

Lewis and Clark College
Graduate School of Education and Counseling
School Psychology Program

Fall 2020

SPSY 506:
Development and Learning



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Class meeting time: 1:00-4:15 pm, Thursday
Office hours: Tuesdays, 1:00-4:00 pm by appointment
3 Semester Credits

“What do we do when we raise a child, teach a student, or educate a person as a member of society? All these forms of pedagogy require painful yet exhilarating departures from home and encounters with otherness. Like the swimmer who plunges into the river’s current to reach the opposite bank, the person who wishes to learn must risk a voyage from the familiar to the strange...Do schoolmasters realize that they only fully taught those they thwarted, or rather, completed, those they forced to cross? Certainly, I never learned anything unless I left, nor taught someone else without inviting them to leave their nest.”

Michel Serres (1997)

General Course Information

Required Readings

- 1) Burke Harris, N., (2018), *The deepest well: Healing the long-term effects of childhood adversity*, Houghton Mifflin Harcourt, NY
- 2) Solomon, A. (2012), *Far from the tree: Parents, Children, and the search for identity*, Scribner, NY
- 3) Steinberg, L. (2014), *Age of Opportunity: Lessons from the new science of adolescence*, Houghton, Mifflin, Harcourt Publishing Company, NY
- 4) Greene, R.W., (2014) *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*, Scribner, NY

Catalogue Description and Course Goals

This course focuses on developmental theory and research as applied to the process of learning and education, age three to twenty-one. Emphasis will be placed in the following areas: students gaining knowledge to both differentiate and integrate multiple theoretical views on development; students gaining a better conceptual understanding of commonalities and differences in development; and, students gaining a better practical understanding of how to help children and adolescents address the developmental challenges they face, particularly in schools. In this course, child and adolescent development will be viewed through theories and research in the areas of interpersonal, emotional, cultural, cognitive, and physical development.

Development is the study of growth, adaptation and learning. The primary goals for this course include: gaining a deeper understanding of healthy development; gaining a clearer understanding of what can interfere with healthy development; developing operational ideas of what we school psychologists, teachers, and parents can do to support healthy development. Through this course, students will develop knowledge, skills and dispositions that will enable them to:

- Understand developmental difference and commonality in human experience
- Differentiate and integrate developmental theories and research with particular focus on ages 3-21
- Apply developmental theory to the process of learning and the practice of school psychology
- Develop skills to assess and facilitate the developmental process in the role of a school psychologist
- Reflect on one's own experiences in development to better help and understand the development of others

Course Assignments and Expectations

D&L Reflection Journal (due weekly, graded bi-weekly)

This journal is to be created on Google Docs (entitled *D&L Reflection Journal - Your Last Name*) and shared with the instructor by 5pm on Wednesday, Sept 9th. Every other week, your journal will be read, commented on, and graded by the instructor using this scale: 0—Did not meet criteria; 1—Meets some criteria; 2—Meets most criteria; 3—Meets all criteria; 4—Meets all criteria exceptionally. The criteria for the D&L Reflection Journal include that the journal:

- 1) is shared with instructor each week by 5pm the Wednesday before class, is well-organized, clearly structured, contains all headings/sections, and reflects creative, integrative, and thoughtful presentation of weekly materials and learning.
- 2) leans toward formality (while still being a reflection of your personal learning), is respectfully both appreciative and critical, and is error free in terms of spelling, word usage, sentence structure and punctuation.
- 3) contains one, ~500 word section entitled *D&L Lecture Notes* in which you address the questions posed in each week's lectures and use direct quotes from the lecture slides. (Please also view "Inside/Out" prior to Sept. 10 for these notes).
- 4) contains one, ~500 word section entitled *D&L Reading Notes* in which you pull direct quotes from the week's readings, and add your reflection on those direct quotes (e.g. comparing previous understanding, describing new learning/changed thinking, stating questions/comments, etc), as well as descriptions of how these quotes may apply to your practice working with children, adolescents or adults.

D&L Student Presentations & Facilitations (6 total)

During the term, students are expected to present to the whole class and facilitate discussions in small groups six times in total. The goal of these presentations is to gain experience speaking on relevant topics in professional contexts as well as gaining small group facilitation skills. Presentation will be graded by the instructor using this scale: 0—Did not meet criteria; 1—Meets some criteria; 2—Meets most criteria; 3—Meets all criteria; 4—Meets all criteria exceptionally.

1: The first presentation on the first day of class is a reading to the whole class of a paragraph you have composed prior to the first class (as part of your first *D&L Reflective Journal* assignment) entitled "***What I bring to the profession: Contributions and experience.***" Please also choose a photo of yourself as a child that you are willing to share. (~3 minutes total).

2 & 3: The second presentation, *Lecture Discussion*, and third presentation, *Reading Discussion*, will be small group facilitations of discussion based on the lecture and readings of the week. After facilitating this discussion, the leader will ask for and receive feedback from group members, reflecting on this feedback in your next *Reflective Journal* entry (What did you do well? How can you improve?). Group participants are expected to respectfully share one area of strength and one "growing edge" for group leaders regarding the following criteria:

- Leader presents 2 or 3 highlights (5 minutes), helps facilitate discussion and adds additional contributions appropriately (20 minutes), and asks for and receives feedback (5 minutes)
- Leader sets an appropriate tone (serious and engaged), presents complex information/ideas clearly and concisely (not too fast or too slow, with good volume) without oversimplification, and demonstrates a grasp on the material reflective of an appropriate amount of preparation.
- Leader asks good questions with follow-ups, engages group members well in discussion, demonstrates "door opening and closing" skills, as well as a helpful balance between expanding and focusing the discussion.
- Leader is contactful (i.e. warm, good eye contact, inclusive) and congruent (i.e. emotionally in tune with content) both verbally and nonverbally, and is respectful in relation to the content, issues of diversity, the audience, and receives feedback openly.

4 & 5: The fourth and fifth presentations consist of leading the class in a "**Mindful Opening**" exercise and a "**Closing Reflection**" (~3 minutes each), to be modelled during the first week of class. The opening should be experiential, calming, centering and embodying (e.g. mindful breathing, stretching, body scan, etc). The closing should entail a few of your own "take-aways," appreciations, new learning, etc. from the day's class as well as facilitation for at least three others to share theirs.

6: The last presentation on the last day of the course is a reading to the whole class of a long paragraph you have composed entitled "**How my thinking has developed**" (~3 minutes each). The paragraph should include at least three examples of overall take-aways from the class and how they differ from what you came into the class thinking about development. Please also share an image you have chosen that relates in some way to the paragraph you wrote.

D&L Materials Collection

Each student is expected to create and collect their own collection of developmentally supportive materials and resources to be used in their own practice. One specific item this collection needs to include is a stack of (optimally laminated) "talking cards" (to be described in class). During the last class session, students will be expected to briefly present their materials and put to use their card collection, as well as having described their collection in their *D&L Reflection Journal*.

OSPA/NW Regional School Psychologist Virtual Fall Conference Assignment Options

This year's virtual fall conference runs from Thursday, October 15th through Saturday, the 17th. Students are strongly encouraged to attend this excellent professional development opportunity. For conference details and registration visit: <https://www.wsasp.org/Fall-Conference>. **Assignment option 1:** Students who attend the virtual conference will write a 2-page reflection which includes a brief description of 2 sessions you attended and specifics to course content (i.e. quotes, theories, etc) of how that content relates to the developmental theory and practice detailed in course lectures and/or readings. Some relevant sessions include: "Centering Mental and Emotional Health in Racial Equity" and "Trauma Exposure; Brain States, Learning, & Application." **Assignment option 2:** Students who are unable to attend the conference will write a 5-page paper (APA format) on a topic that is presented at the conference (see conference website for session descriptions). Students will include specific information regarding how they see this content relating to their future practice as a school psychologist and how the content relates to the developmental process. Papers are due by Wednesday, October 21st at 5pm, submitted in their *D&L Reflection Journal* and entitled *OSPA Assignment, Option 1 (or 2)*.

Relevant Course and Departmental Policies

CTSP Department Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Standard Make-Up Assignment and Disability Services Statement

Any missed class time of significance will require an additional ~1000 words in the next week's *Reflective Journal* in which you describe what you learned from interviewing two or more individuals who attended the class time you missed as well as additional relevant readings on the week's topic that you chose in consultation with the professor. If you have a disability that may impact your academic performance, you may request accommodations by submitting documentation to the Student Support Services Office in the Albany Quadrangle (503-768-7192). After you have submitted documentation and filled out paperwork there for the current semester requesting accommodations, staff in that office will notify me of the accommodations for which you are eligible.

Course Evaluation Rubric and Grading Criteria

The items on this rubric will be used to assess the student's professional dispositions, engagement in the course, and success at fulfilling course expectations. These items are a sub-set of overall Professional Standards listed in the *SPSY First Year Student Handbook*. Each assignment in the class is weighted equally based on the following rating scale: 0—Meets no criteria; 1—Meets some criteria (B-); 2—Meets most criteria (B); 3—Meets all criteria (A-); 4—Meets all criteria exceptionally (A). At the end of the term, the instructor will add appropriate comments and goals that will facilitate further professional development of the student.

	Professional Standards and Skills					
1	The student demonstrates ability to relate to peers, professors, supervisors, and other professionals in a respectful, ethical and appropriate manner. Particularly in relation to cultural, familial, and individual differences relating to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.	0	1	2	3	4
2	The student demonstrates a continuing capacity for humility and openness to points of view, theories, experiences and perspectives different from their own.	0	1	2	3	4
3	The student demonstrates the ability to receive, address, and utilize feedback from peers and the instructor.	0	1	2	3	4
4	The student demonstrates appropriate emotional self-regulation and conflict resolution in interpersonal relationships with peers, supervisors, faculty, and others.	0	1	2	3	4
5	The student is thoughtfully, positively, and effectively engaged in the course, timely with assignments and class attendance and shows effective skills in verbal, nonverbal, and written communication.	0	1	2	3	4
6	The student is concerned with their own personal/professional growth and is able to provide feedback in respectful and effective ways.	0	1	2	3	4
	Course Assignments					
7	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #1	0	1	2	3	4
8	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #2	0	1	2	3	4
9	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #3	0	1	2	3	4
10	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #4	0	1	2	3	4
11	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #5	0	1	2	3	4
12	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #6	0	1	2	3	4
13	The student demonstrates an ability to meet the requirements of D&L Reflection Journal #7	0	1	2	3	4
14	The student demonstrates an ability to meet the requirements of D&L Presentation #1	0	1	2	3	4
15	The student demonstrates an ability to meet the requirements of D&L Presentation #2	0	1	2	3	4
16	The student demonstrates an ability to meet the requirements of D&L Presentation #3	0	1	2	3	4
17	The student demonstrates an ability to meet the requirements of D&L Presentation #4	0	1	2	3	4
18	The student demonstrates an ability to meet the requirements of D&L Presentation #5	0	1	2	3	4
19	The student demonstrates an ability to meet the requirements of D&L Presentation #6	0	1	2	3	4
20	The student demonstrates an ability to meet the requirements of D&L Material Collection	0	1	2	3	4
	Totals:	0	2	4	6	8
		0	0	0	0	0

Course Grading: 60 total points possible

A = 66 and above; A- = 60 and above; B = 56 and above; B- = 54 and above.

Graduate School policy: "The grade of B- is the lowest grade that carries graduate credit. Courses receiving grades lower than B- will not carry graduate credit, but will be included in the student's cumulative G.P.A. A student receiving a grade below B- in a required course must repeat the course and earn a passing grade."

Weekly Class Structure on Zoom

(please see table of *Breakout Groups & Assignments Per Week* below)

1:00 - 1:05	Mindful Opening (Student leader)
1:05 - 1:15	Overview of the day (Dr. Peter)
1:15 - 1:45	Lecture Discussions (Student leaders)
1:45 - 2:15	Theory to Practice (Dr. Peter)
2:15 - 2:45	Reading Discussions (Student leaders)
2:45 - 3:00	Closing Reflections (Student leader)

Weekly Course Outline: Lectures and Readings

Date	Lectures	Readings
1 9/10	Universal & Unique (View "Inside/Out" also)	Class Syllabus & Burke-Harris, 1-2 (26 pgs)
2 9/17	Equilibrium & Disequilibrium	Burke-Harris, 3-5 (50 pgs) & Mortola, <i>Sharing Disequilibrium</i>
3 9/24	Support & Risk	Burke-Harris, 6-9 (78 pgs)
4 10/1	Contact & Withdrawal	Burke-Harris, 10-Epi. (70 pgs)
5 10/8	Self & Others	Solomon, 1 (Son), & self selected chapter.
6 10/15	OSPA Conference – No class	
7 10/22	Integration & Differentiation	Mortola, <i>Learning from experience & Talking Cards</i>
8 10/29	Challenge & Skills	Solomon, 12 - <i>Father</i> & self selected chapter.
9 11/5	Verbal & Spatial	Solomon, 11 - <i>Transgender</i> (76 pgs)
10 11/12	Fluid & Crystallized	Greene, 1-3 (75 pgs)
11 11/19	Play & Reality	Greene, 4-6 (108 pgs)
11/26	Thanksgiving – No class	
12 12/3	Gas Pedal & Brakes	Greene, 7-9 (100 pgs)
13 12/10	Status & Affiliation	Steinberg, 1-4 (80 pgs)
111 14 12/17	LC & RRMS	Steinberg, 5-8 (80 pgs)

Breakout Groups & Assignments Per Week

To facilitate community-building in our cohort, learn from each other's areas of experience and expertise, and practice small group leadership, the following chart will be used on a weekly basis for Zoom breakout rooms. Underlined names represent the individuals responsible for leadership of lecture discussions that week. Names in bold represent the individuals responsible for leadership of **reading** discussions that week. Names with **(O)** represent individuals responsible for the mindful opening, and names with **(C)** are those responsible for the reflective closing.

Wk 2	G 1 <u>1 Kristen A</u>	6 Julia F	11 Jamie H	16 Cassidy M	21 Peter T	26 Nicolette W (C)
9/17	G 2 <u>2 Holly B</u>	7 Colin G	12 Jamison J	17 Kylie O	22 JohnMark U	27 Mary Z (O)
	G 3 <u>3 Carlin C</u>	8 Leah H	13 Finley K	18 Robert P	23 Jacqueline W	
	G 4 <u>4 Amethyst D</u>	9 Matthew H	14 Michelle L	19 Devin R	24 Lauren W	
	G 5 <u>5 Leonie FL</u>	10 Margaret H	15 Jessica L	20 Makena R	25 Khristina W	
Wk 3	G 1 1 Kristen A	<u>10 Margaret H</u>	14 Michelle L	18 Robert P	22 JohnMark U	
9/24	G 2 2 Holly B	<u>6 Julia F</u>	15 Jessica L	19 Devin R	23 Jacqueline W	26 Nicolette W
	G 3 3 Carlin C	<u>7 Colin G</u>	11 Jamie H	20 Makena R	24 Lauren W (C)	27 Mary Z
	G 4 4 Amethyst D	<u>8 Leah H</u>	12 Jamison J	16 Cassidy M	25 Khristina W (O)	
	G 5 5 Leonie FL	<u>9 Matthew H</u>	13 Finley K	17 Kylie O	21 Peter T	
Wk 4	G 1 1 Kristen A	9 Matthew H	<u>12 Jamison J</u>	20 Makena R	23 Jacqueline W (O)	
10/1	G 2 2 Holly B	10 Margaret H	<u>13 Finley K</u>	16 Cassidy M	24 Lauren W	
	G 3 3 Carlin C	6 Julia F	<u>14 Michelle L</u>	17 Kylie O	25 Khristina W	26 Nicolette W
	G 4 4 Amethyst D	7 Colin G	<u>15 Jessica L</u>	18 Robert P	21 Peter T	27 Mary Z
	G 5 5 Leonie FL	8 Leah H	<u>11 Jamie H</u>	19 Devin R	22 JohnMark U (C)	
Wk 5	G 1 1 Kristen A	8 Leah H	15 Jessica L	<u>17 Kylie O</u>	24 Lauren W	
10/8	G 2 2 Holly B	9 Matthew H	11 Jamie H	<u>18 Robert P</u>	25 Khristina W	
	G 3 3 Carlin C	10 Margaret H	12 Jamison J	<u>19 Devin R</u>	21 Peter T (O)	
	G 4 4 Amethyst D	6 Julia F	13 Finley K	<u>20 Makena R (C)</u>	22 JohnMark U	26 Nicolette W
	G 5 5 Leonie FL	7 Colin G	14 Michelle L	<u>16 Cassidy M</u>	23 Jacqueline W	27 Mary Z
Wk 6	G 1 1 Kristen A	7 Colin G	13 Finley K	19 Devin R (O)	<u>25 Khristina W</u>	27 Mary Z
10/15	G 2 2 Holly B	8 Leah H	14 Michelle L	20 Makena R	<u>21 Peter T</u>	
	G 3 3 Carlin C	9 Matthew H	15 Jessica L	16 Cassidy M	<u>22 JohnMark U</u>	
	G 4 4 Amethyst D	10 Margaret H	11 Jamie H	17 Kylie O	<u>23 Jacqueline W</u>	
	G 5 5 Leonie FL	6 Julia F	12 Jamison J	18 Robert P (C)	<u>24 Lauren W</u>	26 Nicolette W
Wk 7	G 1 1 Kristen A	2 Holly B	3 Carlin C	4 Amethyst D	5 Leonie FL	<u>26 Nicolette W</u>
10/22	G 2 6 Julia F	7 Colin G	8 Leah H	9 Matthew H	10 Margaret H	<u>27 Mary Z</u>
	G 3 11 Jamie H	12 Jamison J	13 Finley K	14 Michelle L	15 Jessica L	
	G 4 16 Cassidy M (C)	17 Kylie O (O)	18 Robert P	19 Devin R	20 Makena R	
	G 5 21 Peter T	22 JohnMark U	23 Jacqueline W	24 Lauren W	25 Khristina W	

SPSY 506 Breakout Groups & Assignments Per Week (cont.)

Wk 8	G 1 <u>1 Kristen A</u>	6 Julia F	11 Jamie H	16 Kassidy M	21 Peter T	26 Nicolette W
10/29	G 2 <u>2 Holly B</u>	7 Colin G	12 Jamison J	17 Kylie O	22 JohnMark U	27 Mary Z
	G 3 <u>3 Carlin C</u>	8 Leah H	13 Finley K	18 Robert P	23 Jacqueline W	
	G 4 <u>4 Amethyst D</u>	9 Matthew H	14 Michelle L (C)	19 Devin R	24 Lauren W	
	G 5 <u>5 Leonie FL</u>	10 Margaret H	15 Jessica L (O)	20 Makena R	25 Khristina W	
Wk 9	G 1 <u>1 Kristen A</u>	<u>10 Margaret H</u>	14 Michelle L	18 Robert P	22 JohnMark U	
11/5	G 2 <u>2 Holly B</u>	<u>6 Julia F</u>	15 Jessica L	19 Devin R	23 Jacqueline W	26 Nicolette W
	G 3 <u>3 Carlin C</u>	<u>7 Colin G</u>	11 Jamie H	20 Makena R	24 Lauren W	27 Mary Z
	G 4 <u>4 Amethyst D</u>	<u>8 Leah H</u>	12 Jamison J (C)	16 Kassidy M	25 Khristina W	
	G 5 <u>5 Leonie FL</u>	<u>9 Matthew H</u>	13 Finley K (O)	17 Kylie O	21 Peter T	
Wk 10	G 1 <u>1 Kristen A</u>	9 Matthew H	<u>12 Jamison J</u>	20 Makena R	23 Jacqueline W	
11/12	G 2 <u>2 Holly B</u>	10 Margaret H (C)	<u>13 Finley K</u>	16 Kassidy M	24 Lauren W	
	G 3 <u>3 Carlin C</u>	6 Julia F	<u>14 Michelle L</u>	17 Kylie O	25 Khristina W	26 Nicolette W
	G 4 <u>4 Amethyst D</u>	7 Colin G	<u>15 Jessica L</u>	18 Robert P	21 Peter T	27 Mary Z
	G 5 <u>5 Leonie FL</u>	8 Leah H	<u>11 Jamie H (O)</u>	19 Devin R	22 JohnMark U	
Wk 11	G 1 <u>1 Kristen A</u>	8 Leah H (C)	15 Jessica L	<u>17 Kylie O</u>	24 Lauren W	
11/19	G 2 <u>2 Holly B</u>	9 Matthew H (O)	11 Jamie H	<u>18 Robert P</u>	25 Khristina W	
	G 3 <u>3 Carlin C</u>	10 Margaret H	12 Jamison J	<u>19 Devin R</u>	21 Peter T	
	G 4 <u>4 Amethyst D</u>	6 Julia F	13 Finley K	<u>20 Makena R</u>	22 JohnMark U	26 Nicolette W
	G 5 <u>5 Leonie FL</u>	7 Colin G	14 Michelle L	<u>16 Kassidy M</u>	23 Jacqueline W	27 Mary Z
Wk 12	G 1 <u>1 Kristen A</u>	7 Colin G (O)	13 Finley K	19 Devin R	<u>25 Khristina W</u>	27 Mary Z
12/3	G 2 <u>2 Holly B</u>	8 Leah H	14 Michelle L	20 Makena R	<u>21 Peter T</u>	
	G 3 <u>3 Carlin C</u>	9 Matthew H	15 Jessica L	16 Kassidy M	<u>22 JohnMark U</u>	
	G 4 <u>4 Amethyst D</u>	10 Margaret H	11 Jamie H	17 Kylie O	<u>23 Jacqueline W</u>	
	G 5 <u>5 Leonie FL</u>	6 Julia F (C)	12 Jamison J	18 Robert P	<u>24 Lauren W</u>	26 Nicolette W
Wk 13	G 1 <u>1 Kristen A</u>	2 Holly B	3 Carlin C	4 Amethyst D (C)	5 Leonie FL (O)	<u>26 Nicolette W</u>
12/10	G 2 <u>6 Julia F</u>	7 Colin G	8 Leah H	9 Matthew H	10 Margaret H	<u>27 Mary Z</u>
	G 3 <u>11 Jamie H</u>	12 Jamison J	13 Finley K	14 Michelle L	15 Jessica L	
	G 4 <u>16 Kassidy M</u>	17 Kylie O	18 Robert P	19 Devin R	20 Makena R	
	G 5 <u>21 Peter T</u>	22 JohnMark U	23 Jacqueline W	24 Lauren W	25 Khristina W	
Wk 14	1 Kristen A (C)	2 Holly B (C)	3 Carlin C (O)			

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