Finding Aid to the Anthony D. Pellegrini Papers, 1921-2012

Summary Information
Title: Anthony D. Pellegrini papers
Creator: Anthony D. Pellegrini (primary)
ID: 112.6708
Date: 1921-2012 (inclusive); 1979-2009 (bulk)
Extent: 4.4 linear feet
Language: The materials in this collection are in English, unless otherwise indicated.
Abstract: The Anthony D. Pellegrini papers are a compilation of published scholarly articles, drafts, and reference materials written or used by Pellegrini during his lengthy career in researching and teaching educational and developmental psychology. The bulk of the materials in this collection are from between 1979 and 2009.
Repository:
Brian Sutton-Smith Library and Archives of Play at The Strong
One Manhattan Square
Rochester, New York 14607
585.263.2700
library@museumofplay.org

Administrative Information
Conditions Governing Use: This collection is open for research use by staff of The Strong and by users of its library and archives. Though the donor has not transferred intellectual property rights (including, but not limited to any copyright, trademark, and associated rights therein) to The Strong, he has given permission for The Strong to make copies in all media for museum, educational, and research purposes.
Custodial History: The Anthony D. Pellegrini papers were donated to The Strong in November 2012 as a gift from Anthony D. Pellegrini. The papers were accessioned by The Strong under Object ID 112.6708.
Preferred citation for publication: Anthony D. Pellegrini papers, Brian Sutton-Smith Library and Archives of Play at The Strong
Processed by: Julia Novakovic, November 2013

Controlled Access Terms
Personal Names
- Galda, Lee
- Pellegrini, Anthony D.
- Perlmutter, Jane
- Smith, Peter K.

Corporate Names
- University of Georgia. Department of Early Childhood Education
- University of Georgia. Institute for Behavioral Research
- University of Minnesota. Department of Educational Psychology
- University of Minnesota. Institute of Child Development
Subjects

- Bullying
- Child development
- Child psychology
- Communicative competence in children
- Early childhood education
- Human development
- Language acquisition
- Language arts (Early childhood)
- Play
- Play behavior in animals
- Play--Psychological aspects
- Play--Social aspects
- Preschool children
- Recess
- Symbolic play

Biographical Note

Anthony D. Pellegrini, PhD, is Emeritus Professor in the Department of Educational Psychology at the University of Minnesota. He has been in the educational and developmental psychology field for over three decades.

Pellegrini received his PhD from the Ohio State University in 1978 with a dissertation on the functions of private speech in preschool children. He conducted years of research, authored hundreds of articles, and taught both undergraduate and graduate-level courses at the University of Georgia and the University of Minnesota. He specialized in children’s development, with specific interests in children’s play, social dominance, and aggression. In addition to contributing to scholarly research, Pellegrini continues to serve on editorial and advisory boards for various scholarly journals and educational foundations.

Collection Scope and Content Note

The Anthony D. Pellegrini papers contain a variety of play-related scholarly articles. Photocopies or prints of articles written by Pellegrini comprise approximately half of the collection. A few documents have notes or accompanying correspondence. Photocopied reprints of articles written by other authors make up the remainder of the collection; many of these have been annotated by Pellegrini during his research. These are arranged by subject, with two folders arranged alphabetically by author last name. The bulk of the materials are dated between 1979 and 2009. One DVD containing digital copies of selected Pellegrini articles and draft book chapters is also included in this collection.

The Anthony D. Pellegrini papers are arranged into two series, one of which is further divided into subseries. The materials are housed in seven archival document boxes.
System of Arrangement

Series I: Anthony D. Pellegrini articles, 1977-2009
  Subseries A: Sole author
  Subseries B: Lead author
  Subseries C: Co-author

Series II: Reference materials and notes, 1921-2012

Contents List

Series I: Anthony D. Pellegrini articles, 1977-2009
  Subseries A: Sole author

Scope and Content Note: This subseries contains original prints and photocopies of scholarly articles which Pellegrini authored alone. Topics include rough-and-tumble play, bullying, literacy research, speech development, the importance of recess, and more. These articles are dated between 1977 and 2009.

Box 1
Folder 1  Pellegrini, “A Critique of the Concept of At Risk as Applied to Emergent Literacy,” 1991
Folder 3  Pellegrini, “A Longitudinal Study of Heterosexual Relationships, Aggression, and Sexual Harassment during the Transition from Primary School through Middle School,” 2001
Folder 5  Pellegrini, “A Longitudinal Study of School Peer Networks and Adjustment to Middle School,” 1994
Folder 8  Pellegrini, “A Sequenced Questioning Paradigm as a General Facilitator of Preschoolers’ Associative Fluency,” 1981
Folder 9  Pellegrini, “A Speech Analysis of Preschoolers’ Dyadic Interaction,” 1982
Folder 10  Pellegrini, “A Speech Analysis of Preschoolers’ Dyadic Interaction,” 1984
Folder 12  Pellegrini, “Affiliative and Aggressive Dimensions of Dominance and Possible Functions during Early Adolescence,” 2002
Folder 13  Pellegrini, “An Instructional Model for Joint Book Reading Instruction,” draft text, n.d.
Folder 14  Pellegrini, “An Observational Study of Group Size as a Measure of Boys’ Leadership and Dominance across the First Year of School,” 2005
Folder 15  Pellegrini, “Applying a Self-Regulating Private Speech Model to Classroom Settings,” 1982
Folder 17  Pellegrini, “Boys’ Rough-and-Tumble Play, Social Competence, and Group Composition,” 1993
Folder 19  Pellegrini, “Bullying” text for World Book Encyclopedia, 2002
Folder 20  Pellegrini, “Bullying during the Middle School Years,” in Bullying: Implications for the Classroom, Sanders & Phye (eds.), 2004
Folder 22  Pellegrini, “Bullying, Victimization, and Sexual Harassment during the Transition to Middle School,” 2002
Folder 31  Pellegrini, “Early Intervention Programs for Young Children: A Review,” 1982
Folder 37  Pellegrini, “Facilitating Class-Inclusion Skills in School-Age Children,” 1983
Folder 38  Pellegrini, “Foreword: An Inside Look at the Outside,” draft text, 1992
Folder 39  Pellegrini Human Development Laboratory Master Coding/Protocol Manual, Sept. 2007
Folder 40  Pellegrini, “Identifying Causal Elements in the Thematic-Fantasy Play Paradigm,” 1984
Folder 41  Pellegrini, “Interpreting Children’s Play,” 1982
Folder 42  Pellegrini, “Introduction: The Importance of a Developmental Perspective in Early Literacy Research,” in Literacy Apprenticeships: The Emergence of Language and Literacy in the Preschool Years, Reeder, Shapiro, Watson, & Goelman (eds.), 1996


Folder 44  Pellegrini, “Kindergarten Children’s Social-Cognitive Status as a Predictor of First-Grade Success,” 1992

Folder 45  Pellegrini, “Learning through Verbal Interaction,” 1982 [no article - requests for reprints only]

Folder 46  Pellegrini, “Moderators of Sex Differences in Sexual Selection Theory,” 2009

Folder 47  Pellegrini, “Naturalistic Approaches to Child Study,” draft text, n.d.


Folder 51  Pellegrini, “Perceptions and Functions of Play and Real Fighting in Early Adolescence,” 2003

Folder 52  Pellegrini, “Play and the Assessment of Young Children,” in Multiple Perspectives on Play in Early Childhood Education, Saracho & Spodek (eds.), 1998

Folder 53  Pellegrini, “Play as a Paradigm Case of Behavioral Development,” 2006

Folder 54  Pellegrini, “Play in School - Keynote Address to the Association of Child Psychology and Psychiatry,” 2000


Folder 56  Pellegrini, “Practitioner Review: The Role of Direct Observation in the Assessment of Young Children,” 2001

Folder 57  Pellegrini, “Preference for Outdoor Play during Early Adolescence,” 1992

Folder 58  Pellegrini, “Research and Policy on Children’s Play,” 2009


Folder 60  Pellegrini, “Rough-and-Tumble Play from Childhood through Adolescence,” in Play from Birth to 12, Fromberg & Bergin (eds.), 2006


Folder 62  Pellegrini, “Sampling Instances of Victimization in Middle School,” in Peer Harassment in School, Juvonen & Graham (eds.), 2001


Folder 64  Pellegrini, “So What About Recess, Really?” 1989
Folder 66  Pellegrini, “Social-Cognitive Aspects of Children’s Play: The Effects of Age, Gender, and Activity Centers,” 1984
Folder 67  Pellegrini, “Sociolinguistic Contexts of the Preschool,” 1983
Folder 70  Pellegrini, “Speech Play and Language Development in Young Children,” 1981
Folder 71  Pellegrini, “Symbolic Functioning and Children’s Early Writing: The Relations between Kindergartners’ Play and Isolated Word-Writing Fluency,” in *New Directions in Composition Research*, Beach & Bridwell (eds.), 1984
Folder 74  Pellegrini, “The Development of Preschoolers’ Private Speech,” 1981
Folder 76  Pellegrini, “The Effect of Dramatic Play on Children’s Generation of Cohesive Text,” 1984
Folder 77  Pellegrini, “The Effects of Exploration and Play on Young Children’s Associative Fluency,” 1984
Folder 78  Pellegrini, “The Effects of Exploration and Play on Young Children’s Associative Fluency: A Review and Extension of Training Studies,” in *Child’s Play*, Yawkey & Pellegrini (eds.), 1983
Folder 80  Pellegrini, “The Narrative Organization of Children’s Fantasy Play: The Effects of Age and Play Context,” 1985
Folder 81  Pellegrini, “The Relationship between Kindergartners’ Play and Achievement in Prereading, Language, and Writing,” 1980
Folder 84  Pellegrini, “The Role of the Language Arts in the Preschool Classroom,” 1979
Folder 86  Pellegrini, “The Roles of Dominance and Bullying in the Development of Early Heterosexual Relationships,” 2001
Subseries B: Lead author

Scope and Content Note: This subseries houses original prints and photocopies of articles on which Pellegrini acted as the lead author in a collaboration. Topics include play, literacy research, speech development, sexual selection theory, the importance of recess, assessment of preschoolers and kindergartners, and more. These articles are dated between 1979 and 2007.

Box 2
Folder 2 Pellegrini and Bartini, “A Longitudinal Study of Bullying, Victimization, and Peer Affiliation during the Transition from Primary School to Middle School,” 2000
Folder 5 Pellegrini and Bjorklund, “The Ontogeny and Phylogeny of Children’s Object and Fantasy Play,” 2004
Folder 7 Pellegrini and Bjorklund, “The Role of Recess in Children’s Cognitive Performance,” 1997
Folder 9 Pellegrini and Blatchford, “Time for a Break,” 2002
Folder 10 Pellegrini, Blatchford, Kato, and Baines, “A Short-Term Longitudinal Study of Children’s Playground Games in Primary School: Implications for Adjustment to School and Social Adjustment in the USA and the UK,” 2004
Folder 11 Pellegrini and Bohn, “The Role of Recess in Children’s Cognitive Performance and School Adjustment,” 2005
Folder 12 Pellegrini and Brody, reports for “A Family Intervention Project for Teaching Children Literate Behavior,” 1996
Folder 13 Pellegrini, Brody, and Sigel, “Parents’ Book-Reading Habits with Their Children,” 1985
Folder 14  Pellegrini, Brody, and Stoneman, “Children’s Conversational Competence with Their Parents,” 1987
Folder 15  Pellegrini and Cramer, “Effects of Play Contexts on Children’s Production of Text,” 1983
Folder 16  Pellegrini and Davis, “Relations between Children’s Playground and Classroom Behavior,” 1993
Folder 17  Pellegrini and DeStefano, “The Functions of Private Speech in Preschool Children,” 1979
Folder 18  Pellegrini, DeStefano, and Thompson, “Saying What You Mean: Using Play to Teach ‘Literate Language,’” 1983
Folder 19  Pellegrini and Dresden, “Play in School? Yes, We’re Serious,” in Play’s Place in Public Education for Young Children, Dimidjian (ed.), 1992
Folder 22  Pellegrini, Dupuis, and Smith, “Play in Evolution and Development,” 2007
Folder 23  Pellegrini and Galda, “Children’s Play, Language, and Early Literacy,” 1990
Folder 26  Pellegrini and Galda, “Early Literacy from a Developmental Perspective,” draft, n.d.
Folder 29  Pellegrini and Galda, “Joint Reading as a Concept: Explicating the Ways Context is Created by Participants,” in On Reading Books to Children, Van Kleeck, Stahl, & Bauer (eds.), 2003
Folder 31  Pellegrini and Galda, “Social Dramatic Play and Literacy,” 1985
Folder 32  Pellegrini and Galda, “Ten Years After: A Reexamination of Symbolic Play and Literacy Research,” 1993
Folder 33  Pellegrini and Galda, “The Effects of Age and Context on Children’s Use of Narrative Language,” 1988
Folder 34  Pellegrini and Galda, “The Effects of Thematic-Fantasy Play Training on the Development of Children’s Story Comprehension,” 1982
Folder 37  Pellegrini and Galda, “The Role of Theory in Oral and Written Language Curricula,” 1987
Folder 41  Pellegrini, Galda, and Flor, “Relationships, Individual Differences, and Children’s Use of Literate Language,” 1997
Folder 43  Pellegrini, Galda, Jones, and Perlmutter, “Joint Reading between Mothers and Their Head Start Children: Vocabulary Development in Two Text Formats,” 1995
Folder 44  Pellegrini, Galda, and Rubin, “Persuasion as a Social-Cognitive Activity: The Effects of Age and Channel of Communication on Children’s Production of Persuasive Messages,” 1984
Folder 45  Pellegrini, Galda, Shockley, and Stahl, “The Nexus of Social and Literacy Experiences at Home and School: Implications for Primary School Oral Language and Literacy,” 1995
Folder 47  Pellegrini and Glickman, “The Educational Role of Recess,” 1989
Folder 48  Pellegrini and Goldsmith, “‘Settling In’: A Short-Term Longitudinal Study of Ways in Which New Children Come to Play with Classmates,” 2003
Folder 51  Pellegrini and Horvat, “A Developmental Contextualist Critique of Attention Deficit Hyperactivity Disorder,” 1995
Folder 54  Pellegrini, Kato, Blatchford, and Baines, “A Short-Term Longitudinal Study of Children’s Playground Games Across the First Year of School: Implications for Social Competence and Adjustment to School,” 2002
Folder 55  Pellegrini and Landers-Pott, “Children, Classroom Context and Activity and Attention to Tasks,” 1996


Folder 64  Pellegrini and Morris, “Elementary School Children’s Recess and Classroom Behavior,” 1991


Folder 66  Pellegrini and Perlmutter, “Classroom Contextual Effects on Children’s Play,” 1989


Folder 68  Pellegrini and Perlmutter, “The Diagnostic and Therapeutic Roles of Children’s Rough-and-Tumble Play,” 1988


Folder 70  Pellegrini, Perlmutter, Galda, and Brody, “Joint Reading between Black Head Start Children and Their Mothers,” 1990

Folder 71  Pellegrini and Roseth, “Relational Aggression and Relationships in Preschoolers: A Discussion of Methods, Gender Differences, and Function,” 2006

Folder 72  Pellegrini, Roseth, Mliner, Bohn, Van Ryzin, Vance, Cheatham, and Tarullo, “Social Dominance in Preschool Classrooms,” 2007


Folder 74  Pellegrini and Smith, “Physical Activity Play: Consensus and Debate,” 1998


Folder 77  Pellegrini and Smith, “Play in Great Apes and Humans,” in *The Nature of Play: Great Apes and Humans*, Pellegrini & Smith (eds.), 2005
Folder 78  Pellegrini and Smith, “School Recess: Implications for Education and Development,” 1993
Folder 79  Pellegrini and Smith, “The Development of Play during Childhood: Forms and Possible Functions,” 1998

Subseries C: Co-author
Scope and Content Note: This subseries holds original prints and photocopies of scholarly articles on which Pellegrini acted as co-author. Topics include play, social development, literacy research, video game play, bullying, and more. These articles are dated between 1986 and 2007.

Box 3
Folder 1  Allen, Pellegrini, Shockley, Galda, and Stahl, “Connecting School and Home,” draft, n.d.
Folder 3  Bjorklund and Pellegrini, “Child Development and Evolutionary Psychology,” 2000
Folder 4  Bjorklund and Pellegrini, “Evolutionary Perspectives on Social Development,” in Handbook of Children’s Social Development, Smith & Hart (eds.), 2002
Folder 7  Brody, Pellegrini, and Sigel, “Marital Quality and Mother-Child and Father-Child Interactions with School-Aged Children,” 1986
Folder 14  Galda and Pellegrini, “Play Talk, School Talk, and Emergent Literacy,” in *Perspectives on Thought and Learning*, Hynds & Rubin (eds.), 1990
Folder 15  Galda, Pellegrini, and Cox, “A Short-Term Longitudinal Study of Preschoolers’ Emergent Literacy,” 1989
Folder 16  Galda, Pellegrini, Shockley, and Stahl, “Talking to Read and Write,” 1993
Folder 19  Holmes and Pellegrini, “Children’s Social Behavior during Video Game Play,” in *Handbook of Computer Games*, Raesseus & Goldstein (eds.), 2005
Folder 20  Holmes and Pellegrini, “Children’s Social Behavior during Video Game Play with Aggressive and Non-Aggressive Themes,” in *Toys as Communication: Toy Research in the late Twentieth Century*, Nelson, Berg, & Svensson (eds.), 2003
Folder 22  Jones and Pellegrini, “The Effects of Social Relationships, Writing Media, and Microgenetic Development on First-Grade Students’ Written Narratives,” 1996
Folder 23  Long and Pellegrini, “Studying Change in Dominance and Bullying with Linear Mixed Models,” 2003
Folder 24  Lorenzi, Horvat, and Pellegrini, “Physical Activity of Children with and without Mental Retardation in Inclusive Recess Settings,” 2000
Folder 29  Rubin, Galda, and Pellegrini, “Development of Informational Adequacy in Speech and Writing,” 1989
Folder 30  Smith and Pellegrini, “Learning through Play,” 2008
Folder 31  Smith, Smees, and Pellegrini, “Play Fighting and Real Fighting: Using Video Playback Methodology with Young Children,” 2004
Series II: Reference materials and notes, 1921-2012

Scope and Content Note: This series contains photocopies of scholarly articles, notes, and correspondence referenced by Pellegrini during his career in researching and teaching educational and developmental psychology. The majority of these articles, arranged chronologically within each alphabetical subject file, are from the mid-1970s through 2009. The DVD in Folder 9 holds scanned photocopies of many of Pellegrini’s articles, as well as draft chapters and edits.

Box 4
Folder 1  Subject files: Play and activity, 1982-1995
Folder 2  Subject files: Play and adults, 1980-1990
Folder 4  Subject files: Play and animals, 1921, 1974-1988
Folder 5  Subject files: Play and animals, 1991-2008 and n.d.
Folder 6  Subject files: Play - cognitive, 1983-1988
Folder 7  Subject files: Play and communication, 1974-1991 and n.d.
Folder 8  Subject files: Play costs, 1982, 1985, 1999
Folder 9  Subject files: Play - cross-cultural, 1998
Folder 10 Subject files: Play - definitions, 1982-1993 and n.d.
Folder 12 Subject files: Play and emotion, 1985-1996 and n.d.
Folder 13 Subject files: Play and energy, 1991
Folder 14 Subject files: Play and evolution, n.d.
Folder 15 Subject files: Play and exploration, 1972-2005 and n.d.

Box 5
Folder 1  Subject files: Play - functional, 1980, 2004
Folder 2  Subject files: Play and games, 1970-1986
Folder 3  Subject files: Play and games, 1987-2003 and n.d.
Folder 5  Subject files: Play and imagination/creativity, 1949-1996
Folder 6  Subject files: Play interests, 1987
Folder 7  Subject files: Play and language, 1979-1984
Folder 8  Subject files: Play and language, 1986-1997 and n.d.
Folder 9  Subject files: Play and literacy, 1986-1993 and n.d.
Folder 11 Subject files: Play and objects, 1970-1984
Folder 12 Subject files: Play and objects, 1986-2003 and n.d.

Box 6
Folder 1  Subject files: Play and recess, 1990-2006
Folder 3  Subject files: Play and sex, 1955-2000 and n.d.
Folder 4  Subject files: Play - social, 1970-1985
Folder 6  Subject files: Play - sociodramatic, 1972-1982
Folder 8  Subject files: Play and symbolism, 1977-2000 and n.d.
Folder 9  Subject files: Play theory, 1993

Box 7
Folder 1  Subject files: Aggression and bullying, 2000-2002
Folder 2  Subject files: Play authors, A-M
Folder 3  Subject files: Play authors, N-Z
Folder 4  Subject files: Bock, John, 1998-2002 and n.d.
Folder 5  Subject files: Fagen, Robert, 1974-2009 and n.d.
Folder 6  Subject files: Symons, Donald, 1989, 1992
Folder 7  Subject files: Symons, *Play and Aggression: A Study of Rhesus Monkeys*, 1978
Folder 8  Pellegrini research notes, “Play Contexts ’82,” 1982
Folder 9  Pellegrini manuscripts, digital files on DVD, 2012

**Revision Note**
“Extent” under Summary Information section was updated to reflect revision to “linear feet.”
Inclusive dates added to Finding Aid title.