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NATURE PLAY - ENHANCING THE SPECIAL NEEDS CHILDREN DEVELOPMENT
TOWARDS NATURE PLAY LEARNING ENVIRONMENT AT SEKOLAH KEBANGSAAN
(L) JALAN BATU, KUALA LUMPUR

This academic project is submitted in partial fulfillment of the requirement for the Bachelor
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ABSTRACT

This paper is about Nature Play - Enhancing the Child Development towards Nature Play Learning Environment at SK (L) Jalan Batu, Kuala Lumpur. The site is chosen for the topic as it comprises of 3 categories of students namely as *Arus Perdana* Year 1- Year 6 normal students, *Program Pendidikan Khas Integrasi* (PPKI) students and hearing and visually impaired students. The PPKI would be students of High Point and Low Point, Autism, Dyslexia, Down Syndrome, Attention Deficit Hyperactivity (ADHD) and others disorders that would separate from hearing and visually impaired student category. Their Early Intervention Program (EIP) is mainly focuses on indoor activity while this research will be emphasized on the benefit and advantage of outdoor activities that connects with natural environment with the guidance from Natural Play approach to make the students more resilience, active and develop well gross-motor skills. The natural play learning is targeting to encourage positive social interaction among kids and nature. It is also aim to build a good immunity system and encourage the development of imagination and creativity in way finding besides improving the disorders occurred in children.

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CHAPTER 1 : INTRODUCTION

1.1 Introduction

Mental health disorders in children are often overlooked by the adults as the sign and symptoms are very difficult to trace and hard to distinguish if the parents have no knowledge of the disorders or are too busy working to accommodate economic needs of the family. They may have no time to aware that something is wrong with their child and even if they concentrate with their child, the sign is very hard to be determined as the symptom is different from one to another. As a result, their children will enter the mainstream school without proper intervention and unable to cope with the study.

Disorders can only be diagnosed with certified pediatrician while the disorders are ranging from mild, moderate and severe. The percentage of children diagnosed with mental development delay had arisen year by year. Most of them had Sensory Processing Disorder (SPD) that requires their legal guardian to send them for intervention therapy as early intervention, or their children may face the issue for the rest of their life and unable to support themselves for easy daily tasks. The symptoms are include unable to concentrate during class, unable to cope with the current study, body imbalance during walking, afraid of height, dislike activity that involved motor skills such as jumping and climbing, unable to socialize, repetitive words, unable to answer simple questions and muttering.

The best diagnosed is at 3 years old and the parents may enroll their child in special needs school for Early Intervention Program (EIP). EIP is a class conducted by the therapist which consists of speech and language therapy, occupational therapy and perceptual motor therapy. The EIP program is usually held in indoor classroom that may be caused by the local hot and humid climate, or because of allergic by the child such as eczema. EIP may increase neuro-developmental outcomes and maximize the child' ability (NHMS, 2016). A mental disorders child is impossible to be totally cure and the only way how a therapist can help is to reduce their disorders and maintain it.

While for child with visual and hearing impairment, their visual obstacles may divide into two namely as Blind (vision less from 3/360 even with the help from vision aids or visual field of less than 10 degrees from fixation); and Partially Sighted (vision worse than 6/18 but equal to or better than 3/60 even with the aid of vision or