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Learn to Play

For Speech Language Therapists, Occupational Therapists, Special
Education Teachers, Early Childhood Interventionists and
Mental Health Professionals



Basic Learn to Play

Platform: Zoom Cloud Meetings

Date: 26 and 27 October 2021

Time: 9 am to 3.30 pm

Fee: S\$680 (\$612 for early bird participants)



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Organised by: Total Communication Therapy

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Total Communication
Bridging Learning Gaps

ABOUT LEARN TO PLAY

Learn to Play is a practical and workable resource for planning play activities in therapy and in development intervention settings. Learn to Play Therapy aims to equip children for spontaneous Pretend Play, which is an important developmental occurrence. Research evidence has shown that children who develop more complex levels of pretend play increase in their abilities in social competence, narrative language, language, self-regulation, creativity, and problem solving.

Karen Stagnitti is Emeritus Professor in the School of Health and Social Development at Deakin University, Victoria, Australia. She graduated with a Bachelor degree in Occupational Therapy from the University of Queensland and has worked for for over 30 years in community-based and family early childhood intervention teams as part of a specialist paediatric multidisciplinary team. She has developed several play assessments including: Child- Initiated Pretend Play Assessment 2, the Pretend Play Enjoyment Developmental Checklist and the Animated Movie Test. From these research, Learn to Play Therapy was developed. Throughout the years, Karen has been invited to present her work in nationally and internationally, including Canada, UK and many more.

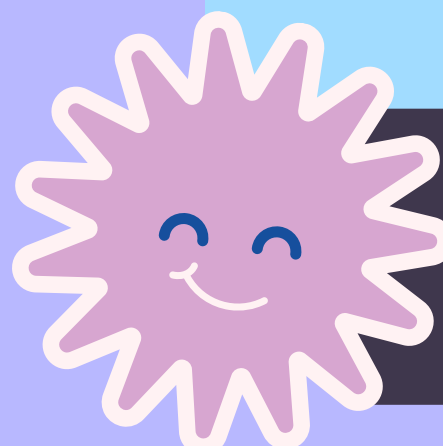
ABOUT OUR SPEAKER

DAY 1

- Live presentation on the development of pretend play
- Linking play to language, narrative, social skills, self-regulation and self-esteem play and the brain (preworkshop activities)
- Assessment of pretend play using the Pretend Play Enjoyment Developmental Checklist (PPEDC)
- Open session on pre-workshop activities and readings

DAY 2

- Introduction on the process and principles of Learn to Play therapy.
- Identifying children who would benefit from Learn to Play Therapy
- Case study discussion and application of PPEDC in therapy



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What will you take away?

Participants will have a comprehensive understanding of the benefits of play therapy and its key role in a child's development. There will also be opportunities for participants to practice on real cases presented to train competency in administering the PPDEC. Participants will also learn to administer these assessment tools for younger children.

Learn to Play is an invaluable therapy tool for all Paediatric Therapists. The program is evident-based, consolidated from Dr Karen Stagnitti's research and decades of practitioner experience. It offers clinicians a solid conceptual understanding of the play development stages from infancy to preschool.

As a therapist, I find the literature insightful and the application of the program practical and feasible. In my therapy intervention with young children with various developmental delays, I am able to elicit language, symbolic and imaginative play skills in fun and spontaneous contexts.

Lorelle N,
Speech and Language Therapist

The workshop was very informative and provided me with solid theory and understanding of the importance of play. It gave me clear, structured pathways and frameworks to follow and evaluate. I would highly recommend!

Heidi K,
Speech and Language Therapist

I work with fairly low functioning kids and was looking for something to add on to floortime to build play levels and I think this is perfect.

Gayathi,
Owner of Clinic

Testimonials

As an OT, I find myself working a lot on skills such as fine motor, sensory processing, gross motor, etc, whereas a child's main occupation is play. Attending this workshop helps to tie everything together. It's like back to basics yet mind blowing!

Eunice H,
Occupational Therapist

With regards to play development and play as fundamental to learning it, it is such a new idea for our school, yet we do see its importance and function. This course has given me a very good framework for assessment, an excellent place to begin thinking about how we can begin developing a program which may benefit our students on the spectrum. This course has also given me a glimpse of how play can be taught, how children can be stretched to have better quality of play thus enhancing their cognitive or executive functioning skills.

Lydia L,
Teacher

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