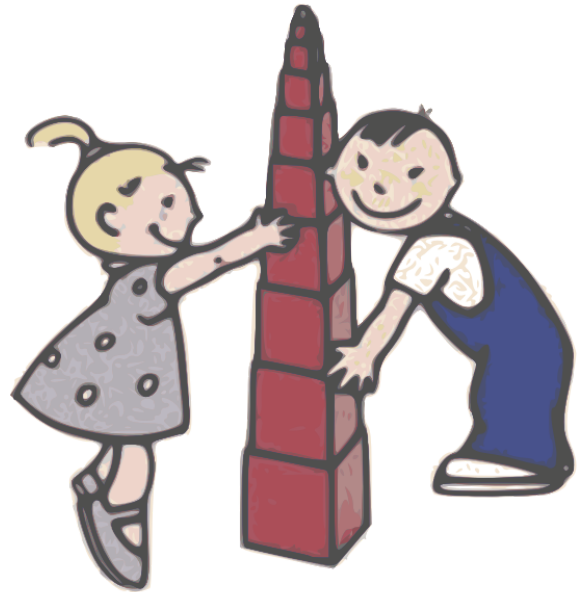


Parents' Guide to Play-Based Engagement



A Collaborative Project

Play.Able (Be Kind SG) x A Special Door

Supported by SG Enable Caregiver Support Grant

Objectives

This is an easy-to-understand guide to play development in early childhood. Our aim is to provide users of this guidebook with clear examples of what play might look like at different stages for children aged 2 to 7 years old. We hope that through this guidebook, the user can learn an array of tips on how to enhance play experiences and be inspired to make play-time more accessible and engaging for children with developmental needs

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Look out for these icons to help you make the most of this guidebook!



Important to know!



Tips you can use!

Part 1a: Typical Developmental Milestones



From infancy up to 18 months...

- Active in midline movements, e.g. raising head and chest, bringing arms to center of the body, kicking in the air
- Responds to the near environment by turning head towards sounds, showing an interest in the people, objects and sounds in the environment



Engage your baby by singing and speaking using different tones of voices. Present suitable items, especially sound-making toys. Make the environment interesting as your baby starts to explore beyond his/her own survival needs! Play starts to get more social and interactive!

- Gets more agile and vocal; tries to imitate sounds and one-syllable words usually associated with needs
- Grasps and puts objects into the mouth



Putting objects into the mouth is a natural tendency as your baby begins to be aware of and explore oral-motor movement and sensations. This coincides with the teething stage around 6 - 12 months old.

- Sitting up and walking with none or minimal support
- Understands and starts pointing to body parts, common and familiar objects, people, pictures in story books
- Understands and says at least 10 familiar words
- Interacts with things in the environment, e.g. toy blocks, by stacking them, putting them together in a pile, pushing, etc

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- Runs unsteadily, climbs up and down stairs or structures with some help or by holding on with one hand
 - Enjoys cause-and-effect toys or play



Your 18 month-old baby is now fascinated with the world! There is so much he/she wants to do when he/she understands that an action causes a reaction or a result. They are learning that they can change the world (even when they still need help changing their diapers).

- Imitates actions and movements of others in the environment
- Able to remove some clothing items independently



This is a good time to start engaging your child with simple household tasks as they enjoy imitating the activities of others! For example, removing clothing items and putting them in their own little laundry basket, wiping down low-positioned furniture, keeping away their own toys, placing shoes on shoe racks, putting grocery items in the bag or fridge, etc. Being involved in household chores helps to foster an early sense of responsibility too!

How do these developmental milestones relate to play?

From infancy to about 18 months old, the child's attention moves from primary biological needs, such as feeding and pooping, to the environment around him. It's a fascinating stage, where it quickly becomes apparent to the child that interacting with things and people in the environment is fun! Emerging language skills (mostly through imitation) also help to support the child's understanding of the world around him/her.

In short, the child is starting to take an interest in the world through interaction and play!



From 18 months up to 3 year-old...

- Walks and kicks unassisted; doing more gross motor activities and physical play, e.g. at the playground
- Has basic self-help skills, such as removing and putting on clothing items
- Has a desire to be more independent and may resist help from caregivers
- Imitates the behavior of other people, especially adults and older children
- Understands 2-steps directions



Give your child enough opportunities to be independent. Instead of telling him/her what to do or doing things for him/her, try to model an example for him/her to imitate. Allow room for mistakes and make sure to recognise his/her efforts!

- Pays more attention to the details in the environment, in pictures or books and points them out by gesturing
- Says what he/she sees quite spontaneously, using short sentences (3-5 words)
- Gets curious easily, but usually responds by doing and not so much asking



Provide your child with play items that stimulate the different senses (touch, press, smell, taste). These help to stimulate the imagination. Offer toys that are durable and not easily broken.

- Starts to scribble with different mediums, builds structures, e.g. towers taller than him/herself
- Starts to make-believe or pretend-play, including using pretend-items in play

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- Wants to play with others side-by-side, but unwilling to play together or share toy items yet
 - Verbalises most of his/her wants, likes, dislikes and sometimes, feelings
 - When experiencing big emotions (e.g. frustration), might resort to tantrum behavior as a way of self-expression



Your child is constructing his/her own identity at this stage; he/she can be highly opinionated about himself and others (whether they are justified or not). There is so much he/she wants to try and prove, but sometimes, things just do not or cannot go their way. This rejection or failure is difficult for them to understand. Be patient with them as you guide them on 'the ways of the world'!

How do these developmental milestones relate to play?

Between the age of 18 months and 3 year-old, the child's understanding of the world expands quickly, together with an 'explosion of language'. It is exciting as they make sense of their environment and explore what they can effect in their environment, yet it also can be overwhelming. The child might seem unpredictable - wanting something familiar and to be helped on some days; and wanting something more challenging and to be fully independent on other days.

With proper guidance and scaffolding, play (both outdoor and indoor) is a safe space for the child to be him/herself at this stage of intense exploration.



From 3 up to 5 year-old...

- Climbs the stairs with alternating feet, balances (briefly) on one foot, pedals a bicycle, jumps with one or both feet
- Has a more constant stream of energy throughout the day
- Dresses him/herself well, but still requiring assistance with smaller clothing items, e.g. buttons, laces
- Traces or copies simple shapes and lines with minimal assistance



Create plenty of opportunities at home for your child to practice fine motor skills. Household tasks like wringing water from rags, squeezing juice from oranges, stirring, pouring, opening and closing jar lids are meaningful ways to engage your child at home.

- Draws simple pictures and communicates ideas with his/her drawings
- Understands 3-steps directions
- Speaks intelligible sentences that even unfamiliar others can mostly understand
- Recalls and retells parts of a story or recent experience
- Comments a lot, using simple sentence structures of at least 4 words
- Asks a lot of questions, but may not always stay for the whole answer



As your child grows beyond 3 year-old, he/she would have a more constant stream of energy throughout the day and therefore, require more to keep him/herself occupied. You can help your child to make good use of his/her time through a good balance and variety of activities - from active play to calm reading to different ways of self-expression (art, writing, dancing, etc).

- Enjoys make-believe or pretend play

-
- Starts to understand simple games with rules and tries to play co-operatively
 - Understands early numeracy and cognitive concepts, e.g. 'same' vs 'different', sizes, counting, sorting, etc



Create opportunities for social activities for your child. During conflict situations, give your child some time to try to resolve by negotiating with peers or asking for help instead of jumping in to defuse the situation. Encourage sharing, but also respect that your child might not be ready to share. Be grounded and flexible!

How do these developmental milestones relate to play?

At this developmental stage, the child's understanding of the world starts to include other people and learns about people who are different from them. They are picking up on the subtleties of social interaction, including social communication and cooperation. With more social experiences, they tend to encounter a wider variety of emotions as well. Play, therefore, is no longer just about entertaining themselves and learning about concepts.

Play becomes a common language between children, through which they learn to get along and manage their emotions; it is how children find out we are all interconnected.



Between 5 to 7 year-old ...

- Skips, hops, balances reasonably well with minimal or no assistance
- Dresses and undresses with minimal or no assistance
- Fairly independent with personal needs and self-care, including putting on socks and shoes
- Copies letters and drawings well, some are able to start writing independently, draw with more details, colours with some precision
- Speaks in sentences of more than 5 words, fluent and intelligible to others
- Shares personal experiences and tell stories in a logical manner
- Takes some initiative to solve personal problems instead of waiting for help
- Understands broad categories of familiar items, sees patterns (e.g. similarities and differences) in the things in the environment
- Counts with 1:1 correspondence, understands the concept of adding and taking away
- Has some basic concepts of time (including past, present, future) and money



By now, your child should have established good foundations in many developmental areas - gross and fine motor skills, sensory processing, language, early cognition, adaptive and self-care. The strength of these foundations are highly influential in how your child learns beyond this age.

- Starts to be able to distinguish fantasy (pretend) from reality
- Shows concern towards others and the emotions of others
- Uses vocabulary to describe familiar emotions and states of well-being, such as happy, angry, sad, afraid, proud, excited, tired, sleepy, hungry, thirsty, etc



This is a good time to introduce fables and stories with moral values, as well as jokes, to your child. Your child is beginning to understand different perspectives and apply simple logic to understanding social situations and stories.

- Has a wider variety of interests and often, seems full of energy to do many different activities in a day
- Starts to be more competitive in play and activities
- Demonstrates a preference for certain peers and not others, or for peers of the same gender



Your child might be easily distracted with the variety of things he/she can do at this age. He/she is also learning to manage a wider range of emotions, including losing in games or performing worse than peers. By teaching and guiding your child to manage his time, energy and emotions, you are helping him/her to self-manage, regulate and organise. You can do this through having regular conversations with your child about responsibilities, priorities and consequences. Having calm behavior reviews with your child allows you to understand his/her perspective too (which can be very different from your own perspective).

How do these developmental milestones relate to play?

The child is highly sociable at this age. They are eager to learn and learning can come from friends too. In fact, learning is more fun when it is done with friends! They need many outlets to expend their energy at this stage (experts recommend at least 3 hours of outdoor time for children every day). Children at this age should have a good repertoire of play skills. There are days that they may prefer just outdoor or physical play; also days that they just want to play indoor games; and days that they want to do both. They are open-minded to relating to others and the differences between themselves and others. They are also learning how the actions and behaviors of others can impact them and how they feel.

In short, this is when play gets more complex as it typically involves higher thinking skills, perspective-taking and can ignite big emotions!

SUMMING UP TYPICAL DEVELOPMENTAL MILESTONES...

Knowing the typical developmental milestones helps us to **be realistic** about accepting the developmental phases of our child and knowing what to expect. Children with atypical development may not develop according to the typical age of the milestones but the phases and stages are unlikely to deviate very much.

It is also important to know that the neurodiversity or physical conditions of children with additional needs may present **life-long challenges** to a certain development or developmental phase. For example, autistic children are likely to find continued challenges in social language and perspective-taking even as they grow into adulthood.

Part 1b: The 6 Key Stages of Play Development

The following chart shows the 6 key stages of play development. These stages correlate to the developmental milestones of children. **This is a two-way process - play helps children to develop skills in many aspects and as they develop more skills, they engage in varied ways of playing.**



Image credit: <https://pathways.org/kids-learn-play-6-stages-play-development>

Note that these stages are **not** mutually exclusive. Your child can be as keen to engage in cooperative play as parallel play. Most play is social in nature. Depending on the setting and environment (familiar or unfamiliar), the temperament and personality traits (e.g. a more reserved child who takes slower to warm up vs an outgoing child who enjoys taking on new challenges), and the encouragement and support from peers or adults, your child can be making different choices on how he/she would engage in play at different times.



Do a short reflective exercise on how your child engages socially since infancy. For example, is your child easy-going and sociable, wary and slow-to-warm or active and easily-excited? Observe how your child tends to interact with toy items and other children playing around him/her. For example, is there more pretend-play with language or more figuring things out and fixing things without much talk? Try to understand where your child is, in accordance to typical developmental milestones; and where he/she seems to require more support. See your child for who he/she is, instead of whom you would like him/her to be. Appreciate that every child has his/her own unique preferences and personality. This would help you to engage and support your child in more positive ways!

Examples of Play Skills at Different Stages

At the Unoccupied/Solitary/Onlooker Play Stages (up to around 24 months-old)

- Body discovery and play, e.g. kicking and grasping items within reach
- Eye gaze at toy items that move, e.g. staring at balls rolling in front of them
- Imitates a pretend-play action repetitively, e.g. holding up a toy phone, dropping a toy item into a box
- Play related to the body, e.g. push-and-pull toys
- Dances or does simple bodily movements to music, e.g. simple action songs like 'If you're happy'
- Throwing a ball overhand
- Looks for hidden objects or familiar persons, e.g. in games like Peek-a-boo
- Fixes or puts things in place, e.g. wooden knob puzzles, big-cuts puzzles, shapes sorter

At the Parallel/Associative Play Stage (From around 2 year-old)

- Treats inanimate objects as if they are alive, e.g. feeding a doll
- Imitates the play behavior of other children, e.g. builds towers side-by-side, scribbling lines, lining cars up
- Uses items symbolically, e.g. pretending a stick is a sword, a rectangular box is a phone
- Does puzzles with more pieces or smaller cuts
- Uses playground structure more meaningfully, e.g. climbs on playground structures alongside other children
- Goes around observing others from a distance, e.g. riding on a tricycle around the playground, but not interacting with other children yet

At the Cooperative Play Stage (from around 4 year-old onwards)

- Shares during play to achieve a shared outcome, e.g. a Play-Doh toy set where players have to share the tools to make a meal
- Does elaborate pretend play with some imagination and language, e.g. role-playing doctor and patient with peers
- Turn-takes in games, e.g. Snakes and Ladders, other board or card games
- Plays games with simple rules, e.g. Hide-and-seek
- Does play with a fixed sequence of actions, e.g. throw a ball then jump through hoops and run to a finishing line
- Organises and negotiates with other players in a game, e.g. police-and-thief



It is also important to note that while the 6 key stages of play development is a good indication, it is not rigidly correlated with the ages of the child. This is particularly important to remember in understanding the play stages of children with additional needs or developmental conditions. More of this will be covered in the next part of this guidebook.

Part 2a: Factors Affecting Play Experiences

Developmental delays and conditions affect the acquisition of skills. These delays can show up in many ways - movement, behavior, language, thinking, and learning. Since play is a two-way process of learning and applying skills, children with developmental delays and conditions may not reap the same benefits of play as typically-developing children. **They may require more support, in the manner of scaffolding and meaningful facilitation, to have a richer play experience.**

Let's take a closer look at some common factors that can affect play experiences.

Look out for “  ” for specific tips on how to scaffold and support play experiences.

Physical & Motor Movement-related

In the earlier stages, a big part of play involves isolated gross or fine motor movement. For example, grasping items, kicking, throwing, holding up and putting down things. Mid to later stage play involves more coordination between gross and fine motor, hand-eye coordination and spatial awareness (an awareness of the objects around us and how they relate to different parts of our body). For example, climbing up playground structures, fixing puzzles, threading, catch-and-throw.

Children who have delays or challenges with motor development find it difficult to execute seemingly simple movements (e.g. fixing puzzles). Older children might find it difficult to plan motor movements or execute in time to complete the action (e.g. unable to catch a ball coming at them).



Start 'small' and 'short'. Physical prompts, such as holding your child's hands or legs, to execute small movements help to 'teach' the child's body on what to do and how to respond. Consistent practice helps to strengthen 'muscle memory'. Shortening the distance between toy objects or the response time between stimulus and outcome can increase success and reduce frustration of your child.

Sensory-related

Our sensory system is responsible for detecting and processing the sensory input we receive from our environment and consequently, the brain informs us of the appropriate response (output). Every one of us has a different sensory profile, e.g. how much we can tolerate certain sounds, smells, how we like or dislike certain material that our skin contacts, what kind of physical activity makes us feel calm or excited, etc. It is a complicated process that involves different parts of the brain connecting and 'making sense of information' at the same time; and one that most typically-developing persons take for granted. Play is an experience that encompasses many different sensory processes of the developing child. It is a powerful medium, much like brain training for the child.

Children who have sensory-related challenges often find difficulty in different areas of development. Children on the autism spectrum tend to have sensory differences (see link in references for 'Sensory Differences'). This can make play experiences very different for them, and sometimes, overwhelming. As a result, they might behave in unexpected ways when put in a play situation.



Your child can be feeling uncomfortable in a play environment due to noise, temperature, cluttered walls and shelves. He/she can also display resistant behavior to certain textures of toys, smells or sounds that the toy emits. Withdraw toy items that your child resists interacting with; do not force your child to engage. While your child is feeling calm and engaged with a preferred toy, re-introduce the un-preferred toy bit by bit - model a simple action to do with the toy item and invite your child to imitate. Put it away before your child starts to get frustrated or overwhelmed. Be mindful that it might take a long while before your child starts to accept the toy item.



Your child can also be particularly fixated on a toy item because of sensory differences. Do not withdraw the toy just to keep your child from interacting with it (unless it poses safety concerns). Introduce a new toy item bit by bit - model how the new item can 'co-exist' with the preferred toy and how to play with both. Encourage your child to imitate your play action, starting with just one time. Leave the new toy within sight and reach even if your child does not seem interested at first. Be mindful that it might take a long while before your child starts to accept the toy item.



Some sensory differences may pose as very challenging behavior in children. Occupational therapists can help you to understand the sensory profile of your child. They may be helpful in sharing ways to manage the behavior, as well as giving recommendations on how to improve the sensory system and the processing of sensorial stimuli of your child. Refer to the reference page for links on sensory differences.

Language-related

Much of early language development is triggered from observing the environment, imitating others and associating language with context. For example, babies learn to babble first words by imitating the sounds they have been hearing from their primary caregivers, children learn different shapes and colours through shape sorters and colourful toys. As language develops, play scripts emerge and play becomes more elaborate as children do role-playing. For example, from 'carrot' to 'cut the carrot' to 'let's put the carrot in the pot' to 'Would you like to try our carrot soup?'

Children who have delays or challenges with language development often play by themselves rather than with others. They may find it frustrating to play with others as they lack the language to convey their ideas or wants to others. Conversely, they may also find it challenging to understand the directions and suggestions of others.



Limit the toy items that your child can access. Be intentional in pairing language with the toy items or the play actions of your child. Start with single words, e.g. 'horse', 'tractor' and repeat them whenever your child picks up the toy item. Use simple directions, e.g. 'Give me horse' and quickly prompt your child to execute the action of giving it to you. Refrain from unnecessary speaking when you incorporate language skills at play. Your child is learning through association, so what he/she hears and uses should be specific and meaningful.

Part 2b: More Tips on Enhancing Play Experiences

'My child just can't share...'

Sharing is a behaviour that is built on other skills (e.g. concept of object permanence, self-awareness, ownership, empathy, co-operation, etc). It can be unrealistic to expect children below the age of 4 to share, especially if the child is an only child (and hence, has not many opportunities to learn to get along with another). Forcing your child to share when he/she is not ready is bound to upset him/her and, consequently, you.

Here are some tips to address this

- Be clear what 'sharing' entails - to give away/up something that you have or want to keep to someone else. Before your child can 'share', other terms like 'take turn' or 'exchange' might be easier for your child to accept. Unlike 'sharing', 'take turn' and 'exchange' does not require your child to give away or give up an item entirely and 'lose it'.
- Be intentional in suggesting a 'sharing experience' especially if the play items are common resources. Point out to your child that the play items do not belong to him/her. They are for everybody - who is 'everybody'? Assure your child that while he/she can get time to use a certain item, he/she should also accept that another peer can get time to use the same item. A timer can be a good and objective reminder to facilitate this - everybody gets the same amount of time to use a highly preferred item (turn-taking).
- Acknowledge and be quick to praise small efforts and willingness to share. Instead of saying, 'good sharing', be specific about your child's sharing behavior and how others (and you) feel about it. "I know it can be hard to give away the tractor because you really like it. But Tommy has waited patiently for 5 minutes. He is really happy to have it now. I feel proud that you passed it to him, like we agreed. You can ask him for it again after he's done."
- Practise 'show-and-allow' for toy items that belong to your child but he/she just wouldn't let others co-play. Be explicit that your child would have 5 minutes to show a peer how to play. After that, he/she has to allow the peer to interact with the toy items together with him/her. The peer should ask for permission to do this, or your child can invite the peer to join in. Let your child know that this is 'playing together' (parallel/associative play stage).

'My child keeps making the same mistake during play...'

Although play is supposed to be a free and safe space for children to discover and learn, some children can get frustrated when they experience mistakes or failures at play. This would then discourage them from participating, hence limiting themselves from learning at play. On the other hand, some children seem to intentionally make mistakes and enjoy the dismayed reactions from caregivers.

Here are some tips to address this

- Observe and understand why the mistake occurs. What abilities and skills are necessary to be successful at the play activity? Does your child have those abilities and skills? Is the play activity too overwhelming or distracting (e.g. jumping to a 10-pieces puzzle can be very overwhelming if your child has only been using 4-pieces so far)?
- Use a physical prompt (e.g. hand-over-hand) to help your child be successful. Pair this with language (e.g. the cow is on the farm). Gradually fade off the prompt from physical to gestural (e.g. pointing or tapping on the correct position), positional (e.g. placing the puzzle piece close to where it should go) or verbal (e.g. the cow is on the ...).
- If the mistake is intentional, your child might be doing it to get your attention. Change your response to the mistake. This can be just keeping quiet, making the correction yourself (and expressing a positive response to that), or keeping away the toy item. Managing your response to your child's behavior is one of the quickest ways to manage your child's behavior.

'My child plays with the same toy in the same way, all the time...'

Children with developmental delays or conditions tend to have difficulties ideating or expanding on their play. This means that they tend to have a predictable way in playing and without suggestion or guidance, they seem content to play in the same way all the time. Sometimes, they would resist or reject suggestions to play in other ways too.

Here are some tips to address this

- Add in new but small elements into his/her play, one at a time. For example, if your child has always been playing with animal figurines and a farmhouse toy, introduce a farmer or a tractor or some feed for the animals. Model how to play with the new element in a relevant and meaningful way.
- Consider a different modality to the play situation. For example, if your child has always been pretend-cooking pizza, introduce a puzzle about food. Get him/her to complete the puzzle before their pretend-play. Or come up with a craft to make pizza. Keep it short and easy to reduce resistance.
- Children who are receiving intervention support tend to respond well with schedules. Try to create a visual play schedule for your child, alternating new play items with preferred items of play. Start off with short play durations of the new play items and longer play durations of the preferred items. Gradually make the play durations the same when your child starts to interact better with the new play items.
- Play with the new toy, or the toy you want to introduce to your child, by yourself! Set up your play space next to your child and play beside your child. Make it look interesting to attract the attention of your child. Repeat the play actions (because repetition is assuring to children) and include language and exaggerated expressions. Invite your child to help with just one action (e.g. put the bears on the bus). When he/she shows more interest, invite him/her to participate in the play with you.

'My child doesn't want me to sit near him/her at play...'

Some children may shoo their parents away when their parents get near them at play. This usually happens because they prefer to be by themselves than to have someone intrude on how they play and perhaps, do not want their toys to be 'messed up' by parents. It can be an indication that you have been too intrusive on your child's personal space.

Here are some tips to address this

- Instead of approaching your child at play from a distance, set up the environment beforehand. Create an environment where you are doing something else (that does not distract them) close to where he/she plays. Try to match your height with your child's - if he/she is sitting on the floor, find something you can do while sitting on the floor too. You just want to be near, but not intrusive.
- Keep one of the toy items with you. When your child seems to be looking for it, let him/her know you have it and ask if you can bring it over, or 'put it on the playmat'. This can also work if you have a new toy item that your child would want to include in their play. Gradually, ask to participate in their play.
- If you have been guiding, teaching or correcting your child often in how he/she plays, then stop doing these. Play is the safe space of children - a little bit of guidance and facilitation can engage and support them better, but overdoing it is akin to making their safe space your 'adulting space'. Play ought to be fun and joyful; even the best intentions should not take that spirit of joy away.

Part 3: About Us & References

The Vision of Play.Able and How Parents Can Benefit

Play.Able was set up as a pilot in 2022 following the feedback from caregivers of children with special needs to have more inclusive indoor spaces for play and fostering opportunities for parents to learn from one another.

Our objectives are to:

- a. Support special needs families especially those new on the caregiving journey with curated educational materials and resources that complement and supplement their child's developmental milestones;
- b. Provide increased opportunities within a safe and non-judgmental space for children to play with their peers and develop their social skills;
- c. Support caregivers with community bonding events and knowledge sharing workshops;
- d. Provide employment opportunities for caregivers at Play.Able.

Our resources are available for browsing here: <https://playablesg.lend-engine.com/>

A Special Door

A Special Door provides services to support families and organizations in the learning and educational journeys of neurodiverse children. Our work with children & their families focuses on engagement, partnerships and empowerment. We welcome collaborations that lead towards our vision of an increasingly inclusive society, a village in which 'everyone can win'.

Find out more on www.aspecialdoor.com.sg and www.facebook.com/aspecialdoorsg

Enabling Guide

The Enabling Guide is a first-stop resource portal for persons with disabilities and their caregivers. To help users make informed decisions about the schemes and services that best suit their life stage and needs, the Enabling Guide pulls together various relevant information and resources available in Singapore, and guides users on the different service options across the life stages.

Start exploring the Enabling Guide here: <https://www.enablingguide.sg/>



CaringSG

CaringSG is a caregiver-led initiative for special needs caregivers and the community. It aims to connect, enable and empower special needs caregivers through regular events, caregiver support services and online resources.

Find out more here: <https://caring.sg/>



Reference List and Website Links to Check Out

... On Developmental Milestones & Play Stages ...

Developmental Milestones

<https://www.healthxchange.sg/>

Child Temperament Types

<https://www.parentingforbrain.com/easy-baby-what-is-temperament/>

The 6 Stages of Play Development

<https://pathways.org/kids-learn-play-6-stages-play-development/>

Play Skills Checklist

<https://behaviorplace.com/tips/play-skills-checklist-for-toddlers-and-preschoolers>

Play Types Toolkit

<https://www.playscotland.org/get-involved/schools/play-types-toolkit-bringing-play-school-day/>

... On Enhancing Play Experiences ...

Enabling Guide - Parenting Tips

<https://www.enablingguide.sg/caregiver-learning-roadmap/parenting-tips>

Sensory Differences

<https://www.autism.org.uk/advice-and-guidance/topics/sensory-differences/sensory-differences/all-audiences>

An Age-by-age Guide to Teaching Your Child To Share

<https://yourparentingmojo.com/sharing/>

Play Types Toolkit

<https://www.playscotland.org/get-involved/schools/play-types-toolkit-bringing-play-school-day/>

Scaffolding Children's Play with Materials (art)

<http://www.louisapenfold.com/scaffolding-childrens-play-with-materials/>