
A STUDY TO ASSESS IMPACT OF INTERVENTION PROGRAMME ON DEVELOPMENTAL MILESTONES OF 6-10 YEARS OF AGE CHILDREN**Nigam Rani*, Shankutla Punia **, Seema Rani***

*Ph.D. Scholar, ** Professor

Department of Human Development and Family Studies,
CCS Haryana Agricultural University, Hisar-125004, Haryana**Abstract**

A developmental milestone is an ability that is achieved by most children by a certain age. Developmental milestones can involve physical, social, emotional, cognitive and communication skills such as walking, sharing with others, expressing emotions, recognizing familiar sounds and talking. All children develop in their own unique pace, as a direct result of both hereditary and environmental influences; there is a certain pattern of development that applies to nearly all children. Present study was undertaken in primary-schools of Hisar city of Haryana state to assess impact of intervention programme on developmental milestones of 6-10 years of group. Results of the study shows that after intervention programme significant differences were found in different developmental milestone i.e. language and physical. Thus it can be said that intervention having significant impact on developmental milestones.

Key Words; Developmental milestones, Intervention, Impact assessment of Intervention**Introduction**

A developmental milestone is an ability that is achieved by most children by a certain age. Developmental milestones can involve physical, social, emotional, cognitive and communication skills such as walking, sharing with others, expressing emotions, recognizing familiar sounds and talking (Cherry, 2007). Although all children develop in their own unique pace, as a direct result of both hereditary and environmental influences, there is a certain pattern of development that applies to nearly all children. Developmental delay is estimated to be present in about 10% of children. A national survey of child and adolescent well- being in the year 2005 showed that 33% of children aged 0 to 2 and 36% aged 3 to 5 years had developmental delay whereas only 13 % of school- aged children were found to have it. School play an important role in overall development of children and therefore it is necessary that teachers should know about developmental milestones of children related to each stages of life span. The childhood period is a critical foundational moment in human development. Researches indicated that early childhood experiences worldwide notably influence later life outcomes, including success in education, lifetime employment and income, overall health and welfare, and social integration (Nores& Barnett, 2010). Therefore understanding of development milestones can be used to gear the teachers to support children in maximize the success in both the academic and the social realms of their lives and used to minimize problems during life. It is necessary for teachers and caregivers to provide appropriate environment and teaching strategies to the children which lead successfully completion of developmental tasks of each stage. So keeping in view the above facts, the present investigation was undertaken with the following objectives:

Objectives:

1. Personal and socio-economic profile of children with delayed developmental milestone.
2. Developmental Gain of children with delayed developmental milestone (Physical and language).

Material Methods

Present Study was conducted in Hisar city of Haryana state. Primary schools were selected from Hisar city. From primary classes 30 children were selected. These 30 children were assessed for developmental milestone (Language & Physical). A list of children was prepared on the basis of developmental level of children in descending order. From these children, 50 per cent children (15 children) with lowest developmental milestone were selected for intervention. These children were considered as children with delayed developmental milestone. Independent variables considered were personal socio-economic profile of the children. Developmental Milestones (language and physical) among children of 6-10 years age group was taken as dependent variable. In the process of assessment of developmental milestone a questionnaire was developed and used to gather the data for physical and language development of the respondents. Descriptive statistics, frequency, percentage, and mean, standard deviation was used and inferential statistics; t-test was used to analyze the data for drawing the inferences.

Intervention programme:

Intervention programme for children was developed to promote physical and language development of children with delayed milestones. Intervention programme to children was implemented for One week. Post-testing of children's development was done after a gap of one week.

Result Discussion**Profile of the respondents**

In every study, it is essential to know the general background of the respondents. The respondents included in the study were in the age range of 6-10 years. The perusal of data in the table reveals that majority (80%) of respondents were belonged to nuclear families. As far as family size is concerned more than half (66.68) respondents were from small sized families followed by medium (16.66%) and large (16.66%). Table further elucidate that more than half of the respondents (60%) had more than two siblings while only 20 per cent had one-two siblings. A (34.67%) proportion of the sample came from medium caste followed by high caste families (30%) and 23.33 per cent in low cast families. Parental education was taken as important predictor of socio-economic status. Results revealed in Table show that 43.33 per cent respondent's mothers were educated up to primary to middle level while 33.33 per cent were found illiterate and only 23.33 per cent of the mothers were found educated up to graduation level. Table further shows that 53.33 per cent of the fathers were educated up to primary to middle level, followed by 33.34 per cent who were educated up to graduation level, while 13.33 per cent were found illiterate. Data regarding fathers shown in table show that 66.66 per cent respondents had adopted service as a means of livelihood followed by 33.34 per cent fathers were practicing own business. Results further pinpointed that 80 per cent mothers were homemaker while 20 per cent respondents were engaged in service. Regarding income of families 76.67 per cent families ranged

between more than Rs. 5000 per month followed by 23.33 per cent families whose income ranged between Rs. 1000-5000 only per month.

Table 1: Socio-economic profile of the respondents

Sr. No.	Variables	Urban
		F (%)
1.	Type of family Nuclear Joint	24(80.00) 6(20.00)
2.	Family size Small Medium Large	20(66.68) 5(16.66) 5(16.66)
3.	No. of siblings 1-2 3-4	12(40.00) 18(60.00)
4.	Caste Low Medium High	7(23.33) 14(46.67) 9(30.00)
5.	Mother education Illiterate Primary to middle High school/graduate	10(33.34) 13(43.33) 7(23.33)
6.	Father education Illiterate Primary to middle High school/graduate	4(13.33) 16(53.33) 10(33.34)
7.	Father occupation Service Own business	20(66.66) 10(33.34)
8.	Mother Occupation Service Homemaker	6(20.00) 24(80.00)
9.	Family income(per month) Low(1000below) Medium(1000-5000) High(more than 5000)	0(0.00) 7(23.33) 23(76.67)

Developmental Gain of children with delayed developmental milestone

To see the difference between pre and post developmental level of the different developmental milestones (Language and Physical), t-test of significance was applied. Results shows that after intervention significant differences were found in different developmental milestone i.e. language and physical. Thus it can be said that intervention having significant impact on developmental milestones. Other studies also show impact of intervention programme. Saini&Manocha (2008) studied that majority of children had poor status of language development only 5 respondents had higher language development than their chronological age on expressive language. Not even one fourth of the respondents were able to achieve their linguistic milestone for age 3-5 years. Respondents showed poor performance on language development. In other study it was found that early identification of developmental delays should lead to early intervention that is a strategy to maximize development so as to minimize delays. Estimates in the literature indicate early intervention yields an effect size of nearly one-half to three-quarters of a standard deviation (Shanwal, P. 2006). The earlier a delay is identified, and thus intervention begins, the greater the likelihood a disability is prevented, or minimized, and the lesser the impact on the overall functionality of the child and family (Williams, Mughal, & Blair, 2008).

Table 2: Mean differences in developmental gain of different developmental milestones

Developmental Milestones	Pre test Mean \pm S.D.	Post test Mean \pm S.D.	t-values
Language Development	22.20 \pm 2.56	24.86 \pm 2.31	4.22**
Physical Development	22.63 \pm 2.31	24.26 \pm 2.33	2.72**

The environment is the primary source for children's experiences and contact with the larger community. A home environment that facilitates sensory stimulation, social interaction, language development and physical activity enhances healthy development and learning for young children (Beach and Friendly, 2007). Kumari and Chhikara (1998) studied that after exposure to intervention most of the children achieved the medium level of cognitive abilities followed by high and low levels. Socio-personal and ecological factors were significantly associated with children's cognitive development. Anganwadi workers also have an impact on cognitive development of children. On the basis of results it is suggested that enriched environment should be provided during the foundation years of life.

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