

## SURVEY OF EARLY INTERVENTION ON THE LEARNING ABILITY OF SPECIAL INFANTS AND YOUNG CHILDREN

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### Abstract

The present study aimed at to investigate on early intervention programmes and examine the impact of early interventions on the learning ability and young children 3 -5 years old. The investigator has used descriptive survey method for present study. **HYPOTHESIS:** Early intervention had produced positive effect on the developmental child at risk. Early intervention had helped in altering the surroundings of the child. It improved the quality of special education of children. **SAMPLE:** For present study a sample consists of total 15 schools including 40 pre primary elementary teachers in Amritsar area. The learning ability tool was used in this study. The questionnaire tool was designed for teachers at elementary pre primary level **RESULTS:-**The present study result shows that mostly children 3-5 years old who are at developmental risk, have improved their learning ability. Teachers of pre primary schools agreed that early child care programme and early intervention programmes proved to be effective to enhance the survival skills, observational skills, physical skills, social skills, cognitive skills and understanding ability of young children.

**Keywords:** Early intervention, learning ability, Government elementary, private pre-primary schools, special infants and young children



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### Introduction

Early childhood is a crucial period in child's life which lays foundation for further learning and development in language, cognition, motor and socio-emotional domains occurs rapidly in these first years. These areas of development do not operate or develop in isolation, but enable each other and mutually interact as the child learns to become more independent. For instance, As a child learns to see, he will increasingly reach for and play with objects and

thereby develop motor skills and coordination. Biological, psychosocial and environmental factors also crucially affect the structure and functioning of the brain as it is developing. For example, if a child experiences adequate nutrition and is provided with opportunities to play, he or she may progressively explore his environment and interact with his caregiver and by doing so, reinforce his psychosocial development. Furthermore, the time period when these factors influence brain growth are critically important, as there are particular early windows of opportunity that if not harnessed, may prevent optimal brain development and lifelong well-being. (Dunst-1996)

### **Meaning of Early Intervention**

The term “intervention” comes from the ‘*Intervene*’ which means intentionally involved in the situation often problematic and difficult as the to improve and prevent the situation to getting worse .Hence early intervention means intervene in the shortest coming time to resolve the problem that occurred before becoming serious. In early intervention the word “Early” means chronological age of the child. 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, and early childhood period of development. (Chua-2017)

### **History**

Early Intervention has not always been a part of the education for children with Disabilities. Up until the mid 1980’s there was little to no mandate or law for states to follow Concerning Early Intervention for children with disabilities or children at-risk for developing Disabilities. Public Law 90-538 (1986) paved the way to the development of policies . Public Law 90-538, otherwise known as the Handicapped [sic] Children’s Early Education Assistance Act, provided funds to create and improve on programs for young children with disabilities and their parents. This policy also initiated the development of exemplary model programs of Early Intervention practices for Preschoolers and infants with disabilities and their parents. The Head Start program was one of the first Early Intervention programs developed for those children with disabilities. The main Purpose of this act was to experiment with procedures to help identify the most effective Early Intervention procedures to use with young children with disabilities (Peterson 1987).

## **Significance of the Study**

The current study makes an effort towards helping the infants and young children who are at developmental risks. It is kind of initiatives to assist the teacher educator, community and government and encourage them to make policies and provide other resources or early intervention so that the lives of children 3-5 years old can be protected. Since 1990 the child's deaths has been decreased below 5 years old children. Especially, it has been observed that 53 million children are at developmental risk or living with developmental disabilities, sensory impairments, autism spectrum disorder. Many organizations like 'CRC' united nations of the rights children with disabilities, UNICEF, UNESCO focused on provide assistance to children at risk. UNESCO

## **Literature Review**

### **The concept of early intervention**

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

**Siegal (1972)** stated that early intervention is a introduction of planned programming deliberately timed and arranged in order to alter the anticipated or projected course of development .as these services include a range of health care , development, therapeutic, social and cultural services for infants and young children.

**Boocock (1995)** emphasizes that preschool programs are considered most important aspect in early childhood development. Researcher examined the 15 studies early childhood programs that provides most comprehensive information about the influence of early childhood programs on preschool children and children entered in school.

**Gurlanick (1998)** focused on the effects of early intervention on children's cognitive ability and enhancing the children 's social competence. It was concluded that the importance of adjusting the intensity of Early interventions as a consequence prevent the children's disability.

**Moore (2008)** emphasized on teacher should possess core knowledge and skills to work effectively with infants and young children.

**Acar (2015)** researcher observed that nature child interaction tend to develop interaction with their peers and environment and help to develop the cognitive functioning and pro social skills.

**Rebacca (2018)** early intervention works for autism disorder children with special needs . Early intervention are evidence based approach and treatment to maximize the child development gains.

**Gouri (2020)** studied the childhood development in early stage with objectives to assess growth of early childhood development medical intervention such as vaccination , early identification needed to reduce the impact of any types of disorders among infants and young children.

**Hernandez, & Cocola (2015)** research has shown that links between motor proficiency and cognition in school age children. Researcher aimed to determine the association between motor and cognition skills were examined in 32 children of 4 years old including boys and girls using the Breuninks-o-seretsky test of motor proficiency. The result was that early intervention are helpful in motor skill development.

### **Statement of the Problem**

**The Statement of the problem is as follow:-**

**“Survey of Early Intervention Programmes on the Learning Ability of Special Infants & Young Children”**

### **Sample**

In research project , The sample has been randomly selected as it included with total 15 schools from Amritsar district area. The total 40 pre-primary and elementary teachers has been chosen to fill the questionnaire scale. The sample included young children under age 3-5 years old and infants under the age of 2 years old

### **Research Method**

The present study descriptive survey method was used as research design. The investigator has used learning ability tool comprises of 52 items related to different domains of child development such as observational skills, cognition skills, physical ability, and understanding ability. The questionnaire scale was used to collect the data from pre-primary school teachers who are providing early intervention. The questionnaire form has been filled from pre primary teachers of government elementary and private schools. .

### Objectives of the Study

The purpose of this study was to examine early intervention programme for infants and young children. The present study aimed to achieve the following objectives:

- i. To study the effects of early intervention programme on observation ability of infants and young children.
- ii. To study the effects of early intervention programme on sentence completion.
- iii. To examine effects of early intervention programmes on understand ability

### Hypotheses

This study included the following predictions :

1. Early intervention had produced positive effect on the developmental child at risk.
2. Early intervention had helped in altering the surroundings of the child.
3. It improved the quality of special education of children.

### Analysis and Interpretation

Research data analyzes is process of assigning meaning to collected information and determine the conclusion and implication of the study. Data analyzes for tool is subjected to use descriptive analyzes strategies applied on collected data related to learning ability of infants and young children. The percentage and table analyze method was used to answering the research questions. The learning ability scale required ' responses in YES' and 'NO' form.

### The Interpretation of Data Analysis of Items Related To Survival Skills In Relation To Learning Ability of Infants and Young Children Receiving Early Intervention

**Table 5.4**

Items	Responses	%	Responses	%	Total Teachers
1 Children learn self – help skills	31	77.5	9	22.5	40
2 Children learn to play with other	38	95	2	5	40
3 Toilet training given to children	20	50	20	50	40
4 Children learns eating and dressing	32	80	8	20	40

It is cleared that 90% teachers agreed that early intervention services helpful in providing self help skills as children at developmental risk ,try to with other children. The maximum number of teachers 80% admit that children with special needs also knew how to eating and dressing themselves.

### Interpretation of Data Analysis of Items Related To Observational Skills In Relation To Learning Ability of Infants & Young Children

**Table 5.5**

items	Response yes	%	Response No	%	Total Teachers
1 Can child articulate ordinary conversation	27	67.5	13	32.5	40
2 Can child find missing letters in the word	22	55	18	45	40
3 Enjoy simple stories, rhymes, songs	29	72.5	11	27.5	40
4 Can find repeated letters in the word	23	57.5	17	42.5	40
5 Describe his house and surrounding things	18	45	22	55	40
6 Can child respond to questions asked by teachers	26	65	14	35	40
7 Can remember the things	26	65	14	35	40

The above figure shown data analysis on Observational skill in percentage method which indicated that 67% special educators gave consent on the statement that most of the children carried out good conversation as children are able to use senses touch, visual etc. The highest number of special educator (5.5%) evident That many children can able to find missing letters and can find the repeated letters in the word . The wide range of teachers (72.5%) observed that most of the children listen stories very attentively but some teachers (45%) consented that some of the students can tell about their house and surrounding things

### The Interpretation of Scores of Social Emotional Skills In Relation To Learning Ability of Infants and Young Children

**Table 5.7**

Items	Response yes	%	Response No	%	Total Teachers
1 Gets mix well with other children	37	92.5	3	7.5	40
2 Give attention when person Speaking	33	82.5	7	17.5	40
3 Follow the other students in study and while playing	36	90	4	10	40
4 Helps in clean up	29	72.5	11	27.5	40
5 Play with toys	35	87.5	5	12.5	40
6 Show emotions for demanding things	32	80	8	20	40

It can be observed that from above Table 5.7 the majority of teachers around (90 % & 92.5%) agree with the statement that wards with special needs are able to socially and emotionally development. Teachers provided the information that children are easily mix up with students and follow others children in playing. Majority of teachers 80% consented that children at developmental risk show emotions for different kinds of things that they wanted in their life. So early intervention have suitable effect children 's learning ability

**The Interpretation of Data Analysis of Physical Development Skills In Relation To Ability Gain in Area of Gross Motor Skills.**

**Table 5.8**

	Items	Response Yes	%	Response No	%	Total Teachers
1	Able to lift heavy objects	32	80	8	20	40
2	Lift something while sitting	14	35	26	65	40
3	Climbs on climbing things	18	45	22	55	40
4	Stand on one foot	23	57.5	17	42.5	40
5	Can show hand and legs coordination	23	57.5	17	42.5	40

It may be observed that from above Table 5.8 the data has been collected on physical development skills provides the details that the majority of teachers 80% responded that early intervention helpful in enhance the physical ability of young children as they able to lift heavy objects. Around

55.7% teachers responded that children abled to show hand and leg coordination such as Standing on one foot.

**Interpretation of Data Analysis of Scores of Questionnaire on Understanding Ability of the Infants and Young Children**

**Table 5.10**

	Items	Response	%	Response	%	Total
1	Are children took interest what is taught?	34	85%	6	15	40
2	Are children slow learners	31	77.5	9	22.5	40
3	Children listen things attentively	29	72.5	11	27.5	40

It has been considered from above table that 85% teachers agreed upon the statement that most of students had ability to understand the various situation. Maximum 72% teachers admit that children show interest in the learning process but listen attentively in the class.

### **Result and Discussion**

1. The majority of special educators (90%) agreed with the statement that early intervention programmes are effectively. Enhancing the learning ability of children with special needs under the age of 5 years old.
2. The highest percentage of teachers (95%) indicated that the most of the disabled children have adequate Knowledge about self help skills like eating and how to dress .they are no more depends on other for their work.
3. The maximum number of special educators (75%) consented that early intervention programmes help younger students to develop cognitive functioning. They able learn various aspects and use knowledge and experience in different ways. They get to know about concepts of mathematics and English.
4. The wide range of teachers (95%) agreed with the statement that most children with disabilities can able to perform self help skills easily. Half of the teacher admit that sometimes toilet training provided to children with Special needs.
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### **Education Implications**

- Early intervention can enhance the development of infants and young children and help individuals with disabilities reach their full potentials .As it has been explored from the study that the importance of intervention programs, consider the active role if identification of the problem recognized on earlier stage rather than on later stage.
- A broad range of early educational interventions are found to produce meaningful, long lasting effects on cognitive, social, and schooling outcomes



- Early intervention programmes are helping the children to leads independent and secure life.
- Early intervention education assist disable children to socially and emotionally developed in society as they should meet equal opportunities as other normal children and human being get in the society. Government should provide equal rights for children with special needs like right to education, right to live with respect. Society should not considered the disabled children as burden there should need to develop positive relationships and thinking among the people .
- The disabled children should not discriminated on basis of caste , religion and predefined special conditions.
- Government should provide Assistive devices to disable children according special needs of children such as hearing machine, wheel chair for physical handicapped.  
Government should organize special teachers training s and medical camp to facilitate the children with special needs

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