

## Preschool Play for Physical Development

Thursday, Feb. 4, 2021

**Presenter:**  
Dawson Nichols, PhD  
NCECDTL

National Center on  
Early Childhood Development, Teaching, and Learning

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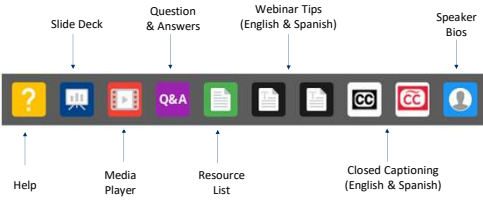
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### Webinar Features



Slide Deck

Question & Answers

Webinar Tips (English & Spanish)

Speaker Bios

Help

Media Player

Resource List

Closed Captioning (English & Spanish)

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### Physical Play



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**Physical Play**



- Play is joyful

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**Physical Play**



- Play is joyful
- Play is practice

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**Physical Play**



- Play is joyful
- Play is practice
- Play is freedom within boundaries

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**Physical Play**



- Play is joyful
- Play is practice
- Play is freedom within boundaries
- Play engages both body and mind

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**Physical Play**



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**Physical Play**

*"Play is like fertilizer for brain growth. It's crazy not to use it."*  
— Stuart Brown



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**Physical Play**

*"Play is like fertilizer for brain growth. It's crazy not to use it."*  
— Stuart Brown



Research shows that children in formal learning environments are getting less play time.

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**Play Is More Than Fun**



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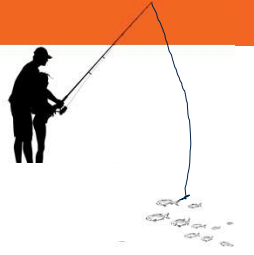
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**Play Is More Than Fun**



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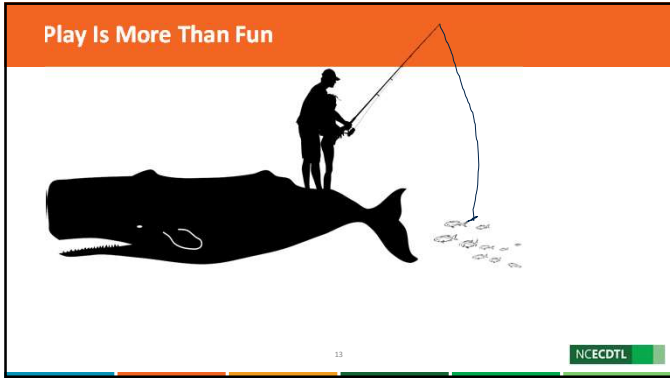
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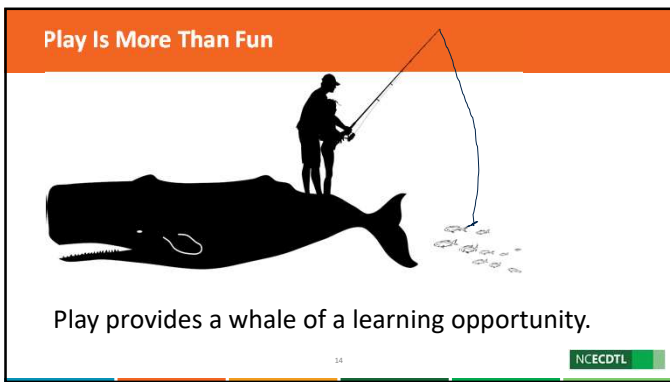
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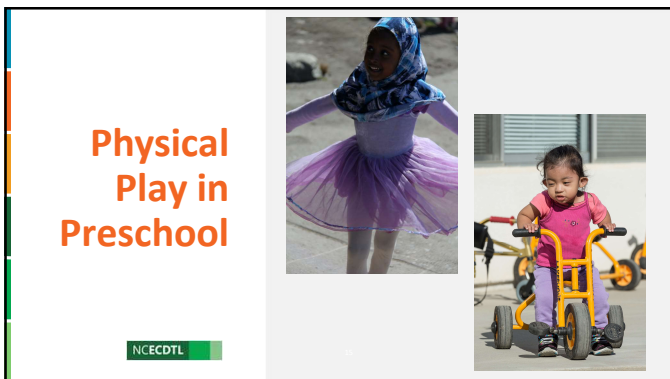
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<b>Learning Objective</b>	<b>Facilitate Learning Through Physical Play</b>
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<b>Learning Objective</b>	<b>Facilitate Learning Through Physical Play</b>
Sections	1. Identify Play as a Spectrum of Activities
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<b>Learning Objective</b>	<b>Facilitate Learning Through Physical Play</b>
Sections	1. Identify Play as a Spectrum of Activities 2. Examine Learning During Physical Play
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**Learning Objective**

**Facilitate Learning Through Physical Play**

Sections

1. Identify Play as a Spectrum of Activities
2. Examine Learning During Physical Play
3. Explore Promising Practices for Guiding Physical Play

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**Play is a Spectrum**



“Play seems to be one of the most advanced methods nature has invented to allow a complex brain to create itself.”

Brown, Stuart. *Play: How It Shapes the Brain, Opens the Imagination, and Invigorates the Soul*, 2009.

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**Play is a Spectrum**



“Play seems to be one of the most advanced methods nature has invented to allow a complex brain to create itself.”

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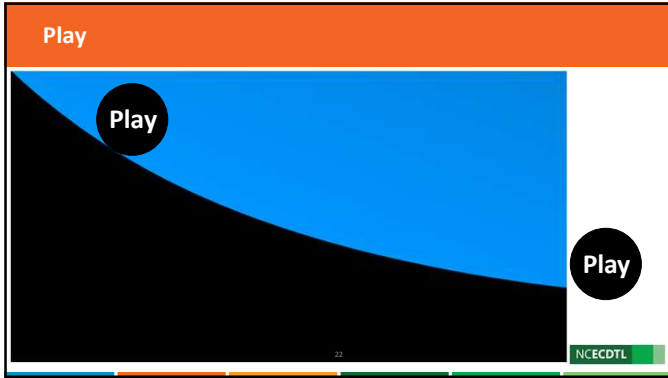
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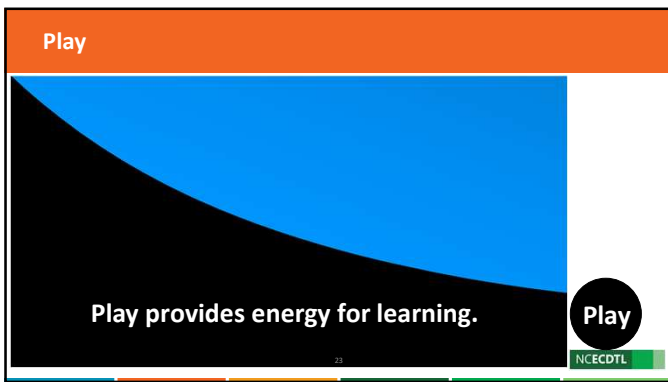
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### What Makes a Thing Play?

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### Play Is A Spectrum

	Free Play	Guided Play	Games	Co-opted Play	Playful Instruction	Direct Instruction
Initiated						
Directed						
Learning Goal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Zosh et al., 2018

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### Play Is A Spectrum

	Free Play	Guided Play	Games	Co-opted Play	Playful Instruction	Direct Instruction
Initiated						
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### Play Is A Spectrum

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### Play Is A Spectrum

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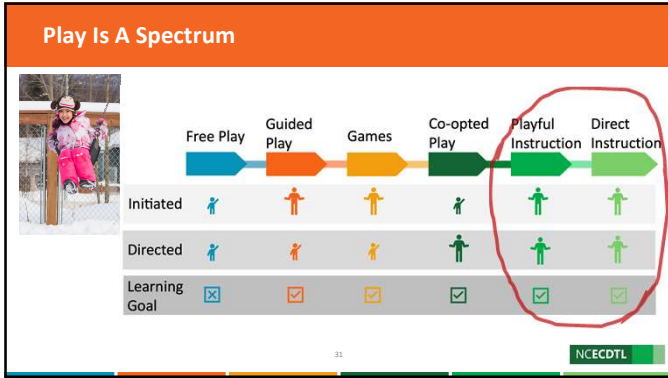
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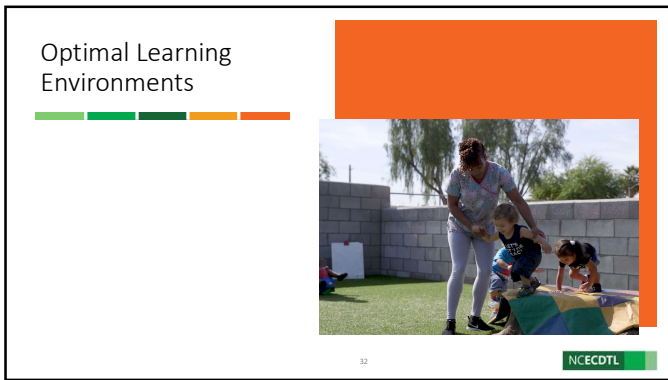
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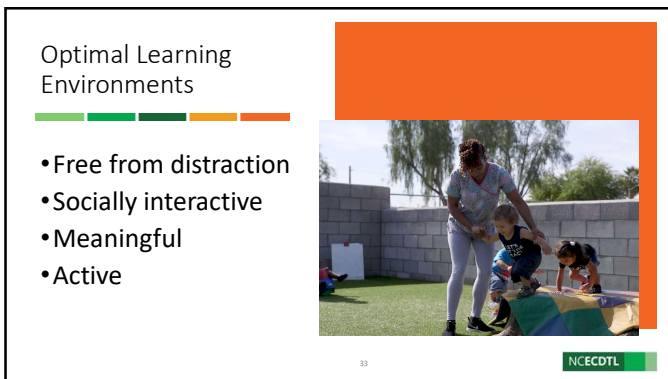
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Optimal Learning Environments

- Free from distraction
- Socially interactive
- Meaningful
- Active

**Guided Play**



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Optimal Learning Environments

- Play is fun!

**Guided Play**



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Optimal Learning Environments

- Play is fun!
- Play allows repetition

**Guided Play**



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Optimal Learning Environments

- Play is fun!
- Play allows repetition
- Play is naturally adaptive



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Guest Expert



Michael Petrich

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Guest Expert Michael Petrich



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**Learning During Physical Play**



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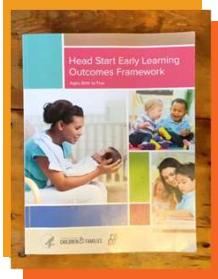
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**Learning During Physical Play**



The Head Start Early Learning Outcomes Framework

**ELOF**

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**ELOF – Perceptual, Motor, and Physical Development**

● Domain: Perceptual, Motor, and Physical Development

**SUB-DOMAIN: GROSS MOTOR**

● Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.

DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	
Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a bicycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.	<ul style="list-style-type: none"> <li>• Demonstrates <u>balance</u> large-muscle movement, such as walking on a leg without falling or balancing on one leg.</li> <li>• Performs activities that <u>combine and coordinate large muscle movements</u>, such as jumping for height and distance, hopping, and running.</li> <li>• Demonstrates <u>strength and stamina</u> that allow for participation in a range of physical activities, such as running around playing tag.</li> </ul>

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### ELOF – Perceptual, Motor, and Physical Development

● Domain: Perceptual, Motor, and Physical Development

**SUB-DOMAIN: GROSS MOTOR**

● Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.


DEVELOPMENTAL PROGRESSION		INDICATORS
36 to 48 Months	48 to 60 Months	

**36 to 48 Months**  
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**48 to 60 Months**  
Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a bicycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.

**By 60 Months**

- Demonstrates **balance**, large muscle movement, such as **sitting on a log** without falling or balancing on one leg.
- **Coordinate large muscle movements**, such as **jumping, hopping, or running** with ease.
- Demonstrates **strength and stamina** that allow for **participation** in a range of physical activities, such as running around playing tag.



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Živičić, Trajkovski-Višić, & Sentđer, 2008; Trost, Fees, and Dzewaltowski, 2008 ; Apache, 2005; Brown et al, 2009  
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### ELOF – Perceptual, Motor, and Physical Development



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### ELOF – Perceptual, Motor, and Physical Development

Trawick-Smith, 2014; Kern and Wolery, 2002

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### ELOF – Cognition

**COGNITION**

- PRESCHOOL
- Domain: **Mathematics Development**

**SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE**

<p><b>36 to 48 Months</b></p> <p>Recognizes and names typical circles, squares, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.</p>	<p><b>48 to 60 Months</b></p> <p>Recognizes and compares a greater number of shapes of different sizes and orientations. Begins to identify sides and angles as distinct parts of shapes.</p>	<p><b>By 60 Months</b></p> <ul style="list-style-type: none"> <li>Names and describes shapes in terms of length of sides, number of sides, and number of angles.</li> <li>Correctly names basic shapes regardless of size and orientation.</li> <li>Analyzes, compares and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>Creates and builds shapes from components.</li> </ul>
<p><b>Goal P-MATH 9.C.1</b> Identifies, describes, compares, and composes shapes</p>		
<p><b>DEVELOPMENTAL PERFORMANCE OBJECTIVE</b></p>		
<p><b>Goal P-MATH 10</b> Child explores the positions of objects in space</p>		
<p><b>DEVELOPMENTAL PERFORMANCE OBJECTIVE</b></p>		
<p><b>36 to 48 Months</b></p> <p>Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."</p>	<p><b>48 to 60 Months</b></p> <p>Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."</p>	<p><b>By 60 Months</b></p> <ul style="list-style-type: none"> <li>Understands and uses language related to directionality, order, and the position of objects, including up/down, and front/behind.</li> <li>Correctly follows directions involving their own position in space, such as "Stand up" and "Move forward."</li> </ul>

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### ELOF – Cognition

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Fisher et al., 2012; Son and Meisels, 2006

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### ELOF – Cognition

**COGNITION**  
 ● PRESCHOOL  
 ● Domain: Mathematics Development



**SUB-DOMAIN: GEOMETRY AND SPATIAL SENSE**  
 ● Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.

DEVELOPMENTAL POSSESSIONS	INDICATORS
<b>36 to 48 Months</b> Recognizes and names typical circle, square, and sometimes a triangle. With adult support, matches some shapes that are different sizes and orientations.	<b>By 60 Months</b> <ul style="list-style-type: none"> <li>Names and describes shapes in terms of length of sides, number of sides, and number of corners.</li> <li>Correctly names basic shapes.</li> <li>Recognizes and sorts two- and three-dimensional shapes and objects in different sizes. Describes their similarities, differences, and other attributes, such as size and shape.</li> <li>Creates and builds shapes from components.</li> </ul>
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● Goal P-MATH 10. Child explores the positions of objects in space.

DEVELOPMENTAL POSSESSIONS	INDICATORS
<b>36 to 48 Months</b> Begins to understand spatial vocabulary with adult support. Follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	<b>By 60 Months</b> <ul style="list-style-type: none"> <li>Understands and uses language related to directions, such as "up" and "down."</li> <li>Correctly follows directions involving their own position in space, such as "Stand up" and "Wave forward."</li> </ul>
<b>48 to 60 Months</b> Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Wave to the front of the line."	

Clements and Sarama, 2009

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### ELOF – Language and Literacy

**LANGUAGE AND LITERACY**  
 ● PRESCHOOL  
 ● Domain: Language and Communication

**SUB-DOMAIN: COMMUNICATING AND SPEAKING**  
 ● Goal P-LAC 1. Child expresses self in increasingly long, detailed, and sophisticated ways.

DEVELOPMENTAL POSSESSIONS	INDICATORS
<b>36 to 48 Months</b> Communicates clearly enough to be understood by familiar adults, but not necessarily by unfamiliar adults. Uses some nonverbal communication and some conventional words and gestures. Typically uses 2-5 word phrases to describe objects and actions. Can often maintain 2-3 pieces of information on a single topic.	<b>By 60 Months</b> <ul style="list-style-type: none"> <li>Communicates clearly enough to be understood by adults across a range of situations. Shows increasing use and precision in oral language and nonverbal communication. Shows proficiency with conventional words, phrases, and sentences. Shows increasing use of nonverbal communication, and uses nonverbal communication to supplement verbal communication.</li> <li>Typically uses complete sentences of at least 5 words with complex structure, such as sentences involving separate and causal relations.</li> </ul>
<b>48 to 60 Months</b> Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words uttered by adults and may use about the meaning of unknown words.	

**SUB-DOMAIN: VOCABULARY**  
 ● Goal P-LAC 2. Child understands and uses a wide variety of words for a variety of purposes.

DEVELOPMENTAL POSSESSIONS	INDICATORS
<b>36 to 48 Months</b> Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the existing environment. Can use new vocabulary words to describe concepts among things or ideas. Shows repetition of new words uttered by adults.	<b>By 60 Months</b> <ul style="list-style-type: none"> <li>Demonstrates the use of multiple (2-5) new words in play and during play and other activities.</li> <li>Shows recognition of specific functions with the domain-specific words heard during play and discussions.</li> <li>Typically understands words used in multiple contexts, such as words for words and actions, such as using the word "cup" when talking about the function of a cup, or "cup" when talking about the cup itself.</li> <li>With support, forms questions about the meaning of new words from context clues.</li> </ul>
<b>48 to 60 Months</b> Shows a steady increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the existing environment. Can use new vocabulary words to describe concepts among things or ideas. Shows repetition of new words uttered by adults.	

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### ELOF – Language and Literacy

**LANGUAGE AND LITERACY**  
 ● PRESCHOOL  
 ● Domain: Language and Communication



**SUB-DOMAIN: COMMUNICATING AND SPEAKING**  
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**ELOF – Language and Literacy**

LANGUAGE AND LITERACY

- PRESCHOOL
- Domain: Language and Communication



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**ELOF – Language and Literacy**



Weisberg et al., 2013

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**ELOF – Language and Literacy**



Bergen and Mauer, 2000; Trawick-Smith, 2014

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### ELOF – Language and Literacy

Weisberg et al., 2013

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### ELOF – Approaches to Learning

APPROACHES TO LEARNING

- PRESCHOOL
- Domain: Approaches to Learning

**SUB-DOMAIN: INITIATIVE AND CURIOSITY**

**GOAL P.A.S.T. 10** Child demonstrates initiative and independence.

36 to 48 Months	48 to 60 Months	INDICATORS
<b>DEVELOPMENTAL PROGRESSOR</b>		
Regularly shows initiative, particularly in interactions with familiar adults. Shows responsibility for her/himself, of her/himself and promoting.	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	<ul style="list-style-type: none"> <li>Engages in independent activities.</li> <li>Shows initiative and demonstrates freedom to explore and other children.</li> <li>Independently identifies and works things to complete activities or tasks.</li> <li>Shows a preference for initiative to meet a need or gathering needs to play a meeting activity.</li> </ul>

**SUB-DOMAIN: CREATIVITY**

**GOAL P.A.S.T. 11** Child expresses creativity in thinking and communication.

36 to 48 Months	48 to 60 Months	INDICATORS
<b>DEVELOPMENTAL PROGRESSOR</b>		
Requests to substitute persons to express creative ideas in words and/or actions.	Demonstrates creative ideas and actions both with and without prompting from adults.	<ul style="list-style-type: none"> <li>Acts on ideas related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> </ul>

**GOAL P.A.S.T. 12** Child uses imagination in play interactions with others.

36 to 48 Months	48 to 60 Months	INDICATORS
<b>DEVELOPMENTAL PROGRESSOR</b>		
Consistently uses imaginative in play and other creative words. Begins to demonstrate creative ideas to other children and adults.	Demonstrates creative imagination in play, stories, and other creative words with children and adults.	<ul style="list-style-type: none"> <li>Engages in make and pretend play.</li> <li>Uses imagination with materials to create objects or make play.</li> <li>Uses objects or materials to represent something not being played, acted or being played.</li> </ul>

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### ELOF – Approaches to Learning

APPROACHES TO LEARNING

- PRESCHOOL
- Domain: Approaches to Learning

**SUB-DOMAIN: INITIATIVE AND CURIOSITY**

**GOAL P.A.S.T. 10** Child demonstrates initiative and independence.

36 to 48 Months	48 to 60 Months	INDICATORS
<b>DEVELOPMENTAL PROGRESSOR</b>		
Regularly shows initiative, particularly in interactions with familiar adults. Shows responsibility for her/himself, of her/himself and promoting.	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.	<ul style="list-style-type: none"> <li>Engages in independent activities.</li> <li>Makes choices and demonstrates freedom to explore and other children.</li> <li>Independently identifies and works things to complete activities or tasks.</li> <li>Shows a preference for initiative to meet a need or gathering needs to play a meeting activity.</li> </ul>

**SUB-DOMAIN: CREATIVITY**

**GOAL P.A.S.T. 11** Child expresses creativity in thinking and communication.

36 to 48 Months	48 to 60 Months	INDICATORS
<b>DEVELOPMENTAL PROGRESSOR</b>		
Requests to substitute persons to express creative ideas in words and/or actions.	Demonstrates creative ideas and actions both with and without prompting from adults.	<ul style="list-style-type: none"> <li>Acts on ideas related to tasks or activities that indicate thinking about new ways to accomplish the task or activity.</li> </ul>

**GOAL P.A.S.T. 12** Child uses imagination in play interactions with others.

36 to 48 Months	48 to 60 Months	INDICATORS
<b>DEVELOPMENTAL PROGRESSOR</b>		
Consistently uses imaginative in play and other creative words. Begins to demonstrate creative ideas to other children and adults.	Demonstrates creative imagination in play, stories, and other creative words with children and adults.	<ul style="list-style-type: none"> <li>Engages in make and pretend play.</li> <li>Uses imagination with materials to create objects or make play.</li> <li>Uses objects or materials to represent something not being played, acted or being played or played on a playing object.</li> </ul>

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**ELOF – Approaches to Learning**

**APPROACHES TO LEARNING**

**● PRESCHOOL**

**● Domain: Approaches to Learning**



**SUB-DOMAIN: INITIATIVE AND CURIOSITY**

**● Goal PA1.10. Child demonstrates initiative and independence.**

**DEVELOPMENTAL PROGRESSOR**

<b>36 to 48 Months</b>	<b>48 to 60 Months</b>	<b>By 60 Months</b>
Regularly shows initiative, particularly in interactions with familiar adults. Shows responsibility for self, peers, or those without and promoting.	Frequently shows initiative, particularly when engaged in purposeful activities. Demonstrates a willingness and capability to seek involvement for increasing amounts of time.	<ul style="list-style-type: none"> <li>Engages in independent activities.</li> <li>Makes choices and demonstrates freedom to adults and other children.</li> <li>Independently identifies and seeks help to complete a task or activity, such as gathering all supplies to make a block-building train to play a matching activity.</li> </ul>

**SUB-DOMAIN: CREATIVITY**

**● Goal PA1.11. Child expresses creativity in thinking and communication.**

**DEVELOPMENTAL PROGRESSOR**

<b>36 to 48 Months</b>	<b>48 to 60 Months</b>	<b>By 60 Months</b>
Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.	<ul style="list-style-type: none"> <li>Actively explores and combines found objects to create something about how space is occupied (e.g., block or clay).</li> </ul>

**● Goal PA1.12. Child uses imagination in play and interactions with others.**

**DEVELOPMENTAL PROGRESSOR**

<b>36 to 48 Months</b>	<b>48 to 60 Months</b>	<b>By 60 Months</b>
Consistently uses imagination in play and other creative activity. Begins to demonstrate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<ul style="list-style-type: none"> <li>Engages in social and pretend play.</li> <li>Uses imagination with materials to create stories or works of art.</li> <li>Uses objects in relation to represent something else during play, such as using paper plates or clothes as a steering wheel.</li> </ul>

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**ELOF – Approaches to Learning**

**APPROACHES TO LEARNING**

**● PRESCHOOL**

**● Domain: Approaches to Learning**

**SUB-DOMAIN: INITIATIVE AND CURIOSITY**

**● Goal PA1.10. Child demonstrates initiative and independence.**

**DEVELOPMENTAL PROGRESSOR**

<b>36 to 48 Months</b>	<b>48 to 60 Months</b>	<b>By 60 Months</b>
Regularly shows initiative, particularly in interactions with familiar adults. Shows responsibility for self, peers, or those without and promoting.	Frequently shows initiative, particularly when engaged in purposeful activities. Demonstrates a willingness and capability to seek involvement for increasing amounts of time.	<ul style="list-style-type: none"> <li>Engages in independent activities.</li> <li>Makes choices and demonstrates freedom to adults and other children.</li> <li>Independently identifies and seeks help to complete activities or tasks, such as gathering all supplies to make a block-building train to play a matching activity.</li> </ul>

**SUB-DOMAIN: CREATIVITY**

**● Goal PA1.11. Child expresses creativity in thinking and communication.**

**DEVELOPMENTAL PROGRESSOR**

<b>36 to 48 Months</b>	<b>48 to 60 Months</b>	<b>By 60 Months</b>
Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.	<ul style="list-style-type: none"> <li>Actively explores and combines found objects to create something about how space is occupied (e.g., block or clay).</li> </ul>

**● Goal PA1.12. Child uses imagination in play and interactions with others.**

**DEVELOPMENTAL PROGRESSOR**

<b>36 to 48 Months</b>	<b>48 to 60 Months</b>	<b>By 60 Months</b>
Consistently uses imagination in play and other creative activity. Begins to demonstrate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.	<ul style="list-style-type: none"> <li>Engages in social and pretend play.</li> <li>Uses imagination with materials to create stories or works of art.</li> <li>Uses objects in relation to represent something else during play, such as using paper plates or clothes as a steering wheel.</li> </ul>

Weisberg, Hirsh-Pasek, and Golinkoff, 2013

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**ELOF – Approaches to Learning**



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**ELOF – Approaches to Learning**

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**ELOF – Approaches to Learning**

Bardova, Germeroth and Leong, 2013

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**ELOF – Approaches to Learning**

**Domain: Approaches to Learning**

**SUB-DOMAIN: INITIATIVE AND CURIOSITY**

**Goal P.A.1.10. Child demonstrates initiative and independence**

By 48 Months	By 60 Months	INDICATORS
<ul style="list-style-type: none"> <li>Engages in play, exploration, or discovery</li> <li>Shows initiative and independence in play, exploration, or discovery</li> <li>Shows initiative and independence in play, exploration, or discovery</li> </ul>	<ul style="list-style-type: none"> <li>Engages in play, exploration, or discovery</li> <li>Shows initiative and independence in play, exploration, or discovery</li> <li>Shows initiative and independence in play, exploration, or discovery</li> </ul>	<ul style="list-style-type: none"> <li>Engages in play, exploration, or discovery</li> <li>Shows initiative and independence in play, exploration, or discovery</li> <li>Shows initiative and independence in play, exploration, or discovery</li> </ul>

**Goal P.A.1.11. Child shows interest and curiosity about the world around them**

By 48 Months	By 60 Months	INDICATORS
<ul style="list-style-type: none"> <li>Shows interest and curiosity about the world around them</li> <li>Shows interest and curiosity about the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest and curiosity about the world around them</li> <li>Shows interest and curiosity about the world around them</li> </ul>	<ul style="list-style-type: none"> <li>Shows interest and curiosity about the world around them</li> <li>Shows interest and curiosity about the world around them</li> </ul>

Preschoolers are eager to learn about the world around them and discuss their experiences.

**Domain: Approaches to Learning**

**SUB-DOMAIN: CREATIVITY**

**Goal P.A.1.12. Child engages creatively in play and communication**

By 48 Months	By 60 Months	INDICATORS
<ul style="list-style-type: none"> <li>Engages in play and communication</li> <li>Engages in play and communication</li> </ul>	<ul style="list-style-type: none"> <li>Engages in play and communication</li> <li>Engages in play and communication</li> </ul>	<ul style="list-style-type: none"> <li>Engages in play and communication</li> <li>Engages in play and communication</li> </ul>

**Goal P.A.1.13. Child uses imagination in play and interaction with others**

By 48 Months	By 60 Months	INDICATORS
<ul style="list-style-type: none"> <li>Uses imagination in play and interaction with others</li> <li>Uses imagination in play and interaction with others</li> </ul>	<ul style="list-style-type: none"> <li>Uses imagination in play and interaction with others</li> <li>Uses imagination in play and interaction with others</li> </ul>	<ul style="list-style-type: none"> <li>Uses imagination in play and interaction with others</li> <li>Uses imagination in play and interaction with others</li> </ul>

Children often use objects or materials to represent something else during their play. They may engage in role play and pretend to be a familiar figure in their community.

Weisberg, Hirsh-Pasek, and Golinkoff, 2013

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**ELOF – Social and Emotional Development**

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**ELOF – Social and Emotional Development**

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**ELOF – The Early Learning Outcomes Framework**

CENTRAL DOMAINS				
APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Nicolopoulou et al., 2016

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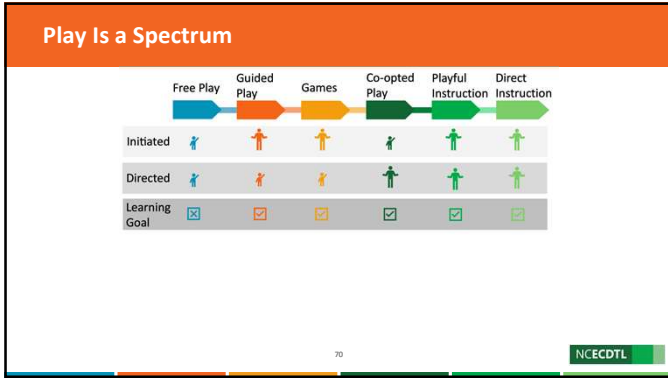
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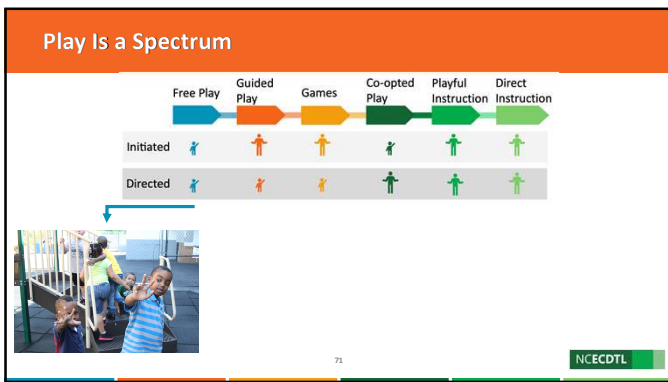
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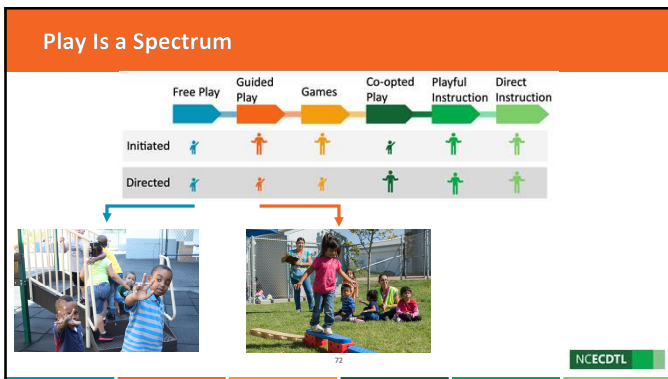
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### Play Is a Spectrum

	Free Play	Guided Play	Games	Co-opted Play	Playful Instruction	Direct Instruction
Initiated	Blue arrow	Orange arrow	Yellow arrow	Green arrow	Light green arrow	Dark green arrow
Directed	Blue arrow	Orange arrow	Yellow arrow	Green arrow	Light green arrow	Dark green arrow

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### Play Is a Spectrum

	Free Play	Guided Play	Games	Co-opted Play	Playful Instruction	Direct Instruction
Initiated	Blue arrow	Orange arrow	Yellow arrow	Green arrow	Light green arrow	Dark green arrow
Directed	Blue arrow	Orange arrow	Yellow arrow	Green arrow	Light green arrow	Dark green arrow

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### Promising Practices for Guiding Physical Play

- Free from distraction
- Socially interactive
- Meaningful
- Active

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**Promising Practices for Guiding Physical Play**



- Free from distraction
- Socially interactive
- Meaningful
- Active

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How Does the Adult Help Guide the Play?



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How Does the Adult Help Guide the Play?



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### How Does the Adult Help Guide the Play?



- Free from distraction
- Socially interactive
- Meaningful
- Active

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### How Does the Adult Help Guide the Play?



- Free from distraction
- Socially interactive
- Meaningful
- Active

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### Promising Activities



- Variety

Yogman et al., 2018

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Promising Activities



- Variety
- Choice

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Promising Activities



- Variety
- Choice
- Timing

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When to Guide



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**When to Guide**



Play is going well when children are undistracted and actively engaged in intrinsically motivated activities.

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**When to Guide**

Play is going well when children are undistracted and actively engaged in intrinsically motivated activities.

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**When to Guide**

	Free Play	Guided Play	Games	Co-opted Play	Playful Instruction	Direct Instruction
Initiated	↑	↑	↑	↑	↑	↑
Directed	↑	↑	↑	↑	↑	↑
Learning Goal	☒	☑	☑	☑	☑	☑

Play is going well when children are undistracted and actively engaged in intrinsically motivated activities.

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**Guided Play Is Responsive**



Guided Play is responsive to individual children and their interests.

Pivots happen.

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**Guided Play Is Responsive**



Guided Play is responsive to individual children and their interests.

Pivots happen.

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**Play Is Improvisational**



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**Q & A with presenter**



Dawson Nichols, PhD



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**Thank You**



**NATIONAL CENTER ON**  
Early Childhood Development, Teaching and Learning

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