



The effect of pretend play on the self-perception in children with learning disabilities

Poster Presentation

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Abstract

Introduction: Learning disabilities are a heterogeneous group of disorders that include cognitive, emotional, behavioral, and social components (Gabriel et al., 2020). One of the important psychological dimensions in childhood is the child's self-perception (Gallaho and Azmoun, 2014). Therefore, learning disabilities in cognitive and behavioral fields have many effects on growth and adaptation. Therefore, it is necessary to take action to solve the psychological and behavioral problems of these children (Peters, 2011). Pretend play has important functions in a child's development. There is a consensus in the field that pretend play relates to many areas of child development (Russ, 2011).

Methods: This experiment was a quasi-experimental pre-test-post-test study with a control group. For this purpose, randomly selected one of the two centers for learning disabilities in Maragheh city. Then, among the students with normal intelligence with learning disabilities who were measured by Wechsler 4 IQ test, 40 people were selected. The age group of 7 to 8 years was selected as the research sample and included control and experimental groups. The subjects in the experimental group performed pretend plays for 12 sessions of 45 minutes in four weeks. To assess children's self-perception, the Harter self-perception profile test was used for children.

Results: The results showed a significant difference between the experimental and control groups in the self-perception variable. In other words, pretend plays significantly increased self-perception in students with learning disabilities.

Conclusion: Considering that games, especially pretend plays, increase students' self-perception, it seems necessary to create the essential grounds for holding pretend plays in schools, especially in preschool, and these can be effective in improving the psychological state of students.

Keywords

Pretend Play; Self-Perception; Learning Disabilities

Reference:

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