



Learn to Play Workshop

Learn to Play workshop
18 - 19 July, 2016
Melbourne
9:00am - 4:30pm



Rendezvous Hotel Melbourne
328 Flinders St, Melbourne VIC 3000
Ballroom B

About

This workshop provides participants with knowledge on the development of pretend play from 18 months to 5 years and how to use this knowledge as an assessment of a child's play ability. The links between pretend play, theory of mind, narrative language and self-regulation are also discussed. On the second day the Learn to Play therapy approach is explained and participants are taken through the principles and process of this program, which includes the 11 key play skills that are an essential part of a child's ability to play.

The workshop uses a mixture of information giving, case studies, video analysis and practice of the key skills in a small group format. The workshop is aimed to give therapists, teachers and early intervention workers practical skills they can use the next time they are working with children and families. The Learn to Play therapy approach aims to develop the capacity in children to self-initiate their pretend play.

At this workshop the Pretend Play Developmental Checklist will be available and participants will be trained in its use for practice.

Day 1

The development of pretend play

Pretend play and links to language, narrative and implications for literacy; social competence; and self-regulation. Research on brain development and pretend play.

Assessment of pretend play using the SIPDC-R and patterns of play

Day 2

Learn to Play therapy approach

Principles, the Learn to Play process to engage children in spontaneous play

11 Key skills

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.