

Developing Effective Pretend Play Skills in Children

Expression of Interest – Term 1, 2013

Sydney

9.00 am – 4.30 pm

Play has always been part of learning and growing, as well as providing enjoyment and fun. Play is an important measure of children's development, as it encompasses emotional, social, cognitive and language aspects. Research has indicated a significant relationship between the quality of children's pretend play during the preschool years, and their cognitive skills, social skills, language, literacy, and problem solving ability in early primary school and beyond.

This workshop will explore the "typical" play deficits seen in a variety of clinical groups including those children diagnosed with Pervasive Developmental Disorder, Aspergers, Autism, Attention Deficit Hyperactivity, and/or developmental delay. It will provide participants with a clinical reasoning framework for the inclusion of play in therapy sessions, as well as skills/strategies to implement intervention programs that will help children's imaginative play skills. Strategies will also be given to assist parents/caregivers to foster their child's imaginative play skills and ability to play independently

Aims/objectives of the workshop include:

- Identification of play deficits in a child aged 18 months to 7 years with a range of diagnosis
- Assessment of a child's play development (including use of the Symbolic and Imaginative Play Developmental Checklist)
- Implementation of intervention programs that will assist the development of children's imaginative play skills
- Provision of clinical reasoning for the inclusion of play in therapy sessions and the school curriculum.

The workshop will also include practical sessions (ie case studies, videos) to assist participants integrate their knowledge and skills. This workshop is suitable for both occupational therapists and speech pathologists.

Arrival tea/coffee, morning tea, lunch and afternoon tea provided.

About the Presenter

Karen Stagnitti graduated with a Bachelor degree in Occupational Therapy from the University of Queensland in 1977. Since this time she has mainly worked in early childhood intervention programs in community based settings as part of a multidisciplinary team. In 2003 she graduated from LaTrobe University with a Doctor of Philosophy. Her area of research is children's play. Karen has written 5 books and has several national and international papers published. Her norm referenced standardised play assessment, the Child-Initiated Pretend Play Assessment, was published in 2007. She currently works as Associate Professor (Research) at the Occupational Science and Therapy program at Deakin University, Victoria.

Expressions of Interest for this workshop are now being sought. Please contact Zi Mei Events on info@zimei.com.au or (07) 3847 8375 to register your interest.