EARLY IDENTIFICATION; AN INTERVENTION STUDY AMONG YOUNG ADULTS

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

Submitted by

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2021-2023

<u>CERTIFICATE</u>

This is to certify that this dissertation titled "Early Identification:An Intervention study among young adults" is a record of genuine and original work done by Rinoy Johny, Reg. No 210011034065 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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<u>DECLARATION</u>

I, Rinoy Johny hereby declare that the research work titled "Early Identification:An Intervention study among young adults" 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.

Place: Thrikkakara   Rinoy Johny

Date : 10/7/2023

Acknowledgment

I am extending my sincere gratitude to the almighty for giving me the spiritual-moral and physical strength to pursue my academic goal. I take this privilege to acknowledge all those people who have made this thesis possible and because of whom my research experience has been one that I will cherish forever. I thank the following members for their support. First, I would like to thank the management, Bharata Mata College, headed by Rev. Fr. Abraham Oliapurath and Principal Dr. Johnson KM for supporting me to complete my work as part of my curriculum.

I am highly indebted and thankful to my guide Asst. Prof. Dr. Elsa Mary Jacob, faculty at Bharata Mata School of Social Work, Thrikkakara, Ernakulam, for her valuable advice, guidance, and inspiring encouragement at all phases and till the fruitful competition of the dissertation.

I sincerely express my sense of gratitude to the faculty members of the Department of Social work, Bharata Mata School of Social Work, Thrikkakara, for their valuable suggestions during my work. My heartfelt thanks to my dear friends, for their great motivation and cooperation. I am grateful to my parents for their encouragement and support during the research.I am grateful to those who have helped me to get permission and made arrangements to take training classes for young adults as part of this research study. I also thank all my participants for their wholehearted cooperation without which I could not have conducted such a study. I'm thankful to all those who have helped me in this work, directly or indirectly.

Most importantly, none of this would have been possible without my family's love, patience, and support. I express my heartfelt gratitude to my family for all their encouragement.

Abstract

This research study focuses on the development and evaluation of an intervention aimed at building awareness of early identification and intervention among young adults. Early identification and intervention play crucial roles in addressing various mental health, and developmental, challenges faced by children. However, many young adults lack sufficient knowledge and understanding of these concepts, on early identification and intervention of children with disabilities.The objective of this intervention study is to assess the effectiveness of an awareness-building program through a training module designed to enhance young adults' understanding of early identification and intervention. The study will utilize quantitative data collection methods and the research design is pre experimental research design, particularly it uses one shot case study research design- which analyzes the target population only after giving an intervention.

The research will be conducted with a sample of 25 young adults aged 18 to 25 years, drawn from diverse backgrounds and educational settings. All the participants are considered as an intervention group, there is no group called a controlled group in this research study. All the participants will receive a structured program consisting of educational modules, interactive activities, and resources focused on early identification and intervention.

Quantitative data will be collected through post-intervention surveys and multiple choice exams which includes 30 questions and 10 socio demographic questions based on the training module to measure changes in participants' knowledge, awareness, attitudes, and behaviors related to early identification and intervention.

The study aims to provide valuable insights into the effectiveness of the intervention in increasing awareness and understanding of early identification and intervention among young adults. The findings will contribute to reducing the difficulties of disabilities of children in the future and also in the development of evidence-based strategies for promoting early identification and intervention practices and may have implications for mental health, education, and support services targeting this population. The participants are at marriageable age, after having their own children they can identify child's developmental delays and disabilities. It will

definitely reduce the difficulties of disabilities. By addressing the gap in knowledge and awareness among young adults, this research has the potential to improve their access to timely and appropriate support, thereby positively impacting their mental well-being, knowledge on stages of child development, development delays, signs of disabilities, parenting skills, it definitely will lead to improved quality of life. The purpose of this study is to examine the effectiveness and impact of early intervention and identification strategies in improving outcomes for individuals with developmental delays, disabilities or other challenges. The study uses only a quantitative approach.

The purpose of the research is to evaluate the long-term effects of early intervention on developmental trajectories, academic success, integration into society and general well-being. In addition, research examines factors that influence successful early identification and intervention methods, including assessment tools, professional collaboration, and family involvement. Data collection involves the collection of quantitative data through standardized assessments, surveys, and long-term follow-ups of participants. The integration of both datasets provides a comprehensive understanding of the subject. The results of the study increase the knowledge of early intervention and detection, reduced rate of disabilities, inform policy making, professional practice and resource allocation. Findings help identify effective strategies, support evidence-based guidelines, and improve inclusive education practices. Ultimately, this research aims to improve and enhance the awareness level of the target population to support systems and services for people with developmental disabilities, improve their outcomes and promote a more inclusive and supportive society. The study focuses on creating a society where there are less number of persons who are suffering from disabilities and finally this study aims to create a society where the persons with disabilities can live with humane dignity and worth while enjoying full freedom.

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CHAPTER 1

INTRODUCTION

Early detection means the process of identifying potential problems, challenges or developmental delays in people as early as possible. This includes identifying signs, symptoms, or risk factors that may indicate a specific condition, disability, or developmental delay. Early detection and intervention of various conditions play a crucial role in promoting positive outcomes and preventing long-term negative consequences. The purpose of this study is to promote or to enhance the awareness of early identification and intervention among young adults through training modules and to determine the importance and effectiveness of early detection and intervention strategies in different areas. By examining existing literature, conducting surveys and interviews, and analyzing relevant data, this study aims to provide valuable information about the benefits of early detection and intervention, and also focuses on the strategies and methods in analyzing the problem, how the situation can be managed, the importance of parenting skills and styles in identification and their role, as well as the challenges and barriers that may prevent their implementation. Early detection is a key aspect in various fields including health, education, psychology and social services. It refers to the process of identifying potential problems or challenges in individuals and addressing them as early as possible. By identifying these issues early, professionals can intervene quickly, take appropriate action and potentially prevent further complications or negative outcomes. This essay explores the importance of early detection, its benefits and applications in various fields.

Early intervention means proactive and timely support for people who are at risk of or experiencing developmental delays, injuries or other challenges. It is an approach that aims to address these issues as early as possible to minimize their impact and maximize the individual's potential for growth and development. Early intervention programs usually involve a multidisciplinary team of professionals working together to assess, diagnose and provide appropriate interventions and services tailored to the specific needs of the individual.

The importance of early intervention lies in its ability to significantly change people's lives, especially children who may have difficulties in various areas of development. If these challenges are identified and addressed early, early intervention programs aim to mitigate long-term effects and improve outcomes in cognitive, social, emotional, and physical domains. One key element of early intervention is a focus on providing individualized and evidence-based interventions. Professionals in early intervention programs conduct comprehensive assessments

to identify a person's strengths, weaknesses, and needs. Based on these assessments, individualized intervention plans are developed, which may include a combination of treatment, educational strategies, special education, counseling, and family support. Here in this study the aim is to improve the awareness level of the participants in order to prevent disabilities in their own house and their surroundings.

Early intervention is especially important for children with intellectual or developmental disabilities. Research has consistently shown that early identification and intervention can have a significant positive impact on their overall development and functioning.One of the major things is identifying developmental delays in the very early stage can lead to the better level. It can be done through keen observation and understanding of developmental stages properly. For example, early intervention programs that incorporate behavioral analysis (ABA) techniques for children with autism spectrum disorder (ASD) have been found to improve communication, social skills, and adjustment, leading to better long-term outcomes. The above are the scientific techniques and strategies. But I am focusing on the simple techniques and strategies that can be followed by anyone. By providing targeted support and interventions early on, the aim is to prevent these challenges from getting worse and reduce the need for more intensive interventions later in life. Childhood disorders and disabilities encompass a wide range of conditions that can affect a child's physical, cognitive, emotional, or social development. These conditions often emerge early in life and can have a significant impact on a child's daily functioning and overall well-being. Examples include neurodevelopmental disorders like autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and intellectual disabilities, as well as physical disabilities such as cerebral palsy and muscular dystrophy. Each disorder or disability presents unique challenges, requiring specialized support, early intervention, and individualized treatment approaches to maximize a child's potential for growth, learning, and participation in various aspects of life. Understanding and addressing these childhood disorders and disabilities play a crucial role in promoting inclusivity, empowering children, and fostering their overall development and quality of life.

In addition, early intervention recognizes the importance of involving families and caregivers in the process. Parents and family members are considered important partners in early intervention programs. They receive guidance, training and support to better understand their child's needs,

implement strategies at home and actively participate in the intervention process. Early intervention programs strengthen families and foster a collaborative and nurturing environment that fosters individual development and well-being.

Early intervention brings benefits not only individually, but also socially. By addressing challenges at an early stage, it reduces long-term dependence on special education, social support systems and other expensive resources. Research shows that early intervention programs can improve academic achievement, reduce behavioral problems, and increase independence and self-confidence, ultimately benefiting individuals, families, and communities as a whole.

In short, early intervention is a proactive approach that aims to identify and treat developmental delays, injuries or other challenges as early as possible. By providing timely and individualized support, early intervention programs increase opportunities for growth, development, and overall well-being. Through collaboration between professionals, families and communities, early intervention can lead to positive outcomes and pave the way to a more inclusive and supportive society. Raising awareness of early intervention is crucial to ensure that individuals, young adults, families, professionals and communities understand the importance and benefits of early detection and intervention. By raising awareness, we can promote early intervention as a proactive and effective way to support people facing developmental delays, disabilities or other challenges. Here are some key points to consider when raising awareness about early intervention:

Conceptualization: Start with a clear and concise explanation of early intervention and the measures to be taken to identify. Define early intervention as a proactive approach that involves identifying and responding to challenges as early as possible to maximize development potential.

Benefits and Outcomes: Emphasize the many benefits and positive outcomes associated with early intervention. Emphasize that early intervention can improve cognitive, social, emotional and physical development, leading to better long-term outcomes and quality of life.

Importance of Early Detection: Emphasize the importance of early detection in identifying potential challenges at an early stage. Explain that early detection allows for timely interventions that can prevent or minimize the consequences of a developmental delay or disability.

Audience: Young adults are the audience or target group. Each group has a vital role to play in recognizing the signs, promoting early intervention and providing appropriate support. Here I am only focusing on young adults who are aged between 18-25 years old. Information and Resources: That means if they are diagnosed with any kind of disabilities, whom they should approach, it could be doctors, it could be social workers, it could be psychologists, all the mentioned people will include. Provide easily accessible information and resources about early intervention services, programs and support networks available in the community. This may include contact information for local child care centers, websites, hotlines and educational materials.

Collaboration and Partnerships: Promote collaboration and partnership between different early intervention stakeholders. Encourage multidisciplinary professionals such as health care providers, educators, therapists and social workers to work together to promote early detection and intervention.

Involvement of parents and guardians: Emphasize the importance of actively involving and empowering parents and guardians in the early intervention process. Explain that they are important members of the intervention team and advise them on how they can support their child's development at home.

Overcoming barriers: Address common barriers or misunderstandings about early intervention, such as lack of awareness, stigma, financial issues or logistical challenges. Provide information on available support, funding options and how to use the system.

Advocacy and Policy: Encourage individuals and organizations to support policies that support early intervention programs and services. Promote the inclusion of early intervention in education policy, health systems and community initiatives. Stories and Testimonials: Share successes and experiences of individuals and families who have benefited from early intervention. Personal stories can be powerful in illustrating the transformative effects of early identification and intervention.

Continuing Education: Promotes continuing education and professional development for people working in early intervention. Encourage professionals to stay abreast of research, best practices, and new interventions to provide quality care.

By raising awareness of early intervention, we can promote a society that values and prioritizes the well-being and development of people from an early age. Increased awareness leads to early detection, timely action and better outcomes, creating a more inclusive and supportive environment for those facing challenges.

The importance of early detection cannot be overemphasized as it plays an important role in various areas of human development and well-being. Here are the main reasons why early detection is important:

Timely intervention: Early detection allows rapid intervention and support. By identifying potential challenges early, professionals can implement appropriate interventions, treatments or therapies that meet the specific needs of individuals. Timely intervention can prevent or minimize the effects of developmental delays, injuries or other challenges and maximize a person's opportunities for growth and development.

Optimal brain development: Early childhood is a critical period for brain development. The brain grows rapidly and is very susceptible to environmental influences during this time. Early detection allows professionals to provide appropriate interventions that stimulate and support optimal brain development and lay the foundation for lifelong learning, cognitive skills, and social-emotional well-being.

Better outcomes: Early detection and intervention are consistently associated with improved outcomes in a variety of domains. For children, early intervention can improve academic achievement, social skills, communication skills and overall adjustment. In health care, early detection of diseases enables timely treatment, improves prognosis and long-term outcomes. Early detection also increases the effectiveness of interventions, reducing the need for more intensive or extensive procedures later in life.

Prevent secondary problems: Early detection can help prevent secondary problems that may result from untreated problems. For example, early treatment of speech or language delays can reduce the likelihood of associated learning difficulties or social isolation. By acting quickly, professionals can reduce the risk of long-term consequences and give people the tools they need to succeed.

Empowering families: Early identification requires families and guardians to be actively involved in the process. By identifying problems early, families can better understand their children's needs and receive appropriate support and resources. Early intervention allows families to take an active role in their children's development and provide them with information, strategies and support networks to help them effectively cope with challenges.

Cost savings: Early detection and intervention can lead to significant cost savings in the long term. Responding to challenges at an early stage can reduce the need for more extensive and expensive procedures or services. Early intervention is often more cost-effective than solving complex problems that develop over time. Moreover, those who receive early intervention are more likely to achieve better outcomes, reducing the long-term social costs associated with special education, health care and social support systems.

Enhanced inclusion and equality: early identification promotes inclusion and equality by ensuring that people with developmental delays, disabilities or other challenges receive the support they need early in life. Addressing challenges at an early stage can minimize barriers to learning, participation and social integration and create a more inclusive society that values and supports the diverse needs of all individuals.

In conclusion, early detection is extremely important because it allows timely intervention, optimal brain development, better outcomes, prevention of secondary problems, family empowerment, cost savings and better inclusion. By identifying and treating problems early, we can provide people with the support they need to reach their full potential, leading to better overall wellbeing and quality of life.

In health care, early detection involves identifying symptoms or signs that may indicate the presence of a disease or illness. This may include routine examinations, diagnostic tests or assessments for early detection of potential health problems. Timely detection allows for rapid medical intervention, leading to better treatment outcomes and overall health.

In education, early identification focuses on identifying students with learning disabilities, developmental delays, or academic challenges. Teachers can use a variety of assessments, observations, or standardized tests to identify potential problems early. Early identification

allows targeted interventions, individualized support and special education to meet the specific needs of students, improving their learning outcomes.

In psychology and mental health, early detection involves identifying signs or symptoms that may indicate a mental health or behavioral problem. Mental health professionals may use assessments, examinations, or observations to identify potential problems in individuals. Early detection allows for timely intervention, treatment or counseling to address mental health problems, reducing the risk of escalation or long-term negative outcomes.

Early detection is not limited to health and education. This also applies to social services, where professionals try to identify signs of abuse, neglect or other problems faced by individuals or vulnerable populations. Early detection allows for timely intervention and support that protects people from further harm and provides appropriate help. The early detection process often involves a multidisciplinary approach. This may require collaboration between health care providers, educators, psychologists, social workers, and other professionals to gather information, conduct assessments, and make informed decisions about appropriate interventions or referrals.

In general, early detection is a proactive approach that aims to identify potential problems or challenges at an early stage. By identifying these issues early, professionals can intervene quickly, take appropriate action and potentially prevent further complications or negative outcomes. Early detection plays a key role in promoting early intervention, maximizing potential and improving overall well-being and quality of life.

Children with disabilities are individuals who have physical, cognitive, sensory, emotional, or developmental impairments that may affect their daily functioning, learning abilities, or social interactions. Disabilities can vary widely, encompassing conditions such as autism spectrum disorder, attention deficit hyperactivity disorder, cerebral palsy, intellectual disabilities, sensory impairments, and many others.

It is important to approach the topic of children with disabilities with sensitivity, recognizing their unique needs and the challenges they may face. Here are some key points to consider when discussing children with disabilities:

Diverse Abilities: Children with disabilities have diverse abilities and strengths. It is crucial to move away from a deficit-based perspective and focus on their individual talents, skills, and potential. Each child has unique abilities and should be recognized and valued for their strengths.

Inclusive Education: Inclusive education is an approach that promotes the participation and learning of all children, including those with disabilities, in regular classrooms. Inclusive education recognizes the rights of children with disabilities to receive education in a supportive and accessible environment, alongside their peers without disabilities. It promotes equal opportunities, social integration, and a sense of belonging for all children.

Supportive Services: Children with disabilities often require specialized support services to address their unique needs. These services may include speech and language therapy, occupational therapy, physical therapy, assistive technology, counseling, and individualized education plans. Access to these services is crucial for maximizing their potential and supporting their development.

Advocacy and Empowerment: Advocacy plays a vital role in ensuring that the rights and needs of children with disabilities are recognized and addressed. Advocacy efforts focus on promoting equal opportunities, accessibility, inclusion, and dismantling barriers that may hinder their participation in society. Empowering children with disabilities and their families to be self-advocates is also essential, as it promotes their active involvement in decision-making processes that affect their lives.

Person-Centered Approaches: It is important to adopt person-centered approaches when working with children with disabilities. This means recognizing and respecting their autonomy, preferences, and goals. Person-centered planning involves involving the child and their family in decisions about their care, support, and educational journey, ensuring their voices are heard and their choices respected.

Sensitivity and Inclusion: Building a culture of sensitivity and inclusion is crucial in supporting children with disabilities. This includes fostering understanding, empathy, and acceptance among peers, educators, and the broader community. Education and awareness initiatives can help challenge misconceptions, reduce stigma, and create inclusive environments where all children feel valued and included.

Family Support: Supporting families of children with disabilities is essential. Families often play a central role in the care, advocacy, and overall well-being of their child. Providing access to information, resources, counseling, and support networks can help families navigate the challenges they may face and empower them to support their child effectively.

Parents and their parenting skills and styles play a significant role in identifying childhood disabilities. Here's how: Observation and Awareness: Parents spend a significant amount of time with their children and are in a unique position to observe their behaviors, developmental milestones, and overall well-being. By being attentive and aware, parents can identify any atypical patterns or delays in their child's development that may indicate a disability.

Advocacy and Seeking Professional Help: Effective parenting involves being proactive and advocating for one's child. Parents who possess strong advocacy skills can recognize potential concerns and take appropriate action by seeking professional help from healthcare providers, specialists, or educators who can conduct assessments and provide a formal diagnosis.

Parent-Professional Collaboration: Parenting skills and the ability to establish collaborative relationships with professionals are crucial. By actively participating in the assessment process, sharing observations, and providing insights into their child's behaviors and challenges, parents can contribute valuable information that aids professionals in making accurate diagnoses.

Creating Supportive Environments: Parenting styles and the creation of supportive environments greatly influence a child's overall development, including the identification and management of disabilities. Positive parenting practices such as nurturing, responsive communication, and consistent routines can foster a child's emotional well-being and facilitate their engagement in assessment and intervention processes.

Implementing Recommended Interventions: Parenting skills play a vital role in implementing recommended interventions, therapies, and educational strategies. Parents who are equipped with effective parenting techniques can support their child's learning, behavior management, and social skills development, maximizing the impact of interventions and promoting their child's progress.

Overall, parents, their parenting skills, and parenting styles have a profound influence on identifying childhood disabilities. They provide the foundation for early recognition, seeking professional help, creating supportive environments, and implementing interventions that can positively impact a child's development and future outcomes.

In conclusion, children with disabilities have unique abilities and needs that require support, inclusion, and advocacy. Promoting inclusive education, providing specialized services, and fostering a culture of acceptance and support are crucial steps in ensuring that children with disabilities can thrive, reach their full potential, and actively participate in society.

The purpose of this study is to determine the importance and impact of early intervention and identification on improving outcomes for individuals facing developmental delays, disabilities or other challenges. Early intervention and detection refers to a proactive approach in which potential problems are identified at an early stage and appropriate interventions are implemented to meet the specific needs of individuals. By conducting this research, we aim to deepen our understanding of the benefits, effectiveness and best practices of early intervention and detection, ultimately contributing to the improvement of support systems and services for those in need. Early intervention and detection play a crucial role in many fields, including health, education, psychology and social services. Early identification of potential challenges allows for rapid intervention that can prevent or minimize the impact of developmental delays, disabilities or other problems. Early intervention was associated with better outcomes in cognitive, social, emotional and physical domains, highlighting the importance of identifying and treating these challenges as early as possible. Although the importance of early intervention and detection is widely recognized, there are still gaps in the understanding and implementation of effective strategies. Research is needed to identify the most effective and evidence-based practices, examine the long-term effects of early intervention, and examine barriers and facilitators to early detection. By addressing these research gaps, we can improve the quality and availability of early intervention and detection services that will ultimately benefit individuals, families and communities.

The main purpose of this study is to examine the effectiveness and outcomes of early intervention and detection in different populations. We aim to examine the impact of early intervention on developmental trajectories, academic achievement, social integration and general

well-being. In addition, we examine factors that contribute to successful early identification and intervention, including assessment tools, professional collaboration, and family involvement.

We use a quantitative method approach to achieve our research objectives. Quantitative methods are used to collect and analyze data on outcomes, progress and long-term effects of early intervention and detection programs. The findings of this research have important implications for policy development, professional practice and resource allocation in early intervention and detection. By identifying effective strategies, we can inform the development of evidence-based guidelines and protocols for professionals working with developmental issues. The results of the study also contribute to the promotion of inclusive educational practices and the creation of supportive environments that meet the needs of all individuals, regardless of their abilities.

This study aims to add to the existing knowledge base on early intervention and detection by examining their importance, effectiveness and best practices. By addressing research gaps and exploring the effects of early intervention, we strive to improve support systems and services for people facing developmental delays, disabilities or other challenges. The results of this research have implications for policy, practice and the general well-being of individuals and communities.

Early detection is of immense importance in various fields as it has a major impact on individuals, families and society as a whole. Early identification of potential challenges allows rapid intervention and support, which leads to several important benefits.

First, early identification improves outcomes for those who face developmental delays, disabilities, or other challenges. By identifying problems early, professionals can implement targeted interventions, therapies or treatments that are tailored to the specific needs of individuals. This proactive approach maximizes opportunities for positive development, minimizes the impact of challenges and improves overall well-being and quality of life. Second, early detection prevents or reduces the escalation of challenges over time. By treating problems as they arise, it is possible to prevent secondary problems or complications that may arise from untreated conditions. For example, early identification of speech or language delays in children can prevent associated learning difficulties or social isolation and ensure that children receive appropriate support and intervention to achieve academic and social success.

In addition, early detection allows rapid access to specialist services and support. It allows individuals and families to connect with professionals, therapists or educators who specialize in working with specific challenges or disabilities. Timely access to these services ensures that individuals receive needed interventions, therapies or accommodations that can positively impact their development and functioning.

Early detection also has social benefits. By responding to challenges at an early stage, it reduces the burden on health systems, educational institutions and social support networks. This can lead to cost savings because early intervention is often less resource-intensive than solving complex problems that develop over time. In addition, people who receive early intervention are more likely to reach their full potential and become active and participating members of society. In addition, early detection promotes inclusion and equality. By identifying challenges and addressing them at an early stage, barriers to learning, participation and social integration can be minimized. It ensures that people with developmental delays, disabilities or other challenges have equal access to education, healthcare and social services, helping to create a more inclusive and supportive society.

All in all, the importance of early detection cannot be overstated. It improves outcomes for individuals, prevents complications, facilitates timely access to specialist services, promotes cost savings and promotes inclusion and equity. By investing in early detection strategies, societies can prioritize the well-being of individuals, foster inclusive environments, and pave the way to a healthier and more prosperous future for all.

Childhood is a time of rapid growth and development, characterized by milestones of various developmental stages. These milestones reflect children's typical development of skills and abilities. Understanding the stages of developmental milestones can help parents, caregivers, and professionals monitor a child's progress and identify potential delays or problems. Here are the main stages of child development:

Infancy (0-12 months): During this stage, babies undergo significant physical, cognitive and social-emotional development. They learn to lift their head, roll over, sit, crawl and eventually walk. Babies also develop their fine motor skills, such as grasping objects, and begin to chatter

and imitate sounds. They form bonds with primary caregivers and show increasing social awareness.

Childhood (1-3 years): Children continue to perfect their motor skills and gain independence. They learn to walk steadily, run, climb stairs and manipulate objects more precisely. Language development progresses rapidly as toddlers acquire new words, form short sentences and hold simple conversations. They begin to assert their independence and preferences by playing together with their peers.

Preschool (3-5 years): Preschool children continue to develop in physical, cognitive, and social-emotional areas. They improve their motor skills like jumping, hopping and balancing while also improving their fine motor skills in things like drawing, cutting and writing. Language and communication skills develop as children express their thoughts, ask questions and participate in pretend play. They develop better self-esteem and social skills, participate in cooperation and create friendships. Early childhood (ages 6-8): During this stage, children improve their motor skills and gain better control and coordination. They develop stronger reading and writing skills, expand their vocabulary and engage in more complex conversations. Cognitive skills develop, allowing them to think logically, solve problems and learn more independently. Socially, they participate in cooperation, follow rules and begin to understand other people's points of view.

Middle Childhood (9-11 years): Physical development in middle childhood includes improvements in strength, coordination, and motor skills. Cognitive skills continue to develop, enabling more complex thinking, reasoning and problem solving. Language and communication skills expand, allowing children to express themselves clearly and participate in more complex conversations. Socially, they develop deeper friendships, understand social norms and show increasing empathy.

Understanding these developmental stages can help caregivers and professionals monitor children's progress and identify potential areas of concern. It is important to remember that each child develops at his own pace and there may be differences in these stages. Early identification of developmental delays or challenges can lead to timely intervention and support, maximizing a child's potential for growth and development.

Family support plays a crucial role in the early identification of disabilities in children. When families are knowledgeable about typical developmental milestones and aware of the signs and symptoms of various disabilities, they are better equipped to recognize potential concerns at an early stage. This awareness allows them to seek timely professional evaluation and intervention, leading to early identification and appropriate support for the child. Family support also provides emotional and psychological strength during the evaluation process, as it can be a stressful and uncertain time for parents. Additionally, family members who actively engage in their child's development can provide valuable observations and insights to healthcare professionals, contributing to a more accurate assessment. Moreover, a supportive family environment can enhance the child's overall well-being and resilience, creating a positive foundation for their future growth and development. By working collaboratively with professionals, families can ensure that their child receives the necessary interventions, therapies, and educational resources to optimize their potential and improve outcomes. Ultimately, family support is a critical factor in facilitating early identification of disabilities, enabling prompt intervention and fostering positive outcomes for children.

CHAPTER 2 – REVIEW OF LITERATURE

A wide range of research studies, theoretical frameworks, and practical approaches are included in the literature on early intervention and identification with the goal of identifying and supporting individuals who may be at risk or have developmental delays, disabilities, or special needs at an early age. The promotion of optimal development and improvement of outcomes for children and individuals across a variety of domains, including cognitive, social, emotional, and physical development, are significant implications for this field of study.A writing survey in this space would include looking at research studies, efficient surveys, meta-examinations, and hypothetical systems that investigate subjects, for example,Early distinguishing proof and screening techniques: This remembers research for different screening apparatuses and appraisal measures used to recognize formative deferrals or handicaps in youngsters, like mental evaluations, language appraisals, coordinated abilities appraisals, and conduct screening devices. Early mediation draws near: A variety of intervention models and approaches aimed at assisting children and adolescents with disabilities or developmental delays would be included in the literature review. Applied behavior analysis (ABA), speech and language therapy, occupational therapy, physical therapy, and specialized educational programs are examples of evidence-based practices.Results of early mediation: It is essential to conduct research studies that examine the impact of early intervention programs on both short-term and long-term outcomes. Cognitive abilities, language skills, social interactions, adaptive behaviors, and academic accomplishments may all benefit from these outcomes.Family inclusion and backing: The job of families in early mediation is crucial. The studies that the importance of family-centered approaches, parental involvement, and support systems in facilitating positive outcomes for children and people receiving early intervention services is investigated in the literature review.Strategy and frameworks level points of view: Policies, funding mechanisms, and the organization of early intervention services at the regional, national, or international levels may also be included in the review. This includes looking into access issues, service delivery models, and the most effective ways to implement programs for early identification and intervention.Care continuities and transitions: Research on the transition from early intervention services to preschool, school, or other support systems would be an important part of the literature review. This remembers reads up for progression of care, cooperation between various specialist organizations, and the effect of smooth changes on long haul results. The literature review on early intervention and identification ought to critically analyze and synthesize the existing research, highlight any

inconsistencies or areas of uncertainty, and offer suggestions for subsequent research and practice. To provide a comprehensive overview of this complex field, it is essential to take into consideration the quality of the studies, the variety of populations analyzed, and any potential limitations or biases in the literature.

Shogren, K.A. and Turnbull, H.R., III (2013) This literature review highlights the need for teacher preparation in inclusive education, particularly in relation to early identification and intervention of children with disabilities. It explores the intersections between evidence, policy and practice and highlights the importance of teachers having the necessary knowledge and skills to support children with disabilities in inclusive settings. "Assessment of infants and preschool children with special needs" Bailey, D. B., Jr. and Simeonsson, R.J. (1988) This review focuses on assessment methods and tools used to identify disabilities in infants and preschoolers. It discusses the importance of early detection for effective action and highlights the various assessment methods that can help in the early detection of people with disabilities. "Early intervention for children with developmental disabilities: current knowledge and future perspectives" Guralnick, M. J. (2011) This review provides an overview of early intervention practices for children with developmental disabilities. It highlights the positive impact of early detection and intervention on child development and discusses future perspectives for improving early intervention services. "Effects of early intervention on children with disabilities and their families" Rous, B. and Hall, S. (2008) This review examines the impact of early intervention programs on children with disabilities and their families. It discusses the positive outcomes associated with early intervention, such as improved child development outcomes and increased satisfaction and family support. "A meta-analysis of studies implementing early intervention for children with disabilities" Dunst, C.J., Trivette, C.M. and Hamby, D.W. (2006) This meta-analysis provides a comprehensive analysis of early intervention studies for children with disabilities. It synthesizes the results of various studies to determine the overall effectiveness of early intervention programs. The review highlights the positive impact of early intervention on child development in several areas, including cognitive, social, emotional and language skills. This provides valuable information about the effectiveness of different intervention approaches and reinforces the importance of early identification and intervention to optimize outcomes for children with disabilities. Effects of early preschool intervention on later school performance: A meta-analysis Mahoney,G., Boyce,G. C., Fewell, R.R., & Spiker, D. (1998). This meta-analysis

examines the long-term effects of preschool early intervention programs on the school performance of children with disabilities. The review synthesizes results from various studies and shows that children who receive early intervention have better academic achievement, better social skills, and better overall school success compared to those who do not. The review highlights the importance of early identification and intervention in promoting positive educational outcomes in later years. "Teaching social communication skills to young children with disabilities" Carta, J.J., Greenwood, C.R., & Atwater, J. (2006). This literature review focuses on strategies for teaching social communication skills to young children with disabilities. It addresses the challenges that children with disabilities face in developing social communication skills and emphasizes evidence-based practices. The review emphasizes the importance of early identification and intervention in promoting the acquisition of social communication skills. It provides practical knowledge of effective teaching techniques, including interventions that target joint attention, social reciprocity, communication and other key elements of social interaction. "Early Intervention: The Critical Need for Family Support" Bailey, D.B., Jr. and Hebbeler, K. (2006). This review highlights the importance of family support in early intervention programs for children with disabilities. It recognizes the role of families as active participants in the early identification and intervention process and highlights the benefits of a family-centered approach.

"Autism Spectrum Disorders: Early Detection, Intervention, Education, and Psychopharmacological Management" Bryson, S.E., Rogers, S.J. and Fombonne, E. (2003) This literature review focuses on autism spectrum disorders (ASD) and covers several aspects, including early detection, intervention, education and psychopharmacological management. It provides an overview of current knowledge and best practices in these areas. The review emphasizes the importance of early identification and intervention in children with ASD, as this has been shown to improve outcomes and improve long-term prognosis. Various interventions, educational strategies, and the potential role of medications in managing associated symptoms are also discussed. The review highlights the need for a holistic and individualized approach to meet the unique needs of children with ASD. "Early intervention for young children with language delay: a randomized controlled trial" Roberts, M. Y. and Kaiser, A.P. (2011) This review highlights the importance of family support in early intervention programs for children with disabilities. It recognizes that families play a crucial role in the development of their

children and emphasizes the need to involve families as active participants in the early identification and intervention process. The review explores a number of family-centered approaches that promote collaboration between professionals and families, leading to better outcomes for children. It emphasizes the importance of providing families with information, resources and emotional support to improve their ability to effectively support their children's development. "Elements of Early Childhood Assessment Systems" Meisels, S.J. and Atkins-Burnett, S. (2010) This literature review discusses the components and characteristics of early childhood assessment systems. It emphasizes the importance of early identification and intervention in promoting positive outcomes for children with disabilities. The review looks at different aspects of assessment, such as screening, ongoing monitoring and comprehensive assessment, and how these elements help identify children's needs and tailor interventions accordingly. This highlights the importance of a well-designed assessment system that supports early detection, intervention planning and progress monitoring. "Early Intervention for Children with Disabilities: Are Researchers and Providers Wrong?" Campbell, P.H., Milbourne, S.A. and Silverman, F. (2011) - This critical review examines the current state of early intervention for children with disabilities. This raises important questions and concerns about the effectiveness and implementation of early intervention programs. The review addresses challenges facing researchers and service providers, such as insufficient funding, limited access to services, and the need for evidence-based practices. It proposes strategies to improve the process of early detection and intervention, including closer collaboration, better alignment with research and better service delivery models. "Accommodation and support for students with disabilities" Alper, S. and Schloss, P. J. (2010),This literature review focuses on accommodations and support services for students with disabilities. It discusses the transition from early intervention to higher education and emphasizes the importance of early identification and intervention in preparing students for higher education. The review explores a range of housing options, from academic housing to assistive technologies and support services. It emphasizes the role of early intervention in promoting self-advocacy skills and a successful college experience for students with disabilities. "DEC Recommended Practices: A Comprehensive Guide to Practical Implementation in Early Childhood Education/Early Childhood Special Education" Sandall, S., Hemmeter, M . L., Smith, B.J. and McLean, M.E. (2005). This comprehensive guide provides an overview of recommended practices for early intervention and early childhood special education.

It is a valuable resource for professionals and professionals who work with young children with disabilities. The review emphasizes the importance of early detection and intervention strategies to promote positive outcomes. It covers a wide range of recommended practices, including family involvement, curriculum implementation, individualized instruction, and effective collaboration among professionals. It highlights evidence-based strategies that can improve the quality of early intervention and special education services. "Multifaceted assessment and intervention of children with minor disabilities" Dunst, C.J., Trivette, C.M. and LaPointe, N. M. (2009) This review highlights the use of multifaceted approaches in the assessment and intervention of young children with disabilities. This highlights the importance of early detection for effective measures. The review discusses the need for comprehensive assessments that consider different areas of development such as cognitive, language, motor and social-emotional skills. It emphasizes the value of a holistic approach that involves multiple professionals, includes a variety of assessment methods, and takes into account each child's unique strengths and needs. The review emphasizes that early identification and comprehensive assessment lay the foundation for tailored interventions that can support a child's optimal development.

Early childhood development

Early childhood offers a critical opportunity to shape a child's overall development and build a foundation for the future. For children to reach their full potential in accordance with their human rights, they need health and nutrition, protection from harm and a sense of safety, early learning opportunities and responsive nurturing - such as talking, singing and playing - with parents and carers. who love them. All of this is necessary to feed the developing brain and nourish the growing body.

We often miss this opportunity for many millions of the world's most vulnerable children – including children living in poverty or affected by conflict and crisis, children on the move, children from marginalized communities and children with disabilities. Millions of children do not get the nutrition or health care they need, and they grow up surrounded by violence, polluted environments and extreme stress. They miss out on learning opportunities and miss out on the stimulation that their developing brains need to thrive. Their parents and guardians struggle to find the time, resources and services needed to care for their children in this context. When children lose this once-in-a-lifetime opportunity, they pay the price for not living up to their potential - dying before they grow up or living a lifetime of poor physical and mental health.

difficulties in learning and then in earning a living. And we all pay the price. Not giving children the best start in life perpetuates cycles of poverty and disadvantage that can last for generations and undermine the strength and stability of our societies. The first moments of a child's life are important- and their impact can last a continuance. The process of developing a baby's brain begins during gestation and is affected by the health, diet and terrain of the pregnant woman. After birth, a baby's brain continues to develop fleetly, affecting its physical, intellectual and emotional well- being, learning implicitly, and also earning capacity and success in majority.

The early times(0- 8 times) are the most exceptional period of growth and development in a child's life. During these times the foundation of all literacy is created. Getting the basics right will have huge benefits in the future, better literacy in academia and advanced education, which will bring major social and profitable benefits to society. exploration shows that high- quality early literacy and early nonage development(ECD) programs help reduce the liability of dropping out and recidivism and ameliorate issues at all situations of education.

Benefits of early intervention for children with developmental disabilities

According to Annette Majnemer (1998) Early intervention programs are designed to improve participants' developmental skills and prevent or minimize developmental delays. Children targeted for early intervention may be either environmentally or biologically vulnerable children or children with diagnosed developmental disabilities. Based on the best available evidence, there is a growing consensus that early intervention can have a modest positive effect. However, this literature is limited by significant methodological flaws in most studies. Therefore, more randomized clinical trials are needed to determine which programs best meet the needs of children with intellectual or developmental disabilities.Bijou, S. W. (1976). Child development: The basic stage of early childhood. Prentice-Hall. Presents a scientific analysis of preschool children's behavior for developmental psychology students. The child is seen as an interconnected system whose behavior (eg, exploratory behavior, curiosity, play, cognitive behavior, and moral behavior) can be explained by specific observable conditions and empirical processes. This analytical approach is also applied in parenting, behavior therapy and early childhood education.These reviews provide a comprehensive overview of the components of early childhood assessment systems, challenges and improvements in early intervention programs, accommodations for students with disabilities, recommended practices for early intervention, and the importance of multifaceted assessments and interventions for young

children. disabled people They provide valuable information and guidance to professionals, researchers and service providers in the field of early identification and intervention for children with disabilities.

CHAPTER 3

METHODOLOGY

3.1 Introduction

Early intervention means proactive and timely support for people who are at risk of or experiencing developmental delays, injuries or other challenges. It is an approach that aims to address these issues as early as possible to minimize their impact and maximize the individual's potential for growth and development. Early intervention programs usually involve a multidisciplinary team of professionals working together to assess, diagnose and provide appropriate interventions and services tailored to the specific needs of the individual.

The importance of early intervention lies in its ability to significantly change people's lives, especially children who may have difficulties in various areas of development. If these challenges are identified and addressed early, early intervention programs aim to mitigate long-term effects and improve outcomes in cognitive, social, emotional, and physical domains. One key element of early intervention is a focus on providing individualized and evidence-based interventions. Professionals in early intervention programs conduct comprehensive assessments to identify a person's strengths, weaknesses, and needs. Based on these assessments, individualized intervention plans are developed, which may include a combination of treatment, educational strategies, special education, counseling, and family support.

Early intervention is especially important for children with intellectual or developmental disabilities. Research has consistently shown that early identification and intervention can have a significant positive impact on their overall development and functioning. For example, early intervention programs that incorporate behavioral analysis (ABA) techniques for children with autism spectrum disorder (ASD) have been found to improve communication, social skills, and adjustment, leading to better long-term outcomes.

This study aims to add to the existing knowledge base on early intervention and detection by examining their importance, effectiveness and best practices. By addressing research gaps and exploring the effects of early intervention, we strive to improve support systems and services for people facing developmental delays, disabilities or other challenges. The results of this research have implications for policy, practice and the general well-being of individuals and communities. Early detection is of immense importance in various fields as it has a major impact on individuals, families and society as a whole. Early identification of potential challenges allows rapid intervention and support, which leads to several important benefits.

3.2 Statement of the problem

Early identification and intervention is the topic of study. It is very much relevant to identify the disabilities as early as possible. Because if we analyze and assess it early we can take remedial measures to reduce the effect of disabilities. The research problem focuses on the early detection and intervention of a specific condition or condition (eg, developmental disabilities, learning disabilities, mental health problems) to address the challenges of timely detection and intervention. The goal is to research and develop effective strategies, methods and tools that facilitate the early identification of risk groups and enable rapid intervention to improve results and mitigate possible long-term consequences. This research challenge recognizes the importance of early detection and intervention to minimize the negative effects of these conditions and maximize people's potential for optimal growth, well-being and social integration.

3.3 Significance of the study

This is an intervention study among young adults about early intervention and identification. Unless we assess the problem we cannot take precaution. It is very much important to have more awareness about the stages of development, developmental milestones of child development. That is the importance of study. Researcher conducted a training program among young adults based on a training module which was prepared by the researcher. The target population is young adults who are between the age of 18-25 years old. The intervention program was conducted among the marriageable group. Hence the study has its relevance. This intervention study focused on enhancing awareness among the young adults. How they can assess disabilities through different methods, and strategies. This study includes what all are the milestones, to whom one shall approach if they are diagnosed with the disabilities.

3.4 Aim of the study

This intervention study aims to provide awareness building programs for the young adults, in order to enhance the awareness of young adults in early identification and intervention. If they are aware of disabilities and how it can be analyzed they can bring it into practice when they get married. After giving intervention researcher analyzed the awareness level of the participants through multiple choice exams. The study has two aims, one is to provide awareness programs for young adults and the second one is to measure that awareness through different methods like examinations.

3.5 Research Objectives

3.5.1 General Objectives

To assess the awareness of young adults on early identification and intervention after providing the intervention module and training program.

3.5.2 Specific Objectives

- To analyze the socio demographic details of the participants
- To conduct an intervention among young adults on the topic of early identification and intervention.
- To enhance the ability of the participants in dealing with the disabilities
- To provide knowledge about early intervention and detection
- To differentiate awareness level of the participants on the basis of gender, age, education, and occupation.

3.6 Definition of concepts

3.6.1 Early Identification

- **Conceptual Definition**

Early identification is the process of identifying any disabilities or developmental differences in the early years of life and recognizing the need for early intervention.

- **Operational Definition**

Early identification refers to the process of identifying developmental delays, disabilities, or special needs in individuals at an early age, typically during infancy, early childhood, or adolescence. It involves recognizing and evaluating potential indicators or risk factors that may suggest a deviation from typical developmental trajectories. Early identification aims to detect these challenges as early as possible to initiate timely and appropriate interventions and support. By identifying and addressing developmental concerns early on, it increases the likelihood of positive outcomes and reduces the potential negative impact on the individual's overall development and functioning. Early identification is crucial for providing targeted interventions and resources to promote optimal growth, maximize potential, and enhance the well-being of individuals.

3.6.2 Disability

- **Conceptual Definition**

The conceptual definition of disability refers to a condition or impairment that may affect a person's physical, sensory, cognitive, or mental functioning, resulting in limitations or barriers to participating fully in society and performing everyday activities. Disability is not solely a characteristic of an individual but also reflects the interaction between the individual and their environment.

- **Operational Definition**

Disability is a kind physical state in which an individual is not able to do normal activities of life without somebody's help. Disability can be defined as a condition or state that involves impairments, limitations, or restrictions in physical, sensory, cognitive, or mental functioning. It is a diverse and multifaceted concept that encompasses a wide range of conditions and variations in individual abilities. Disabilities may be present from birth or acquired due to illness, injury, or aging. They can affect various aspects of a person's life, including mobility, communication, learning, and participation in social, economic, and cultural activities. The experience of disability is shaped by both the individual's impairments and the interaction between the person and their environment, which can include physical, social, and attitudinal barriers. Disability is an evolving field, and its understanding and conceptualization continue to evolve in relation to societal perspectives, advocacy, and inclusive practices.

3.6.3 Awareness

- **Conceptual Definition**

Awareness is a state of mind one is fully conscious about a particular situation or concept. In this situation it is the awareness of the concept of early identification and intervention.

- **Operational Definition**

Awareness refers to having knowledge, understanding, and recognition of a particular subject, issue, or situation. It involves being conscious, informed, and aware about a specific content or aspect of the world around us. mindfulness can extend to colorful disciplines, similar as social issues, health conditions, environmental enterprises, artistic diversity, and particular development. It involves being attuned to information, perspectives, and guests related to the subject at hand, and it can encompass both factual knowledge and compassionate understanding. mindfulness plays a pivotal part in promoting informed decision- timber, empathy, inclusivity,

and visionary engagement with important matters in society. It's frequently a starting point for initiating change, addressing challenges, and fostering a more informed and compassionate worldview.

3.6.4 Young Adults

Young adults are the persons who are between the age group of 18 to 25 years old.

3.7 Research Design

Pre Experimental one shot case study is the research design

3.8 Universe

25 young adults who are in between the age group of 18 to 25 years old in Udayamperoor grama panchayath

3.9 Sampling

Purposive sampling is the method used in this research study.

3.10 Inclusion and Exclusion criteria

- 25 young adults who are in between the age group of 18 to 25 years old in Udayamperoor grama panchayath are included in the study.
- Adolescents are excluded from the study. Persons aged more than 25 and below 18 years are excluded from the study.

3.11 Pilot study and Pre-test

Pilot study and pretest is not applicable in this study because it uses one shot case study in pre experimental research design.

3.12 Tool of Data Collection

The researcher used a questionnaire as a data collection tool. After conducting the training program researcher conducted a test for assessing the awareness level of the participants with help of google form and filled by the participants.

3.13 Method of Data Collection

For assessing the awareness level of the participants, researchers used questionnaires. There are 40 questions and it is based on the objectives and the first 10 questions constitute socio-demographic details of the respondent. Other questions are related to early identification and intervention based on the training module which was prepared by the trainee. All the questions are made only on the basis of the module, and the purposes of the questions were to assess the awareness level and to collect the socio demographics details of the participants. And

all the collected data will be kept confidential and only used for research purposes only. Researcher makes sure that every participant clearly understands the concepts which the researcher wants to communicate.

3.14 Data Analysis and interpretation

Since it is a quantitative study researcher used SPSS Software to analyze and interpret the collected data. Analyzed data is interpreted and represented through charts, bar diagrams and tables for better understanding.

3.15 Limitations

Major limitations of the study was the difficulty in arranging the class for the participants. Because all the 25 participants needed to come together for five sessions on different days. To arrange 25 young adults in a short time was a herculean task for the researcher. Actually the session was conducted in the Church situated in Udayamperoor Grama panchayat. However researcher managed to conduct this intervention study as five sessions. To get permission and a place to conduct training class was also difficult. And lack of knowledge in technical aspects like SPSS and other software were also difficult in some way or another during the research and analyzing process.

3.16 Chapterization

Chapter 1 – Introduction

Chapter 2 – Review of Literature

Chapter 3 –Research Methodology

Chapter 4 – Data Analysis and Interpretation

Chapter 5 – Findings, Recommendations, Implications for professional social work practice

CHAPTER 4

ANALYSIS AND

INTERPRETATION

4.1 Socio demographic data of respondents

The data given below social demographic details of the respondents. In total there are 25 respondents who are aged between 18 and 25 years old. It is the legal age for marriage in India. It is an intervention study among young adults about early identification and intervention.

Sex wise distribution of the respondent

In total there are 25 participants with 20 Male and 5 females. That means 80% were male and 20% were female.It is evident from the given data. All the participants are aged between 18 to 25 years old. That point out that all the participants are going through marriageable age. From the table, when we analyze, it is evident that most of the participants are aged between 18 to 25.

Gender	Frequency	%
Male	20	80
Female	5	20
Total	25	100
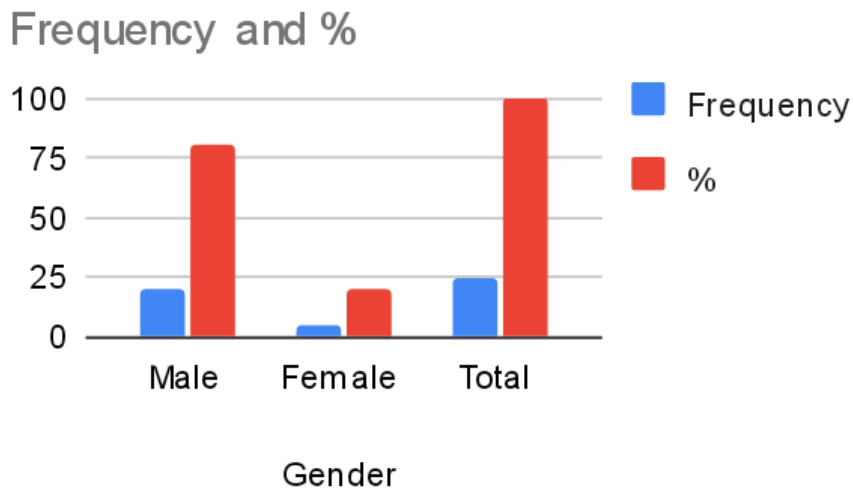
Age wise distribution of the respondents

The age wise distribution shows that the respondents aged between 18 to 20 constitutes 40%, 20 to 23 constitutes 28%, and 23 to 25 constitutes 32%. That means almost half of the participants fall under the age of 18 to 20 years old. Thus it is very much relevant to enhance the awareness of the young adults in order to assess and analyze the disabilities of the children in future.

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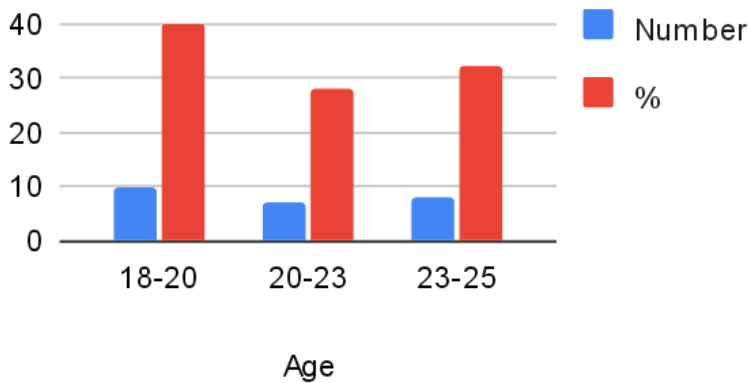
Age	Number	%
18-20	10	40
20-23	7	28
23-25	8	32

<u>Table showing occupation of the respondents</u>

The table given below shows the occupation of each participant. When we analyze the table we can understand that 56% of the participants are students. And another 44% are working in different sectors.

Occupation	Number	%
Architecture	1	4
Software Engineer	1	4
Engineer	1	4
unemployed	2	8
Shopkeeper	1	4
Program designer	1	4
Student	14	56
Company employee	1	4
Driving	1	4
Data Analyst	1	4
Electrician	1	4

Table showing income wise distribution of the respondents

The table below shows the monthly income of the participants. From the table and graph itself it is very much clear how it is divided and distributed. There are five groups of distribution. It ranges from 5000- 15000, 15000-25000, 25000-35000, 35000-45000, 45000-55000. The large population comes under the range of 35000-45000, it consists of 32% of the entire population.

Income Distribution	Number	%
5000-15000	4	16
15000-25000	6	24
25000-35000	4	16
35000-45000	8	32
45000-55000	3	12
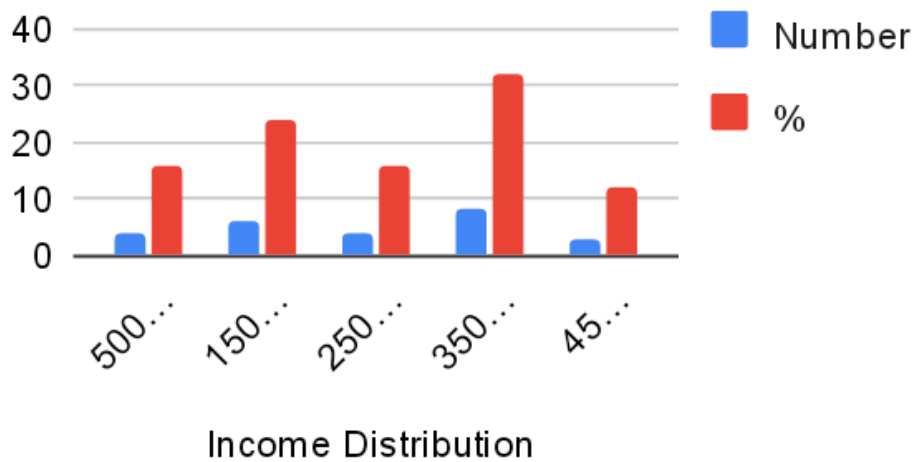
Table showing education basis distribution of the respondents

Total 25 participants were there for the training program. From the table below out of 25 participants 21 participants are having qualification of degree, 84% of the entire population. Post Graduates are 4, it consists only 16% of the target population.

Education	Number	%
Degree	21	84
Post Graduate	4	16

Number and %
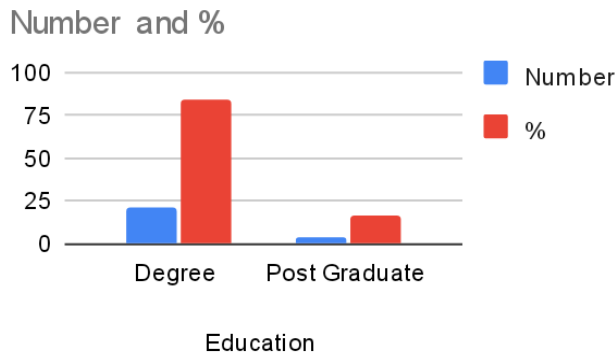
<u>Table showing level of awareness of the respondents</u>

The last table shows the result of the training program which analyzes the awareness level of all the participants. After giving a training module in 5 sections the researcher conducted a multiple choice exam. The exam was conducted to measure the awareness level of the participants. The research divided the entire group into three categories subsequently: high level of awareness, moderate level of awareness and low level of awareness. On the basis of the exam the researcher came to the conclusion that 60% of the participants have a high level of awareness about early intervention and identification, 36% of the participants have a moderate level of awareness and the 4% of the participants have low level of awareness. That points out the effectiveness of the intervention which was conducted by the researcher. It is very much understood from the frequency table, bar diagram and pie chart that the awareness level is comparatively high.

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Level of Awareness	Frequency	%
Low	1	4
Moderate	9	36
High	15	60

Frequency and %

Frequency %

Level of Awareness

%

Analysis Based on some relevant questionnaire

This is the first question of the exam. The question is *"In the first month after birth, babies see everything in black and white".* Five Option is given such as Strongly Agree, Agree, Neutral or Don't know, Disagree and strongly disagree. Here the correct answer is strongly agree. When we analyze the bar diagram we can understand that most of the participants choose the right answer, which denotes the High level of awareness.

Question 2

And another important question in the questionnaire is: In the *first month after birth, the child can see only 4 to 12 inches away.*

Strongly Agree - right answer

Agree

Don't know or neutral

Disagree

Strongly Disagree

From the bar diagram given below it is crystal clear that the majority of the participants are correctly answered. Particularly saying 23 out of 25 are correctly answered, that means almost 90% of the participants correctly answered this answer, when we analyze this one we can understand the awareness level of the participants.

Count of 12. In the first month after birth, t…
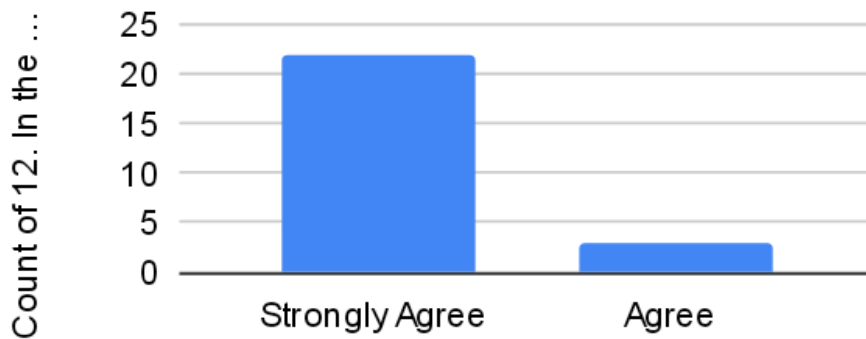
12. In the first month after birth, the child c…

Question 3

The child begins to sit on his own between 7 and 9 months. This is the second question, all the questions have the same options like strongly agree, agree, don't know, disagree, strongly disagree. Here in this question; strongly agree is the correct answer. Almost 20 participants choose the correct answer. This also strongly proves the effectiveness of the training module and training class.

Count of 13. The child begins to sit on his own between 7 and 9 months.
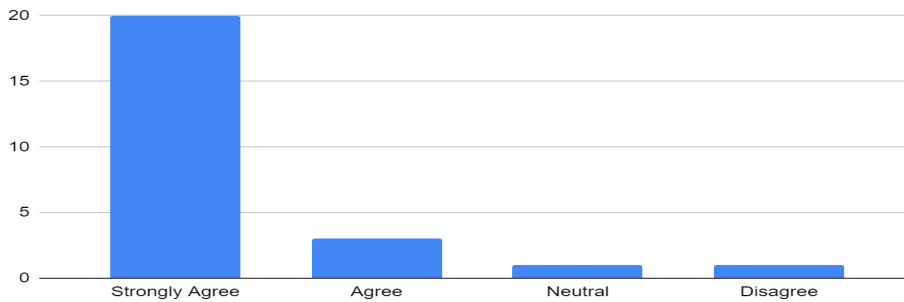
Count of 13. The child begins to sit on his own between 7 and 9 months.

Question 4

The child begins to recognize the mother at 4 to 6 months. This question also points out to the effectiveness of the training program as you can analyze the result. More than half that means particularly saying 16 participants are well aware about the topic and the intervention was effective.

Count of 14. The child begins to recognize the mother at 4 to 6 months.
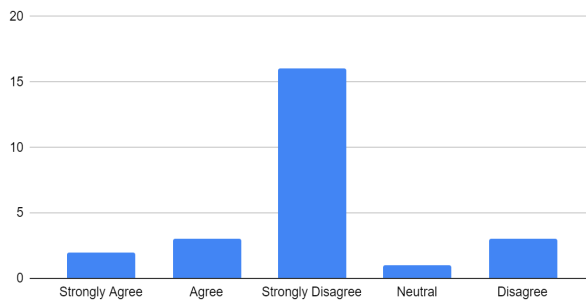
Count of 14. The child begins to recognize the mother at 4 to 6 months.

Question 5

Mother's illnesses and stress during pregnancy do not affect the child's mental health. This is a kind of tricky question that is a negative question some of the respondents can be misunderstood. Even Though it is a negative question, the rate of correct answers scored is not less. Almost half of the participants were correctly answered. The benefit of negative questions is that we can analyze the level of awareness of the participants through negative questions correctly.

Count of 15. Mother's illnesses and stress during pregnancy do not affect the child's mental health.
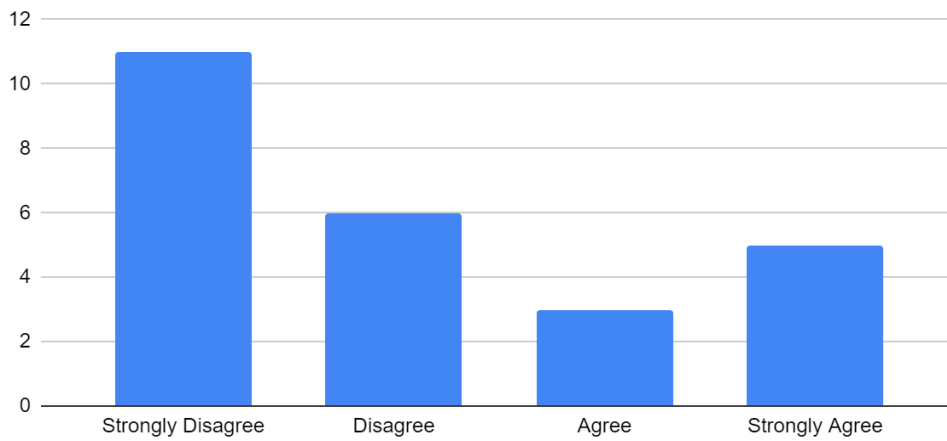
Count of 15. Mother's illnesses and stress during pregnancy do not affect the child's mental health.

Question 6

The baby falls down between 4 to 6 months, this is another question that is used for the analyzing of the collected data and the awareness of the respondent. Nearly 15 participants correctly answered this question. 'Strongly agree' is the correct answer. Nearly 15 participants chose to fill 'strongly agree' as the right answer.

Count of 16. The baby falls down between 4 to 6 months
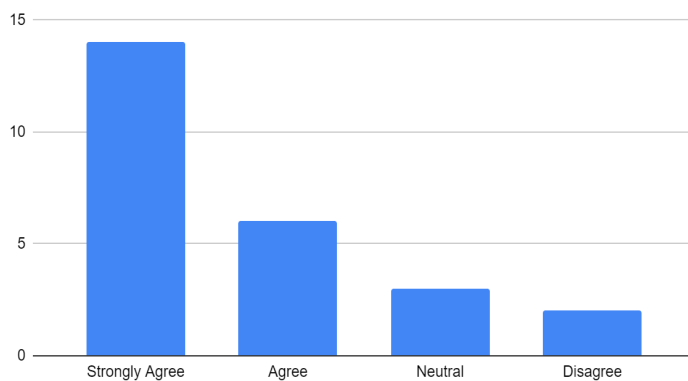
Count of 16. The baby falls down between 4 to 6 months

Question 7

Children who interact with other children start talking sooner than adults. This is another important question which the researcher wants to highlight. 18 participants correctly chose the right answer.

Count of 17. Children who interact with other children start talking sooner than adults

Count of 17. Children who interact with other children start talking sooner than adults
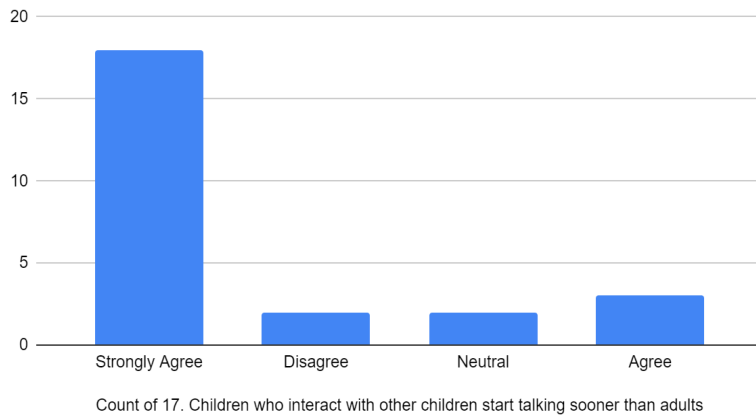
Question 8

Problems between parents and the environment in which the child grows up affect the child's mental health. This question needs more attention that family problems and problems and conflicts between the parents will negatively affect the development of the children. 18, 19 participants correctly filled this answer. Most young adults are well aware of this issue, they very well know how the interaction and dynamics of the parents affect the children.

Count of 18. Problems between parents and the environment in which the child grows up affect the child's mental health
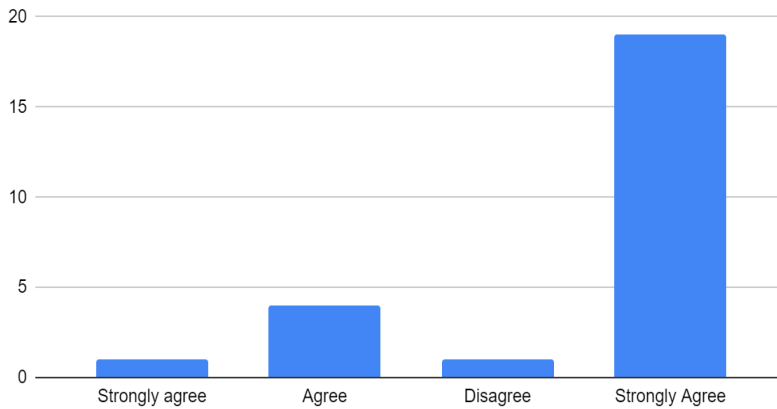
Count of 18. Problems between parents and the environment in which the child grows up affect the...

Question 9

Children can be diagnosed with disabilities within the first year of birth. This is also answered by almost 18 participants correctly.

Count of 19. Children can be diagnosed with disabilities within the first year of birth.
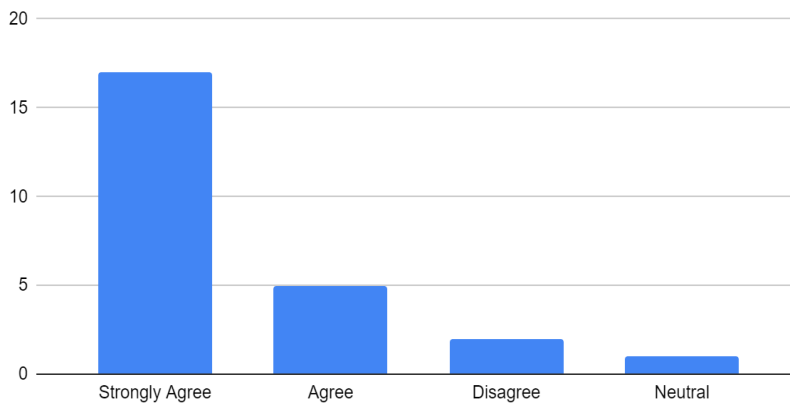
Count of 19. Children can be diagnosed with disabilities within the first year of birth.

Question 10

And this question speaks about the role of teachers and parents in the mental health development of the child. 20 participants are well aware of their own role as parents. This is important in this research study.

Count of 20. Parents and teachers can play an important role in fostering children's mental health
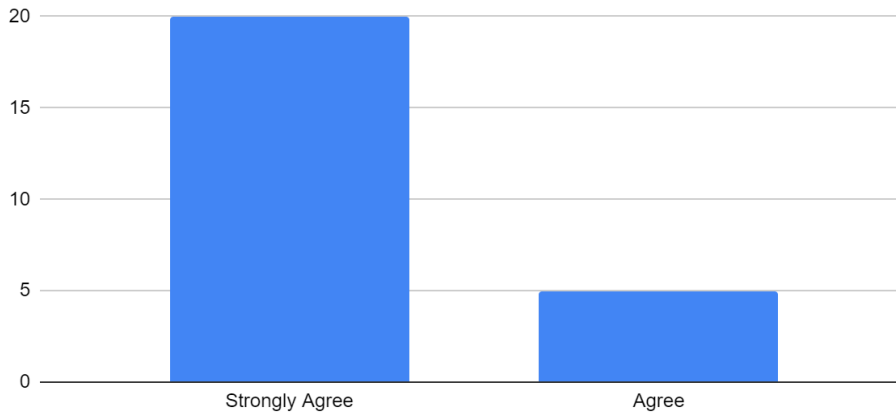
Count of 20. Parents and teachers can play an important role in fostering children's mental health

Question 11

Parenthood skills means the parent's skills in furnishing physical care, protection, supervision and cerebral support applicable to the child's age and experimental status.

Count of 37. Parenting skills means the parent's skills in providing physical care, protection, supervision and psycholo…
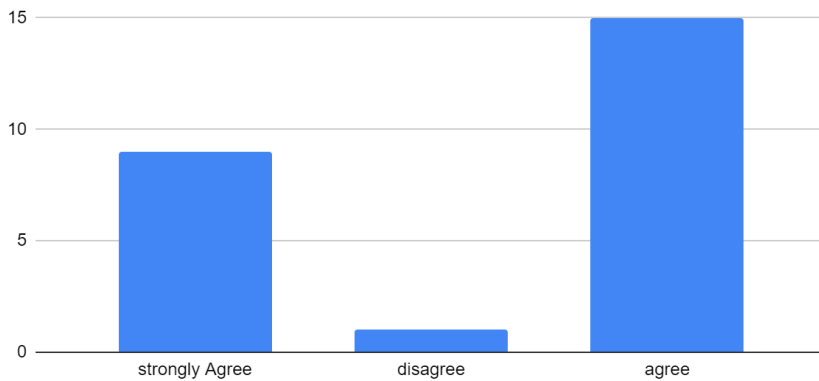
Count of 37. Parenting skills means the parent's skills in providing physical care, protection, superv…

Question 12

To whom we should approach once a disability is identified. It is another important question. It speaks about the approachable personnel once disability is diagnosed. Almost all the questions were correctly filled by the participants.

Count of 40. To whom we should approach once a disability is identified

Count of 40. To whom we should approach once a disability is identified
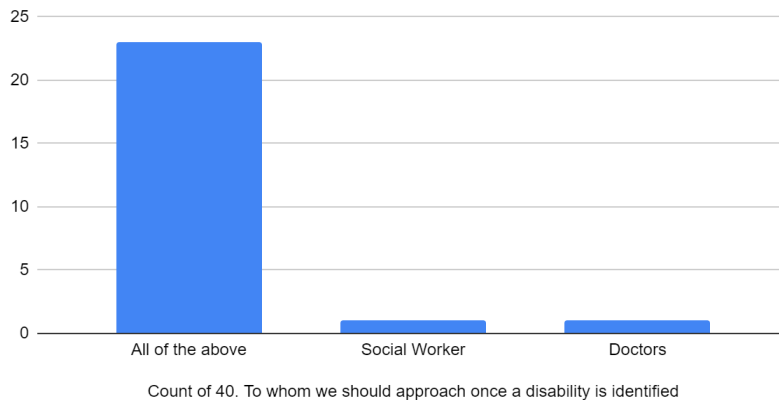
Question 13

Through this question almost all the participants agreed that some misconceptions are existing in the society about children with disabilities. This question and answer proved the relevance of this study. To reduce these kinds of misconceptions society needs more awareness programs and training sessions.

Count of 39. There are many misconceptions about children with disabilities in the society

Count of 39. There are many misconceptions about children with disabilities in the society
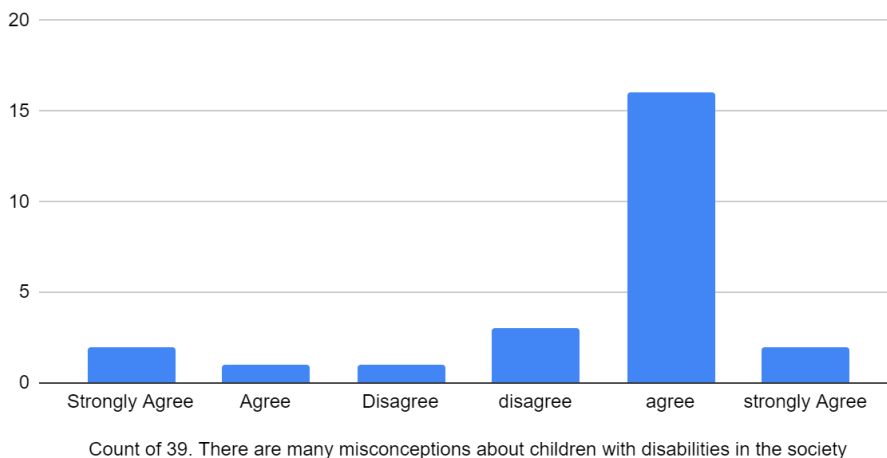
Question 14

This is another question that speaks about the significance of this intervention study, that society lacks awareness and knowledge on early intervention and identification. Almost 20 participants out of 25 agreed with the statement.

Count of 38. Society lacks awareness to identify children with disabilities at a very young age.
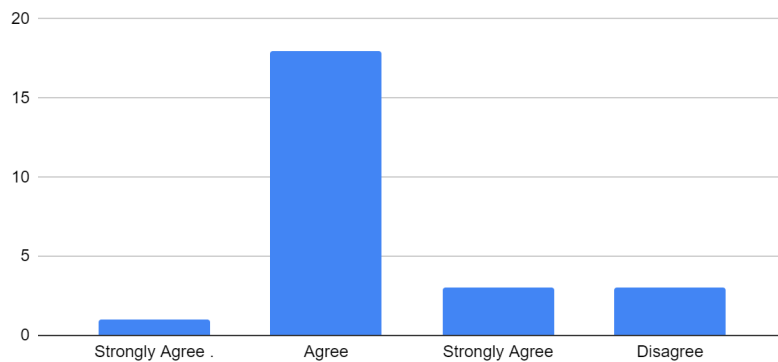
Count of 38. Society lacks awareness to identify children with disabilities at a very young age.

CHAPTER 5

FINDINGS &

SUGGESTIONS

This chapter deals with the findings and suggestions of this research study. All the findings and suggestions provided here are based on the collected data. This is an intervention study among young adults on the topic early identification and intervention. All the participants of this study are under the age of 25 years. Total 25 participants were there. Findings and suggestions are made out of collected data. By analyzing the awareness after providing intervention researcher found that the intervention program was successful. And the awareness level of the participants has increased a lot. It is the main finding and the outcome of this research. Researcher divided the entire group into three headings after the training session after conducting multiple choice exams. The exam was conducted out of 150 marks. There 40 questions in total, among them 30 questions are the questions meant for assessing the awareness level of the participants. Those questions are particularly based on the training module which was prepared by the researcher for the purpose of action oriented research. Researcher divided the intervention group into three categories based on the score they obtained. First group consists of the participants who have obtained a score between 100-150 marks. This group of members has a high level of awareness. And the second group consists of the participants who have obtained a score between 50 - 100 marks. These are the members who have a moderate level of awareness. And one more group is there on the basis of awareness that is the low level awareness group. From the research study the researcher understood that the awareness of this particular problem is lacking in the society but if we provide some kind of awareness programs, training programs and all the society will improve a lot.

Socio demographic Profile of the respondents

- Total 25 participants were there for the intervention study
- All the participants are young adults who are aged between 18-25 years old.
- All the participants are residing in Udayamperoor grama panchayat
- 20 male participants and 5 female participants were there.(80% male and 20% female)
- All the participants are in marriageable age, but not married yet
- Most of the participants have degree qualification, only some have post graduate.

Awareness level of the participants

This table shows the result of the training program which analyzes the awareness level of all the participants. After giving a training module in 5 sections the researcher conducted a multiple choice exam. The exam was conducted to measure the awareness level of the participants. The

research divided the entire group into three categories subsequently: high level of awareness, moderate level of awareness and low level of awareness. On the basis of the exam the researcher came to the conclusion that 60% of the participants have a high level of awareness about early intervention and identification, 36% of the participants have a moderate level of awareness and the 4% of the participants have low level of awareness. That points out the effectiveness of the intervention which was conducted by the researcher. It is very much understood from the frequency table, bar diagram and pie chart that the awareness level is comparatively high. The major finding and the result of the study is very much clear from the below illustrations and the table.

Level of Awareness	Frequency	%
Low	1	4
Moderate	9	36
High	15	60

Frequency and %

%

Low
4.0%

Moderate
36.0%

High
60.0%
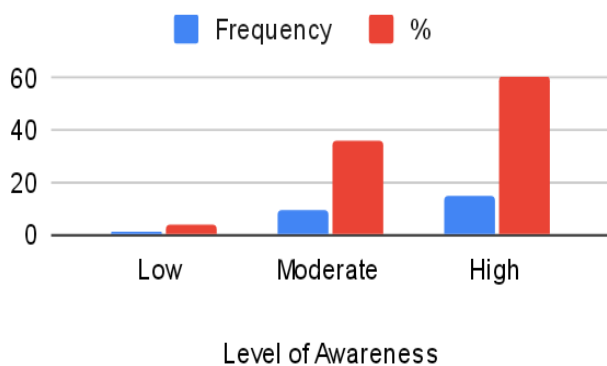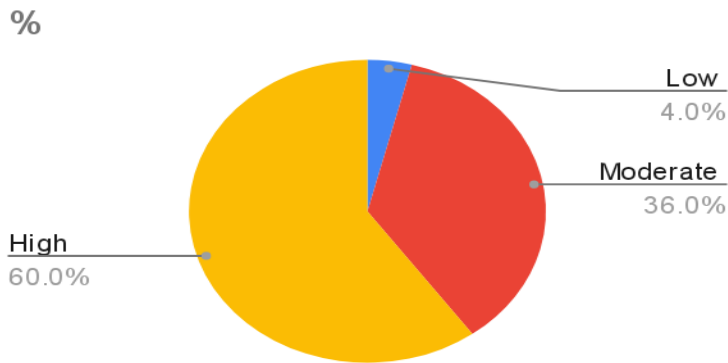
Suggestions

Suggestions are provided on the basis of this research study and the findings.

Government and other Non Government organizations should provide training programs and awareness programs at a vast level. Then only we can prevent this kind of disability in the future. This can be provided through community based organizations, anganwadis etc.

Social Work Implications

Social workers play a crucial role in this field. If the identification of disability is delayed it can lead to big issues in the future. Through observation one can identify disabilities to a certain extent. Social Workers can take initiatives for training sessions, awareness building programs etc. Social Workers are the persons who have the ability to conduct workshops and training programs for the general public.

Conclusion

In conclusion, this quantitative, one-shot case study research has shed light on the important topic of early intervention and identification of disabilities. The study aimed to explore the effectiveness of early intervention programs in identifying and supporting children with disabilities at an early age, with the ultimate goal of enhancing their overall development and well-being.

The findings of this study have significant implications for both researchers and practitioners working in the field of special education and early childhood intervention. Firstly, the study revealed that early identification of disabilities is crucial for providing timely and appropriate

interventions. The results showed that children who received early intervention services exhibited improved outcomes in various developmental domains compared to those who did not receive such support. This underscores the importance of early detection and intervention to mitigate the potential negative effects of disabilities on a child's development.

Furthermore, the study highlighted the need for comprehensive and multidisciplinary approaches to early intervention. The results indicated that interventions that incorporated various professionals, such as special educators, speech therapists, occupational therapists, and psychologists, yielded better outcomes for children with disabilities. This suggests that a holistic approach that addresses the diverse needs of children with disabilities is vital for their overall development.

Additionally, the study emphasized the importance of family involvement in early intervention programs. The findings demonstrated that interventions that actively engaged and supported families in the intervention process had a positive impact on children's outcomes. This indicates that collaboration between professionals and families is essential for designing and implementing effective early intervention strategies.

Despite the valuable insights gained from this study, several limitations should be acknowledged. Firstly, the research design of a one-shot case study limits the ability to establish causality or determine long-term effects. Future research could employ more rigorous designs, such as randomized controlled trials or longitudinal studies, to further investigate the relationship between early intervention and disability outcomes. Moreover, the study sample was limited to a specific geographic area, which may affect the generalizability of the findings. Expanding the research to include more diverse populations would provide a more comprehensive understanding of early intervention and disability identification.

In conclusion, the awareness building program on early identification and intervention of disability has proven to be a valuable initiative in promoting the importance of early detection and support for children with disabilities. This program aimed to increase awareness among various stakeholders, including parents, educators, healthcare professionals, and the broader

community, regarding the significance of early intervention in enhancing the well-being and development of children with disabilities.

The findings from this program highlight the positive impact of raising awareness on early identification and intervention. Firstly, the program successfully increased knowledge and understanding among parents and caregivers about the early signs and symptoms of disabilities. This knowledge empowers them to recognize potential developmental delays in their children and seek appropriate support at an early stage. By equipping parents with this knowledge, the program plays a crucial role in ensuring timely interventions and reducing the potential negative consequences of undetected disabilities.

Moreover, the program effectively engaged educators and healthcare professionals in promoting early identification and intervention. By providing them with comprehensive information and resources, the program supports these professionals in identifying and addressing the unique needs of children with disabilities. This fosters a collaborative approach among different stakeholders, promoting effective communication and coordination in delivering early interventions.

The program's impact extended beyond the immediate target audience, as it successfully created broader community awareness. By organizing workshops, seminars, and public campaigns, the program educated the community about the benefits of early intervention and disability inclusion. This increased understanding and acceptance contribute to building a more inclusive society that supports and empowers individuals with disabilities.

However, it is important to acknowledge certain limitations and challenges faced during the implementation of the awareness building program. Firstly, measuring the program's direct impact on early identification and intervention outcomes can be challenging due to the complexity of evaluating behavioral and developmental changes in children. Future research could employ more rigorous evaluation methods, such as pre- and post-program assessments or longitudinal studies, to assess the program's effectiveness in driving actual behavior change and improving outcomes for children with disabilities.

Additionally, sustaining the momentum and long-term impact of the program is a crucial consideration. Awareness building is an ongoing process, and it is essential to develop strategies for continuous engagement and reinforcement of the key messages beyond the program's initial phase. This can be achieved through partnerships with local organizations, ongoing training for professionals, and leveraging digital platforms to disseminate information and resources.In conclusion, the awareness building program on early identification and intervention of disability has demonstrated its significance in promoting early detection, timely interventions, and inclusive practices. By increasing knowledge, fostering collaboration, and creating a broader community awareness, the program contributes to a society that recognizes the rights and potential of all children, regardless of their abilities. It is imperative to continue building upon the program's success, addressing the identified limitations, and advocating for sustained efforts in raising awareness for early identification and intervention of disability.In conclusion, this quantitative, one-shot case study provides valuable insights into the significance of early intervention and identification of disabilities. The findings highlight the positive impact of early intervention on children's developmental outcomes and emphasize the need for comprehensive, multidisciplinary approaches that involve families. By addressing the limitations identified in this study and building upon its findings, future research can continue to advance the field of early intervention and contribute to the well-being and success of children with disabilities.

APPENDIX

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Questionnaire

Socio Demographic Details

1. Name

2. Age

3. Gender

4. Education

5. Monthly Income

6. Occupation

7. Place of residence

8. Number of family members

9. Marital status

Questions for assessing awareness on early identification and intervention

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

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

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

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

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

6. The baby falls down between 4 to 6 months

7. Children who interact with other children start talking sooner than adults

8. Problems between parents and the environment in which the child grows up affect the child's mental health

9. Children can be diagnosed with disabilities within the first year of birth.

10. Parents and teachers can play an important role in fostering children's mental health

11. Society plays a primary role in the social development of the child

12. Social development takes place from birth to age 18

13. Delinquent children do not belong to the category of children requiring special treatment

14. Children with special needs are children who are mentally, physically and socially different from normal children.

15. Children with ADHD can complete a given task

16. Children with autism tend to interact and talk closely with people.

17. 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

18. 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

19. Screening tests may not detect Down syndrome

20. Parents have no role in identifying children with disabilities.

21. People with Down syndrome look different from other children

22. 80 to 90% of brain development occurs after the first two years of birth

23. Children with autism prefer to live in their own world and do not want to involve other children or adults

24. There is no specific cause of autism

25. 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

26. Parental abilities including supporting children, attending to their needs, serving as a positive role model for children, etc., are crucial.

27. Parenting abilities are the ability of the parent to give their kid the physical care, protection, supervision, and psychological support necessary for their age and stage of development.

28. Society lacks awareness to identify children with disabilities at a very young age.

29. There are many misconceptions about children with disabilities in the society

30. To whom we should approach once a disability is identified

Options
 1. Strongly Agree
 2. Agree
 3. Neutral or Don't Know
 4. Disagree
 5. Strongly Disagree

TRAINING MODULE

FOR

YOUNG ADULTS

ON

EARLY IDENTIFICATION

INTRODUCTION AND RELEVANCE OF THE TRAINING MODULE

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

It is intended to give young adults 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 young adults' 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 young adults is crucial to preventing future impairments.

S.NO	SESSION	DURATION	TIME
Chapter -1			
Session 1	▪ Stages of child development ▪ Developmental milestones	½ hour	9:00-9:30 am
Session 2	▪ Importance of mental health ▪ Discussion about mental health	½ hour	9:30-10:00 am
Session 3	▪ Importance of socialization ▪ The impact of family support	½ hour	10:00-10:30 am
Session 4	▪ Children with special needs	½ hour	10:30-11:00 am

S. NO	SESSION	DURATION	TIME
Chapter-2			
Session 1	▪ Childhood disorders and disabilities	1 hours	9:00-11:00 am

S.NO	SESSION	DURATION	TIME
Chapter -3			
Session 1	Supportive role ● External Influence ● Reduction of stigmas-awareness	1/2 hour	9:00-9:30 am
Session 2	● Language used by parents ● Importance of early identification and intervention	1/2 hour	9:30-10:00 am

S. NO	SESSION	DURATION	TIME
Chapter -4			
Session 1	● Types of parenting ● Types of parenting skills	1 hour	9:00-11:00 am

S. NO	SESSION	DURATION	TIME
Chapter -5			
Session 1	● Psychologists ● Psychiatrists ● DCPU ● School Counselors	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

1.Invite the participants to discuss their understanding of the many stages of growth.

2.Describe the various steps.

3.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:

Understand the importance of mental health

Method:

Activity: 1

Tell them a story related to the importance of mental health.

Ask them about the moral of the story

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:

Explain about the importance of socialization

Divide the participants into two groups

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:

Understand about the children with special needs

Materials required: Pen & paper

Method:

Activity 1:

Ask the participants about the categories of children with special needs and write it on the paper.

Ask them to read it in the group

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 hour

Expected learning outcome:

The participants will:

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:

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 aforementioned

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 young adults about role of family

Expected Outcome- The participants will understand and recognise the importance of family's role.

Materials required-

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.

Facilitators 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- Young Adults will become aware of parenting styles and skills.

Materials required -

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- Young Adults will become aware of approachable persons in case of early identification and

Materials required -

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

Facilitators note-

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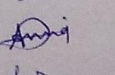
Photo Gallery

Researcher conducts Training Session for Young Adults

Researcher conducts Training Session for Young Adults

Researcher conducts Training Session for Young Adults
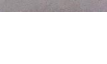

Researcher conducts Training Session for Young Adults

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Researcher conducts Training Session for Young Adults

Researcher conducts Training Session for Young Adults

Participants List
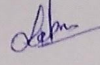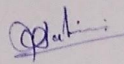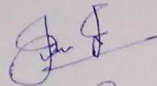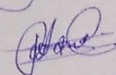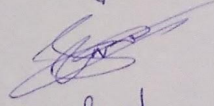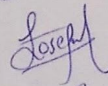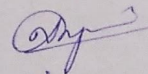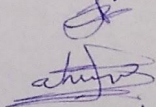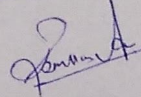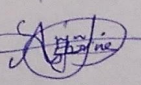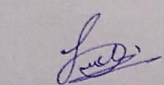
Number	Name	Sign
1. 9048122820	Dleep Antony.	
2. 9895516694	Jinson PM.	
3. 8075941220	Sebin.	
4. 7994015769	Nibin.	
5. 8447902923	Jino Joy.	
6. 7356509942	Achu Tomy.	
7. 9847401197	Sam Varghese.	
8. 8590774647	Jose Jimmy.	
9. 8281183683	Tony Thomas	
10. 7561042054	Vipin Antony.	
11.	Jerson Jose	
12. 9539797970	VISMAYA ANTOY	
13.	seeniya Achu.	
14. 8921145055	Anju Joseph	
15. 7012288060	Libina Jibin	
16. 9562925200	Anna Jimmy	
17. 7510944250	Joe.	
18. 8139875994	Sanjay Wilson	

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Participants List

19 9447647535 — Jomin Joseph

20 Ashbin Babu — 9846922923 —

21 Joseph Awdeo — 7356513351 —

22 Jain Noji — 8921367742 —

23 Christy s xavier — 8590587174 —

24. Roshan shaiju. — 9746528026. —

25. Joel Joy — 9539551944 —

2023/7/9 19:01

Participants List