

# Developing Pretend Play Skills in Children - Advanced

Alabaster Room, Victoria Park Function Centre

Herston Rd, Herston - Brisbane

Module 1 – Wednesday 7<sup>th</sup> August 2019

Module 2 – Thursday 8<sup>th</sup> – Friday 9<sup>th</sup> August 2019

9:00am – 4:30pm

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 be provided in two modules.

**Module one** (one day) will provide therapists with an ability to "refresh" or gain knowledge with regard to understanding "typical" play deficits seen in children and the assessment of a child's play development (including use of the Pretend Play Enjoyment Development Checklist (PPE-DC). This workshop will be practical with case studies to illustrate examples of how play can be understood during assessment.

**Module two** (two days) through the use of case studies, participants will be provided with a clinical reasoning framework based on an advanced understanding of the Learn to Play Therapy, as well as skills/strategies to implement intervention programmes for a variety of clinical groups/clinical environments. Units covered include:

- Play and Autism
- Play in schools/school-aged children
- Transdisciplinary Play intervention
- Play with children with a history of Trauma/Abuse.

Participants will be able to attend a three-day workshop combining Modules one and two. Or alternatively if participants have previously attended a *Developing Effective Play Skills in Children* workshop, they will be able to opt to attend Module two only.

This workshop is suitable for both occupational therapists and speech pathologists.

Arrival tea/coffee, morning tea, lunch and afternoon tea provided. Attendees will also be provided with a workshop folder containing their participant notes for the workshop.

## About the Presenter

Karen Stagnitti is currently an Honorary Professor in the School of Health and Social Development at Deakin University. Up until December 2018 she was Professor, Personal Chair at the School of Health and Social Development at Deakin University, Victoria, Australia. She still contributes to teaching an intensive on-campus unit at Deakin University.

Her area of research is children's play. She graduated with a Bachelor degree in Occupational Therapy from the University of Queensland. For over more than 38 years she has mainly worked in early childhood intervention programs in community-based settings in specialist paediatric multidisciplinary teams.

In 2003 she graduated from LaTrobe University with a Doctor of Philosophy. Karen has written five books on play. She also has over 90 national and international papers published as well as 20 book chapters. Her norm referenced standardised play assessment, the Child-Initiated Pretend Play Assessment was published in 2007. The revised manual, CHIPPA-2, is due for publication in May 2019. From her research into play assessment, a unique approach to building self-initiated play capacity with children, called Learn to Play Therapy was developed based on clinical practice and research. In 2017 the Pretend Play Enjoyment Development Checklist was published and in 2018 the Pretend Play Checklist for Teachers and the Animated Movie Test were published. Throughout the year, she is invited to present her work on the play ability of children nationally and internationally.

**Registrations** for this workshop are now open at [www.zimei.com.au](http://www.zimei.com.au) Any further workshop enquiries can be forwarded to Zi Mei Events at [info@zimei.com.au](mailto:info@zimei.com.au) or (07) 3358 3689.