

A list of the known publications (and unpublished theses) on the CHIPPA, which underpin the CHIPPA-2, are listed below. Some papers are listed under reliability and validity as the papers include information on both.

Publications on the CHIPPA that underpin the CHIPPA2

Reliability

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. doi: 10.2182/cjot.2011.78.3.7

Stagnitti, K. Unsworth, C., & Rodger, S. (2000). The development of an assessment to discriminate the play of preschoolers with suspected pre-academic problems from typically developing preschoolers. *Canadian Journal of Occupational Therapy*, 67, 291-303.

Stagnitti, K., & Unsworth, C. (2004). The test-retest reliability of the Child-Initiated Pretend Play Assessment. *American Journal of Occupational Therapy*, 58, 93-99. doi:[10.5014/ajot.58.1.93](https://doi.org/10.5014/ajot.58.1.93)

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. doi:10.1111/j.1440-1630.2006.00592.x

Validity

Cartwright, V. L. (2004). *A validation study of the Child-Initiated Pretend Play Assessment with 5 – 6-year-old children*. Unpublished honours thesis, University of Newcastle, Australia.

Casey, S. (2018). *A 3 year longitudinal study of resilient children's play and self-regulation*. Unpublished Doctoral Thesis, Deakin University, Geelong, Australia.

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. doi:10.1080/21594937.2012.741432

Dooley, B. (2017). *An investigation of play themes during a Child-Initiated Pretend Play Assessment*. Unpublished Masters Thesis, Deakin University, Geelong, Australia.

Dooley, B., Stagnitti, K., & Galvin, J. (2019). Pretend play ability of children with acquired brain injury. *British Journal of Occupational Therapy*. doi:[10.1177/0308022619836941](https://doi.org/10.1177/0308022619836941)

Fink, N., Stagnitti, K., & Galvin, J. (2012). Pretend play of children with Acquired Brain Injury: an exploratory study. *Developmental Neurorehabilitation*, 15(5), 336-342. doi: 10.3109/17518423.2012.655798

Jellie, L. (2006). *The relationship between pretend play and narrative in preschool children*. Unpublished masters thesis, Flinders University, Adelaide, Australia.

- 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. doi: 10.1037/a0014559
- Milich, B. (1999). *Imaginative play skills in the child with autism*. Unpublished honours thesis. LaTrobe University, Melbourne, Australia.
- Pfeifer, L., Pacciullo, 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
- Roberts, T., Stagnitti, K., Brown, T.I., & Bhojti, A. (2018). Relationship between sensory processing and pretend play in typically developing children. *American Journal of Occupational Therapy, 72*(1), e1-e8. doi:10.5014/ajot.2018.027623
- 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. doi: 10.3109/17549507.2014.941934
- 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.
- 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. doi: 10.1111/j.1440-1630.2006.00592.x
- Uren, N., & Stagnitti, K. (2009). Pretend play, social competence and learning in preschool children. *Australian Occupational Therapy Journal, 56*, 33-40. doi: 10.1111/j.1440-1630.2008.0761.x

Test development

- Stagnitti, K., Rodger, S., & Clarke, J. (1997). Determining gender-neutral toys for play assessment with preschool children. *Australian Occupational Therapy Journal, 44*, 119-131.
- Stagnitti, K. (2002). *The development of a child-initiated pretend play assessment*. Unpublished Doctoral Thesis, LaTrobe University, Melbourne, Australia.
- Stagnitti, K. (2004). Understanding play: implications for play assessment. *Australian Occupational Therapy Journal, 51*, 3-12. doi: 10.1046/j.1440-1630.2003.00387.x
- Stagnitti, K. (2009). Pretend play assessment. In K. Stagnitti & R. Cooper (Eds.), *Play as Therapy: Assessment and therapeutic interventions* (pp. 87-101). London: Jessica Kingsley Publishers.
- 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). Lanham USA: Rowman & Littlefield.

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.

Cross-cultural research

Chiu, H-M., Chen, K-L., Lee, Y-C., Chen, C-T., Lin, C-H., & Lin, Y-C. (2017). The relationship between pretend play and playfulness in children with autism spectrum disorder. *American Journal of Occupational Therapy*, 71, Supplement, 266-266. doi:10.5014/ajot.2017.71S1-PO2051

Dabiri Golchin, M., Mirzakhani, N., Stagnitti, K., Dabiri Golchin, M., & Rezaei, R. (2017). Psychometric properties of Persian Version of "Child-Initiated Pretend Play Assessment" for Iranian children. *Iran Journal of Pediatrics*, 27(1), e7053. doi:10.5812/ijp.7053.

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. doi: 10.1111/j.1440-1630.2010.00905.x

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. (2016) Corrigendum International Journal of Play, 5:1, 116-116, doi:10.1080/21594937.2015.1134046

Dender, A., & Stagnitti, K. (2017). Content and cultural validity in the development of the Indigenous Play Partner Scale. *Australian Occupational Therapy Journal*, 64, 283–293. doi: 10.1111/1440-1630.12355

Lee, Y-C., Chan, P-C., Lin, S-K., Chen, C-T., Huang, C-Y., & Chen, K-L. (2016). Correlation patterns between pretend play and playfulness in children with autism spectrum disorder, developmental delay, and typical development. *Research in Autism Spectrum Disorders*, 24, 29-38. doi:10.1016/j.rasd.2016.01.006

Lin, S-K., Tsai, C-H., Li, H-J., Huang, C-Y., & Chen, K-L. (2017). Theory of mind predominantly associated with the quality, not quantity, of pretend play in children with autism spectrum disorder. *European Child & Adolescent Psychiatry*, 26, 1187-1196. doi:10.1007/s00787-017-0973-3

Medeiros dos Santos, D., Valdivia Lucisano, R., & Pfeifer, L.I. (2019). An investigation of the quality of pretend play ability in children with cerebral palsy. *Australian Occupational Therapy Journal*, 66, 210-218. doi.org/10.1111/1440-1630.12539

Mirzakhani, N., Dabiri Golchin, M., Rezaee, M., Tabatabaee, S. M., Zeinali, R., Yasaei, R., Dabiri Golchin, M., & Stagnitti, K. (2016). Translation, face, and content validity on "child initiated pretend play assessment" for 4 – 7 years children. *Scientific Journal of Rehabilitation Medicine*, 5 (1), 21-30. Retrieved from <https://www.sid.ir/en/journal/ViewPaper.aspx?id=509397>

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. doi: 10.2182/cjot.2011.78.3.7

Stagnitti, K., & Dender, A. (2019). *The Indigenous Child-Initiated Pretend Play Assessment*. Melbourne: learntoplayevents.com.

Tigerstied, H. & Stagnitti, K. (2014). *The ChIPPA in Finland*. Paper presentation. European Sensory Integration Congress, Naantali, Finland.

ChIPPA as an outcome measure

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

Parson, J. & Stagnitti, K. (2018) *Play assessment informs therapy for children with foetal alcohol spectrum disorder (FASD)*. Presented at the 13th international conference on child and adolescent psychopathology conference. Kuching, Sarawak (on Borneo Island) Malaysia. August, 6-8.

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. doi: 10.1177/1476718X15579741

Stagnitti, K., Bailey, A., Hudspeth-Stevenson, E., Reynolds R., & Kidd, E. (2016). 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, 14*(4), 389-406. doi: 10.1177/1476718X15579741

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. doi: 10.1111/j.1440-1630.2012.01018.x

Stagnitti, K., & Pfeifer, L. (2017). Methodological considerations for a directive play therapy approach for children with autism and related disorders. *International Play Therapy Journal, 26*(3), 160-171. doi:10.1037/pla0000049

Stagnitti, K. (2004). Occupational performance in pretend play; implications for practice. In M. Mollineux (Ed.) *Occupation for Occupational Therapists* (pp. 103-121). Oxford: Blackwell Science.

Stagnitti, K. (2016). 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.