

Play Publications by Karen Stagnitti

1997-2016

Below is a list of publications, by topic, that have been printed in peer reviewed journals, editor commissioned pieces, book chapters, books, and assessment manuals. I have not included conference papers or invited presentations.

Child-Initiated Pretend Play Assessment

Psychometric properties and use with clinical groups

1. Stagnitti, K., Rodger, S., & Clarke, J. (1997). Determining gender-neutral toys for play assessment with preschool children. *Australian Occupational Therapy Journal*, 44, 119-131.
2. Stagnitti, K., Unsworth, C. A. & Rodger, S. (2000). Development of an assessment to identify play behaviours that discriminate between the play of typical preschoolers and preschoolers with pre-academic problems. *Canadian Journal of Occupational Therapy*, 67, 291-303.
3. Stagnitti, K. (2003). A review of play and play assessments used in occupational therapy. *Japanese Journal of Occupational Therapy*, 22, 267-280.
4. Stagnitti, K., & Unsworth, C. (2004). The test-retest reliability of the Child-Initiated Pretend Play Assessment. *American Journal of Occupational Therapy*, 58, 93-99.
5. Stagnitti, K. (2004). Understanding play: implications for play assessment. *Australian Occupational Therapy Journal*, 51, 3-12.
6. Stagnitti, K. (2004). The development of a child-initiated assessment of pretend play. (thesis abstract) *Australian Occupational Therapy Journal*, 51, 170.
7. Swindells, D., & Stagnitti, K. (2006). Pretend play and parents' view of social competence: the construct validity of the Child-Initiated Pretend Play Assessment. *Australian Occupational Therapy Journal*, 53, 314-324.
8. Uren, N., & Stagnitti, K. (2009). Pretend play, social competence and learning in preschool children. *Australian Occupational Therapy Journal*, 56, 33-40.
9. McAloney, K., & Stagnitti, K. (2009). Pretend Play and Social Play: the concurrent validity of the Child-Initiated Pretend Play Assessment. *International Journal of Play Therapy*, 18 (2), 99-113.
10. Stagnitti, K. (2009). Pretend play assessment. In K. Stagnitti and R. Cooper (Eds.) *Play as Therapy: Assessment and therapeutic interventions*. (pp. 87-101). London: Jessica Kingsley Publishers.
11. Dender, A., & Stagnitti, K. (2011). The development of the Indigenous Child Initiated Pretend Play Assessment: selection of play materials and administration. *Australian Occupational Therapy Journal*, 58, 34-42.

11. Pfeifer, L., Pacciulio, A. M., Abrão dos Santos, C., Licio dos Santos, J. & Stagnitti, K. (2011). Pretend play of children with cerebral palsy. *Physical and Occupational Therapy in Pediatrics*. 31(4), 390-402. DOI:10.3109/01942638.2011.572149
12. Pfeifer, L. Queiroz Jair, M. A., dos Santos L, & Stagnitti, K. (2011). Cross-cultural adaptation and reliability of Child-Initiated Pretend Play Assessment (ChIPPA). *Canadian Journal of Occupational Therapy*, 78(3), 187-195.
13. Fink, N., Stagnitti, K., Galvin, J. (2012). Pretend play of children with Acquired Brain Injury: an exploratory study. *Developmental Neurorehabilitation*, 15(5), 336-342.
14. Stagnitti, K, & Lewis, F., M. (2015). The importance of the quality of preschool children's pretend play ability to the subsequent development of semantic organisation and narrative re-telling skills in early primary school. *International Journal of Speech-Language Pathology*. 17(2), 148-158.
15. Stagnitti, K. (2015). The use of psychometric play-based assessment to inform research-supported treatment of children with autism. In E. Green & A. C. Myrick (Eds). *Play therapy with vulnerable populations. No child forgotten*. (pp. 141-162). Rowman & Littlefield: Lanham USA.

Research where ChIPPA used as an outcome measure

16. Reynolds, E., Stagnitti, K. & Kidd, E. (2011). Play, language and social skills of children aged 4-6 years attending a play based curriculum school and a traditionally structured classroom curriculum school in low socio-economic areas. *Australian Journal of Early Childhood*, 36 (4), 120-130.
17. Casey, S., Stagnitti, K., Taket, A., & Nolan, A. (2012). Early Peer Play Interactions of Resilient Children Living In Disadvantaged Communities. *International Journal of Play*, 3, 311-323.
18. Stagnitti, K., Bailey, A., Hudspeth-Stevenson, E., Reynolds R., & Kidd, E. (first published 5th May 2015, early online). An investigation into the effect of play-based instruction on the development of play skills and oral language: A 6-month longitudinal study. *Journal of Early Childhood Research*

Learn to Play Therapy

19. Stagnitti, K. (2005). Das "Learn-to-play-program" und ein fallbeispiel eines Kindes mit autismus. *Schwierige Kinder*, 37, 12-17. (English translation: The Learn to Play program and a case study of a child with autism. *Challenging Children*.)
20. Stagnitti, K. (2004). Occupational performance in pretend play; implications for practice. In M. Mollineux (Ed.) *Occupation for Occupational Therapists*. (pp. 103- 121). Oxford, UK: Blackwell Science.
21. Stagnitti, K. (2009). Play intervention: the *Learn to Play* program. In K. Stagnitti and R. Cooper (Eds.) *Play as Therapy: Assessment and therapeutic interventions*. (pp. 176-

186). London: Jessica Kingsley Publishers.

22. O'Connor, C. & Stagnitti, K. (2011). Play, Behaviour, Language and Social Skills: The Comparison of a Play and a Non-Play Intervention within a Specialist School Setting. *Research in Developmental Disabilities*, 32, 1205-1211. DOI: [10.1016/j.ridd.2010.12.037](https://doi.org/10.1016/j.ridd.2010.12.037)
23. Stagnitti, K. & Casey, S. (2011). Il programma *Learn to Play* con bambini con autismo: considerazioni pratiche e evidenze. *Autismo Oggi*, 20, 8-13.
24. Stagnitti, K., O'Connor, C., & Sheppard, L. (2012). The impact of the Learn to Play program on play, social competence and language for children aged 5-8 years who attend a special school. *Australian Occupational Therapy Journal*, 59 (4), 302-311.
25. Stagnitti, K. (2014). The Parent Learn to Play program: building relationships through play. In E. Prendiville and J. Howard (Eds). *Play Therapy Today*. (pp. 149-162). London: Routledge.
26. Stagnitti, K. (2016). Play therapy for school-age children with high functioning autism. In A. Drewes and C. Schaefer (Eds.). *Play Therapy in Middle Childhood*. (pp. 237-255). New York: American Psychological Association.
27. Stagnitti, K. (2015/6). Play, narrative, and children with Autism. In S. Douglas & L. Stirling (Eds), *Children's Play, Pretence, and Story: Studies in Culture, Context, and Autism Spectrum Disorder* (pp. 51-71). New York: Psychology Press.

Active Play Program

28. Stagnitti, K., Kenna, R., Malakellis, M., Kershaw, B., Hoare, M. & de Silva-Sanigorski (2011). Evaluating the feasibility, effectiveness and acceptability of an active play intervention for disadvantaged pre-school children: A pilot study. *Australasian Journal of Early Childhood*, 36(3), 66-72.

(Active Play book available FREE from the website learntoplay.com)

Various topics related to play or practice

29. Clift, S., Stagnitti, K. & DeMello, L. (1998). A validation study of the Test of Pretend Play using correlational and classificational analysis. *Child Language Teaching and Therapy*, 14, 199-209.
30. Clift, S., Stagnitti, K. & DeMello, L. (2000). A developmentally appropriate test of kinder/school readiness. *Australian Journal of Early Childhood*, 25, 22-26.
31. Stagnitti, K. & Unsworth, C. (2000). The importance of pretend play to child development: An occupational therapy perspective. *British Journal of Occupational Therapy*, 63, 121-127.
32. Stagnitti, K., & Jellie, L. (2004). Play and literacy: what is the connection? *EQ Australia, Autumn*, 48-49.

33. Jennings, C., & Stagnitti, K. (2007). 'From little things big things grow' *EQ Australia* Issue One, Autumn, 34-36.
34. D'Cruz, H. & Stagnitti, K. (2010). When parents love and don't love their children: some children's stories. *Child & Family Social Work*, 15, 216-225. doi:10.1111/j.1365-2206.2009.00662.x
35. Stagnitti, K. (2010). Play. In M. Curtin, M. Molineux and J. Supyk-Mellson (Eds). *Occupational Therapy and Physical Dysfunction Enabling Occupation*. 6th Ed. (pp. 371-387). London: Elsevier.
36. Pfeifer, L., Terra, L. N., Lício dos Santos, J., Stagnitti, K., & Panúncio-Pinto, M.P. (2011). Play partners, places, toys and play activities in children with ADHD and typical children. *Australian Occupational Therapy Journal*, 58 (6), 419-428.
37. Taket, A., Stagnitti, K., Nolan, A., & Casey, S. (2012). Preschool teachers' strategies for supporting resilience in early childhood. *Professional Voice*, 9, 39- 45.
38. Pepin, G., & Stagnitti, K. (2012). Come play with me. An argument to link ASD and Anorexia Nervosa through early childhood play. *Eating Disorders: The Journal of Treatment and Prevention*, 20, 254-259.
39. Casey, S., Stagnitti, K., Taket, A., & Nolan, A. (2012). Early Peer Play Interactions of Resilient Children Living In Disadvantaged Communities. *International Journal of Play*, 3, 311-323.
40. Kennedy, J., Brown, T., & Stagnitti, K. (2013). Are child-report and parent-report perceptions predictive of children's performance-based motor skill assessment results? *Scandinavian Journal of Occupational Therapy*, 20, 45-53.
41. Watts, T., Stagnitti, K., & Brown, T. (2014). Sensory processing and play: a systematic review. *American Journal of Occupational Therapy*, 68, 37-46.
42. Nolan, A., Taket, A. & Stagnitti, K. (2014). Supporting resilience in early years classrooms: the role of the teacher, *Teachers and Teaching: theory and practice*, 20 (5), 595-608. DOI:10.1080/13540602.2014.937955
43. Taket, A, Nolan, A., & Stagnitti, K. (2014) Family strategies to support and develop resilience in early childhood. *Early Years: An International Research Journal*, 34 (3), 289-300. DOI: 10.1080/09575146.2013.877421
44. Goldingay, S., Stagnitti, K., Sheppard, L., McGillivray, J., McLean, B., Pepin, G. (2015). An intervention to improve social participation for adolescents with autism spectrum disorder: Pilot study. *Developmental Neurorehabilitation*, 18 (2), 122-130.
45. Dender, A. & Stagnitti, K. (2015). Children's play in the Australian Indigenous context: the need for a contemporary view, *International Journal of Play*, 4, 3-16. DOI: 10.1080/21594937.2014.977036
46. Smith, R., Stagnitti, K., Lewis, A., Pepin, G. (published online June 2015). The views of parents who experience intergenerational poverty on parenting and play: a qualitative analysis. *Child: care health and development*. DOI. 10.0000/cch.12268

47. McEwan, S., Andrews, F., & Stagnitti, K. (2015). The Efficacy of Co-locating a Supported Playgroup in a Shopping Centre, *Communities, Children & Families*, 9 (1), 69-85.

Book Chapters

Stagnitti, K. (2005). The family as a unit in postmodern society. In G. Whiteford and V. Wright St. Clair (Eds.) *Occupation and Practice in Context*. (p. 213-229). Sydney: Elsevier.

Stagnitti, K. (2009). Children and pretend play. In K. Stagnitti and R. Cooper (Eds.) *Play as Therapy: Assessment and therapeutic interventions*. (pp.59-69). London: Jessica Kingsley Publishers.

Stagnitti, K. & Jennings, C. (2009). The Reading Discovery Program: increasing social inclusion of marginalised families. In A. Taket, A. Nevill, B. Crisp, G. Lamaro, M. Graham, and S.Barter-Godfrey (Eds.) *Theorising Social Exclusion and Social Connectedness*. (pp. 105-116). New York: Routledge.

Stagnitti, K. (2010). Helping kindergarten teachers foster play in the classroom. In A. Drewes and C. Schaefer (Eds). *School based play therapy*. Wiley: New York.

Stagnitti, K., Frawley, M., Lynch, B., & Fahey, P. (2013). Increasing social cohesiveness in a school environment. In A. Taket, B. Crisp, M. Graham, L. Hanna, S. Goldinay, & L. Wilson (eds.) *Practising Social Inclusion*. Routledge: London.

Goldingay, S. & Stagnitti, K. (2013). Inclusive service design for young people with learning disabilities who exhibit behaviours of concern. In A. Taket, B. Crisp, M. Graham, L. Hanna, S. Goldinay, & L. Wilson (eds.) *Practising Social Inclusion*. Routledge: London.

Nolan, A., Stagnitti, K., Taket, A., and Casey, S. A. (2014). Supporting resilience in the early years: Making a difference. In: S. Garvis and D. & Pendergast (Eds) *Health and Wellbeing in Childhood*. (pp. 240-252). Melbourne: Cambridge University Press.

Books on play

Stagnitti, K. (1998). *Learn to Play. A practical program to develop a child's imaginative play*. Melbourne: Co-ordinates Publications. (Available this website)

Stagnitti, K. (2016). *Pretending with Objects*. (Available from learntoplayevents.com). Previously published as "Playthings: 101 uses for everyday objects".

Stagnitti, K. & Jellie, L. (2006). *Play to learn. Building literacy in the early years*. (Available from learntoplayevents.com)

Stagnitti, K., van Herwerden, L., Sanigorski, A., Wolfe, A., & Kenna, R. (2007). *The Structured Active Play Program*. Geelong: Romp and Chomp Project. ISBN: 978-0-9803331-0-7. Available FREE from learntoplayevents.com

Stagnitti, K. Robertson, N., Sanigorski, A., van Herwerden, L., Wolfe, A., & Kenna, R. (2008). *Kids – ‘Go for your life’ Active Play Program: a program for early childhood services*. Deakin University. ISBN: 978-0-9803331-1-4. Available FREE from learntoplayevents.com

Stagnitti, K. & Cooper, R. (eds.). (2009). *Play as Therapy: Assessment and Intervention*. London: Jessica Kingsley Publishers.

Assessment Manual and Kit

Stagnitti, K. (2007). *The Child-Initiated Pretend Play Assessment manual and kit*. Co-ordinates Publications: Melbourne.

Reports

Stagnitti, K. & Jennings, C. (2007). *The effectiveness of the Reading Discovery Program as an intervention to increase literacy and social inclusion for marginalised children. A pilot study*. (Research Report No. 1). Geelong, Victoria: Deakin University, School of Health and Social Development, Occupational Science and Therapy.

Stagnitti, K., Robertson, N. & Sangster, T. (2015). *Voice of the Child. External evaluation*. Barwon Child Youth and Family.

Professional Poster (commercial)

Stagnitti, K. (2013) *Development of Imaginative Play*. Poster. Melbourne: Co-ordinates Publications. Re-issued 2013.