

## Abstract

The purpose of this study is to investigate the social skills and its deviation among the developmental delayed children (DDC) who are studying in Macau's ordinary kindergartens; and to analyze the relationship between their own background variation and their social skills. The result of the study and some concrete recommendations would be given to schools, teachers, Education Department and training organizations for reference. Research method of Quantification and Qualification were adopted for the investigation.

For the former, the teachers assessed the performance of children by a questionnaire which mainly focused on four aspects such as their verbal skill, nonverbal skill, affective skill and social awareness. Totally 22 pieces of questionnaire were sent out while 21 of them returned with almost 95% completion rate. The investigation result is as follows.

1. The developmental delayed of children most likely obtained the highest score on nonverbal skill, the second highest score on the affective skill, then, verbal skill and the weakest one is social awareness. It shows that they incline to interact with others by using nonverbal skill in the ordinary kindergartens.
2. Four aspects of social skill are almost the same among this kind of children in different age. However, the result showed that the children in age 5 to 6 are with higher affective skill and social awareness than those in 4-year-old.
3. There is no significant change among four aspects of social skills of the children in different classes, say K1, K2 and K3.
4. There exists a difference on the social awareness from the type of disability of children. Overall speaking, those physically handicapped are better performed on the social skills than those mentally handicapped.
5. There is no big difference on the performance of social skill among the children with different severity on development. To conclude, those with slight DDC are better performed on the social skills than those with medium one; the severe one gets lower performance than the medium one.
6. Different number of children in various classes does not contribute to the variance on the score of social skills.

For the Qualitatively method, we got three children at different level of DDC, i.e. severe, medium and slight, and from different classes, say K1, K2 and K3, for observation within a week. By observing their interaction with others, interviewing their teachers and using the “peers voting/assessment inventory” , we would find out the popularity of these children as well as the relationship between level of popularity and their social skills.

1. Three cases showed that this kind of children inclines to communicate with others by nonverbal skills , the result is same as the one of quantification.
2. Three cases showed that this kind of children prefer interacting with the teachers to their peers.
3. During the interview with teachers, we observed that those developmentally delayed children, being accepted by teachers are most likely voted by their peers at higher rate, with higher adaptability and better social skills.
4. Children with slight and medium level of DDC have better performance on “verbal skill” and “social awareness” than those with severe level.
5. The more encouragement and votes obtained by this kind of children, the better development on their social skills.
6. During the interview with teachers, it is also discovered that the children with more recognition and appreciation from teachers are shown to be with better social skills, better performed and being voted at higher rate.

According to the result of the investigation, some recommendations are as follow : :

1. Suggestion to teachers

- I. To accept, appreciate, encourage, consider the ability and take care of the need of children with DDC.
- II. To strengthen their professionalism on special education and teaching in kindergarten.

2. Suggestion to kindergarten

- I. To strengthen the professional training and psychological adjustment for teachers in order to achieve a professional standard.
- II. To offer all aspects of support to those ordinary kindergartens which also recruit the DDC.

3. Suggestion to Education Department

- I. To offer financial support and technical assistance to those ordinary kindergartens which also recruit the DDC.
- II. To provide a comprehensive professional enquiry services, training assessment and improvement on any problems of educating the DDC.
- III. To encourage and reinforce the pre-school organizations of the ordinary and special one in order to establish a positive coordination and cooperation between them in long term.

4. Suggestion to organizations providing training to teachers

- I. To plan a diversified training and the related professional study for the teachers working in special education.
- II. To hold the communication sessions, visits, exhibitions, review meeting and behavioral investigation, etc for all local teachers in order to enhance their awareness on the unified education as well as to speed up the enforcement of unified education.