Case study of the Identification, Assessment and Early Intervention of Executive Function Deficits

Abstract

Educators recognize the need to identify young children who may require intervention because the sooner intervention is initiated, the greater the possibility for remediating a problem. It is imperative that teachers be provided with timely and sufficient information about their students in order to begin to help child become successful learners. Executive functions play a fundamental role in a child’s cognitive and social-emotional/behavioral functioning; hence the importance of early detection and early intervention. Through early screening, assessment and intervention, there is greater potential to enhance a child’s long-term achievement, functional independence, and social-emotional/behavior challenges. This article focuses on the identification, assessment, and intervention of executive function deficits through a case study.

Key words: Early intervention, identification, assessment, young children, case study.

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