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MONITORING THE PROCESS OF READING FROM THE EARLY
CHILDHOOD INTERVENTION PROGRAM.

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Monitoring the Process of Reading from the Early Childhood Intervention
Program.

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SUMMARY:

The monitoring process of reading from ten children with Down's Syndrome is presented in a center of Early Childhood Intervention (CAIT), with the objective to define the level of monitoring by the reading methodology in schools, which is started with them in the center of Early Childhood Intervention. In this context, the report which we present shows the obtained results in the Early Intervention Program. It is carried in the Down's Syndrome Association in Jaén, after the observation process of the early reading learning, the related methodology with reading. It is observed that, schools with these children are independent of the Early Intervention Program.

Key words: Reading, process, early intervention.

ABSTRACT:

One presents the follow-up in reading realized to ten children with Down's syndrome of a center of infantile early attention (CAIT), with the target to determine the coherence degree of the methodology of reading that begins with them in the CAIT. In this context, the work that we sense beforehand announces the results obtained in the program of Early Attention that carries out in the Down's syndrome Association of Jaen, after the process of observation of the early learning of the reading.

Key words: Reading, early childhood intervention program

1. INTRODUCTION:

The Early Intervention Program which is carried in the Down's Syndrome Association in Jaén works, among other purposes, the early learning of reading, for that, it takes the global reading methodology of M.^a Victoria Troncoso and Mercedes of the Cerro (1998). This objective is set with children, who are three years old more or less, thus they have already started at school at the childhood education, or they will start soon, in a period of a year approximately.

Our goal consists of defining the monitoring grade, by the Childhood Education Centers, of the global reading methodology which is made according to the instructions of M.^a Victoria Troncoso and Mercedes of the Cerro (1998), for people with Down's Syndrome; they start reading at an early age inside an Early Intervention Program in the Down's Syndrome Association in Jaén and the province.

Recently, the Educative Administration of Andalusia has provided with a legal framework that joins the work in the Early Intervention (Early Intervention group, 2000) and at schools, so, according to "the Decree 428/2008 de 29 de Julio", which establishes the regulation and the corresponding teachings in the Childhood Education in Andalusia in the article 12 of the Attention to Diversity chapter IV. Two important measurements regarding attention to diversity are proposed in this aspect:

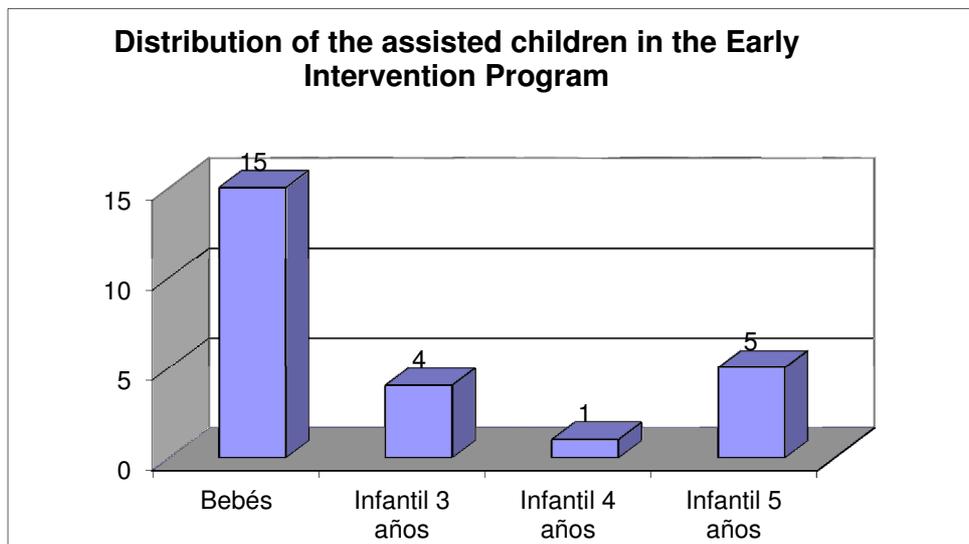
- a. The Administration of the "Junta de Andalucía" will establish the group of actions for the childhood population from zero to six years old, to their families and to the environment with the aim of preventing, detecting and taking part in a early way about some disorder in their development, or risk of suffering.
- b. The competent Ministry in education will establish the procedures for the early detection of some disorder which takes part in children's development in this stage. This way, the mechanisms for the early intervention of these students with other Public Administrations, departments or organizations that have competences in social services.

2. **PROCEDURE:**

Inside the methodology of the Early Intervention Program, which we carry on in this Association, exists a section devoted to the coordination with Educative Centers, in this way, knowledge about methods and how to increase them by teachers in each center are obtained. Here, the information which is added, is the result of this coordination of tutors, support teachers and speech therapies at schools.

Sample:

In the Early Intervention Center of the Down's Syndrome Association in Jaén and province, we pay attention to 25 children. The distribution according to the gender is 12 women and 13 men. From the 25 children, 10 of them are in the childhood education stage, 5 in infantile of 5 years old, 1 in infantile of 4 years old and 4 in infantile of 3 years old, so that 15 children have not still started their school due to the fact that they are very young (see graphic 1).



Results:

We are interested in defining, among all the objectives of the Early Intervention Program, the evolution of the related objective with the prereading and reading.

These who are not in childhood have not started to work the reading objectives because of two different reasons: in some cases for few age and in other, because they do not deal with the requirements that are mentioned by the authors in their book which we have seen before. The oldest girl in this group is 33 months and she will be the next person to start the program.

From these who are in childhood education, 9 children with Down's Syndrome practice the program, but when we coordinate with schools, we had to change the reading method, because of the guidelines at that school, that is to say, it does not exist continuity in the treatment at schools, it is made during the Early Intervention, and more specifically the reading methodology.

3. CONCLUSIONS:

Consequently, we find a lack of coherence problem among the guidelines that authors as Isidoro Candel (2003) and Gabriel Comes Nolla (2006) point in reference to this stage. These authors base on early reading programmes in this type of population. They are important, because they can help to minimize these children's troubles, also, there are profits of the early teaching to develop the potential and the cognitive capacity, which in those ages is more receptive and, because with the named programmes, children learn to read taking into account their own strong abilities.

As it has been commented before, one of the activities of the Early Intervention of professionals is to coordinate with the Educative Centers, Socio-educative and with health professionals. Specifically, when we coordinate with schools, each tutor carries on the same methodology for all his/her students, what is not generally global, independently if in his/her classroom, he/she has a disabled child and in this case with Down's Syndrome.

Something we have to bear in mind is that the 4 years old child and the two 5 years old girls in childhood are integrated in English classroom. What is more, the timetable for supporting students is not adapted to children's necessities, for this reason we understand that they must not stay in English classroom, because obviously, if they have problems to communicate in the mother tongue, a new language has no much sense. In general, the Down children and specifically these children have less linguistic level than their social or intellectual competence (Ruiz, 2001). Most of the children with

this syndrome presents articulation difficulties, especially with the most difficult phonemes.

The difficulties rise in cases of expression in phrases (Buckley, 2000; Buckley, Bird and Byrne, 1996; Buckley, Emslie, Maslegrave and LePrevost, 1986; Miles, Chapman, and Sindberg, 2006; Rondal, 2000). They present better understanding language level than expressive one (Buckley and Perera 2005; Flórez, 2002; Chapman, Hesketh and Kistler, 2002; Miller, Leddy and Leavit, 2001); They have delay in the acquisition of vocabulary (Flórez, 1999); with reduced lexicon, in the number of lexemes as well as in the semantic features of the lexemes (Rondal, 1995, 2000); phonologic discrimination problems (Brock and Jarrold, 2004); They do less complex sentences and short ones. Also, they present problems to elaborate and understand subordinate proposals and compound phrases (Rondal, 2000); Apart from that, slowness of the development in pragmatic abilities, as for example double senses, interpersonal requests, etc. (Rodal, 2000); Insufficiently developed speech (Rondal, 2000); And-specific Dissociation among different contents of the language (better performance in the lexicon than in the morphosyntax) or linguistic process (better performance in the understanding than in the realization, in general; and better performance in lexical understanding than syntactic one). Moreover, this delay is clearer depending on the development of the children (Galeote, 2004; Miller, 2001).

It may be thought that, if the time which is devoted to this type of activities as English, was given to the true necessities that are covered in an early intervention program, such as fine motor functions, reading, basic concepts, etc; We would be near of the idea of the functional learning and we give priority to learning which is relevant for the evolutionary development of the children.

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