



TRABAJO PRÁCTICO N° 3

Alumno:.....D.N.I:.....

Fecha.....

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A. Lea el texto:

What is early intervention?

<https://www.eif.org.uk/why-it-matters/what-is-early-intervention>

Early intervention means identifying and providing effective early support to children and young people **who** are at risk of poor outcomes.

Effective early intervention works to prevent problems occurring, or to tackle **them** head-on when they do, before problems get worse. It also helps to foster a whole set of personal strengths and skills that prepare a child for adult life.

Early intervention can take different forms, from home visiting programs to support vulnerable parents, to school-based programs to improve children's social and emotional skills, to mentoring schemes for young people who are vulnerable to involvement in crime. While some have argued that early intervention may have **its** strongest impact when offered during the first few years of life, the best evidence shows that effective interventions can improve children's life chances at any point during childhood and adolescence.

How does it work?

Early intervention works to reduce the risk factors and increase the protective factors in a child's life.

We have a good understanding of the risk factors **that** can threaten children's development, limit future social and economic opportunities, and increase the likelihood of mental and physical health problems, criminal involvement, substance misuse, or exploitation or abuse in later life. These factors exist at different levels within the child's environment – at the individual, family, community and society level – and interact in complex ways..



a. Arrastre las palabras al correcto referente:

who	them	its	that
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risk factors	early intervention	people	problems

b. Elija la respuesta correcta en base al texto:

1. ¿Qué la intervención temprana?

1. arriesgarse a evaluar a los niños fuera de su contexto familiar.
2. un grupo de personas que ayuda a los adolescentes en riesgo.
3. actuar anticipadamente en niños o adolescentes con riesgo de exiguos resultados.

2. El artículo describe diferentes formas de intervención. ¿Cuál no está mencionada como ejemplo de intervención?

1. programas de tutoría.
2. programas en instituciones privadas.
3. programas de visitas domiciliarias.

3. ¿Por qué algunos profesionales prefieren hacer sus intervenciones en niños pequeños?

1. porque mejora las posibilidades de resultados óptimos.
2. porque es más difícil trabajar con adolescentes.
3. porque los padres buscan siempre apoyo cuando sus niños son pequeños.



4. Con base en el texto, ¿cuáles son los posibles resultados si no existe una intervención preventiva o temprana?

1. dificultades motoras.
2. menor cantidad de posibilidades sociales y económicas.
3. bajo desarrollo a nivel cognitivo.

5. ¿Cuál es la idea principal de este artículo?

1. Las intervenciones psicoeducativas tienen alto margen de ocurrencia.
2. La intervención temprana ofrece beneficios de alta calidad para la vida futura de los intervenidos.
3. Los profesionales trabajan arduamente en las intervenciones en todas las edades.

B. Sopa de letras: traduzca las palabras dadas en español al inglés y encuéntrelas en esta sopa de letras. Hay DIEZ.

HORIZONTAL: DISCAPACIDAD // LECTURA // HABILIDAD // PROGRAMA // PRUEBA // APRENDIZAJE

VERTICAL: CONOCIMIENTO // INFANCIA // MEMORIA // CEREBRO

S	Y	L	L	A	B	U	S	K	S
C	X	L	E	A	R	N	I	N	G
H	M	E	V	R	A	C	A	O	R
I	S	N	S	K	I	L	L	W	E
L	Z	Y	E	C	N	L	F	L	M
D	O	T	E	S	T	Q	H	E	E
H	T	F	A	V	U	W	K	D	M
O	P	R	E	A	D	I	N	G	O
O	B	G	I	M	I	T	D	E	R
D	I	S	A	B	I	L	I	T	Y





C. Una las palabras de la izquierda con su significado en Inglés en psico-educación utilizando flechas:

Words	Meaning
1. temper	a. a defense mechanism in which unpleasant thoughts, feelings, wishes, or events are ignored or excluded from conscious awareness.
2. well-being	b. any agent, event, or situation—internal or external—that elicits a response from an organism.
3. sustained attention	c. any psychological service provided by a trained professional that primarily uses forms of communication and interaction to assess, diagnose, and treat dysfunctional emotional reactions.
4. denial	d. display of irritation or anger, or a tendency to be quick to anger.
5. stimulus	e. attentional focus on a task for an extended length of time.
6. psychotherapy	f. state of happiness and contentment, with low levels of distress, overall good physical and mental health and outlook, or good quality of life.



D. TEXTO

Personal Stories

Have you heard? October is ADHD Awareness Month, Dyslexia Awareness Month, and Learning Disabilities Awareness Month. Help us inform and empower families by sharing these personal stories. We have one for each day of the month from celebrities, experts, parents, and kids who learn and think differently..

1) Savannah Treviño-Casias

I was tired of hating math. I was tired of thinking I was inadequate. Everyone wanted to help me succeed—my mom, my teachers, and my friends. The only person left was myself. I had to see my problem for what it was—something that made me different, but not dumb or less than that. Math was hard for me but it wasn't impossible. There was nothing wrong with getting help for my challenges.

2) Lisa Ling

I had trouble concentrating in school, and it really affected my grades and self-confidence. I had to work and try very hard to get ahead. I think that learning those skills and pushing myself helped me become a better person. My problem inspired a work ethic in me that I may not have had, if I hadn't had those struggles when growing up. ... I do things that help me focus. I have a quiet time every day. I have learned when my mind has gone off in every direction that I need to focus.

3) Jim Rein

I learn and think differently, and have always had significant problems with handwriting. I still hate to have to write something by hand. Thank goodness for computers—although they didn't exist when I was kid. I still hold my pen with an unorthodox grip and have to take breaks when writing by hand. I should point out that my problem hasn't stopped me



24	from writing hit songs, a movie, and numerous articles. Nowadays, handwriting for me is
25	not as difficult as it used to be.
26	4) Victoria Biggs
27	Getting lost in my own neighborhood, being unable to use openers or fasten my laces,
28	not making friends so easily, getting food all over myself when I tried to eat—realizing
29	that all these things were interconnected and they had a name was one of the best things
30	that has ever happened to me. Finally I could feel at home in my head, and know that I
31	wasn't bad or lazy, just differently wired.
32	5) Gavin Niman
33	I developed extremely good reading skills at a very early age, well ahead of word
34	comprehension or cognitive ability. I could recognize words without instruction and before
35	any expressive language develops. When I started first grade, my teacher noticed this
36	and she helped me. I am grateful to her because she helped me learn and accept my
37	problem as a gift but most importantly, I was happy!

D.1- Ubique las palabras del texto de acuerdo a su categoría. Arrástrelas a su lugar

GRIP	THE BEST	ALTHOUGH	ADEQUATE	MYSELF	NEIGHBOR HOOD	AN	HANDWRIT ING
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Artículo	Sustantivo común	Sustantivo derivado	Sustantivo compuesto	Adjetivo derivado	Adjetivo superlativo	Conjunción	pronombre



D.2- En el texto se comentan 5 casos. ¿A qué problema se refieren los mismos?: una con flechas.

- | | |
|-----------------------------|----------------|
| 1.- Savannah Treviño-Casias | a. dysgraphia |
| 2.- Lisa Ling | b. dyscalculia |
| 3.- Jim Rein | c. dyspraxia |
| 4.- Victoria Biggs | d. hyperlexia |
| 5.- Gavin Niman | e. ADHD |

D.3- ¿Qué tipo de frases son estas? Una con flechas

- | | |
|---------------------------|-------------------------------|
| -less than that | - adjetivo de igualdad |
| - a better person | - adjetivo superlativo |
| - not as difficult as ... | - adjetivo comparativo |
| - most importantly | - comparativo de inferioridad |



D.4- Elegir la palabra correcta para cada definición

1- something that needs great mental or physical effort and so, it tests the person's ability:

a-determination

b- challenges

c-generosity

2- the belief that you can do things well and that other people respect you:

a- self-confidence

b-auto-regulation

c-efficacy

3- the part of a person that makes it possible for him or her to think, feel emotions, and understand things:

a-neuron

b- mind

c-memory

D.5- Elija la mejor traducción de estas frases del texto:

1- one for each day of the month from celebrities, experts, parents, and kids (line 3)

2- The only person left (line 7)

3- that learning those skills (line 13)

4- those struggles when growing up (line 15)

5- significant problems with handwriting (line 19)

6- well ahead of word comprehension or cognitive ability (line 33)