

# Am I too sensitive or if my kid has problematic issue with specific needs in kindergarten

Dr. Cecilia Wing Chi Lam  
Educational Psychologist

**Hong Kong Developmental Paediatrics Centre**

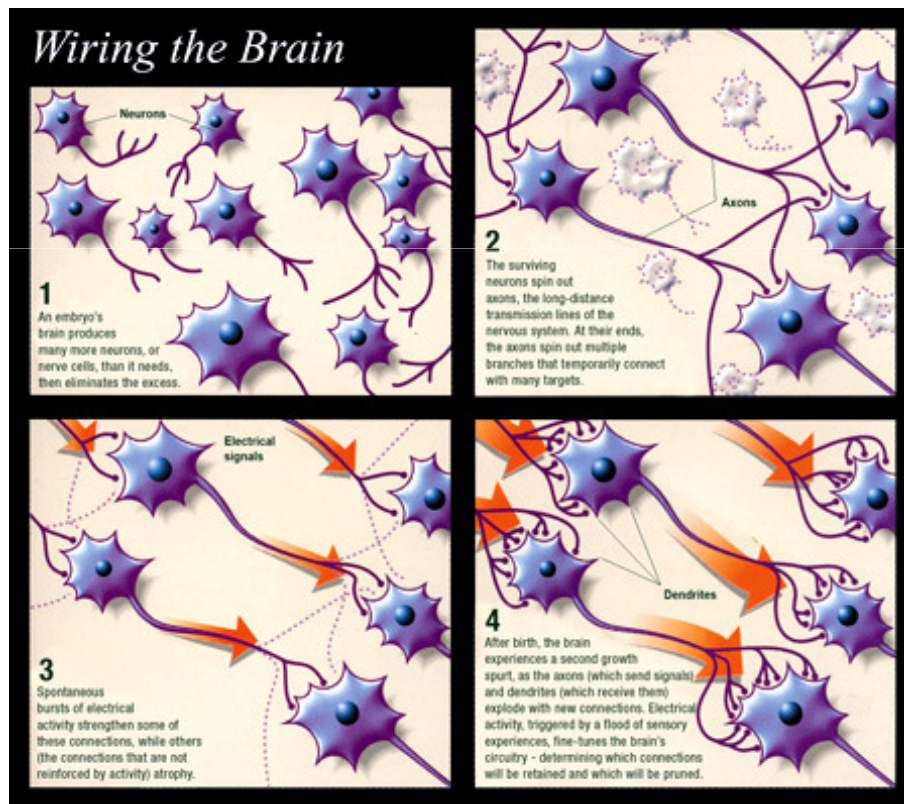
**Email:** [info@hkdpc.com](mailto:info@hkdpc.com)

**Address:**

Rm 1006, 10/F,  
Bank of America Tower,  
12 Harcourt Rd, Central, Hong Kong

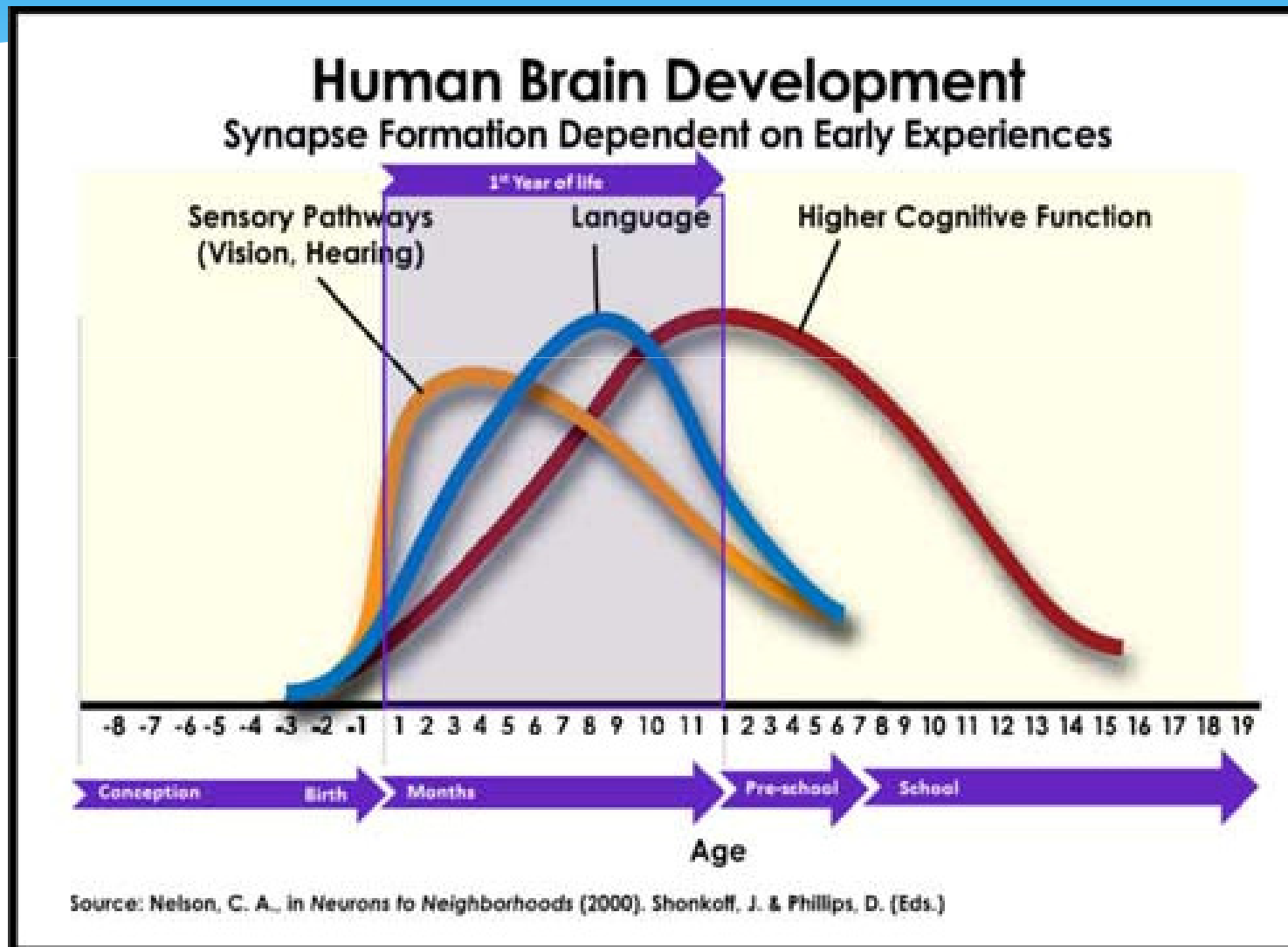
**Tel:**+852 2243 0000

# The Under Construction Brain



- By 8 months, a baby's brain has about 1,000 trillion nerve connections.
- By the age of 10, that number is reduced to about 500 trillion.
- As the brain operates on a 'use it or lose it' basis, early experiences are the defining factor affecting the rate of reduction in nerve connections.

# The Under Construction Brain



# Executive Functioning

## The Brain's Executive Functions

### ACTIVATION

- Organizing
- Prioritizing
- Getting to work

### FOCUS

- Tuning in
- Sustaining focus
- Shifting attention

### EFFORT

- Regulating alertness
- Sustaining effort
- Adjusting processing speed

### EMOTIONS

- Managing frustration
- Modulating emotions

### MEMORY

- Holding on and working with information
- Retrieving memories

### ACTION

- Monitoring and regulating one's actions

## 澳門立法幼兒班禁寫字 無字班幼童不輸起跑線

177,839

最後更新: 1018 21:55 / 建立時間: 1018 08:15



“培正主任劉玉玲稱3歲幼童手指小肌肉發展未成熟不應執筆寫字，「遲寫字唔係問題，幼童認多啲字，閱讀能力強，到5、6歲開始寫字就好快上手」。她指現時學童主動性比以前強，絕不會輸在起跑線。

澳門教育暨青年局9月1日起推行「幼兒教育課程指引」，要求全澳幼稚園規劃3年制幼兒課程，要以遊戲活動教學法啟蒙幼童思考。指引規定教師不能強迫3至4歲幼兒班提筆寫字，每周教學時數不得多於900分鐘，每堂最多40分鐘；兩節課之間要安排幼童午睡足兩小時；體育活動不得少於一小時，確保幼童有足夠活動量。”

= 節錄蘋果日報 2015-10-18

# Ready to Learn Skills

## Social

- \* Follows basic instruction
- \* Share and turn taking
- \* Make friends with other children
- \* Able to engage in self directed play for **2-3** minutes
- \* Advance symbolic play skills to basic pretend play
- \* Communicate with other adults and children

# Ready to Learn Skills Emotion & Behavior

- \* Demonstrate basic ability to regulate emotion
- \* Has basically regulate behavior
- \* Demonstrate the ability to sustain attention in order to participates an interactive learning of **10-15** minutes
- \* Demonstrate basic engage in pretend play



# Ready to Learn Skills Independence

- \* Adaptation to separation with main caregiver
- \* Understands toileting sequence (i.e. using the bathroom, washing hands)
- \* Able to get dressed and wear shoes with help and support



# Be an Observer

Impact

Consistency

Developmental

Frequency

# Factors to Consider

- \* Development : is it common among children your child's age
- \* Impact : hinder the child's ability to learn, social or daily routine
- \* Consistency : does the issue occur across setting, is it a transitional / periodic issue
- \* Frequency : how often does it happen

Kindergarten! ... here I come!

