



ChIPPA Workshop

ChIPPA workshop
20 - 22 July, 2016
Melbourne
9:00am - 4:30pm



Rendezvous Hotel Melbourne
328 Flinders St, Melbourne VIC 3000
Stanley Room

About

The Child-Initiated Pretend Play Assessment (ChIPPA) – administration, scoring and interpretation.

This three day workshop takes participants through the assumptions of this assessment, and a brief history of its development. How to administer this assessment and score this assessment is covered in first two days of this workshop. The final day is dedicated to the interpretation of scores.

The ChIPPA is a unique assessment that is child-initiated. This assessment provides information on how a child functions and organises him/herself. The self-initiation of pretend play is not routinely assessed even though information relating to a child's level of complexity in play provides valuable information that can be inferred for the child's language, narrative and social competence (based on validity studies of the ChIPPA).

The ChIPPA is a norm referenced assessment of a child's ability to self-initiate play. This workshop will be focused on the ChIPPA-2, the second edition of the ChIPPA.

Day 1

Introduction to the ChIPPA
Underlying assumptions and development
Selection of play materials
Administration
Overview of scoring

Day 2

Scoring with practice in small groups

Day 3

Interpretation

Presenter's profile

Professor Karen Stagnitti currently works as Professor, Personal Chair at the School of Health and Social Development at Deakin University, Victoria, Australia. She graduated with a Bachelor degree in Occupational Therapy from the University of Queensland. For over 30 years she has mainly worked in early childhood intervention programs in community-based settings as part of a specialist paediatric 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 five books on play. She also has over 80 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. From this research, the Learn to Play approach to building play ability in children was developed through clinical work. Throughout the year, she is invited to present her work on the play ability of children nationally and internationally. Currently she teaches into the Master of Child Play Therapy at Deakin University.