Free essay on intervention strategy

The paper ' Learning Disabilities and Young Children: Identification and Intervention' focuses on the identification of learning disabilities in children at an early age (i. e. from birth through about four years of age) and using effective instructional programs to promote development. Research has shown that intervention efforts are most effective during the critical period of pre-kindergarten years and they are important to establish a learning climate for students.

An instructional program is most effective if it is based on a child's needs and strengths, and also based on current research. Besides having well-defined goals and objectives, it should be based on five quality indicators of successful programs – individualized programming on special needs, research-based designing of instructional models that provides interaction with the natural environment, collaborative partnership to achieve goals, ongoing professional development and regular evaluation and research. Educational programs should capitalize on the child's strengths, should be comprehensive and organized. There should be a close link between intervention and family activities, and also integration with the preschool curriculum. Its overall impact should be such that the progress is meaningful and long-lasting.

The paper explicitly discusses and promotes the involvement of the family or caregiver in the development of a child's learning skills. This is because they are directly involved and witness the learning of the child in the home environment, and can therefore determine the intervention effectiveness well. In fact the home is considered to be the best ' natural environment' to provide educational services to children according to IDEA '04, Part C.

The concept of inclusion is also suggested, where both developing children and those with disabilities are taught together. This system provides appropriate peer models for children with disabilities. To promote a higher level of participation and peer interaction, both kinds of children can be put together in playing games, so that they get to socialize and interact more, as well as explore and learn in a productive way. These kinds of experiences not only motivate children intrinsically but also develop characteristics like teamwork, co-operation and conflict-resolution. Games is a tool that I would like to employ in my teaching as it generates confidence in children and develops social interaction and problem solving skills.

Some very good service delivery models are described briefly in the paper. These have to be child specific. In an inclusive setting the most effective service models are classroom-based, home-based and collaborative consultation, but in some cases pull-out services are essentially required and yield better results. For eg., in some particular cases when a child is pulled out from the classroom setting, to be taught a lesson in-depth, the results are far better as the child gets one-to-one attention and doesn't feel threatened by peers. I fully endorse the fact mentioned in the paper that when a child makes a transition from a service delivery model or setting, it is very important for the information about the child to be transferred to the concerned professional in a timely manner so that the consistency in services is maintained.

The paper also throws light on the efficacy of the instructional programs being based on the use of support services such as AT. Intervention programming has fairly improved with the advancement of technology in this

age. Communication and classroom interaction activities have been more accessible now with AAC systems and really enhance literacy skills and communication abilities in young children. But overall teaching approaches for communication skills have become more contextualized relating to home, classroom and the community. Instead of repeating and having a one-on-one communication, more personal interaction is done by commenting, requesting or rejecting, on a day to day basis, dealing with daily life. I find this a good strategy as it motivates children to use more language and enhances their vocabulary also. They feel confident in talking about everyday situations and things that are around them.

I'm so glad that the paper endorses interactions with families, peers and professionals much more than the use of software programs. There's no doubt that software programs do promote concept development, enhance attention and literacy skills, but involvement of the families and peers is more effective in overall learning development.

Effective reading and behavior programs are vital for improved student performance. Early detection of reading disabilities helps prevent later failures. Research says that when students are given the desired expectations, they behave and respond appropriately. It is important to teach students in a formal way by modeling, role-playing and repetitive practice, and giving them positive reinforcement and consequences. This can be done best by teachers and counselors in school and parents and caretakers at home, as they see a child in various situations throughout each day and thus have so many opportunities to teach. And as teachers and parents give each other feedback about the child's progress and the

instructional strategies being used, it helps in an in-depth assessment and monitoring of data.

Thus all interventions which are selected should be based on the evidence-based practice, current research, child's needs, professional judgment and family preferences. The intervention strategy has to be determined based upon the child's needs and what will be more appropriate. It's important to focus on the child's strengths and keep realistic goals for the child by giving him clear desired expectations. An intervention will be successful only if its bringing about long-lasting and meaningful progress in the overall development of the child.

Reference

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