

Heimildir

- Coplan, R. J. (2000). *Assessing nonsocial play in early childhood: Conceptual and methodological approaches.* Í K. Glitlin-Weiner, A. Sandgrund og D. Schaefer. (ritstj), Play Diagnosis and Assessment (bls. 563-598). New York: John Wiley and Sons.
- Fraeðsluvefur* (e.d.). Sótt 3. febrúar 2007, frá <http://www.hjalli.is/fraedsla>
- Hjallamiðstöðin* (e.d.). Sótt 3 febrúar 2007, frá <http://www.Hjalli.is>
- Ivory, J. J. og McCollum, J. A. (1999). *Effects of social and isolate toys on social play in an inclusive setting.* The Journal of Special Education, 32, 238-243.
- Jeffree, D. og McConkey, R. (1976). An observation scheme for recording childrens imaginative doll play. *Journal of Child Psychology and Psychiatry, 17*, 189-187
- Keren, M., Feldman, R., Namdari-Weinbaum, I., Spitzer, S. og Tyano, S. (2005). Relations between parents' interactive style in dyadic and triadic play and toddlers' symbolic capacity. *American Journal on Orthopsychiatry, 74*, 599-607.
- Kristín Guðmundsdóttir (2002). *A measurement system for monitoring play in typically developing children and children with autism.* Óbirt mastersritgerð, University of North Texas.
- Landreth, L. G. (1993). Child-centered play therapy. *Elementary School Guidance and Counseling, 28*, 17-30.
- Lewis, V., Boucher, J., Lupton, L. og Watson, S. (2000). Relationship between

- symbolic play, functional play, verbal play and non-verbal ability in young children. *International Journal of Language and Communication Disorders*, 1, 117-127.
- Lifter, K. (2000). *Linking assessment to intervention for children with developmental disabilities or at-risk for developmental delay: A developmental play assessment (DPA) instrument*. Í K. Glitlin-Weiner, A. Sandgrund og D. Schaefer. (ritstj), Play Diagnosis and Assessment (bls. 228-261). New York: John Wiley and Sons.
- Margrét Pála Ólafsdóttir (1999). *Hjallastefnan. Leikskóli frá hugmynd til framkvæmda*. Handbók, hefti 1. Reykjavík: Hjallastefnan ehf.
- Margrét Pála Jónsdóttir (1995). Búðarhugsun og bíótilfinningar: Saga af leik-föngum. *Athöfn*, 27, 28-30.
- McLoyd, V. C. (1985). Are toys just toys? Exploring their effects on pretend play of low-income preschoolers. Í M. B. Spencer, G. K. Brookins og W. R. Allen (ritstj.), *Beginnings: The social and affective development of black children* (bls. 81-100). London: Lawrence Erlbaum Associates.
- McLoyd, V. C. (1983). The effects of the structure of play objects on the pretend play of low-income preschool children. *Child Development*, 54, 626-635.
- Overton, W. F. og Jackson, J. P. (1973). The representation of imagined objects in action sequences: A developmental study. *Child Development*, 44, 309-314.
- Piaget, J. (1972). *Play, dreams and imitation in childhood* (C. Gattegno og F. M. Hodgson, þýddu). London: Routledge & Kegan Paul Ltd. (upphaflega gefið út 1951).
- Poling, A., Methot, L.L. og LeSage, M. G. (1995). *Fundamentals of Behavior Analytic Research*. NY: Plenum Press.
- Quilitch, H. R. og Risley, T. R. (1973). The effects of play materials on social play.

- Journal of Applied Behavior Analysis*, 6, 537-578.
- Santarcangelo, S., Dyer, K. og Luce, S. C. (1987). Generalized reduction of disruptive behavior in unsupervised settings through specific toy training. *Journal of the Association for Persons with Severe Handicaps*, 12 (1), 38-44.
- Smilansky, S. og Shefatya, L. (1990). *Facilitating play: A medium for promoting cognitive, socio-emotional and academic development in young children*. Maryland: Psychosocial and Educational Publications.
- Tomopoulos, S., Dreyer, B. P., Tamis-LeMonda, C., Flynn, V., Rovira, I., Tineo, W. og Mendelsohn, A. L. (2006). Books, toys, parent-child interaction, and development in young latino children. *Ambulatory Pediatrics*, 6, 72-78.
- Umek, L. M. og Musek, P. L. (1997). Symbolic play in mixed-age and same-age groups. *European Early Childhood Education Research Journal*, 5, 47-59.
- Umek, L. M. og Musek, P. L. (2001). Symbolic play: Opportunities for cognitive and language development in preschool settings. *Early Years*, 21, 55-64.
- Umek, L. M., Musek, P. L., Pecjak, S. og Kranjc, S. (1999). Symbolic play as a way of development and learning of preschool children in preschool institutions. *European Early Childhood Education Research Journal*, 7, 35- 43
- Vandenberg, B. (1981). Developmental features of children´s play with objects. The *Journal of Psychology*, 109, 27-29.
- Vygotsky, L. S. (1967). Play and its role in the mental development of the child. *Soviet Psychology*, 5, 6-18.
- Wulff, S. B. (1985). The symbolic and object play of children with autism: A review. *Journal of Autism and Development Disorders*, 2, 139-149.