Developmental Therapy Objectives \*

Behavior Objectives:

Stage 1: Birth-2 years-old Sensorimotor, All therapy will be done via corrective experiences

* Indicate awareness of sensory stimuli
* Attending to sensory stimuli with body or looking
* Sustaining attention to stimuli
* Spontaneously respond to simple and complex stimuli with motor behavior
* Independently play with objects
* Indicate a recall of routing by spontaneously moving to next activity without prompt

Stage 2: 2-6 years-old Pre-Operational , Corrective Experiences dominate tx with some interpretive

* Use play materials appropriately, normal play
* Wait without intervention from adult
* Participate verbally and physically in sitting activities such as craft time, cookie time without adult intervention
* Spontaneously participate verbally and physically in activities without adult intervention

Stage 3: 6-11 years-old Concrete Operational, Child moves from language to experience, Therapy is both corrective and interpretive work.

* Complete short familiar tasks without any adult intervention
* Accept praise without inappropriate behavior or loss of control
* Convey awareness of family and school expectations
* Simple reasoning for expectations
* To verbalize more appropriate ways of behaving
* To inhibit inappropriate or impulsive behaviors when others are out of control
* Maintain physical and verbal control while playing in groups

Stage 4: 12-19 years-old Formal Operations, Verbal Therapeutic process dominates

* Respond appropriately to choices for leadership
* Awareness of self and one’s behavioral progress
* Exhibit appropriate alternate behaviors; problem solve
* Participate in new experiences with verbal and physical control
* Respond to interpersonal problems with constructive solutions

Communication Objectives

* Attend to person speaking
* Respond to verbal stimulus with motor behavior
* Name objects when asked
* Produce recognizable single words in activities to obtain desired response from others

Stage 2:

* Answer adult’s questions with meaningful words
* Exhibit Receptive Vocabulary no more than 2 years delayed
* Use of simple phrases to communicate with peers or adults
* Share information with adults and peers
* Be able to describe self albeit with simple words

Stage 3:

* Use words to describe personal experiences, ideas, or work
* Verbal and nonverbal communication of negative feelings
* Participate in group discussions without disruption
* Communicate pride in own work, recognize strengths
* Be able to describe other’s characteristics
* Verbally recognize other’s feelings

Stage 4:

* Express self through creative arts (art, music, dance, or drama)
* Awareness of self
* Understand impact of one’s behaviors on others
* Praise and recognize others achievements
* Spontaneous verbal expression in groups
* Initiate positive relationships with peers and adults

Socialization Objectives

Stage 1:

* Be aware of others
* Attend/interest in others’ behaviors
* Respond to name being called
* Interact nonverbally (e.g., smile back)
* Engage in organized solitary play
* Understand single word requests (e.g., “eat!” “stop!”)
* Seek contact with adult spontaneously
* Emergence of self/autonomy

Stage 2

* Participate in parallel play spontaneously
* Wait without adult intervention
* Participate in verbal interaction with another child
* Participate in interactive cooperative play with another child

Stage 3

* Model appropriate behavior of another child
* Share materials and take turns without reminders
* Lead or demonstrate activity for a group
* Label social situations in simple moral judgments (right/wrong, good/bad, fair/unfair)
* Join activity initiated by another child
* Describe experiences
* Develop friendship preferences for a particular child
* Seek praise or assistance from another child

Stage 4

* Identify with adult leaders, heroes, or others
* Spontaneously suggest group activity
* Awareness of differences in people especially from oneself
* Respect other’s opinions
* Be able to problem solve interpersonal conflicts
* Draw inferences from social situations

\*Adapted from “Developmental Therapy Objectives: A self-instructional Workbook (Wood, 1979, pp.92-132)

Play Therapy Case Discussion

Alice is a developmentally delayed 5 year-old who was referred to treatment because of a history of sexual molestation by her biological father. She was reported to indiscriminately approach men and sit on their laps. Once seated, she would wriggle around and grind her bottom onto the man’s pelvis. Alice was seen by a male therapist and upon meeting him, immediately attempted to sit on his lap. Therapist attempted to redirect behavior with no effect.

What is Alice’s developmental level? How can that information help inform the therapist on ways to approach play therapy with Alice? How can the play therapy encourage her to fulfill her emotional need for closeness met in developmentally appropriate ways?