

PLAY ASSESSMENT QUESTIONNAIRE

Calhoun, D. (1987). *A Comparison of Two Methods of Evaluating Play in Toddlers*. Unpublished Master's Thesis, Ft. Collins, CO: Colorado State University.

Child's Name: _____

Child's Birth Date: _____ Today's Date: _____

INSTRUCTIONS

This protocol is designed to be completed via interview with the parent and/or observation of the child. Scenarios can be set up to directly assess items if needed.

Each of the following questions describes a specific kind of play. Please read each one carefully. If you have ever seen your child perform one or more of the examples of play, even if only one time, please mark that example. These examples are based on toys that most children have. Your child may use other toys or objects not listed here, in ways just like that described in the examples. If so, please describe them on the lines provided.

If you have not seen your child perform any actions like those described in a particular question, please circle the **N** for (NO) in the right-hand column.

Y H **(N)**

If your child does any one of these or similar activities but only if you first show him/her how to or tell him/her how to, please circle the **H** for (WITH HELP) in the right-hand column.

Y **(H)** N

If your child plays in the way described without your help or prompting or when playing alone, please circle the **Y** for (YES) in the right-hand column.

(Y) H N

These questions cover the period from early infancy to preschool. Therefore, you may not have seen your child do all of the activities listed at this time. If you have ever seen the activity, even if it is no longer done by your child, please answer yes to that question.

QUESTIONS

1. Have you ever seen your baby watch a moving object for 15 seconds or more? Y H **N**
2. If you turn on a music box or a musical toy when your baby can't see it, does he/she respond by quieting when the music starts or by turning his/her head toward the sound? Y H **N**
3. Have you ever seen your baby explore a toy or other object with his/her mouth? This does not include food or eating utensils or objects that normally go in the mouth. Y H **N**

4. Have you ever seen your baby physically handle or manipulate an object?
For example:
- shake a toy
- or wave a rattle
- or bang an object against the floor or table
- or bat at objects
- or other? _____ Y H N
5. Has your baby ever played with something just to stimulate the senses
(sight, hearing, touch)? For example:
- squeeze a squeaky toy to hear the sound
- or push a toy car
- or spin wheels to watch them turn around
- or pat a soft toy to feel it
- or something similar? _____ Y H N
6. Has your child ever banged together any two objects? (Not banging on
the table or floor, but hitting the two objects together) Which objects has
he/she used? _____ Y H N
7. Have you ever seen your baby pick up a toy just to look at it?
For example:
- pick up a doll and carefully look at its face
- or pick up a hand mirror and look in it
- or pick up a toy hourglass, turn it and watch it
- or similar activity? _____ Y H N
8. Does your baby ever seem to put two objects near each other on purpose?
This does not mean dropping an object so that it happens to land near another
but would include:
- purposely putting a cup next to a toy or ring
- or putting a block on top of a doll
- or other similar actions? _____ Y H N
9. Has your child ever clearly used a particular sound with a specific toy during
a play time? For example:
- saying "uh-uh" every time he/she moved his/her truck
- or saying "boom" as he/she knocked down some blocks
- or other? _____ Y H N

10. Has your child ever put one or more object(s) inside another even though it may not have belonged there, such as:
- a block into a bucket
 - or a toy truck into a box
 - or a peg into a cup
 - or other? _____
- Y H N
11. Does your child use toys in the way they are designed to be used:
- perhaps hugging or kissing a baby doll
 - or pulling a string on a See-and-Say toy and listening to the sound
 - or turning the pages of a book and looking at the pictures
 - or pushing a toy truck as if it were on a road
 - or other similar actions? _____
- Y H N
12. Does your child ever put an object near something to show that he/she knows what the object should be used for, such as:
- putting a toy cup or spoon near his/her mouth
 - or holding a brush near his/her hair
 - or placing pegs near the pegboard
 - or rings near the ringbase
 - or other? _____
- Y H N
13. Has your child ever actually put two play objects together in the correct way?
For example:
- putting or stirring a spoon in a cup
 - or placing a doll on a doll bed
 - or setting the telephone receiver on a toy telephone
 - or putting toy "people" into one of the "people" cars
 - or other similar activity? _____
- Y H N
14. Have you ever seen your child direct actions toward him/herself on at least three different occasions, such as:
- "drink" from an empty cup
 - or "eat" from an empty spoon
 - or put on jewelry as a playful act
 - or brush hair in a play time
 - or try on glasses for fun
 - or try on hats for fun
 - or other actions? _____
- Y H N

15. Has there ever been a time when your child:
- seemed about to offer you food or drink by bringing it up to your mouth whether or not he/she finished feeding you
 - tried to give the doll a bottle by putting it to the doll's head whether or not he/she put it in the doll's mouth
 - brought a hairbrush up to someone else's hair whether or not he/she brushed it
 - similar experiences? _____
- Y H N
16. If your child ever brought you a toy, a book, a cup or some other item, does he/she then wait and watch to see what you do with it?
Please list specific examples: _____
- Y H N
17. Does your child ever put the same kinds of toys together and apart from his/her other toys, such as:
- putting several blocks in a pile
 - or getting many of his/her cars and trucks into the same area
 - or getting all of his/her dolls and doll accessories together
 - other? _____
- Y H N
18. When you copy some movement or sound that your child has just made, does he/she then repeat the sound or movement again, after you take your turn? (The child takes a turn before and after the adult's turn).
Examples: _____
- Y H N
19. Does your child treat a doll as if it were a baby by:
- "talking" to it
 - or feeding or giving it a drink
 - or brushing the doll's hair
 - or covering the doll with a blanket
 - or other actions? _____
- Y H N
20. Has your child ever done something to one person or object then repeated that action on another person or object?
For example:
- "poured" from a empty container into one cup and then another cup
 - or combed a doll's hair and then his/her own
 - or hugged a person then a doll
 - or any other repeated action? _____
- Y H N

21. Have you ever seen your child use two related play actions, with him/herself as the actor?
For example:
- stir in an empty cup and then “drink” from it
- or put on hats, glasses, or jewelry then try to see him/herself
- or brush his/her hair then look into a mirror
- or any other two related play actions? _____ Y H N
22. Has your child ever brought out all of the parts to one type of game even though he/she may not have arranged them in an organized fashion, such as:
- putting the play dishes on a table but not arranging them in table settings
- or getting the toy people and people furniture out but not organizing them as a “house”
- or other toys? _____ Y H N
23. Have you ever seen your child do two or more different appropriate actions in the same play period using the same toy?
For example:
- loading blocks on a truck and pushing the truck or emptying it
- or using a spoon first to stir in a cup then to “feed” the baby
- or other examples? _____ Y H N
24. During the same play period, has your child ever used the same action with two different toys or tools? Perhaps:
- “drinking” from a toy bottle then from an empty cup
- or pushing a truck down a road to a spot then pushing a car to the same place
- or combing his/her own hair then brushing it
- or other? _____ Y H N
25. During the same play period, has your child ever used two different actions with the same toy or object? For example:
- using a piece of cloth first to wipe a doll then to cover it
- or “eating” from and then “drinking” from a toy cup
- or other? _____ Y H N
26. During the same play period, have you ever noticed your child using the same action on two different people or objects with different tools or objects, such as:
- using a big spoon to “feed” him/herself then a small spoon to “feed” a doll
- or covering a doll with one blanket then him/herself with another while playing
- or putting one lid on one pot and then a different lid on another pot
- or other similar activity? _____ Y H N

27. When you have given your child a new toy, which requires two or more steps to operate, can he/she figure out the process to make it work?
Examples of such toys would be:
- a wind-up car or train that must be wound then set on the ground to make it go
- or a hammerball toy
- or the Sesame Street talking telephone
- or other? _____ **Y H N**
28. Has your child ever used one object to be something else in play, such as:
- a box for a house
- or a peg for a doll bottle
- or a chair as a car
- or a paper as a doll blanket
- or other? _____ **Y H N**
29. Has your child ever shown that he/she is aware that four or more related objects can be put in order from smallest to largest by:
- putting together four or more nesting cups in the right order
- or stacking four or more rings of increasing size in the right order on a ring stack
- or stacking up four or more blocks to make a tower
- or other? _____ **Y H N**
30. Has your child ever seemed to act for the doll in the course of play by:
- holding up a mirror to a doll as if the doll could see
- or put the telephone to a doll's ear and moved the doll as if it were talking
- or in some other way? _____ **Y H N**
31. Does your child use sound effects while playing and then name what he/she was playing with? For example:
- pushing around a toy car while making car noises then saying "car"
- or "drinking" from an empty cup with gulping noises then saying "juice" or "milk"
- or holding a doll and making crying sounds then saying "baby"
- or other? _____ **Y H N**
32. During the same play period has your child ever used two different actions or props, in correct sequence on a doll? For example:
- put a doll on the bed and then covered it with a doll blanket
- or put a doll on a toy chair and then put the chair up to the table
- or other? _____ **Y H N**

33. Does your child ever put two or more objects together then play with them, such as:
 - putting blocks or “logs” on the back of a truck and then pushing it
 - or putting a toy person into a car and then pushing it around
 - or putting a doll in a stroller and pushing it
 - or other? _____ **Y H N**
34. Has your child ever done a sequence of three or more related actions?
 For example:
 - bathing, dressing, then feeding a doll
 - or pouring, stirring in, then giving a “tea” cup to someone
 - or loading blocks on a toy truck, emptying the truck, then building with the blocks
 - or other? _____ **Y H N**
35. Has your child organized props for pretend play before playing, such as:
 - “setting” a table with play dishes
 - or arranging doll furniture into “rooms”
 - or other? _____ **Y H N**
36. If you ask your child to pretend that he/she is doing something and he/she doesn’t have the correct tool, will he/she choose a toy or an object that has some similar characteristics? For example, use:
 - a toy screwdriver if you ask him/her to brush his/her teeth
 - or a toy block if you ask him/her to play cars
 - or a nesting cup if you ask him/her to “drink”
 - or other? _____ **Y H N**
37. Has your child “helped” a doll to act on its own? For example:
 - having the doll hold a brush and brush its own hair
 - or having the doll hold its own cup or bottle and “drink”
 - or placing the doll into a toy car or truck to “drive”
 - or other? _____ **Y H N**
38. Has your child ever told you what he/she was going to play before he/she started his/her game; that is, tell you his/her play plans before carrying them out. For example:
 - saying “I am going to go somewhere” and then pretend to drive a car
 - or other? _____ **Y H N**
39. During the same game has he/she ever pretended that at least two different objects were something else? For example:
 - using a shoe for a doll’s bath tub or bed and a piece of paper as a doll’s towel or blanket
 - or a chair for a car, and the couch or a box for the house in the same game
 - or other? _____ **Y H N**

SEE BACK ➔

40. Has your child ever given roles or tasks to the players in his/her game, including him/herself, by saying things such as:
 - "I'll be the daddy."
 - or "you be the baby"
 - or "I cook"
 - or "you go to work"
 - or other? _____ Y H N
41. Have you ever noticed your child being careful to use big props for bigger dolls and small objects for smaller dolls? For example:
 - larger play dishes with a larger doll and a smaller plate, spoon, or bottle for a smaller doll
 - or other examples? _____ Y H N
42. If you ask your child to pretend that he/she is doing something like brushing his/her teeth or eating his/her cereal when he/she has no toys or props, will he/she then use a body part in place of the missing tool or prop? For example:
 - use his/her fingers for a toothbrush
 - or his/her hand for a spoon
 - or other examples? _____ Y H N
43. Has your child ever called any object as something else to fit his/her game? For example:
 - naming a box as a house
 - or a table as a stove
 - or a chair as a car
 - or a cup as a pan
 - or other? _____ Y H N
44. Has your child ever correctly used a toy that required four or more steps to use appropriately, such as:
 - a toy cash register
 - or a robot/car (e.g. Go-Bots)
 - or a toy record player
 - or the Tomy "computer" or "cassette player"
 - or other? _____ Y H N
45. If you give your child a familiar toy or object and ask him/her to pretend it is something else, will he/she? (Note specific object used and what it substituted. It must be an object familiar to the child that has been used appropriately in other play situations.) For example:
 - give him/her a piece of paper and ask him/her to brush his/her hair
 - or give him/her a toy tool from his/her tool set and ask him/her to "drink juice"
 - or give him/her a block of wood and tell him/her to "feed the doll"
 - or other? _____ Y H N

Play Assessment Questionnaire **Raw Score to Age Score Conversion Chart**

Note: Raw Score = Number of “yes” responses using the following basal/ceiling procedure:

- **Basal:** Highest level at which three consecutive items are answered “yes”
- **Ceiling:** Lowest level at which three consecutive items are answered “no”

Raw Score	Age Score (months)
1	2
2	3
3	4
4	5
5	6
6	7
7	8
8	9
9-10	10
11	11
12-13	12
14	13
15-16	14
17	15
18-19	16
20	17
21-22	18
23	19

Raw Score	Age Score (months)
24-25	20
26	21
27-28	22
29	23
30-31	24
32	25
33-34	26
35	27
36-37	28
38	29
39	30
40	31
41	32
42	33
43	34
44	35
45	36