

Studies on the daily living skills of children in rural Himachal Pradesh

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ABSTRACT

Developmental deficiencies in boys and girls with reference to daily living skill were determined in a sample of 1000 children in the age group of 3-5 years were selected along with their mothers in each district. These children were subjected to age appropriate Winland Behaviour Scale for assessment of their skills. In order to select the children for intervention programme 20% of the low performing children were worked out in various villages. There were half male and half female in each age group. Comparison of mean of boys to that of girls over the different age groups of 3.0 to 4.0 years, 4.0 to 5.0 years. Overall mean of the children for daily living skills was 106.2 ± 10.05 . The mean of intervention sample was 54.22 ± 11.82 which was significantly lower ($Z = 25.59^{**}$) than total sample with an average decrease of 41.4% (Fig. 1). The highest percentage of decrease in the intervention sample was observed in the village Banuri (53.3%) in district Kullu followed by village Salooni in district Una (52.6%), while the lowest percentage of decrease was observed in the village Amb (32.1%) in district Una.

Key words : Skills, Children.

In recent years it has become increasingly clear that daily living and emotional skills underlie all other areas of development (Shonkoff and Phillips, 2000). In fact early daily living and emotional competence is associated with continued competence and may help reduce the risks for later problem behaviours. Attainment of positive daily living and emotional status has been shown to relate to important skills including daily living cooperation and emotional regulation (Schore, 2001). Routine caregiving interactions affect children's daily living and emotional capacity by actually influencing the structure and function of the brain.

The daily living abilities gradually emerge and develop during first two years of life. Cross-cultural evidence indicates that when children are looking photographs of different facial gestures, people around the world associate them with emotions in the same way. This movement taught us that children do not talk about objects of interest in isolation. They communicate in the context of daily living interactions often for daily living and emotionally driven reasons. This orientation underscored the importance of care-giver-child interactions for daily living development and broadened our awareness of the range of issues that need to be considered in intervention. Daily living and environmental factors have become so intricately related to health and diseases that often care must go beyond medical intervention.

Children need regular interactions with emotionally supportive adults in order to develop, learn and grow in healthy ways. In daily life, a young child may spend time with many different adults: parents, other caregivers, teachers, physicians, nurses and early interventionists and

family friends. Each person has the opportunity to positively influence the child's development. In order to be most effective, adults who spend time with young children must have the capacity for positive relationships along with sufficient knowledge of early childhood daily living and emotional development. Despite its importance, specific instruction in how to support daily living and emotional development is not always included in the training of those who work with young children. The intent of the competencies is to develop an early childhood workforce that understands and supports early daily living development. These home based activities can be used to improve practice, guide consistent training, identify resources and perhaps most importantly, to direct public policy.

Once initial concerns have been identified, early stage of child development children and families should be referred to early childhood mental health specialists for full assessment and treatment when needed (American Academy of Pediatrics, 2006). This study was conducted in order to assess the competencies for daily living development of children in rural areas, to find out the children with low competencies and the socio-ecological factors affecting socio-emotional development, to develop an intervention programme for mothers of the children with low competencies in rural areas and to study the impact of intervention programme.

METHODOLOGY

A total of 1000 children (half male and half females) in the age group of 3-5 years were selected along with