

A Review of Research on the Relationship Between Parent-Child Play and Social Withdrawal Behavior in Young Children

Qi Wang

College of Preschool Education, Chongqing College of Humanities, Science and Technology,
Chongqing, 401524, China

wangqi0477@foxmail.com

Abstract

Social withdrawal behavior is a common psychological and behavioral issue in early childhood. If not addressed in a timely manner, it may have profound long-term effects on a child's development. In recent years, parent-child play, as a natural intervention method within the family context, has gradually garnered academic attention. This paper systematically reviews relevant domestic and international literature, focusing on three aspects: the manifestations and mechanisms of social withdrawal behavior, the theoretical foundations of parent-child play, and its intervention effects and pathways. The study finds that parent-child play significantly reduces social withdrawal behavior in young children by fostering secure attachment, enhancing social skills, and improving family interaction patterns. However, existing research still has limitations in terms of cultural generalizability, long-term follow-up, and interdisciplinary integration. Future studies should further integrate neuroscience methods to explore optimized models of parent-child play and their cross-cultural applicability.

Keywords

Social withdrawal behavior; Parent-child play; Attachment theory; Intervention mechanism.

1. Introduction

Social withdrawal behavior, characterized by a tendency to avoid, remain silent, or exhibit anxiety in social situations during early childhood, has a global prevalence rate of 15%-20%. Research indicates a strong correlation between this behavior and peer rejection, academic difficulties in school-age years, and social anxiety in adulthood. Traditional interventions have primarily focused on social skills training within school settings or clinical treatment. However, the family, as the "primary setting" for a child's socialization, has long been overlooked in its role. In recent years, parent-child play has emerged as a promising research focus for addressing social withdrawal in young children, owing to its naturalistic nature, low cost, and capacity for fostering emotional connection. This paper aims to synthesize empirical studies from both domestic and international sources to systematically analyze the intervention mechanisms, effectiveness, and limitations of parent-child play, thereby providing insights for both theoretical advancement and practical application.

2. Manifestations and Influencing Factors of Social Withdrawal Behavior

2.1. Subtypes and Manifestations of Social Withdrawal

Social withdrawal is not a unidimensional behavioral phenomenon but rather a complex behavioral construct with diverse manifestations. According to research by Rubin, Coplan, and others, social withdrawal behavior can be primarily categorized into three subtypes: (1)

Reticent withdrawal (often termed anxious solitude), (2) Solitary-active behavior, and (3) Social disinterest.

Reticent withdrawal refers to children who prefer solitary, quiet activities, such as playing with blocks or drawing alone. They show greater interest in objects than in people and exhibit low social motivation and relatively flat affect. These children are often perceived as "well-behaved" by teachers or parents in their early years. However, as they age, they may gradually be ignored or excluded by peers due to their lack of social interaction. Solitary-active behavior is characterized by children who engage in play, but often in solitary, noisy, repetitive activities, such as running alone or engaging in dramatic play by themselves. They avoid interaction with others, and their behavior may carry elements of conflict or be perceived as unacceptable by peers. These children might be rejected by peers due to their intrusive or disruptive behavioral style. Social disinterest, primarily driven by social anxiety, manifests as observing, waiting, or unoccupied behavior in social situations. These children experience a strong approach-avoidance conflict, meaning they desire interaction but fear rejection or negative evaluation. Longitudinal studies indicate that these children are more prone to low self-esteem, loneliness, and social anxiety in adolescence.

These three withdrawal subtypes begin to differentiate in early childhood and may transform or merge as children age. For instance, a longitudinal study by Sun Ling et al. (2005) found that from ages 4 to 7, children's inhibited behavior showed a tendency to transition toward quiet solitude, reflecting an improvement in their ability to cope with social anxiety.

2.2. A Multi-level Model of Influencing Factors

The development of social withdrawal behavior is not determined by a single factor, but rather results from the interaction of individual, familial, and environmental factors.

(1) Individual Factors

A child's innate temperament serves as a significant biological basis for social withdrawal. Kagan et al. noted that a behaviorally inhibited temperament is an inherent predisposition to withdrawal. Such children are more prone to display shy and timid behaviors in unfamiliar situations. Furthermore, cognitive patterns also influence the development of withdrawal. For instance, socially withdrawn children often form negative self-evaluations, attributing social failures to their own lack of ability, which in turn reinforces their avoidance behaviors.

Attachment style is another key individual factor. Children with an anxious-resistant attachment style, having failed to develop secure attachments early on, often exhibit excessive wariness and distrust in social environments. Lacking a sense of security to explore the outside world, they are more susceptible to social avoidance.

(2) Family Factors

Parenting styles, patterns of parent-child interaction, and the overall family atmosphere significantly impact social withdrawal behavior. Research has found that authoritarian parenting, overprotection, or psychological control can restrict children's opportunities for autonomous exploration and social practice, thereby undermining their sense of social self-efficacy. Rubin et al. highlighted that excessive maternal intervention and control during a child's free play directly contribute to increased withdrawal behaviors.

Additionally, parents' own emotional states and unstable family structures can indirectly exacerbate a child's social insecurity and trigger withdrawal behaviors.

(3) Environmental Factors

The school and peer environment constitute crucial external conditions for the formation and maintenance of social withdrawal behavior. Peer rejection, bullying, or neglect can lead to strong feelings of social frustration in children, prompting them to avoid interaction and creating a vicious cycle of "withdrawal-rejection." If teachers lack attention to withdrawn

children or provide negative feedback, this can further reinforce the child's self-negation and social isolation.

Moreover, the prevalence of modern media and the increase in virtual interactions may diminish children's motivation and ability for real-world socialization, potentially exacerbating their tendency to withdraw in actual social situations.

3. Intervention Mechanisms of Parent-Child Play for Socially Withdrawn Young Children and Empirical Evidence

3.1. Theoretical Foundations

3.1.1. Parent-Child Play Intervention from the Perspective of Attachment Theory

Attachment theory holds that the establishment of secure attachment relationships is the foundation for young children's social development. In the parent-child game environment, young children can gradually reduce their fear of unfamiliar environments through continuous positive interaction with their parents. This mechanism has been fully verified in attachment-oriented parent-child sand play therapy. Research has found that when a counselor creates a free and protected space, young children's "primary self" is activated, enabling them to express their inner experiences in a safe environment. As the treatment progresses, by addressing mothers' personal attachment issues and enhancing their sensitivity and responsiveness to young children's needs, insecure attachment relationships in young children can be effectively repaired and transformed. The above intervention mechanisms are systematically presented in Table 1, "Intervention Mechanisms of Parent-Child Games from the Perspective of Attachment Theory", which explains the mechanism of action and corresponding empirical support for three intervention elements: free protected time, improvement of maternal sensitivity, and activation of family prototype.

It is worth noting that attachment game intervention is particularly suitable for the development of social independence and social behavior of young children in the junior class. Studies using the single-subject A-B baseline experimental design have shown that attachment games can effectively promote the development of social independence and social behavior in young children in the junior class, but this effect depends on the high level of parental involvement and cooperation. In the study, a young child showed no significant improvement in social independence and social behavior because the parent did not fully participate as required by the game design and was influenced by an authoritarian parenting style. This conversely confirms the key role of parental participation quality in the process of attachment establishment.

Table 1. Intervention Mechanisms of Parent-Child Play from the Perspective of Attachment Theory

Intervention Component	Mechanism of Action	Empirical Support
Free and Protected Space	Activates the child's "primary self" and facilitates symbolic expression.	Studies on Parent-Child Sandplay Therapy
Enhanced Maternal Sensitivity	Repairs insecure attachment and strengthens the child's sense of security.	Research on Attachment-Based Play Interventions
Activation of the Family Archetype	Integrates the child's personality and improves family interaction patterns.	Attachment-Oriented Parent-Child Sandplay Therapy

3.1.2. Application of Social Learning Theory in Play Interventions

Social learning theory emphasizes the core role of observational learning and imitation in behavior acquisition. Within the parent-child play context, children gradually learn appropriate social skills by observing parental behavioral modeling and receiving positive feedback from

them. This process is particularly evident in interventions targeting social withdrawal in 4–5-year-old children through cooperative play. Research has found that through differently organized cooperative play activities, children with withdrawal behaviors can learn and practice basic social skills such as turn-taking, sharing, and negotiation.

Particularly valuable is that role imitation within parent-child play extends beyond superficial behaviors to include learning on emotional and cognitive levels. For instance, in games like "Guess How I Feel," children not only learn to identify and express emotions but also gradually acquire emotion regulation strategies through parental demonstration. This type of emotional learning is especially important for socially withdrawn children, who often have difficulties with emotional understanding and expression. Studies indicate that after structured play interventions, children can generalize the skills learned in play to daily social situations, demonstrating higher social initiative and adaptability.

3.1.3. Guidance of Family Systems Theory for Play Interventions

Family systems theory posits that children's behavioral problems are not merely manifestations of individual psychological issues but also results of dysfunctional family interaction patterns. Therefore, parent-child play interventions need to adopt a systemic perspective to improve the functional dynamics of the entire family. Research on parent adaptation groups based on Bowen's family systems theory shows that reducing parental anxiety and improving parent-child differentiation can significantly enhance the quality of parent-child interactions.

Changes in family interaction patterns are particularly noticeable within the play context. For example, in cooperative games like "The Train Moves Forward" and "Walk in Unison," parents and children must continuously adjust their behaviors to coordinate with each other. This interaction directly challenges pre-existing rigid relational patterns. When parents reduce controlling behaviors and allow the child a degree of autonomy within the play, the child's initiative and willingness to explore often increase significantly. A study focusing on children with developmental delays found that a parental education program centered on play learning not only improved parents' ability to interact in parent-child play but also enhanced the children's interaction skills, creating a positive feedback loop.

3.2. Comprehensive Analysis of Intervention Effects

3.2.1. Multidimensional Evidence of Short-Term Intervention Effects

A large number of experimental studies have shown that structured parent-child game interventions can significantly reduce young children's social withdrawal behavior within 8–12 weeks. Results of cooperative game interventions for 6 young children with social withdrawal behavior showed that after 12 game interventions, the total scores of social withdrawal behavior assessment of all children decreased significantly. Further analysis found that different forms of games have different effects on promoting social skills: two-person cooperative games have limited improvement in interpersonal skills, group cooperative games can significantly improve the interpersonal skills of children with withdrawal behavior, and collective cooperative games have the most significant effect.

Different types of games also lead to differentiated intervention effects. Artistic games (such as parent-child finger painting) provide young children with non-verbal expression channels, enabling them to release inner anxiety through creative activities. The systematic review in the International Journal of Mental Health and Addiction points out that emotional expression game activities can significantly reduce young children's social anxiety levels, especially for those children with limited language expression abilities. Social games (such as role-playing) help young children practice empathy and social problem-solving skills by simulating social scenarios. Studies have shown that young children who regularly participate in role-playing

games have significantly improved emotion recognition abilities and social initiative. Sports games (such as three-legged race) enhance the tacit understanding and trust between parents and children through physical cooperative activities, reducing withdrawal behavior. The intervention effects of the above different types of parent-child games are systematically presented in Table 2, Comparison of Intervention Effects of Different Types of Parent-Child Games, which clearly compares the intervention characteristics of artistic, social, and sports parent-child games from three dimensions: game type, core function, and applicable scenario.

Table 2. Comparison of Intervention Effects of Different Types of Parent-Child Play

Type of Play	Core Function	Applicable Context
Artistic Play	Creative expression and emotional release	Children with noticeable anxiety or limited verbal expression skills
Sociodramatic Play	Social skills practice and empathy cultivation	Children lacking social initiative or with weak empathy skills
Physical Cooperative Play	Physical collaboration and trust building	Dyads with low-quality parent-child interaction or poor cooperative awareness

3.2.2. Moderating Effects of Gender and Age Differences

Research indicates that the effectiveness of parent-child play interventions is significantly influenced by gender. Girls, due to their relative precocity in language development and emotional expression, tend to benefit more readily from parent-child play. This advantage may stem from girls' developmental edge in emotion recognition and verbal communication, enabling them to more fully utilize the social learning opportunities embedded within play. Notably, this gender difference becomes more pronounced in adolescence, with studies showing that the protective effects girls derive from familial emotional support are significantly greater than those for boys.

Age is another crucial moderating factor. Intervention effects are typically stronger for children aged 3–4 compared to those aged 5–6, highlighting the existence of a critical window for early intervention. Developmental psychology research points out that the ages of 3–4 represent a sensitive period for socio-emotional development, characterized by high plasticity. Intervention during this period can effectively prevent the consolidation of withdrawal behaviors. Conversely, as children age, social withdrawal behavior may gradually stabilize into an interactional style, making intervention more challenging. Furthermore, older children have often developed more complex social cognitive schemas, and simple play-based interventions may be less effective in restructuring these deeper cognitive structures.

3.2.3. Integrated Model of Multiple Pathways

Parent-child play interventions impact social withdrawal behavior through several distinct pathways. The emotional connection pathway represents the most direct mechanism. Positive emotional experiences during play promote the formation of secure attachment, thereby reducing the child's social anxiety. Neuroscientific studies suggest that positive parent-child interactions promote the release of endorphins and oxytocin, neurochemicals that not only enhance feelings of closeness but also directly inhibit anxiety-related physiological responses. Furthermore, fMRI studies have found that positive play interactions activate the child's reward system, creating a positive anticipation for social interaction.

The skill acquisition pathway facilitates the mastery of specific social skills through imitation and practice. In directive games like "Simon Says," children learn to listen and follow instructions, exercising self-control. Games like "Guess How I Feel" specifically train children's ability to express and understand emotions. The successful acquisition of these skills enhances

the child's social self-efficacy, thereby increasing their motivation and confidence to participate in social activities.

The family interaction pathway focuses on more systemic change by improving the overall family interactive atmosphere through reducing parental controlling behaviors and enhancing child autonomy. Applied research based on Bowen's Family Systems Theory shows that participation in parental adaptation groups can lead to an approximately 50% decrease in parent-child anxiety states and a significant increase in parent-child differentiation. This change enables parents to provide more appropriate autonomy and reduce over-intervention, thereby creating a more favorable growth environment for the socially withdrawn child.

It is important to note that these three pathways are not independent but exhibit bidirectional interactions. Skill acquisition can enhance the security of the emotional bond, while a secure emotional foundation provides psychological support for skill practice. Improvements in family interaction patterns, in turn, promote both emotional connection and skill acquisition. The interplay of these multiple pathways collectively constitutes the overall effectiveness of parent-child play interventions.

4. Research Limitations and Future Directions

4.1. Limitations of Existing Research

4.1.1. Cultural Limitations and Generalizability Challenges

There is a significant cultural bias in the current research field of parent-child games, and most theoretical studies and empirical evidence are based on family interaction patterns in the context of Western individualist culture. This cultural bias seriously limits the generalizability of research conclusions, especially in the context of collectivist cultures such as China. In collectivist cultures, family structures, parent-child relationships, and social behavior norms are fundamentally different from those in the West. For example, Chinese families emphasize intergenerational dependence and family harmony more, rather than encouraging extreme personal autonomy. This cultural difference directly affects the forms and intervention effects of parent-child games. As shown in Table 3, Comparison of Parent-Child Games in Chinese and Western Cultural Contexts, it systematically compares the differences in parent-child games between Western individualist culture and Eastern collectivist culture from dimensions such as core values, game goals, interaction modes, family structures, and research attention. It is worth noting that China's unique multi-generational family structure provides richer interaction possibilities for parent-child games. In practice, it has been found that grandparents, as inheritors of traditional folk games, can play a unique role in parent-child game activities. Many folk games such as "Diu Shoujuan" (Drop the Handkerchief) and "Fishing" not only have cultural heritage value but also enhance family cohesion through intergenerational interaction. However, existing research rarely focuses on the mechanism of action of such intergenerational interaction in the development of young children's social skills, which undoubtedly weakens the cultural adaptability of intervention programs.

Table 3. A Comparison of Parent-Child Play in Western Individualistic and Eastern Collectivistic Cultural Contexts

Comparative Dimension	Western Individualistic Cultures	Eastern Collectivistic Cultures
Core Values	Independence, autonomy, personal achievement	Family harmony, collective honor
Play Goals	Skill acquisition, self-expression	Relationship building, rule internalization
Interaction Pattern	Bidirectional and egalitarian, emphasizing creativity	Adult-guided, emphasizing tradition and transmission
Family Structure	Predominantly nuclear families	Multi-generational households are common
Research Attention	Extensively studied	Significantly understudied
Comparative Dimension	Western Individualistic Cultures	Eastern Collectivistic Cultures

4.1.2. Methodological Monotony and Lack of Objectivity

The methodological framework of current parent-child play research exhibits significant limitations, primarily reflected in an over-reliance on subjective reports and a lack of objective behavioral indicators. Most studies collect data through parent questionnaires or teacher assessments. While convenient, these methods are susceptible to social desirability bias and subjective prejudice. For instance, when reporting on the effects of parent-child play, parents may unconsciously mistake the ideal state for the actual performance, leading to data embellishment. In recent years, some studies have begun to introduce objective measurement tools, such as behavioral coding systems, but their application remains limited. More advanced technologies like eye-tracking, physiological index monitoring, and neuroimaging are still virtually absent from parent-child play research. These technologies could reveal micro-behavioral patterns difficult to capture through observation alone, such as gaze patterns and physiological synchrony—subtle yet crucial elements of interaction.

Methodological limitations are also evident in the monotony of research designs. Existing research predominantly employs cross-sectional designs, lacking experimental studies or longitudinal tracking that can reveal causal relationships and dynamic developmental processes. This makes it difficult for researchers to distinguish between the short-term effects and long-term impacts of play interventions, and to parse the complex bidirectional influence mechanisms within parent-child interactions (i.e., how child characteristics influence parental play behavior).

4.1.3. Lack of Long-Term Efficacy Validation

The sustained effects of parent-child play interventions represent a major gap in the current research field. Most empirical studies have follow-up periods not exceeding 12 months, with a lack of long-term tracking data spanning over five years. This short-term perspective makes it difficult to assess the long-term value of play interventions for child development, particularly their lasting impact on social adjustment capabilities. The development of social competence in young children is a non-linear, dynamic process, with different developmental stages presenting distinct social challenges. For example, the transition from kindergarten to primary school is a critical period where social withdrawal behaviors may intensify or transform, yet existing research seldom examines how parent-child play helps children navigate the social challenges of this key transitional period. Similarly, the potential preventive intervention effects of parent-child play on social competence in early adolescence remain unexplored.

Another significant consequence of the lack of long-term studies is the difficulty in assessing the dose-response relationship of play interventions. Currently, researchers cannot determine

the duration of parent-child play intervention needed to produce sustained effects, nor are the key factors maintaining these effects clear. The absence of this information severely limits the optimization and scaling of parent-child play intervention programs.

4.2. Future Research Directions

4.2.1. Development of Culturally Adaptive Intervention Programs

Aiming at the cultural limitations of existing research, efforts should be made to strengthen the research, development, and verification of culturally adaptive intervention programs in the future. Especially in the Chinese context, traditional cultural resources should be fully explored to design parent-child game programs that conform to local family structures and parenting concepts. The modernization of folk games is a promising direction. China has rich traditional folk game resources, such as "Hopscotch", "Cat's Cradle", and "Catch the Tail". These games have advantages such as simple rules, easily available materials, and embedded collectivist values. The task of researchers is to adapt these traditional games to modern times, retaining their cultural essence while meeting the developmental needs of contemporary young children. For example, the research team of the First Kindergarten directly under the Hunan Provincial People's Government has improved and innovated 86 folk games, generating a total of 204 games, successfully integrating traditional culture with modern educational concepts. Intergenerational game design is another important direction. Aiming at the common feature of multi-generational families in China, collective game activities suitable for the participation of grandparents, parents, and children should be developed. Such games can not only promote intergenerational communication but also use grandparents as carriers of traditional culture to pass on folk game wisdom. As shown in Table 4, Design Principles of Culturally Adaptive Parent-Child Game Programs, the table explains specific strategies and expected effects from four design principles: cultural congruence, intergenerational inclusiveness, modern innovation, and situational flexibility.

Table 4. Design Principles for Culturally Adaptive Parent-Child Play Programs

Design Principle	Specific Strategy	Expected Outcome
Cultural Congruence	Leverage traditional game resources and integrate local customs	Enhanced cultural identity and increased family participation
Intergenerational Inclusivity	Design games suitable for family members across different age groups	Promoted intergenerational communication and strengthened family bonds
Modern Innovativeness	Utilize new media technologies to enhance game appeal	Increased game engagement and adaptation to digital-native generations
Contextual Flexibility	Develop games applicable to various settings (home, community, kindergarten)	Improved accessibility and facilitation of regular implementation

4.2.2. Policy Support and the Construction of a Systemic Intervention Framework

To maximize the educational value of parent-child play, a supportive environment must be constructed at the policy level, establishing a systemic intervention framework that integrates 'home-kindergarten-community' linkages. Future research should actively explore effective policy implementation pathways to provide institutional guarantees for practical application and scaling.

Revision of Early Childhood Education Guidelines is a primary task. It is recommended that parent-child play be explicitly incorporated into national and local early childhood education guidelines, specifying play duration, content standards, and implementation requirements. For instance, Tianjin's "Implementation Plan for the High-Quality Early Childhood Play Research

and Practice Project (2023-2025)" explicitly proposes using play activities to help young children develop positive behavioral habits and willpower. Such policy innovations should be promoted more widely and refined with specific implementation standards for parent-child play.

Community Resource Integration is key to expanding the reach of interventions. Communities, serving as a 'third space' beyond the family and kindergarten, offer advantages of geographical convenience and resource diversity. Future efforts should focus on establishing community parent-child play centers, providing professional play guidance and resource support. For example, through the construction of embedded service facilities in urban communities, 'one-stop' services such as nearby elderly care, child care, and children's recreation can be provided to residents.

The Development of a Professional Talent Training System is also crucial. Currently, early childhood education institutions and kindergarten teachers often lack specialized training in parent-child play design and guidance. Capacity building in this area should be strengthened in both pre-service teacher education and in-service training, while encouraging universities and kindergartens to collaborate in establishing parent-child play research bases. Practice at Guangming Street Kindergarten demonstrates that developing kindergarten-based curricula can effectively enhance teachers' ability to guide play.

The Establishment of a Multi-faceted Evaluation Mechanism is a vital component for ensuring intervention effectiveness. The current singular outcome evaluation model should be transformed into an assessment system encompassing cognitive, behavioral, relational, and other multiple dimensions.

5. Conclusion

Parent-child play, as a comprehensive activity integrating emotional, skill-based, and systemic intervention, has been demonstrated through multiple pathways to effectively alleviate and intervene in social withdrawal behavior in young children. Its theoretical value lies in synthesizing the core tenets of attachment theory, social learning theory, and family systems theory, revealing how play, as a child-led activity, fosters the development of social skills and changes in internal behavioral patterns by building on secure attachment, observational imitation, and adjustments to family interaction patterns. Its practical value is manifested in providing concrete, operable intervention solutions for families and early education institutions, characterized by high feasibility and acceptability.

However, it is crucial to recognize clearly that the intervention effects of parent-child play are complexly influenced by multiple factors, including cultural context, family structure, and individual child differences (e.g., gender, age). Current research still exhibits significant limitations in methodological objectivity, cultural generalizability, and the validation of long-term effects.

Looking ahead, for this field to achieve breakthroughs and deeper understanding, sustained efforts must be directed towards the following three areas:

(1) Promoting Methodological Innovation: Actively embracing interdisciplinary technologies, such as neuroimaging and multimodal data fusion, to uncover the subtle mechanisms and biological underpinnings of parent-child interactions that are difficult to capture, thereby providing more precise targets for intervention.

(2) Maintaining a Long-term Perspective: Conducting longitudinal studies that span key developmental stages to clarify the sustained effects of play interventions and their modes of action across different periods of a child's growth, identifying critical windows for intervention.

(3) Deepening Cultural Comparisons: Moving beyond Western-centric research paradigms by committing to the development of play programs that align with local family structures and cultural values, and extracting more universal scientific principles through cross-cultural comparative studies.

Ultimately, through the construction of a systemic intervention framework integrating 'home-kindergarten-community' linkages and corresponding policy support, the research findings on parent-child play are poised to provide a more robust and inclusive scientific foundation for promoting children's psychological well-being on a global scale.

References

- [1] Rubin, K. H., Coplan, R. J., & Bowker, J. C. Social Withdrawal in Childhood [J]. *Annu. Rev. Psychol.* 2009.60:141-171.
- [2] Rubin, K.H, & Asendorpf, J. B.(1993). Social withdrawal, inhibition, and shyness in childhood: Conceptual and definitional issues. In K. H. Rubin & J. B. Asendorpf (Eds.), *Social withdrawal, inhibition, and shyness in childhood* (pp.3 17). Hillsdale, NJ: Erlbaum.
- [3] Ye, P.Z. (2008) Study on the influencing factors and development paths of children's social withdrawal. *J. Guangzhou Univ. (Soc. Sci. Ed.)*, 7(11): 27–32.
- [4] LIN H, HARRIST A W, LANSFORD JE, et al. Adolescent social withdrawal, parental psychological control, and parental knowledge across seven years: a developmental cascade model [J]. *J Adolesc.* 2020, 81(6):124-134.
- [5] CALKINS S D, FOX N A. The relations among infant temperament security of attachment and behavioral inhibition at twenty-four months [J]. *Child Development*, 1992, 63:1456-1472.
- [6] MILLS R S L, RUBIN K H. Are behavioral control and psychological control both differentially associated with childhood aggression and social withdrawal? [J]. *Canadian J Behavior Sci*, 1998, 30(2):132-136.
- [7] Liu, S.S. (2023) Relationship between parent-child games and young children's prosocial behavior. *J. Yueyang Vocational & Tech. Coll.*, 38(4): 78–82.
- [8] Kong, Q. (2016) A literature review on the research status of parent-child games for 3–6 year-old children. *Sci. Ed. Cult. Herald (Late Ed.)*, (33): 88–90+103.
- [9] Ma, L.P. (2006) A review of research on childhood social withdrawal. *J. Shanxi Univ. Financ. Econ. (Higher Educ. Ed.)*, (S2): 10–11.
- [10] Ju, Y., Gu, T. (2010) Causes and intervention of children's social withdrawal: A review. *Times Educ. (Educ. Teach. Ed.)*, (2): 268–269.
- [11] Zou, X.Y., Feng, W. (2006) Causes and countermeasures of children's social withdrawal behavior. *J. Aha Teachers Coll.*, (2): 105–107+113.
- [12] Cheng, L.L. (2021) Exploration of parent-child activity strategies in folk games of kindergartens. *Talent Dev.*, (10): 56–57.
- [13] Chen, Z., Zeng, B. (2014) A review of parent-child game research in China. *J. Chengdu Normal Univ.*, 30(12): 14–19.
- [14] Wang, X.D., Zhang, D.X. (2022) Practical research on parent-child activities in rural kindergartens from the perspective of multiple subjects. *Res. Innov. Educ.*, 10(12): 3021–3029.
- [15] Luo, H.H. (2014) Inheritance and innovation of traditional folk children's games. *Stud. Presch. Educ.*, (11): 67–69.