



Play and Drawings: Expressions of Child Development




Maya Goldstein, MA
Juliana Negreiros, MA

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Outline

- Introduction
- Play overview
- Culture or development?
- Play and development
- Maya's study
- Drawings overview
- Use of drawings
- Juliana's study
- Conclusion

Introduction

- Play and drawings are essential activities in children's lives
- Use of play and drawings to enhance our understanding of child development
- Share findings from two studies
 - Cultural perceptions about play in relation to development
 - Children's drawings: how children's perspectives of safety are affected by the context in their lives

Learning About Development Through Play



Across Cultures...

Maya Goldstein, MA

Play

Is play a universal activity?

Is play a cultural-based activity?

Highlights from Play Literature

- Central activity of children's lives in all cultures
- Value of play in children's development differs across cultures
- Few studies with immigrant populations
- In some cultures parents are less likely to be play partners
- Many definitions and little consensus

Cannella & Viruru, 1997; Farver et al., 1995; Gunco et al., 1999; Parmar et al., 2004, 2008; Ramsey, 2006; Rogoff, 2003; Roopnarine et al., 1998; Roopnarine & Johnson, 1994; Roopnarine & Krishnakumar, 2006.

Development vs. Culture?

Focus on Development: Ages and stages

Piaget

- Sensory motor: 0-18m
- Symbolic play: 18m - 7
- Games with rules: 6+

Smilansky

- Functional play
- Constructive play
- Dramatic stage
- Games with rules

Piaget, 1962 ; Smilansky, 1968

Development vs. Culture?

Focus on Culture: Adults and Environment influence

Vygotsky

- Adults set the environment:
 - Choosing their toys
 - Encouraging them with what and with whom to play
 - Model for children

Sutton-Smith

The type of play is constructed because of the significance of the play to the society

Bodrova & Leong, 2006; Sutton-Smith, 1999; Vygotsky, 1978

Play and Development

Cognitive development

- Opportunities to construct knowledge about the environment by interacting with different objects

Social and emotional development

- Opportunities to regulate emotions and develop an understanding of social norms

Language development

- Children learn the language more effectively "incidentally" during play than formal teaching

Chance, 1979; Gagnon & Nagle, 2004; Hart & Risley, 1975; Ginsburg, 2007; Piaget, 1962; Pronin-Fromberg & Bergen, 2006; Saracho & Spodek, 1998; Vygotsky, 1967

Six Cultures Study

- Kenya, India, Mexico, The Philippines, United States and Japan
- Focused on social interactions, events, play partners and activities
- Children play in all communities, but the focus changed
- The US was different compared with the other places

Whiting, 1963; Edwards, 2000

Purpose of Study

To study and understand parent-child play interactions of South Asian immigrants by bringing forth their voices and experiences and learning about the parents' perceptions regarding play and development

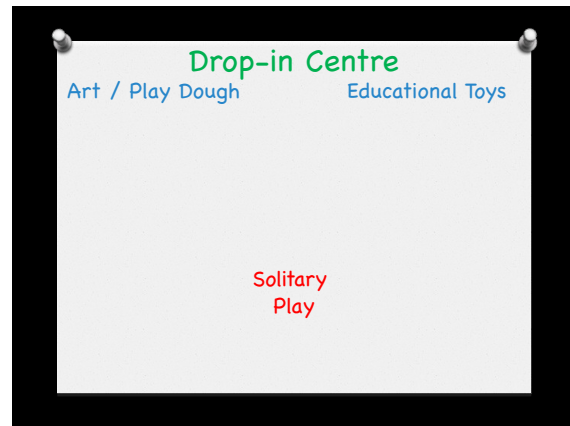
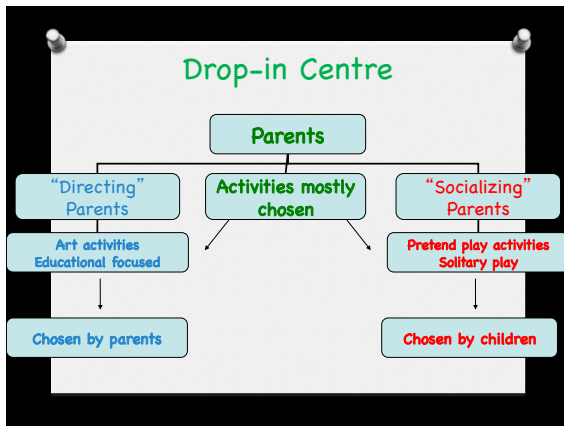
Data Collection

Phase One: Drop-in Centre

- Pilot
- Participant observations
- Interview with staff member

Phase Two: Families' Homes

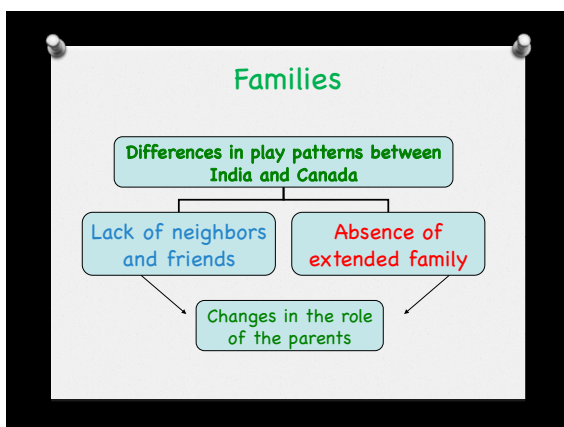
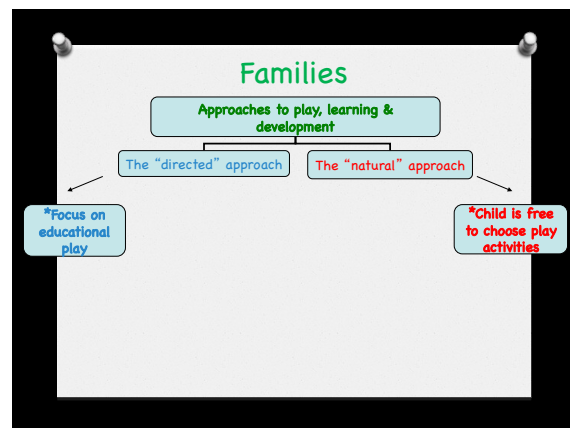
- Pilot
- Participant observations
- Calendar logs
- Semi-structured interviews



School Readiness

“We have to play, we have to see what their development going through, right, what they like this, what they don't like, it's a good thing, we can learn, we can learn their choice too” (Boy's mother).

“Like if you want to make a habit of your kid to keep them separate from you, because when he's going kindergarten then he needs to, he or she needs to separate from the parents” (Girl's mother).



Differences between Canada and India



“In Canada people raise their own kids, but in India other people raise your kids”
(Girl's mother)



Playing Outside

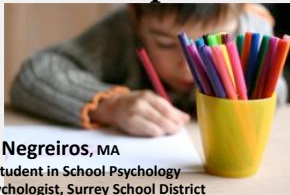
"In India there is no restriction that kids are not going outside without parents, because the neighbors are very helping hand in India..." (Girl's mother)



Implications for Educators

- Cultural differences
- Differences in the same cultural group
- Caution Western interpretations
- Cultural activities
- School readiness
- Support for immigrants
- Drop-in centres

Drawings and Child Development



Juliana Negreiros, MA
 Doctoral Student in School Psychology
 School Psychologist, Surrey School District
 Mental Health Clinician (practicum), MCFD Surrey

Why are drawings important?

- Reveal information about children's:
 - Cognitive abilities
 - Self-concepts
 - Emotions
 - Social attitudes
- Promote:
 - Sensory exploration
 - Opportunity to express thoughts and feelings
 - Opportunity to reflect the knowledge of the world



(Croker, 2003)

Use of Drawings

- Entertainment
- Rapport building activity
- Elicitation device
- Reduce the need for verbal response
- Help children express ideas that may not be immediately possible through words
- Allow for reflection
- Assessment



(Freeman & Mathison, 2009; Morgan et al., 2002)

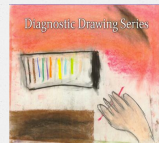
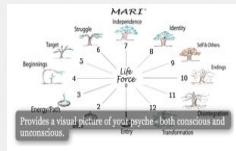
Areas

- Art Therapy
- Developmental Assessment
- Research



Art Therapy

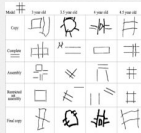
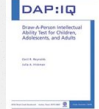
- Art making as a healing process



Projective Tests



Cognitive Assessment



Artistic & Cognitive Development

Scribbling Stage
(2 - 4 years old)



Pre-Schematic Stage
(4 - 7 years old)



Schematic Stage
(7 - 9 years old)



Dawning Realism
(9 - 12 years old)



Qualitative Research

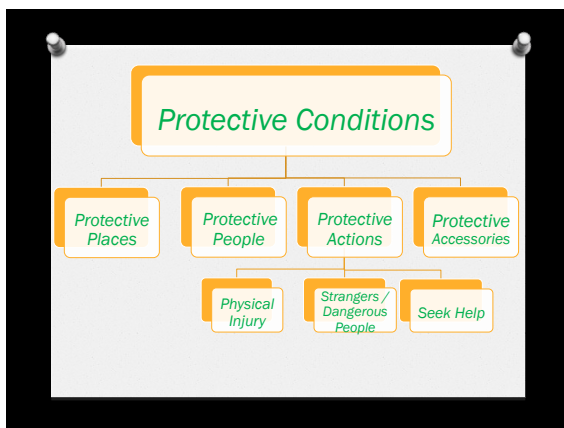
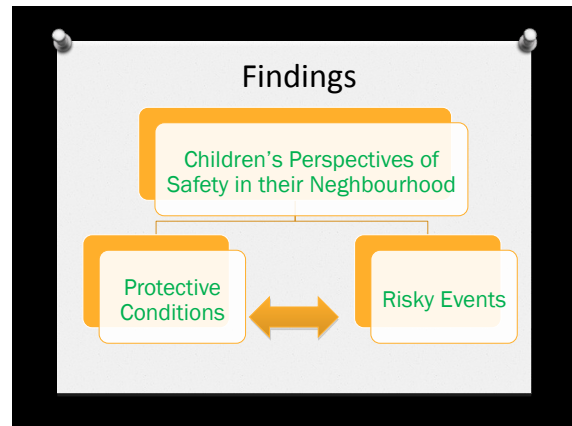
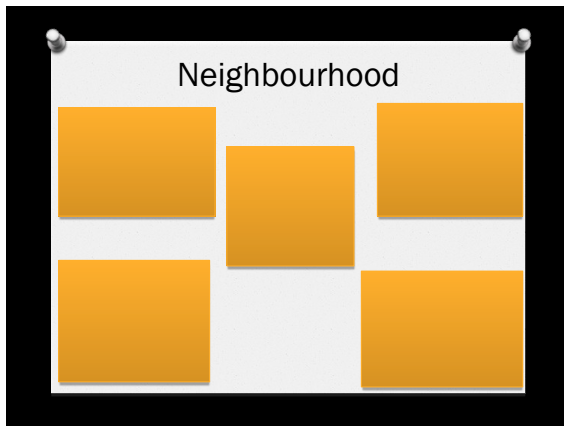
- "Children's Perspectives of Safety in their Neighbourhood"
- Setting
- Participants
- Procedures
- Data Collection: Drawings and Group Interviews

(Negreiros, 2010)

Literature Highlights

- Individual and family characteristics do not completely explain differences
- Neighbourhood conditions contribute to child development
- Perceptions of risks increase parental concerns and affect family practices
- Few studies have investigated children's perceptions of their environment

(Curtis, Dooley, & Phipps, 2004; McDonell, 2007; Nicotero, 2002; Tremblay et al., 2001)



Protective People

"I drew myself and my mom (...) walking not running because you will trip. (We were going) to a store. (It is safe) because you are with your mom."

"Daddy. Stay with Daddy. This is my daddy and I am holding his hand."

Protective Actions Against Physical Injury/ Strangers

"This is a person and if there's an earthquake, she's under her desk. She has nothing to worry about if glass hits her desk it won't hurt her. (It is safe) being under a desk when there's an earthquake and being with my friends."

"Me under a desk when it's code red (protecting myself) from the person coming in."

Protective Actions Against Strangers/Dangerous People

"A stranger trying to talk to me and I say no!"

"No talking to hobos because they might attack you and steal all of your stuff."

Protective Actions Seek Help

"If your mom falls down and starts bleeding in the bathroom and your dad is not there, then you go to a neighbour. That's me. (I feel safe because) I'm running to Katie's house which I know Katie."

Protective Accessories

"This is me. I am wearing a blue helmet. (It is safe) because I am wearing a helmet."

Risky Events



Neighbourhood Disorder

"This is a hobo throwing a hobo at a tree. (It is unsafe) because it is very inappropriate because the other person might get hurt."

Crime

"This is a bad guy trying to kill this lady named Ada."

"She's a devil, that's why I don't know her. She killed me. (It is not safe) going to someone's house that you don't know."

Contact with Strangers

"This is someone saying hello to a stranger. (It is unsafe) because you don't like a clown saying 'Want some candy kid?' And this is the guy that said come into my van and see my puppy. He is going to take me."

Accidents

*"I saw fire outside of
someone's house."*

Key Findings

- **"Negative"** perspective of **safety** due to personal experiences, safety rules, group interaction, and media influence
- Children's great knowledge about **crime** and especially, ***stranger danger***
- A few children had a **"positive"** perspective of safety (associated with supportive **relationships**)

Drawing Development in Children



(Adapted from Donley, 1987)

Conclusion

- Play and drawings are important activities that can help us assess and understand child development
- The contexts where children live have significant influence in their development
- It is our duty to provide children different opportunities to develop their skills across environments

Thank You!

maya.goldstein@ubc.ca
negreiro@interchange.ubc.ca

