

INTRODUCTION

Play is a spontaneous and active process in which thinking, feelings, and doing can flourish since they are separated from the fear of failure or disastrous consequences (*Linnet, 2005*).

Play is important as it can help to teach your child concepts of shapes, numbers, colors, different sizes, and textures. Play can help your child become a social being and encourage your child to be a part of a group and to share. Play allows for creativity and fantasy. Play help children discover what they enjoy and what they excel at doing. Play provides a means (other than talking) for your child to express his / her fears, needs and wants (*University of Utah Health Science Center, 2003*).

Play starts in the first weeks of child's life. In the relationship between a baby and its mother, usually but not necessarily the biological mother, lies the foundation of a child's emotional development. A crucial part of that relationship involves play. The development of children's play follows a predictable pattern and is linked to aspects of physical, intellectual, social and emotional development (*Linnet, 2005*).

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In the 1st year the Sensory –motor play is in the form of response of the infant with its whole body to sound, smell and taste of mother's milk and her body, to touching and movement, to seeing light and dark brightness, colour and pattern, faces and movement. Exploratory play can only take place within safe boundaries. As the objects of play become more familiar, the infant moves from asking what does this objects do, to what can I do with this object. Social play begins when the infant begins to imitate the mother's actions, these involve a process of accommodation to the real world. The first thing which a child creates is the transitional object, the soft clothes, toy, etc.. which serves as soother, protector and friend. It has own vitality of warmth, movement texture and smell which must never be changed except by the child. The integrated child who creates its own transitional object has made the first step in symbolic play (*Linnet, 2005*).

From 20 months-5 years, the play modalities, solitary (pretend, parallel, associative and cooperative) develop (*Susan, 2005*).

The strong emotions of early childhood surface again in adolescence. Play continues but is expressed in more adult forms, in the creative arts, sports and physical activity, in intellectual curiosity within new sexual relationships and in peer group social activity.

Many aspects of children's play can be seen in

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adult creativity. Sensory play is reflected in art and music, in caring for pets, and in sensual and sexual touching and loving. As a parents we can share again many of sensual delights of childhood. Physical play becomes translated into physical activities. Imaginative and pretend play become day-dreaming, thinking, and perhaps creative writing. Exploratory play may become thinking and playing with ideas in science and technology (*Linnet, 2005*).

▲ Of all the components in child MSE (mental state examination), the role of play is most foreign to adult psychiatrists. Play and talking enhance one another. Play acts as a projective test, as children will act out their fears fantasies, etc. The objects used for play can be kept relatively simple. Items such as paper, crayons, blocks, puppets, pencils, and play dough allow a child to express his imagination and creative abilities. More sophisticated toys tend to detract from the examination. Play offers the opportunity to assess many features of the MSE: motor coordination, intelligence, mobility, speech, fantasy, self – regulation. ▲ *Goodman and Sours (1998)* detailed a neurological play examination that tests for the following: cerebral function, reflexes, cerebellar function, cranial nerves, motor function, sensory function (*David, 2001*).

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Play therapy involves the use of toys, blocks dolls,

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puppets, drawings and games to help the child recognize, identify and verbalize feelings. The psychotherapist observes how the child uses the play materials and identifies them ore pattern to understand the child' problems. Through a combination of talk and play the child has the opportunity to better understand and manage the conflicts, feelings and behaviors (*American Academy of Child & Adolescent Psychiatry, 2008*).

The technique of play therapy differs as the schools of thoughts shared between the therapists and within the school of thoughts themselves. Some of the top play therapy techniques are: The Filial play therapy in which the parents of children are engaged in this throughout the course. The Sand Tray play therapy which helps uncover deepest thoughts and commotions as it can be thought of as a tool for communication. Story Telling play therapy technique compels application of brain and mind completely testing the mental integration (*University of Utah Health Science Center, 2003*).

Children who can benefit from play therapy are young children with emotional problems whose language skills are not well developed, elective mute children. The autistic children the functional playtime in self-directed activities rather than in doll directed activities. Such behaviors revealed an impaired abilities to differentiate

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objects from actions—If the child was profoundly handicapped, he did not perform symbolic play (*Linnet, 2005*).

Rational of the study:

The rational of play therapy rests on the assumption that the child uses play materials as projections of his inner world. Play therefore provides the distance necessary for psychological safety.

Children are growing in a rapidly changing world characterized by dramatic shifts in what all children are expected to know and be able to do. Higher and tougher standards of learning for all population of students are focusing on a narrow view of learning. Consequently, students have less time and opportunity to play than did children of previous generations. Decades of research has documented that play has a crucial role in the optimal growth, learning and development of children from infancy through adolescence. Yet, this need is being challenged and so children's right to play must be defended by all adults, especially educators and parents. The time has come to advocate strongly in support of play for all children. Although methods of play therapy have both evolved & expanded overtime, its value as clinical intervention remains deeply-seated.

Hypothesis

This review is conducted to answer the following questions:

- How can we use play to identify if the child is on the normal developmental track or not?
- Are the child therapists able to use the energy of play in psychotherapy.
- How can Play used in therapy and contribute to an improvement in the child functioning?
- Do play therapy provide effective way for the child patient to define and understand personal struggles within developmentally appropriate context?

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AIM OF THE WORK

- 1 To review the different types of the play& its importance for various aspects of healthy development.
- ~~3~~2 To review the different types of play therapy & highlight the technique of each type.
- ~~5~~3 To discuss how to use play as a tool for MSE (mental state examination), assessment& diagnosis of different psychiatric disorders in children.
- ~~6~~4 To discuss the benefit of the play therapy in treatment of these disorders.

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Chapter (1)

UNDERSTANDING PLAY AND ITS THEORIES

The process of the play is more important than any end point or goal that is obvious to the participant or "naive" onlooker (*Peter, 2005*).

Definition: _____

Play is a behavior that is self motivated, freely chosen, process oriented and enjoyable. Play is a natural activity for children. It allows them the opportunity to create, invent, and discover their world. Play is at the core of developmentally appropriate practice (Isenberg & Quisenberry, 2002).

Play is an activity that is both done for its own sake and is characterized by "means rather than ends". The process of the play is more important than any end point or goal that is obvious to the participant or "naive" onlooker (*Peter, 2005*).

Over the past two centuries, theories of play have contained _____

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explanations of play and reasons for its existence
(Karen, 2004). *Common characteristics of human play are:*

1) *Flexibility* (i.e., objects being put in new combinations, roles acted out in new ways).

2) *Positive affect* (i.e., children often smile and laugh in play, and say they enjoy it).

3) *Pretense* (i.e., use of objects and actions in non literal ways) (Peter, 2005).

The word "play" is used in many ways, making it difficult to define. However the definition of play varies among educators and philosophers. A comparison of these definitions, for example:

• *Seashore*: Free self-expression for the pleasure of expression.

• *Froebel*: the natural unfolding of the germinal leaves of childhood.

• *Hall*: The motor habits and spirit of the past persisting in the present.

• *Groos*: Instinctive practice, without serious intent, of activities which will later be essential to life.

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•~~Dewey~~: Activities not consciously performed for the sake of any result beyond themselves.

•~~Schiller~~: The aimless expenditure of exuberant energy.

•~~Lazarus~~: Activity in itself free, aimless, amusing, or diverting.

•~~Shanda~~: A type of behavior directed at the maintenance of joy.

•~~Dulles~~: An instinctive form of self expression and emotional escape value.

•~~Curti~~: Highly motivated activity which, as free from conflict, is usually thought not always, pleasurable.

~~Each definition implies a distinctive understanding and interpretation of play. Therefore, researchers are continuing to define play (Olivia & Bernard, 1998).~~

Theories of play:

Play theories are divided into classical theories and

modern theories of play (Mellou, 1994).

Two categories of play theories have been identified:

A- Classical theories:

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Theories originated from the 19th and early 20th centuries. These theories describe the reason and functions of play. They are:

1-Recreational or Relaxation theory.

2-The surplus energy theory.

3-Practice or Pre-exercise theory.

1-Recapitulation theory (*Olivia & Bernard, 2003*).

B- Modern (Dynamic) theories:

Theories emerged after 1920. They include:

1-The psychoanalytic (psychodynamic) theory evolved from the psychoanalysis of Sigmund Freud.

2-Cognitive theory.

3-Arousal modulation theory.

1- Meta-communicative theory *A* (*Olivia & Bernard, 2003*).

A) Classical theories:

Classical theories

of play originated in the 19th century (*Mellou, 1994*).

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Chapter 1: Understanding Play and Its Theories

-These theories describe the reason and functions of play (*Olivia & Bernard, 2003*). They are:

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Table (1): Summary of classical theories

Classical theories	Summary of theory
1-Surplus Energy Theory	Play occurs because children have excess energy (Karen, 2004).
2-Recreation or Relaxation Theory	This theory was stated by Moritz Lazarus, the German poet, who believed that "If play is the opposite of the work, it restores the energy that was consumed during work". (Olivia & Bernard, 2006).
3-Pre-exercise Theory	This theory has been developed by Karl Groose, the German evolutionary biologist. According to this perspective play is an instinctive way of preparing children for adult life, —therefore children are rehearsing adult skills in their play (Joan et al., 2007). For instance, children enact parental roles in dramatic play (Olivia & Bernard, 2003).
4-Recapitulation Theory	<p>This theory was stated by Hall and Gulick (Howard, 2007). They considered</p> <p>Play is a product of an evolutionary biological process.</p> <p>Through play, primitive instincts are weakened. Play development follows the evolutionary development of the human race from wildness to civilization (Karen, 2004).</p> <p>To Hall and Gulick, play reflected a child's instinct for freedom and enjoyment (Howard, 2007)</p> <p>This "recapitulation theory" of play has had little or no recent support (Peter, 2005).</p>

1-Relaxation or Recreational theory:

This theory was stated by Moritz Lazarus, the German poet, *describes play as an activity that individuals use to restore energy.* If play is the opposite of the work, it restores the energy that was consumed during work. Play is created as a recreational activity or as a behavior pattern that surfaces from a necessity to relax. Recreational or Relaxation theory can be seen as the reverse of surplus energy theory (*Olivia & Bernard, 2006*).

The surplus energy theory Hebert Spenser, the British philosopher, adopted a separate version of the surplus energy theory. He associated the surplus energy theory of play in the context of evolution. Higher species animals play more than lower species animals. The younger of the higher order species take the advantage of the surplus energy theory because they depend on their parents for prolonged periods of times in their lives. They use less energy for survival, therefore they have more energy for play (*Olivia & Bernard, 2003*).

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—— It is based on the principles of Fredric Schiller's, the 18th century of German poet, historian, and philosopher. He believed that *"play was an 'aimless' expenditure of exuberant energy"* (*Olivia & Bernard, 2003*).

This theory, in contrast to the relaxation theory, viewed play as a means of eliminating excess energy.

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~~Play therefore was regarded as an instinctive behavior with no immediate goal (*Joan et al., 2007*).~~

~~Human play is at first the expression of both mental and physical wealth. Later, when school system has subjected all the excitement to rule, the limbs alone give expression to the over flowing life by running, leaping and exercising generally. The child directs his superfluous energy chiefly to play " (*Karl & Elizabeth, 2005*).~~

~~Herbert Spencer, the British philosopher, adopted a separate version of the surplus energy theory. He associated the surplus energy theory of play in the context of evolution. Higher species animals play more than lower species animals. The younger of the higher order species take the advantage of the surplus energy theory because they depend on their parents for prolonged periods of times in their lives. They use less energy for survival, therefore they have more energy for play (*Olivia & Bernard, 2003*).~~

~~Spencer suggested that the higher animals are better able to deal with the immediate necessities of life, and that the nervous system, rather than remaining inactive for long periods, stimulates play. Thus in more evolved creatures, there often recurs energy somewhat in excess of immediate needs; hence play of all kinds- hence this tendency to superfluous and useless exercise of faculties that have been quiescent. Spencer's approach embodies a modern definition of play, and a mechanism for its occurrence, but makes the~~

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