



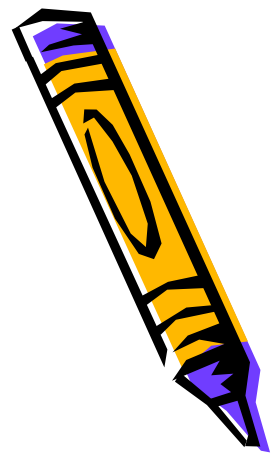
The Importance of Early Intervention

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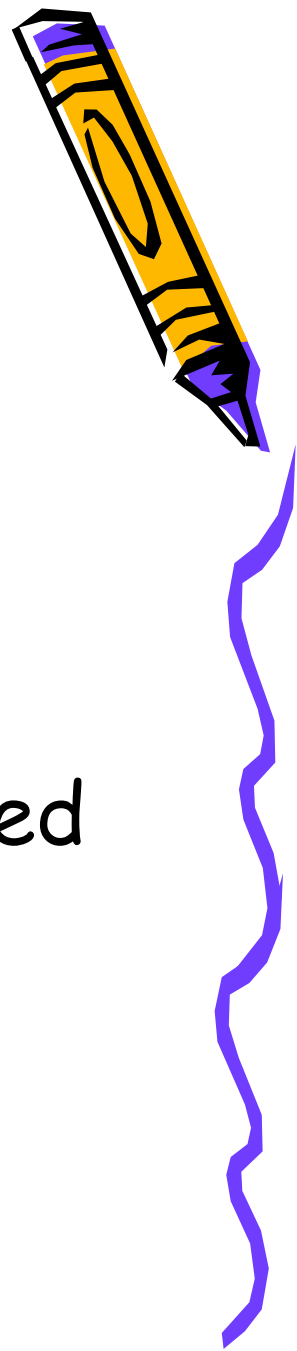
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1. Definitions
2. What is Early Care and its importance
3. Characteristics of children from socially disadvantaged backgrounds
4. Contributing institutions



1. Definitions

- Early Care
- Timely Care
- Early Intervention
- Socially and culturally disadvantaged environment



Early Care



= Field service that may be supplemented by outpatient service is provided to physically disabled child and the parents of a child under the age of 7 years, or if the child's development is jeopardized due to his poor health. The service is aimed at supporting the family and child development with regard to the specific needs.

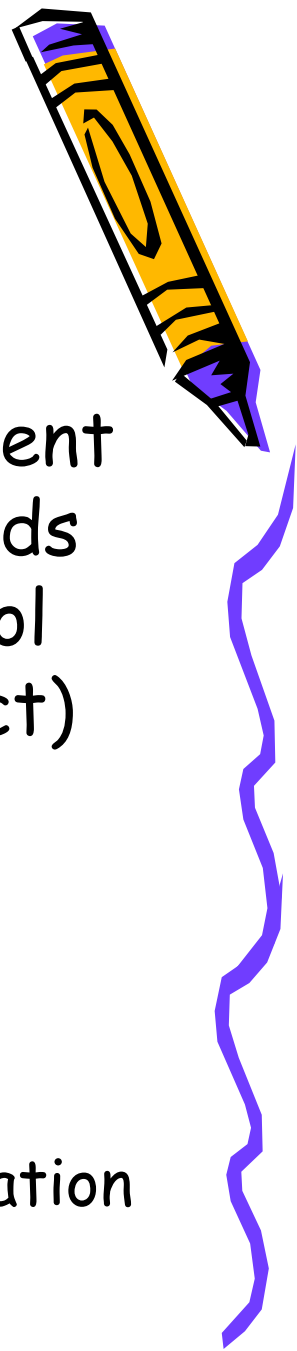
Ministry of Labour and Social Affairs



Timely care

- focuses on the promotion and development of children with special educational needs in age from 3 years to compulsory school attendance (see Design Concept (Project) timely care for children from socio-culturally disadvantaged environment in education).

Ministry of Education



Early Intervention

-is a term that is used in the Czech environment for the prevention of delinquency and crime (especially in the area of Ministry of the Interior). Early intervention is not exactly age-limited, but its goal is to prevent risky and delinquent behavior of children and adolescents. Early intervention aims not only to prevent risky behavior, but also to remove risks from live of vulnerable children. It also means the prevention of relapse (recurrence) of risk behavior.

Ministry of the Interior



Socially and culturally disadvantaged environment



Socially and culturally disadvantaged environment is a social and cultural environment that makes it difficult for the child to engage in a mainstream education.

Education Act

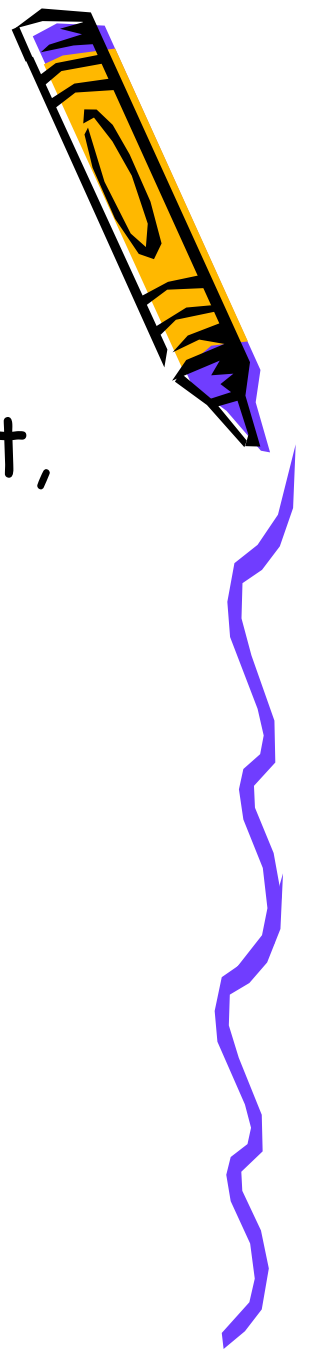




A child with social disadvantage, for the purpose of providing compensatory measures, is considered particularly as the child from an environment where he lacks support needed for the proper course of education including cooperation of parents with school and the child disadvantaged by insufficient knowledge of language.



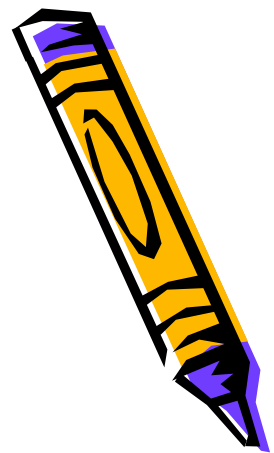
The decree on the integration of children



Social disadvantage = lack of support,
uninspiring environment

Cultural disadvantaged = lack of
linguistic capabilities



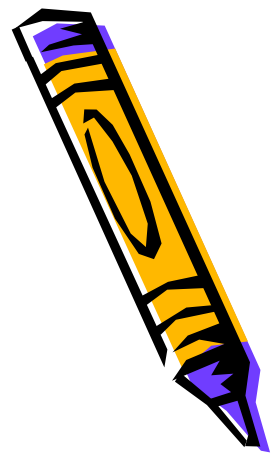


The exact definition of a disadvantaged social environment is still not sufficiently specified by the Czech legislation.

For the preschool teacher is then difficult to identify these children and often have to rely on their personal experiences (good knowledge of family environment).



2. The importance of early care



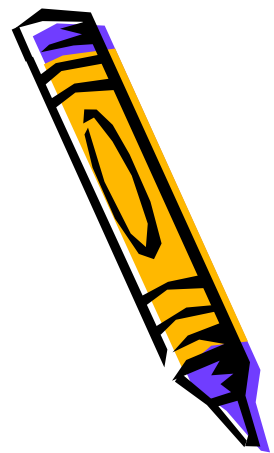
Early care in the Czech Republic is seen as a tool of equal opportunities in education.

Inclusive education is in preparation.



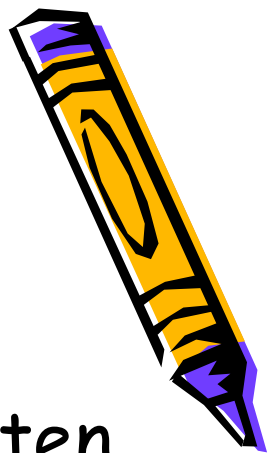
Inclusive approach

= Every child has the right to education, adequate support in fulfilling their educational potential and positive prospects of future life.



Research

- Research has confirmed that kindergarten represents a safe place for children from socially disadvantaged backgrounds where they can cope with social and emotional deprivation experienced in the family. Kindergarten is the next most important environment (after family) in which the child is experiencing social interaction.

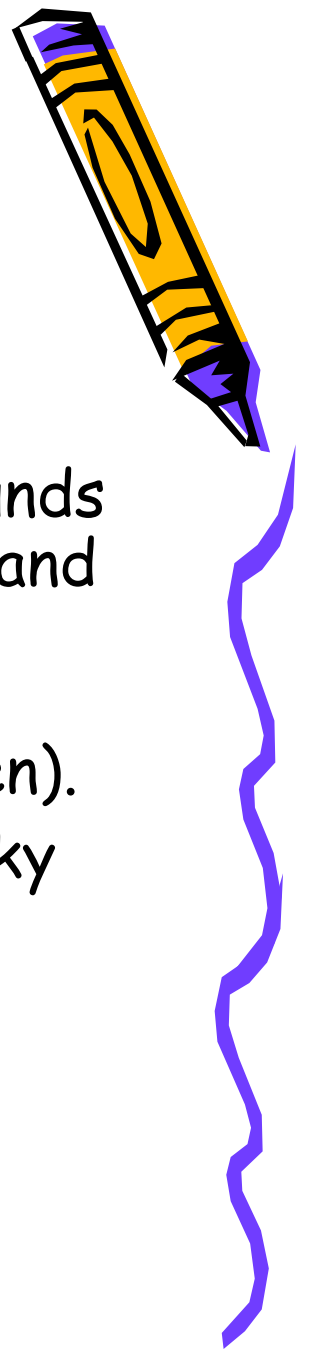




Countless studies aimed at finding the causes of delinquent behavior agree that early intervention reduces aggression and violent tendencies later in life.

Studies on the family and school intervention programs show that the earlier intervention breeds more convincing and positive results. It is also proved that the younger child at the time of intervention, the easier is to change his/her behavior at home and at school.



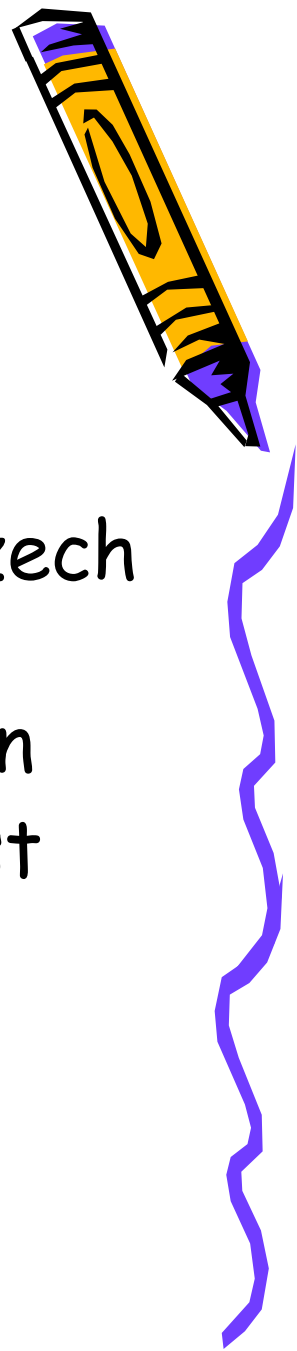


The primary goal is to prevent school failure of children from socially disadvantaged backgrounds and provide the child and family with support and help for better social integration (social mobilization of families and increase the motivation of parents to educate their children).

Another goal of the prevention is focused on risky behaviour, by which children from socially disadvantaged environment are increasingly threatened.



Results of the Research in the Czech Republic



6% of children from socially disadvantaged environment in the Czech Republic in nursery schools

23% of children have school suspension

1% of children repeating a year at first and 2nd grade of primary school

11% of children drop out of school (finished primary education)



Early Termination of the School Attendance



- low education of parents
- unemployment of parents
- socio-economically disadvantaged families
- socially excluded localities and Roma Ethnicity
- dysfunctional families (inconsistent parents in education of their children)
- violence or drugs in the family
- prolonged illness of parents
- orphaned child



3. Characteristics of children from socially disadvantaged backgrounds

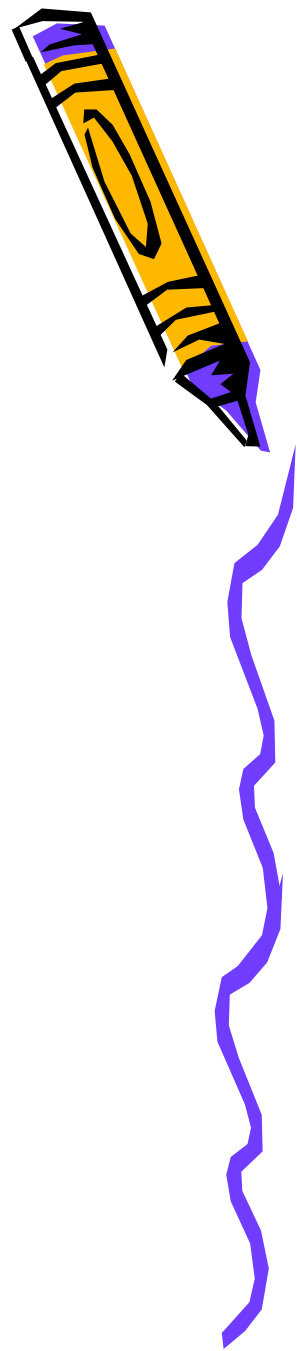


Children from disadvantaged backgrounds are characterized by different symptoms and problems that are very individual and always depend on the family and the environment from which the child comes.



Causes

- Improper nutrition
- Inadequate hygiene habits
- Lack of incentives to play



Consequences

- Slower development (acting as younger children)
- Social immaturity (bad patterns of behavior)
- Poor vocabulary and low communication skills

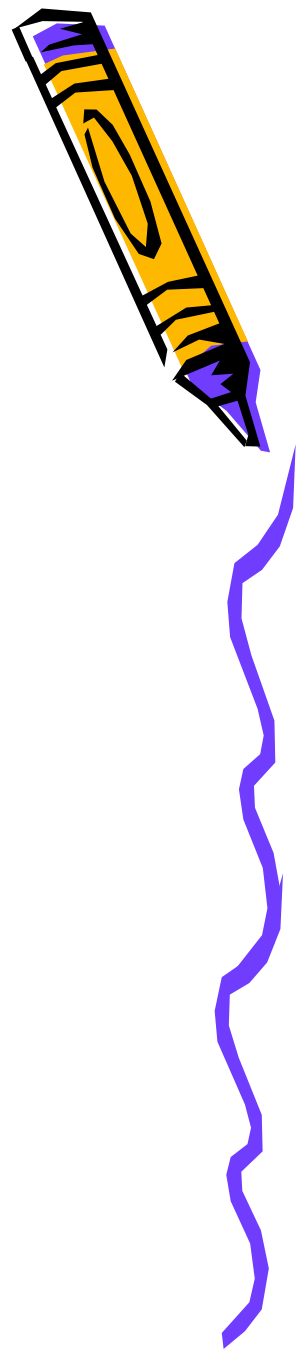


4. Contributing institutions

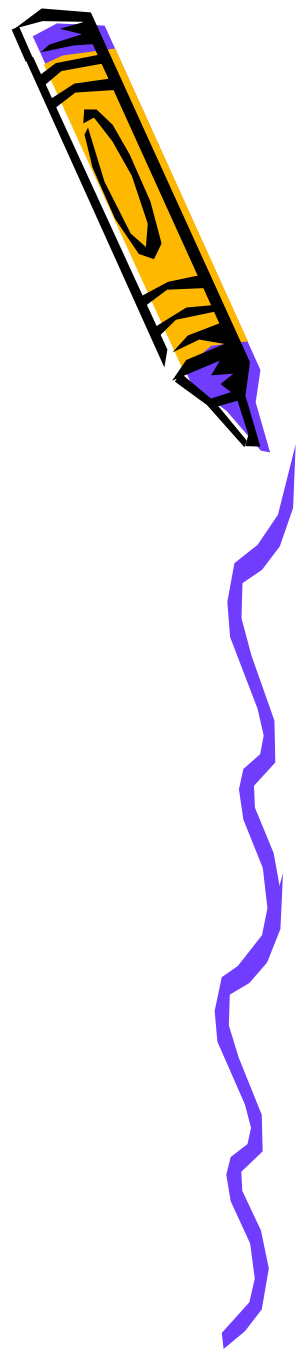
School guidance institution

Pedagogical-psychological counseling

Special education center



The non-profit sector



- Regional charity
- Diakonia
- People in Need
- etc.



Thank you for your
attention

