

Interventions for Young Children with Intellectual and Developmental Disabilities in Early Childhood

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ABSTRACT

Young children with intellectual and developmental disabilities who have complex communication demands require access to effective, evidence-based interventions that address their specific communication needs while also optimising their developmental outcomes. Given the important roles that parents, educators, peers, and siblings play in children's lives, researchers are increasingly focusing on how to better equip these natural communication partners to help children with complex communication requirements communicate effectively. The worldwide society has achieved great progress in saving the lives of children under the age of five in the recent two decades. However, these advancements are not assisting all children, particularly those with disabilities, in thriving. The majority of research on early child development has focused on the effects of biological and psychological factors on the growing brain, as well as the impact of early intervention on child development. However, because children with impairments are often excluded from research, little is known about which interventions are successful for this high-risk group.

Keywords: ASC, Communication Disorders, Early Childhood

INTRODUCTION

Early Communication Intervention is a trans-disciplinary field in which audiologists and speech-language therapists not only share roles, but each discipline also contributes uniquely to services for families with infants and preschool children who have feeding difficulties, hearing loss and disorders, established and emerging communication disorders, or who are at risk of developing these difficulties. The goal of communication therapies is to develop verbal, bodily, and listening skills. Individuals with autism spectrum disorders may benefit from communication therapies in particular (ASC) [1]. We deliver communication interventions to children and young people who we believe will benefit from them at HSR Psychology. Early infancy is a vital time for intervention to address developmental problems since it is a period of fast development. A team of professionals, along with the parent or caregiver, develops and implements a plan to meet the child's developmental needs as well as the family's needs. Early intervention treatments are offered in natural settings to young children who do not have developmental delays or disabilities. Researchers are encouraged to collaborate with providers to produce studies that evaluate federally supported early intervention programmes as well as intervention programmes that target specific developmental milestones. Depending on the needs of the child or young person, a communication intervention might include a variety of elements. The HSR Psychology

professional may employ visual approaches such as the picture exchange communication system (PECS) or other visual systems for children or young people who have an autism spectrum disorder (ASC) [2]. A communication intervention will teach the child or young person how to use tactics like facial expressions, nonverbal gestures, and active listening to communicate. The individual will then have the opportunity to practise their new communication skills in between sessions and reflect on how effective they were throughout those sessions. Communication interventions can aid in the development of a child's or young adult's abilities, such as the ability to: Increase the use of verbal language, where possible; Use nonverbal gestures to communicate; and Recognize nonverbal gestures in others, such as facial expressions; use other communication methods, such as PECS; Increased comprehension of social signs, increased interaction with others, and increased communication confidence. Parents and siblings of children with exceptional needs benefit from early intervention treatments as well. Frustration, tension, disappointment, and helplessness are common feelings in families. This might have an impact on the family's well-being as well as the development of the special needs child. Early intervention contributes to the development of a nurturing and supportive atmosphere for the entire family. Even in adulthood, early intervention is forward-thinking [3]. EI therapies have been found to deliver considerably more than immediate benefits during the formative years. They improve the child's ability

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to integrate into future social situations, such as school, community, and eventually work.

CONCLUSION

Early intervention is a collection of services aimed at assisting new-born and toddlers with developmental delays or disabilities. Early Intervention helps eligible new-born and toddlers build skills that are normally acquired during the first three years of life. Physical skills such as reaching, crawling, and walking, Social skills such as playing and interacting with others, Communication skills such as listening, understanding, and speaking, Problem solving and cognitive skills, such as learning, Self-help skills such as eating and dressing without assistance are among them. Developmental delays can occur in one or more areas, making a child eligible

for assistance that are tailored to the child's and family's specific needs and goals. Early intervention services are critical to a child's development, both in terms of their direct impact on the kid and in terms of reinforcing and empowering a loving environment for the family.

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