







Preschool Play Study Update

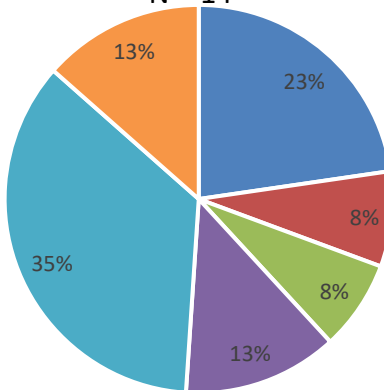
Thank you so much for all of your help in making this study happen! Over the past two years, we have enrolled 147 families into our study, completing our enrollment of new families. We are hoping to follow up soon with families to see how children are doing. We have presented the data from the observations we have completed below.

Key

-  Reticent: Unoccupied or watching others
-  Solitary Constructive: Constructing, creating, or exploring alone (e.g. building with blocks, reading a book, coloring)
-  Solitary Functional: Motor activities or pretend play alone (e.g., dress up, riding a bike)
-  Parallel Play: Independent play in close proximity to other children
-  Social: Group play and peer conversation
-  Teacher Interaction: Interactions with teachers

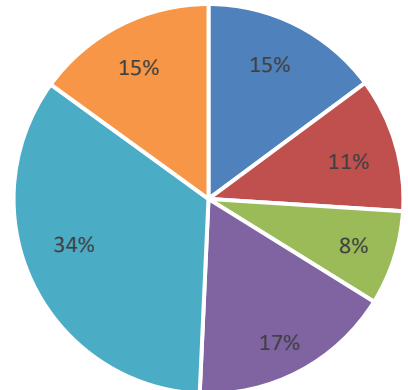
3 Year-Old Boys

N = 14



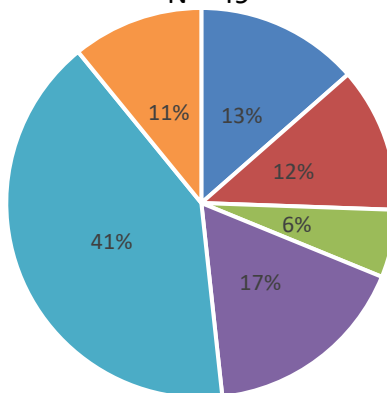
3 Year-Old Girls

N = 11



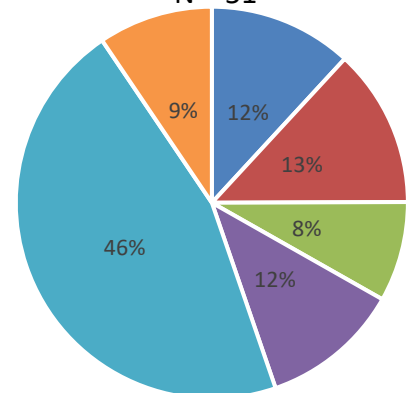
4 Year-Old Boys

N = 49



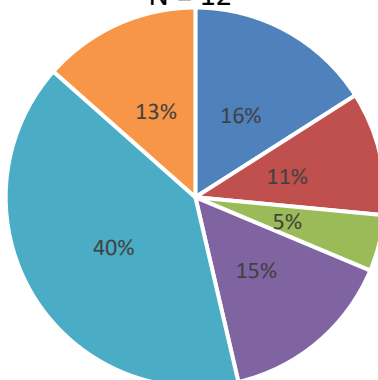
4 Year-Old Girls

N = 51



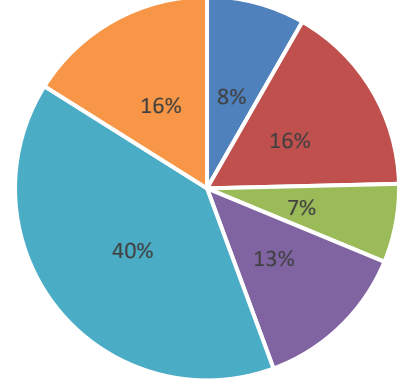
5 Year-Old Boys

N = 12



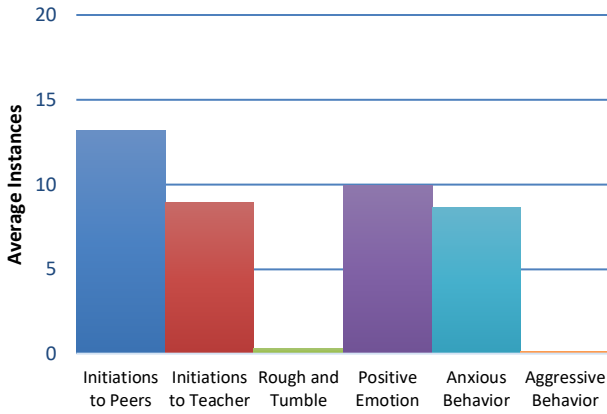
5 Year-Old Girls

N = 8

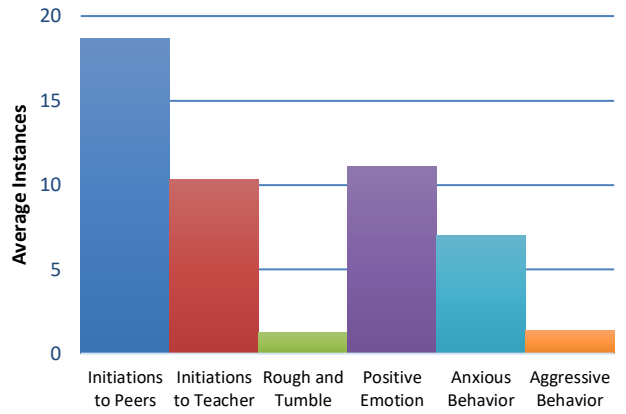


N = number of children included in each graph

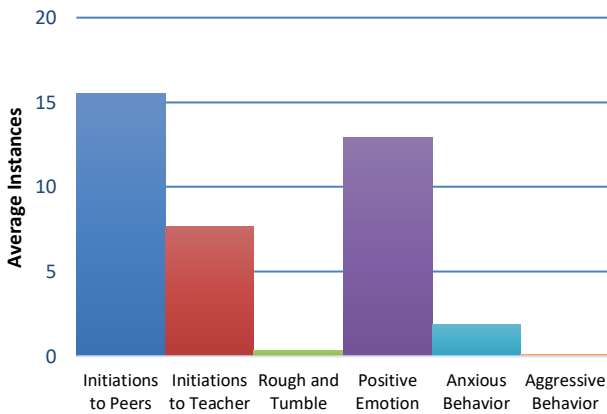
3 Year-Old Boys



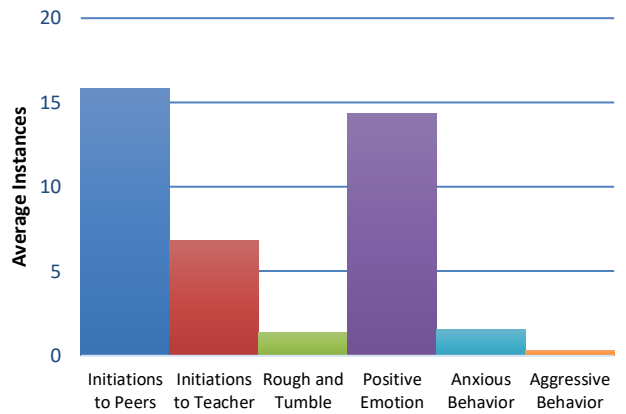
3 Year-Old Girls



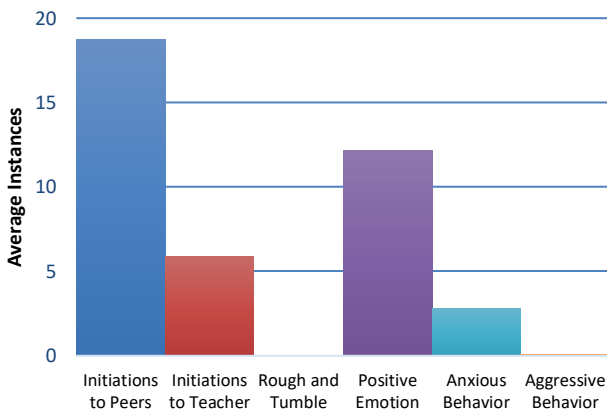
4 Year-Old Boys



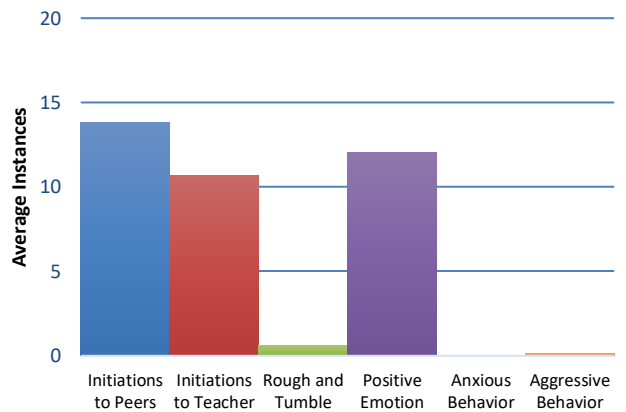
4 Year-Old Girls



5 Year-Old Boys



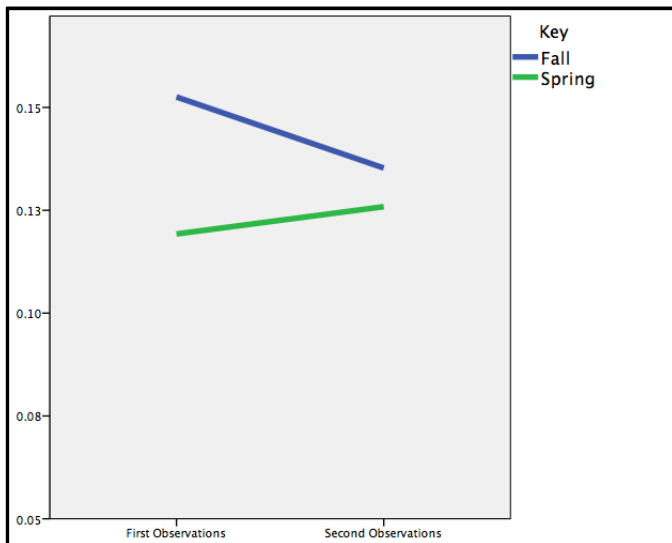
5 Year-Old Girls



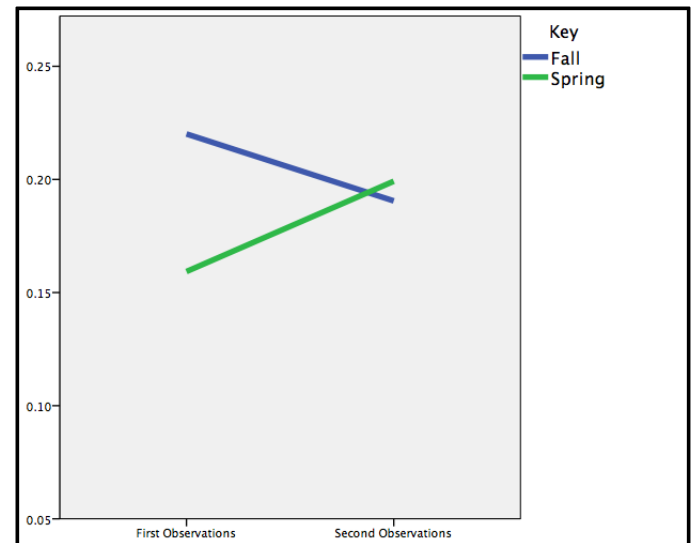
Change in Play in the Fall and Spring

These graphs show how children's play changed over time from our first round of observations to our second round of observations 8 weeks later. The lines show the proportion of time that children spent in each form of play during each set of observations – lines going up show increases in that kind of play over time, while flat lines show no change and lines going down show decreases. The blue lines are for children observed in the fall, and green lines are for children observed in the spring. As you can see, we found very different patterns of change in the fall and spring!

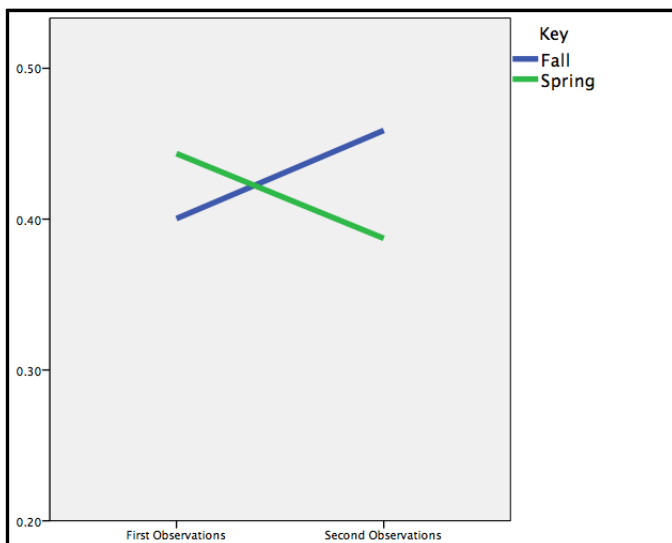
Reticence



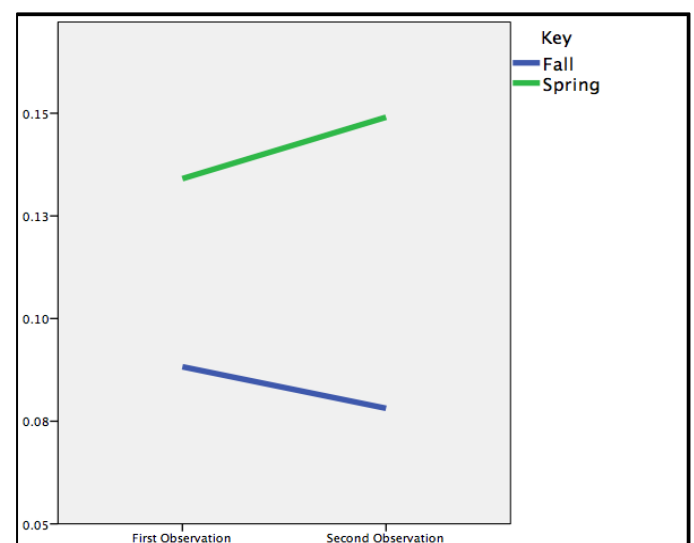
Solitary Play



Social Play



Teacher Interaction



Play Behavior by Time of Day

This graph shows how children's play differed depending on the time of day when they were observed. The left part of the line shows the proportion of time children engaged in each play behavior during morning observations, the middle of the line shows the amount of each play behavior for observations in the middle of the day, and the right part shows the amount for afternoon observations. We saw some interesting patterns – for example, children tended to engage in more social play later in the day, while reticence (i.e., being unoccupied and/or watching others) was lower at midday than in the morning, but it was higher again in the afternoon.

