

CO, Wetso, Gun-Marie (2006). Play process, intervention of special educational activities in (pre) school. When activities stimulate learning, social integration and reduced exclusion.

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### Presentation of Gun-Marie Wetso, Sweden

## Play process, intervention of special educational activities in (Pre)school

When activities stimulate learning, social integration  
and reduced exclusion

**Keywords:** Children in special needs/education/activity theory/(pre-) school development work/intervention/play process/communication

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This thesis expounds **special educational** development work in (pre-)schools.

**Data** were collected during 1994-99, and were then **processed** and **analysed** during 2002-06.

The work originates from a **bottom-up perspective** and is based on **action research**.



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40 children  
in nine school districts were identified to  
be in need of directed support

- as they did not get involved in the  
school's daily programmes and activities.



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The purpose of this thesis is:

to follow up what happens when work is initiated for changing this predicament.

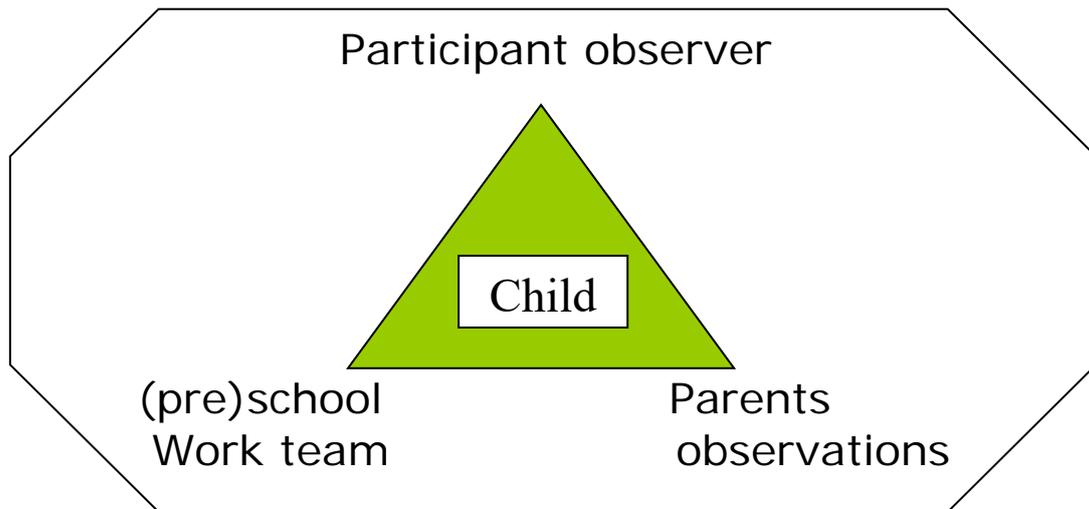
Four activities were introduced:

- (1) **interchange meetings** about play, learning, communication, theory and practical application;
- (2) running **supervision** of teachers about the play process combined with;
- (3) the practical use of the **play process**; and
- (4) **conversations** with parents.



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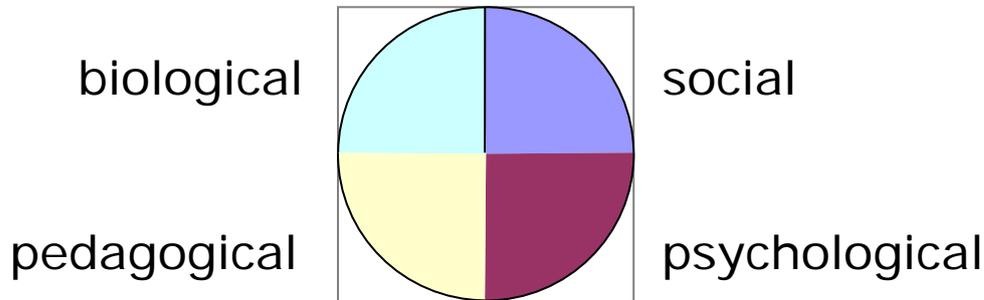
Triangulation has been used to collect and analyse the data.



Leontiev's activity theory has been used to highlight how behavioural patterns changed and developed among the children and adults.

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## Theories about learning from a:



perspective

elucidate the interaction processes and phenomena in the material.

The **formative work process** is described in follow-up conversations with work teams and parents.

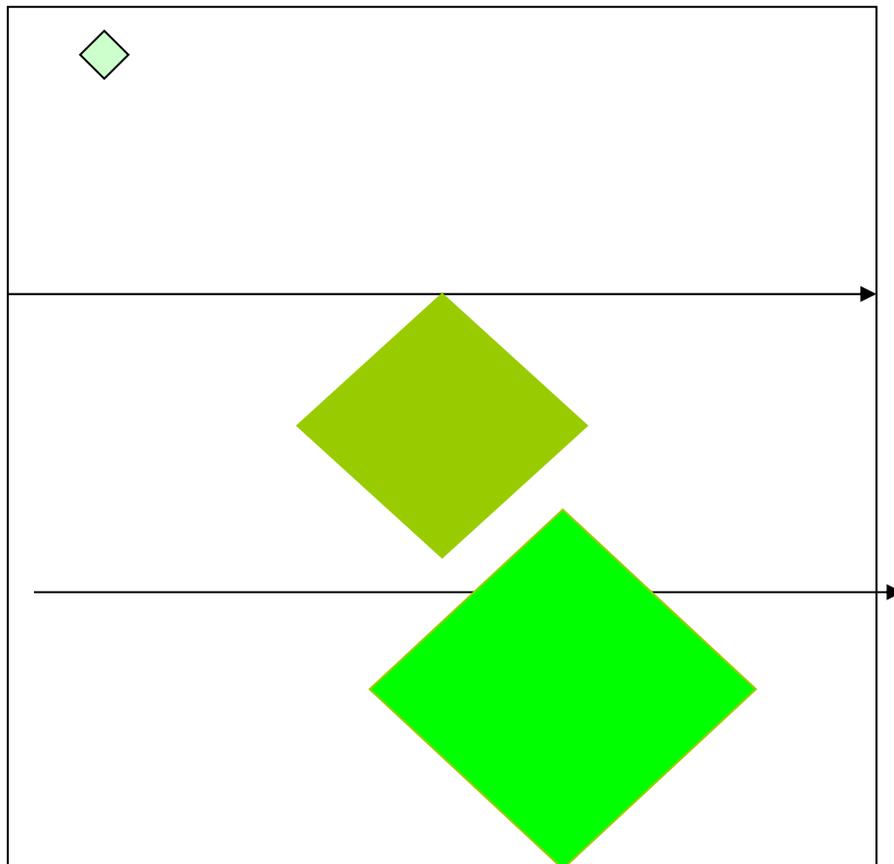
**Retrospective** data describe the change processes.

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## Results

The relationship individual-activity-environment showed that the children either exploited or **did not fully make use of** the resources in **"the pedagogical room"**.

An **imbalance** between the individual, pedagogical support, interchange with others and the use of materials became clear.



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The actions of the teacher served to guide the child.

Eye-ear contact, role play and support through materials stimulated the child to assimilate concepts and language.



A moment's pedagogy in the encounter determined how to entice the child to take part in interaction and interchange.

Varied use of symbolic gestures created a play environment, bringing to life themes where roles were explored.

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The teachers **were in need of training and supervision**, and were encouraged by finding that the interventions had beneficial influences on the child's learning and communicative competence.

The **potential** possibilities in the school environment became clear.

Behavioural **patterns** and established **structures** could be **changed**, and more purposeful actions and activities introduced.

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Disposition of pedagogical **resources**, time and room allocations were altered.



The **parents** adopted the **play process** and contributed with materials to support the child's learning.

A **triad of cooperation** between the adults had a positive influence on the child.

The **pedagogical** and **home** environment overlapped.

**Daily activities** that the child had been involved in served as a source for encouraging the child to participate in play.

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The **children showed willingness** to participate in daily activities and interchanges with others.



**Negative communication patterns** were reduced.

**The work shall**, with time, hopefully result in the children achieving the school targets.

**This thesis serves to inspire others** to adopt similar activities and strategies in order to establish a more purposeful pedagogical environment.