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**Families' Involvement of Early Intervention
Programs for their Disabled Children in Early
Childhood Stage**

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Abstract

This study is focused on the key role of the participation of families of Early Intervention Programs for their Disabled Children in Early Childhood Stage, in ensuring they are maintained and improved. No doubt that effective early intervention reflects the best results for children with disability and their families, moreover, it is crucial to provide full support to fulfill all their potentials. Also, it cannot be said that the families' involvement with providers of Early Intervention Programs are limited to develop educational aspects for their children only, but extends to promote social skills and the use of appropriate behaviors to meet requirements.

As a result of the experience of a professional researcher, I recommend supporting the participation of families of early intervention programs and format it to suit the needs of young children with disabilities and their families, and therefore it requires a higher reality of early intervention for children and improve their skills and keep up with their needs to ensure their quality of life.

Keywords: Early intervention, Young children with disabilities, Families' involvement, services providers.

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مشاركة الأسر في برامج التدخل المبكر المقدمة لأطفالهم ذوي الإعاقة في مرحلة الطفولة المبكرة

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الملخص العربي

تهدف هذه الدراسة إلى إبراز الدور الرئيسي لمشاركة الأسر في تقديم خدمات وبرامج التدخل المبكر لأطفالهم ذوي الإعاقة بما يضمن الحفاظ عليها وتحسينها. إن التدخل المبكر الفعال يعكس أفضل النتائج للأطفال ذوي الإعاقات وأسره وعلاوة على ذلك فهو يعد أمر حاسم لتوفير الدعم الكامل لتحقيق كافة احتياجاتهم. أيضًا إن مشاركة الأسر لمقدمي الخدمات في برامج التدخل المبكر لا تقتصر على تنمية الجوانب التعليمية لأطفالهم ذوي الإعاقة وحسب بل تمتد إلى تعزيز المهارات الاجتماعية واستخدام السلوكيات الملائمة لتلبية الاحتياجات الفعلية لديهم. كباحة في هذا المجال, يمكن القول بأنه لا بد من تكاتف الجهود لدعم مشاركة الأسر في برامج تدخل الطفولة المبكرة وتهيئتها بما يتناسب مع احتياجات الأطفال ذوي الإعاقات وأسره, وذلك للارتقاء بواقع مرحلة التدخل المبكر لهؤلاء الأطفال وتحسين مهاراتهم ومواكبة احتياجاتهم بما يكفل لهم جودة الحياة.

الكلمات المفتاحية: التدخل المبكر, الأطفال ذوي الإعاقات, مشاركة الأسر, مقدمي الخدمات.

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Introduction

One of the most crucial stages in human growth is early childhood. During this stage children are more flexible to learning and there is rapid acquisition and continuous development of understanding, knowledge and skills. Based on (Reffert, 2008), the early intervention programs are one of the strongest predictions of lowering the risk of academic failure or eliminating it to a large number of children with disabilities. Therefore, with an increasing number of children, both with and without disabilities in preschools, the families involvement in early intervention programs play an essential role for supporting children outcomes and creating appropriate environment for disabled children (Garbacz, McIntyre & Santiago,2016).

Most of the research on the development of outcomes for the implement family-centered practices and the attitudes towards the family participation in early intervention programs of children with disabilities in early childhood stage has been conducted in Western countries. In Saudi Arabia, there have been few studies on importance of family involvement of EI programs. There has also been a lack of research on The role of parents in early childhood intervention programs and to date, there are no studies on Saudi families involvement of early intervention programs specifically for their disabled children in early childhood stage.

Understanding the role of families practices of EI programs is important as these years provide the foundation for successful school transition (Collie,2013). Therefore, this study aims to fill this gap and provide a research in the context of early Intervention education in Saudi Arabia, particularly on the value of a family involvement to early intervention programs for disabled children and their families and the barriers to the implementation of family participation in early intervention

programs. Finally, how does it help the early interventionist to know ID families' needs and their disabled children through EI programs.

The study problem:

Based on many field views of the families' involvement in early intervention programs and the mechanism of its application in Saudi Arabia, the suffering of both families and providers in those programs is clear despite the cooperation of the multidisciplinary team and the positive results that can be sought from this cooperation. But there is a gap impeding the achievement of the desired success of these programs based on the study of (Mirza, 2005). Perhaps the most important reasons for this gap is not implementing the participation of the families on a scientific basis in most early intervention programs provided for young children with disabilities, and not only that but the situation extends to the point that the participation of the families in these programs are not an important part in many centers and institutions involved in providing early intervention services.

So this research will attempt to identify how families' involvement can be included in early intervention programs for young children with disabilities, its effectiveness, and how does it help the families to know their children's needs through their participation.

Purpose of this study:

The purpose of this study to understand the families practices role in early intervention programs from the point of view of the families and providers. Also, to detect the differences, regarding the outputs, between children with disability during early intervention stage after their families participation.

Research questions:

- 1- What are families and services providers attitudes towards including families of disabled children in early intervention programs?
- 2- Are there impacts on the outcomes of children with disabilities during their families' involvement of early intervention programs?
- 3- What do families perceive to be the barriers to involved them in early intervention programs?

Terminology:**Early Intervention programs:**

The current research adopts the definition of Individuals with Disabilities Education Act (IDEA) 2004 which refers to providing free and appropriate public education support services to eligible preschool children between age of 3 and 5 in accordance with part III and article 619 of the provisions of this Act. So early intervention is known as a system of support and services provided for young children from birth to five years old with disabilities or at risk of disabilities and to their families and staff who interact with them. It also provides support and early childhood intervention services for eligible people under age three with disabilities or those who and their families are exposed to its danger (Snyder, McLaughlin & Denney, 2011).

Early childhood stage:

pre-school centers accept children who are aged between three and six years.

Disabled children:

Individuals who receive "Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability" (Individuals with Disabilities Education Improvement Act of 2004).

Families and providers Attitudes Toward including families of disabled children in early intervention programs

Among the many factors that determine the success of early intervention programs, families' involvement have been described as the most important (Trivette & Dunst, 2005). It is necessary to mention significant information about early intervention services and families involvement from scientific researches. In 2018, a study conducted by Rebecca, Hansen, Grace, Jane & Wendy examined practitioner perspectives about Supporting Family Resiliency through Early Intervention in order to improve the quality of services received by children and families. One of the themes involved that families of children with developmental delays often experience unique challenges and mentioned how families confronting these challenges can experience positive outcomes. In addition to identifying indicators of family-centered services which strengthen family role, it is necessary to determine the positive effects on families.

Overall, the positivity of the attitude towards the families' involvement comes from their possible influence on promote social skills and the use of appropriate behaviors to meet requirements, as stated in the requirements of part III of the education of individuals with disabilities, which confirmed that the main goal of early intervention programs is building the capacity of the families to meet the needs of their children in natural environments, and that practices in those programs are centered

around the family (IDEA, 2004). Studies worldwide have demonstrated that even in the face of the early intervention legislation, providers who have negative attitudes toward families' involvement avoid utilizing techniques that encourage best practice in EI programs (Brotherson et al, 2010; Salisbury, Woods&Copeland,2010; Crais, Roy & Free,2006).

Perhaps the most important reasons for this gap is not implementing the early intervention services on a scientific basis in most programs provided for young children with disabilities, and not only that but the situation extends to the point that the participation of the families in these programs are not an important part in many centers and institutions involved in providing early intervention services.

The impacts of families' involvement on the outcomes of their children

Nicole M. Tomasello, Amy R. Manning & Catherine N. Dulmus (2010) examined the impacts of families' involvement on the outcomes of their children is an essential component of high-quality early intervention services. Additionally providers can assist families in gaining skills to implement interventions. Finally they found that the collaborative opportunities between families and providers existed. As this study findings underscore parents' critical role in contributing to the effectiveness of early intervention , appear to have a major influence on children's outcomes in various skills they need.

Based on the above, the early intervention programs are one of the strongest predictions of lowering the risk of academic failure or eliminating it to a large number of children with disabilities. So many researchers see the need to provide those programs in early childhood because of their significant impact on improving their quality of future lives and equipping

them with many basic educational skills they need. (Reffert, 2008; Ziolkowska, 2007).

Barriers to Implementing families' involvement of early intervention programs

Despite the volume of research attesting to the positive correlation between Family engagement in early education programs for children with disabilities and attitudes with interventionists, there are other studies that have found a negative correlation. The negative correlation has been explained in terms of families' developing a deeper understanding of expectations and the degree to which support needs to be provided to children with disabilities (Boyd,2010). This families involvement can reveal a disparity in their knowledge and skills causing them to become overwhelmed and led to the formation of negative attitudes of being less capable. Also, they are feeling significant challenges in accessing and maintaining in high quality programs of early intervention (Garbacz,2016).

Many studies have reiterated that the access to information resources is crucial in treating barriers to Implementing families' involvement of these programs. A study by Summers (2007) showed that families in their sample experienced unmet information needs on sibling support programs and respite care.

Conclusion:

A reader might come out of this research proposal with the idea that the early childhood intervention programs for people with disabilities still suffer a gap between research and practice because the application is frustrating for evidence-based practices, which might be due to the fact that

the results of scientific research are not relevant to the reality of those daily practices, and that families and service providers need a miracle to improve the outcomes of those programs. No doubt there is still a need to provide a structured framework, a clear vision and profound knowledge of evidence-based practices in the field of families involvement for their impact on improving the outcomes for children with Intellectual disabilities.

Based on the above, this proposal also highlights the importance of the role of early intervention service providers in childhood and what should they do of positive contributions to enable families to know their needs and the actual needs of their children and involved them in early intervention programs.

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