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RESEARCH ARTICLE

EFFECTS OF ENTHUSIASTIC ACTS ON CHILD'S DEVELOPMENT

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ABSTRACT

Enthusiastic activity in its sumptuous nature works gorgeously as an essential element in growing the children up lavishly in their early childhood years by letting them to be engrossed in the incarnation of constructive activity, planned activity or pretend/dramatic activity under the edifice of indoor or outdoor game playing abode. Such a set of conditions or state of affairs enthusiastically brings younger's interests, natural tendencies and wishes on the surface of their comprehensive development as well as manifestly highlights their behaviors, attitudes and personality traits that primarily fabricate the little individuals healthy, wealthy and wise in their multifaceted growing dimensions which in lateral years shove them towards pinnacle of moral prestige, temporal power, craft or fame.

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INTRODUCTION

Despite the fact that it is humble and unpretentious to anthologize a list of enthusiastic acts but it is much more difficult to define it with its intrinsic nature. According to Sara A, Sherwood and Reifel (2010), there is not one universal definition of activity; most definitions have common attributes, which permit us to understand what activity is across contexts. Potentially enthusiastic playful behaviors can be categorized into functional, constructive or pretend/dramatic behaviors (Lisa A. Weinberger, Prentice Starkey, 1994). Play works as an absorbing activity in which healthy young children participate enthusiastically and relinquish their state of disquietude (Scales *et al.*, 1991). Enthusiastic acts leave opulent effects in arrangements in which children can run through their innate behaviors for the particular tasks without feeling apprehensiveness about repercussion (Csikszentmihalyi, 1981). Enthusiastic activity is positively cherished by the players as it is self-motivated and freely chosen leaves its ultimate effects of merriment (Garvey, 1977). Enthusiastic acts enhance language development, social competence, creativity, imagination, and thinking skills (Fromberg and Gullo, 1992). Play working as enthusiastic

activity is essentially beneficial in developing academic skills (Bodrova *et al.*, 2006). Enthusiastic activity plays its vital role in the development of children (Kathleen Glascott Burriss, Ling-Ling Tsao, 2012). Verbal communicational intelligence and ideational fluency can be acquired through zealous and flirtatious environment (James and Christie, 2014). Well developed physical, cognitive, moral and social domains give potentially indispensable insinuations to children peculiarly in their health and education (Pellegrini and Peter Smith, 2008). Enthusiastic activity is the chief vehicle for the development of imagination, intelligence, language, social dexterity, and perceptual-motor artistry in infants and young children (Frost, 1992). Dramatic activity as to play a role work well to nurture cognitive development (Kim, Sook-Yi, 1999). Enthusiastic activity is the most prevalent during childhood when children's knowledge of self, cognizance of verbal and non-verbal communication, and understanding of the physical and social worlds amplify dramatically (Garvey, 1977). Enthusiastic activity is the ultimate integrator of human experience mandatory for the holistic development (Fromberg, 1990). This means that when children are engaged in an enthusiastic activity based scenarios, they draw upon their plans which they are conjectured to perform in their years to come. Many conceptual expressions of an idea and conspire acts define how

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play is to be related with child's cognitive development (Robert S. Fink, 1976). Digging up wholes, building up little ditches, canals, channels, aqueducts, tunnels, diversions and dams for all the run offs during or after the rains or at the beaches involves enthusiastic proclivity (Francis Wardle, 2015). Intimacy of children with enthusiastic activity nourishes their natural proclivity which results in their ultimate high developed intellectual powers (Bruner, 1972). Intellectual powers are dependent on physical health while there is positive relation between physical health and physical activity. The high amount of physical activity lets the children to take some safe and sound risks which ultimately will nourish and flourish their social, moral as well as physical skills representing their great extent of health (William L. Haskell et al., 2007). As enthusiastic activity is driven by children's interactions with their environment while changing the environment in accordance with the propensity of the children encourages all sorts of exuberant talents. This means that by adding new and novel materials to indoor/outdoor learning domains can work in the best way to increase developmental potentials as within the psychology discipline, such playful enthusiastic environments serve as instrumental phenomenon for child development (Cratty, Bryant J. 1969; Lieselotte van Leeuwen, Diane Westwood, 2008). By encouraging the children to control their environment in accordance with their inclination develops a sense wisdom which leads them towards flexible thinkers (Ihn 1998).

Children's urge to act or feel in a particular way prepares them for later academic, social, and emotional successes (Leong & Bodrova, 2015). Entanglement in ebullient activity is crucial to children's multifaceted development (Lillard et al., 2013). Children learn most through their activity based experiences (Piaget, 1962). He claimed that activity plays its role just for pleasure while it allows children to practice things they have previously learned, it does not necessarily result in the learning of new things. In this appraise, activity is seen as a thoughtful process transpiring allusive development but literally contributing little to it (Johnsen and Christie, 1986). According to Palagi, G. Cordonni and Borgogognini tarli (2004) playful behavior is far from being a purposeless activity as it serves immensely in all the developmental areas. Vygotsky (1978), grounded this belief that in order for children to work within their Zone of Proximal Development (ZDP), they must be involved, active participants in their learning processes. In this panorama, it is said that play actually facilitates cognitive development. In discussing Vygotsky's theory, Vandenberg (1986), remarked that play not so much reflects thought (as Piaget suggests) as children not only practice what they already know, they also learn new things as it creates modern contemporary thoughts. Forethought and management of longer activity based periods in daily schedules is of great significance for holistic child developmen (Deborah W. Tegano and Marsha P. Burdette, 1991). Enthusiastic activity is necessity for all children in their early childhood years as it enables them to develop self control and to expand language (Joan Isenberg and Nancy L. Quisenberry, 2012). Rough and tumble acts facilitate discernment as it necessarily develop literacy skills, motor development and strengthens young children's brain (David F. Bjorklund and Rhonda Douglas Brown, 2008). Children are naturally tantalized by their milieu where they can manipulate their warm thoughts in accordance

with their experiences and potentials (Biddy Youell, 2008). Children can make sense of the world around them. They can escalate their social and cultural conceptions. Enthusiastic playful behaviors enable them to learn how to contemplate their standpoints. By giving way to warm acts they can practice their adjustable and antithetical thinking. They can confront and solve their real problems as according to Raphaelle Miljkovitch et al. (2007), playful acts enable the children to regulate their emotions and protect themselves against problematic behaviors. Children can thrash out play roles and plans and can express their thoughts and feelings freely in playful environments as according to David Oppenheim, Robert N. Emde and Frederick S. Wamboldt (1996), oral as well as verbal enactments are of paramount importance for children's developmental accomplishments.

Enthusiastic acts and learning have positive relation as from children's own perspective, rough and tumble activities and learning can not be separated from each other (Ingrid Pramling, Samuelsson and Maj Asplund Carlsson, 2008). As such activities play an affiliative role in child' development, although their expeditious incitement remains non-antagonistic (Anne P. Humphreys and Peter K. Smith, 1987). Children have an extremely high level of motivation and engagement in their education based on enthusiastic activity. This illustrates that children are born with the desire to construct and learn new knowledge by indulging themselves warmly in constructive venture. It is an evident from educational and psychological research that enthusiastic activity of any kind in early childhood years builds children's capacity in their surroundings. Young children are inspired by the conditions that are valuable for playful learning experiences. It is their interest and connection with their environment that flourish compact development in all the multifaceted areas of growth and development (Nicky Thomas and Caroline Smith, 2007). By encapsulating it is strongly suggested that enthusiastic acts contribute to the emotional, intellectual, physical, social and spiritual development of the child that can not be developed extensively under captured environments or through instructions. The entanglement of children in different kinds of constructive activities offers an eccentric flair and acuity of the child's internal world. Such physical activities are sufficient to elicit health benefits (Darren E. R. Warburton, Crystal Whitney Nicol and Shannon S. D. Bredin 2006).

Statement of the Problem

The problem to be investigated was how well enthusiastic acts taken as determinants contribute to the child's cognitive, physical, social, moral and language development in his/her early childhood years.

Research Questions

Following questions were raised to address the research problem:

- What is the influence of independent variable (enthusiastic acts) on dependent variable (child's development)?
- What is the significant contribution of independent variable (enthusiastic acts) on dependent variable (child's development)?

Rationale of the Study

The period of early childhood has a long lasting impact on a variety of developmental outcomes while in Pakistani society worthwhile importance is not given to this precious time by the parents, teachers and educators. They emphasize on yielding bookish knowledge considering it fundamental for achieving multi dimensional learning objectives rather than recognizing the role of healthy and enthusiastic activities in getting the desired outstanding developmental outcomes. They put heavy pressure of learning the given materials on the little minds of the children in their early childhood years and set their natural interests and tendencies aside which is highly condemnable. Keeping this particular point in mind the need for research on the effects of enthusiastic activities on child's development was felt.

Objectives of the Study

- To identify the importance of enthusiastic acts in early childhood years.
- To investigate the effects of enthusiastic acts on child's cognitive, physical, social, moral and language development.

Research Design

The method chosen for this research was quantitative in nature as it was chosen for its ability to enable the study's findings to be generalized. This methodology enabled the researchers to investigate the effects of enthusiastic acts on child's development from the perspective of secondary school teachers. A structured questionnaire on five point likert scale was administered on the subjects selected through simple random sampling technique. Subsequently collected data was analyzed by SPSS (Statistical Package for Social Sciences) and results were interpreted through percentage, mean values and standard deviations fabricating recommendations.

Population and Sample of the Study

The target population of the current study was all the secondary school teachers working in government as well as private high schools in Faisalabad city. A sample of hundred teachers both males and females from twenty schools (randomly) selected were the participants of the current study.

Research Instrument

The researchers developed a structured questionnaire on five point likert scale for the secondary school teachers to measure the variables taken as determinants and their effects on child's development.

Data Analysis

Collected data was analyzed by SPSS (Statistical Package for the Social Sciences) using frequency, percentage, mean values and standard deviation to answer the research questions as how well the given factors contribute individually as well as collectively on the child's development.

FINDINGS AND DISCUSSION

The study set out to explore the effects of enthusiastic acts on the development of children in their early childhood years. Collected responses from the respondents manifest importance of activities in multifaceted area of development as shown below:

As above table shows that independent variable such as enthusiastic acts have strong influence on all the dependent variables of child's development such as intelligence, comprehension, understanding, learning ability, mental growth and development, integrated learning process, perception and memory. It is obvious from the findings of the study that enthusiastic acts have uttermost effects on child's learning ability with mean value of 3.43 and standard deviation of $\pm .83188$.

As above table shows that independent variable such as enthusiastic acts have strong influence on all the dependent variables of child's development such as physical health, physical energy, motor skills, efficient working of body parts, eye hand coordination, muscles strength, activeness and boldness. It is obvious from the findings of the study that enthusiastic acts have uttermost effects on child's activeness with mean value of 3.71 and standard deviation of $\pm .51825$.

As above table shows that independent variable such as enthusiastic acts have strong influence on all the dependent variables of child's development such as social relations, societal rules and regulations, friendliness, habit of sharing, confidence, positive attitude, personality and to be helpful for others. It is obvious from the findings of the study that enthusiastic acts have uttermost effects on child's friendly behavior with mean value of 3.62 and standard deviation of $\pm .54643$.

As above Table 4 shows that independent variable such as enthusiastic acts have strong influence on all the dependent variables of child's development such as morality, principles of right and wrong, personality traits, character development, appropriate behavior, passion of care for others, cooperation and obedience. It is obvious from the findings of the study that enthusiastic acts have uttermost effects on child's individual/social/religious morality with mean value of 3.63 and standard deviation of $\pm .66142$.

As above table shows that independent variable such as enthusiastic acts have strong influence on all the dependent variables of child's development such as receptive language, expressive language, proper use of words, principles of communication, language by eye, language by writing, language by listening and language by speaking. It is obvious from the findings of the study that enthusiastic acts have uttermost effects on child's development of language by eye with mean value of 3.51 and standard deviation of $\pm .70343$.

DISCUSSION

Above mentioned results give a healthy glimpse that teachers strongly realize the importance of enthusiastic activities in early childhood years as this tallies with the observations of Fox, J.E. (1993) who conducted a research on assessing

Table 1. Responses collected from teachers showing effects of enthusiastic acts on child's cognitive development

| S. No | Questions | SA | A | NS | DA | SA | M | SD |
|-------|--|----|----|----|----|----|------|--------|
| 1. | Activity increases child's intelligence. | 57 | 21 | 13 | 7 | 2 | 3.24 | ±1.055 |
| 2. | It increases child's comprehension. | 38 | 40 | 12 | 8 | 2 | 3.04 | ±1.004 |
| 3. | It increases child's understanding. | 40 | 41 | 14 | 4 | 1 | 3.15 | ±.8804 |
| 4. | It increases child's learning ability. | 59 | 30 | 7 | 3 | 1 | 3.43 | ±.8318 |
| 5. | Increases child's mental growth and development. | 49 | 35 | 13 | 2 | 1 | 3.29 | ±.8444 |
| 6. | It integrates child's learning process. | 48 | 43 | 6 | 2 | 1 | 3.35 | ±.7703 |
| 7. | It increases child's perception. | 42 | 48 | 5 | 5 | 0 | 3.27 | ±.7766 |
| 8. | It sharpens child's memory | 51 | 41 | 5 | 2 | 1 | 3.39 | ±.7640 |

*Strongly Agree (SA), Agree (A), Not Sure (NS), Disagree (DA), Strongly Disagree (SA), Mean (M), Standard Deviation (SD).

**Responses show percentage and frequency of the respondents.

Table 2. Responses collected from teachers showing effects of enthusiastic acts on child's physical development

| S. No | Questions | SA | A | NS | DA | SA | M | SD |
|-------|--|----|----|----|----|----|------|---------|
| 1. | It increases child's physical health. | 51 | 42 | 7 | 0 | 0 | 3.44 | ± 0.625 |
| 2. | It increases child's physical energy. | 60 | 36 | 2 | 1 | 1 | 3.42 | ± 1.342 |
| 3. | It develops child's motor skills. | 57 | 30 | 10 | 3 | 0 | 3.41 | ±.7925 |
| 4. | Child's body parts work efficiently. | 47 | 48 | 4 | 1 | 0 | 3.41 | ±.6210 |
| 5. | It builds child's eye hand coordination. | 49 | 43 | 5 | 2 | 1 | 3.37 | ±.7608 |
| 6. | It improves child's muscles strength. | 57 | 41 | 3 | 0 | 0 | 3.54 | ±.5581 |
| 7. | It increases child's activeness. | 74 | 23 | 3 | 0 | 0 | 3.71 | ±.5182 |
| 8. | It increases child's boldness. | 57 | 37 | 4 | 2 | 0 | 3.49 | ±.6741 |

Table 3. Responses collected from teachers showing effects of enthusiastic acts on child's social development

| S. No | Questions | SA | A | NS | DA | SA | M | SD |
|-------|---|----|----|----|----|----|------|--------|
| 1. | Activity builds child's social relations. | 46 | 44 | 9 | 1 | 0 | 3.35 | ±.6871 |
| 2. | Develops societal rules and regulations. | 49 | 46 | 5 | 0 | 0 | 3.44 | ±.5915 |
| 3. | Activity makes the friendly. | 65 | 32 | 3 | 0 | 0 | 3.62 | ±.5464 |
| 4. | Activity develops the habit of sharing. | 58 | 36 | 5 | 1 | 0 | 3.51 | ±.6434 |
| 5. | Activity develops confidence. | 54 | 38 | 6 | 2 | 0 | 3.44 | ±.7009 |
| 6. | Activity develops positive attitude. | 48 | 42 | 5 | 3 | 2 | 3.31 | ±.8610 |
| 7. | It makes child a favorite personality. | 56 | 33 | 6 | 3 | 2 | 3.38 | ±.8851 |
| 8. | Activity makes child helpful for others. | 60 | 33 | 5 | 1 | 1 | 3.50 | ±.7316 |

Table 4. Responses collected from teachers showing effects of enthusiastic acts on child's moral development

| S. No | Questions | SA | A | NS | DA | SA | M | SD |
|-------|---|----|----|----|----|----|------|--------|
| 1. | Activity develops morality. | 72 | 20 | 7 | 1 | 0 | 3.63 | ±.6614 |
| 2. | Develops principles of right and wrong. | 37 | 49 | 13 | 1 | 0 | 3.22 | ±.7046 |
| 3. | It develops good personality traits. | 48 | 42 | 10 | 0 | 0 | 3.38 | ±.6633 |
| 4. | Activity builds character development. | 60 | 37 | 3 | 0 | 0 | 3.57 | ±.5551 |
| 5. | Activity ensures appropriate behavior. | 52 | 33 | 11 | 2 | 2 | 3.31 | ±.8955 |
| 6. | It develops a passion of care for others. | 53 | 42 | 4 | 1 | 0 | 3.47 | ±.6269 |
| 7. | Activity makes child cooperative. | 65 | 31 | 4 | 0 | 0 | 3.61 | ±.5666 |
| 8. | Activity make child obedient. | 58 | 34 | 8 | 0 | 0 | 3.50 | ±.6435 |

Table 5. Responses collected from teachers showing effects of enthusiastic acts on child's language development

| S. No | Questions | SA | A | NS | DA | SA | M | SD |
|-------|--|----|----|----|----|----|------|--------|
| 1. | Activity develops receptive language. | 50 | 39 | 9 | 1 | 1 | 3.36 | ±.7722 |
| 2. | Activity develops expressive language. | 57 | 36 | 5 | 0 | 2 | 3.46 | ±.7709 |
| 3. | Follows principles of communication. | 57 | 30 | 10 | 2 | 1 | 3.40 | ±.8287 |
| 4. | Child learns well body language. | 52 | 34 | 12 | 2 | 0 | 3.36 | ±.7722 |
| 5. | Child learns language by eye. | 59 | 36 | 3 | 1 | 1 | 3.51 | ±.7034 |
| 6. | Child learns language by writing. | 33 | 57 | 7 | 2 | 1 | 3.19 | ±.7343 |
| 7. | Child learns language by listening. | 52 | 39 | 7 | 1 | 1 | 3.40 | ±.7521 |
| 8. | Child learns language by speaking. | 23 | 67 | 8 | 1 | 1 | 3.10 | ±.6590 |

cognitive development by observing children's outdoor play and suggested that children can set a course for future learning and can enjoy critical developmental opportunities only through the weighty base of enthusiastic activity in their early lives. Over all findings strongly suggest that children can learn

best in an environment which allow them to investigate, explore or discover new things according to their natural tendencies or level of interests and play provides them a humble ground for it. Findings of the study revealed that enthusiastic acts in early childhood years have strong influence

on child's learning and social relations which tallies with observations by Torelli and Durrett, (1996) who suggested that children can learn best in natural environments through their physical experiences, social interactions and reflections. The information from this study revealed that the majority of teachers believe that the enthusiastic acts have long lasting effects on child's development. This view point of teachers strongly suggests that the children can get high academic achievements under the strong impact of enthusiastic acts. Such warm impact not only explores but also brings the children's hidden qualities and interests on the surface of brightness and sharpness. Such views tally with the findings of Smilansky (1968) and Parten (1932) suggested that children should be taught in the way that best serves them to succeed and this is possible by valuing their unique acts which give a glimpse of what they are as well as their potentials. Children use fine and gross motor skills on their own while involving in any kind of enthusiastic act. They react with each other frankly and develop new societal relations. They think about what they are doing or going to do. They use language to talk with each other or to themselves and they very often respond emotionally or spontaneously to the enthusiastic acts which sharpens their memory and ability to react with one another. Integration of all above mentioned types of behaviors is possible through the collision of warm acts. Collaterally such acts can be called the key to the cognitive development of young children. According to Rogers and Sawyer (1988) "until at least at the age of nine, children's cognitive structures perform best as their acts draw upon all behaviors which is a very effective vehicle for learning.

Findings of the study reveal the perspective of teachers who believe that enthusiastic acts promote cognitive development of the children in their early childhood years. This relates with the concepts of Piaget's and Vygotsky's who stress on the point that play is an important part for an appropriate integrated development of children which is closely tied to the cognitive development, socio-emotional, motor development and physical behaviors of children. The relationship between enthusiastic acts and cognitive development is positive manifesting long lasting effects of enthusiastic activities on child's development.

Conclusion

Considering the background of the above findings, the researchers draw the following conclusions:

Majority of the teachers strongly believe that enthusiastic acts have enduring effects on child's development in early childhood years. Evidence from the study also reveals that the enthusiastic activities have robust effects on child's learning, activeness and friendliness. Their individual/social/religious morality blossoms as well as language by eye flourishes.

Recommendations

Based on the current study's results and findings, the researchers put forth the subsequent recommendations:

Enthusiastic activities are closely tied with the natural development of children in their early childhood years. They

allow the young children's brain to function in accordance with their phenomenon that encourages them to bring their hidden complex thoughts to come outside the boundaries of brain to work independently. Keeping this view point in mind, it is strongly recommended that the concept of enthusiastic activities should be promoted as it not only lets the children towards their holistic success but also contributes fully in their optimal development as well as multifaceted growth and development. There should be adequate availability of all the concerned materials needed to promote children's ultimate involvement in ebullient activities. This will allow the individuals to work actively in the realm of prosperity by exhibiting their up to mark performances in all the winning areas. Following are the recommended activities for children's handy: 1. Play a backyard game, 2. Go a walk, 3. Go geocaching, 4. Get wet, 5. Strap on some skates, 6. Ride a bike, 7. Pick up a paddle, 8. Play catch, 9. Swing a racquet, 10. Set and spike, 11. Number recognition and counting with ladybirds, 12. Measuring worms from little illuminations, 13. Sensory shape tracing from golden reflections blog.

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