



heilpädagogische
früherziehung

englisch



HFE

Early Remedial Education

■ Early Remedial Education (HFE)

There are many signs indicating that a child is not following the expected pattern of development. The child's way of playing is not appropriate to his/her age. The child seems to lag behind in his/her language development compared to his/her peers. He/She exhibits strange behavior in dealing with things and people. His/Her whole development lags behind or is inharmonious.

In this context, early remedial education can offer support, counseling, and assistance. It is embedded in the child's everyday life and also involves his/her surroundings and the family's possibilities.

For all offers within early remedial education, referral by a doctor is required.

■ Assessment

Developmental delays are often discovered by parents or pediatricians. Play group leaders, mother/father counselors, and day care staff may also become aware of the child and consider an assessment to be useful. We offer a developmental-psychological assessment as a complement to medical diagnosis made by physicians.

This assessment includes

- interview about current situation and background
- observation of child's behavior
- standardized tests
- application of development charts
- parent questionnaires

This assessment determines the child's level of development and provides an overall picture of his/her personality including his/her resources and difficulties. Based on this, it is decided if early remedial education is necessary.

■ Targeted Support of the Child

We support the development of the child in the areas of perception, language, motor skills, and social, playing, and learning behavior.

An infant's world is all about playing. Therefore, playing is an important part of early intervention. The methods we work with are based on pedagogical, psychological, medical, and sociological know-how.

Early remedial education is constantly adapted to the learning and experience processes. Therefore, active cooperation of the educators is desired and also necessary. Together, we create support plans and evaluate them to monitor progress.

Remedial education support takes place at home in familiar surroundings or at our own locations. Depending on the situation, we work in individual lessons and also in remedial educational play groups. The intensity of early remedial education is adapted to the needs of the child and his/her family.

■ Support and Guidance for Parents

For parents and reference persons, we offer advice and guidance in difficult educational situations. Together with them, we take a look at the impairment and everything connected to it. We try to identify it, understand it, explain it, and change it for the better. Our aim is to boost the parents' and reference persons' confidence in their own possibilities and broaden their competencies in terms of the child's education.

Guidance also includes assistance and recommendations concerning school enrollment.

Family-based therapy interventions or the treatment of marital or partnership problems are not part of early remedial education.

■ Objective: Best Possible Integration

Early remedial education aims at integrating children with developmental abnormalities into their homes and their surroundings in the best way possible. It is about early prevention of undesirable development and, together with parents, seeking optimal educational measures.



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