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
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.
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.
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:
- biological
- social
- pedagogical
- psychological

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.
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.
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.
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.
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.
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.