

THE DIFFERENCE BETWEEN PRETEND PLAY AND PRETEND TO PLAY



Essential Elements of Pretend Play: Intrinsic motivation, positive affect, nonliteral thinking and flexibility play with toys

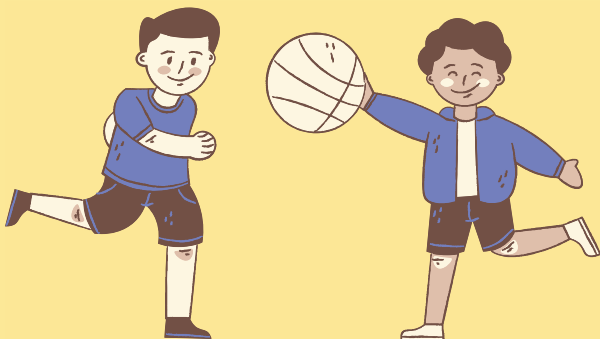
COMPETENCY

Observed in typical developing children.

CHARACTERISTICS OBSERVED:

The children fulfill the criteria for pretend play:

- Display in self-initiation of play, creative use of toy and playing with a sense of playfulness and joy.



PERFORMANCE

Observed in Children with Autism

CHARACTERISTICS OBSERVED:

Children play without fulfilling the pretend play criteria:

- Engage in play by going through the motion, without genuinely portraying pretense.

Causes of delay in developing pretend skills.

- The children display qualitative differences such as exhibiting intense scrutiny of toys and unusual ways of exploring the toys like smelling, spinning or twisting them.
- It is pleasurable but it hinders a more functional and appropriate play which affects developing creative pretense.

HOW TO TEACH:

Symbolic play emerges as they advance developmentally and master a higher level of functional play.



HOW TO TEACH:

Teach Foundational skills according to the developmental milestones:

- Joint attention
- Functional play with toys.

Provide a supportive environment for social engagement that promotes emotional motivation to engage in play.

Nurture symbolic understanding that objects can represent other things besides their literal function.

Conclusion:

Pretend play contributes to the development of later cognitive and language outcome. It has been observed that children engaged in a higher play level at the age of three and years old are equipped with better language skills at eight and nine years old.

Reference:

Kasari, C., Chang, Y., & Patterson, S. (2013). Pretending to play or playing to pretend: The case of autism. *American Journal of Play*, 6(1), 124.