

**The Importance of Play:**



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Both the child that is hospitalized, as well as children with a normal regular life experiences have something in common. Play time!

1. play reduces stress, allows freedom of expression, [ including fears and concerns]
2. play allows divergence from what may be going on at the moment [ including separation anxiety]
3. play can alleviate pain by taking the child into another world, [ a world where he does not dwell on the procedure]
4. play allows normal growth and development
5. play allows children to control the moment

## **Cognitive Development and Play:**

There are two cognitive development skills that developed during playtime.

<b>Age</b>	<b>Object Permanence and Causality</b>	<b>Causality</b>	<b>Play</b>
0/4 mo.	out of site/out of mind still looks at hand/after dropping toy	creates bodily sensations [thumb-sucking]	grasps/ moves looks at contrasting shapes/colors
4/8 mo.	locates hidden toy tracks object that dropped	notes his behavior causes effects	reaches/grasps puts into mouth
9/12 mo.	finds hidden toy, but will not notice it in another area	understands intentional	controls toy with

An ability to adapt to new situations, responding to these situations, and being able to change or accept daily changes of life; trusting, happy, secure, being able to rely on their senses, experience life thru the safe and loving arms of a guardian devoted to them. This is truly a gift we as adults can all provide a child, because only thru ourselves does a child grow and develop.

Heredity we realize is an influence on a child, we must remember however their environment is too!

That includes:

### **Developmental milestones:**

<b>9 months---</b>	<b>creeps on hands and knees pulls to standing position can stands while holding on</b>	<b>grip more developed uses dominant hand</b>
<b>10 months-</b>	<b>can sit up can stand with assist, can take a step</b>	<b>more defined grip puts toys into container intentionally drops toys</b>
<b>11 months</b>	<b>walks with both hands held</b>	
<b>12 months</b>	<b>tries to stand-alone</b>	

## **Erickson' Theory of Development**

- **GROWTH AND DEVELOPMENT CHART**
- **ERIKSON-PAIGET CHART**
  
- **TRUST vs. MISTRUST**
- STAGE: INFANCY
- AGE: 0-1 year
- SIGNIFICANT PERSONS: MATERNAL FIGURE
- TASKS: Getting, Tolerating frustration in small doses, recognizing mother as distinct from self and others
- **AUTONOMOUS SHAME**
- STAGE: TODDLER
- AGE: 1-3 years
- SIGNIFICANT PERSON: PATERNAL FIGURE
- TASKS: Trying out powers of speech, acceptance of reality vs. pleasure principle.
- **INITIATIVE vs. GUILT**
- STAGE: PRE-SCHOOL
- AGE: 3-6 years
- SIGNIFICANT PERSONS: BASIC FAMILY
- TASKS: Questioning, exploring own body environment, differentiation of sexes.
- **INDUSTRY vs. INFERIORITY**
- STAGE: SCHOOL AGE
- AGE: 6-12 years
- SIGNIFICANT PERSONS: NEIGHBORHOOD, SCHOOL
- TASKS: Learning to win recognition by producing things, exploring, collecting, and learning to relate to own sex.
- **IDENTITY vs. IDENTITY DIFFUSION**
- STAGE: PUBERTY AND ADOLESCENCE
- AGE: 12-?
- SIGNIFICANT PERSONS: Peer group, models of leadership
- TASKS: Moving toward heterosexuality, selecting vocation, beginning separation from family, and integrating personality.
- **INTIMACY vs. ISOLATION**
- STAGE: LATE ADOLESCENCE-YOUNG ADULthood
- AGE: 13- and up
- SIGNIFICANT PERSONS: Partners in friendship, sex, cooperation competition
- TASKS: Capable of establishing lasting relationship with members of opposite sex, learning to be creative and productive.