

SENI DALAM PENDIDIKAN ABK

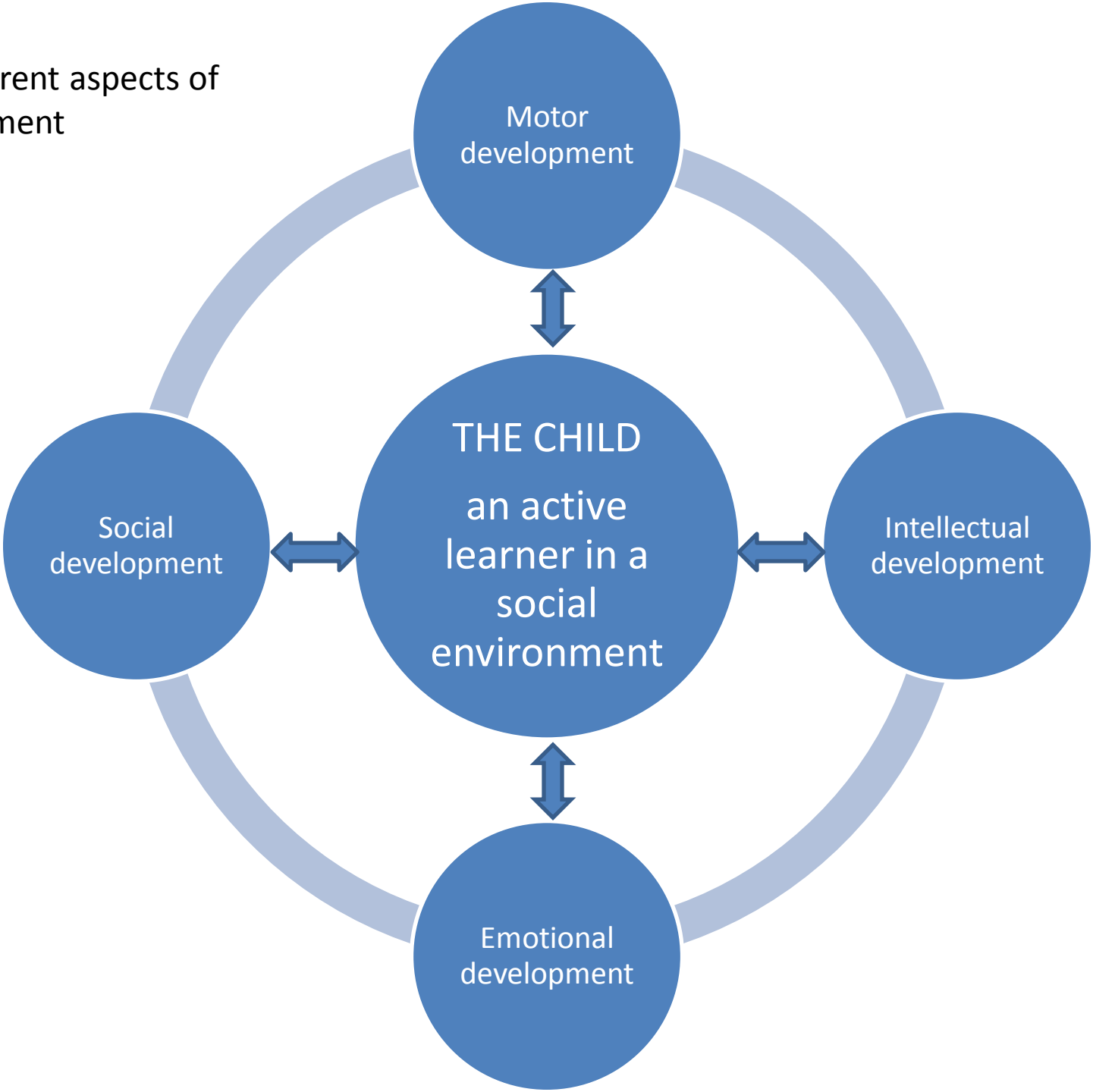
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The different aspects of development



Social skills that would be assessed in the early years are:

- Having the confidence to speak with adults and children outside the primary care group;
- Interacting appropriately with adults and children;
- Being willing to listen and respect another's point of view;
- Being able to take turns;
- Serving others, e.g. at snack;
- Having a friend;
- Looking out for someone less able;
- Being willing to praise others;
- Enjoying joining in.

Perceptual-motor skills that would be assessed in the early years are:

- Being able to sit and stand still (this is harder than walking);
- The basic movement patterns, e.g. walking, running, skipping and hopping;
- Fine movements, e.g. writing, threading, pouring and cutting;
- Daily coping skills, e.g. getting dressed, wiping at the toilet;
- Handling small apparatus, e.g. a bat and ball, the computer mouse;
- Crawling;
- Gaining control in carrying out all kinds of movements.

Intellectual skills that might be assessed in the early years are:

- Knowledge and understanding of their world and to a lesser extent the world the other cultures;
- Language (vocabulary, articulation and meaning, i.e. understanding words in context);
- Communication skills (e.g. initiating and responding to interactions using appropriate tone and intonation);
- Problem-solving abilities (e.g. selecting appropriate materials to complete a task);
- Recognition of small numbers (e.g. that only four people are allowed on the climbing frame at once);
- Basic mathematical competence (understanding what numbers mean; conceptual understanding of bigger, smaller, nearer, further away);
- Ability to listen to a story and recount some of the detail;
- Ability to concentrate for a reasonable length of time.

Emotional skills that would be assessed in the early years are:

- Altruism – do the children care for others and understand their hurt?
- Respecting self, other people and resources;
- The way in which feelings and emotions are expressed;
- The way the children cope, i.e. with resilience or vulnerability;
- Confidence in starting out to do something new;
- Willingness to share anxieties;
- Willingness to be approached by (approved) strangers;
- Willingness to offer suggestions/opinions;
- Willingness to accept praise.

Difficulties that make playing hard

Social difficulties, these include:

- Being too timid to join in;
- Being aggressive, and spoiling things;
- Being reluctant to share;
- Being unwilling to take turns;
- Avoiding communication;
- Inability to give and read non-verbal signals.

Perceptual-motor difficulties, these include:

- Poor body awareness;
- Clumsiness (poor coordination and balance);
- Difficulty working at and crossing the midline of the body;
- Poor fine motor control, e.g. in handling equipment/resources;
- Hurting others through bumping and barging;
- Hyperactivity or the inability to stand or sit still;
- Difficulty in planning and organizing self and the play resources.