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The Power of Play on Academic and Social Learning

Brianna Sorlien
Bethel University

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Brianna M. Sorlien

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Thesis Advisor: Nathan Elliott, M.A.

Program Director: Katie Bonawitz, Ed. D

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Abstract

Play is among the most vital components in elementary student's prosperity, wellbeing and improvement academically and socially. It is a characteristic and instinctual behaviour which should be encouraged during childhood. Some articles indicate how vital playing is for the prosperity and improvement of elementary students, showing why elementary students should have time, support and places to play. They examine the impact of various sorts of play, specifically, outside play and the significance of giving nearby neighbourhood spaces where children feel safe outside with their peers. Different articles recommend fair treatment for elementary students who have special needs. The full acknowledgment of these rights for all children and elementary students is critical for their wellbeing and happiness. Research suggest how imperative it is for elementary students to have time and chance to play uninhibitedly all through their childhoods, settling on their own decisions and building their comprehension of themselves and how they identify with the general population and world around them.

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CHAPTER I: INTRODUCTION

There has been a large amount of research around play and its constructive outcomes on early adolescents' learning and improvement. Research about the influence of play shows solid connections between inventive play and dialect as well as physical, intellectual, and social improvements. Play is a solid, fundamental piece of adolescence (Joule-Rushton, Larkin, & Rushton, 2010). New-born children investigate their reality through their surroundings while grown-ups encourage their advancement and learning through playing with them. Children take part in imaginative play when they mimic activities and occasions they have encountered in their family life. As they develop into four and five-year olds, youthful elementary aged students draw in more in play exercises that extend their insight into their general surroundings, build up their motor abilities, and concentrate on their associates (Joule-Rushton et al., 2010).

Context of Research

What is the specific effect on children with regards to power of play, both socially and academically? The topic of power of play is very important and this review will look at various authors who studied the topic. It presents an outline of the research that guides the instructive logic that play is learning, incorporating many types of child-focused play, counting social, question, imagine, physical, and media play. Through play, elementary students figure out how to direct their conduct, lay the foundations for later learning in science and arithmetic, make sense of the perplexing transactions of social connections, and assemble a collection of imaginative critical thinking aptitudes (Joule-Rushton et al., 2010). This literature review addresses the critical part for grown-ups in controlling children through fun loving learning

opportunities. According to Piaget (1962), children need to play things through in order to think things through; this establishes that play has a clear purpose or intention. This literature review shows the importance play has on education and its useful ability within the classroom and with students.

Play-based learning is a phrase that incorporates two approaches at the same time. One is that children are given enough time to take their own ideas into play and this might require support from teachers as needed. In addition, the knowledge of their world has been developed through experiences in appealing and experiential ways by educators and family members. This might be reading books, telling stories, puppets, music, or any kind of art project, as well as promoting hands-on activities and the exploration of nature. The child's own play and the activities offered by educators will enhance each other youth (Barbosa et al., 2009).

Play is the all-inclusive communication of youth (Barbosa et al., 2009). It has been depicted as a conduct which seems to be what elementary students do when they take after their own thoughts and interests in their own particular manner and for their own reasons. Authors portray play as characteristic, unconstrained and intentional which has a whole advantage for the duration of our lives (Barbosa et.al, 2009). It takes courage, along with great effort, to promote play as an intentional intervention for children with special needs. There are pressures from multiple sources. There are legal requirements to meet, growth to document, and goals to attain. Teachers face questions from concerned parents who want their children to learn as much as possible, and leaders who want us to justify that the extra expense of special education is worth the investment. If planned well, it is possible to successfully implement play.

Along with the advantages of physical activity, play has a valuable place in the lives of children who may have a sense they are not like other children. Play allows these children to feel a bit more normal. Learning hopping skills that will help them play hopscotch and other games, or mastering dribbling or swinging, helps children feel more comfortable on the playground or during play scenarios. It is these experiences that will help students feel included.

Different researchers note the need for fair treatment for elementary students who have disabilities (Barbosa et al., 2009; Joule-Rushton et al., 2010). Students receiving special education services have exceptional needs, such as students with learning disabilities or mental challenges. The students discussed in this review have Autism and ADHD. Autism Spectrum Disorder, also referred to ASD, is a developmental disability, characterized by difficulty with communication and social skills. However, the range of students on the spectrum is very broad and each student is different. ADHD is a chronic condition including attention difficulty, hyperactivity, and impulsiveness. Children with ADHD are entitled to a free and appropriate education as stated by IDEA (Individuals with Disabilities Education Act). The full acknowledgment of these rights for all children and elementary students is indispensable for their wellbeing, prosperity and advancement, and in addition their happiness regarding adolescence.

Acknowledgment of the right to play is not the only purpose behind advancing and accommodating children's play (Bremner & Wachs, 2010). Broad confirmation demonstrates the imperative commitment of play to elementary students' prosperity and wellbeing. It portrays how important it is for elementary students to have time to play uninhibitedly during

their childhood, settling their own disputes and building their comprehension of themselves and how they identify with the general population (Bremner & Wachs, 2010). Play is really important for all children, but children with special needs experience barriers which can make it hard for the child to fully enjoy playing. It's important to not lose the value of play in favor of accessibility; just being able to do something is not what makes it a successful experience. It is important to focus on what the child can do, rather than what they are not able to do. Play should be freely chosen and intrinsically motivating. A child with special needs might need a little support, but they also need the ability to decide what to play and how to make that happen.

Guiding Questions

The focus of this literature review is to look at the power of play and its benefits for students socially and academically. Children commonly learn and develop a great deal through play, and students with special needs are no different. Play can be an even greater form of support for the specific difficulties the student may have. Does the power of play affect social and academic learning? If so, how? The research will be looking at special education elementary students, with background information on preschool age play and its effects on children. With ample research to support the benefits of play, this review will look at how different types of play can support the social and emotional learning, as well as the academic learning of a student.

CHAPTER II: LITERATURE REVIEW

Literature Search Procedures

To locate the literature for this thesis, searches of Educator's Reference Complete, Education Journals, ERIC, Academic Search Premier, EZ Proxy, and EBSCO MegaFILE were conducted for publications from 1990-2017. This list was narrowed by only reviewing published empirical studies from peer-reviewed journals that focused on play in school settings in regards to its effect specifically on social emotional learning and academic learning, and students with special education needs literacy found in journals that addressed the guiding questions of the research. The key words that were used in these searches included "power of play, "social emotional learning," "academic learning with play," "special education play," and "play in schools." The structure of this chapter is to review the literature the power of play in school settings.

Power of play - Importance of play

Through play, children make new learning encounters, and these self-made encounters empower them to procure social, passionate, and scholarly abilities they couldn't gain in any other way (Bremner & Wachs, 2010). However, they argue that play has right now fallen into some notoriety. Since individuals these days tend to ignore the indispensable part of comfortable play in solid advancement, it is at risk of turning into an extravagance (Bremner & Wachs, 2010). This was a quantitative study and the aim was to investigate the importance of play on children. These two authors conducted an interview on 30 elementary children from an urban school and later surveys to aid in uncovering an answer and create open discussions

which ensured correct information concerning power of play and other areas. They found out that educational toys increase in amount for children, but there is little expectation of complimentary play or partner play. The problem with their study was the small sample size (Bremner & Wachs, 2010).

Many consider these authors different in understanding the significance of play for solid advancement amid the early years of life. These authors contended that play was helpful and it empowered children to manage their negative emotions in a way that did not estrange them from grown-ups, and they considered it to be therapeutic (Bremner & Wachs, 2010). The themes of love, play and work are highlighted in their work as the three drives fundamental to a full, upbeat, and beneficial life (Bremner & Wachs, 2010).

These authors state that we have to give children the freedom to adjust to these hazardous and undesirable outcomes (Barbosa et al., 2009; Bremner & Wachs, 2010). Self-started play supports the child's interest, creative energy, and innovativeness, and these capacities resemble muscles. On the off chance that you don't utilize them, you will lose them. Since these abilities come with age, it's vital to empower them with age-appropriate challenges. They also highlight that when children are busy, they are able to utilize their individual strengths (Bremner & Wachs, 2010). Self-adequacy and inward inspiration are key qualities of learning through play. In a quality play setting, grown-ups help to frame or potentially challenge children at their individual level, helping to develop a childs' interest for learning. A play-based approach is more adaptable to various identity sorts inside a classroom. The educational programs and learning objectives might be the same; however, the way to deal with how children learn can be individualized (Elkind, 2007).

Typically, introverted students don't thrive in large gatherings and in the classroom. Children require diverse learning conditions and methodologies, and when we make learning fun, it enables the independent students to show what they are capable of and also provides alternatives to discussion as the primary form of interaction.

Play additionally encourages children to figure out how to manage feelings and improves school work (Elkind, 2007). In this regard, play can help children when they are in awkward circumstances by helping them to manage feelings and promote consideration and working memory, which encourages concentrating on an assignment. It gives them the aptitude to oversee circumstances without expanded anxiety and distress. Play is a decent approach to practice social connections in a safe and fun environment and might be a medium that is less scary when children are out of their usual comfort zones (Elkind, 2007).

Elkind additionally states the importance of letting children make decisions (Elkind, 2007). This can be a decision between participating in an entire presentation, a self-guided movement to investigate things themselves, or to be upheld by peers. It additionally requires that diverse materials and media allow students to speak and offer thoughts in various ways (Elkind, 2007).

The observations of Elkind's research was that anybody can profit by learning through play; however, it is clearer for children who are constrained by their verbal and capacities (Elkind, 2007). For adolescent children, this is more around an approach to learning in the classroom, where the child keeps on coordinating their own learning at their own pace with help from companions and educators. He concluded that it ought to be socially and

subjectively empowering and incorporate time for intelligent internal consideration (Elkind, 2007).

Characteristics of Play

Another study by Wortham shows that the drive to play first shows up as new born children attempt to adjust the physical world to their necessities (Wortham, 2006). He carried out a research on 20 children. When elementary aged students' progress toward becoming pre-schoolers, they start to make connections between objects. For elementary school students, play soon turns out to be more about making and breaking the rules in games (Wortham, 2006).

Tudge (2007) carried out a quantitative research study to investigate the characteristics of play on children and found out that children will play but cannot be forced into it. They may pick not to be included; infrequently, they may alter the course of the play (Tudge, 2007). Secondly, play reflects what elementary aged students definitely know, have watched, and can do. It gives the specific situation for building and broadening learning, aptitudes and understandings in a way that bodes well to them. Third is that play is generally safe. Children can explore and be tested in their play but cannot come up short. In this sense, play gives at least dangers and punishments. Play can also be connected to the child accomplishing something that he or she has never done, which shows growth.

Children regularly imagine and envision when they play. They argue that play empowers them to change reality into emblematic portrayals of the world, explore different avenues regarding the implications and tenets of genuine life, experiment with various thoughts,

sentiments and associations with individuals (Cheng & Johnson, 2009). The sixth characteristic is that play creates managed focus. Feelings are frequently related with play, making the act of play more important than the outcome (Cheng & Johnson, 2009). Play includes both physical and mental action. Children are frequently most fulfilled when playing close by or in cooperation with peers or grown-ups. In some cases elementary aged students prefer to play alone. Lastly, play is delightful and has an amusing feeling. Children take part in play because it is pleasant all by itself. (Cheng & Johnson, 2009).

Cheng and Johnson conclude that play may not continuously be a positive ordeal. In some cases, play can put a child in danger of being harmed, being called names or being rejected by others (Cheng & Johnson, 2009). For over a century, play has held a somewhat admired position inside early youth instruction. Roused by the works of pioneers of early instruction, the idea of a characteristic, dynamic, play oriented child has been put solidly at the focal point of early education programs. This has additionally been connected to the dynamic 'child focused' approach (Cheng & Johnson, 2009).

The study continued stating that elementary aged students learn through play and it continues toward gains in academic early grades. Play is fundamentally seen as an instrument of learning and advancement yet as the methods by which elementary aged students figure out how to be upbeat, and rationally solid individuals. Play in educational settings ought to have learning outcomes, and it can be tricky to explain how play contributes to positive learning results (Cheng & Johnson, 2009).

Influence of play on various themes

Play has the power to affect multiple areas of learning and development. Student can gain insight and skills in areas such as cultural knowledge and experience, enhancement of their creativity, increasing health benefits, and a positive change on their learning. The research supports that play has an impact on these various themes.

Cultural Activities

Play both single and in groups, improve children's intellectual advancement (Tudge, 2008). Group play gives essential social and cultural advantages, such as enabling children to make associations with other people who may not look or talk like them. Tudge characterizes play as a way for children from various backgrounds to connect with each other, share positive experiences, and promote trust (Tudge, 2008). Families have diverse ways of structuring play experiences. Some families tend to see play and academic action as separate (Tudge, 2008). Others see play as an opportunity to emphasize social-collaboration. Others trust that play leads to children's academic growth. Despite alternate points of view on play, it is generally acknowledged that group play is a foundation to a more extensive social life, future achievement, both scholastically and professionally. Tudge (2008) concludes that by urging children to play with others from various backgrounds, children's social aptitudes, resistance, and comprehension build up, as well as pleasure in different societal venues.

Creativity

Play and imagination are personally connected. The experience of play and the process of innovation both require perception, disclosure, and experimentation, addressing, and

making associations. Integral to both play and imagination is the inclusion of a variety of activities (Tudge, 2008). Fanciful play, drawing, painting, piece building, moving, singing, climbing, running, all improve gross-and fine-motor skills and give rich encounters that reinforce a child's cerebrum development. Innovative play provides children with chances to communicate and work through specific circumstances in a safe way (Schousboe, 2013).

Play is a magnificent approach to sustain qualities in children. Through explorative play, children can discover endless approaches to fulfil their interest. Working out challenging riddles or diversions enables children to learn both tolerance and diligence, and construct a feeling of achievement and certainty. Social play advances children's arrangement aptitudes and passionate improvement (Tudge, 2008).

Health

Tudge (2008) also did an investigation about the influence of play on health through quantitative research. TV, computer games, and the web are universal and convincing media that entice children each waking moment. While fun, these latent exercises lessen the measure of dynamic and social play children take part in. Information about child development proposes an immediate connection between an expansion in these inactive, socially-segregated exercises and the development of social anxiety. Expanded rates of anxiety, injury, and brutality have frightened paediatricians and child analysts. Many trust that play can be the solution to seclusion, stress, dejection, dread, and violence. Dynamic play encourages emotional wellness. Through play, children reinforce their certainty, figure out how to put stock in others, make connections, relationships, and feel safe. These advantages build up a feeling of having a place, basic to the emotional prosperity (Tudge, 2008).

Learning

Research from Cheng and Johnson has demonstrated the critical association between play and academic improvement. The most vital time for a mind is the point at which it is youthful and developing (Cheng & Johnson, 2009). They conducted research on students and found out that early youth encounters influence synaptic associations. Children need rich experiences that develop the cerebrum, which is in charge of higher order thinking, and play can provide that encounters that connect with their brain and give the establishment to future learning. Play can enable us to be more versatile, communicative, unconstrained and upbeat. Others believe that developing trust as a result of individuals playing together can prompt an expanded eagerness to take risks (Cheng & Johnson, 2009).

Role of adults

While the inclination to play is recognized as being something we are born with, progressively it is perceived that adult help is important in order to prosper with the skills play can teach. Distinguishing the exact frame and capacity of that help is difficult. Alluding to the significance of guardians' importance, happiness and inclusion in their children's play, Cheng and Johnson (2009) note that it has a tremendous effect and sharing those encounters with an adult can reinforce recalling of similar encounters. Their quantitative research aimed to investigate the role adults have on children. Tolerance and timing are the cornerstone to parent-child communication (Cheng & Johnson, 2009). These two authors state that it is vital for guardians to give the physical and mental space to children to toy with thoughts and materials in ways that are most important to them [the children], and not force their thoughts

[the parent's ideas] with respect to the correct approach to play (Cheng & Johnson, 2009). An essential pre-supposition of a powerful teaching method of play proposes that early childhood teachers can utilize their insight into the procedures and substance of elementary aged students' play to make content-rich situations that give an extensive variety of play potential outcome. Adults' role in children is play can be seen as a continuum between getting ready for play to being part of the play. Toward one side of the continuum, adults receive the part of director as they compose the time, space and assets that advance play. When they intervene, or decipher the play that happens, adults turn out to be more included. Coordinated contribution happens when grown-ups take part in parallel play, co-playing or play mentoring. The early childhood teachers are to make judgments about the most reasonable systems to utilize in light of the learning of the individual students, the specific setting, while assessing more extensive good, morals and values (Cheng & Johnson, 2009).

Understanding the power of play

To gain further insight in how play can affect a child's learning research can look at specific tools and resources. Research also provides insight into specific types of students and learning need that can be beneficial to explore how play could impact them.

Role of brain games

Brain games are a way of participating in electronic exercises that are intended to strengthen intellectual aptitudes, or a particular psychological ability (Graham, 2014). This quantitative research was aimed to investigate the role of brain games on children. There are a wide range of projects out there with various exercises and activities intended to enhance

different abilities within a student's skill set. Following research done by Graham, he shows that a large portion of brain games are attempting to prepare children to focus better, process data more rapidly, hold data, learn and recollect more, be more subjectively adaptable, which truly intends to have the capacity to move their consideration starting with one place then onto the next (Graham, 2014). The present elementary aged students are experiencing childhood at a time when constant novelty weakens their capacity to focus. Computer games, internet, and cell phones have changed our general public in various positive ways; however, they can be a formula for catastrophe with regards to children with ADHD. Rather than increasing their capacity to focus, it inversely limits their ability to focus on multiple items and be flexible in their learning (Graham, 2014).

Children and grown-ups with ADHD frequently show what is known as hyper-focus, which can be depicted as a sort of limited focus (Graham, 2014). Computer games are a solid hyper focus trigger, providing a constant flow of dopamine and specialists accept this as a consistent criticism. Particular computer games can be an excellent instrument with regards to helping students with ADHD. Projects like ACTIVATE make use of mind preparing diversions, yet the advantages of these games go past their underlying fascination (Graham, 2014). Rather than propelling an assault on a child's capacity to oppose diversion, these recreations intend to enhance the cerebrum's intellectual limits. The program utilizes dynamic, short diversions that furnish students with sound-related and visual input. While customary computer games give a raising stream of that debilitating criticism, ACTIVATE's one of a kind framework really lessens these components as the student advances. This fortifies his or her capacity to sit and

concentrate on a session of work without the additional incitement students with ADHD regularly require (Graham, 2014).

Through Graham's research, his study showed that diversions stressing numerical and verbal difficulties kept seniors connected with, as well as expanded action in the prefrontal cortex of the cerebrum (Graham, 2014). The suggestions were significant, despite the fact that a definitive outcome brings us back to a most basic expression; use it or lose it. While brain-age recreations have turned out to be effective, researchers have found a new way by using inquiry. These games were helping seniors beat prefrontal cortex degeneration (Graham, 2014). Murray-Slutsky and Paris (2000) also are authors who were involved with ADHD research and inferred that mind recreations could expand student engagement, fortify movement in the prefrontal cortex, and defeat distractibility in students experiencing ADHD. In their rundown, the scientists said that mind games could be moderately effective at increasing engagement and focus. They suggested these games as an adjunctive ADHD treatment choice for those children for whom pharmaceuticals were not working (Murray-Slutsky & Paris, 2000). Since this time, different examinations have arrived at similar conclusions. Brain games work. In the wake of these discoveries, a few organizations have started advertising mind preparing projects to the general public (Murray-Slutsky & Paris, 2000).

Students with Autism Spectrum Disorders

Play has been characterized as movement that is pleasurable, inherently inspired, adaptable, non-strict, and includes dynamic engagement. Conversely, children at play may not display characteristic conduct. According to Murray-Slutsky and Paris (2000), people with this issue tend to see the world as concrete and exacting; subsequently, they may experience issues

with dynamic ideas and creative conduct. This quantitative research aimed to investigate the characteristics in play of children with Autism Spectrum Disorder. Children with mental imbalance may show shortages in sequencing. Because of these shortfalls, children may not comprehend the dynamics of other children and their interaction. Play in children with autism is regularly singular. A few variables add to the absence of social play (Murray-Slutsky & Paris, 2000). These authors came up some specific findings related to students with autism. First, people with autism have communication shortages. They may not comprehend the dialect or meaningful gestures of companions, or cannot express their emotions adequately with others. Secondly, children with autism may not comprehend that others have their own particular exceptional thoughts and emotions. Third, it is common for people with autism to have limited and abnormal interests, so they might be challenged to engage in new play topics with others. At last, companions may bar children with autism or may not understand how to successfully engage them in play. Factors repressing social play in children with autism include the following: correspondence shortages; trouble understanding the sentiments of others; limited and surprising interests; and companion rejection (Murray-Slutsky & Paris, 2000).

As stated by Harchik (2008), each child with autism is one of a kind, with various qualities and necessities at various ages. It is the family's obligation to create an individualized plan in view of a wide assortment of alternatives, from communication treatment to connected conduct investigation, to extraordinary diets (Murray-Slutsky & Paris, 2000). One strategy numerous families consider is practicing of social skills and abilities. An absence of natural social capacity is a sign of a mental imbalance. Murray-Slutsky and Paris (2000) also point out that as the number of children with autism is increasing, schools are called upon to both evaluate and

help these children. Access to assessment covered by insurance for individuals with disabilities can be both hard to acquire and cost-restrictive, and schools might be the only option for some students to be assessed and supported. Children with ASD, by definition, experience issues with relationships. Given that social abilities are basic to enable a person to both comprehend others and live inside the group setting, it is vital at that point to know which measures can identify skills that will have the most positive impact (Murray-Slutsky & Paris, 2000).

Murray-Slutsky and Paris state that extraordinary variety exists in working with children with ASD. Assessments are frequently called upon to decide qualification for these children (Murray-Slutsky & Paris, 2000). Educators and school staff require access to proficient techniques to survey socialization of children with ASD to know particularly where the issues lie, and where to start in suggesting procedures for intervention. A few interventions have been intended to address social concerns; however, they have not yet been methodically contrasted with each other. Despite the fact that it is perfect to choose social abilities preparing programs in view of the relative viability of the mediation, this crevice in the present writing makes choice and similar assessment to a great degree troublesome. One of the essential difficulties in looking at interventions in light of the current writing is the absence of normal evaluation measures (Murray-Slutsky & Paris, 2000).

Social aptitudes are regularly characterized distinctively over numerous investigations, and the behavioural results reported commonly fluctuate as indicated by the child's needs or the particular social practices focused in the intervention. Existing interventions focus on a wide assortment of abilities under the umbrella term of social aptitudes, thus it is hard to know where to start while choosing interventions for children at various levels of working. Because of

these difficulties, it is critical to comprehend and feature shared characteristics to empower experts to settle on educated choices inside the school setting. More precise assessment of results could recommend which interventions may be best for particular subsets of students in view of their individual difficulties (Murray-Slutsky & Paris, 2000). Even though social abilities have been extensively characterized, interventions target particular aptitudes inside three general spaces: correspondence, play aptitudes/shared exercises, and testing/troublesome conduct. Correspondence is reliant upon one's capacity to take care of others, start contact, translate both the starts and reactions of others, express thoughts, and rapidly process complex data. General communication challenges are a trademark indication of ASD and particular relational abilities of children with ASD differ (Murray-Slutsky & Paris, 2000).

The advancement of relationship connections may be tested by poor play aptitudes, because of rigidity to changing principles and points, and errors that happen because of the continually changing nature of play area diversion rules. Connections may be unnatural by problematic or redundant atypical conduct, for example, tossing objects, self-damage, tedious hand and finger developments, and turning. Children with ASD may require specific guidelines in specific aptitudes before they can incorporate these capacities to take into consideration effective social collaborations with others (Murray-Slutsky & Paris, 2000).

Outdoor play and recess

Aydin et al. conducted research on outdoor play and recess. This quantitative research aimed to investigate the role of outdoor play and recess on children (Aydin et al., 2016). Each school day, a huge number of elementary aged students go to their school-designated areas for play, taking a break from the rigors of class work for about 25 minutes. While numerous

instructors consider this basically a period for students to unwind or mingle, others see it as a possibly risky free-for-all. Recess is really a chance to create basic fundamental abilities, for example, collaboration and cooperation. It's the time of day when a lot of social and passionate learning happen. Recess gives children room for social and enthusiastic connections they are unable to get within the classroom, where the educator is by and large at the lead and the children are typically taking part or in gatherings. Recess is an opportunity for these children to freely express themselves (Aydin et al., 2016). Students require that opportunity to learn skills to manage a variety of circumstances. The Academy of American of Pediatrics (AAP) concurs, that every single grade school incorporate no less than 15 minutes of recess in each school day. In their suggestion, recess advances social and passionate learning and improvement for elementary aged students by offering them an opportunity to participate in peer interactions in which they practice and pretend fundamental social situations.

The proposal calls attention that through play at recess, elementary aged students learn significant relational abilities, including arrangement, collaboration, sharing, critical thinking and additionally the ability to adapt, for example, constancy and discretion. These abilities end up as key, long lasting individual instruments. Recess offers children a fundamental, socially organized means for encountering stress. By adjusting and changing in accordance with school conditions, elementary aged students expand and broaden their psychological advancement in the classroom. In class and out, teachers chip away at helping the students enhance socially and inwardly. The more they get along, the better the children will do in life. It won't occur without any forethought; however, they have to figure out how to cooperate socially, receive meaningful gestures, read individuals, and realize what to state and when to state it for

greatest impact. Authors find recess gives students the best chance to rehearse those aptitudes outside the more restrictive structure of the classroom (DiPerna, & Hall, 2017, Aydin et al., 2016.)

DiPerna and Hall (2017) have also done research that showed principals around the nation overwhelmingly concur with these authors that recess is an imperative part of the school day because it can positively affect the social improvement of students. Four out of five principals surveyed expressed that recess specifically impacts academic accomplishment. Notwithstanding its academic, social and passionate advantages, recess has appeared to positively affect classroom conduct (DiPerna & Hall, 2017). In 2009, AAP conducted observations of classroom conduct of 11,000 third graders. It found the individuals who had no less than 15 minutes of recess every day scored on a conduct appraisal by their educators than students who had under 15 minutes (DiPerna & Hall, 2017).

Despite its demonstrated positive effect, recess has turned into an undeniably troublesome part of the day. As indicated by review, 90 percent of issues happen amid lunch and recess. The battles, tormenting and other negative practices that can happen amid recess regularly extend into the classroom. Therefore, a few principals diminish recess time or eliminate recess. One of every five principals surveyed by Gallup said they had eliminated recess time. Whenever conflicts and rejection happen at recess, children may come back to class baffled and furious. Those students are partially engaged with the content and wind up missing hours of profitable learning time since they can be in the teacher's office or suspended. Despite the challenges, recess gives ample chances for socialization and positive interaction (DiPerna & Hall, 2017).

Individual play versus group play

According to Barbosa when elementary aged students play alone, they're learning numerous important lessons (Barbosa et al., 2009). Barbosa performed a qualitative investigation on elementary aged students whose aim was to determine the effectiveness of both individual play and group play (Barbosa et al., 2009). He summarized that a student who is unaccompanied at recess can enable the children to prepare for other learning. Barbosa gave eight more reasons why playing alone is imperative for kids. First, playing alone instructs children to have fun independently. Children who play independent from anyone else figure out how to have a great time without anyone else. Second is that they don't depend on others for their satisfaction and amusement. Barbosa added that, as children develop, they comprehend that they will not have somebody close by them at all times. They will be more confident and fulfilled people. Third is that independent play broadens their imagination. You may as of now feel like your child is loaded with creative ability. The time alone will draw out superheroes, princesses and other play circumstances you wouldn't get the chance to check if they weren't taking part in solo recess. They'll rush to think and react quickly and their innovativeness will truly show (Barbosa et al., 2009).

Beyond that, it builds up their social independence. Playing alone builds up a solid feeling of freedom in elementary-aged students. They don't need to be constantly around someone else or a gathering of individuals. This social freedom enables children to feel good in any circumstance. It supports calmness, while playing with others gives children a great deal of connection. Independent play conveys a feeling of calmness to children. It demonstrates to children best practices to soothe themselves. Children need to feel safe in the knowledge that

parents are there for them; however, figuring out how to play without anyone else shows children how to self-motivate. Children start to comprehend their own feelings better and can begin discussing those sentiments. It gives children a chance to feel comfortable when alone. At the point when children know how to play without anyone else's input, the role of parents to be the facilitator is diminished. They acknowledge not having anyone to play with, thus anticipate the need for singular play (Barbosa et al., 2009).

Singular play better prepares children for school. For pre-schoolers, the parent is the main companion most closely related to social play. Stepping back and demonstrating some generally accepted methods to play independent from anyone else can urge children to comprehend the absence of parents at given times (Barbosa et al., 2009).

Gathering or group play includes at least two people and is a standout among the most thrilling, energizing and satisfying intuitive experiences for children. Group exercises are paramount when orchestrated for children and are imperative in providing a foundation of the aptitudes required for a person to develop into a solid and balanced individual. Group play exercises give learning opportunities to a child that shows them kindness, how to determine and resolve issues, to create friendships, to appreciate others, to inform their decisions and emotions, and eventually to see how the information is fundamental to the effective result of the group play. It helps them to grow more positive emotions about others, to work cooperatively, share thoughts and go up against difficulties that affect the whole group. They begin to learn and think about others' feelings and how they react in distinctive circumstances. Children work to share and find alternate situations which create and keep up sound connections even in adulthood, encouraging positive interactions with others. Conclusively, the

more children spend time around others, the more their brain development grows as it engages in investigation about the general surroundings (Barbosa et al., 2009).

Interactive play and the use of technology

Barbosa also has done research concerning the use of technology and interactive play on children in elementary school (Barbosa et al., 2009). This quantitative research aimed to investigate the role of interactive play and the use of technology on children. His findings show that successful usage of innovation and media are dynamic, hands-on, drawing in, and empowering which gives the child control and versatile platforms to facilitate the achievement of undertakings which are utilized as one of numerous choices to help students' learning. To adjust and coordinate innovation further, media with other encounters and openings, youthful elementary aged students require devices that assist them to investigate, make, issue, settle, consider, think, tune in and see critically, decide, watch, record, explore, research thoughts, exhibit learning, alternate, and learn. Compelling innovation apparatuses interface on-screen and off-screen exercises with an accentuation on co-review and participation among grown-ups and elementary-aged students (Barbosa et al., 2009). These apparatuses have the potential to unite grown-ups and elementary-aged students for a common goal, as opposed to keeping them separated. For instance, an adult may read a story in customary print frame, as an intuitive digital book on an electronic gadget, or both. At the point when experienced with human collaboration, these interactions with media progress toward becoming fundamentally the same as other forms of play. Early book reading and other joint grown-up to child investigations can incorporate engagement. Developing worries that television and computers are removing time from physical exercises and fresh air play can be counterbalanced by the

utilization of innovation and intuitive media that supports using outdoor activities to investigate and experience nature or that coordinate physical movement. It urges elementary-aged students to get up and be versatile instead of sit inactively before a screen (Barbosa et al., 2009).

Barbosa also concludes that innovation and media are only two of the many sorts of tools that can be utilized successfully and fittingly with children in the classroom (Barbosa et al., 2009). Similarly, innovation and media ought to be utilized as a part of control and to upgrade and be coordinated into classroom encounters, not to supplant basic exercises, encounters, and materials. When utilized fittingly, innovation and media can improve elementary aged students' psychological and social capacities. Furthermore, innovation and media offer platforms to broaden learning in early adolescence settings similar to other types of physical exercises. Screen media can open elementary aged students to creatures, objects, individuals, scenes, exercises, and places otherwise unavailable face to face. Innovation can enable children to spare, archive, return to, and share their genuine encounters through pictures, stories, and sounds. The dynamic, utilization of media can bolster and broaden conventional materials in important ways. Research focuses on the constructive outcomes of innovation in children learning and improvement, both subjective and social. Research is expected to affirm the positive results of innovation devices on children's dialect and vocabulary advancement, coherent scientific comprehension, critical thinking abilities, self-direction, and social aptitudes advancement (Barbosa et al., 2009).

Barbosa's research also shows that collaborations with innovation and media ought to be fun loving and bolster innovativeness, investigation, imaginative play, dynamic play, and

outdoor exercises (Barbosa et al., 2009). Play is pivotal to elementary aged students' advancement and learning. Children's connections with innovation and media reflect their associations with other play materials. Therefore, children in elementary schools require chances to investigate innovation and intuitive media in lively and imaginative ways. Well planned encounters with innovation and media enable elementary aged students to control the medium and the result of the experience, to investigate the usefulness of these instruments, and to imagine how they may be utilized as a part of genuine living. Progressively, instructive media makers are investigating the learning energy of intelligent entertainments and collective play including children and their family individuals or instructors (Barbosa et al., 2009).

Effect of physical exercises on academic performance

Santrock (2009) was one of the researchers who investigated the effect of physical exercises on academic performance in children. Quantitative research was conducted to investigate the effect of physical exercises on academic performance on children. His findings suggested that consistent collaboration in physical movement and more elevated amounts of physical wellness are directly linked to enhanced academic skills and mind capacities, for example, consideration and memory. Studies have shown that increments in physical movement, as a result of more time spent in physical training, were identified with enhanced scholarly execution. Indeed, even single sessions of physical movement have been related with better scores on academic tests, enhanced focus, as well as more effective exchanges of data from short-to long term memory. Children taking part in physical movement are better

prepared to remain concentrated and stay focused in the classroom, in this way upgrading schema of prior knowledge (Santrock, 2009).

Santrock adds that physical instruction is an open door for all elementary-aged students to be physically active and enhance high-impact wellness (Santrock, 2009). Given the academic and medical advantages, giving physical instruction on a day by day format through direct physical movement as suggested by the Physical Activity Guidelines for Americans, is a legitimate use of educational time. Creating or refining strategies or directions identifying with physical instruction is a consistent initial step to making this prerequisite a reality. The approaches must be executed and implemented reliably to guarantee students encounter the advantages of physical education. Authors recommended that the advantages from physical instruction came about when physical training classes were scheduled in the early or middle part of the day, not at the end of the day. Putting physical instruction in the middle of the school day may enhance physical well-being and, thus, boost a children's capability to be academically successful throughout the afternoon. It is necessary for schools to expand students' potential to learn (Santrock, 2009). Teachers need the assets, support, and abilities to give an assortment of physical action available for kids. Teachers ought to mindfully incorporate physical activity all throughout the school day to encourage learning for all students. Biking and walking to school, playing at recess, taking part in energetic classroom lessons, for example, and partaking in a quality physical instruction program may improve the chances of children and young people framing long lasting propensities for learning and for positive practices (Santrock, 2009).

It is essential to take note that however, that a dominant part of the studies show advantages of physical movement and wellness on elementary-aged students' academic accomplishment, while a few demonstrate no impacts. However, they have minimal investigations and research to demonstrate any negative impacts. In this way, it is sensible to prescribe expanded physical movement at school as a methodology to academic achievement.

Additionally, Santrock (2009) states that exercise urges one's brain to work at ideal limits by causing nerve cells to duplicate, reinforcing their interconnections and shielding them from harm. Tests of animals have represented that amid workout, nerve cells discharge proteins known as defence neurotrophic factors. One specifically, called mind-determined neurotrophic factor (BDNF), triggers various chemicals that advance neural wellbeing, and has an immediate advantage on cerebrum capacities, including learning (Santrock, 2009). Further, practice enables the mind to have more effective mechanisms through more prominent blood and oxygen streams. The generations of nerve development factors make new nerve cells and bolster synaptic versatility. Physical activities also enhance improvement and survival of neurons. Expanded levels of norepinephrine and endorphins bring about a decrease of stress and a change of temperament. A study on primates uncovered that general exercise enhanced blood stream to the cerebrum, as well as aided the monkeys to learn new undertakings twice as fast as non-practicing monkeys which is an advantage the scientists accept would remain consistent with humans as well (Santrock, 2009).

Children benefit from exercise from numerous points of view. It is generally confirmed that children require physical activity and that most aren't getting enough. This is a troublesome notion considering the huge number of research studies that show medical

advantages that children can pick up from a general exercise regimen, including diminished risk of diabetes and pre-diabetes, improved sleep, stronger bones, reduced anxiety or hyperactivity which helps diminish side effects of ADHD, improved mood etc. (Santrock, 2009).

The secret to getting children eager to practice at a young age is to keep it fun; a short, unconstrained episode of activity for the duration of the day is considered the perfect method. Children partaking in a tumbling class, or riding a bicycle after school, points to children being secure. When children see practice as positive and essential, they will normally stick to this same pattern. It is not difficult to design dynamic exercises that include the entire family to get to know one another. Climbing, bicycle riding, paddling, swimming and games are positive alternatives.

Chapter III: DISCUSSION AND SUMMARY

Summary of Literature

The power of play has a key role in the development of children. There are multiple benefits including enhancing their fine and gross motor skills as a young child and enhancing their ability to understand their surroundings (Joule-Rushton et al., 2010;; Bremner & Wachs; 2010;; DiPerna & Hall, 2017). As Barbosa (2009) stated, play is the all- inclusive communication of youth and play has the power to make advancements for the duration of our lives. Most studies reviewed, noted the positive benefit of different types of play. As Bremner and Wachs (2010) stated in their research, play is a vital component in elementary student's happiness regarding their well-being and improvement through school. This is a conclusion that was present in many of the studies (DiPerna, & Hall, 2017; Bremner & Wachs, 2010; Barboasa et al. 200). Despite there being multiple types of play, the outcomes were very similar as to the importance of play for children. A play-based approach also helps inside the classroom for educators. It allows them to provide personalized learning and learning objectives to approach each child meeting their own levels and needs. The learning objective can be similar for all students, however they are able to differentiate the learning to target each specific student and engage their learning style (Elkind, 2007). With the many areas and types of play available, Elkind also states that giving a child the ability to choose their play can be beneficial. It allows students to have self-talk and speak up for themselves as well. They choose to what extent they want to participate whether they choose to sit and watch the play interaction or be fully engaged with peers (Elkind, 2007).

Another research article by Tudge (2008) stated similar information stating children will play, but cannot be made to play. This may alter the course of the play and how it unfolds with children. The control of the play rests on the players themselves. This research stated that having play be safe is a way for children to explore and test their limitations, allowing them to achieve something they have never done, but are now feeling safe to do (Tudge, 2008).

Many of the research studies stated the natural progression of play within children. Specifically, a study by Wortham (2006) showed that the drive to play showed up in a new-born and continued to progress into pre-schoolers and elementary-aged students. Play starts with new-born children figuring out the world around them, then as they grow, play adapts to building relationships between objects. Infant to toddler-aged children develop parallel play in which they play next to another student, but not engage with them. Elementary students move to a way of play in which they can incorporate figuring out rules with making and breaking them, as well as more interactive play. This development and progression of play can affect a child's cultural activities, influence creativity, health, and learning.

Studies showed that play in groups and singular play can improve children's intellectual advancement and enhance social and cultural abilities (Barbosa et al., 2009). It allows a path for children to connect with others from various foundations and backgrounds. Sharing in play and building community with one another builds trust between the children. This trust within the classroom can enhance the intellectual ability and put a solid emphasis on social collaboration among students (Tudge, 2008). Furthermore, innovative play allows children to communicate and work through specific circumstances (Schousboe, 2013). However, research also states that this is not always a positive ordeal for children. Play can put a child in danger through

calling names, being rejected by others, or being harmed (Cheng & Johnson, 2009). Cheng and Johnson (2009) further researched the impact of adults on children. They stated that it is vital for guardians to give space to children to use their thoughts and materials and not to force their ideas on them and their approach to how they play. Adults provide guidance in play such as time, space and materials needed to play, they also engage themselves when needed to decide the type of play that must happen. This can be a positive experience when collaboration and communication between the adult and child both have a part in the play providing a successful experience for all. It builds upon the child being able to make judgements themselves and finding their moral and value system (Cheng & Johnson, 2009).

Brain games and technology are both researched by many authors and studies. One study showed that brain games prepare and allow children to focus better, as well as process and hold data. While the research shows that brain games and technology can be beneficial, it also states that it can be difficult for children with ADHD. Those with ADHD frequently tend to hyper-focus and can have limited focus. Computer games can become a hyper-focus trigger for those with ADHD. However, there are projects like ACTIVE that help to prepare teachers and educators to provide a framework which will help make brain games and technology beneficial for students (Graham, 2014). Other research similarly states that using brain games and mind preparing programs are being used for those with ADHD in ways that medication does not provide benefits (Murray-Slutsky & Paris, 2000).

Murray-Slutsky and Paris (2000) specifically look at children with Autism and the power of play. It is noted that often children with autism struggle with play and social skills which are crucial to be successfully involved in play. This study looked at the variables that affect

students with autism and play; communication shortages, comprehending emotions, and having limited interests. Further research done by Harchik et al. (2008) stated that it was a family obligation to create specific ways to assist their child so specific needs can be met through the use of play. They stated that every child with Autism is different and it is important to note this when working with these students and incorporating play. It was also noted that school staff have to also determine the ability of these students. The staff working with autistic students need techniques to enhance the socialization of these students, and know where their issues are. More evaluations that measure the social aptitude of the student with Autism would be beneficial to increase creating interventions and meeting the needs of students with Autism. Children with Autism require expectations in social skill acquisition before they can incorporate these skills into interactions with others (Murrary-Slutsky & Paris, 2000).

Research focused on the need for outdoor play and recess. The benefits for recess were positive and strong (Santrock, 2009; Barbosa et al., 2009; DiPerna & Hall, 2017). School educators across different research studies all felt recess is an imperative instructive part of the school day (DiPerna & Hall, 2017). It can positively affect our students socially which can enhance academic and intellectual performance as well, and classroom conduct. While recess gives opportunities for social associations and play there can be difficult times for students with less structure in that part of the day. While some principals are deciding to reduce recess time due to issues on the playgrounds, student behaviours aren't responding well when coming back into the classroom. They are often less engaged or might have missed instruction time due to issues at recess. Recess gives children time to be themselves and put into action all the skills we are teaching them while encouraging their creative individuality (DiPerna & Hall, 2017).

While Barbosa (2009) studied group play versus alone play, he also did research in regards to technology. His research found that the use of technology has many benefits that can be used in the classroom. Using media, being able to draw in your lessons and learning, giving students a feel of engagement in their own learning by using these tools can actually enhance their performance. He stated that media is just one of many tools that can be added within the classroom to help children be successful. Recently there are modernized technology lessons and encourage students to get outside and investigate nature, or movement videos that engage students allowing them not to sit next to the computer but use it as a tool to learn more (Barbosa, 2009). The literature supports that play in all different styles and approaches can be beneficial if used properly.

Limitations of the Research

In finding the research on this topic there appeared to be ample information in the area of preschool-aged play and the effects on younger children. Collaborative play has been an integral part of preschool education based on the work of Maria Montessori for many years. Less research was available on the effect of play on elementary-aged children and much less research has been conducted with adolescents. Although some research has been done in these areas, there are far fewer longitudinal studies showing the effects on social-emotional and academic growth in this age group.

There was an especially evident gap in connecting the positive effects of play to academics. Much of the research focused on the social and emotional benefits, but did not address the overall impact on academics. The studies used were focused on early childhood education and elementary education. It is possible that data and studies have not been

conducted enough to support the academic effects of students. More information may be present for middle adolescence age students compared to elementary aged students, but due to the focus of this study that information was minimal. The importance of play for children appears to be directly connected to achievement in the classroom, although finding specific research that hones in on a direct correlation between play and academic growth.

Implications for Future Research

The importance of further research for these age groups, especially adolescents is crucial to validate the importance of play for children of all ages. As children get older, the education system tends to eliminate time for play, either for fun or within academics, thus putting at risk the positive effects of play. As education systems look for more and better ways to increase academic achievement, without further research on the positive effects of play on academics, a valuable pathway to learning may be overlooked. Play is also a tool to assist children in self-directed learning which is crucial to engagement. Play in its many forms can also be a great equalizer, helping to create an equitable community where children feel safe and open to learning. This would be an area where further research could substantiate the importance of play for children of all ages.

The topic of the power of play and special education is an area in which more research is needed. Research on the power of play and the effects in the regular education classroom were far more present than with special education students. For students who are integrated into the mainstream classroom, a greater opportunity exists to take advantage of play with other regular education classmates and reap the benefits named in research. Research looking at those who are in self-contained settings in a special education classroom or not included in

those play opportunities is an area that should be further explored and investigated. Whether open air play, organized play or academic play activities, further research needs to be done in order to validate the positive effects of play in special education settings.

Professional Implications

Dowling (2009) performed quantitative research and the aim was to investigate how the influence of play can be integrated into special education. Children can encounter an assortment of disabilities that can influence their capacity to play. Disabilities can be physical, academic, or social and can range in seriousness from mild to significant; these children still have some ability to take part in play. Their play capacities are unique and of a decreased progression than those of their peers without disabilities according to Dowling. However, with adjustments, they can benefit from opportunities to play. It is hard to classify the need to play for children with disabilities on the grounds that disabilities and the needs for each child are different (Dowling, 2009). Multiple forms of disabilities can impact diverse formative areas in play. Grown-ups assume an important part in encouraging play for children with disabilities. They should be familiar with the difficulties confronted by every child with a disability and know how to adjust and urge the child to play. Parents should offer ample opportunity for self-start play, despite the fact that direction might be required before the child can play freely or with peers. Children without these disabilities can wind up noticeably accommodating playmates when they are taught about their companions' disabilities and how to communicate with them. With the appearance of managed classrooms, children will probably have a peer with a disability in their classroom and acknowledge him or her as playmates. Children may require

adult support in how to encourage a child with a disability in their play exercises (Dowling, 2009).

The world assumes a crucial part in openness to play for children with disabilities, and the indoor condition should be changed to accommodate them. Particularly imperative are adjustments of space and available area of materials for children utilizing wheelchairs and other portability support. More broad adjustments must be made in open air conditions. Over the recent two decades, much development has been made in deciding the best adjustments to the outside condition to give access to play parts and keep up security in the meantime. Assistive improvement has made it feasible for children with disabilities to take part in play. Using specific levels of development, going from wheelchairs to infrared control units, children with disabilities can get to physical conditions and mechanical gadgets, for example, PCs and recording systems. Toys can be adjusted through switches and adjustments so children can actuate them when their manual ability is extremely restricted, in this manner empowering them to partake with their peers with typical development (Dowling, 2009).

Play is critical for all children. Before, the observation has been that children with disabilities, particularly ones with psychological deficiencies, are not inspired by play. In spite of the fact that play may look inadequate in some areas, much has been found out about how children with disabilities play and how their play potential outcomes can be extended. As more is found out and more current advances are made in a wide range of play situations, more open doors will be feasible for children with disabilities to take part in play.

We as educators can learn from this and grow in our own field and teachings. Based of research we can better meet the needs of our students especially those with special needs. The

research gives us insight into dealing with students specifically with ADHD and students with Autism. Using brain games and specifically planning and guiding their learning we can incorporate these tools to help build our students social and academic skills. To improve our ability to build relationships with our students and them with their peers we can use the tools and research to create curriculum that supports direct instruction and adding play into our lessons and daily routines. We can build a relationship of trust with students, while using play to enhances areas of deficit such as social skills, communication, problem solving. While the literature shows that at times play can be harmful, if supervised by educators and adults we can monitor and guide our students in their learning. The skills they gain from different areas of play will then become habits and routines they will use in other areas of their days and life. It is a powerful tool to help us shape and guide the path of our students, if used correctly.

Conclusion

Play is learning. Through the introduction of research on different styles of play, this paper represents the effect of play socially and academically on students. Play benefits intellectual, social, enthusiastic, and physical development. Children learn subjective abilities including innovativeness, critical thinking, unique considering, arithmetic, and dialect (Barbosa et al., 2009). They learn to arrange social connections and direct their feelings to control their own practices. Play fosters the advancement of fine and gross motor aptitudes. At the point when play is entertaining and coordinated, children are spurred to participate in learning opportunities. Together, the exploration condensed here makes a solid proclamation for the advantages of play. Additionally, a significant part of the examination on the advantages of

play is correlational; it cannot be stated for certain whether play itself is the reason for learning or improvement in those cases (Bigelow & Pyle, 2015). The encounters and inspiration of kids which increase through playing empower them to process information, hone abilities and merge developing skills. Through play, elementary students learn vocabulary, ideas, critical thinking, fearlessness, inspiration, and a familiarity with the necessities of others. Playing with others, or, then again with their environment, enables children to create both profound connections and more transient relationships.

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