

PRESCHOOL PARENTS

EARLY INTERVENTION STRATEGIES

Risk Factors

- ⇒ There might be developmental delays.
- ⇒ There might prevail environmental risk.
- ⇒ There might be physical, developmental delays

Early intervention strategies

- Early intervention strategies are geared towards addressing the needs of the children that are suspected of having disabilities at an early age, that is, from birth to 3 years of age

- ⇒ The guardian or parent can help in addressing deficits in self-care, play, social and motor skills among others (Power-deFur, 1997).
- ⇒ Decreasing the gap that might be present in between the child and his or her age-mates.
- ⇒ Prepare the child to attend public school.

Risk Factors

- ⇒ The state ought to provide support services.
- ⇒ The state should provide support funds.
- ⇒ The state ought to provide IFSP services.
- ⇒ The state ought to provide the IEP services.

Roles of the guardian/teacher

The parent can help with the identification process (Gargiulo, 2015). The parent or guardian spends much of the time with the child, and so he or she can tell whether the child is having any issue related to disability

- ⇒ The parent should provide the information concerning his or her child.
- ⇒ The teacher is supposed to encourage the child and ensure that the child does work.
- ⇒ The parents should know their rights.

Time frame

Early Child intervention should be done as soon as either the teacher or guardian notices the child is struggling (Gargiulo, 2015). This kind of intervention is known as an early intervention.

- ⇒ The first step should be a screening of the child to determine whether the child has any disability.
- ⇒ The child should be subjected to initial evaluation.
- ⇒ The next stage is that of the initial evaluation of the family and the child.
- ⇒ If the child in question is found eligible, then the IFSP ought to be written.
- ⇒ Provision of services from age 0 to 3 years and before the child turns three years of age the parents ought to have in place the IEP plan.