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Early Intervention Services for Children with Cross Disabilities

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Abstract

Over the past two decades, the international community has made significant progress in saving the lives of six-year-olds. However, these advances have failed to help all children grow up, especially children with disabilities. Much research on early childhood development focuses on the impact of biological and psychological factors on brain development and the effect of early intervention on a child's development. However, research tends to exclude children with disabilities, so very little information is available on interventions and that work in this high-risk group. This article will attempt to provide an overview of the child's development and developmental disabilities. It will also highlight family-based interventions aimed at providing positive promotion of development in a safe, sustainable and caring environment. It focuses on making a case for improving the opportunities for children with developmental disabilities to achieve their full potential and potential, including interventions that include early childhood development. Finally, it will strive to encourage the international research community to use a systematic approach to implementing early intervention strategies for children with developmental disabilities in low-income areas.

Keywords: *Child development, Early childhood care, Cross disability and Interventions*

Introduction

Infants begin to learn about the world with the help of the environment around the early stages. When a child cannot collect information with his own eyes, it is important to help him find information in other ways. You can soon get help with her tests, so that her growth, development, and learning can be encouraged which is why early intervention is very important for children, especially visually impaired. When you hear a word that your child cannot see, you may have thought, “What does this mean for my child? How will this affect my child's development? What should I do now? ”Early intervention services may provide some solutions.

Early childhood is an important stage in brain development. It is a critical moment that determines a person's ability to achieve his or her lifelong, social and economic life; as Learning and Development is very fast during childhood. Providing low quality child early intervention in a child's life supports him or her to develop the skills needed to participate in daily activities and be involved in family and community life; it can also reduce the number of accessories needed in later life. Early Intervention provides specialized support and services to children and children at risk or with disabilities and / or developmental delays with their families to help their growth, well-being and participation in family and community life. A single-window disability intervention center will be offered to assist children from birth to 6 years with a variety of special needs, including, but not limited to: children at risk, developmental delays and disabilities. The center will provide comprehensive early intervention services, parent groups, individual sessions and pre-school programs; depending on individual needs; with a strong focus on developing parents as partners in the rehabilitation process.



Early Intervention

Early Intervention is a term, which broadly refers to a wide range of experiences and supports provided to children, parents and families during the pregnancy, infancy and early childhood period of development (Dunst,1996).

Early Intervention is the introduction of planned programming deliberately timed and arranged in order to alter the anticipated or projected course of development (Siegal, 1972).

The term “early intervention” has a literal meaning intervening in a child’s development to provide support at an early time in his or her life. Under the Individuals with Disabilities Education Act (IDEA), infants and toddlers with disabilities who are eligible for early intervention, and their families, can receive early intervention services from the time the child is born until his third birthday. The rules governing early intervention programs are found in a section of IDEA known as Part C, so you may hear them referred to as “Part C programs.”



An effective early intervention program can help meet a child’s needs in five primary areas:

- ✓ Developing ideas, concepts, and knowledge
- ✓ Physical development
- ✓ Communication
- ✓ Social and emotional development
- ✓ Adaptive development

Cross Disability

means, with respect to an independent living center, that a center provides independent living services to individuals representing a range of significant disabilities and does not require specific significant disabilities before determining that an individual is eligible for independent living services.

Importance of Early Intervention

We are passing through time, which has seen rapid changes in the child's mind and progressively taking a long step towards understanding the normal development of the child. There is growing documentary evidence of the adverse effects of disability on a child’s normal developmental development. It is also true that these effects can be reduced or prevented once children have been identified as those at risk or disabled or disabled with early intervention programs.

Therefore, early intervention programs can prevent, treat and correct. Recognizing the importance of early intervention should balance our thinking on this matter. Early intervention programs find their support in a variety of learning ideas and strong research on human development. Looking back on the history of child development, "Predeterminism" - a concept that held genetic and genetic potential as the most important development



factor. In this view, there was only the emergence of development, which was predetermined and unaffected by external influences. Then came the environmental issue compared to care. However, current theories support a strong link between genetic engineering and nature and none of them, in isolation, can report general development. One of the basic structures of previous interventions is that it can bring about positive change and people's symptoms are inclined. It is said that the brain responds to nature (experience) by altering and altering its structure, the first of which is genetically determined. These systematic and functional changes caused by endo native or or foreign influences that can occur at any time during human life history are described as plastic. Central to our article is the plasticity of the learning brain where there are systematic and functional changes due to environmental influences. It is because of this unique plastic brain material that it is able to withstand damage and flexible environment. Therefore, the provision of job specifications in programs is guided by motivation, knowledge and challenges from the environment. Researchers have also suggested that the amount of cortex that resides in a body part is not related to the size of that part but to its sensory or motor sensitivity. Therefore, in humans the fingernails are located in large areas of the cortex and only the toes are small. Many experts have highlighted the rapid growth and development of the first few years of life. We all know of incredible rapid growth and development in the first few years of life.

A few distinct observations of early years of life are:

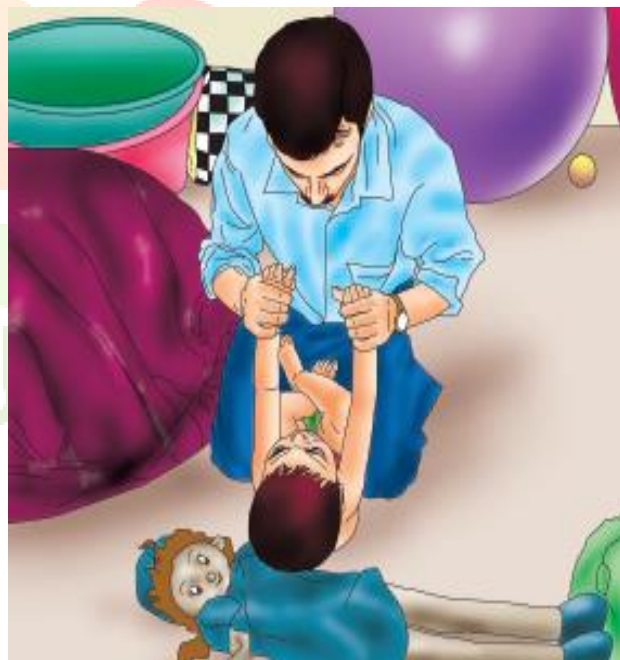
- Myelination is almost completed by 2 years of age.
- Most of the gross motor and a great extent of fine motor milestones are reached.

- The child independently moves about, exploring, manipulating and at the same time learning and acquiring knowledge.
- During the 7-36 months, many young children gain the ability to understand most of the language they end up using in everyday conversation for the rest of their lives. Personality traits are also strengthened by two years. It is said that social patterns are unlikely to change much after two years without the continuation of major changes in the environment.
- It is considered a period of unprecedented growth, following only the time of birth. Development is taking place in all areas on a large scale and is controlled and shaped by environmental influences.



Aims of Early Intervention Programs

- Early identification of infants who are at risk
- Early identification of developmental delays
- Enhancement towards normal development
- Acceleration of rate of development
- Acquisition of new behavior/skills
- Increase in independent functioning
- Early detection and prevention of secondary handicaps
- Minimizing the effects of the handicapping condition
- Cost effectiveness
- Psychosocial support to families



Early Intervention Services

Early intervention programs are run under the auspices of each state, but the agency in charge varies; therefore, the easiest place to start looking for early intervention services may be your local school district. Under IDEA Part C, each state designates a lead agency in charge of early intervention services for infants and toddlers and their families. These agencies often referred to as “Part C agencies”—vary from state to state and may be part of any one of the following state departments:

- ✓ Health
- ✓ Human services

- ✓ Education
- ✓ Rehabilitation

You can contact any of these departments in your province for information about the Part C agency, or you can go to the Find Services tool on this website. A parent organization such as the National Association for Parents of Children with Visual Impairments (NAPVI) can also help you find the right agency.

Recognizing the importance of early intervention, the IDEA also requires states to implement a process known as "Adoption." This is aimed at identifying, identifying, and screening all children with disabilities from birth to 21 years of age, to determine which ones need early intervention or specialized education services. The Child Find Agency of your country may not be the same as the part of the C. You can contact your local regional office or Part C agency for details and start the intervention process early.

The primary reasons for intervening early with exceptional children are:

- ✓ To enhance the child's normal development,
- ✓ To provide support and assistance to the family,
- ✓ To maximize the child's and family's benefit to society.



Eligible for Early Intervention

To determine if your child is eligible for early intervention services, contact your state's Part C agency or a Child Find agency such as the local school district. Each state is permitted to establish its own eligibility criteria for IDEA Part C early intervention services, but must include eligibility for children who are in either of the following two categories:

A child who is experiencing a percentage (as determined by each state) of developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas:

- ✓ Cognitive development;
- ✓ Physical development, including vision and hearing;
- ✓ Communication development;
- ✓ Social or emotional development; or
- ✓ Adaptive development

A child who has a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.

States can also include a child who is considered “at risk” for developmental delay.



Implementing Agencies

Category A: Primary

- (i) All National Institutes under DEPwD
- (ii) All CRCs under DEPwD

Category B: Secondary

- (i) As part of DDRS scheme
- (ii) State Government institutions / hospitals / medical colleges

Need

The rationale and need behind the establishment of this cross-disability early intervention and education center, following facts also support it:

- About 90% of brain development occurs before the age of 3 years.
- After age of 6 years, the brain development is highly restricted.
- Many children at-risk of developing disabilities can be prevented from developing disabilities, if intervened early.
- Early intervention can help reduce impact and severity of disability.
- Associated conditions and additional disabilities can be prevented or reduced with early intervention.
- Appropriate parental intervention can foster proper home-based intervention.
- Parent's coping stage could be facilitated with a quicker movement from shock, denial, anger, bargaining, frustration, and depression to acceptance and empowerment.
- Early intervention can promote inclusion by imparting requisite readiness skills.

Target Group

Primary Target:

- (i) 0-6 years children at-risk
- (ii) 0-6 years children with developmental delay & disability (cross-disability)
- (iii) Parents/Families of children at-risk, developmental disability, with disabilities (cross disability)

Note: Age may extend up to 8 years, depending on the child's needs.

Secondary Target: (Awareness and Training)

- (i) Pre-School Teachers and Principals
- (ii) ICDS Supervisors & workers
- (iii) Health Professionals
- (iv) NGOs
- (v) Rehabilitation Clinics
- (vi) Special Schools



Services for the Entire Family

The needs of the child cannot be separated from the needs of his family. For this reason, early intervention services are designed to help your family feel comfortable and confident as you raise your child. In addition, because parents are the best educators for their child, it is important that you participate in all the services your child receives. You can continue to work with your child at home to reinforce the lessons and skills that early intervention members may have acquired.

Early intervention services begin by assessing your child's needs and what kind of help you and your child need. Early intervention programs use a variety of specialists, including first responders and others and provide a variety of services. Most importantly, a key member of your team and your child is trained in the needs of visually impaired young children - who may be teachers of students with visual impairments. Services can be provided at your home, school or elsewhere in the community, or both.

Types of Early Intervention Services

A wide range of services may be provided through an early intervention program, including

- Assessment and planning, including the development of an Individualized Family Service Plan (IFSP)
- Individualized Education Program (IEP)
- Audiological services
- Vision services including orientation and mobility (body awareness and travel skills)

- Occupational and physical therapy
- Speech and language therapy
- Special instruction services
- Medical and nursing services
- Psychological and social work services
- Health services necessary for the child to benefit from other early intervention services
- Family training, counseling, and home visits
- Transportation to enable the child and family to receive early intervention services
- Community Based Rehabilitation and Teamwork
- Play is a normal activity in the childhood and is widely used in early intervention for children with disabilities. Nevertheless, the overemphasis on using play in early intervention as a means of instruction can be a serious barrier for the development of spontaneous and voluntary play by the child; in addition, in the early intervention, practice play is far from being the only determinant of any learning that takes place.
- Play can contribute significantly in helping children to feel in control with their lives, in using their preferred modes of interaction, and it is also crucial to the development of their self-worth and their competence (Bergen, 1991). The experience of using play in early intervention can contribute for achievement of 'play for the sake of play' for children with disabilities, but to reach this goal, future studies are still needed.



Conclusion:

Play is a very common activity in childhood and is widely used as early intervention for children with disabilities. However, too much focus on using play in early intervention as a teaching method can be a major barrier to the development of spontaneous and voluntary play; In addition, with early intervention, practice play is not the only determinant of any learning that takes place (Smith & Gossom, 2010)., 1991). The experience of using play in early intervention may help achieve a 'play for play' for children with disabilities, but in order to achieve this goal, further studies are still needed.

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