



"Language, play, cognition, pragmatics: It's all related"

MaryKay Therres, M.S., CCC-SLP, LSLS Cert. AVT
marykay.therres@medel.com
MED-EL Corp. USA

Disclosure Statement

Relevant financial relationship(s), relevant nonfinancial relationship(s)

- I have the following relevant financial relationship(s) in the products or services described, reviewed, evaluated or compared in this presentation.

MED-EL

Description of financial relationship: employee

Learning Objectives

Participants will be able to:

- describe how language, play, cognition, and pragmatics are related.
- list play, cognition, and pragmatic milestones for children ages 0 to 3.
- identify developmental milestone resources.
- describe a play activity that facilitates cognitive, pragmatic, auditory, speech, and language skills.

Play-why?

Contributes to:

- Physical development
- Social development
- Emotional development
- Cognitive/intellectual development
- Communication development

Fun

Play-why?

“the work of children”

through play that children learn how to interact in their environment, discover their interests, and acquire cognitive, motor, speech, language, and social-emotional skills

(American Academy of Pediatrics, 2007)

Language

Play stimulates vocabulary and concept building

- children aged 1 ½ - 2 ½ provided with play bricks had significantly higher language scores six months later, compared with control group who did not play with the bricks
(Christakis, 2007)
- children's early exposure to and participation in pretend play in the preschool years is related to emergent literacy skills when they reach kindergarten
(Roskos, 2007)

Cognition

- active brains make permanent neurological connections critical to learning; inactive brains do not
- research on the brain demonstrates that play is a scaffold for development, a vehicle for increasing neural structures, and a means by which all children practice skills they will need in later life
(Jensen, 2000, 2001)
- active play fosters personal meaning: when children perceive events as personally relevant, their neural connections proliferate and situations, ideas, and skills become part of their long-term memory. Meaningless concepts, such as isolated facts, are irrelevant and typically will not become part of long-term memory
(Fromberg, 2002)

Pragmatics

Social communication consists of four aspects:

- social cognition
- social interaction
- expressive and receptive language processing
- verbal and nonverbal pragmatics

(Adams, 2005)

Pragmatics

- sociable behavior appears to be related to level of language ability in children with language impairment (Hart et al., 2004)
- severe delays have been shown in the development of Theory of Mind in children who are deaf (Peterson, 2009)

Correlation between language level and understanding false beliefs that is due to diminished exposure to interactive conversations from a young age

Pragmatics

Play with others gives children the opportunity to:

- copy others behavior
- take into account viewpoints that differ from their own

Through play children learn social skills

Play-why?

- decades of research has documented that play has a crucial role in the optimal growth, learning, and development of children from infancy through adolescence
- play is a dynamic process that develops and changes as it becomes increasingly more varied and complex. It is considered a key facilitator for learning and development across domains, and reflects the social and cultural contexts in which children live (Christie, 2001)

Types/Stages of Play

Mildred Parton, 1933, looked at children between ages 2 – 5 and observed 6 types:

1. Unoccupied play: child is relatively stationary and appears to be performing random movements without purpose (infrequent)
2. Solitary play: child engrossed in playing and doesn't notice other children (most often seen between ages 0 – 2)
3. Onlooker/Spectator play: child takes interest in other children's play but doesn't join in, primarily watches (2 – 2 ½ years)

Types/Stages of Play

4. Parallel play: child mimics other children's play but doesn't actively engage with them (2 ½ - 3 years)
5. Associative play: shows more interest in others rather than the toys; first category that involves strong social interaction (3 - 4 years)
6. Cooperative play: organization enters the children's play (ie: play has a goal, rules, children act at group) (4 - 6 years)

Play Milestones

- Begin to use some toys appropriately around 9 – 12 months
- Interacting with peers begins around 2 ½ years
- Cooperative play begins around 3 to 3 ½ years; begins to share
- Play has a sequence of events around 3 – 4 years
- Prefer to play in small group emerges around 3 ½ - 4 years
- By 4 – 5 has good imaginative pretend play
- By 5 – 6 years able to play games with rules

Cognitive Milestones

- 9 – 12 months: searches for object removed from view
- 12 – 15 months: hands toy to adult to make it go
- 21 – 24 months: matches shapes (e.g., circle, square)
- 30 – 36 months: point to bigger of two objects
- 36 – 42 months: groups objects by simple categories (e.g., animals, vehicles)
- 48 – 54 months: places three pictures in a sequence to tell a story

Pragmatic Milestones

- 3 – 6 months: fixes gaze on a person's face
- 9 – 12 months: indicates displeasure or resists removal of desired objects
- 15 – 18 months: shows affection towards doll or stuffed animal (e.g., hunger)
- 24 – 30 months: prefers interacting with others than being alone
- 36 – 48 months: recognizes when listener has not understood and will repeat message
- 48 – 54 months: begins to develop a sense of fairness

Developmental Resources

- A Child's Journey: Developmental Milestones
 - Birth to 6 Years

www.medel-bridge.com (coming soon)
- Ages & Stages Questionnaire®, Third Edition (ASQ-3™)
 - Birth to 7.11

www.brookespublishing.com
- Battelle Developmental Inventory, Second Edition Normative Update (BDI-2 NU)
 - 2 to 60 months

www.hmhco.com

Developmental Resources

- BRIGANCE Early Childhood Screens III
 - 0–35 months, 3–5 years, K & 1

www.curriculumassociates.com
- Child Development Inventory (CDI)
 - 15 months to 6 years

www.childdevrev.com
- HELP charts: Hawaii Early Learning Profile
 - Birth to 3

www.vort.com

Video Activity Play Activity Case Study

Thank You