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A Team Collaboration for Early Intervention towards Inclusion of a Child with ADHD: A Single Case Study

Ishwarya R¹, K.Kalaivani²,

1. St.John's Matriculation Higher Secondary School, Press Colony, Coimbatore, TamilNadu,
2. Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore, TamilNadu, India.

Early intervention is a program which helps the children with special needs to Improve their abilities at their young age as early as possible. It can change a child's Developmental path and improve their outcomes. The study was conducted at St.John's Matriculation Higher Secondary School (AnInclusive School) in Coimbatore, TamilNadu,India. The study demonstrated a single case study method to intervene a five – year – old child with ADHD through Early Intervention Programme to place at Inclusive School. The problematic are as identified in the child were - Academics (Reading, Writing& Arithmetic), Behavior (lacks in sitting tolerance, eye contact, aggressive, adamant, temper tantrums), Communication(receptive, expressive) and Physical (mouth deviation, postural alignment issues and lacks in hip balance). The team of professionals – SpecialEducator, Physiotherapist, Occupational Therapist, Speech Trainer, Yoga Trainer and Physical Director worked for early intervention of the child in different areas. Intervention was provided using ABC (Antecedent – Behavior– Consequences) strategy for behavior changes, an IEP (Individualized Educational Plan) foracademics and play way method for communication development. Likewise, Physiotherapy, Yoga Training and Physical activities were provided for strengthening, balancing, coordination and concentration. Asystematic, well planned and consistent intervention was carried out for a period of 2 years, after which the child was place data inclusive setup. The follow ups of the behavioral problems and other aspects for consecutive 4 years were carried out on daily basis initially which gradually reduced to twice a month and then to twice or thrice a year. A qualitative analysis was conducted by periodically examining the performance of the child in different areas. Results suggest that the team collaboration has brought better improvements in the child in all the areas and make the Inclusion possible.