

# Play Publications by Karen Stagnitti

1997 to 2020

This is a list of publications related to research into play. I have listed the publications by subject. In the list below I have not included conference presentations or invited presentations. I have included peer reviewed journal articles, invited papers, book chapters, and books. Some publications are listed twice as they are relevant to more than one heading.

## The Child-Initiated Pretend Play Assessment – research on construction and psychometrics

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., & Unsworth, C. (2004). The test-retest reliability of the Child-Initiated Pretend Play Assessment. *American Journal of Occupational Therapy*, 58, 93-99.
4. Stagnitti, K. (2004). Understanding play: implications for play assessment. *Australian Occupational Therapy Journal*, 51, 3-12.
5. Stagnitti, K. (2004). The development of a child-initiated assessment of pretend play. *Australian Occupational Therapy Journal*, 51, 170.
6. 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.
7. Uren, N., & Stagnitti, K. (2009). Pretend play, social competence and learning in preschool children. *Australian Occupational Therapy Journal*, 56, 33-40.
8. 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.
9. 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.
10. 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
11. Fink, N., Stagnitti, K., Galvin, J. (2012). Pretend play of children with Acquired Brain Injury: an exploratory study. *Developmental Neurorehabilitation*, 15(5), 336-342.
12. 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.
13. 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.
  14. Dabiri Golchin, M., Mirzakhani, N, Stagnitti, K., Dabiri Golchin, M. & Mehdi Rezaei (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.
  15. Roberts, T., Stagnitti, K., Brown, Tl, Bhopti, A. (2018). Relationship between sensory processing and pretend play in typically developing children. *American Journal of Occupational Therapy*, 72 (1), e1-e8.
  16. Dooley, B., Stagnitti, K., & Galvin, J. (2019). An investigation of the pretend play abilities of children with an acquired brain injury. *British Journal of Occupational therapy*, 0 (0). 1 – 9. DOI: 10.1177/0308022619836941

### **The Child-Initiated Pretend Play Assessment as an outcome measure**

1. 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)
2. 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.
3. 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

### **Cross Cultural research**

- 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
- 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.
- 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.

Dender, A. M. & 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.

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.

Dabiri Golchin, M., Mirzakhani, N, Stagnitti, K., Dabiri Golchin, M. & Mehdi Rezaei (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.

### **Other Play Assessments**

Stagnitti, K. (2017). *The Pretend Play Enjoyment Developmental Checklist. Manual and professional and parent/carer scoring forms*. Learn to Play: Melbourne.

Stagnitti, K. (2018). *The Animated Movie Test*. Learn to Play: Melbourne.

Stagnitti, K. & Paatsch, L. (2018). *Pretend Play Checklist for Teachers*. Learn to Play: Melbourne.

### **Learn to Play Therapy**

Stagnitti, K. (2020 forthcoming). *Learn to Play Therapy: principles, process, and practical activities*. Learn to Play: Melbourne.

Stagnitti, K. & Casey, S. (2011). The *Learn to Play* program with children with Autism: practical considerations and evidence. *Autismo Oggi*, 20, 8-13. (Il programma *Learn to Play* con bambini con autismo: considerazioni pratiche e evidenze. *Autismo Oggi*, 20, 8-13.)

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

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.

- 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.
- 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.
- Stagnitti, K. (2010). Helping kindergarten teachers foster play in the classroom. In A. Drewes and C. Schaefer (eds). *School based play therapy* (pp. 145-161). Wiley: New York.
- 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). Routledge: London.
- 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.
- 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). American Psychological Association: New York.
- Stagnitti, K. (2017). A growing brain – a growing imagination. In E. Prendiville & J. Howard (Eds). *Creative Psychotherapy. Applying the principles of neurobiology to play and expressive arts-based practice* (pp. 185-200). Oxon: Routledge.
- Stagnitti, K. (2019). Emergence of Self through Learn to Play Therapy in L. Yasenik & K. Gardner (eds). *Turning points in play therapy and emergence of self*. (43-58). London: Jessica Kingsley Publishers.
- Parson, J., Stagnitti, K., Dooley, B., & Renshaw, K. (forthcoming). Playability: observing, engaging and sequencing play skills for very young children. In J. Courtney (Ed.). *Infant Play Therapy: foundations, models, programs, and practice*. Routledge.
- Stagnitti, K. (2017). Pretending with objects. FREE DOWNLOAD. [Learntoplayevents.com](http://Learntoplayevents.com)
- Stagnitti, K. (2017). *Parent Learn to Play facilitators manual and parent handbook*. Learn to Play: Melbourne.

### **Play and Language/Narrative**

- 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. & 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.

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.

Stagnitti, K. & Jellie, L. (2020 forthcoming). *Play and Narrative: building literacy skills in the early years*. Learn to Play: Melbourne.

### **Pretend play**

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.

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.

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

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. (2010). Play. In M. Curtin, M. Mollineux and J. Supyk-Mellson (Eds). *Occupational Therapy and Physical Dysfunction Enabling Occupation*. 6<sup>th</sup> Ed. (pp. 371-387). London: Elsevier.

### **Imagine, Create, Belong – building play in neuro diverse adolescents with social difficulties**

Goldingay, S., Stagnitti, K., Dean, B., Robertson, N., Davidson, D. & Francis, E. (2020). *Storying beyond social difficulties for neuro-diverse adolescents: The Imagine Create Belong social development program*. Routledge: London.

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.

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*. (pp. 106-114). Routledge: London.

## Various publications: play, children, parents

- 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.
- Clift, S., Stagnitti, K. & DeMello, L. (2000). A developmentally appropriate test of kinder/school readiness. *Australian Journal of Early Childhood*, 25, 22-26.
- Stagnitti, K. (2003). A review of play and play assessments used in occupational therapy. *Japanese Journal of Occupational Therapy*, 22, 267-280.
- 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
- 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.
- 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.
- Brown, T., Morrison, I., Stagnitti, K. (2010). The Reliability of Two Sensory Processing Scales Used with School-Age Children: Comparing the Response Consistency of Mothers, Fathers, and Classroom Teachers Rating the Same Child. *Journal of Occupational Therapy, Schools, & Early Intervention*, 3 (4), 331-347.
- 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.
- Brown, T., O'Keefe, S. & Stagnitti, K. (2011). Activity preferences and participation of school-aged children living in urban and rural environments. *Occupational Therapy in Health Care*. 25(4), 225-239. (doi:10.3109/07380577.2011.589889)
- Chinner, A., Brown, T., & Stagnitti, K. (2011). The reliability of two visual motor integration tests used with children. *Journal of OT, Schools & Early Intervention*, 4(2), 129-140.
- Taket, A., Stagnitti, K., Nolan, A., & Casey, S. (2012). Preschool teachers' strategies for supporting resilience in early childhood. *Professional Voice*, 9, 39-45.

- 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.
- 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.
- 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.
- Sheppard, L., Osmond, J. & Stagnitti, K. (2013). The effectiveness of a multidisciplinary intervention to improve school readiness in children with developmental concerns: Children's skill development and parent perspective. *Journal of Occupational Therapy, Schools, & Early Intervention*, 6 (2), 94-107.
- Andrews, F., Griffiths, N., Harrison, L., & Stagnitti, K. (2013). The expectations of parents on low incomes and therapists who work with parents on low incomes of the first therapy session. *Australian Occupational Therapy Journal*, 60 (6), 436-444.
- Watts, T., Stagnitti, K., & Brown, T. (2014). Sensory processing and play: a systematic review. *American Journal of Occupational Therapy*, 68, 37-46
- 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
- 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
- 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.
- Smith, R., Stagnitti, K., Lewis, A., Pepin, G. (2015). The views of parents who experience intergenerational poverty on parenting and play: a qualitative analysis. *Child: care health and development*. 41, (6), 873-881. DOI. 10.0000/cch.12268
- Stagnitti, K. (2017). Occupation-centred paediatric practice Sylvia Rodger's contribution. *Australian Occupational Therapy Journal*, 64 (Suppl 1), 24-26. Doi: 10.1111/1440-1630.1237.
- Murphy, C., Brown, T. & Stagnitti, K. (2018 online). The influence of personal and environmental factors on typically developing children's activity participation. *Journal of Occupational Therapy, Schools, and Early Intervention*.

- 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*. (pp. 91-105). 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.
- Nolan, A., Stagnitti, K., Taket., & Casey, S. (2017). Supporting resilience. In S. Garvis & D. Pendergast (eds.). *Health and Wellbeing in Childhood*. 2<sup>nd</sup> Ed. (pp. 269 -282). Melbourne: Cambridge University Press.
- 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. FREE DOWNLOAD [learntoplayevents.com](http://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. FREE DOWNLOAD [learntoplayevents.com](http://learntoplayevents.com)
- Stagnitti, K. & Cooper, R. (eds.). (2009). *Play as Therapy: Assessment and Intervention*. 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 *Theorising Social Exclusion and Social Connectedness*. (pp. 105-116). New York: Routledge.