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**Intellectual disability in kindergarten: Possibilities of development through pretend play**

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**Introduction**

This study explores how children with intellectual disabilities engage in activities with peers through pretend play. Three issues are discussed. First, it relates to the challenge of understanding the process of imagination, abstraction, and pretense for children with intellectual disability. Second, it relates to the process of interaction and the affordances that ‘others’ (peers) could provide for the development of pretense in the setting of interaction. We consider how an Enactive Account (Rucinska, 2015) or a Social Subjectivity view (González-Rey, 2015) allow new comprehensions of the phenomenon. And, third one regards to the unilateral view that dismisses the possibilities that children with disability can engage in and lead collective pretend play.

**Methods**

The method has its basis in the Network of Meanings (Rossetti-Ferreira, Amorim, Silva & Carvalho, 2004) theoretical and methodological perspective. Its key element is the consideration of the complex way in which cultural elements, social practices, and individuals are assembled, resulting in diverse possible paths to construct meaning and, therefore, development. The RedSig highlights three methodological elements: (1) a study design that allows the comprehension of development as a result of multiple factors.

(2) the researchers’ posture as a toolmaker; (3) the data analysis process made in a relational way. In this sense the design of this study was constructed based in video recording and analysis of interactional moments of children during free play. The participants are: a child with intellectual disability and his peers from a kindergarten of a middle size city in Brazil. Data was collected during 2014 and it comprehends in 25 hours of video recordings. Micro-genetic analysis was applied.

**Results**

The results showed that interactions between children create an environment that through regulation and co-regulation of behaviour maintain and provoke constant share of meanings and the development of the complexity in pretense. The child with intellectual disability not only engage to this process, but also leads it. The micro-genetic analysis allowed us to follow the process and to identify the specific body and face expressions that circumscribe the scenario in which the regulations happen. As also to seek for the implicit understanding and the non-verbal communication, which showed that emotional experiences (Vygotsky, 2014) allows the ability to create, recreate, and advance in pretense. The continuity of the process is specially stimulated by the emotions (enthusiasm expressed by jumps, singing, clapping hands, smiling, and applauding) present in the children during the interaction. Here, we highlight four aspects found relevant: (1) reciprocity in the dynamics of regulating behaviour; (2) improvements in the complexity of the pretense during social engaged activity; (3) possibility of children with intellectual disabilities leading pretend play; and (4) contributions of the Interactive Account of Pretence and the concept of Social Subjectivity to the enlargement of the views on this matter.

**Conclusion**

If we discuss this element through internalistic/individualistic views of pretence, we will be restricted to the normative thinking that leads us to account for the cognitive, mental guides required for pretense. In the situations with the child with intellectual disabilities does cognitive requirements are in disadvantage, or are not present in the same way as for other children. With the data presented, we can see when looking at things through the embodied perspective (Rucinska, 2015) and the concept of social subjectivity (González-Rey, 2015) as a theoretical guide, we can track down how the process is happening and, from that structure, develop further reasoning that may help the development of pedagogical practices in the educational environment.

**References**

