

## RAINBOW KIDS™ PLAY SCALE\*

Circle all behaviors you have observed in spontaneous (not adult directed or facilitated) play.

RED	ORANGE	YELLOW
<b>Space Management</b>		
<b>Gross motor:</b> swipes, reaches, plays with hands and feet, moves to continue pleasant sensations	<b>Gross motor:</b> reaches in prone, crawls, sits with balance, able to play with toy while sitting, pulls to stand, cruises	<b>Gross motor:</b> stands unsupported, sits down, bends and recovers balance, walks with wide stance, broad movements involving large muscle groups, throws ball
<b>Interest:</b> people, gazes at faces, follows movements, attends to voices and sounds, explores self and objects within reach	<b>Interest:</b> follows objects as they disappear, anticipates movement, goal directed movement	<b>Interest:</b> practices basic movement patterns, experiments in movement, explores various kinesthetic and proprioceptive sensations, moving objects (i.e., balls, trucks, pull toys)
<b>Material Management</b>		
<b>Manipulation:</b> handles, mouths toys, bangs, shakes, hits	<b>Manipulation:</b> pulls, turns, pokes, tears, rakes, drops, picks up small object	<b>Manipulation:</b> throws, inserts, pushes, pulls, carries, turns, opens, shuts
<b>Construction:</b> brings two objects together.	<b>Construction:</b> combines related objects, puts object in container	<b>Construction:</b> stacks, takes apart, puts together, little attempt to make product, relates two objects appropriately (i.e., lid on pot)
<b>Purpose:</b> sensation-uses materials to see, touch, hear, smell, mouth	<b>Purpose:</b> action to produce effect, cause and effect toys	<b>Purpose:</b> variety of schemas, process important, trial and error, relational play
<b>Attention:</b> follows moving objects with eyes, 3 to 5 sec attention	<b>Attention:</b> 15 sec for detailed object, 30 sec for visual and auditory toy	<b>Attention:</b> rapid shifts
<b>Pretense/Symbolic</b>		
<b>Imitation:</b> of observed facial expressions and physical movement (i.e., smiling, pat-a-cake), imitates vocalizations	<b>Imitation:</b> Imitates observed actions, emotions, sounds and gestures not part of repertoire, patterns of familiar activities	<b>Imitation:</b> of simple actions, present events and adults, imitates novel movements, links simple schemas (i.e., puts person in car and pushes it)
<b>Dramatization:</b> not evident	<b>Dramatization:</b> not evident	<b>Dramatization:</b> beginning pretend using self (i.e., feeds self with spoon), pretend on animate and inanimate objects
<b>Participation</b>		
<b>Type:</b> solitary, no effort to interact with other children, enjoys being picked up, swung	<b>Type:</b> infant to infant interaction, responds differently to children and adults	<b>Type:</b> combination of solitary and onlooker, beginning interaction with peers
<b>Cooperation:</b> demands personal attention, simple give and take interaction with caretaker (tickling, peek-a-boo)	<b>Cooperation:</b> initiates games rather than follows, shows and gives objects	<b>Cooperation:</b> seeks attention to self, demands toys, points, shows, offers toys but somewhat possessive, persistent
<b>Humor:</b> smiles	<b>Humor:</b> smiles, laughs at physical games and in anticipation	<b>Humor:</b> laughs at incongruous events
<b>Language:</b> attends to sounds and voices, babbles, uses razzing sounds	<b>Language:</b> gestures intention to communicate, responds to familiar words and facial expressions, responds to questions	<b>Language:</b> jabbers to self during play, uses gestures and words to communicate wants, labels objects, greets others, responds to simple requests, teases, exclaims, protests, combines words and gestures

\*Modified from Knox, S., (1974). A Play Scale. In M. Reilly (Ed.), *Play as Exploratory Learning*. Beverly Hills, CA: Sage Publications. Reprinted from Bledsoe, N., Shepherd, J. (1982), A study of reliability and validity of a preschool play scale. *American Journal of Occupational Therapy*, 36, 783-788. Also found in *Play and Occupational Therapy for Children*, Parham and Fazio. Mosby, 1997.

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CHARTREUSE	GREEN	TEAL
<b>Space Management</b>		
<b>Gross motor:</b> runs, squats, climbs on and off chairs, walks up and down stairs (step to gait), kicks ball, rides kiddy car	<b>Gross motor:</b> beginning integration of entire body in activities-concentrates on complex movements, jumps off floor, stands on one foot briefly, throws ball in stance without falling	<b>Gross motor:</b> runs around obstacles, turns corners, climbs nursery apparatus, walks up and down stairs (alternating feet), catches ball by trapping it, stands on tiptoe
<b>Interest:</b> means-end, multipart tasks	<b>Interest:</b> explores new movement patterns (i.e., jumping), makes messes	<b>Interest:</b> rough and tumble play
<b>Material Management</b>		
<b>Manipulation:</b> operates mechanical toy, pulls apart pop beads, strings beads	<b>Manipulation:</b> feels, pats, dumps, squeezes, fills	<b>Manipulation:</b> matches, compares
<b>Construction:</b> uses tools	<b>Construction:</b> scribbles, strings beads, puzzles 4 to 5 pieces, builds horizontally and vertically	<b>Construction:</b> multi-stage combinations
<b>Purpose:</b> foresight before acting	<b>Purpose:</b> process important-less interested in finished product (Le., scribbles, squeezes), plans actions	<b>Purpose:</b> toys with moving parts (i.e., dump trucks, jointed dolls)
<b>Attention:</b> quiet play 5 to 10 min; play with single object 5 min.	<b>Attention:</b> intense interest, quiet play up to 15 min, plays with single object or theme 5-10 min	<b>Attention:</b> 15 to 30 min.
<b>Pretense/Symbolic</b>		
<b>Imitation:</b> representational, recognizes ways to activate toys in imitation, deferred imitation	<b>Imitation:</b> of adult routine's with toy related mimicry (i.e., child feeding doll); imitates peers, representational play	<b>Imitation:</b> toys as agents (i.e., doll feeds self) more abstract representation of objects, multi-scheme combinations (i.e., feed doll, pat it, put to bed)
<b>Dramatization:</b> acts on doll (i.e., dresses, brushes hair), pretend actions on more than one object or person, combines two or more actions in pretend, imaginary objects	<b>Dramatization:</b> personifies dolls, stuffed animals, imaginary friends, portrays single character elaborates daily events with details	<b>Dramatization:</b> evolving episodic sequences (i.e., mixes cake, bakes it, serves it)
<b>Participation</b>		
<b>Type:</b> onlooker, simple actions and contingent responses between peers	<b>Type:</b> parallel (plays beside others but play remains independent), enjoys the presence of others, shy with strangers	<b>Type:</b> parallel, beginning associative, plays with 2 to 3 children, plays in company 1 to 2 hr
<b>Cooperation:</b> more complex games with a variety of adults (hide and seek, chasing), commands others to carry out actions	<b>Cooperation:</b> possessive, much snatch and grab, hoarding, no sharing, resists toys being taken away, independent, initiates own play	<b>Cooperation:</b> understands needs of others
<b>Humor:</b> laughs at incongruous labeling of objects or events	<b>Humor:</b> laughs at simple combinations of incongruous events and use of words	<b>Humor:</b> laughs at complex combinations of incongruous events and words
<b>Language:</b> comprehends action words, requests information, refers to persons and objects not present, combines words together	<b>Language:</b> talkative, very little jabber, begins to use words to communicate ideas, information, questions, comments on activity	<b>Language:</b> asks wh- questions, relates temporal sequences

## RAINBOW KIDS™ PLAY SCALE

TURQUOISE	BLUE	INDIGO
<b>Space Management</b>		
<b>Gross motor:</b> more coordinated body movement, smoother walking, jumping, climbing, running, accelerates, decelerates, hops on one foot 3 to 5 times, skips on one foot, catches ball, throws ball using shoulder and elbow, jumps distances	<b>Gross motor:</b> increased activity level, can concentrate on goal instead of movement, ease of gross motor ability, stunts, tests of strength, exaggerated movement, clambers, gallops, climbs ladder, catches ball with elbows at side	<b>Gross motor:</b> more sedate, good muscle control and balance, hops on one foot 5 + times, hops in a straight line, bounces and catches ball, skips, somersaults, skates, lifts self off ground
<b>Interest:</b> anything new, fine motor manipulation of play materials, challenges self with difficult tasks	<b>Interest:</b> takes pride in work (i.e., shows and talks about products, compares with friends, likes pictures displayed), complex ideas, rough and tumble play	<b>Interest:</b> in reality-manipulation of real-life situations, making something useful, permanence of products, toys that "really work"
<b>Material Management</b>		
<b>Manipulation:</b> small muscle activity - hammers, sorts, inserts small objects, cuts	<b>Manipulation:</b> increased fine motor control, quick movements, force, pulling, yanks	<b>Manipulation:</b> uses tools to make things, copies, traces, combines materials
<b>Construction:</b> makes simple products, combines play materials, takes apart, three-dimensional, design evident	<b>Construction:</b> makes products, specific designs evident, builds complex structures, puzzles 10 pieces	<b>Construction:</b> makes recognizable products, likes small construction, attends to detail, uses products in play
<b>Purpose:</b> beginning to show interest in finished product	<b>Purpose:</b> product very important and used to express self, exaggerates	<b>Purpose:</b> replicates reality
<b>Attention:</b> span around 30 min, plays with single object or them 10 min	<b>Attention:</b> amuses self up to 1 hr, plays with single object or theme 10 to 15 min	<b>Attention:</b> plays with single object or theme 15 + min
<b>Pretense/symbolic</b>		
<b>Imitation:</b> more complex imitation of real world, emphasis on domestic play and animals, symbolic, past experiences	<b>Imitation:</b> pieces together new scripts of adults (i.e., dress-up), reality important	<b>Imitation:</b> continues to construct new themes with emphasis on reality reconstruction of real world
<b>Dramatization:</b> complex scripts for pretend sequences in advance, story sequences, pretend with replica toys, uses one toy to represent another, portrays multiple characters with feelings (mostly anger and crying), little interest in costumes, imaginary characters	<b>Dramatization:</b> uses familiar knowledge to construct a novel situation (i.e., expanding on theme of a story or TV show), role playing for or with others, portrays more complex emotions, sequences stories, themes from domestic to magic, enjoys dress-up, shows off	<b>Dramatization:</b> sequences stories, costumes important, props, puppets, directs actions of three dolls-making them interact, organizes other children and props for role play
<b>Participation</b>		
<b>Type:</b> associative play, no organization to reach a common goal, more interest in peers than activity, enjoys companions, beginning cooperative play, group play	<b>Type:</b> cooperative, groups of 2 to 3 organized to achieve a goal, prefers playing with others to alone, group games with simple rules	<b>Type:</b> cooperative groups of 3 to 6, organization of more complex games and dramatic play, competitive games, understands rules of fair play
<b>Cooperation:</b> limited, some turn taking, asks for things rather than grabbing, little attempt to control others, separates easily, joins others in play	<b>Cooperation:</b> takes turns, attempts to control activities of others, bossy, strong sense of family and home, quotes parents as authorities	<b>Cooperation:</b> compromises to facilitate group play, rivalry in competitive play, games with rules, collaborative play where roles are coordinated and themes are goal directed
<b>Humor:</b> laughs at nonsense words, rhyming	<b>Humor:</b> distortions of the familiar	<b>Humor:</b> laughs at multiple meanings of words
<b>Language:</b> uses words to communicate with peers, interest in new words, sings simple songs, uses descriptive vocabulary, changes speech depending on listener	<b>Language:</b> plays with words, fabricates, long narratives, questions persistently, communicates with peers to organize activities, brags, threatens, clowns, sings whole songs, uses language to express roles, verbal reasoning	<b>Language:</b> prominent in socio-dramatic play, uses words as part of play as well as to organize play, interest in present, conversation like adults', uses relational terms, sings and dances to reflect meaning of songs