

Name: \_\_\_\_\_ DOB: \_\_\_\_\_ Chronological Age/Sex: \_\_\_\_\_ M F  
 Medical diagnosis: \_\_\_\_\_ Speech and Language Diagnosis: \_\_\_\_\_  
 Speech Pathologist: \_\_\_\_\_ DOE: \_\_\_\_\_

## WESTBY SYMBOLIC PLAYSCALE (WSPS)

### A. Pre-Symbolic Levels

<i>PLAY</i>			<i>COMMUNICATION</i>
<i>Object Permanence</i>	<i>Means-End Problem Solving</i>	<i>Object Use</i>	
<b>Presymbolic Level 1: 8-12 mos.</b>			
___ Aware that objects exist when not seen; finds toy hidden under cloth, box, etc.; associates object with location	___ Attains toy by pulling cloth on which toy is resting ___ Attains toy by pulling string ___ Touches adult to continue activity	___ Explores movable parts of toy ___ Does not mouth all toys. Uses several different schemas (patting, banging, turning, throwing, etc.) uses some differential schemas on familiar object	___ No true language: may have per formative words that are associated with action or with the total situation ___ Shows and gives objects Exhibits the following communicative intents: ___ Request (instrumental) ___ Command (regulatory)
<b>Presymbolic Level 2: 13-17 mos.</b>			
___ Aware that objects exist separate from location: finds objects hidden in first one location and then in a second or third location	___ Understands "in-ness"; dumps objects out of bottle ___ Hands toy to adult if unable to operate it ___ Hands toy to adult to gain attention ___ Uses index finger to point to desired objects	___ Recognizes operating parts of toys (attends to knobs, levers, buttons) ___ Discovers operation of toys through trial and error ___ Uses familiar objects appropriately	___ Context-dependent single words e.g. child may use word "Car" when riding in a car tends to come & do in child's vocabulary Exhibits the following communicative functions: ___ Request                      ___ Command ___ Interactional                ___ Personal ___ Protest                        ___ Label ___ Response                      ___ Greeting

## B. Symbolic Levels

PLAY			LANGUAGE		
<i>Decontextualization</i> (What props are used in pretend play?)	<i>Thematic Content</i> (What schemas/scripts does the child represent?)	<i>Organization</i> (How coherent and logical are the child's schemas/scripts?)	<i>Self-other Relations</i> (What roles does child take and give to toys and other people?)	<i>Function</i>	<i>Form and Content</i>
<b>Symbolic Level I: 17-19 mos.</b>					
Child exhibits internal mental representation  ___ Tool use (uses stick to reach toy) ___ Finds toy invisibly hidden (when placed in box and box emptied under scarf) ___ Pretends using life-like props ___ Does not stack solid ring	___ Familiar everyday activities, (e.g. eating, sleeping) in which child has been an active participant	___ Short, isolated schemas (single pretend actions)	___ Self as agent (auto symbolic or self-representational play; e.g. child pretends to go to sleep, to eat from spoon or to drink from cup)	Directing ___ Requesting ___ Commanding ___ Interactional Self-Maintaining ___ Protesting ___ Protecting self & interests Commenting ___ Labeling (objects and activity) ___ Indicating personal feeling	Beginning of the verbal communication. Words have following functional and semantic relations: ___ Recurrence ___ Existence ___ Nonexistence ___ Rejection ___ Denial ___ Agent ___ Object ___ Action or state ___ Location ___ Object or person associated with object or person
<b>Symbolic Level II: 19-22 mos.</b>					
	___ Activities of familiar others (e.g. cooking, reading, cleaning)	___ Short, isolated schema combinations (Child combines two actions or toys in pretend; e.g. rocking doll and putting it to bed; pouring from pitcher into cup; or feeding doll from plate with spoon)	___ Child acts on doll (doll is passive recipient of action); brushes doll's hair, feeds doll, covers doll with blanket  ___ Child performs pretend actions on more than one object or person (e.g. feeds self, a doll, mother, and another child)	___ Refers to objects and person not present ___ Requests information	Beginning of word combination with the following semantic relations: ___ Agent-action ___ Action-object ___ Agent-object ___ Attributive ___ Dative ___ Action-location ___ Possessive

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<b>Symbolic Level III: 2 years</b>					
		__Elaborated single schemas (represents daily experiences with details, e.g. puts pan on stove; collects items associated with cooking/eating such as dishes, pans, silverware, glasses, high chair)		__Comments on activity of self (get apple) __Comments on doll (baby sleep)	__Uses phrases and short sentences Appearances of morphological markers (tenses, plural, possessive) __Present progressive (-ing) on verbs __Plural __Possessive
<b>Symbolic Level IV: 2 ½ years</b>					
	Represents personally experienced events that occur less frequently, particularly those that are memorable because they are pleasurable or traumatic: __store shopping __doctor-nurse-sick child	Evolving episode sequences (e.g. child mixes cake, bakes it, serves it)	__Talks to doll		Responds appropriately to the following "WH" questions in context: __What __Who __Whose __Where __What ... do __Asks "WH" questions (generally puts "WH" at beginning of sentence) __Responds to why questions inappropriate except for well-known routines __Asks why, but often inappropriate and does not attend to answer

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<b>Symbolic Level V: 3 years</b>					
	___ Compensatory play; Reenacts experienced events, but modifies original outcomes	___ Washes dishes or doctor checks patient, calls ambulance, takes patient to hospital); sequence is not planned	___ Transforms self into role ___ Engages in associative play (i.e. children do similar activities, may share same role, but no organized goal)	___ Reporting ___ Predicting ___ Narrating or storytelling	___ Uses past tense, such as "I ate cake." "I walked." ___ Uses future aspect (particularly "gonna") forms, such as, "I'm gonna wash dishes"
<b>Symbolic Level VI: 3-3 ½ years</b>					
___ Carries out pretend activities with replica toys (Fisher-Price/Play mobile doll house, barn, garage, village, airport) ___ Uses one object to represent another (e.g. stick can be a comb, chair can be a car) ___ Uses blocks and sandbox for imaginative play. Blocks used as enclosure (fences, houses) for animal and dolls	___ Observed events (i.e. events in which child was not an active participant – e.g. police officer, fire fighter, war, schemas/scripts from TV shows – Superman, Wonder Woman, He Man) ___ Highly imaginative activities that		Uses doll or puppet as participant in play: ___ Child talks for doll ___ Reciprocal role-taking – child talks for doll and as parent of doll ___ Child assigns roles to other children ___ Uses dolls and puppets to act out schemas/scripts	Projecting ___ Gives desires, thoughts, feeling to doll or puppet ___ Uses indirect request; (e.g. "mommy lets me have cookies for breakfast") ___ Changes speech depending on listener ___ Reasoning (integrates reporting, predicting, projecting, information)	Descriptive vocabulary expands as child becomes more aware of perceptual attributes. Uses term for the following concepts (not always correctly): ___ shapes ___ sizes ___ colors ___ textures ___ spatial relations ___ Uses metalinguistic and metacognitive (ability to plan ahead, self-monitor & self-correct) language e.g. "He said...", "I know..."

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<b>Symbolic Level VII: 3 ½-4 years</b>					
___ Uses language to invent props and set scene ___ Builds 3D structures with blocks		___ Schemas/scripts are planned ___ Child hypothesizes, "What would happen if"	___ Child or doll has multiple roles (e.g. mother and wife; fireman, husband, father)	___ Uses language to take roles of character in the play, stage manager for the props, or as author of the play story	___ Uses modals (can, may, might, will, would, could) ___ Uses conjunctions (and, out, so if, because) Note: Full competence for modals and conjunctions does not develop until 10-12 years of age ___ Begins to respond appropriately to why and how questions that require reasoning
<b>Symbolic Level VIII: 5 years</b>					
___ Can use language to set the scene, actions, and roles in the play	___ Highly imaginative activities that integrate parts of known schemas/scripts for events child has never participated in or observed (e.g. astronaut builds ship, files to strange planet, explores, eats unusual food, talks with creatures on planet)	___ Plan several sequences or pretend events; organizes what is needed – both objects and other children, coordinates several scripts occurring simultaneously	___ Engages in collaborate play (i.e. play roles coordinated and themes are goal-directed)		___ Uses relational terms (then, when, first, last, next, while, before, after) Note: Full competence does not develop until 10-12 years of age