

The Efficacy of a Pretend Play Intervention on the Self-Regulation, Language, and Pre-literacy skills of 4- to 5-year-olds with English as a second language: An overview

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Background

Gap in the literature that examines the relationship between pretend play, and children's self-regulation, language, and pre-literacy skills

Study aims to examine the efficacy of a pretend play intervention on the development of children's self-regulation, language, and pre-literacy skills using art activities as the treated control group

Methods

Participants

$N = 53$, 4- and 5-year-olds (29 males and 24 females, 32 children have ESL, 27 children in the pretend play group and 26 children in the art group)

Procedures

Intervention included sixteen 30-minute sessions that had three components: (i) shared storybook reading; (ii) role-playing or art activities; and (iii) review

There were several measures used that included

- HTKS task for self-regulation
- Phonological Awareness subtest of the CELF-Preschool-2 for phonological awareness
- Expressive vocabulary subtest of the CELF-Preschool-2 for expressive vocabulary

Analysis

Stage 1: Statistical analysis of the children's pre- and post-test scores in the pretend play and art activities groups

Stage 2: Statistical analysis of the change in children's performance when considering gender, ESL status, and the group that the children were randomized to

Results

Stage 1

Self-regulation

- Pretend Play group: Statistically significant difference in the pre- and post-test scores, $\chi^2(1) = 6.55, p < 0.05$
- Art Activities group: Statistically significant difference in the pre- and post-test scores, $\chi^2(1) = 7.35, p < 0.05$

Phonological awareness

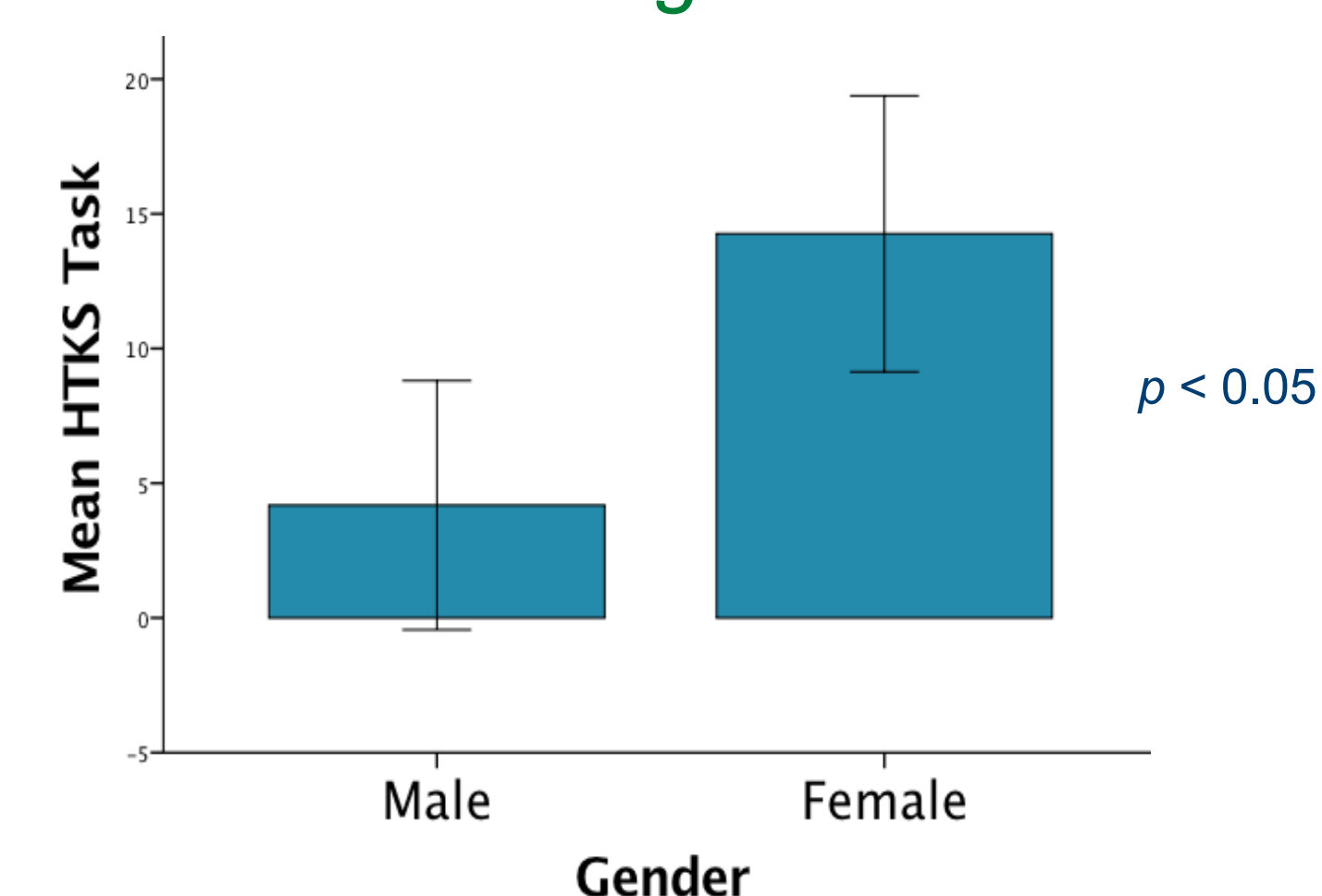
- Pretend Play group: Statistically significant difference in the pre- and post-test scores, $\chi^2(1) = 16.67, p < 0.05$
- Art Activities group: Statistically significant difference in the pre- and post-test scores, $\chi^2(1) = 7.35, p < 0.05$

Expressive vocabulary

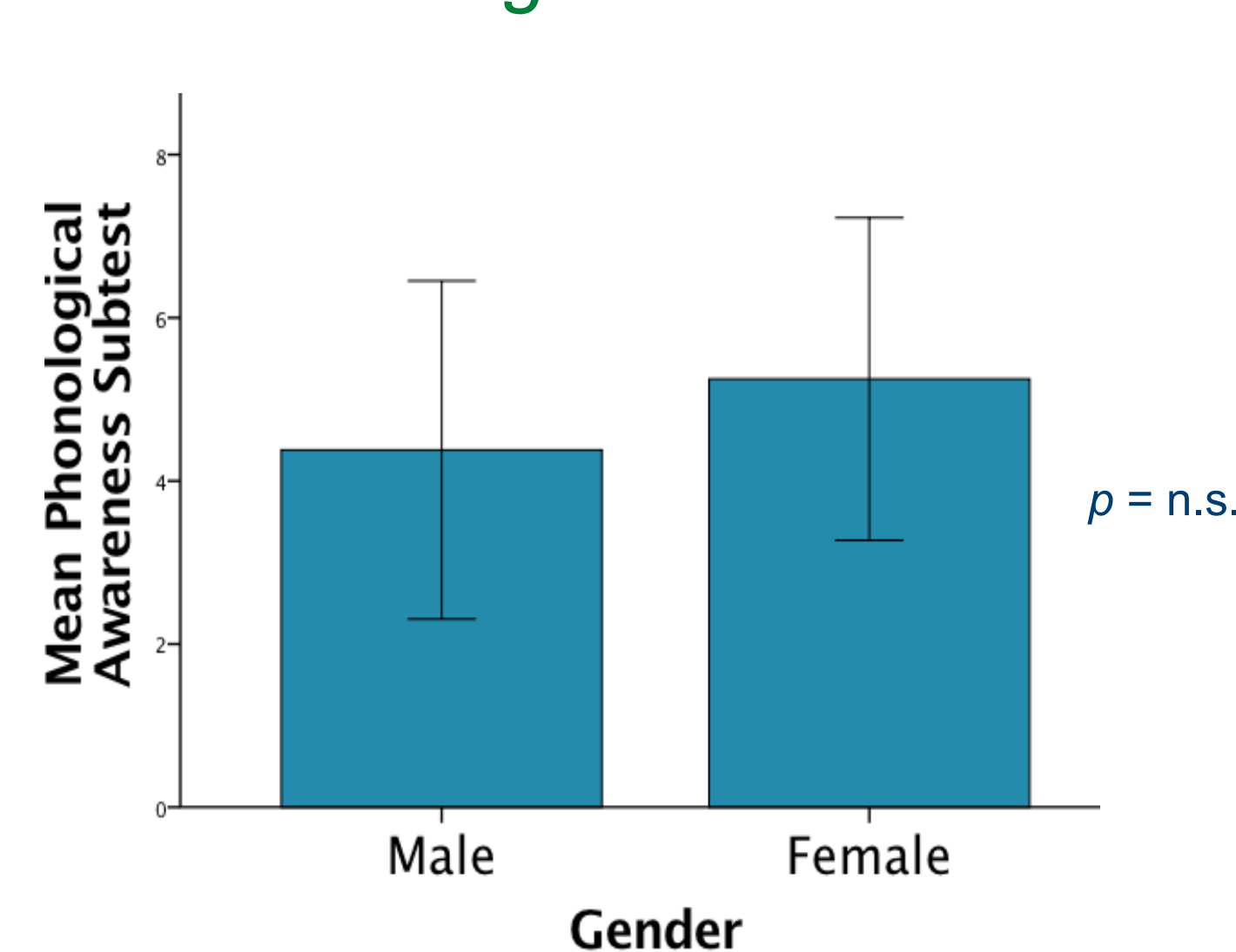
- Pretend Play group: No significant main effect on the pre- and post-test scores ($F(1, 24) = 2.14, p = 0.16, \eta_p^2 = .082$)
- Art Activities group: Significant main effect on the pre- and post-test scores ($F(1, 24) = 15.82, p < 0.05, \eta_p^2 = .397$)

Stage 2: Gender

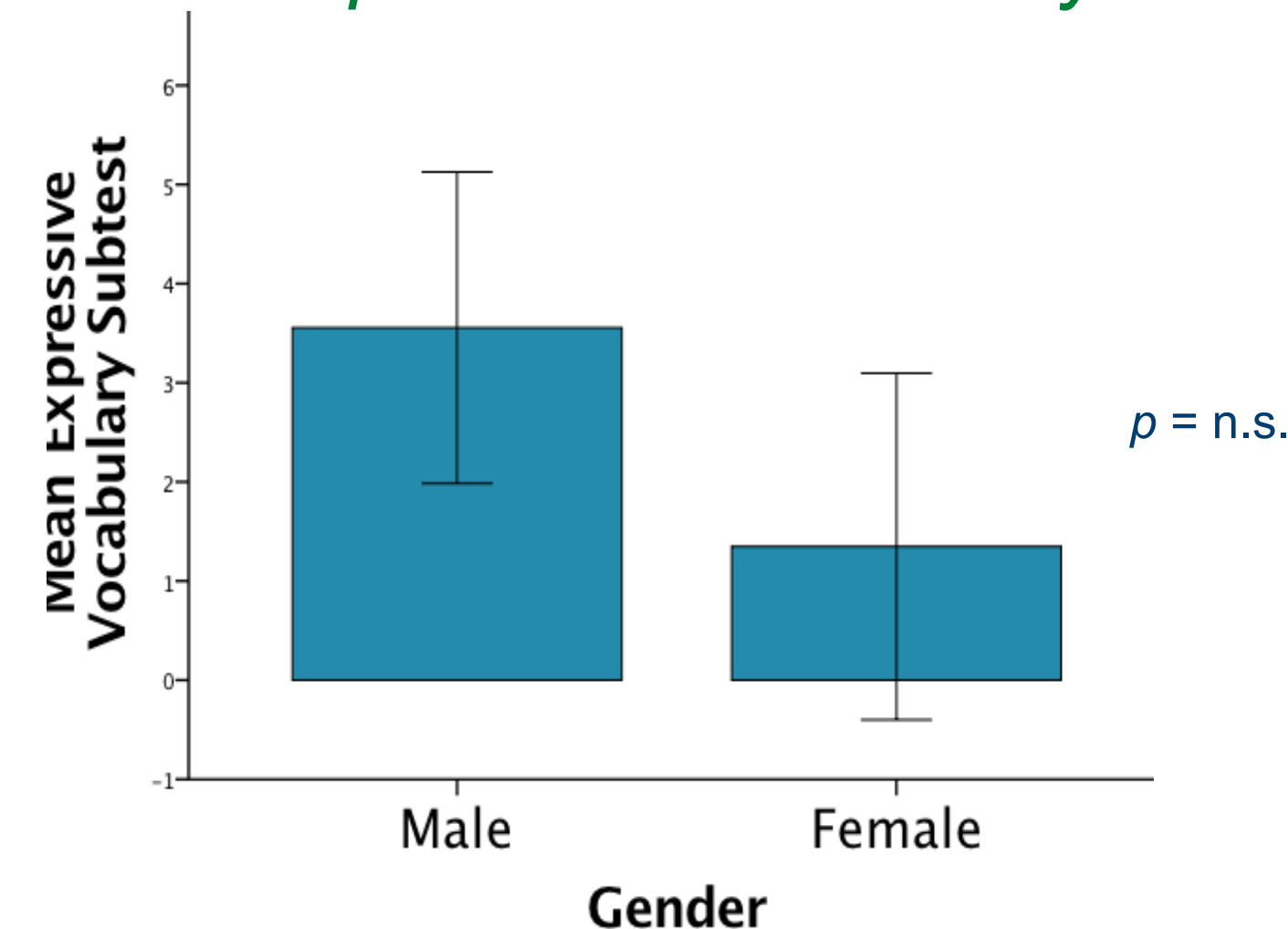
Self-regulation



Phonological awareness

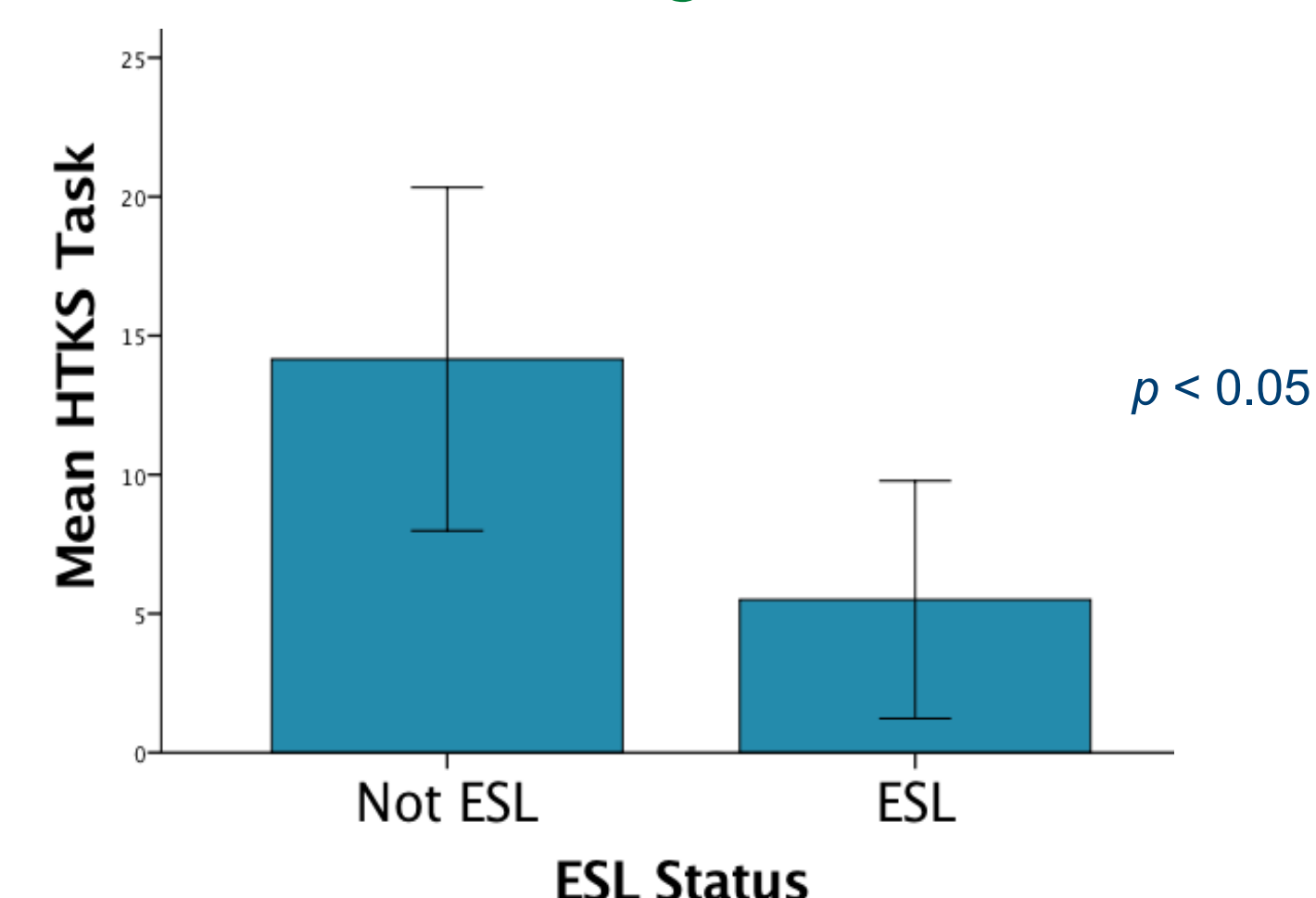


Expressive vocabulary

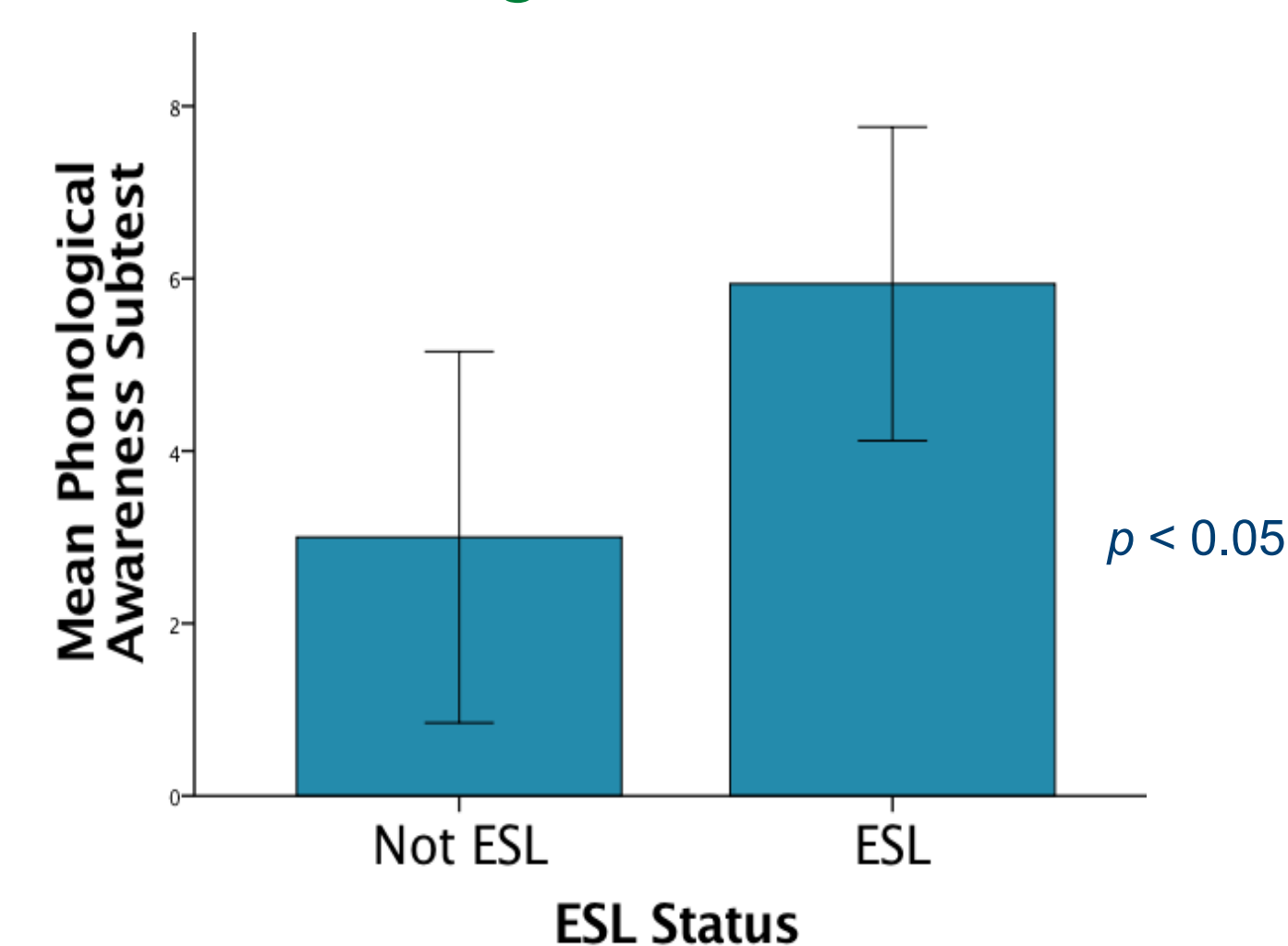


Stage 2: ESL Status

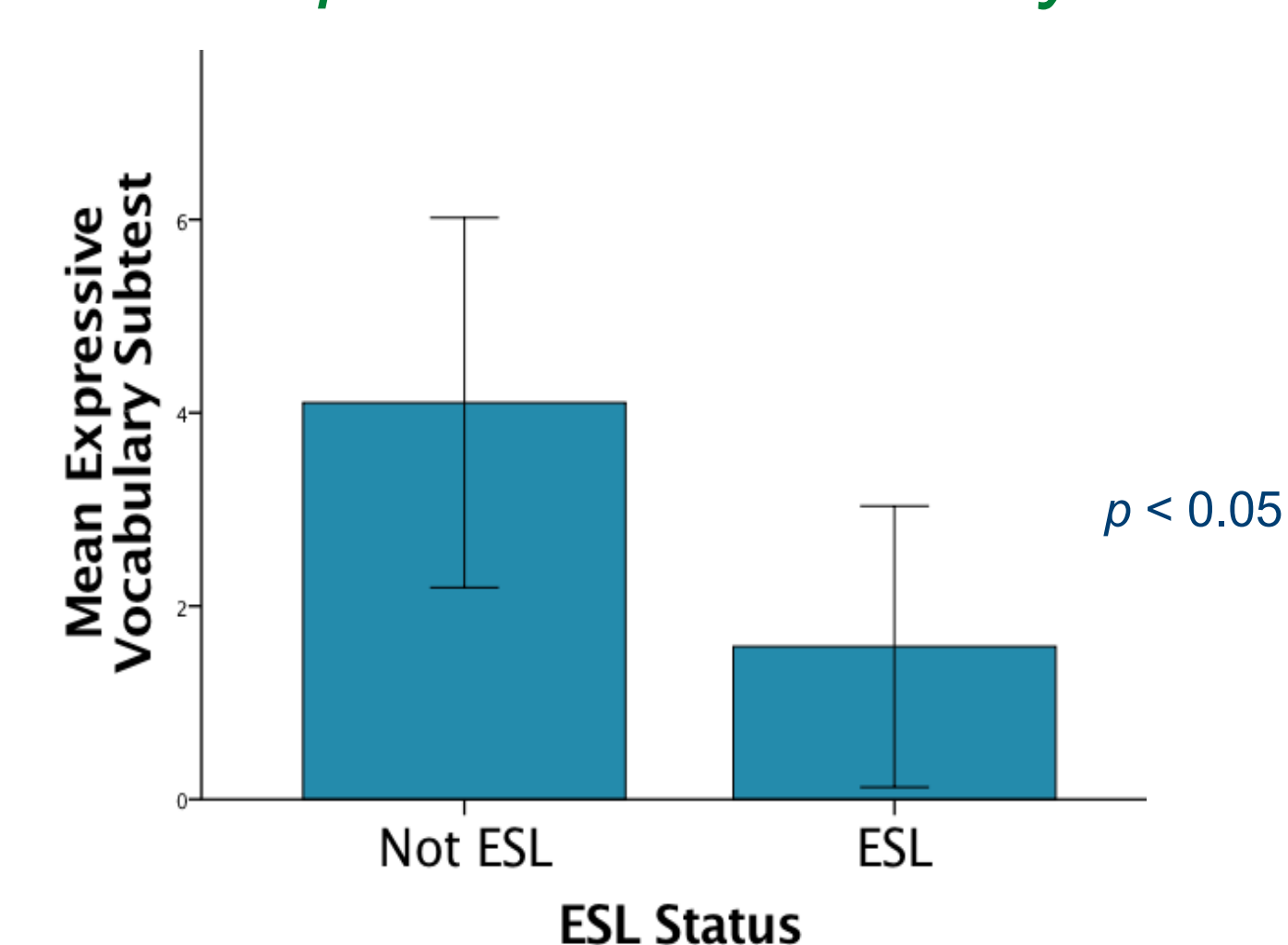
Self-regulation



Phonological awareness

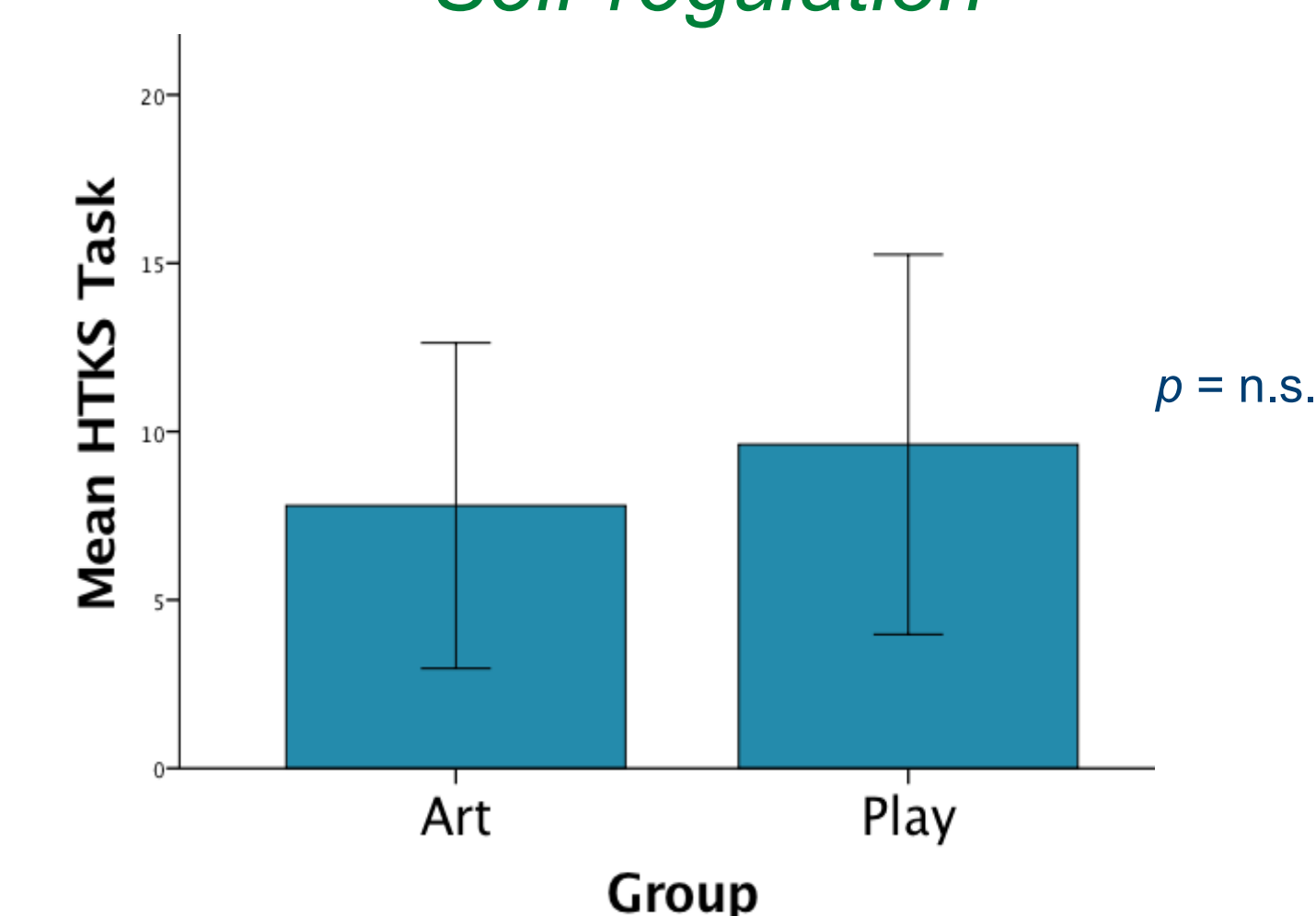


Expressive vocabulary

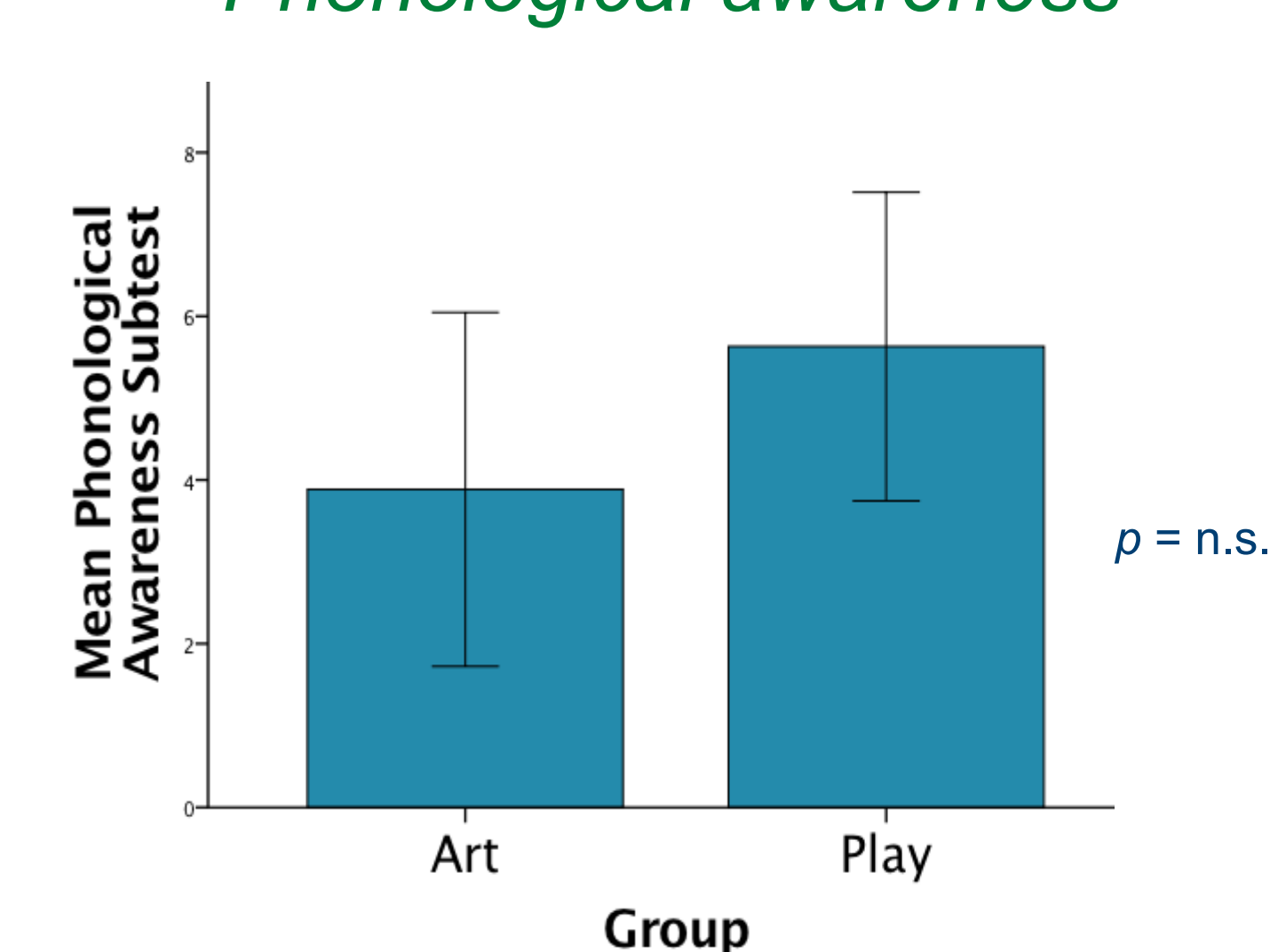


Stage 2: Group

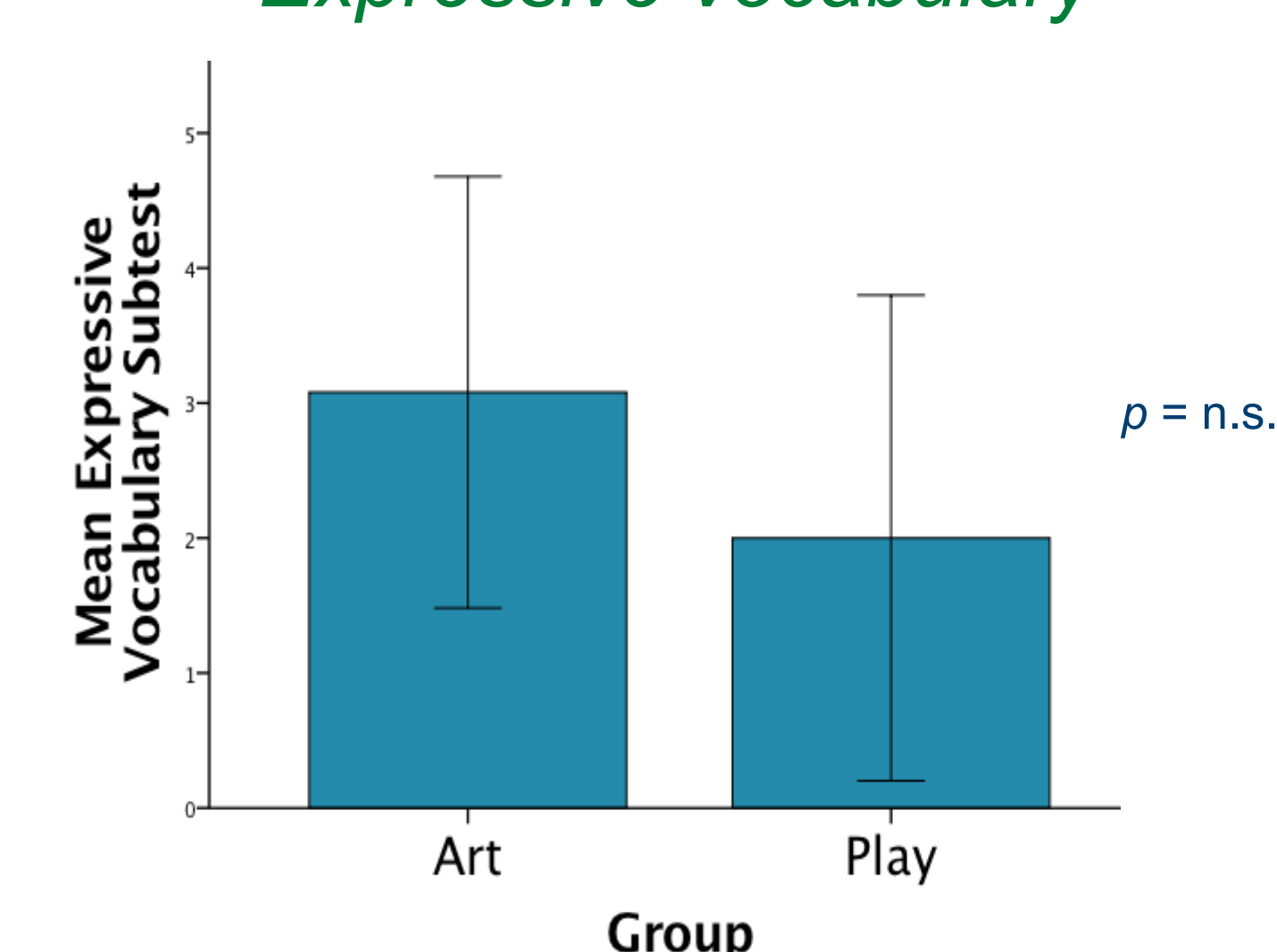
Self-regulation



Phonological awareness



Expressive vocabulary



Conclusions

The findings showed differences in children's self-regulation, phonological awareness, and expressive language skills following the administration of the intervention

For self-regulation, there was a significant change in children's performance based on gender and ESL status. There was no significant difference based on group

For phonological awareness, there was a significant change in children's performance based on ESL status. There was no significant difference based on gender or group.

For expressive vocabulary, there was a significant change in children's performance based on EAL status. There was no significant difference based on gender or group.

References

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Acknowledgements

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