

## Early Childhood Education/Intervention —

### A. Knowledge

Developmental risk factors: prenatal, perinatal, postnatal

Parental education: effect on stimulation of child; interaction, prioritization of learning, reading, etc.

Environmental stimulation-needs vs available resources

Emotional development-attachment, change, disruption

Cultural variation and expectations for level of child development (i.e. toilet training)

Developmental screening

Poor sensitivity and selectivity

Potential cultural bias

Impact of bilingualism

PL-94-457 - implications/realities

Efficacy of early intervention model in child development

Head Start

Efficacy

Improved self-esteem

Increased motivation

positive influence on health

Motor coordination

Development - appears that Head Start graduates are less likely to fail a grade in school or to require special education services

Cost: \$3240.00/child; 2.7 billion in 1991 for full day for one year/child

Preschool program: lower attendance by low income families 21% of 3-4 yr old from families with income less than \$20000 attend;

51% from families with income less than \$34000 attend

Risk assessment: environmental, biological, combined

Intervention resources vary widely by locale

### B. Skills

Neurological evaluation

Neuromaturational screening and monitoring

Assessing quality of home environment e.g. presence of stimulating toys, (see HOME scale)

Integrating assessments with those of educators, developmentalists, behaviorists, psychologists

Ability to communicate developmental concerns to parents

Mobilization of resources to get appropriate family services  
Ability to follow through and ensure help is provided  
Understanding interaction between developmental issues  
and issue of home environment, culture

C. Attitudes

Respecting cultural differences and variation  
Nondiscriminatory developmental expectation  
Support for family through evaluation, referral, and  
resource allocation process

D. Barriers

Inadequate and/or biased evaluation tools  
Communication problems around developmental issues between  
providers and families  
Lack of prioritization of child development within the family  
Scarcity of intervention resources  
Making way through difficult "gatekeepers" to appropriate  
services  
Most programs require parental participation; parents of low  
income may not be able to

E. Advocacy

Political advocacy for increased availability of early preschool  
services  
Legal advocacy to ensure adequate provision of services to low  
income families  
Education of families concerning services to which they are  
entitled  
Push for full day Head Start Programs and increased enrollment  
Advocate for parental education programs, i.e., Home  
Instruction Programs for Preschool Youngsters (HIPPY)  
(Arkansas)  
Support stimulating child care centers within the workplace

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