Chapter 8
Summary and Conclusion
SUMMARY AND CONCLUSIONS

SUMMARY

During early preschool years children develop a strong need for peer acceptance. During this stage disabled children have a disadvantage due to their disability because it is not considered to be socially acceptable for nondisabled children to be sympathetic or to communicate with disabled children.

Lack of understanding about disability and about the requirements arising out of that disability makes nondisabled children act unsympathetically towards disabled children. The behaviour of nondisabled children may sometimes be sympathetic, but it will rarely be normal.

One of the main reasons of unsympathetic behaviour towards disabled children from nondisabled children is the fear of what they don't understand. They see disabled child as some sort of abnormality and for that reason they are unable to communicate with them in a proper manner. If a nondisabled child is made to understand the disabled child's situation properly, the children can become friends and be able to communicate on equal grounding.

This study investigates “the effect of play-acting on the preschool children's skills and abilities in communication with disabled children.”

In this study, I also concentrate on the results of “play-acting” in improving insight, understanding and knowledge of normal children towards differently talented children with the result that positive social behaviour is developed and the reasons for different behaviour by differently talented children are well understood by the nondisabled children in group activities. The answer to the question of “whether or not normal children are able to communicate well with differently talented children after taking part in group theater?” was positive.

The subject of this research is to study the effectiveness of play-acting as an intervention in the communicative skills and abilities of nondisabled preschool children interacting with disabled children. The statistical participants of this research include the preschool pupils of one of the districts of Tehran, who are culturally, economically and socially similar to each other.