Chapter 5

Review of Literature
REVIEW OF RELATED LITERATURE

An overview of the research literature related to the study.

Study of Impact of play, drama and theater performance on children’s communication skills:

Gregory D. Freeman, Kathleen Sullivan and C. Ray Fulton (2003) studied the effects of creative drama on the concept of the self, social skills and problem behaviour. A sample of 237 students from grades 3 and 4 were selected randomly to participate in the experiment. The researchers concluded that the specific variables to be measured and the potential for skewed distributions on pretest measures are factors to be considered in studies testing to use with creative drama as a therapeutic treatment.

James F. Christie and E. P. Johnsen (1983) studied the role of play in social–intellectual development. The studies were delimited to the areas (a) creativity (b) problem solving (c) language development (d) logical skills and (e) social knowledge. The designs of the studies were critically examined, and problems of internal and external validity were elaborated.

Anthony D. Pellegrini (1980) discussed the relationships between the kindergartener’s play and the isolated word writing fluency. Sixty five kindergarteners were tested and the result was: The dramatic play leaves the most significant effect on the writing skills of the students and the teacher of young children can facilitate achievement in reading and writing by providing opportunities through dramatic performances.

Robert S. Fink (1976) addressed the role of imaginative play in cognitive development. The study involved 36 kindergarten children randomly assigned in equal numbers to three teachers. The target group under training demonstrated a significant improvement in play imaginativeness and was also linked to developmental gains associated with social roles. All the three groups consistently improved on both the measures (conservation and perspectivism).

Kempe, A. studied about “The Role of Drama in the Teaching of Speaking and Listening as the Basis for Social Capital” in 2003. This paper explores how the
a significant opportunity benefit, namely supplanting non-learning, self-directed time with the literacy-rich activities of drama. The dramatic play also exposed an aspect of literacy internal to dramatic enactment apparently important for the motivation of children to gain literacy skills. Moreover, literacy in form of detailed understanding of texts appeared to give power to playwright.

Linda McCormick compared the effects of a microcomputer activity and toy play on social and communication behaviours of children in 1987. The results indicated that the computer activity was as effective as toy play or slightly more so in stimulating vocalizations by the two preschoolers with social and language deficits. Similarly, the computer activity evoked higher levels of social play from most of the participants.

Sonner Mehmet ozdemir and Aygen Cakmak investigated the effects of drama education on prospective teachers’ creativity in 2008. This research consisted of 78 the 4th grade students. Results of the study showed that at the end of drama course, the scores of creativity test, the students took, increased to some extent in all of dimensions of creativity test, which are fluency, originality, elaboration, resistance to premature closure and abstractness of titles. It was also found out that participant’s pre-test and post-test creativity scores did not make a significant difference according to gender variable.

Nancy file and Susan Konots (1993) examined associations between three types of programme quality indicators (structural, global, and dynamic processes) and children play-behaviour. Teacher's interactions with children were related not with children's cognitive play level but with their social play level.

Marjorie W. Steinkamp studied about Factors mediating the relationships between preschool children's play patterns and peer ratings: Verbal communication styles in 1989. The effects of verbal communication styles on relationships between play patterns and peer ratings were investigated with a sample of 30 four year-olds. Play patterns were determined in 22 spot checks made of each child during free play. Styles of verbal communication-including verbosity, affect tone, person/play focus, and responsiveness were ascertained from written accounts of each child's verbalizations gathered during three 5-min periods of free play. Peer ratings were
setting in 2011. The aim of the present study was to investigate the play, behaviour, language and social skills of children aged 5–8 years participating in a play intervention (based on the ‘Learn to Play’ programme) compared to a group of children participating in traditional classroom activities within a specialist school over a six month period. Thirty-five children participated in the study, 19 participated in the play intervention group and 16 participated in the comparison group. Fourteen staff members at the special school were involved. A quasi-experimental design was used with pre and post data collection. Children in the play intervention and the comparison group were assessed using the Child-Initiated Pretend Play Assessment (play), Goal Attainment Scaling (behaviour), the Preschool Language Scale (language) and the Penn Interactive Peer Play Scale (social skills) at baseline and at follow up. Findings revealed that children participating in the play intervention showed a significant decrease in play deficits became less socially disruptive and more socially connected with their peers. Both groups improved in their overall language skills and significantly improved in their goal attainment. This study supports the use of a play intervention in improving a child's play, behaviour, language and social skills.

Jo Ann M. Farver studied about communicating shared meaning in social pretend play in 1992. This research examined young children's use of communicative strategies to structure and create shared meaning in social pretend play. Forty children, aged 2, 3, 4, and 5 years old (five pairs per age group) were observed and audiotape recorded in same-age and same-sex dyads while playing with a fantasy toy. Transcribed play dialogues were examined for episode length, seven communicative strategies, and social pretend play complexity. Results suggested a developmental progression in children's ability to use the seven communicative strategies to structure social pretend play and to facilitate shared meaning. Two-year-olds relied on calls for attention and repetitions to suggest play topics, attract attention, and draw their partners into simple social pretend play sequences. Three-year-olds were able to coordinate pretense using paralinguistic cues and semantic ties. Four- and 5-year-olds relied on descriptions of action, semantic ties, and tags to develop long bouts of complex pretend play. The creation of shared meaning appears to be a dynamic process. Young children construct shared meaning spontaneously during interactive play from the shared
This paper presents a field experiment examining the effect of drama education on the psychological development of grades 1 and 4 students. The drama curriculum was delivered after school for one day each week for 16 weeks. Students in the experimental group attended drama education classes, whereas students in the control group took part in the other unstructured extra-curricular activities. Pre- and post-tests of creativity, and story-telling test were given to the students. With respect to creativity, the experimental group was found to score significantly higher than the control group. Significant grade differences were also found, with grade 4 students scoring higher on the measure of drawing but lower on divergent thinking than grade 1 students. No sex difference was found. These findings have important implications for the educational curriculum which are discussed.

Kathy Roskos studied about a taxonomic view of pretend play activity among 4- and 5-year-old children in 1990. Based on findings from a 6-month study that explored the nature of literate behaviour in the pretend play episodes of eight preschoolers, taxonomy of their pretend play activity is described and analyzed. Relationships between the different kinds of pretend play activity as demonstrated by these youngsters are examined in light of the taxonomy and other research. Implications of certain kinds of pretend play activity for emergent literacy development are also briefly discussed.

Ann K. Levy, Lyn Schaefer, Pamela C. Phelps studied about increasing preschool effectiveness: Enhancing the language abilities of 3- and 4-year-old children through planned sociodramatic play in 1986. The results of this study support the idea that participation in sociodramatic play builds the language competence of young children and give added credence to the position that play is a vital part of good preschool programmes. Specifically, the study tested the hypothesis that 3- and 4-year-old children from a variety of backgrounds who were enrolled in a preschool programme with planned Sociodramatic play opportunities and play tutoring would demonstrate greater than expected language development. Results showed that boys demonstrated significantly greater than expected growth on the Peabody Picture Vocabulary Test (PPVT) after 3 months of participation in enriched Sociodramatic play with play tutoring.
play and social competence and that negotiation skills were invariably practiced
during such enactment. Thus, the value of providing preschool environments that
encourage children to engage spontaneously in the enactment of pretend scripts is
supported.

Deane M. Argenta, Zolinda Stoneman, Gene H. Brody studied about the effects of
three different television programmes on young children's peer interactions and toy
play in 1986. This study investigated the impact of different television programming
on the social interactions and toy play of preschool children. Same-sex pairs of young
children were observed during three types of television programmes: cartoons,
Sesame Street, and situation comedies. Children were also observed when the
television screen was black. Children visually attended to the cartoons the most,
Sesame Street less often, and the situation comedy the least. Cartoons dramatically
depressed social interaction. Sesame Street elicited the most verbal imitation. Both
Sesame Street and the situation comedy allowed the children to divide activity among
their peers, the toys, and the television programme. Girls verbally imitated
programme content more than boys. This pattern of findings remained unchanged
after the children's visual attention to the television was statistically controlled.
Several developmental trends were detected. The image of children “mesmerized” in
front of the television set, foresaking social interactions and active involvement with
their object environment, held true for only one type of programming, namely,
cartoons. During the other programmes, the children remained active and socially
involved.

Carollee Howes, JoAnn Farver studied about Social pretend play in 2-year-olds:
Effects of age of partner in 1987. The role of the partner in the development of social
pretend play was examined in two related studies. In both studies toddler-age children
(Study One: n = 16, Study Two: n = 48) played with same-age and 5-year-old
partners. In both studies 2-year-olds engaged in more social pretend play with older
than with same-age partners. In mixed play sessions, 2-year-olds and 5-year-olds
engaged in asymmetrical interaction. However, 5-year-olds used similar social
behaviours with same-age and younger partners. In Study two, the 5-year-old partners
(n = 32) were asked either to play with or to teach their younger partners. No
measures multiple-baseline design across subjects was used to experimentally
determine that a functional relationship exists between enriched sociodramatic play
and an increase in levels of language performance.

Susan B. Neuman & Kathy Roskos studied about Peers as literacy informants: A
description of young children's literacy conversations in play in 1991. From an
interactionist perspective, children's learning is influenced by the social context,
through their collaboration with adults and more capable peers as well as their
interaction with culturally developed “tools.” To examine these influences, this study
reports on the functions of preschoolers' literacy-based verbal exchanges in a print-
enriched play environment. Play settings in two preschool classrooms were
reorganized and enriched with print materials and literacy-related props. Children's
play behaviour was recorded through extensive observations over a 2-month period.
From these data, 67 literacy-related conversational episodes were isolated and
systematically content analyzed. Three types of discourse about literacy were
identified in the play context: children's conversations focused on designating the
names of literacy-related objects, on negotiating meaning related to a literacy topic,
and on coaching another child in some literacy task in order to achieve a goal in play.
Results suggest that children's collaborative engagement in literacy through play may
have an important influence on their developing understanding of written language.

Judith A. Chafel studied about achieving knowledge about self and others through
physical object and social fantasy play in 1987. This study synthesizes the literature on
social comparison activity and on the spontaneous, self-initiated play of young
children. Specifically, a brief overview of the research on social comparison in young
children is offered. Next, a depiction is provided of how young children exhibit social
comparisons during two types of play activity—namely, physical object and social
fantasy play. Finally, research and pedagogical implications emanating from the
discussion are examined.

Olivia N. Saracho studied about the relationship between the cognitive style and play
behaviours of 3-to-5-year-old children in 1996. Children (N=1276) ages 3 to 5 were
tested for their cognitive style (field dependence/independence) and their play
behaviours were observed and recorded. Three significant interactions were found
understanding of the children's conduct, namely ‘shadowing’ and ‘crossing’. Shadowing refers to the carefully tailored delivery of an action, which repeats an immediately preceding move of another participant. Crossing relates to a specific instance of language alternation, through which participants align with and make use of their interlocutors’ linguistic and ethnic backgrounds (Rampton, 1995). It is shown how these different types of verbal as well as nonvocal resources are intertwined, sequentially organized and collaboratively deployed in children's construction of locally accountable actions.

Inge Bretherton studied about Pretense: The form and function of make-believe play in 1989. This paper proposes that make-believe play expresses the young child's emerging capacity to engage in counterfactual or would-be thinking. Three important developments enable preschoolers to create joint make-believe worlds with others: the ability to (1) manage multiple roles as playwrights and actors, (2) invent novel plots, and (3) deliberately blur the boundary between reality and pretense. Given that joint make-believe play turns out to be such a complex representational activity, the question about its function raises itself more insistently than ever. Of the many social and cognitive functions that have been proposed, emotional mastery is the only one that could not equally be exercised in non pretend contexts. There is evidence, however, that in nonclinical settings the well-adjusted, secure children are most able to benefit from the opportunity for emotional mastery offered by sociodramatic play, whereas less-well-adjusted, insecure children are not. This has important implications for the design of play interventions.

Dale C Farran & Whasoup Son-Yarbrough studied about “Title I funded preschools as a developmental context for children’s play and verbal behaviours” in 2001. This study examined changes across the school year in the play and verbal behaviour during centre based activities of 283 children in 22 public school preschool classrooms, funded through Title I. Using a time sampling method, observations of children in classroom settings were conducted twice during the preschool year. Repeated measures multivariate analyses of variance revealed that: (1) children were involved most in parallel play activities, and the amount of parallel play increased across the year; and (2) associative and cooperative play decreased. This pattern of
two occasions children played in a dramatic centre and on two occasions in a blocks
centre. Results were compatible with the model. More specifically, play was affected
by the centre in which children played to the extent that their play generally followed
the themes suggested by the props in those centres. Predicted age effects were
supported to the extent that play became more complex with age. Gender interacted
with age and activity centre to affect play. Main effects due to gender, however, were
not significant. These results are significant in that they document the main and
interactive effects of personal and controlled environmental variables on preschooler’s
play behaviours.

Robert S Fink (1976) studied Role of imaginative play in cognitive development. The
study involved 36 kindergarten children randomly assigned to one of three groups.
The training group demonstrated a significant improvement in play imaginativeness
and was also linked to developmental gains associated with social roles and
consistently improved on both measures (conservation and perspectivism) more than
the two comparison groups.

Anita Page (1983) studied Children’s story comprehension as a result of storytelling
and story Dramatization: A study of the child as spectator and as participant. This
study reports several significant results. One is that children are more engaged during
dramatization than when just listening. Another is that several key ingredients of story
understanding are better conveyed through drama: main idea, character identification.
And character motivation. These are essential elements of comprehension. Both
modes are effective in promoting recall of story sequence, story details and story
vocabulary. Beyond the main treatment versus comparison group effects drama had
more effects on the younger (grade one) students than the older students (grades two
and three).

Study of impact of play, Drama and theater on disabled children’s
communication skills:

Filiz Erbay & S. Sunay Yildirim Dogru (2010) carried out an extensive research on
impact of play, drama and theater on disabled children’s communication skills. The
disabilities. The play group composition was indifferent for its impact, but the category of play materials affected the cognitive level the participants. It was established that there is relation between the cognitive level implied in the process of learning through play and the developmental level and language use.

Richard E. Wylie (1974) researched on the effects derived through integrating handicapped and non-handicapped preschool children on a social play. Seven handicapped children of a private preschool programme were selected for the experiment. During the intervention phase, important dramatic changes occurred, albeit not registered on the graphs. Although changes were not very substantial but during other free-play periods, throughout the day, the handicapped children not only interacted, with each other more, but the play itself also took a shape as if it had been modeled for the non-handicapped preschoolers.

Mark Brown and Doris Bergen (2002) worked on the domain of the play and its social interaction with children beset with disabilities who were schooling at learning/activity centres in an inclusive preschool. It included nine preschool children with disability and also making typical peers. The preschool setting that promotes inclusionary practices may allow for a strong system to the children afflicted with disability, by providing them with peer models of play, social interactions and language development. Such a setting also exposes them to more sophisticated behaviours within peer play and social interactions by engaging them in a more stimulating environment made up of play objects and learning centre materials. This kind of environment enhances teacher-facilitation of peer interaction skills through nonintrusive verbal and nonverbal assistance for fostering better interaction.

D. Michael Malone (2006). Carried out a research on differential expression of toy play by preschoolers with and without mental retardation. The participants were 17 preschool children with mental retardation and 17 preschool children without mental retardation. The findings said that positive perception and attitude towards children has to be developed both by the teachers and the parents if they intend to promote the use of a comprehensive, multi-contextual understanding of children, their play ability and potential, the faculties which are necessary for developing effective interventions.
severe mental retardation, with students sans retardation. Twenty four fifth grade students were put in one of two treatment conditions. This study showed that the imaginative play, which is a staple of preadolescent play, is accessible to both the categories of children. If adults are engaged to encourage imaginative play, or inject elements that promote imaginative plays and involve children with and without mental retardation, the group dynamics and enjoyment of everyone involved will be enhanced.

De la Cruz, Rey E.; Lian, Ming-Gon John; Morreau, Lanny E. (1998) studied about the effects of creative drama on social and oral language skills of children with learning disabilities. This study demonstrates quantitatively that children with learning disabilities can improve and maintain social and oral expressive language (speaking) skills through a creative drama programme which emphasizes specific social and oral language usages.

An early study by Jones and Sisk (1970) examined as to when and how children form perceptions of orthopedic handicaps. The subjects were 230 nondisabled children between the age groups two and six. Each child was shown two pictures: a child of the same gender with leg braces and another belonging to their own gender, without leg braces. Children were asked to respond to the question, “Would you play with him?” The results indicated that four to five year olds perceived the disabled as “less likely to have fun at a carnival than the nondisabled”.

Centres and Centres studied about the attitudes of children towards their peers with upper limb amputations in 1963. A 17-item social discrimination questionnaire was developed in order to assess attitudes about appearance, social relationships and popularity. The questionnaire was administered to 28 classes. Fourteen classes contained children with upper limb amputations. The children ranged in age from 5 to 12 years. The result indicated that amputee children were least liked by their peers and regarded as the saddest children in the class.

Nichole Lynn Cannon (2006) studied “The effects of floor time on communication interaction behaviours between typically developing preschoolers and preschoolers with autism. The study had four participants, two typical preschoolers and two
socio-dramatic scripts and in acting them out with their peers. All of the target children were able to do this with the low rates of adult prompting. All of the children also demonstrated increased social interactions with trained and untrained peers during generality sessions.

Kathleen I. Harris (2011) investigated the effects of peer-mediated intervention in promoting social skills for children with disabilities. The purpose was threefold: first, to examine peer mediators’ use of PMI (peer-mediated intervention) during baseline and intervention; second, to examine the effects of PMI on increasing positive social behaviours and decreasing negative social behaviours of the target children; and the third was to examine whether the social skills for target children improved from baseline to intervention, following upon the implementation of PMI. The study included two groups of child participants. Child participants who received the intervention included three children with disabilities across three separate classrooms. The target children were all boys between 45 and 68 months of age. Child participants who delivered the intervention included two peers per classroom, for a total of six peer mediators. Two of the peer mediators had identified disabilities or delays. The group of peer mediators consisted of five boys and one girl between 52 and 69 months of age. The Results indicate that the peer mediators implemented PMI successfully and with fidelity and little training. Target children increased positive social behaviours and decreased negative social behaviours from baseline to intervention.

Jennifer Loncola Walberg & Lesley A. Craig-Unkefer (2010) analyzed the effect of a social-communication intervention on the play behaviours of children beset with autism. Six children five to eight year old participated in this study which employed a single-subject and multiple baseline design. Children recruited from an urban Midwestern public school system participated in an intervention that utilized a plan-play-report format. A post hoc analysis (In the design and analysis of experiments, post-hoc analysis consists of looking at the data after the experiment has concluded) was conducted to determine the effect of the intervention on peer communication, play behaviours and joint attention so as to determine if these behaviours were impacted by the intervention even though they were not specifically targeted. Results indicated that children demonstrate increases in their above categorized behaviours.
play theme and use of the social pragmatic communication strategies, practice using vocabulary to be used in play, and choosing roles for the thematic activity; (b) a 10-min play session in which the interventionist coached children to interact while they played with the thematic related toys; and (c) a brief reporting period in which children reviewed their use of the social pragmatic strategies and specific vocabulary. A multiple-baseline design across dyads with pre- and post-generalization probes was employed. Children increased their use of peer-directed communication over baseline levels, target vocabulary words, and other social pragmatic skills.

Tina L. Stanton-Chapman, Ann P. Kaiser & Mark Wolery (2006) in their joint paper “Building Social Communication Skills in Head Start Children Using Storybooks: The Effects of Prompting on Social Interactions” attempted to evaluate the effects of a prompt versus no prompt condition in combination with a peer-directed intervention package that targeted children with low language or behaviour problems. The study tested two conditions of a multi-component intervention package to increase social interaction between peers, and then evaluated as to which condition of the intervention increased the use of positive verbalizations, social pragmatic strategies, and specific language forms. An alternating treatment design was used to compare the two variations of the intervention. The results maintained that no differential effects existed between the prompt and no prompt conditions.

Sunhwa Jung, Diane M. Sainato & Carol A. Davis studied about using high-probability request sequences to increase social interactions in young children with autism in 2008. The purpose of this study was to investigate an effective strategy to increase social interactions of children with autism in the children’s typical classroom environment. The classroom consisted of six children with disabilities and seven typically developing peers. Participants included three children between the ages of 4 and 6 years old. The high-probability request sequence intervention was first delivered to the peers as a model and then delivered to the target children. The intervention was implemented using the children’s favorite play materials during a centre time in an inclusive classroom. The results of this study indicated that all three children’s compliant responding to low-probability requests and social initiations and responses increased during the intervention condition. Furthermore, the target
Liber, D. B., Frea, W. D., & Symon, J. B. G. (2008). Using time-delay to improve social play skills with peers for children with autism. The study involved three boys with autism, who were taught play activities that combined a play sequence with requesting peer assistance using a graduated time-delay procedure. Results showed increased pretend play by one of the participants. Two demonstrated generalization of the skills learned through the time-delay procedure.

Tina L. Stanton-Chapman & Martha E. Snell studied about the effects of a peer-based social communication intervention in 2011. The current study evaluated the turn-taking skills of preschoolers with disabilities who participated in a social communication intervention that targeted initiations, responses, and turn-taking skills, and taught children to repair and revise and to avoid interruptions and overlaps. Ten children who enrolled in an inclusive at-risk classroom met the inclusion criteria. A multiple baseline design across two dyads replicated across three additional dyads was used to determine the effects of the intervention. The social communication intervention was highly effective for five children, moderately effective for three children, and mildly effective for two children in increasing the rate of initiations with an immediate peer response from baseline to intervention. The social communication intervention was highly effective for one child, moderately effective for three children, mildly effective for two children, and ineffective for four children in improving turn-taking skills. Generalization results showed that nine out of ten participants demonstrated increased peer play following the intervention, increased levels of child-initiated interactions with a positive peer response, and decreased levels of solitary play. Several implications for practice were derived from the findings. By teaching children turn-taking strategies, the quality of social interactions that children have with their peers is likely to improve. The intervention offers a more systematic technique for teaching social communication and play skills than do informal strategies commonly used by teachers. Social validity assessments indicated that teachers found the intervention acceptable and produced important changes in behaviour.

Linda L Hestenes, Deborah E Carroll studied about the play interactions of young children with and without disabilities: Individual and environmental influences in
Sofia Kouvava, Katerina Antonopoulou, Sofia Zioga, Chrysoula Karali studied about the influence of musical games and role-play activities upon primary school children's self-concept and peer relationships in 2011. The study examines whether musical games and role-play activities can enhance children's self-concept and ameliorate peer relationships. Participants, 11 boys and 9 girls, between 7 and 8 years, attending the second grade at an inclusive primary mainstream school of a suburb of Athens. These children were selected because they presented poor interpersonal skills and relationship difficulties with peers. The project lasted 8 weeks and involved three teachers of the school. The results revealed that these activities cultivated children's social skills.

Michael W. Casby & Susan M. McCormack studied about Symbolic play and early communication development in hearing-impaired children in 1985. This study investigated the relationship between symbolic play and language performance for young hearing-impaired children. Subjects included 20 hearing-impaired youngsters ranging in age from 38 months to 69 months. The children were placed in two ordinal communication groups. Placement in one of the communication levels was dependent upon information concerning the number of spontaneous expressive communication units the child produced. The experimental task consisted of three predetermined play themes in which the child previously displayed functional play. A nonconventional item was then included, and the play behaviours were observed for the occurrence of symbolic play under a spontaneous or modeled condition. The results indicate a significant difference in symbolic play between the two ordinal communication levels. Additionally, there was a strong positive relationship observed between the variables of symbolic play and early communication development.

Geerdina M. van der Aalsvoort, Rien van der Leeden studied about The microgenetic emergence of cooperative play in 6-year-olds developmentally at risk, in 2009. Cooperative play was investigated by a controlled pre/post-test intervention design with 28 dyads of 6-year-old students developmentally at-risk. Selection was based upon cut-off scores on a language development test and a nonverbal IQ test, and same-sex pairs were matched within classrooms. Co-variables were: socio economic status, free play time in school and pedagogical quality of the classrooms. Each child
measures analyses revealed that: (1) handicapped children engaged less in peer-directed and more teacher-directed behaviours than the similar chronological age but developmentally more advanced normal children; (2) a comparison between a subsample of normal and handicapped children, who were approximately equivalent on developmental age suggested that the normal children only vocalized more often; (3) when integrated with the normal children, handicapped children engaged in more peer-directed and less teacher-directed behaviours than when playing in the non-integrated situation; (4) during the combined group play situation, normal children directed more behaviours to their own classmates while handicapped children directed approximately equal amounts of behaviour to their own classmates and to their normal peers. These results suggest that the normal children were not negatively affected and the handicapped children were positively affected by the integrated play situation.

Zolinda Stoneman, Mary Lynn Cantrell & Kathleen Hoover-Dempsey studied about the association between play materials and social behaviour in a mainstreamed preschool: A naturalistic investigation in 1983. Social interaction during play with various types of materials was observed during free play in a DARCEE (The Demonstration and Research Center for Early Education) model mainstreamed preschool classroom. Results indicated that the use of play materials by mildly handicapped and non handicapped children was quite similar. Blocks and vehicles and water play materials were associated with handicapped/non handicapped interactions. Library, fine motor, and art materials were associated with solitary activity; blocks and vehicles, water play, housekeeping and music with cooperative interaction; and blocks and vehicles with conflict. Adult-child interaction was associated with children not engaged with any play materials. Implications for mainstreamed preschool settings are discussed.

Linda L Hestenes, Deborah E Carroll studied about the play interactions of young children with and without disabilities: Individual and environmental influences in 2000. To describe the context of play as well as to better understand the experience of inclusive classrooms for children with and without disabilities, young children’s play interactions and beliefs in inclusive preschool settings were examined. Individual
A synthesis was done in 2003 by Ae-Hwa Kim; Sharon Vaughn, Batya Elbaum and Marie Tejero Hughes that was about effects of toys or group composition for 3-5 years old children with disabilities. Positive outcomes were associated with children’s playing with social toys and play groups that included children with and without disabilities.

Guli, Laura Ann (2004) studied the effects of creative drama-based intervention for children with deficits in social perception. This study explored the effects of the Social Competence Intervention Programme, a unique intervention based on creative drama. The sample included children with diagnoses of nonverbal learning disabilities (NVLD), Asperger syndrome, high functioning autism (HFA) and attention deficit hyperactivity disorder (ADHD). According to parent and child participant interviews, 75% of participants reported one or more positive effect in social competence as a result of participation.

Stuart J. Schleien, Theresa Mustonen & John E. Rynders (2010) studied Participation of children with autism and nondisabled peers in a cooperatively structured community art programme. Results indicated that both groups of children with autism were targeted for interactions from nondisabled peers significantly more often during intervention than during baseline, even though positive social interaction bids by nondisabled peers were rarely reciprocated and hardly ever initiated by peers with autism.

De la Cruz, Rey E.; Lian, Ming-Gon John; Morreau, Lanny E (1998) studied the effects of creative drama on social and oral language skill of children with learning disabilities. It demonstrates quantitatively that children with learning disabilities can improve and maintain social and oral expressive language (speaking) skills through a creative drama programme with an emphasis on specific social and oral language usage. It also demonstrates how social skills may be targeted successfully by developing instruments appropriate to specific contexts.

Frances L. Kohl, Paula J. Beckman and Ann Swenson studied about effects of Directed Play on Functional Toy Use and Interactions of Handicapped Preschoolers, in 1984. The purpose of this study was to determine whether adult-directed play