

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program Studies
DEMOKRITUS UNIVERSITY OF THRACE Department of Hellenic Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**DEVELOPMENT OF SYMBOLIC PLAY IN CHILDREN WITH AUTISTIC
SPECTRUM DISORDER**

PEDOU IRINI

POSTGRADUATE
THESIS

SUPERVISOR – COMMITTEE

1. ΧΡΙΣΤΙΝΑ ΣΥΡΙΟΠΟΥΛΟΥ
ΚΑΘΗΓΗΤΡΙΑ – ΠΑΝΕΠΙΣΤΗΜΙΟ ΜΑΚΕΔΟΝΙΑΣ
2. ΖΩΗ ΚΑΡΑΜΠΑΤΖΑΚΗ
ΣΥΝΕΡΓΑΖΟΜΕΝΗ ΕΡΕΥΝΗΤΡΙΑ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. «ΔΗΜΟΚΡΙΤΟΣ»
3. ΙΦΙΓΕΝΕΙΑ ΔΟΣΗ
ΜΕΤΑΔΙΔΑΚΤΟΡΙΚΗ ΕΡΕΥΝΗΤΡΙΑ Τ.Ε.Φ. Δ.Π.Θ.

ATHENS 2018

ABSTRACT

Symbolic Play helps children to practice in symbols using, in the primacy of thought against external reality, and in enactment of social rules, among people. It is associated with cognitive abilities including planning, organization, and language skills. Children with Autistic Spectrum Disorder performed significantly less Symbolic Play than their typically developing peers. This issue has not been systematically investigated in our country. The aim of the present study is to identify possible differences between teachers' observations and attitudes/views, about the Symbolic Play of pupils with Autistic Spectrum Disorder, depending on the demographic and other data of the pupil, the years of the teacher's experience with children with Autistic Spectrum Disorder, teacher's educational level and the type of school. The sample of the survey was made up of 113 teachers, who had a pupil with Autistic Spectrum Disorder in their classroom, at the Kindergarten or in the first three classes of Primary School. The questionnaire was used as research tool. The data was analyzed using the SPSS Statistical Social Science Program. The results showed relevance between teachers' observations and attitudes / views on the Symbolic Game of pupils with Autistic Spectrum Disorder, which is limited. Teachers support the pursuit of development of Symbolic Play and after the Kindergarten, while the differences in the observations relative to pupils' level of speaking, their educational level and the type of School Framework were particularly important. Further investigation of the issue is considered necessary.

Key words: Symbolic Play, Autistic Spectrum Disorder, teachers' observations. teachers' attitudes / views.

ΒΙΒΛΙΟΓΡΑΦΙΑ ΔΙΠΛΩΜΑΤΙΚΗΣ

References

- American Psychiatric Association. (2015). *DSM-5: Διαγνωστικά Κριτήρια από DSM-5*.
Αθήνα: Ιατρικές Εκδόσεις Λίτσας.
- Atlas, J.A., & Lapidus, L.B. (1988). Symbolization levels in communicative behaviors of children showing pervasive developmental disorders. *Journal of Communication Disorders*, 21, 75-84.
- Αυγητίδου, Σ. (2001). *Το Παιχνίδι: Σύγχρονες Ερευνητικές και Διδακτικές Προσεγγίσεις*. Μπφρ: Γολέμη, Α. Αθήνα:Τυπωθήτω.
- Baron-Cohen, S. (1987). Autism and symbolic play. *British Journal of Developmental Psychology*, 5, 139-148.
- Bergen, D. (2002). The role of pretend play in children's cognitive development. *Early childhood Research & Practice*, 4, (1), 12-20.
- Bergen, D., & Coscia, J.(2001). *Brain research and childhood education: Implications for educators*. Olney, MD: Association for Childhood Education International.
Ανακτήθηκε Νοέμβριος,3,2018, από:
https://www.researchgate.net/publication/234741300_Brain_Research_and_Childhood_Education_Implications_for_Educators
- Beyer, J. & Gammeltoft, L. (1998). *Autism and Play*. London and Philadelphia: Jessica Kingsley Publishers.
- Boucher, J.(1999).Editorial:Interventions with Children with Autism-Methods Based on Play. In R. Jordan (2003), *Social Play and Autistic Spectrum Disorders, Autism*,7 (4),347-360.
- Bretherton, I. (1984). Representing the Social World in Symbolic Play: Reality and Fantasy. In) I. Bretherton,*The development of social understanding*, (pp. 3-41)
USA:Academic Press.

Casby, M.(2003). The development of play in infants, toddlers and young children. *Communication Disorders Quarterly*,24(4),163-174.

Cattanach,A.(1994).*Θεραπεία μέσω του παιχνιδιού*. Μτφρ. Μεγαλούδη, Φ. Αθήνα:Σαββάλας.

Charman, T., Baron-Cohen, S., Swettenham, J., Cox, A., Baird, G., & Drew, A. (1997). Infants with autism: An investigation of empathy, pretend play, joint attention, and imitation. *Developmental Psychology*, 33, (5), 781-789.

Γαλάνης, Π. (2011). Επίδραση της αυτοκαταγραφής στη συχνότητα της διασπαστικής συμπεριφοράς ενός παιδιού με αυτισμό σε ειδικό σχολείο. *Ελληνική Επιθεώρηση Ειδικής Αγωγής*,3, 111-135. Ανακτήθηκε Αύγουστος, 6, 2018, από <https://www.researchgate.net/>.

Γενά, Α. (2017). *Συστημική, Συμπεριφορική - Αναλυτική Προσέγγιση,Αξιολόγηση, Διάγνωση, Επαίδευση, Θεραπευτικές Παρεμβάσεις και Ένταξη Παιδιών με Νευρο-Αναπτυξιακές Διαταραχές με Έμφαση στη Διαταραχή Αυτιστικού Φάσματος*. Αθήνα:Gutenberg.

Γραμματάς, Θ., & Μουδατσάκης, Τ. (2008). *Θέατρο και Πολιτισμός στο Σχολείο για την Επιμόρφωση Εκπαιδευτικών Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης*. Ρέθυμνο: Ε.ΔΙΑ.Μ.ΜΕ. Ανακτήθηκε Σεπτέμβριος,13,2018, από: http://www.ediamme.edc.uoc.gr/diaspora/index.php?option=com_content&view=article&id=253:theatro-kai-politismos-sto-sxoleio&catid=136&Itemid=655&lang=el

Fein, G.G. (1981). Pretend play in childhood:an integrative review. *Child Development*,52(4),1095-1118. Ανακτήθηκε Μάιος, 12, 2018, από <http://psycnet.apa.org/record/1982-05549-001>

Fenson, I., Kagan,R.B. & Zelazo P.R. (1976). The developmental progression of manipulative play in the first two years. *Child Development*,47,232-235.

Francke, J. & Geist, E. (2004). The effects of teaching play strategies on social interaction for a child with autism: a case study. *Journal of Research in Childhood Education*, 18(2),125-140. doi: 10.1080/02568540409595028.

Frey, D. (2006). Puppetry Interventions for Traumatized clients. In L. Carey (Ed.), *Expressive and Creative Arts Methods for Trauma Survivors*. London: Kingsley Publishers

Frith, U. (1989). A new look at language and communication in autism. *The British journal of disorders of communication* 24(2),123-50. doi: 10.3109/13682828909011952. Ανακτήθηκε Ιούνιος,18,2018 από: https://www.researchgate.net/publication/20465150_A_new_look_at_language_and_communication_in_autism

Frith, U. (1999). Αυτισμός: *Εξηγώντας το αίνιγμα*. Μτφρ. Καλομοίρης, Γ. Αθήνα: Ελληνικά Γράμματα.

Gena, A., Papadopoulou, E., Loukrezi, S., & Galanis, P. (2007). The Play of Children with Autism: Theory, Assessment, and Research on Treatment. In L. B. Zhao (Ed.), *Autism Research Advances* (pp. 1-40). New York: Nova Science Publishers, Inc.

Gupta V. B., (2004). *Autistic Spectrum Disorders in Children*. New York: Marcel Dekker, Inc.

Gaigg, S. B. (2012). The interplay between emotion and cognition in autism spectrum disorder: implications for developmental theory. *Frontiers in Integrative Neuroscience*, 6, 1-26. Ανακτήθηκε Απρίλιος, 6, 2018, από <https://www.researchgate.net/>

Garvey, C. (1997). *Play*. London: Open Books.

Gitlin-Weiner, K., Sandgrund, A. & Schaefer, C. (2000). *Play diagnosis and Assessment*. Toronto: John Wiley and Sons.

Hagopian, L., Boelter, E. & Jarmolowicz, D. (2011). Reinforcement Schedule Thinning Following Functional Communication Training: Review and Recommendations. *Behavior analysis in practice*, 4(1), 4-16. Ανακτήθηκε Αύγουστος, 6, 2018, από <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3196205/>

Haight, W. & Miller, P. (1993). *Pretending at Home: Early Development in a Sociocultural Context*. New York: State University of New York Press. Ανακτήθηκε Σεπτέμβριος, 14, 2018, από: https://books.google.gr/books?hl=el&lr=&id=9WFAjn2KN0sC&oi=fnd&pg=PA1&dq=haight+et+al+1993&ots=ijUxGlgUNq&sig=yWrWs_K8tJdpQ3OpScFRiatfKs&redir_esc=y#v=onepage&q=haight%20et%20al%201993&f=false.

Hender-Lederer, S. (2011). "Pretend I'm the Princess: Assessing and Treating the Language of Pretend Play." Handout provided at the annual Speech, Language, and Hearing Association of Peterborough conference in Peterborough, Ontario. Ανακτήθηκε, Οκτώβριος, 12, 2018, από: www.speechpathology.com.

Hill E.L. & Frith. U. (2003). Understanding autism: insights from mind and brain. *Philosophical Transactions Royal Society Lond B: Biological Sciences* 358(1430), 281-289.

Hobson R. & Lee A. (1999). Imitation and identification in autism. *Child Psychol Psychiatry*, 40(4), 649-59.

Hobson, R.P., Lee, A., & Hobson, J.A. (2009). Qualities of symbolic play among children with autism: A social-developmental perspective. *Journal of Autism and Developmental Disorders*, 39, 12-22.

Honey, E., Leekam, S., Turner, M., & McConachie, H. (2007). Repetitive and play in typically developing children and children with autism spectrum disorders. *Journal of Autism and Developmental Disorders*, 37, 1107-1115.

Jarrold, C., Boucher, J., & Smith, P.K. (1993). Symbolic play in autism: A review. *Journal of Autism and Developmental Disorders*, 23, (2), 281-307.

Johnson,C.P. & Myers, S.M. (2007). Identification and Evaluation of Children With Autism Spectrum Disorders. *Pediatrics*, 120 (5), 1183-1215 doi: 10.1542/peds.2007-2361. Ανακτήθηκε Ιούνιος, 17,2018 από: <http://pediatrics.aappublications.org/content/120/5/1183.short>

Jordan, R. (1999). Autistic Spectrum Disorders: An introductory handbook for practitiones. Στο Ε. Καλύβας, *Αυτισμός: Εκπαιδευτικές και Θεραπευτικές Προσεγγίσεις*. Αθήνα: Παπαζήσης.

Jordan,R. (2000). *Η εκπαίδευση παιδιών και νεαρών ατόμων με αυτισμό*. Μτφρ:Καφαντάρης,Ι. Αθήνα: Ελληνική Εταιρία Προστασίας Αυτιστικών Ατόμων.

Jurado, MB. & Rosselli, M. (2007). The elusive nature of executive functions: a review of our current understanding. *Neuropsychology Review*, 17(3), 213-233.

Καλύβα, Ε.(2005). *Αυτισμός:Εκπαιδευτικές και Θεραπευτικές Προσεγγίσεις*. Αθήνα:Παπαζήση.

Klinnert, M., Emde, R., Butterfield, P. & Campos, J. (1986). Social Referencing: The Infant's Use of Emotional Signals From a Friendly Adult With Mother Present. *Developmental Psychology*,22,(4),427-432. Ανακτήθηκε, Σεπτέμβριος,14,2018, από: <https://pdfs.semanticscholar.org/4de0/a1d506c7e4ebd760fabd51e7fb423415d738.pdf>.

Knickmeyer, R.C., Wheelwright, S., & Baron-Cohen, S. (2007). Sex-typical play: Masculinization/defeminization in girls with an autism spectrum condition. *Journal of Autism and Developmental Disorders*, 10, 205-213.

Korkmaz, B. (2011). Theory of mind and neurodevelopmental disorders of childhood. *Pediatric research*, 69,101-108.

Κυπριωτάκης, Α. (2003). *Τα αυτιστικά παιδιά και η αγωγή τους*. Ηράκλειο: Γρηγόρης.

Langlois, J.Ritter, J. Roggman, L. & Vaughn, L. (1991). Facial Diversity and Infant Preferences for Attractive Faces. *Developmental Psychology*, 27,(1), 79-84.

Ανακτήθηκε, Σεπτέμβριος, 14, 2018, από:
https://www.researchgate.net/profile/Lori_Roggman/publication/232605154_Facial_Diversity_and_Infant_Preferences_for_Attractive_Faces/links/0deec521b7d1424052000000/Facial-Diversity-and-Infant-Preferences-for-Attractive-Faces.pdf.

Lennard-Brown, S. (2004). *Αυτισμός*. Μτφρ. Νικολακάκη, Μ. Αθήνα: Σαββάλας.

Leslie, A.M. (1987). Pretense and representation : The origins of "Theory of Mind". *Psychological Review*, 94, (4), 412-426.

Leslie, A.M., & Frith, U. (1988). Autistic children's understanding of seeing, knowing and believing. *British Journal of Developmental Psychology*, 6, 315-324.

Lewis, V., & Boucher, J. (1988). Spontaneous, instructed and elicited play in relatively able autistic children. *British Journal of Developmental Psychology*, 6, 325-339.

Lewis, B.A. & Thomson, L.A. (1992). A study of developmental speech and language disorders in twins. *Journal of Speech and Hearing Research*, 35(5), 1086-1094.

Lezine, I. (1973). The transition from sensorimotor to earliest symbolic function in early development. *Association for Research in Nervous and Mental Disease*, 51, 221-232. Ανακτήθηκε, Οκτώβριος, 20, 2018, από:
<https://europepmc.org/search?query=JOURNAL%3A%22Res%20Publ%20Assoc%20Res%20Nerv%20Ment%20Dis%22>.

Libby, S., Powell, S., Messer, D., & Jordan, R. (1997). Imitation of pretend play acts by children with autism and down syndrom. *Journal of Autism and Developmental Disorders*, 27, (4), 365-383.

Λουκρέζη,Σ., Γενά, Α. & Μπεζεβέγκης, Η. (2010). Ανάπτυξη δεξιοτήτων συμβολικού παιχνιδιού: Μελέτη περίπτωσης παιδιού με διαταραχή στο φάσμα του αυτισμού. *Ψυχολογία*, 17,(4),367-381. Ανακτήθηκε Σεπτέμβριος,14,2018, από:https://www.researchgate.net/publication/230744604_Anaptuxe_dexioteton_symbolikou_paichnidou_Melete_periptoses_paidiou_me_diatarache_sto_phasma_tou_autismou

Marcu, I., Oppenheim, D.,Koren-Karie, N.,Dolev, S. & Yirmiya. N. (2009). Attachment and Symbolic Play in Preschoolers with Autism. *Journal of Autism and Developmental Disorders*, 39,1321–1328. doi: 10.1007/s10803-009-0747-γ. Ανακτήθηκε Ιούνιος, 28, 2018 από: <https://www.researchgate.net/publication/24407882>.

Mastrangelo, S. (2009). Play and the child with autism spectrum disorder: From possibilities to practice. *International Journal of Play Therapy*, 18, (1), 13-30.

McCune-Nicolich, L.(1981). Toward symbolic functioning:Structure of early pretend games and potential parallels with language. *Child Development*,52,785-797.

McMahon, L. (1992). The development of play. In L. McMahon, (Eds), *The handbook of play therapy* (pp. 1-26). London & New York: Routledge.

Meggitt, C. (2006). *Child development: An illustrated guide*. England & Wales: Heinemann.

Messier, J., Ferland, F., & Majnemer, A. (2008). Play behavior of school age children with intellectual disability: Their capacities, interests and attitude. *Journal of Physical Disabilities*, 20, 193-207.

Mielonen, A.M., & Paterson, W. (2009). Developing literacy through play. *Journal of Inquiry & Action in Education*, 3, (1), 15-46.

Mundy, P. C. (2016). *Autism and Joint Attention: Development, Neuroscience, and Clinical Fundamentals*. New York: The Guilford Press.

Nichols, S. & Stich, S. (2000). A Cognitive Theory of Pretense. *Cognition*, 74,(2),115-147. Ανακτήθηκε Νοέμβριος,3,2018 από:
<https://pdfs.semanticscholar.org/318d/62879b9e7d0e74c699b8f397ab943066aeb4.pdf>.

Παπαγεωργίου, Β. (2005). *Ψυχιατρική παιδιών και εφήβων*. Θεσσαλονίκη:University Studio Press.

Παπαδοπούλου, Κ. (2009). *Η ζώνη της Εγγύτερης Ανάπτυξης στη θεωρία του L.S. Vygotsky*. Αθήνα : Gutenberg.

Peeters, T. (2000). *Αυτισμός. Από τη θεωρητική κατανόηση στην εκπαιδευτική παρέμβαση*.Μτφρ: Καλομοίρης, Γ. Αθήνα: Ελληνική Εταιρία Προστασίας Αυτιστικών Ατόμων.

Piaget, J.(1951). *Play,dreams and imitation in childhood*. London:Heinemann.

Piaget, J. (1962). *Play, Dreams and Imitation in childhood*. London: Routledge & Kegan Paul LTD.

Πιλήσης, Θ. (2010). Η ψυχαναλυτική σκέψη στην κλινική εργασία με γονείς παιδιών με αυτισμό. *Εργοθεραπεία*, 41, 26-30. Ανακτήθηκε Ιούλιος, 11, 2018, από http://www.iatrikionline.gr/ergothe_41/4.pdf.

Powell, S. & Jordan, R.(2001). *Οι ειδικές εκπαιδευτικές ανάγκες των παιδιών με Αυτισμό: Δεξιότητες μάθησης και σκέψης*. Μτφρ:Παΐζη, Ο. Αθήνα: Ελληνική Εταιρία Προστασίας Αυτιστικών Ατόμων.

- Preissler, M.A. (2006). Play and Autism: Facilitating Symbolic Understanding. In D.G., Singer, R.M. Golinkoff, & K. Hirsch-Pasek, (Eds.), *Play = Learning: How play motivates and enhances children's cognitive and social Emotional growth*. New York: Oxford. Ανακτήθηκε Ιούνιος,28,2018 από http://sociallyspeakingllc.com/my-mission-for-socially/free-pdfs/whats_play_got_to_do_with.pdf.
- Prelock, P. A. (2006). *Autism Spectrum Disorders. Issues in Assessment and Intervention*. Texas: Pro-ed.
- Quill, K.A. (2000). *Διδάσκοντας Αυτιστικά Παιδιά. Τρόποι για να Αναπτύξετε την Επικοινωνία και την κοινωνικότητα*. Επιμέλεια:Μεσσήνης,Λ.& Αντωνιάδης, Γ. Αθήνα:Έλλην.
- Reed, S. (2007). The importance of symbolic play as a component of the early childhood curriculum. *Essays in Education, 19*, 37-47.
- Ricks, D.M., & Wing, L. (1975). Language, communication and the use of symbols in normal and autistic children. *Journal of Autism and Child Schizophrenia, 3*, 191-221.
- Riguet, C.B., Taylor, N.D., Benaroya, S., & Klein, L.S. (1981). Symbolic play in autistic, down's, and normal children of equivalent mental age. *Journal of Autism and Developmental Disorders, 11*, (4), 439-448.
- Robinson,A.L.(1977). Play:The arena for acquisition of rules for competent behavior. *American Journal of Occupational Therapy,31*, 248-253.
- Rosenblatt,D.(1977).Developmental trends in infant play. In B. Tizard, & D.Harvey, (Eds). *The biology of play*,(pp.33-34). Philadelphia:Lippincott.
- Scheel, B. (2012). Puppets and the Emotional Development of Children – an International Overview In L. Kroflin, (Ed.) *The Power of the Puppet* (pp. 96 -

107). Zagreb: The UNIMA Puppets in Education, Development and Therapy Commission.

Schriber, A. R., Robins, W. R., & Soloon, M. (2014). Personality and Self-Insight in Individuals with Autism Spectrum Disorder. *Journal of Personality and Social Psychology*, 106,(1), 112-130.

Schopler, E., Mesibov, G.B., Hearsey, K. (1995). Structured teaching in the TEACCH system. In E. Schopler, G.B. Mesibov & K. Hearsey, *Learning and cognition in autism: Current issues in autism* (pp.243-268) Chapel Hill:University of North Carolina. Ανακτήθηκε Σεπτέμβριο,13,2018 από: https://www.researchgate.net/profile/Gary_Mesibov.

Sherratt, D. & Peter, M. (2002). *Developing play and drama in children with autism spectrum disorders*. London: David Fulton Publishers Ltd.

Singer, D. G., & Singer, J. L. (1992). *The house of make believe: Children's play and the developing imagination*. Cambridge, MA: Harvard University Press.

Smilansky, S. (1968).The effects of sociodramatic play on disadvantaged preschool children. Glenview, IL:Scott Foresman. In E. F., Zigler, D.G., Singer & S.J., Bishop (2004).*Children's Play:The Roots of Reading*. Washington, DC:Zero To Three Press.

Stagnitti, K. ,Unsworth, C. & Rodger, S. (2000). Development of an assessment to identify play behaviours that discriminate between play of typical preschoolers and preschoolers with pre-academic problems. *The Canadian Journal of Occupational Therapy*,67, 291-303.

Stahmer, A. (1995). Teaching Symbolic Play skills to children with Autism using pivotal response training. *Journal of Autism and Developmental Disorders*,25,123-141.

Συριοπούλου-Δελλή, Χ.& Κασίμος, Δ. (2013). *Επικοινωνία και Εκπαίδευση Ατόμων με Διάχυτες Αναπτυξιακές Διαταραχές/Αυτισμό*. Θεσσαλονίκη: Εκδόσεις Πανεπιστημίου Μακεδονίας.

Sutton-Smith, B. (1987). The domestication of early childhood play. *Education Week*, 7, 28.

Talu, N.(2018). Symbolic creativity in play activity: a critique on playthings from daily life objects to toys. *International Journal of Play*, 7,(1),81-96. doi:10.1080/21594937.20181436685. Ανακτήθηκε Ιούνιος,19,2018, από: <https://www.researchgate.net/publication/323539196>.

Thiemann- Bourque, K.S., Brady, N.C., & Fleming, K.K. (2011). Symbolic play of preschoolers with severe communication impairments with autism and other developmental delays: More similarities than differences. *Journal of Autism and Developmental Disorders*, 10, 107-119.

Treffert, D. (2009). The savant syndrome: an extraordinary condition. A synopsis: past, present, future. *Philosophical transactions of the Royal Society of London. Series B, Biological sciences*, 364(1522), 1351-7. doi: [10.1098/rstb.2008.0326].

Volkmar, F.R., Lord, C., Bailey, A., Schultz, R.T. & Klin, A. (2004). Autism and pervasive developmental disorders. *Journal of Child Psychology and Psychiatry* 45(1), 135–170. Ανακτήθηκε Ιούνιος, 18, 2018 από: <https://pdfs.semanticscholar.org/27a3/e983fbeccd50a694387093a9f77688802989.pdf>

Volkmar, F.R., Paul, R., Klin, A., & Cohen, D. (2005). *Handbook of autism and pervasive developmental disorders. Diagnosis, development, neurobiology and behavior* (3rd edition). United States of America: Wiley.

- Vygotsky, L.S. (1966). Play and its role in the mental development of the child. Στο Β. Παπαγεωργίου, (2005). *Ψυχιατρική παιδιών και εφήβων*. (σελ.57-128).Θεσσαλονίκη:University Studio Press.
- Vygotsky, L. S.(1976). Play and its role in the mental development of the child. In J.S. Bruner, A. Jolly, & K. Silva, (Eds.), *Play:Its role in development and evolution* (pp.537-544). New York:Basic Books.
- Vygotsky, L. S.(1986). *Thought and Language*. Cambpidge, MA:MIT Press.
- Φρανσίς, Κ. (2007). *Διάχυτες Αναπτυξιακές Διαταραχές ή Διαταραχές του Αυτιστικού Φάσματος. Διαναπηρικός Οδηγός Εξειδίκευσης (ΕΠΕΑΕΚ)*. Αθήνα: Πάντειο Πανεπιστήμιο Κοινωνικών και Πολιτικών Επιστημών.
- Watson, M.W.&Fiscer,K.W.(1977). Adevelopmental sequense of agent use in late infancy. *Child Development*,48,828-836.
- Wenar, C. & Kerig, K.(2011). *Εξελικτική Ψυχοπαθολογία- Από τη Βρεφική Ηλικία στην Εφηβεία*. Μτφρ:Μαρκουλής, Δ. & Γεωργάκα,Ε.Αθήνα:Gutenberg.
- Westby, C. (2013). "*The Roots of Literacy: Play and Language*." Handout provided at the annual Speech, Language, and Hearing Association of Peterborough conference in Peterborough, Ontario. Ανακτήθηκε Οκτώβριος,15,2018, από: www.speechpathology.com.
- Wilson, K.,Kendrick,P.&Ryan,V.(1992). *Play Therapy:a non-directive approach for children and adolescents*. London:Bailliere Tindall.
- Wolfberg, P. J. (1999). *Play and Imagination in Children with Autism*. New York, NY: Teachers College Press - Columbia University.
- Wolfberg, P.J. (2003). *Peer play and the autism spectrum. The art of guiding children's socialization and imagination*. Kansas: Autism Asperger Publishing Company.