

# DAILY ACTIVITY CONTRIBUTION IN THE FAMILY FOR SOCIAL SKILLS AND DISABILITY COMMUNICATIONS INTELLECTUAL EARLY AGE

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## ABSTRACT

The research aims to find trends in the form of research on the development of social and communication skills of intellectual disabilities at an early age from journal articles over the last 9 years; find factors or conditions driving the development of social skills and communication with early intellectual disabilities studied from journal articles for the last 9 years; and find and describe the contribution of daily activities in the development of social and communication skills of intellectual disabilities from journal articles published in the last 9 years

This study uses a content analysis approach from literature and journal articles which contains social development and early childhood communication in children with intellectual disabilities. Articles are selected purposively, then their contents are analyzed, categorized, and their coherence is drawn to draw conclusions.

Results show that there are still few articles that examine daily activities on the social development of early intellectual disabilities. The forms of social skills from journal articles for the last 9 years are more general-oriented, such as: social interaction and self-confidence; driving factors comfortable conditions when joint activities; as well as the contribution of daily activities to the development of social and communication skills for early age intellectual disabilities, tend to be environmental activities, people around them, a comfortable environment, providing psychological situations, parents who encourage self-talk, and give confidence. There have not been found articles that examine the domain of daily activities to which some literature references. The implications of this research need in-depth study and research on the contribution of daily activities to the development of early childhood intellectual disabilities.

Kata Kunci: *Keywords: early childhood social and communication skills with intellectual disabilities.*