses blocks and sandbox for imaginative play. Blocks used primarily as enclosures for animals and dolls • Play not totally stimulus bound. Child uses one subject to represent another 	<ul style="list-style-type: none"> • Descriptive vocabulary expands as child becomes more aware of perceptual attributes. Uses terms for the following concepts (not always correctly: <i>shapes, sizes, colors, texture, spatial relationships, gives dialogue to puppets and dolls, metalinguistic language use, uses indirect requests (Mommy lets me have cookies for breakfast), changes speech depending on listener</i>
<p>Stage IX-3/12 to 4 years</p> <ul style="list-style-type: none"> • Begins to problem-solve events not experienced. Plans ahead. Hypothesizes • Uses dolls and puppets to act out scenes • Builds 3-dimensional structures with blocks which are attempts at reproducing specific structures child has seen 	<ul style="list-style-type: none"> • Verbalizes intentions and possible future events: • Uses modals (can, may, might, will, would, could) • Uses conjunctions (and, but, if, so, because) (full competence for modals doesn’t develop until 10-12 years of age) • Begins to respond appropriately to why and how questions that require reasoning about perception
<p>Stage X-5 years</p> <ul style="list-style-type: none"> • Plans sequence of pretend events • Organizes what he needs-both objects and other children 	<ul style="list-style-type: none"> • Next, last, while, before, after (full competence doesn’t develop until 10-12 years of age)

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| <ul style="list-style-type: none">• Coordinates more than one event occurring at a time• Highly imaginative. Sets the scene without realistic props.• Full cooperative play | |
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- Play is correlated with cognitive development up until 3;0-3;6
- After 3;6-4;0, you will not use play to assess cognition
- Is it an overall developmental delay or is delay specific to speech/language (no underlying cognitive issues)