The Play Observation Scale

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(revised 1989)

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M. Schmuckler
The Development of the Scale

Early observation investigations of children’s free play preferences often focused upon the formulation of social participation hierarchies. Thus, in a now classic study, Parten (1932) discovered that social participation among preschoolers increased with the child’s age. Parten defined six sequential social participation categories: unoccupied behavior, solitary play, onlooker behavior, parallel play, associative play, and cooperative play. Preschooler’s modal play preference from 2½ to 3½ years was parallel play, and from 3½ to 4½ was associative play.

A second major early source of information concerning children’s play behaviours stemmed from Piaget’s (1962) classification of three successive stages according to the degree to which play remains purely sensorimotor or has some bearing on thought itself. Smilansky (1968) elaborated upon the original Piaget categories and labeled them as follows: (a) functional play – simply repetitive muscle movements with or without objects; (b) constructive play – manipulation of objects to construct or to “create” something; (c) dramatic play – the substitution of an imaginary situation to satisfy the child’s personal wishes and needs; and (d) games-with-rules – the acceptance of prearranged rules and the adjustment to these rules.

The four types of play have been thought to develop in a relatively fixed sequence with functional play appearing ontogenetically first in infancy and games-with-rules last (during concrete operations). Recent studies, however, have indicated that constructive and dramatic play develop simultaneously and follow the same developmental course (Rubin, Fein, & Vandeberg, 1983).

The observation scale described in this manual represents an attempt to relate the two long-standing play hierarchies, one social (Parten, 1932), the other cognitive (Piaget, 1962). In recent studies the scale has proven useful in determining (a) age and sex differences in children’s play; (b) SES differences in play; (c) effects of ecological setting of play; (d) individual differences in play; and (e) the social contexts within which the various forms of cognitive play are distributed. In addition, the scale has been used to identify both extremely withdrawn and aggressive children who are “at risk” for later psychological difficulties. An abbreviated and selective bibliographical list of studies in which the play scale has been used at the University of Waterloo as well as at other universities is included in this manual.

Definitions of Play and Non-Play Categories

When coding a child’s behaviour the first decision the observer must make is whether the behaviour is play or non-play. The coding sheet is divided into play and non-play categories. The cognitive play categories (functional, constructive, dramatic, and games-with-rules) are nested with the social play categories (solitary, parallel, and group). Two non-play behaviours, exploratory and reading, are also nested with the three social play categories. Thus, there are 18 possible nested behaviours (solitary-functional, solitary-constructive, etc). The remaining non-play categories are unoccupied behavior, onlooker behaviour, conversation with teacher or peers, transitional and aggressive behaviour.
1. **Social Play**

When coding the social of the focal child it is important to note (1) the proximity of the focal child to any other children in the area, and (2) the attentiveness of the focal child to his/her playmates.

A. **Solitary Play**: The child plays apart from other children at a distance greater than three feet. S/he is usually playing with toys that are different from those other children are using. The child is centered on his/her own activity and plays little or no attention to any children in the area. If the child is playing in a small area the three-foot rule is often not applicable. In such cases the observer must rely upon the relative attentiveness of the child to others in his/her social milieu.

B. **Parallel Play**: The child plays independently; however the activity often, though not necessarily, brings him/her within three feet of other children. If the child is very attentive to others while playing independently, parallel play is coded regardless of the distance between the focal child and other children. S/he is often playing with toys that are similar to those that the children around him/her are using. The child usually seems to be somewhat aware of and attentive to his/her playmates, and frequently engages in “parallel speech” (i.e., verbalizing his/her own thoughts for the benefit of other children). In short, the child plays beside or in the company of other children but does not play with his/her companions.

C. **Group Play** The child plays with other children and there is a common goal or purpose to their activity. The may be following one another in a functional or rough-and-tumble type of activity, or they may be organized for making some material product, striving to attain some competitive goal, dramatizing situations of adult or group life, or playing formal games. Whatever the activity, the goals are definitely group-centered.

2. **Cognitive Play**

In order to code the cognitive play level of a given activity the observer must first decide upon the child’s intent or purpose as s/he engages in that activity.

A. **Functional Play**: This is an activity which is done simply for the enjoyment of the physical sensation it creates. Generally speaking, the child engages in simple motor activities (e.g., repetitive motor movements with or without objects). Specific examples are climbing on gym equipment; pouring water from one container to another; jumping on and off a chair; singing or dancing for non-dramatic reasons; ringing bells and buzzers, and so on.

B. **Constructive Play**: The definition of constructive play is the manipulation of objects for the purpose of constructing or creating something. Pounding on
playdough for the sensory experience of pounding is considered to be functional play; however, pounding on playdough for the purpose of making a “pancake” is coded as constructive. Similarly, pouring water in and out of containers is a functional activity; however, pouring water into a series of containers for the purpose of filling each container to the same level is a constructive play behaviour. It can be seen, therefore, that one major distinction between functional and constructive activity concerns the child’s goal during play.

C. **Dramatic Play**: Any element of pretense play is coded as dramatic. The child may take on a role of someone else, or may be engaged in a pretend activity (e.g., pouring pretend water into a cup and then “drinking” it). S/he may also attribute life to an inanimate object (e.g., making a doll talk).

D. **Games-With-Rules**: The child accepts prearranged rules, adjust to them and controls his/her actions and reactions within the given limits. These rules may be long-standing, time-honoured rules, or they may have been decided upon by the child and/or his/her playmate(s) prior to the onset of the game. There must be an element of competition either between the focal child and other children, or with him/herself. To illustrate, two children who are taking turns bouncing a ball against a wall are not necessarily engaging in a game-with-rules activity even if they have decided that dropping the ball constitutes the end of a turn. However, if these children are counting the number of bounces successfully completed before the ball is dropped and are trying to beat the other child’s (or their own) previous score, then they are playing a “game-with-rules.”

3. **Non-Play Behaviours**

   The following behaviors are those which are not coded as play.

   A. **Exploratory**: Exploratory behaviour is defined as focused examination of an object for the purpose of obtaining visual information about its specific physical properties. The child may be examining an object in his/her hand or may be looking at something across the room. Also, if a child is listening to a noise or listening for something his/her behaviours is coded as exploratory. As previously mentioned, this behaviour has been nested within the social play categories because it can occur in solitary, parallel, or group situations.

   B. **Reading**: Generally, reading is coded when a child is reading or leafing through a book, or is being read to by a teacher or other person. However, this category has also been expanded to include listening to a record or tape recording and counting objects (for example, counting the number of pictures on a wall or the number of cards in a deck).
Because reading activities can potentially fall under any of the three social levels (solitary, parallel, or group), it has been nested within the social play categories.

C. **Unoccupied Behaviour**: There is a marked absence of focus or intent when a child is unoccupied. Generally, there are two types of unoccupied behaviors: (1) the child is staring blankly into space; or (2) the child is wandering with no specific purpose, only slightly interested, if at all, in ongoing activities. If the child is engaging in a functional activity (e.g., twisting hair or fiddling with an object) but is not attending to the activity, then the child is coded as being unoccupied. If it is judged that the child’s mind is on the functional activity, the behaviour would be coded as “functional.”

D. **Onlooker Behaviour**: When onlooking, the child watches the activities of others but does not enter into an activity. S/he may also offer comments, or laugh with the other children, but does not become involved in the actual activity.

E. **Transition**: Transition is coded when a child is setting up a new activity, moving from one activity to another, or tidying up an activity. Examples are walking across the room to watch an activity or to get a drink of water, setting up a game, or searching for a desired object.

F. **Active Conversation**: Conversation involves the verbal transfer of information to another person. Parallel and private-speech do not fall under this category as neither represent attempts at communication. Conversation is coded when a child is being spoken to by another child and is actively listening in order to respond or follow directions, and is also coded when more than one child shares laughter (eye contact must be made). However, a child who is listening to someone else’s conversation but is not specifically being spoken to is coded as engaging in onlooker behaviour instead of conversation.

Conversation with a peer is differentiated from conversation with a teacher or adult by putting a checkmark in the appropriate coding space.

G. **Aggression**: Aggression refers to non-playful physical contact with another child. It is almost always agonistic in nature. Included are hitting, kicking, grabbing, threatening, etc.

H. **Rough-and-Tumble**: This is a specialized type of functional or dramatic play which involves playful or mock fighting, running around in a non-organized fashion, or playful physical contact (e.g., tickling). After coding the behaviour as either functional or dramatic play, the observer should indicate the rough-and-tumble nature of the play by noting “RT” on the corresponding line at the right-hand side of the coding sheet.
The following four examples are illustrations of behaviors for RT is coded:

**Example 1**

A group of children are riding on tricycles around a schoolyard. They are riding as a group and are traveling as fast as they can (this is actually “group running”).

**Example 2**

Two children are sitting on the floor. One leans over and playfully flicks the other on the head. The second child laughs and returns the gesture.

**Example 3**

Two children are pretending to “superheroes.” At one point they engage in a “battle” and tussle together of the floor.

**Example 4**

A group of children are playing “house.” One child, who is pretending to be the family dog, has been “bad,” and is being spanked by the mother.

In the first two examples, the children are engaging in group functional activities, and the play should be coded as such. However, in Example 1, their functional play is of a “group running” nature, and in Example 2 they are engaging in playful, physical contact- two markers of rough-and-tumble activities.

Similarly, in the second two examples the children are involved in group-dramatic activities; however, the behaviours involve mock fighting or physical contact. Therefore, in all four cases the observer should place a checkmark in the appropriate group-functional (for Examples 1 and 2) or group-dramatic (for Examples 3 and 4) column and mark “RT” on the corresponding line at the bottom of the coding sheet.
### Summary of Play and Non-Play Behaviours

<table>
<thead>
<tr>
<th>BEHAVIOUR</th>
<th>GOAL OR INTENT</th>
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</thead>
<tbody>
<tr>
<td>Solitary</td>
<td>To engage in an activity entirely alone, usually more than three feet away from other children.</td>
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<tr>
<td>Parallel</td>
<td>To engage in an activity beside (but not with) other children, usually at a distance of three feet or less.</td>
</tr>
<tr>
<td>Group</td>
<td>To engage in an activity with another child or children, in which the cognitive goal or purpose is shared amongst all group members.</td>
</tr>
<tr>
<td>Functional</td>
<td>To experience sensory stimulation through simple, repetitive muscular movements.</td>
</tr>
<tr>
<td>Constructive</td>
<td>To create or construct something.</td>
</tr>
<tr>
<td>Dramatic</td>
<td>To dramatize life situations or bring life to an inanimate object.</td>
</tr>
<tr>
<td>Games-With-Rules</td>
<td>To engage in a competitive game-type activity following pre-established rules and limits.</td>
</tr>
<tr>
<td>Exploratory</td>
<td>To obtain visual or auditory information from an object.</td>
</tr>
<tr>
<td>Reading</td>
<td>To receive cognitive information from books, records, etc.</td>
</tr>
<tr>
<td>Unoccupied</td>
<td>There is a complete lack of goal or focus during this behaviour.</td>
</tr>
<tr>
<td>Onlooker</td>
<td>To watch (or listen to) the behaviours and activities of other children.</td>
</tr>
<tr>
<td>Transition</td>
<td>To prepare for, set out, or tidy up an activity, or to move from one activity to another.</td>
</tr>
<tr>
<td>Conversation</td>
<td>To communicate verbally with others.</td>
</tr>
<tr>
<td>Aggression</td>
<td>To express displeasure, anger, disapproval, through physical means.</td>
</tr>
<tr>
<td>Rough-and-Tumble</td>
<td>Playful physical activity.</td>
</tr>
</tbody>
</table>
Directions

1. The observer should watch the target child for 30 seconds before beginning to record behaviours, in order to become familiar with contextual cues regarding the child’s behaviours. The target child is observed for a 10 second interval. The next 10 seconds are spent coding the predominant activity observed by placing a checkmark in the appropriate column on the coding sheet. The observer should attempt to keep the length of this coding time (or “off” interval) as close to 5 seconds as possible. Thus, it will take 1½ to 2 minutes to obtain one minute of recorded observations. In order to obtain a valid measure of the child’s general play styles, we recommend that only up to 5 minutes of the child’s behavior be recorded on any given day.

2. When the child is involved in any interaction with another child or children (i.e., group play, conversations, aggression, rough-and-tumble) the names of the focal child’s playmates should be recorded in the appropriate space at the right-hand side of the coding sheet.

3. For any of the above-mentioned interactions the affect, whether the interaction was positive (+), neutral (0), or negative (-) should also be noted in the appropriate column.

   A positive interaction is prosocial in nature and will ultimately leave the playmate with a good feeling. This includes help-giving, guidance, praise, affection, reassurance, protection, gift-giving, overt compliance, or acceptance of directions and gifts, warm greetings, smiling and laughing, invitation to play, permission giving, promises of reward, joke telling, etc.

   A negative interaction is defined as an agonistic or anti-social act which will make the playmate feel unhappy, bothered, frustrated, etc. Examples are overt noncompliance, disapproval, rejection, teasing, insults, quarreling, yelling, ignoring, taking or damaging property, physical attack, threats.

   Neutral interactions are the everyday, common-place interactions between children that contain none of the above prosocial or agonistic behaviours. These interactions are frequently communicative in nature and often involve an exchange of information or ideas.

   These affective categories are drawn from Furman, Rahe, and Hartup (1979).
Selecting the Dominant Behavior

During each 10-sec interval, only one behaviour is coded. If more than one behaviour occurs during a 10-sec interval, the longest lasting behavior is coded. If the behaviours are of the same length, the observer “codes up” (i.e., s/he codes the most mature social and/or cognitive category).

The hierarchy for “coding up” is as follows:

1. Any group behavior supercedes all other behaviours.

   Group games → group-drama → group-construction → group-reading → group-exploration → group-functional

2. Conversation

3. Parallel play

   Within parallel play the same cognitive play hierarchy as in 1 is used (e.g., games → drama …)

4. Solitary

   Within solitary play the same cognitive play hierarchy as in 1 is used (e.g., games → drama …)

5. Onlooker

6. Unoccupied

7. Transitional

Aggression and rough-and tumble play are not included in the above described hierarchy. They are both coded every time they occur. If aggression lasts longer than any other behaviour in a 10-sec interval, then only aggression is coded. However, if it lasts less than another behaviour, both aggression and the other behaviour is coded.

Rough-and-Tumble play can only be coded in combination with either functional or dramatic play

Reliability

Inter-observer reliability has been reported in many of the sources listed in the bibliography. Percent agreement has ranged from approximately 80%-95%. Kappas computed on various data sets have been uniformly high.
Some Helpful Hints

1. **Solitary vs. Parallel Play**: As previously mentioned, a distance of three feet is considered to be the dividing line between solitary and parallel play. However, the three foot proximity rule is not absolute. In some situations, the observer must consider other factors when deciding whether to code a behaviour as solitary or parallel. For example:

   The focal child is playing at a table and a second child is playing on the floor within three feet of the focal child, but they are back to back and are paying no attention to one another.

   In this situation, the focal child’s play would be called solitary because of the complete absence of attention to the other child.

   If the play space is limited, i.e., if the children are playing in a very small room and/or there is only one table at which they can play, they may not have any choice but to within three feet of one another. In this situation the observer must rely on other factors such as the attentiveness of the target child to nearby children, the presence or absence or parallel speech by the target child, and the child’s position at the table relative to other children at the table.

2. **Parallel vs. Group Play**: In some situations it may appear as if a number of children are engaged in a group activity when actually they are playing in a parallel manner. For example:

   Two children are going to build a house together out of “lego.” One decides to take some lego and build a garage for the house, while the other works on the house itself.

   In this example the children are actually engaging in parallel play because at this point they have two separate goals for building with lego. One child’s goal is to build a house, while the other intends to build a garage to attach to the house. When the time comes that they have finished their separate constructions and are joining the two together (i.e., when they have a common goal) they will be engaging in group play.

   Similarly, in a dramatic situation when two children are play-acting the roles of “mommy” and “daddy” they are coded as engaging in group-dramatic play as long as they are together and their characters are interacting with one another. However, if the “daddy” does to “work” and the “mommy” stays “home” their play may be reduced to parallel-, or even solitary-dramatic play for a while.

3. **Parallel vs. Group Rough-and-Tumble Play**: As previously discussed, rough-and-tumble play refers to playful physical contact or mock fighting with another child. This seems to imply that rough-and-tumble play, be definition, occurs in group situations only. However, in the following examples the behaviours of the focal children cannot be considered to be group play:
Example 1:

The focal child rushes over to another child (who is colouring a picture) and pretends to engage in a sword fight with him. The second child completely ignores the focal child and continues drawing.

Example 2:

The focal child has a paper airplane and is throwing the airplane at children around her. She throws the airplane at a passing child, runs, and picks it up and throws it at another child.

In both of these examples there is no common goal or purpose between the focal child and his/her playmates; consequently, the activities are not coded as group play. However, in both cases the target child is definitely engaging in rough-and-tumble behaviors. Therefore, the first example would be coded as parallel-dramatic rough-and-tumble, and the second as parallel-functional rough-and-tumble. If, during these intervals, the second child had joined the focal child in the rough-and-tumble play behaviour group-dramatic or group-functional rough-and-tumble play would have been coded.

4. Constructive Play vs. Transition: While setting up or getting ready to do an activity is generally considered to be transitional behavior, sometimes the setting-up stage constitutes a type of play in itself. For example, if a child elects to play with a toy hospital s/he may spend a great deal of time putting the hospital beds and equipment in specific places in the hospital before commencing the dramatic play. Indeed, this “setting up” may be the only activity the child does with the hospital. In this case constructive play is coded instead of transitional activity. It may be said, therefore, that setting-up which is not merely preparation but does, in fact, involve some creativity, is considered to be constructive play. Other examples include dressing dolls, snapping together train tracks or road pieces on which a car or train will “drive.”

Secondly, some constructive activities have transitional behaviour nested within them. For example, when drawing, painting, or building with blocks a child has to take some time to select new markers, refill his/her paint brush, get another block, etc. If these activities last for very short periods of time in between long constructive periods then they are not considered to be transitional. Rather, they are considered to be part of the constructive activity. However, if, for example, a child draws for three or four seconds but then spends the rest of the 10 second interval selecting a new colour, transitional activity is coded. In other words, if this type of behaviours is predominant in a 10 second interval it is considered to be transitional.

5. Dramatic vs. Functional Play: It is sometime very difficult to tell if a child is engaging in dramatic or functional play (e.g., a child is pushing a toy car around the floor). In this example, the observer must use contextual cues to help make a decision
regarding the type of play behaviour to code. The most obvious clue is whether the child is making any playful sounds – engine noises, tires squealing, etc. If so, then the behaviour is coded as dramatic. Similarly, if the child seems to be driving the car along a “road” or is driving the car over to pick up some “passengers,” then dramatic play is coded. However, if there are no contextual cues available, or if the action seems to be for sensory stimulation only (as in an aimless pushing and pulling of a truck along the floor) the observer should code functional play.

6. **Dramatic vs. Constructive Play or Transition**: In some situations a child is engaging in an activity which would normally be coded as constructive or transitional [e.g., putting plates out on a table (constructive); putting playdough into a cupboard (transitional)]. However, if the child is, at that point, in a dramatic role or is engaging in some types of pretense play, then these behaviours are coded as dramatic. In the above two examples, this applies if the child is in fact pretending to be a “mommy” who is setting the table, or is actually putting the playdough in the “oven.” Again, it is important to try to discern the purpose behind the child’s actions.

7. **Games-with-Rules**: There is a tendency to code any activity that involves a board game as games-with-rules. However, a child can use a board game in a number of ways which do not involve competition or following pre-established rules. For example, if the game has a buzzer or a bell, the child may spend time “buzzing” or “ringing” merely to enjoy the sound. This would be coded as “functional” behaviour.

A child who finds the actual games-with-rules aspect of a board game too complex or difficult may simplify his/her use of the board game to a constructive type of activity. For example, one game currently on the market requires children to put a number of varied shapes into corresponding places on a board during a set period of time. If the child does not stop the game timer before “time has run out,” then all the pieces which have been put into their designated positions are ejected. A child who tries to “beat” the time on his/her or others’ previous completion times is engaging in a games-with-rules. However, if the child is merely putting the pieces in their appropriate positions without the use of the time, then s/he is treating the game as a puzzle rather than as a game; his/her behaviour is codes as constructive.

Also, some board games must be set up before game-playing can commence. There may be cards or pieces, etc., which must be put into specific locations, or a piece of equipment may need to be wound or set in some way. If these activities are done in preparation for playing with the game in some manner then “transition” is coded; if the activities are carried out for their own sake then constructive is coded.

8. **Game-with-rules vs. Onlooker**: A child will watch and on-going game for one of two reasons: (1) S/he is not actually playing the game him/herself but is interested in watching it; (2) S/he is involved in the game-playing and is waiting for his/her turn. In the first example the child is not an active participant; therefore s/he is coded as onlooking. However, in the second example the child is actively involved in the
game, in spite of the fact that s/he is, at that point in time, merely watching the others take their turns. Group-game is coded.

On the other hand, if, instead of watching the game while waiting for his/her turn, the child in the second example is watching some other activity or engaging in some other behaviour, then that other behaviour is coded.

9. Conversation:

A. Parallel Speech: As previously mentioned, parallel speech, or verbalizing one’s thoughts and/or actions to no one in particular, is not coded as conversation. It is sometimes difficult to tell if a child is merely verbalizing to him/herself or is, in fact, attempting to speak with another child. Some clues that may help the observer to decide if a child is communicating are:

1) the focal child refers to the other child by name or by the pronoun “you”
2) the focal child asks a question or makes a demand of the other child
3) the focal child establishes eye contact with his/her playmates when speaking

B. Dramatic and Game Speech: In group situations some forms of speech may be communicative in nature but are required for the maintenance of the ongoing group lay activity. For example, in group-dramatic play is necessary for the play characters to talk to one another. This is referred to as “dramatic speech.” Similarly, during a group game activity, there is a certain amount of talking that goes on in order to maintain the interesting and momentum of the game (e.g., “it’s your turn”; “I got a four”; “you always beat me”; etc). This is called “game speech.” In spite of the fact that incidences of dramatic and game speech are communicative they are not coded as conversation because they are an implicit part of the group activity. On the other hand, if the target child, while engaged in a group-dramatic or group-game session, speaks to a child about a totally unrelated matter, then this conversation is coded because the communication is over and above the ongoing group activity.

C. Active Listening: In order to code active listening (i.e., conversation), the observer must be certain that the focal child is being spoken to and is listening for the purpose of replying or following directions. Some clues that the child is actively listening are:

1) the focal establishes or maintains eye contact with the speaker
2) the focal child responds in some manner to the other child when that child has finished speaking

10. Exploratory vs. Onlooker Behavior: As previously mentioned, the major distinction between these two behaviours is that exploration involves receiving visual or auditory information from an object, while onlooking refers to receiving visual information
regarding another person. In the following situations it is possible to confuse the two behaviors:

The focal child is watching another child draw a picture. The “artist” stops drawing and moves his hand back from the picture, while the focal child continues to look at the drawing.

In this example the target child is first engaging in onlooker behaviour. When the second child stops drawing, however, the behavior of the focal child becomes exploratory in nature because s/he is no longer watching the person, but is instead examining the picture. If the focal child’s attention had moved with the other child himself when he stopped drawing, then this behavior would represent a continuation of onlooking.

11. Simultaneous Activities: It is possible for a child to engage in two activities simultaneously. For example, a child may be walking toward a group of children (transition) and watching them at the same time (onlooker). Similarly, a child may be drawing a picture (constructive) and singing (functional) all at once. In a situation such as this it is important that the observer try to establish where the child’s attention is. In the first example the child is probably concentrating on the activity of the child s/he is watching; therefore onlooker is coded.

The second example is more difficult to code and depends on contextual cues (i.e., is the child just lightly humming bits of songs while drawing or is s/he signing loudly and pausing in his/her picture making to sing choruses). At any rate, the observer should make a strong attempt to determine the focus of the child’s attention. If this is impossible, the “code up” rule should be invoked.

Similarly, a child may converse with another child and engage in another behaviour simultaneously. This does not present a problem because of the fact that conversation is “double-coded”; i.e., it is coded whenever it occurs. Therefore, in this situation both conversation and the predominant behaviour are marked on the coding sheet.
References


BIBLIOGRAPHY

The scale described herein has been used extensively in recent studies of children’s play. The bibliographic list presented below is by no means exhaustive. Nevertheless, it should give the reader a good idea of the specific content areas studied via the play scale.


# The Play Observation Scale Coding Sheet

**Child:** ____________________________________  **Date:** ________________

<table>
<thead>
<tr>
<th>Non Play</th>
<th>Solitary</th>
<th>Parallel</th>
<th>Group</th>
<th>Affect (+ 0 -)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition</td>
<td>Unoccupied</td>
<td>Onlooker</td>
<td>Aggression</td>
<td>Teacher Conversation</td>
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**Notes and Comments**