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PLAY TO LEARN, PLAY TO GROW, PLAY AS ESSENTIAL FROM DEVELOPMENTAL PLAY THEORY TO PLAY, BEHAVIOR, & GROWTH

BASIC RULES OF DEVELOPMENTAL THEORIES

- 1) Development happens in **STAGES**.
- 2) There are **CRITICAL PERIODS** in development when the person is more vulnerable to harm or available for growth.
- 3) **QUANTITATIVE** changes lead to **QUALITATIVE** change. Small increases in quantity (amount, frequency, skill, etc.) lead to significant quality differences or movement into another stage.
- 4) Development is **SEQUENTIAL**. There is an order to development... 1st, 2nd, 3rd, etc.
- 5) Development is **PROGRESSIVE**. The development of the earlier stages set up for the development of later stages.
- 6) **SKIPPING** or **RUSHING** development doesn't work and/or causes harm. The developmental demands that are skipped or rushed will pull the person back for completion or resolution until they are completed. You can get stuck or regress to such stages until they are resolved.
- 7) Excessive **STRESS, ABUSE, or TRAUMA** will get people stuck or to regress at that stage. Such extreme experiences draw a person's energy and attention away from dealing with or resolving the developmental needs of the individual's stage. (Skipping or Rushing development creates stress in of itself.)
- 8) **DEVELOPMENTAL ENERGY** will eventually reassert itself.
- 9) **RESILIENCY** allows for skipped, rushed, incomplete, stalled, regressed, or suppressed Development to be re-stimulated in the organism.
- 10) **SATIATION** of developmental needs allows for movement on to the next developmental challenge. Until the developmental needs of the stage are met, an individual will stay in the stage.

WHY CHILDREN PLAY

Play to Learn & Grow: Exploration & Experimentation

Play to Process Oneself & the World: Assimilation, Mastery, Relatedness, Expression, Self-Esteem, Conflict, & Well Being

Play as Therapy & Play Therapy

CONCEPT OF DEVELOPMENTAL APPROPRIATENESS

Progression - Danger of rushing a child

DEVELOPMENTALLY **IN**APPROPRIATE PRACTICES set up a child to be:

INcompetent by putting kids into situations and making demands that they cannot succeed in or at;

PowerLESS and OUT of Control by forcing them into such situations and making them handle demands they would not otherwise chose;

NONaccepted because they don't met adult demands;

Morally VirtueLESS because as they cannot live up to expectations they had accepted due to adult demands.

Stages of Development- Example: Cognitive Development- Piaget

Sensorimotor (0-18/24 months); Preoperational (18/24 months-age 7); Concrete Operations (age 7-12); Formal Operations (12 to adult)

DEVELOPMENT OF SYMBOLIC PLAY

Stages of Symbolic Play: Pre-Pretense, Self-Pretend, Other Pretend, Other Substitution, Imaginary Objects & Beings,

Active Agent, Sequence No-Story & Sequence Story, Planning

Adult Responses for Facilitating Development of Symbolic Play



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SETTING ENVIRONMENT

Environmentally Based Learning

Indoor Space & Outdoor Space

Roles & Schedules

PLAY ISSUES FOR SPECIFIC STAGES OF DEVELOPMENT

Infant & Toddler Play; Early Childhood Play; Middle Childhood Play

Adolescent Play (Oh my!) & Adult Play(?)

PIAGET'S STAGES OF COGNITIVE DEVELOPMENT

IMPLICATIONS FOR PRACTICE AND INTERACTION

AINSWORTH'S PATTERNS OF ATTACHMENT THEORY

SELMAN'S FIVE STAGES OF ROLE TAKING

ERIK ERICKSON EIGHT AGES OF MAN



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INTEREST AREA FOCUSES FOR EARLY CHILDHOOD DEVELOPMENT

Blocks: blocks are designed in mathematical units. Get concrete understanding of concepts essential to logical understanding: sizes, shapes, numbers, order, area, length, and weight; large and small muscle development; language, aesthetic, and social development; cooperative play; problem solving; respecting others work.

4 stages of block play: Carrying Blocks, Piling Blocks and Laying Blocks on the Floor, Connecting Blocks to Create Structures (3-4), Making Elaborate Constructions (4-6).

House Corner: a forum where they can safely act out fears and relive life experiences. Take on the roles they fear and learn to control them. Opportunities to learn. Act out roles, develop skills. Learn about selves, families, and society. Fine motor skill development. Cooperation and negotiation skills.

3 stages of dramatic play: Imitative Role Play (1yr)- like real people they know- using real props; Make-Believe Play using imagination using symbolic props- inventive actions and situations (fears and worries); Socio-Dramatic Play (3-4yr)- includes elements of two previous stages but requires verbal interaction btwn two or more children- requires a planning of roles, complex plots, and more time.

Table Toys: Physical, socio-emotional, and cognitive skills-

3 functional categories: self-correcting toys which fit together in a specific way.

Open-ended toys which have not right or wrong solution; Collectibles are like open-ended toys but are composed of sets of like objects.

2 stages of play: exploration where use all senses to become familiar with a toy; followed by experimentation which is the actual use of the object- test to see how it works and how many ways it works.

Art: promotes creativity, is fun, develops physical skills including hand-eye coordination and fine motor movements, instills pride. Means to express, make choices, try out, plan, and experiment. Explore and discover.

4 stages of drawing and painting (from 18 months to six years) : disordered scribbling, controlled scribbling, naming a picture that was not planned, and representational drawing.

Sand & Water: encounter principles of math and science; physical dexterity, social skills, cognitive learning and skills (sink & float), sensory satisfaction.

3 stages of sand and water play: sensory motor exploration; planned and experimental play; greater complexity, drama, imagination (more cooperative).

Library Corner: to gain information & adjust to new experiences, learn to deal with difficult events, acquire specific knowledge, become familiar with different kinds of literature, learn about social responsibilities, learn new ideas, expand imagination and creativity, have their life experiences reinforced, understand their feelings, fears, and problems are not unique to them, feel good about themselves.

2 stages of library use: exploration and experimentation.

5 stages of book use: exploration, playing at reading, and having books read to them; understanding sequencing of stories (beginning, middle, end)- details important; learn to relate stories to pictures and words- gaining more awareness of written words as symbols for ideas and thoughts; matching words to printed text; focus on text and meaning of words - begin sight word recognition.

Outdoors: an extension of indoor classroom (cognitive, socio-emotional, and physical learning) plus outdoor sensory experiences, science, etc.

2 stages of outdoor play: exploration and experimentation.

Resource: The Creative Curriculum For Early Childhood, by Diane Trister Dodge, published by Teaching Strategies, Inc. P.O. Box 42243, Washington D.C. 20015, distributed by Gryphon House, Inc., P.O. Box 275, Mt. Rainer, MD 20712, 1988.