

The action of “pretending” in children at pre-school age: a set of tests to discriminate symbolic abilities

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This work focuses on the child’s ability to transform motor skills into mental representations which guide the action itself. Attention is paid to one particular aspect: ideomotor apraxia. The child is told to “pretend” to do some actions, more or less complex, without the use of any props. The tests were planned at four levels of the motor skills involved. The sample was composed of 60 children between the ages of 3 and 5.

The data gathered/collected have made it possible to select different levels of difficulty in each test proposed and show a development in the praxic activity from the age of 3 to 5.

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