

**"EARLY IDENTIFICATION: AN INTERVENTION STUDY AMONG  
PARENTS"**

**Dissertation submitted to  
Mahatma Gandhi University, Kottayam in partial fulfillment of the requirement for  
the degree of**

**Master of Social Work  
Specializing in  
Family and Child Welfare**

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**CERTIFICATE**

This is to certify that this dissertation titled “Early identification: An intervention study among parents” is a record of genuine and original work done by Nidhy Legi Goerge, Reg. No 210011034062 of IV semester Masters of Social Work course of this college under my guidance and supervision and it is hereby approved for submission.

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## **DECLARATION**

I, Nidhy Legi George hereby declare that the research work titled "Early identification: An intervention study among parents" submitted to the M G University, Kottayam, is a record of genuine and original work done by me under the guidance of Dr. Elsa Mary Jacob, Assistant professor, Bharata Mata School of Social Work, Thrikkakara, and this research work is submitted in the partial fulfillment of the requirements for the award of the degree of Master of Social Work specializing in Family and Child Welfare.

I hereby declare that the results embedded in this research have not been submitted to any other University or Institute for the award of any degree or diploma, to the best of my knowledge and belief.

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## **ABSTRACT**

It is essential to detect developmental delays and disabilities in children at an early age in order to intervene effectively and enhance long-term results. In order to identify early warning signals and find the right support for their children, parents play a crucial role. The intervention study described in these abstract aims to improve parents' capacity to recognize probable developmental difficulties in their kids and to encourage prompt action. The goal of the intervention program is to educate parents about important developmental milestones and the symptoms of delays in cognitive, linguistic, motor, social, and emotional development. Additionally, it will give parents tools for keeping tabs on their child's growth, encouraging positive parent-child interactions, and making referrals for early intervention when appropriate. The findings will add to the body of knowledge on early detection and parental participation and offer evidence-based suggestions for potential intervention options. These findings can be used by policymakers, healthcare providers, and educators to create focused initiatives that improve the role of parents in early detection and give them more authority. Finally, it should be noted that early detection of developmental delays is essential for successful intervention and better child outcomes. With the help of this intervention study, parents will get the knowledge and abilities necessary to spot probable developmental problems in their kids. This study's evaluation of the intervention program's effectiveness will add to the body of knowledge already available and guide future initiatives to support early detection and intervention for children's wellbeing.

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# **CHAPTER 1**

# **INTRODUCTION**

## **1.1 Introduction**

Early detection and intervention are essential to promoting favorable outcomes for people. Early detection of problems or difficulties in child development, mental health, or learning difficulties allows for timely implementation of interventions to address these issues. This proactive strategy enables prompt support and resource delivery, minimizing the issue's potential impact and long-term effects. Early detection and intervention also give people and their families the power to seek the right assistance and create efficient coping mechanisms. In the end, putting an emphasis on early detection and intervention creates the framework for healthier, more rewarding lives as well as a more inclusive society. The goal of this intervention study is to raise parents' knowledge of early child detection and intervention. Parents will have a better knowledge of the significance of early detection and prompt intervention for developmental delays or impairments thanks to the provision of educational resources, workshops, and support groups. The study will evaluate how well these interventions work in giving parents the knowledge and abilities to see possible problems early and seek the right interventions. This study aims to enhance overall outcomes for children by promoting early intervention and encouraging a supportive network for parents to share experiences and encourage one another. It does this through empowering parents as champions for their children's well-being. Children's general growth and wellbeing depend on early detection of parental impairments. It makes it possible for parents, family members, and professionals to offer suitable support and interventions. To ensure that a kid obtains the appropriate support and resources for healthy development, it is crucial to recognize and identify parental limitations in the early years of a child's life. Early detection enables early intervention, which can greatly enhance the child's developmental results. During these critical stages, there are various important techniques to recognize parental deficits in children. Early detection is important for a number of reasons. First off, it enables prompt intervention and support, ensuring that

people get the help they need as soon as possible. This could lead to improved outcomes and a higher quality of life by preventing possible problems from escalating or becoming entrenched.

Furthermore, early diagnosis allows for early treatment of illnesses and ailments, increasing the likelihood of a full recovery and lowering long-term effects. Additionally, it enables the early application of preventative measures, lowering the likelihood of subsequent issues. Overall, early detection offers the chance for proactive and efficient actions, which is advantageous to people, families, and society at large. Early identification is the process of spotting potential problems, difficulties, or developmental delays in people when they are still very young. The vital period from early childhood, which includes the years from infancy to about age six, is often the focus of this work. Children go through rapid physical, cognitive, and emotional growth throughout this time. Early detection is crucial at this age because it enables prompt assistance and intervention, increasing the likelihood of successful results. Children can get the support and interventions they need to overcome obstacles and succeed in their development and future ambitions by detecting and addressing any difficulties early on.

Early detection and intervention are complementary processes that are essential to promoting people's growth and wellbeing. Early identification is the process of identifying and evaluating potential problems or difficulties at an early age, usually in the first few years of life. It focuses on finding warning signs, symptoms, or risk factors that could point to the need for additional testing or assistance. Early intervention, on the other hand, describes the prompt and focused activities made in response to the detected concerns. It entails offering suitable services, therapies, or interventions to address the difficulties found and encourage growth in a favorable direction. Early intervention enables timely and tailored support to improve outcomes and reduce long-term effects, while early diagnosis is an essential first step in identifying possible problems. The well-being and development of people, especially in the early phases of life, depends on early detection and assessment. Early detection is identifying and acknowledging any warning signs, symptoms, or risk factors that could point to problems or issues. It is a proactive approach

meant to spot problems as soon as they arise. Contrarily, assessment entails a thorough analysis of a person's skills, attributes, and areas of concern. It gives a deeper knowledge of their developmental requirements and contributes to the formulation of effective support and intervention plans.

Individuals can receive timely and customized interventions, maximizing their potential for growth and efficiently resolving any possible challenges, by combining early identification with thorough assessment. A condition or impairment that impairs a child's physical, cognitive, sensory, or social functioning is referred to as a childhood disability. It may have long-term effects on a child's growth and day-to-day life and can range from minor to severe. Children with disabilities may be born with them or acquire them as a result of genetic conditions, difficult deliveries, accidents, or illnesses. The mobility, communication, learning, and social interactions of a child can all be impacted by these difficulties. Children with disabilities must receive the proper support, interventions, and surroundings that are inclusive so that they can realize their full potential and actively participate in society. For children with disabilities to thrive and succeed, a supportive atmosphere must be created. This environment must include empathy, understanding, and inclusivity.

There are numerous kinds of disabilities that people can have. Physical impairments that limit mobility, such as paralysis or limb loss, are referred to as physical disabilities. Sensory impairments include difficulties with hearing, seeing, or both. Cognitive functioning and adaptive capacities are impacted by intellectual impairments. Early childhood development is impacted by developmental problems, such as Down syndrome and autism spectrum disorders. Mental health disorders include ailments including bipolar disorder, anxiety, and sadness. Disabilities can also be caused by long-term medical illnesses like diabetes or multiple sclerosis. To enable people with disabilities to thrive and fully participate in society, each impairment requires specific assistance and accommodations. Promoting inclusion and tolerance is essential to ensure that people with disabilities have equal access to opportunities. Genetic factors, prenatal disorders, birth

problems, accidents, and illnesses are only a few of the reasons for disabilities. Inherited diseases like Down syndrome or muscular dystrophy are caused by genetics.

Toxin exposure, infections, or maternal substance addiction during pregnancy are examples of prenatal causes. Disabilities such as cerebral palsy can be caused by birth problems like oxygen deprivation. Accidents and injuries can cause problems later in life, such as spinal cord damage or traumatic brain traumas. Disability might also result from conditions like meningitis or stroke. To lessen the incidence and effects of disabilities and enhance people's general well-being, it is crucial to encourage prevention measures, access to high-quality healthcare, and public awareness. The top five disabilities that are frequently seen in people are: Learning Disabilities: These conditions impair a person's capacity for information acquisition and processing. They may have an effect on a student's ability to read, write, or do math. The symptoms of attention-deficit/hyperactivity disorder (ADHD) include trouble maintaining focus, impulsivity, and hyperactivity. It may affect a person's capacity for concentration, task planning, and behavior control.

The developmental disease known as autism spectrum disorder (ASD) has an impact on behavior, communication, and social interaction. People with ASD may struggle to interact with others, comprehend social signs, and display repetitive behaviors. Limitations in intellectual functioning and adaptive behavior are characteristics of intellectual impairments. They may have an impact on a person's cognitive functioning, communication ability, and capacity for daily living. Speech and language disorders: These conditions have an impact on a person's capacity for successful communication. They might interfere with social connections and academic achievement and show up as problems with articulation, comprehension. Their general well-being and success depend on our ability to comprehend and support people with these disabilities through appropriate treatments, accommodations, and inclusive environments. A learning disability is the most typical form of pediatric impairment. Learning disorders are neurodevelopmental conditions that impair a child's capacity for information acquisition, processing, or usage. They may show up as issues with math, reading, writing, or other

academic skills. Children with learning difficulties may find it difficult to complete things that come naturally to their peers. To help kids with learning difficulties overcome obstacles and realize their full potential, it's critical to detect them early and offer the right therapies and support.

Children with learning difficulties can succeed academically and hone their strengths in other areas with the correct accommodations, techniques, and specialized education. Various problems that impede a child's physical, cognitive, sensory, or social development are referred to as childhood disabilities. Children, their families, and society as a whole frequently face particular difficulties as a result of these disabilities. Children with impairments can overcome challenges and succeed in their personal and academic life, though, with the right support and intervention. Children's disabilities can take many different forms, including but not limited to cerebral palsy, attention deficit hyperactivity disorder (ADHD), autism spectrum disorders, and learning difficulties. The ability of a kid to learn, communicate, and participate in daily activities can all be greatly impacted by these problems. But it's crucial to keep in mind that a child's potential is not limited by their impairment.

In order to address childhood impairments, early diagnosis and intervention are essential. Early detection enables the deployment of specialized interventions, therapies, and educational support that can aid kids in developing the skills they need to succeed. Children with disabilities can gain confidence and a sense of belonging by being raised in a supportive and inclusive setting. To further support the wellbeing of children with impairments, it is crucial to promote understanding and acceptance within society. Children with disabilities can learn alongside peers without impairments through inclusive education techniques, which can help develop empathy, respect, and equality from a young age. Society can provide opportunities for kids with disabilities to participate fully in social, recreational, and educational activities by removing physical and mental barriers. Although they pose special difficulties, childhood impairments do not restrict a child's potential. Children with impairments can succeed by overcoming challenges with early diagnosis, assistance, and a positive environment. Society can build a better future where all children can flourish and contribute their special

gifts and abilities by developing inclusive practices and acceptance. A child's development can be greatly impacted by a variety of diseases and disabilities that affect children in their early years. To identify these diseases early, to intervene, and to provide assistance, it is essential to understand the primary factors underlying them.

In this study, the main causes of childhood diseases and impairments are examined. These causes include genetic, environmental, and sociocultural factors. When it comes to the emergence of developmental diseases and impairments, genetic factors are a major factor. A variety of autism spectrum illnesses, including Down syndrome, fragile X syndrome, and fragile savant syndrome, can be brought on by inherited genetic mutations or anomalies. These diseases, which are brought on by changes in particular genes or chromosomal structures, are frequently present in children at an early age. Early diagnosis can be helped by genetic testing and counseling, which also give families crucial knowledge and support.

Environmental influences can significantly affect a child's development, which can lead to diseases and impairments. Developmental problems like fetal alcohol syndrome or withdrawal symptoms from drugs can result from prenatal exposure to substances like alcohol, tobacco, or illegal drugs. Developmental abnormalities can also be more likely in those who experience maternal illnesses during pregnancy, poor nutrition, or exposure to environmental pollutants. A child's physical and mental health may suffer as a result of adverse childhood experiences (ACEs), which include abuse, neglect, or long-term stress. Conditions like post-traumatic stress disorder (PTSD), anxiety disorders, and behavioral issues might result from these experiences. The impact of negative events must be lessened by providing children with safe and supportive environments. The occurrence and treatment of childhood diseases and disabilities can be influenced by socio-cultural factors, such as socio-economic position, cultural values, and access to healthcare. Children from underprivileged households may be at higher risk because they have less access to resources for good nutrition, healthcare, and education. The ability of a family to seek early intervention and specialized assistance might be impacted by socioeconomic inequities. The impression of and acceptance of childhood



disorders might be influenced by cultural attitudes and ideas towards disability. Better outcomes for children are fostered in societies that embrace inclusive practices and give people with disabilities enough assistance and resources. To ensure that all children, regardless of their abilities, have equal opportunities and rights, advocacy, awareness campaigns, and policy changes are important.

The causes of childhood illnesses and impairments include complex interactions between sociocultural, environmental, and genetic factors. In order to identify impacted children early, intervene, and provide them with support, it is essential to recognize and comprehend these reasons. Society can foster an inclusive atmosphere that fosters the wellbeing and development of all children by addressing these factors comprehensively. Early detection of developmental abnormalities is essential to ensuring that children receive assistance and therapies in a timely manner. As they are frequently the first to detect and identify any signs of unusual development in their kid, parents play a crucial role in this process. In this essay, we'll talk about the important part parents play in early detection and how it affects their kids' overall wellbeing. Observation and awareness: Parents have a special opportunity to monitor their child's growth every day. They spend a lot of time with their child and are able to spot any differences from their usual habits or developmental milestones. Parents who are alert and informed can spot the earliest indications of developmental disorders. These symptoms may include sensory sensitivity, repetitive habits, social interaction issues, and language acquisition delays. Parents can take the required actions to seek expert evaluation and intervention by recognizing these indicators.

Parents are their children's most significant advocates. They should seek professional evaluation. They can take the initiative to request a specialist's, pediatricians, or healthcare provider's professional review if they have concerns about their child's development. Parents play a critical role in getting an accurate diagnosis and early intervention by actively seeking assessments and raising their concerns. Their persistence and active participation help ensure that their child's needs are recognized and met right away. Collaboration with Medical Personnel: Parents have a significant role in the

diagnosis procedure. They offer helpful details regarding their child's behavior patterns, developmental history, and observations, which help medical professionals make an appropriate assessment. Parents contribute to a thorough understanding of their child's strengths and weaknesses by actively engaging in assessments and giving their ideas. This teamwork makes it easier to provide a precise diagnosis and helps with the creation of a successful intervention strategy.

**Emotional Support and Acceptance:** It might be difficult for parents to recognize a developmental issue. They might feel a variety of things, such concern, grief, and perplexity. It is essential for parents to support both themselves and their children emotionally. Parents can traverse the difficulties of the trip by accepting and embracing their child's special needs and looking for emotional assistance through counseling or support groups. Parents support their child's general wellbeing and resiliency by creating a supportive and accepting atmosphere. **Facilitating Early Intervention:** It is possible to begin treatment for developmental abnormalities as soon as they are discovered, which has been demonstrated to significantly advance a child's development. As the child's primary caretakers, parents are essential in putting intervention ideas into practice at home and fostering their child's development. This may entail taking part in treatment sessions, applying suggested tactics, and establishing a structured and encouraging environment. Parents can provide their child the best chances for development by actively participating in early intervention.

The early detection of developmental problems depends heavily on parents. Parents can significantly impact their child's life by observation, advocating, working with healthcare professionals, providing emotional support, and facilitating early intervention. Their proactive involvement and dedication help children receive timely treatments, better results, and overall increased well-being. From birth to puberty, children go through a remarkable and complex process of physical, cognitive, social, and emotional changes. Children learn new skills, knowledge, and talents as they progress through different developmental stages, setting the groundwork for their future development and success. This essay examines the various phases of a child's development, emphasizing

significant turning points and underlying causes that affect development. Infancy (0–2 years): Infants go through a period of rapid growth and development. Significant physical changes occur throughout this time as infants learn to regulate their bodies, hone their motor abilities, and explore their surroundings. Through sensory experiences, children learn cognitive skills such as cause-and-effect relationships and object permanence. Infants socially develop significant bonds to their primary caregivers, setting the foundation for upcoming connections. They start to emotionally express simple feelings like happiness, rage, and grief.

Early childhood (ages 2 to 6) is marked by extensive growth and development in a range of areas. Children's motor skills continue to develop as they continue with their physical development, which allows for improved coordination and physical ability. Children's cognitive growth quickens when they pick up linguistic abilities, partake in imaginative play, and establish a sense of self. They begin interacting socially with their peers and picking up social skills including empathy, sharing, and taking turns. They learn self-regulation techniques and become more emotionally conscious. Middle Childhood (6–12 Years): As children get ready to enter puberty, middle childhood is a crucial time in their development. They go through development spurts, develop their motor abilities, and take part in a variety of physical activities. Further cognitive growth results in improved memory, concentration, and problem-solving skills. They think logically and have a deeper knowledge of topics. Friendships play a bigger role in social interactions, and kids learn to manage tricky social dynamics. They grow more self-aware and more conscious of societal expectations and ideals. They grow more emotionally independent, experience a larger spectrum of emotions, and start to comprehend and control their emotions better. Adolescence (12–18 years): As people transition from childhood to adulthood, adolescence is a time of considerable physical, cognitive, social, and emotional changes. Adolescents develop sexual maturity, go through significant physical change, and go through puberty. Critical thinking, abstract reasoning, and decision-making skills continue to grow cognitively. Teenagers want autonomy and the development of their identities while prioritizing peer interactions in social situations. They experiment with various roles and grow in morals and ideals. They struggle with issues of

identity, go through profound emotional experiences, and pursue independence while retaining relationships with friends and family. Each stage of a child's development contributes to their overall growth and maturation as a person. Children have extraordinary physical, cognitive, social, and emotional changes from birth to puberty.

In order to give children, the support and direction they need as they pass through these developmental milestones, parents, educators, and society at large must have a thorough understanding of these stages. We can create an environment that nourishes children's potential and promotes their holistic development by appreciating the distinctiveness of each stage and the originality of every child. Developmental milestones act as significant checkpoints to chart a child's growth and development throughout time. Physical, cognitive, verbal, social, and emotional development are all included in these stages. Parents, caregivers, and educators can provide children with the right assistance so they can realize their full potential by being aware of and keeping an eye on key milestones. **Physical Milestones:** A child's improvements in their gross and fine motor skills, which are essential to their overall physical development, are referred to as physical milestones. Rolling over, sitting, crawling, standing, walking, and eventually running are among these developmental milestones. The development of fine motor abilities includes tasks like grasping, stacking, drawing, and eventually writing. These developmental milestones are crucial because they provide kids the freedom to explore their surroundings, become independent, and participate in a variety of physical activities. **Cognitive Milestones:** A child's cognitive processes and mental faculties are the subject of cognitive milestones. They entail the development of knowledge, analytical abilities, memory, attention, and abstract thought. Early cognitive milestones include the understanding that objects continue to exist even when they are hidden from view, or object permanence. As kids get older, they learn to think symbolically, play imaginatively, and use logic. The development of a child's capacity for learning, understanding the outside world, and making meaning of their experiences is greatly influenced by cognitive milestones. **Language Milestones:** Receptive language (understanding) and expressive language (speaking) development in children are referred to as language milestones. Infants coo and babble in the beginning stages before eventually saying their first words.

They learn to construct sentences, enlarge their vocabulary, and participate in conversations as they grow. Social milestones: Infants start to form social and emotional ties with their caretakers during the early years. They look people in the eyes, smile warmly, and look for comfort in familiar faces.

A social milestone is having the capacity to participate in different types of play. Children play in parallel with others without having direct interactions during the early years. They advance to cooperative play as they get older, where they actively interact and work together with their peers. Children can practice social skills, problem-solving techniques, and negotiating through play, which helps them become more socially competent and creative. An important part of a child's overall development is socialization. It describes the process by which people get the information, abilities, morals, and behaviors required for productive involvement in society. While a child's socialization is mostly influenced by their parents and close relatives, interactions with peers, instructors, and the larger community can have a substantial positive impact on a child's development. Cognitive growth: Socialization helps children's cognitive growth by introducing them to new concepts, viewpoints, and possibilities for problem-solving. Children can learn new ideas, engage in intellectual discourse, and hone their critical thinking abilities when they interact with others. Children can widen their horizons, develop their linguistic abilities, and increase their capacity for effective expression through socializing. Participating in group activities also stimulates creativity, nurtures curiosity, and encourages a love of learning.

Emotional Development: A child's emotional development is greatly influenced by socialization. There are possibilities for emotional expression, empathy, and self-regulation during interactions with peers and caregivers. Children have the ability to comprehend, control, and respond to their own emotions as well as those of others through socialization. They gain interpersonal skills, meaningful relationships, a sense of belonging, and self-worth through participating in social activities. Social Skills: Children who are well socialized develop the core social skills required for successful societal integration. Through interactions with peers, adolescents pick up crucial abilities for cooperation and teamwork, such as taking turns, sharing, cooperating, and negotiating.

Children learn society norms, values, and cultural traditions through socialization, which helps them respect variety. Children who participate in social activities learn how to communicate, including how to actively listen, how to express their opinions and feelings, and how to resolve problems amicably. The basis for wholesome relationships, effective communication, and fruitful social interactions throughout their lives is laid by these social abilities

.  
Moral and Ethical Development: A child's moral and ethical values are greatly influenced by their socialization. Children learn about justice, fairness, empathy, and moral conduct through their interactions with their parents, peers, and other community members. They internalize social norms and grow to understand right and wrong. Children have the chance to learn about the effects of their acts and make moral decisions through socialization. Additionally, it prepares children to make constructive contributions to their communities by fostering in them a feeling of social responsibility and citizenship.

A child's growth in a variety of categories is greatly influenced by the crucial process of socialization. It promotes moral development, emotional stability, social skill acquisition, and cognitive development. Children need rich socialization experiences, which parents, teachers, and society as a whole must provide. We can help kids develop into well-rounded adults who can successfully navigate the complexities of the world with confidence, empathy, and resilience by providing opportunities for meaningful social interactions. In summary, early detection and intervention are essential for tackling a variety of difficulties and attaining positive results across a wide range of disciplines, including education, healthcare, and social development. A person's overall well-being and quality of life can be greatly enhanced through early identification of possible dangers or problems and the implementation of suitable interventions on an individual and community level. Timely Detection: Prompt identification of potential issues or developmental delays is made possible by early identification. Early detection opens the way for prompt action, whether it's identifying learning disabilities in children, spotting early indications of a physical problem, or identifying social and emotional challenges. Maximizing Potential: Individuals have the chance to realize their full potential thanks to early intervention. Interventions can lessen the effects of developmental delays,

learning issues, or medical conditions by treating problems at an early stage. This strategy encourages the development of skills, improves academic performance, and fosters overall personal development. **Cost-Effectiveness:** Prompt detection and action can result in significant long-term cost savings. Early intervention can lessen the need for later, more extensive, and expensive therapies. Early intervention can also lessen the negative effects that could result from untreated problems, like academic failure, unemployment, or higher healthcare bills.

**Holistic Development:** Early detection and intervention address different facets of a person's development in a holistic manner. This encompasses aspects that are cognitive, physical, emotional, and social. Interventions can offer comprehensive assistance to people, promoting their general well-being and facilitating good life outcomes, by taking into account all these factors. **Benefits over the Long Term:** The advantages of early detection and intervention can have long-term impacts. By tackling problems early on, people can gain valuable skills, increase their resilience, and create healthy coping mechanisms. These advantages may last until maturity, allowing people to lead contented and successful lives.

In conclusion, early detection and intervention are essential for seeing problems early, giving people the help, they need when they need it, and maximizing their potential. We can improve wellbeing, advance inclusive development, and build the groundwork for successful outcomes in a variety of spheres of life by proactively addressing difficulties. In conclusion, educating parents on early detection and intervention is essential for the development and welfare of kids. Early detection enables prompt intervention, which can avert or lessen the effects of behavioral issues, learning challenges, or developmental delays. It helps parents to seek out the proper professional assistance from people like pediatricians, psychologists, or specialists in special education who may offer precise diagnoses, direction, and targeted therapies specifically suited to their child's requirements. Additionally, raising awareness gives parents the knowledge and understanding they need to recognize warning signs and trust their gut feelings. It encourages parents to act right away by assisting them in overcoming stigma, fear, or denial. Parents can gain access to important knowledge, techniques, and resources that

support early diagnosis and intervention through awareness campaigns, workshops, and educational materials. Educating parents on early detection and intervention supports a culture that values and prioritizes the welfare of its children. It promotes early screening initiatives, inclusive learning environments, and easily accessible support services to create a society that is fairer and accommodating to kids of all abilities. In conclusion, parents are empowered to make knowledgeable decisions and take proactive measures to promote their child's development by raising awareness and information regarding early identification and intervention. This benefits not only particular kids but also helps build a more accepting and kind society as a whole.



# **CHAPTER 2**

# **REVIEW**

# **OF LITERATURE**

## **2.1 Introduction**

Early identification is the proactive process of identifying and evaluating clues or symptoms that can point to the existence of a specific illness, requirement, or risk. Early identification enables people to obtain timely treatments, support, and resources that can dramatically improve their long-term performance and well-being by identifying and addressing these concerns at the earliest possible point. Early identification covers a wide range of topics, such as early childhood development, learning difficulties, mental and physical health, as well as social and emotional wellbeing. It seeks to detect potential issues that could impede a person's growth and development and offers chances for customized interventions and support to effectively address these difficulties. Early warning indicators can help us reduce the effects of these challenges, promote resilience, and realize each person's full potential.

This chapter contains review of literature and this chapter of the research covers various topics including early identification, early intervention, disability and types of disability, developmental stages and milestones, socialization etc.

## **2.2 Early identification**

A Systematic Review of Part C Early Identification Studies states that the early identification procedures leading at-risk young children to link with Part C services were the subject of a thorough literature review by the authors. The study's early identification phases were (a) the original population of children aged 0 to 6 years who had received Part C services, (b) screening and/or referral and/or developmental assessment from 0 through age 2 years, and (c) were deemed eligible and/or received Part C services. The authors classified data collection settings as primary (settings for the general population) or specialized (settings for children at risk of developmental delay). 43 papers that included at least two early identification process phases were found by the authors. Briefly stated, when community partners (such as healthcare providers) carry out developmental surveillance activities (such as developmental screening), the identification process starts.

Children who have developmental concerns are referred to EI for an evaluation, which leads to a determination of eligibility to confirm the developmental concern and, for eligible children, promotes enrollment into EI.

Stephen M. Lange & Brent Thompson suggest that a strategy for early screening of kids between the ages of three and five can lead to preventive treatments, including cooperative interventions organized through Parent-professional collaboration. Preventive interventions and screenings would aim to reduce the risk of learning problems during the elementary school years. The purpose of early screening, elements that should be included in quick screening tools for usage from ages 3-5 years, and viable preventative interventions with empirical backing are all covered in the current paper. According to Shivwits (1998), the average age at which children receive tests for learning disabilities is nine years old. The diagnosis of learning disorders is frequently made when kids start exhibiting academic challenges in school. Delayed action may have unfavorable effects and long-term effects on developing academic skills. On the other hand, by referring kids to preventative programs at a younger age, early detection of kids at risk for learning difficulties may offer the chance to lessen the detrimental impacts of delayed intervention.

For kids with reading difficulties, the relationship between an earlier vulnerability and response to treatments has been specifically studied: Children who have a harder time than their peers learning to read fluently start to lose opportunities. Students devote more time to understanding fundamental concepts like phonetic decoding, they should practice reading related speech. This continuously disadvantages beginning readers as they advance through the public education system. Additionally, kids who first have trouble reading passages miss out on the linguistic experiences and subject matter knowledge printed in books. The consensus criteria used to decide how to allocate preventative resources point to the significance of creating prevention interventions that reduce risk for learning disabilities: Priority is given to conditions with a high prevalence and those that are connected to various developmental paths that may lead to undesirable behavior, social, and psychological effects.

### **2.3 Types of Disabilities**

Roald A, Giacomo Vivanti & Diana L Robins suggests that most academics and clinicians believe that early diagnosis of autism spectrum disorder (ASD) is a practical and helpful first step toward enhancing the health of people with autism spectrum disorder and their families. Arguments in favor of early identification efforts include the development of a strong evidence base regarding (1) the outcomes of children detected in the early developmental period, (2) the tools and approaches that facilitate accurate and feasible identification, and (3) the factors that act as barriers and facilitators to successful implementation of early detection procedures, including both societal and individual variables, is a critical challenge in our field in order to address these gaps and controversies. Critical information in each of these topics is provided by the current special edition's the advantages of earlier access to providers offering evidence-based therapies for autism. The field's efforts are useful in discovering markers for both early identification of the condition through early identification efforts and for identification of the disorder later in infancy. This is crucial since some children may not exhibit symptoms until they are 18 or 24 months old, leading to a diagnosis later in childhood. To ensure more children on the spectrum receive early interventions and improve long-term outcomes, it is critical to have a better understanding of the early symptoms in distinct subgroups of children who are discovered and diagnosed at different timepoints.

Early identification of children's special needs: A study in five metropolitan communities describes that Parent interview data for 1726 children in a study of special education programs in five urban school systems revealed how early the children's difficulties were recognized and how the medical system was involved in the diagnosis. Speaking difficulties, learning difficulties, emotional disturbances, mental retardation, sensory problems, and physical and health issues were among the issues. Only 28.7% of the children's difficulties were discovered before the age of five, or 4.5% of the problems overall. The age at identification varied depending on the ailment, ranging from 1 year for Down syndrome and cerebral palsy to a range of 6 years for mental retardation. Although doctors were more likely to notice the less common, more severe deficiencies, they also picked up on 15% to 25% of hyperactivity, emotional disorders, learning challenges, and

"other" developmental issues. The kind, seriousness, and complexity of the illness were important indicators of doctor identification. There were no racial, class, or location biases connected to whether a doctor made the initial identification. The complexity of the issue, its connection to other developmental and health issues, socioeconomic characteristics, and whether a doctor assisted in the diagnosis all predicted age at identification. Medical professionals and educational institutions still have a lot of unexplored territory since early identification is not clearly assumed duty. It is necessary to improve the systematic sharing of accountability for the early detection of disorders that cause developmental disabilities.

According to Orhan Cakiroglu in the past three decades, there has been a significant increase in the proportion of pupils with learning difficulties (LD). More than half of the pupils in special education programs are made up of these students. The methods for identifying students with LD in their early years are the subject of intense debate, in line with the expanding number. Response to Intervention (RtI) is one of the models used to detect students with difficulties early on. This article's goal is to describe RtI's role in the early childhood identification of children with learning difficulties (LD). First, a quick summary of RtI is given, including the most widely used models. A summary of strategies employed by RtI to boost achievement for a variety of pupils is given. Finally, future directions for special education research within a RtI framework are considered.

Within the realm of special education, the issue of identifying individuals with LD has been contentious and hotly debated. Information gathered over the past ten years has demonstrated that the incorrect identification of individuals with LD has detrimental effects on both the education of the individual student and the system as a whole. For instance, according to Vaughn and Fuchs (2005), kids who exhibit academic challenges may lag behind their peers in subject matter if early intervention opportunities, such as extra educational programs, are not properly identified. Early intervention is essential for adolescents who struggle academically since those who receive extra help are less likely to be diagnosed with learning disabilities later on.

Marloes L, Els W. M, Ron H. J states that Children frequently have mental health issues, which are linked to a variety of detrimental effects. While many more will have subclinical symptoms of distress, 8–18% of school-age children in high-income nations will meet the diagnostic criteria for a mental health diagnosis [1]. Many of these kids struggle with what are known as social, emotional, and behavioral issues (SEBDs) in educational settings. The terms used to describe the problems that overlapping groups of children may experience (such as mental health difficulties, psychosocial problems, emotional and behavioral problems/difficulties/disorders) vary across countries and neighboring fields in study and practice. Countries in the Global North are working to recognize and promptly address children's social, emotional, and behavioral needs in order to prevent and lessen unfavorable outcomes. Country-specific duties are shared among many service industries, although they typically fall under the purview of schools, at least to some extent. Schools are thought to be appropriate locations for SEBD detection due to their daily access to all students, monitoring possibilities, and capacity to involve specialists with specialized knowledge. In fact, support resources are regularly made available to families and children with SEBDs through schools. Schools are crucial in identifying and supporting kids who may be at risk for or already have SEBDs. The goal of the current study is to assist schools and their employees in making decisions regarding SEBD evaluations by encouraging better identification procedures and, as a result, better SEBD identification.

The importance of early identification and intervention for children with or at risk for autism spectrum disorders 11 December 2013 describes that the number of children receiving an autism spectrum disorder (ASD) diagnosis has dramatically grown, which has caused diagnostic and intervention concerns to receive more attention. This publication concurs with Camarata (2014) that more evidence is needed to support early assessment and intervention. It does not, however, support the supposition made by Warren et al. (2011) that there are no empirically supported early interventions. There is evidence that reliable diagnosis can occur throughout infancy and toddlerhood, and that the earlier intervention begins, the greater the chance that the child's developmental trajectory will improve. The three general criteria of communicative difficulties, social deficits, and constrained interests/repetitive behaviors have remained part of the autism diagnosis since

Citation Kanner's (1943) first definition of the condition. However, the three core domains of autism were combined into two categories (restricted interests and social communication) when the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) Several sub-categories were also eliminated, including Asperger Disorder, Rett Syndrome, Childhood Disintegrative Disorder, and Pervasive Developmental Disorder-Not Otherwise Specified (PDD-NOS). The fact that ASD is a spectrum condition makes diagnosing it more difficult. Even individuals with severe support needs may exhibit symptoms that overlap with other disorders, such as language delays, non-verbal learning difficulties, and social communication abnormalities. Individuals with ASD who have lower support needs may show similarly to those with other developmental disorders. The prevalence of ASD will probably change once social communication disorder (SCD), which is not included in the autism spectrum, is included. Children who had previously been diagnosed with SCD may have qualified within the autistic spectrum. The DSM-5 has provided, albeit hazy, intensity levels of symptoms in the two domains in an effort to solve the "spectrum" issue. ASD sufferers frequently engage in aggressiveness, temper tantrums, and self-harm. These behaviors are secondary symptoms that arise when main symptoms are not treated even though they do not meet the diagnostic criteria for ASD. Nearly all of the problematic behaviors (secondary symptoms) that ASD youngsters display have a communication purpose. More and more states now have laws requiring private insurance providers to pay for ASD intervention therapy.

#### **2.4 Early intervention**

Gerald Mahoney & Bridgette Wiggers states that Early intervention services must include parents significantly if they are to have a meaningful impact on children's development and social-emotional wellbeing. With a few notable exceptions, the early intervention sector has not succeeded in including parents as active and key mediators of the developmental treatments their children get. The developmental theories that underpin early intervention programs and the far more opportunities parents have to affect their additionally, a growing corpus of empirical research has shown that parent involvement is an essential component of successful developmental interventions. Early intervention approaches must evolve in order to accommodate theory and research findings about parent involvement. The demand

for early intervention specialists devoted to working with families may be best served by social workers in children and family services. This article outlines an early intervention training program that is being included into Case Western Reserve University's master's in social work program. Children's learning and development than educators and interventionists do are incompatible with this failure.

The importance of parent's intervention in early years, December 2017 suggests that the main goal is to emphasize the value of parental involvement and intervention in early childhood instruction. Parental involvement vs academic accomplishment in early childhood programs is what creates the lock and key notion. It is believed that social and cognitive development, which depend heavily on parental involvement. substantial progress will be made with the aid of educators. Additionally, parental early intervention adds value to classrooms and schools by fostering a sense of participation in the choices that have an overall impact on children's education. Additionally, and as a result of parent/teacher collaboration in the classroom and at home, the child's enthusiasm in learning will be stimulated, producing additional beneficial effects. Therefore, in order to support children's complex and developing needs, individuals must highlight the parent's responsibility. All children have important learning experiences before starting school, which have an impact on how well they do once they get there (Garry, 1963). The family is the main entity supplying this experience.

According to M Hielkema 9 August 2011, Children frequently experience behavioral and social-emotional issues. Early detection of these is crucial since it can result in measures that could enhance the child's prognosis. To recognize these issues in early life, a new family-centered approach has been developed in Dutch Preventive Child Healthcare (PCH). Its key characteristics are empowerment of parents to improve the child's developmental environment and consideration of the child's developmental context. However, identifying psychosocial issues in early infants is a challenging procedure. Rapid developmental changes take place throughout infancy, along with behaviors that, while seemingly abnormal to older children, may actually be a typical aspect of growth for babies in addition, as demonstrated by the Bronfenbrenner bioecological model children's



development is always part of a larger environment in which various elements—for instance, the traits of both parents and the child—constantly interact and have an impact on one another. Different factors, categorized as protection factors or risk factors, can affect a child's development in either a favorable or bad way. One example of a protective factor is competent parenting, along with risk factors such as a lack of support. Both risk and protective factors cannot have an impact. The identification process is delicate as well as sophisticated. Alarms going off too early can put parents through unneeded stress, worry, and even stigma. However, if the bell is rung too late, parents may feel misunderstood, lose faith in the caregivers, experience a drop in self-efficacy, and problems may escalate. The parents' declaration of any potential worries is a crucial requirement in order to identify psychosocial issues or risk factors that may have a detrimental impact on psychosocial development. Parental worries have been compared to quality screening tools in terms of accuracy. Asking about psychosocial concerns, expressing support, and listening on the part of professionals are all factors that contribute to disclosure. The new strategy is family-centered, as suggested by its name. According to one definition, this means "placing the needs of the child, in the context of their family and community, at the center of care and devising an individual and dynamic model of care in collaboration with the child and family that will best meet these needs"

In special education guide, discuss that It's normal to feel a little overwhelmed if your child has been recommended for an evaluation for early intervention (EI) services. It's likely that you have never used the EI system before, and if your child has just received a disability diagnosis, you might not be familiar with their condition. Never forget that even while a clinician can identify and treat your child, you are still the best person to do so. You are aware of his or her requirements, preferences, and challenges. A successful individualized family service plan (IFSP) or treatment plan depends heavily on the parent's active participation in the EI program. Establish a network of assistance. This can entail bringing along a dependable family friend or relative to IFSP sessions in order to offer moral support. Another option would be to speak with a lawyer. Given that special education law is a complicated area of the law, it is best to contact a specialist. A special education attorney can assist you in navigating the EI procedure, negotiating on your family's behalf

with the IFSP team, and assisting you with dispute resolution, whether through mediation or a due process hearing. For a list of local special education attorneys, get in touch with your school district, or ask the special education advisory council of your state for recommendations. Try to erase the usual picture of individuals sitting in a circle commiserating from your thoughts as you search for local parent support groups. Yes, a support group for parents of special needs children may provide much-needed emotional and social support, but it can also assist you in fighting for your child's rights. You can find nearby resources by networking with other parents who are in similar circumstances. These parents can assist you in navigating the bureaucracy since they have experience with the early intervention and special education procedures. If there isn't a parent support group in your region, think about starting one. Ask other parents whether they would be interested in pooling their resources at your child's daycare facility, playgroup, and library. The IFSP is not the end of your involvement in the EI process. Work closely and cooperatively with the service providers. If they don't give you progress reports on a regular basis, ask them to. In order to help your child more effectively at home, ask if you can witness therapy sessions. To help your child in areas like cognition, communication, social development, or other difficulties, find out what activities you can perform at home with them. By doing this, you can hasten your child's development and raise his or her standard of living.

## **2.5 Disability**

Disabled world, defines disability as A condition or function that is assessed to be significantly diminished in comparison to an individual's or group's norm qualifies as a handicap. The phrase is used to describe how a person functions, including how they are affected by physical, sensory, cognitive, intellectual, and behavioral health impairments as well as different kinds of chronic diseases. Disability classifications take into account how social and physical environmental factors influence the consequences of disabilities. Even when two persons have the same type of handicap, it might still affect them differently. Some disabilities, referred to as invisible disabilities, may be concealed. Disabilities can take many different forms. A condition or function that is assessed to be significantly diminished in comparison to an individual's or group's norm qualifies as a handicap. The

phrase is used to describe how a person functions, including how they are affected by physical, sensory, cognitive, intellectual, and behavioral health impairments as well as different kinds of chronic diseases. Disability is viewed as a multifaceted experience for the individual affected. Organs or other body components may be affected, as well as a person's ability to participate in other aspects of life. The health aspects of functioning and disability are categorized by the International Classification of Functioning, Disability, and Health, or ICF. On May 22, 2001, the World Health Assembly gave its approval to the International Classification of Functioning, Disability, and Health, or "ICF." The International Classification of Impairments, Disabilities, and Handicaps, or ICIDH, was first developed in 1980 by the World Health Organization in order to establish a unified framework for identifying the health-related aspects of functioning and disability.

According to WHO, being disabled is a natural part of being human. At some point in their lives, almost everyone will become disabled, either temporarily or permanently. 1.3 billion individuals worldwide, or 16% of the population, are thought to be significantly disabled at this time. This number is rising in part as a result of noncommunicable disease prevalence and population aging. Disability is the result of a person's health condition, such as cerebral palsy, Down syndrome, or depression, interacting with personal and environmental circumstances, such as unfavorable attitudes, inaccessible public transportation, and a lack of social support.

Around the world, 1 in 6 people, or 1.3 billion people, are thought to have a major impairment. Due to health disparities, people with disabilities endure more limitations in daily functioning, poorer health, and earlier death than the general population. The unjust conditions that disproportionately affect people with disabilities, such as stigma, discrimination, poverty, exclusion from opportunities for education and employment, and obstacles within the healthcare system, are the root cause of these health disparities. WHO seeks to promote and completely integrate disability inclusion in the healthcare industry. It aims to guarantee that people with disabilities: have equal access to quality healthcare, participate in planning for and responding to health emergencies, and can access public health initiatives that cut across sectors to achieve the highest possible standard of health.

On December 2, 2022, the World Health Organization will release the Global Report on Health Equity for Persons with Disabilities, which offers Member States and development partners updated data, analysis, and recommendations on including people with disabilities in the health sector. This is in accordance with World Assembly Resolution 74.8. The resolution further requests that WHO create technical guidance to assist Member States in taking steps to achieve the highest level of health for people with disabilities. In order to advance its mission to promote health, keep the world safe, and assist the most vulnerable, WHO aspires to be an inclusive organization by creating a conducive environment in which people with disabilities can fully and effectively participate on an equal basis with others. WHO released its policy on disabilities and an implementation plan in December 2020. The United Nations Disability Inclusion Strategy will be implemented across WHO using these documents as the roadmap. This will guarantee that disability inclusion is consistently and methodically included into all elements of WHO's operational and programmatic activity.

Yale University describes Visual impairments can range from minor to severe visual loss in one or both eyes, or even total blindness in both. Some people have diminished or no sensitivity to certain hues, color blindness, and brightness sensitivity. These consist of hue blindness is the inability to discern between colors, typically between red and green or yellow and blue, or even between any hue at all.

Blurred vision, seeing only the center of the visual area, seeing only the margins of the visual field, and cloudy vision are all examples of low vision. Blindness is a severe loss of both eyes' vision. Cognitive, learning, and neurological problems include behavioral, mental health, and neurological issues. They affect how effectively information is processed and understood by people. These consist of: ADHD is characterized by difficulties concentrating on one thing, focusing for extended periods of time, or being easily distracted. Autism spectrum disorder (also known as "autism," "Asperger syndrome") affects a person's ability to engage and communicate socially. Disabilities related to mental health, such as anxiety, delirium, schizophrenia, and mood disorders. These problems may make it difficult to concentrate, process information, and comprehend

it in terms of web accessibility. The often-prescribed drugs might have side effects including memory loss, tremors in the hands, and blurred vision. Memory impairments include short-term memory loss, long-term memory deficits, and poor language recall. Hearing impairment that is mild to moderate might affect one or both ears. When it comes to audio content, even a partial loss or difficulties can be troublesome. These consist of: A modest to moderate hearing impairment in at least one ear is considered hard of hearing. Deafness is a severe hearing loss that affects both ears and cannot be treated. Physical or "motor" problems are characterized by muscle tremor and weakness. Involuntary motions, such as tremors, poor coordination, paralysis, sensory limits, joint problems like arthritis, discomfort that restricts movement, and limb loss are a few of these. These consist of: Amputation is the loss of a digit, a limb, or other body part. Joint inflammation and destruction are symptoms of arthritis. Loss of control of a limb or other body part is referred to as paralysis.

## **2.6 Developmental stages and milestones**

According to Cleveland clinic, Child development is the study of how kids develop and change. From birth to age 18, developmental phases are divided into five time periods by experts. Healthcare professionals anticipate that children will reach specific developmental milestones at each stage. The right support can be given if the source of any delays is found and understood. How your child develops throughout time is referred to as growth and change.

Four domains of infant development are divided by experts: Strength and physical prowess are considered to be physical growth. In order to develop cognitively, one must think and solve problems. Communication and comprehension are key components of language development. The behaviors that identify phases of typical growth are known as developmental milestones. Every child grows at their own rate. But as they grow older, the majority of kids experience certain changes at around the same period. In a baby's first year of life, developmental milestones might include: purposefully grinning, seated without assistance, a final wave, transferring items between the hands, the change from crawling to walking. Child development phases are commonly divided into five eras by healthcare

providers: From birth to 18 months, youngsters learn how to recognize familiar faces, use simple utensils, and read facial expressions. They might even pick up a few words and be able to stand and walk by themselves. Children may begin pretend play, playing with other kids, or following two-part instructions between the ages of 18 months and 3 years. They might sprint, hurl balls, or utter well-known names. Children begin naming their likes and dislikes at this age, as well as beginning to count to ten and recognize colors. 3 to 5 years. They would be able to sing nursery rhymes, recall their name and address, and engage in independent play on a playground.

Child development guide: Ages and stages describes Growth and development encompass not just the physical changes that happen from infancy through puberty, but also some of the emotional, personality, behavior, thinking, and speaking changes that kids go through as they start to comprehend and engage with the world around them. Developmental milestones include abilities like the first step or the first smile. Children progress in their play, learning, speaking, acting, and physical development. These milestones provide you a basic indication of the changes to expect as your child grows, while every child develops at their own rate. The following categories can be used to classify developmental milestones: Language and Communication Dressing Skills, Visual and fine motor skills, Grooming Techniques. Children mature at their own rate. Children come in a variety of healthy forms and sizes. The factors that affect a child's height and weight include genetics, gender, nutrition, physical activity, health issues, environment, and hormones. Many of these factors might differ significantly from family to family.

Child development refers to the stages that a child goes through from birth till they become adults. Children start out as infants and develop the abilities to adapt and function throughout their development. To ensure a child's entire development, developmental milestones should be closely watched. The stages of child growth, developmental screening, and the interprofessional team's use of it are covered in this article. The intricate process of child development starts in the womb and lasts until adulthood. It is influenced by biology and the environment, which can have a favorable or negative impact on it. The level of development a person had as a youngster has a significant impact on their mental

health. It's critical to monitor a child's growth to make sure it's appropriate. Parental observations, regular visits, and screening instruments are the main methods used for this by parents and primary care physicians. The appropriate services should be set up as soon as a gap or delay is found in order to maximize a child's wellbeing and, by extension, the wellbeing of the future adult.

## **2.7 Socialization**

According to Lumen Learning, Socialization is the process by which people learn how to function effectively in a society. It explains how people learn about cultural expectations and standards, how they grow to believe what society believes, and how they become conscious of societal ideals. Socialization is a sociological process that happens through socializing; it is not the same as socializing (interacting with people, such as family and friends). Both individuals and the societies in which they live depend on socialization. Social connection gives us as people a way to gradually learn how to perceive ourselves through the eyes of others, as well as a way to discover who we are and how we fit into the greater world. Additionally, in order to succeed in society, we must learn the fundamentals of both material and nonmaterial culture, including everything from how to dress oneself to what is appropriate clothing for a particular occasion; when and what to sleep on; and what is considered appropriate to eat for dinner, as well as how to prepare it. The socialization of people is essential for society to operate. Every community depends on socialization to maintain its survival, even though how it happens and what is communicated in terms of cultural norms and values varies.

M Pescaru states that, Individual growth and personal influences, such as the individual's reception and interpretation of all social messages as well as the dynamics and content of social influences, are both aspects of the interactive communication process known as socialization. Socialization is a complicated process that is founded on the notion of social learning, which identifies assimilation of social experience as a fundamental mechanism of learning. Man, and society are an inseparable oneness despite maintaining some individuality, and society is created by interactions among its members. Social learning, culture, and other concepts are used in literature to define the word "socialization." All of

these phrases refer to a process whereby the young infant becomes more human by learning human behaviors.

According to Centre for disease control and prevention, As, a parent, you nourish, safeguard, and mentor your kids so they have a solid start in life. The process of parenting involves preparing your child for independence. There are numerous things you can do to support your child as they mature and thrive. You can learn more about your child's growth, healthy parenting, safety, and security by visiting the sites provided.

### **2.8 Conclusion**

Early identification is an essential step that promotes the best possible growth, wellbeing, and success for people across many domains. By spotting early warning indicators, we may offer prompt interventions and assistance, releasing people's potential and enabling them to succeed. We can develop efficient systems that prioritize early diagnosis and intervention by working together as professionals, lawmakers, educators, healthcare providers, and families, paving the way for a better future for future generations.



# **CHAPTER 3**

# **METHODOLOGY**

### **3.1 Title**

“Early identification: An intervention study among parents”

### **3.2 Introduction**

Early identification is essential in many facets of life, such as education, healthcare, and personal growth. It entails the practice of identifying and attending to any difficulties, dangers, or requirements in people as early as possible. Early intervention measures can be applied by quickly recognizing problems, increasing the likelihood of successful outcomes. Early identification is an effective tool for empowering people to overcome challenges and realize their full potential, whether it relates to spotting learning disabilities in children, spotting health hazards, or spotting developmental delays. The relevance of early identification and its profound effects on people's lives are examined in this essay. Early detection is crucial in the world of education for guaranteeing the best possible learning outcomes. Educators can adapt education to match the needs of each student by early detection of learning challenges, cognitive impairments, or behavioral problems. Early detection allows for the implementation of focused treatments that can greatly improve educational outcomes, such as specialized educational programs, personalized support, or therapy. Additionally, it enables prompt remediation and aids in preventing academic disparities from growing. Students are empowered to achieve their full academic potential when problems are handled quickly, creating a welcoming and supportive learning atmosphere. In healthcare, early detection is equally important. Early sickness, illness, or health risk detection is involved in order to enable rapid treatment and enhance prognosis. Healthcare practitioners can spot potential health disorders before they show symptoms or develop into more serious conditions through routine screenings, medical evaluations, and genetic testing. This makes early intervention techniques like dietary changes, medication, or surgical procedures possible, which can stop or slow the spread of diseases. Early detection also lowers healthcare expenses by avoiding the need for expensive therapies or prolonged hospital stays.

### **3.3 Statement of the problem**

The issue at hand is that parents are not aware of early detection and intervention techniques for their kids' developmental, behavioral, or academic difficulties. This ignorance prevents parents from acting promptly and effectively to address possible problems and give their kids the support they need at critical phases of development.

In order to address problems and maximize positive results, parents play a significant role in their child's development and wellbeing. Early identification and intervention are also essential. The symptoms and indicators that may point to the need for early intervention are often unknown to parents. Without this information, they may pass up crucial chances to get the right expert assistance or put plans into place that can have a good impact on their child's development. Parents' lack of knowledge might also cause them to put off asking for help and support, which can result in missed opportunities for early intervention. Research has repeatedly demonstrated that identifying and helping children with developmental, behavioral, or learning challenges early on can dramatically enhance their long-term outcomes. Therefore, it is critical to educate parents about the value of early detection and intervention and to provide them with the information and tools they need to respond appropriately.

Parents can actively promote their children's wellbeing by addressing the issue of limited awareness, spotting possible problems early, and seeking suitable remedies. This can therefore result in better developmental outcomes, more accessibility to support resources, and an overall improvement in the quality of life for kids and their families.

### **3.4 Significance of the study**

The study on raising parental awareness of early detection and intervention is very significant because it deals with a critical area of child development and wellbeing. The study attempts to equip parents with the knowledge and abilities necessary to recognize

any developmental delays or difficulties in their children at an early stage by concentrating on raising parental awareness. The results for children, including their cognitive, social, and emotional development, have been shown to significantly improve with early detection and prompt interventions and support.

This study has the potential to favorably affect the lives of countless children and their families by bridging the gap between parents and professionals, building a culture that values early intervention and nourishes the potential of every child.

### **3.5 Aim of the study**

- The study aims to enhance awareness among the parents about early identification.
- To understand the level of awareness of the participants.

### **3.6 Research objectives**

#### **General objective**

To enhance the awareness among the parents on early identification and to assess the level of awareness

#### **Specific objectives**

- To study about the socio demographic profile of the respondent
- To provide guidance on early intervention strategies
- To enhance understanding of available resources
- To educate parents about the importance of early identification and intervention
- Assess the awareness on early childhood education of the respondents

### **3.7 Definition of concepts**

- **Early identification**
  - Theoretical definition: Early identification describes the capacity of a parent, educator, health care provider, or other adult to spot developmental milestones in kids and appreciate the importance of early intervention.

- Operational definition: Early identification is the process of quickly identifying particular symptoms, warning signs, or risk factors linked to a condition or problem in order to enable fast intervention or additional testing.
  
- **Early intervention**
  - Theoretical definition: Early Childhood Intervention (ECI) offers specialized care and support to infants, children, and families of those with developmental delays in order to foster growth, wellbeing, and social interaction.
  - Operational definition: Early intervention entails providing timely, focused support or services to meet a person's early developmental, health, or educational needs.
  
- **Parent**
  - Theoretical definition: A parent is someone who creates and raises a new life until it can stand on its own.
  - Operational definition: A parent is a person who is legally or biologically obligated to care for, nurture, and educate a kid.

### **3.8 Research design**

The method used in this research is pre-experimental one-shot case study

### **3.9 Universe**

The universe of the study includes parents who are between the age of 40-60.

### **3.10 Sampling**

In this study researchers used Purposive sampling. Researchers purposely select the parents for providing awareness about early identification.

### **3. 11 Inclusion criteria**

Parents or other primary caregivers of kids in a certain age range

### **3. 12 Exclusion criteria**

Parents who have previously taken part in similar intervention programs

### **3.13 Pilot study and pre-test**

The pilot study is conducted to assess the knowledge of the respondents about the particular topic of the study. Researchers select a small sample of parents, conduct an intervention programme with them and collect the feedback. Researchers went through various articles and journals and made an interaction with the faculty guide to understand the feasibility of the topic.

### **3. 14 Tool of data collection**

Researcher used questionnaire as the tool of data collection

### **3. 15 Method of data collection**

Researchers used questionnaires for data collection. There 39 questions and it includes socio- demographic details and also related to early identification and intervention, stages of development, importance of socialization, childhood milestones etc.

### **3. 16 Data analysis and interpretation**

Researchers used SPSS for data analysis and interpretation.

### **3. 17 Limitations**

- Researchers feel it is difficult to find the targeted group. It was a time-consuming process.
- Researchers found it difficult to do the SPSS. Because researchers did not have enough technical knowledge about the SPSS.

**3. 18 Chaptarization**

Chapter 1 - Introduction

Chapter 2 - Review of literature

Chapter 3 - Research Methodology

Chapter 4 - Data Analysis and Interpretation

Chapter 5 - Findings, suggestions and Conclusion

**CHAPTER 4**  
**ANALYSIS**  
**AND**  
**INTERPRETATION**



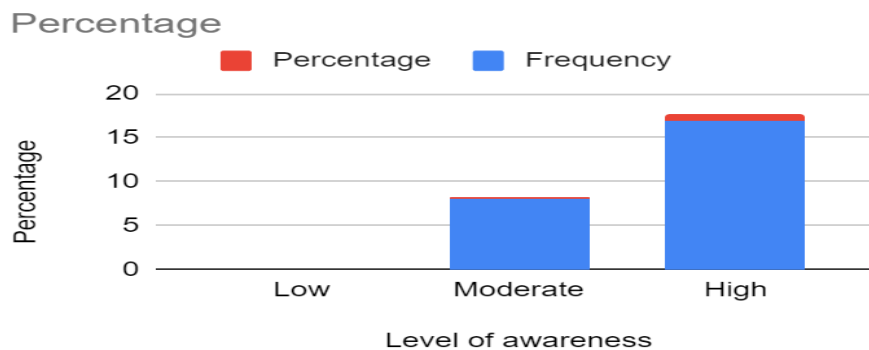
**Socio demographic data of respondents**

The data given below shows the socio demographic details of the respondents.

**4. 1 Level of awareness of the respondents**

Level of awareness	Frequency	Percentage
Low	0	0%
Moderate	8	32%
High	17	68%

Total no: of respondents - 25

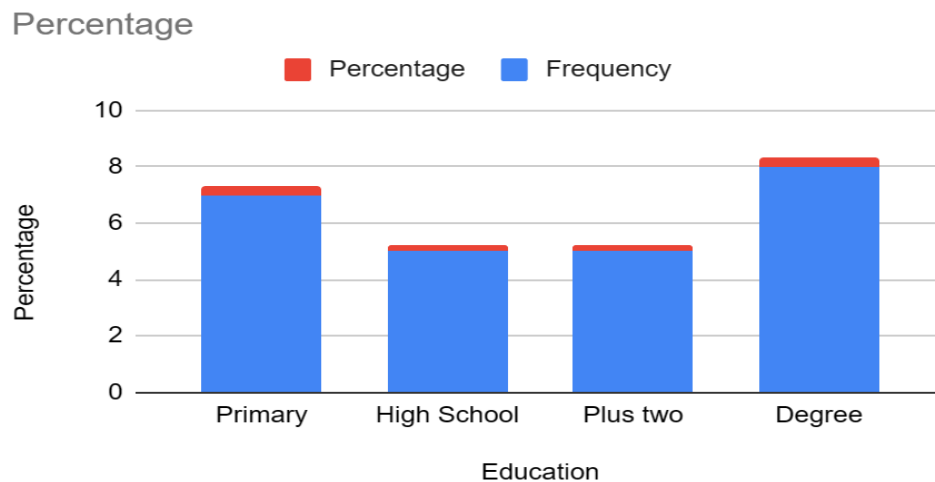


From this diagram it is clear that participants have a high level of awareness. The high level of awareness constitutes 68%, the moderate level of awareness constitutes 32% and the low level of awareness constitutes 0%. The total respondents is 25. All of the participants are parents and they have sufficient knowledge about the importance of early identification. The diagram shows that the low level of awareness is 0%. It means that the participants are aware about the developments of their child.

**4. 2 Table showing educational qualification of the respondents**

Education	Frequency	Percentage
Primary	7	28%
High School	5	20%
Plus two	5	20%
Degree	8	32%

Total no: of respondents- 25

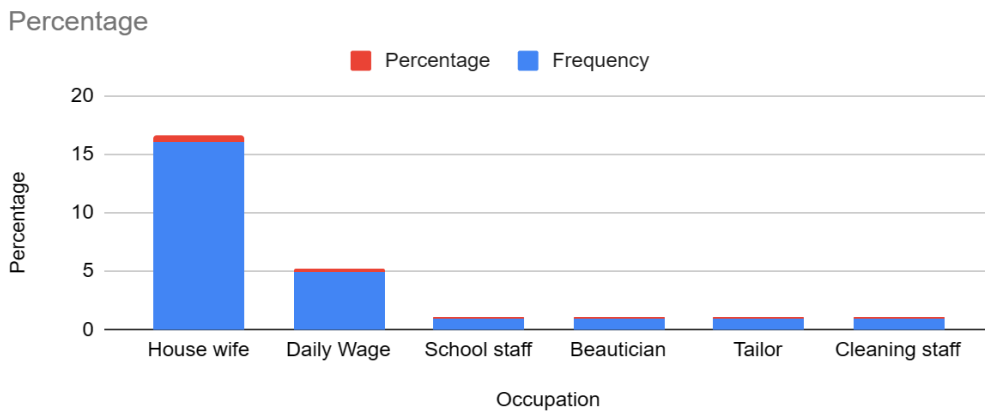


The table shows that 32% of the respondents have studied degree, 20% have studied plus two, 20% have studied high school and finally 28% have studied primary school. Most of the participants have studied above plus two. If one person got enough education there is a chance for getting more knowledge like early identification and intervention. So, including these kinds of knowledge in the education system helps an individual to acquire more knowledge and also helps their future life.

**4. 3 Table showing occupation of the respondents**

Occupation	Frequency	Percentage
House wife	16	64%
Daily Wage	5	20%
School staff	1	4%
Beautician	1	4%
Tailor	1	4%
Cleaning staff	1	4%

Total no: of respondents - 25

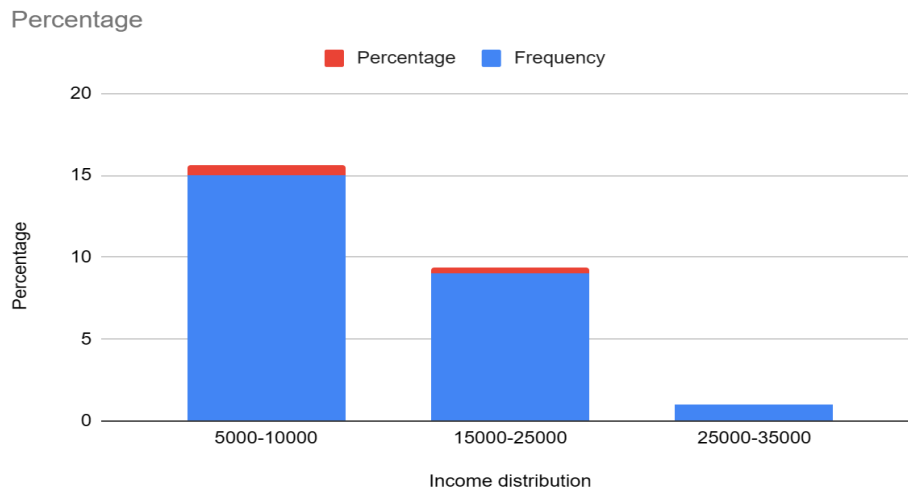


The table shows that most of the participants are housewives. It constitutes 64%. 20% constitutes daily wage and the school staff, beautician, tailor, cleaning staff constitutes 4% respectively. The knowledge about early identification helps those who are working in school settings also.

**4.4 Table showing income distribution of the respondents**

Income distribution	Frequency	Percentage
5000-10000	15	60%
15000-25000	9	36%
25000-35000	1	4%

Total no: of respondents - 25

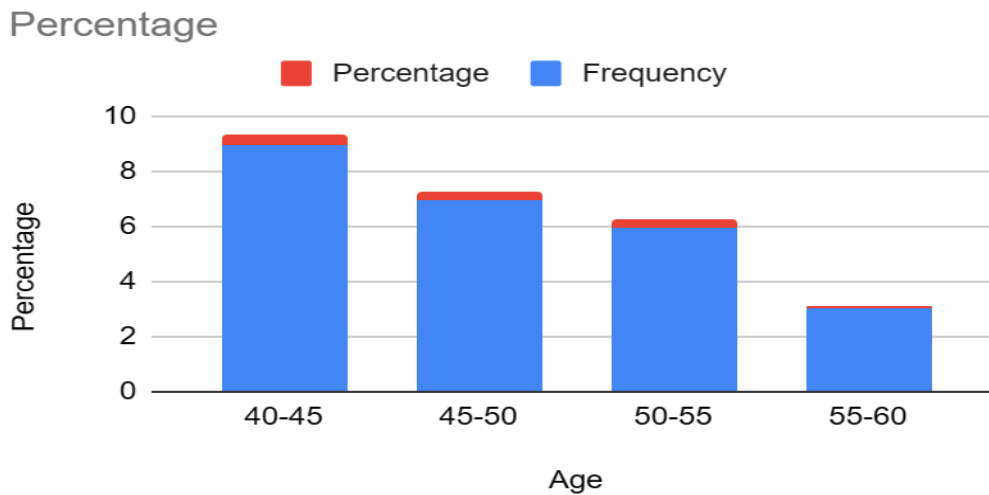


The table shows that most of the respondents have a low level of income. It constitutes 60%. Because most of the participants are housewives and they have no other sources of income. Those who belong to 15000- 25000 constitutes 36% and 25000- 35000 constitutes 4% only.

**4. 5 Age wise distribution of the respondents**

Age	Frequency	Percentage
40-45	9	36%
45-50	7	28%
50-55	6	24%
55-60	3	12%

Total no: of respondents - 25

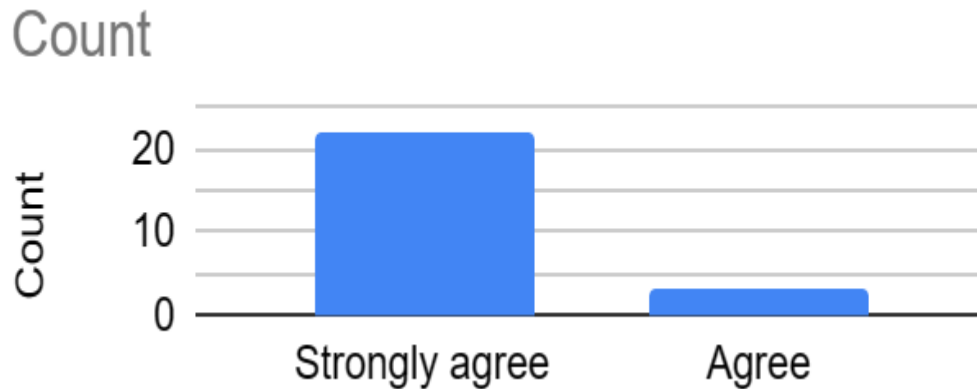


The age wise distribution shows that most of the participants belong to the age between 40 - 45, it constitutes 36%. Those who belong to the age group 45- 50 constitutes 28%, those who belong to the age 50 - 55 constitute 24% and finally those who belong to the age 55 - 60 constitute 12%. Thus, more parents are middle aged and the knowledge of early identification and intervention helps them for building the future generations.

**Relevant questions related to early identification and intervention**

**4.6 In the first month after birth, babies see everything in black and white.**

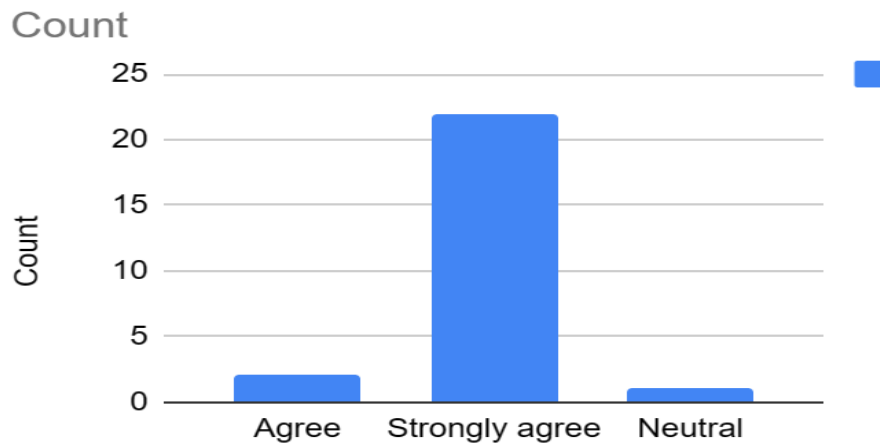
- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree



From the diagram it is clear that the participants are aware about the vision of a new born child. Most of them strongly agree with the question. Some of them agree with the question. By analyzing the diagram, we can understand that no one has any doubt regarding the vision of a new born child. All the participants are parents and they have children. So, they can easily connect with the question.

**4.7 In the first month after birth, the child can see only 4 to 12 inches away.**

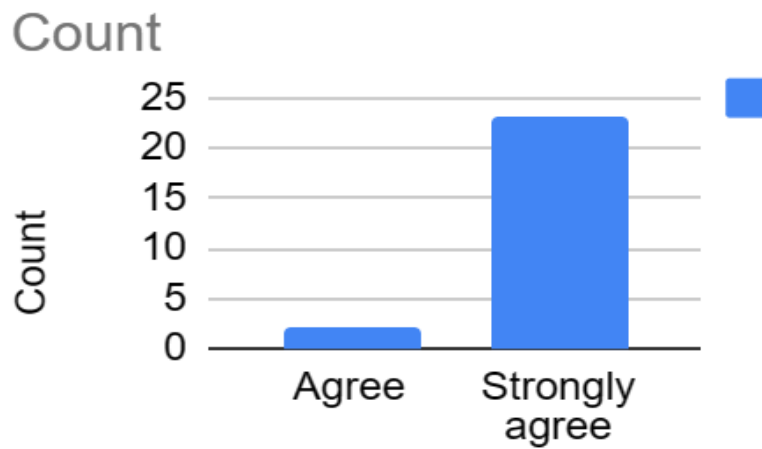
- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree



The above diagram shows that most of the participants strongly agree with the statement. Some of them agree with the statement. Remaining participants did not have knowledge about this. So, it is important to know about the vision of a new born child. It helps the parents to understand whether their child has any problems related to vision.

**4.8 The child begins to sit on his own between 7 and 9 months.**

- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree

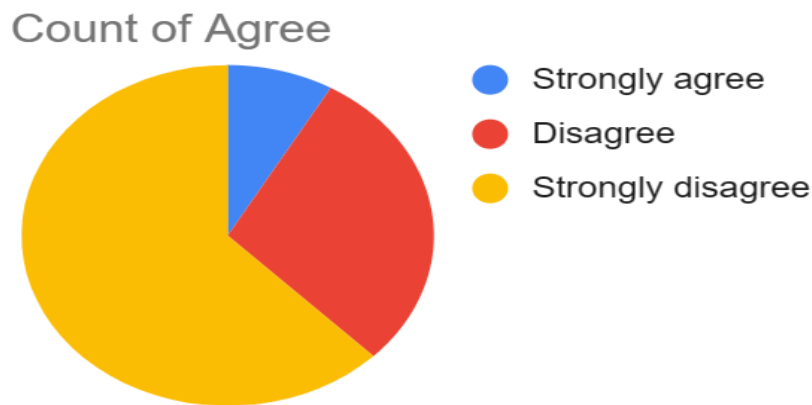


From the above diagram it shows that most of the participants strongly agree with the question. Some of them agree with the question. So, it is clear that most of the participants are aware about the milestones of a child. Understanding the milestones help the parents to understand whether their child is facing any issues related to their development.



**4.9 The child begins to recognize the mother at 4 to 6 months.**

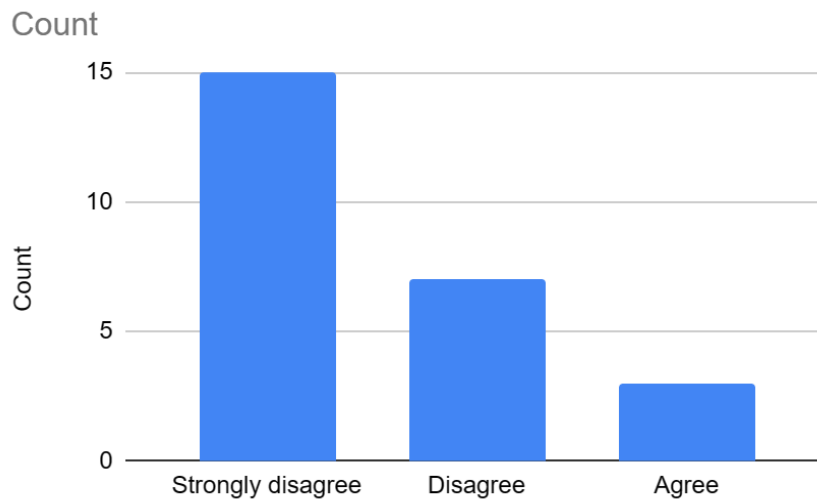
- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree



By analyzing the above diagram, it is clear that most of the participants strongly disagree with the question. Some of them disagree with the question. But the remaining participants strongly agree with the question. So, from this diagram we can understand that some of the participants are not aware about the question. In some cases, there are changes. But the delays continue, so it is important to consult a doctor.

**4. 10 Mother's illnesses and stress during pregnancy do not affect the child's mental health**

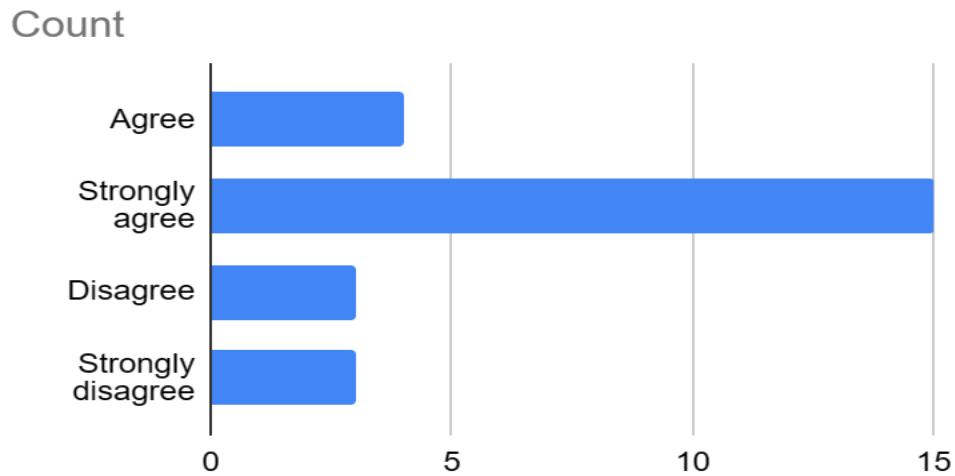
- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree



From the above diagram it is clear that participants are aware about the importance of mental health and they have sufficient knowledge about the importance of mental health at the time of pregnancy. But some of the participants agree with the question. They do not have enough knowledge regarding mental health.

**4. 11 The baby falls down between 4 to 6 months**

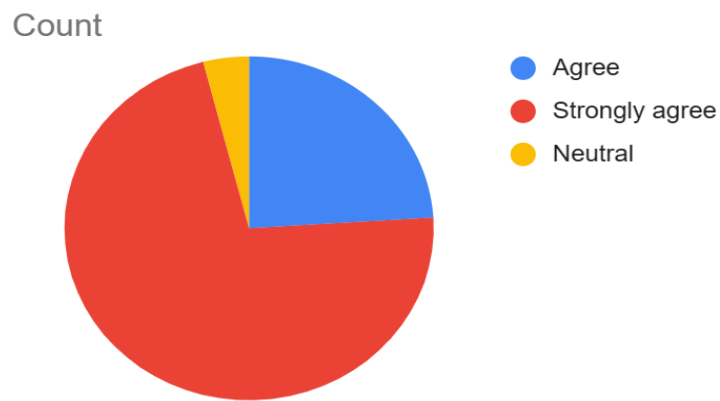
- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree



The above diagram shows that most of the participants strongly agree with the question and also agree with the question. The participants also strongly disagree and agree with the question. It shows that some of them have confusion regarding this developmental process. It is also an important factor that helps for the parents to identify that their child is facing any disabilities.

**4. 12 Children who interact with other children start talking sooner than adults**

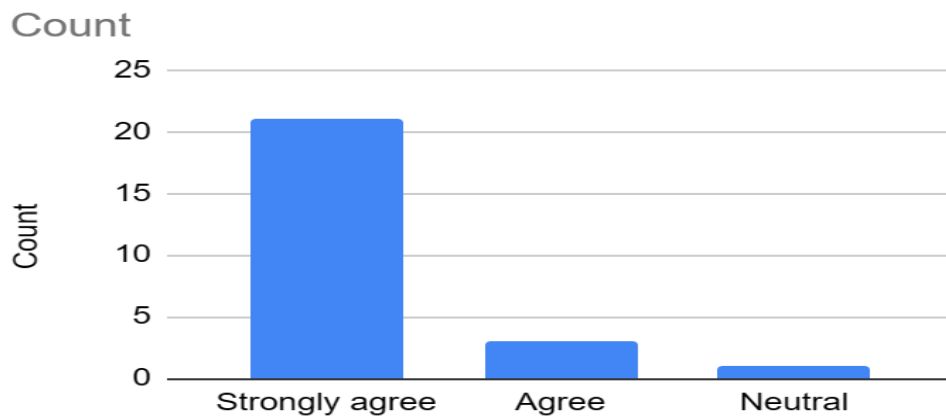
- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree



By analyzing the above diagram, it is clear that participants are aware about the task. Most of them strongly agree with the question and also agree with the question. But some of them are not aware of this. Maybe they have a single child and they have no other option to observe it. So, in this case play is an important factor. While playing with the other children there is a chance of developing the language skill.

#### 4.13 Parents and teachers can play an important role in fostering children's mental health

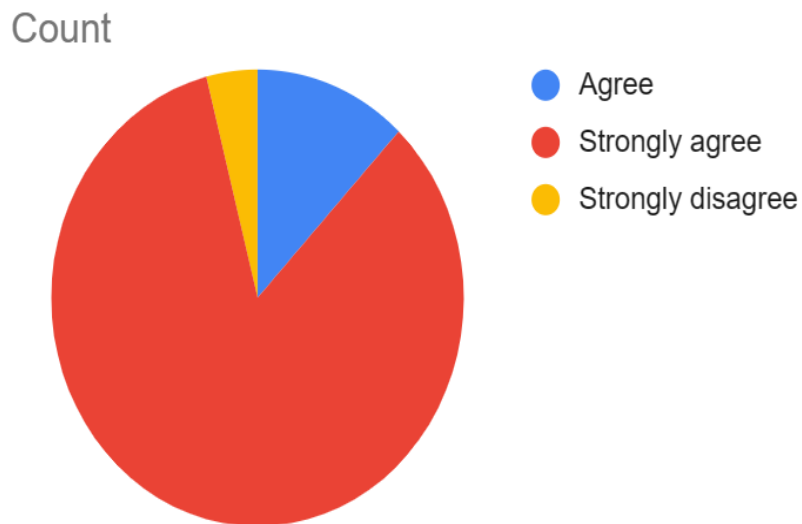
- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree



The above diagram shows that most of the parents are aware about the role of parents and also the role of teachers in developing the mental health of a child. Some of them agree with the question and others do not know about this. The primary institution is the family where the parents help the child to develop their mental health. In school age teachers have the responsibility for understanding and analyzing the problems of the children.

**4. 14 If the child does not speak even a single word by the age of one year, it can be considered as a sign of autism**

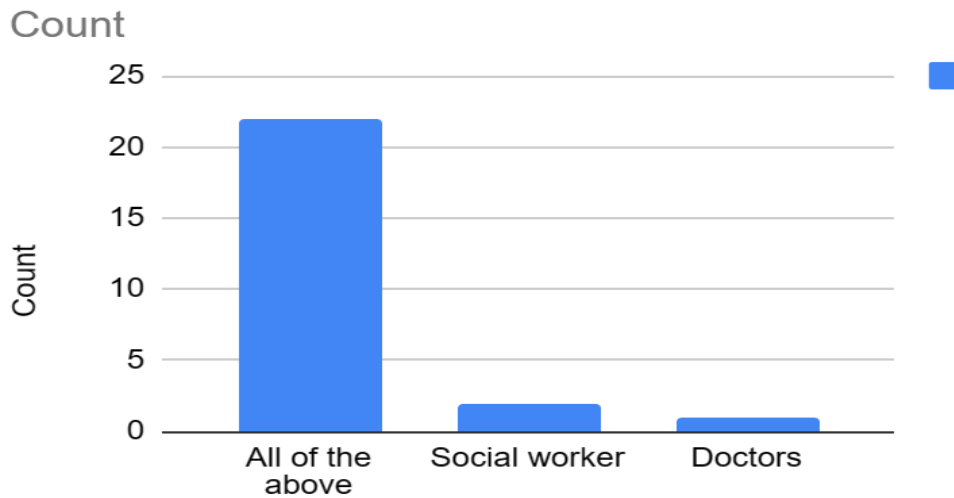
- a) Agree
- b) Strongly agree
- c) Neutral
- d) Disagree
- e) Strongly disagree



The diagram shows the level of awareness among parents about the language development of a child. Most of the parents strongly agree with the question. But some of the participants strongly disagree with the question. Maybe they do not have the knowledge about disorders like Autism. So, it is important to know about the various signs of disabilities.

**4. 15 To whom we should approach once a disability is identified**

- a) Social worker
- b) School counselors
- c) Doctors
- d) Psychologist
- e) All of the above



From the above diagram it is clear that participants are aware about the sources that provide help in case of disabilities. Most of the participants. All the sources provide various services for the needy people.

**4. 16 T-Test**

**Group Statistics**

VAR00045		N	Mean	Std. Deviation	Std. Error Mean
VAR00044	2	8	1.38	.518	.183
	3	17	1.47	.624	.151

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00044	Equal variances assumed	.790	.383	-.375	23	.711	-.096	.255	-.622	.431
	Equal variances not assumed			-.402	16.486	.693	-.096	.237	-.598	.407

The P value is .383 and it is greater than 0.05. So, that there is no relationship between the average annual income and the level of awareness.



**4. 17 T-Test**

**Group Statistics**

VAR00045		N	Mean	Std. Deviation	Std. Error Mean
VAR00046	2	8	2.38	1.302	.460
	3	17	2.65	1.222	.296

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00046	Equal variances assumed	.044	.835	-.509	23	.616	-.272	.535	-1.378	.834
	Equal variances not assumed			-.497	13.020	.628	-.272	.548	-1.455	.911

There is no significant relationship between age and the level of awareness. The P value is .835 and it is greater than 0.05.

4. 18 T-Test

**Group Statistics**

VAR00045		N	Mean	Std. Deviation	Std. Error Mean
VAR00004	2	8	46.88	5.276	1.865
	3	17	49.71	5.265	1.277

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
VAR00004	Equal variances assumed	.097	.758	-1.253	23	.223	-2.831	2.259	-7.504	1.842
	Equal variances not assumed			-1.252	13.774	.231	-2.831	2.261	-7.687	2.025

The P value is .758 and this value is greater than 0.05. So, here we can say that there is no specific relationship between the education qualification and the level of awareness.

**CHAPTER 5**

**FINDINGS,**

**SUGGESTIONS**

**AND**

**CONCLUSION**

## **5.1 Findings**

This chapter focuses on the findings, suggestions and conclusion of the research. Findings are based on the data analysis and interpretation and suggestions are based on the findings and the relevant information.

### ➤ Socio- demographic profile of the respondent

- All the participants are parents and females.
- All the participants are aged between 40- 60.
- The educational qualifications of the respondents are 28% studied in primary school, 20% studied in high school and plus two respectively and 32% studied in degree.
- Most of the parents are house wife's and also includes daily wage, beautician, school staff, tailor and cleaning staff.
- The average annual income includes 60% having 5000- 15000, 36% having 15000- 25000 and 4% having 25000- 35000.
- All the participants are residing in semi-urban areas.

### ➤ Early identification and intervention

- Most of the respondents are aware about the milestones, they strongly agree with the statements related to the changes of a child in each month.
- Respondents are aware about the importance of mental health of a woman while she is pregnant. Most of the respondents strongly disagree with the question 'mother's illness and stress during pregnancy do not affect the child's mental health'.
- Some of them are not aware about the screening test. Some of the participants respond they are not aware about the screening test and the screening test can detect down syndrome.
- Some of the respondents are not aware about the duration of brain development. Actually 80- 90% of brain development occurs within the first year of a child.
- Parents are not that much aware about parenting skills.

## **5.2 Suggestions**

The suggestions are based on the relevant information and it will help the parents to identify the disability of their child.

- Parental Training Programs: Create and assess specialized training courses for parents to improve their capacity for spotting developmental delays or unusual behaviors early on. Evaluate how well these programs work.
- Implement initiatives that involve community groups and stakeholders, including early childhood educators, childcare providers, and pediatricians. Work together with these organizations to build parental support networks, promote awareness of early detection and intervention, and deliver training in helping parents recognize and seek out the right interventions.
- Investigate the connection between parental well-being, mental health, and the early detection of developmental problems. Examine the effect of parental worry, sadness, or stress on their capacity to spot and react to early indications of developmental delays in their children.

### **5.3 Conclusion**

The best possible development and well-being of children are promoted through early detection and intervention. In order to identify developmental delays or unusual behaviors in their children and seek appropriate interventions, parents, as the children's primary caregivers, are crucial. The important elements are outlined in this conclusion, which also emphasizes the importance of performing intervention research among parents to advance Early detection is crucial in the first place because it enables prompt therapies that can have a major impact on a child's developmental trajectory. Early detection of possible developmental delays or unusual behaviors enables parents to quickly acquire the tools and support networks they need to address their concerns. In a number of areas, including language development, social skills, cognitive abilities, and adaptive behavior, early intervention has been found to improve outcomes. early detection techniques.

The parent intervention study is essential because it focuses on equipping parents with the knowledge and abilities necessary to notice and successfully address early indications of developmental difficulties. As everyday observers of their children's behaviors and developmental milestones, parents are in a unique position to spot any deviations from normal development. The goal of the intervention study is to encourage early identification and intervention practices by giving parents the tools and resources they need to improve their awareness, comprehension, and capacity to act upon early signals. Programs for parent education are crucial to the intervention study. These programs must be created to inform parents about typical developmental milestones, warning signs of potential delays, and early intervention techniques. By giving parents this information, they can take an active role in their child's developing process. They will be more equipped to see any issues and look for appropriate assessments, referrals to experts, or early intervention services. The intervention study should also take into account how socioeconomic and cultural factors affect early identification practices. It is critical to address differences in how various communities may access resources and support networks. Researchers can design interventions to address the unique needs of varied communities and provide fair access to

early detection and intervention services by taking into account these characteristics. Interventions based on technology may also be quite important in the study. Parents can get easy access to tools for early identification through mobile applications, internet platforms, or virtual support networks. To help parents improve their knowledge and abilities in early detection and intervention, these platforms may provide instructional resources, interactive tools, and chances for communication and support. In conclusion, it is crucial to perform a study among parents to encourage early detection. We can improve early identification procedures, prompting quicker interventions and better developmental outcomes for kids by arming parents with the required knowledge and abilities. Key components of such a study include parental education initiatives, technology-based treatments, and examination of socioeconomic and cultural variables. The results of this study can help establish evidence-based recommendations, laws, and interventions to assist parents in recognizing and managing developmental issues in their kids. In the end, spending money on early detection and intervention among parents is a financial investment in the success and wellbeing of our kids in the future.

## **6. 1 Bibliography**

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**7.1 Appendix**



Awareness class about the topic 'Early identification and intervention'

4. 2 Participants list

<u>Number</u>	<u>Name</u>	<u>Sign</u>
1.	അനോമലം	<u>Anoma</u>
2	അനോമല	<u>Anoma</u>
3.	അനോമല	<u>Anoma</u>
4	അനോമല	<u>Anoma</u>
5	അനോമല	<u>Anoma</u>
6	അനോമല	<u>Anoma</u>
7	അനോമല	<u>Anoma</u>
8	അനോമല	<u>Anoma</u>
9	അനോമല	<u>Anoma</u>
10	അനോമല	<u>Anoma</u>
11	അനോമല	<u>Anoma</u>
12	അനോമല	<u>Anoma</u>
13	അനോമല	<u>Anoma</u>
14.	അനോമല	<u>Anoma</u>
15.	അനോമല	<u>Anoma</u>
16.	അനോമല	<u>Anoma</u>
17	അനോമല	<u>Anoma</u>
18	അനോമല	<u>Anoma</u>
19.	അനോമല	<u>Anoma</u>
20.	അനോമല	<u>Anoma</u>

21.	അനോമല	<u>Anoma</u>
22.	അനോമല	<u>Anoma</u>
23.	അനോമല	<u>Anoma</u>
24	അനോമല	<u>Anoma</u>
25	അനോമല	<u>Anoma</u>

**TRAINING MODULE**  
**FOR PARENTS**  
**ON**  
**EARLY IDENTIFICATION**

## **INTRODUCTION AND RELEVANCE OF THE TRAINING MODULE**

Early identification is the main emphasis of the training course for parents. This module's goal is to assist parents and instructors of young children in recognizing developmental delays in their charges.

It is intended to give parents and pre-school teachers a fundamental grasp of early identification. This training is anticipated to be followed by recurring refresher or theme-based training to increase knowledge and skill development.

The purpose of this intervention is to raise parents' and preschool instructors' knowledge of early detection and intervention. Through the study, trainees come to learn that they are lacking knowledge on the subject, are not familiar with early identification, its techniques, and solutions, or who they should contact if they are given a disability diagnosis. Therefore, in this case, developing an intervention and training program for parents and teachers is crucial to preventing future impairments.

## Table of Contents

S.NO	SESSION	DURATION	TIME
Chapter -1			
Session 1	<ul style="list-style-type: none"> <li>▪ Stages of child development</li> <li>▪ Developmental milestones</li> </ul>	½ hour	9:00-9:30 am
Session 2	<ul style="list-style-type: none"> <li>▪ Importance of mental health</li> <li>▪ Discussion about mental health</li> </ul>	½ hour	9:30-10:00 am
Session 3	<ul style="list-style-type: none"> <li>▪ Importance of socialization</li> <li>▪ The impact of family support</li> </ul>	½ hour	10:00-10:30 am
Session 4	<ul style="list-style-type: none"> <li>▪ Children with special needs</li> </ul>	½ hour	10:30-11:00 am

S. NO	SESSION	DURATION	TIME
Chapter-2			
Session 1	<ul style="list-style-type: none"> <li>▪ Childhood disorders and disabilities</li> </ul>	2 hours	9:00-11:00 am

S.NO	SESSION	DURATION	TIME
Chapter -3			
Session 1	Supportive role <ul style="list-style-type: none"> <li>● External Influence</li> <li>● Reduction of stigmas-awareness</li> </ul>	1/2 hour	9:00-9:30 am
Session 2	<ul style="list-style-type: none"> <li>● Language used by parents</li> <li>● Importance of early identification and intervention</li> </ul>	1/2 hour	9:30-10:00 am

S. NO	SESSION	DURATION	TIME
Chapter -4			
Session 1	<ul style="list-style-type: none"> <li>● Types of parenting</li> <li>● Types of parenting skills</li> </ul>	1 hour	9:00-11:00 am

S. NO	SESSION	DURATION	TIME
Chapter -5			
Session 1	<ul style="list-style-type: none"> <li>● Psychologists</li> <li>● Psychiatrists</li> <li>● DCPU</li> <li>● School Counselors</li> </ul>	1 hour	9:00-11:00 am

## **Chapter -1**

**Session 1:** Child development and its variations

**Objectives:** To make aware of stages of child development and developmental milestones.

**Duration:** 1/2 hour

**Expected learning outcomes:**

The participants will:

- 1) Recognize the developmental phases
- 2) Recognize the developmental milestones

**Supplies needed:** paper cards or chits with written developmental milestones on them

Method:

**Activity 1:** 30-minute discussion of the stages of development

- a) Invite the participants to discuss their understanding of the many stages of development
- b) Describe the various steps.
- c) Have a conversation on the phases of development.

**Activity 2:** Understanding developmental milestones (30 minutes)

- a) Participants should be split into two groups.
- b) Pass out the cards containing various developmental milestones.
- c) Ask the participants to order the cards according to their age.
- d) Continue until both groups have correctly arranged the cards.



**Facilitator's Note: Summarize the session**

Ask why it's vital to be aware of the milestones and how doing so helps you provide kids experiences that are appropriate for their age.

**Session 2: Importance of mental health**

**Objectives:** To make awareness of the importance of mental health.

**Duration:** ½ hour

**Expected learning outcome:**

The participants will:

- a) Understand the importance of mental health

**Method:**

**Activity: 1**

- a) Tell them a story related to the importance of mental health.
- b) Ask them about the moral of the story
- c) Conduct a discussion about the importance of mental health

**Facilitator's Note:**

To summarize and stress the significance of mental health:

- Our emotional, psychological, and social well-being are all parts of our mental health. It impacts the way we feel, think, and behave.
- Every stage of life, from childhood and adolescence to adulthood, requires attention to mental health.
- Reduced anxiety, a greater sense of inner calm, more self-esteem, and a lower risk of developing depression are all advantages of excellent mental health.

**Background note:**

Sasha's story

She constantly worries about performing well in class and about the upcoming exam at the end of the year. She is unsure of how much longer she can put up with the ideas that frequently keep her up all night. On days when she performs poorly on one of her tests, it all becomes too much and she feels lost in space. When she returned home, she barely managed to maintain her composure before sobbing in front of her mother. She listened for a while before explaining that everyone has mental health, just like physical health. It consists of our thoughts, emotions, moods, and sensations. She continued by saying that, just as it's normal to feel happy, secure, and carefree, it's normal to feel depressed, furious, and stressed. We all experience both happy and bad feelings at times. These are commonplace emotions that fluctuate in response to our environment. An unpleasant emotional experience is a sign of good mental health. The goal should not always be happiness. Mom can identify with the stress-related feelings. Consequently, when her mother advised her to take a vacation from everything and do something she loves. She really did follow her counsel. She then made a hot chocolate for herself, sat under a blanket, and watched a movie. She felt a lot better afterwards, you know. Mom ought to heed her own counsel.

**SESSION 3: Importance of socialization**

**Objectives:** To make awareness of the importance of socialization.

**Duration:** ½ hour

**Expected learning outcome:**

Participants will:

- a) Recognize the value of socializing
- b) Recognize the significance of family in fostering socializing

**Method:**

**Activity 1:**

- a) Explain about the importance of socialization
- b) Divide the participants into two groups
- c) One group discussed the children who have family support and the other group about the children who have no family support.

**Facilitator's note**

In your summary, emphasize how a child's early home setting builds the groundwork for their future development. To assist the child's development, parents and teachers form a close bond with them.

**Session 4: Children with special needs**

**Objectives:** To make awareness on children with special needs

**Duration:** 1/2 hour

**Expected learning outcome:**

The participants will:

- a) Understand about the children with special needs

**Materials required:** Pen & paper

**Method:**

**Activity 1:**

- a) Ask the participants about the categories of children with special needs and write it on the paper.
- b) Ask them to read it in the group
- c) Explain about children with special needs.

**Facilitator's Note:**

In your summary, emphasize the importance of parents while raising a child with special needs.

**Chapter -2**

**Session 1:** Childhood disorders and disabilities

**Objective:** To make awareness of childhood disorders and disabilities.

**Duration:** 2 hours

**Expected learning outcome:**

The participants will:

- a) Understand about the childhood disorders and disabilities

**Materials required:** Paper, Pen

**Method:**

**Activity 1:**

- a) Explain about the childhood disorders and disabilities
- b) Divide the participants into 2 groups and ask the following questions:

1. What exactly is a disability?

- a) A defect that renders a person evil
- b) A defect that makes life more difficult for them
- c) A circumstance that brings joy to a person.

2. What type of impairment makes learning challenging for them?

- a) ADHD
- b) Down syndrome
- c) Autism
- d) All of the aforementioned

3. What condition makes it difficult to regulate emotions, communicate, and behave?

- a) Down syndrome
- b) ADHD
- c) Autism
- d) All of the above

4. What kind of handicap impacts how someone looks and makes it difficult for them to learn and communicate?

- a) Attention deficit hyperactivity disorder
- b) Autism
- c) Down syndrome

5. What are some illustrations of physical impairments?

- a) Down syndrome and ADHD;
- b) Cerebral palsy and Muscular Dystrophy;
- c) ADHD and Autism

Facilitator's Note:

The attendees should learn from the conversation how a disability limits a person's capacity to grow and function. The key takeaway from this is that while a handicap affects capacity

in certain ways, a person with a disability is nonetheless capable of performing a wide range of tasks.

### **Chapter -3**

#### **Session-1**

**Duration** - ½ hour

**Objectives-** To identify and improve awareness of preschool teachers and parents about role of family

#### **Expected Outcome**

The participants will

- a) understand and recognize the importance of family's role.

#### **Method**

Group Discussion by dividing into two groups.

Group Discussion among themselves about the role of Family in connection with their family and family members role in assessing and diagnosing disabilities.

#### **Facilitator's Note:**

Summarize the topic by highlighting the following topics:

Supportive role

External influence

Reduction of stigmas - awareness

### **Chapter -4**

#### **Session-1**

**Duration** -1 hour

**Objectives-** To make more familiar with parenting styles and parenting Skills.

**Expected Outcome**

Parents and teachers will:

a) Become aware of parenting styles and skills.

**Method** - Role play

Divide the entire group into four groups and each group will conduct role Play on parenting types.

**Chapter - 5**

**Session** - 1

**Duration** - 1 hour

**Objectives-** To make them aware whom they should approach if they diagnose any cases.

**Expected Outcome**

Parents and teachers will:

a) become aware of approachable persons in case of early identification and

**Method** - Lecturing of whom they should approach if they are assessed or diagnosed with any disabilities with their children. Resource persons are:

Psychologists

Psychiatrists

DCPU

School Counselors

**Facilitator's note:**

After the session they can ask questions, clarifications, doubts and suggestions

## **Questionnaire**

1. Name
2. Age
3. Gender
4. Marital status
5. Education
6. Occupation
7. Average monthly income
8. Place of residence
9. Family members
10. In the first month after birth, babies see everything in black and white.
11. In the first month after birth, the child can see only 4 to 12 inches away.
12. The child begins to sit on his own between 7 and 9 months.
13. The child begins to recognize the mother at 4 to 6 months.
14. Mother's illnesses and stress during pregnancy do not affect the child's mental health.
15. The baby falls down between 4 to 6 months
16. Children who interact with other children start talking sooner than adults
17. Problems between parents and the environment in which the child grows up affect the child's mental health
18. Children can be diagnosed with disabilities within the first year of birth.
19. Parents and teachers can play an important role in fostering children's mental health
20. Society plays a primary role in the social development of the child
21. Social development takes place from birth to age 18
22. Delinquent children do not belong to the category of children requiring special treatment
23. Children with special needs are children who are mentally, physically and socially different from normal children.
24. Children with ADHD can complete a given task



25. Children with autism tend to interact and talk closely with people
26. If a child with ADHD does not receive proper treatment, they may not be able to perform well when entering the workforce in the future
27. If a child with ADHD does not receive proper treatment, he or she will not be able to perform well in the future when entering the workforce
28. Screening tests may not detect Down syndrome
29. Parents have no role in identifying children with disabilities.
30. People with Down syndrome look different from other children
31. 80 to 90% of brain development occurs after the first two years of birth
32. Children with autism prefer to live in their own world and do not want to involve other children or adults
33. There is no specific cause of autism
34. If the child does not speak even a single word by the age of one year, it can be considered as a sign of autism
35. Parental skills such as encouraging children, responding to children's needs, being a role model for children, etc. are very important.
36. Parenting skills means the parent's skills in providing physical care, protection, supervision and psychological support appropriate to the child's age and developmental status.
37. Society lacks awareness to identify children with disabilities at a very young age.
38. There are many misconceptions about children with disabilities in the society
39. To whom we should approach once a disability is identified

