

# EARLY INTERVENTION (EI) PROGRAMMES

## EARLY INTERVENTION CENTRE

Children who require **medium to high levels of EI support** may attend the Early Intervention Programme for Infants and Children (EIPiC) and the Early Intervention Programme for Infants and Children-P (EIPiC-P) at Early Intervention Centres



### EIPiC UNDER-2s

- Serves children below 2 years old
- Requires parents/ caregivers to accompany children
- Emphasis on skilling of parents/ caregivers to ensure they are able to carry out intervention strategies in children's daily routines

### EIPiC @ CENTRE

- Serves children aged 2 to 6 who require medium to high levels of EI support

### EARLY INTERVENTION PROGRAMME FOR INFANTS AND CHILDREN - P (EIPiC-P)

- Serves children aged 2 to 6 who require medium to high levels of EI support
- Provided at private intervention centres

EI educators, Allied Health Professionals and/or Psychologists will support children through therapy or specialised intervention, depending on needs of children.

## PRESCHOOL

Children who require **low to medium levels of EI support** can receive intervention through EI programmes available in their preschools



### DEVELOPMENT SUPPORT PLUS (DS-PLUS)

- Serves children up to age 6 who have made progress under EIPiC and now require low levels of EI support
- EI educators will co-teach children in class

### INCLUSIVE SUPPORT PROGRAMME (InSP) PILOT

- Serves children aged 3 to 6 who require medium levels of EI support
- EI educators and Early Childhood (EC) educators will co-plan and co-teach children in class and work with visiting Allied Health Professionals to embed EI strategies into children's daily preschool routines

### DEVELOPMENT SUPPORT (DS)

- Serves children in K1 and K2 who require low levels of EI support through therapy

### LEARNING SUPPORT (LS)

- Serves children in K1 and K2 who require low levels of EI support through intervention by LSEds

EC educators, EI educators, Learning Support Educators (LSEds), Allied Health Professionals and/or Psychologists will support children, depending on the programme and needs of children.

# The Evaluation Of An Intervention Programme For Disadvantaged Children

**Lei Shi**



## **The Evaluation Of An Intervention Programme For Disadvantaged Children:**

The Evaluation of an Intervention Programme for Disadvantaged Children Thomas Kellaghan, 1977      Rutland Street Séamas Holland, 2014-05-19 Rutland Street is a project that explores the ways in which education can help develop human innate abilities and the importance of this concept to the educational needs of the disadvantaged. The book consists of a recording of the valuable experience gained during pre school and junior school of the subject children between the ages of 3 to 8 who belong to a poor family. The text provides a background of the Bernard van Leer Foundation which is the initiator of the project. The description of the geographical location of the project site as well as the history of the location and its residents are given. The planning of the project is explained. The background and implementation of the educational program that will be used for the project is discussed in detail. Another program is initiated to include the adults of the area in the development of the Rutland Street project. The book is an interesting read for people concerned with humanitarian projects and for educators, students and researchers in the field of sociology.

**Prevention: What Works with Children and Adolescents?** Alan Carr, 2006-02-06 Prevention What Works with Children and Adolescents deals with the prevention of psychological problems which are of central concern to those who fund and develop health, social and educational services for children, adolescents and their families. Problems addressed in this book include developmental delay in low birth weight infants and socially disadvantaged children, adjustment problems in children with sensory and additional disabilities and autism, challenging behaviour in children with intellectual disabilities, physical and sexual abuse, bullying, adjustment problems in children with asthma and diabetes, teenage smoking, alcohol use and drug abuse, teenage pregnancy, STDs and HIV infection, post-traumatic adjustment problems and adolescent suicide. Conclusions drawn in this book are based on the results of over 200 rigorously conducted studies of more than 70 000 children.

*Educational Disadvantage in Ireland* Thomas Kellaghan, 1995      **Education, Social Justice and Inter-Agency Working** Sheila Riddell, Lyn Tett, 2003-08-27 This book explores policy and practice in a range of areas where education and other agencies interact. Its theme is central to those interested in promoting social justice for adults and children experiencing the effects of exclusion.

**Evidence-based Public Health** Amanda Killoran, Mike P. Kelly, 2009-11-26 Evidence based Public Health Effectiveness and efficiency continues the themes raised in Public Health Evidence tackling health inequalities. Written by the same author team, this book is a comprehensive reference to evidence based approaches in public health. It covers the context and role of evidence based public health in England, frameworks for evaluating the effectiveness and cost effectiveness of public health policies and interventions, diversity, vulnerability and risk as a focus for understanding the role of social context in influencing health related behaviours, approaches and methods to generate and synthesize evidence of what works to improve health and tackle health inequalities, current best available evidence on the effectiveness of a diverse range of interventions and the role of evidence based guidance and standards in changing policy and practice. This book will be essential reading for all those

concerned with advancing an evidence based approach to public health and tackling health inequalities including academics researchers policy makers postgraduate students in public health and anyone involved across different sectors of public health including local government health and education Whilst based on work done in England by NICE the book contains generic principles which are applicable internationally

**Educational Disadvantage and Early School Leaving (Demonstration Programme on Educational Disadvantage)** ,1998 *Research in Education* ,1974 Research and Evaluation in Community, Health and Social Care Settings Suzanne Guerin,Nóirín Hayes,Sinéad McNally,2017-12-12 How can we develop a comprehensive understanding of the research process in community health and social care settings Covering all stages of the research process from funding to dissemination this book considers the views of funders researchers communities and policy makers Drawing on practical examples and relevant international literature it sheds light on issues that can arise in the process and presents solutions and strategies to deal with a range of challenges Organised around a series of themes that capture the essential elements of the research process including covering framing research in theory commissioning and designing research utilisation of findings and knowledge transfer this book provides practical guidance for those involved in child welfare and education nursing and clinical practices community studies and the social sciences It will be a key resource for all those who are interested in developing their understanding of the research and evaluation process in these areas

Language and Social Disadvantage Judy Clegg,Jane Ginsborg,2006-08-04 Language and Social Disadvantage critically analyses and reviews the development of language in direct relation to social disadvantage in the early years and beyond Definitions and descriptions of social disadvantage are addressed and wider aspects discussed Theory and practice in relation to language development and social disadvantage are explored The book is divided into two sections the first addresses the theoretical associations and relationships between social disadvantage and language where cognition literacy behaviour learning socio emotional development intervention and outcomes are considered in depth The second section applies the theory to practice where real life intervention studies in nurseries schools and other contexts are reported Research and practice based in the UK is a focus of all the chapters and research reports A genuinely interdisciplinary and collaborative approach is taken using perspectives from speech and language therapy psychology and education The book is ideal for professionals and students interested in the study of language development and intervention in the context of social disadvantage

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