

Article Critique

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Journal Article Critique

The article titled “Early Intervention in Autism” by Christine M. Corsello focuses on the exploration of the causes of autism in children and the possible interventional approach which can be adopted by individuals to ensure that the condition is controlled in early stages of child development. The title of the article is succinct in explaining the content of the study and the potential information that the readers will find in the document.

The abstract of the article opens with providing a diagnosis of autism followed by the role of healthcare practitioners in ensuring the appropriate interventional approach in controlling the condition among children. Since it is a qualitative study, the article focuses around providing an empirical study of the interventional programmes developed to address the condition of autism and focuses around finding the best possible solution that can allow the healthcare practitioners in addressing autism.

The article begins with providing a sufficient background that offers detail on Autism as a medical condition followed by its discovery, symptoms of autism and the possible treatment invented till present day to address the condition. Under the background section, using sufficient references the author has elaborated on the types of diagnosis associated with Autism and the ratio with which the disease is prevalent among general population. The concluding section of the article provided a prominent problem statement that highlights the prospects discussed by the author in the article. The problem statement is easy to identify in the article and holds significance for the educationist since it focuses on the cognitive development, behavioral actions and learning capacity of individuals suffering from Autism.

The fact that it's a quantitative analysis, the study does not include an explicit hypothesis neither the research questions are explicitly narrated in the research paper. However, under the interventional section, a literature review is provided in detail followed by the statistical evidence of the programs/methods adopted by the professionals in solving the issue. The interventional programs are explored at two variables including the intensity of interventional program followed by the age at which the interventional program was introduced to Autism children. The studies suggested that individuals who were introduced to the interventional program at a young age gained more benefits compared to individuals who were offered the intervention at later stage in their age. Another significant point highlighted in the article includes the lacking presence of the interventional approaches for individuals who are younger than three years of age. The aim of the study is to explore the programs possibly designed for the preschoolers that are widely available and those that are restricted in their availability followed by the effectiveness of each approach.

Under the evaluation section, the author has discussed three interventional programs designed for toddlers, comprehensive programs as well as the developmental interventions; all concerned with the prevalence and management of Autism in adults. The author has built his argument using sufficient sources and past studies which adds validity to the argument.

The first program discussed by the author is Walden Toddler Program that was designed for toddlers diagnosed with autism. The program focuses on the typical daycare model focused on the behavioral principles and learning methods in natural learning contexts (Corsello, 2005). However, the critique offered by the author on the program is insufficient. However, the lacking critique is justified since the program itself has multiple loopholes with insufficient studies and data proving the effectiveness of the program. The second approach critiqued by the author in the article is the social pragmatic communication approach. The approach focuses around the

development of strategies to teach communication to children suffering from Autism (Corsello, 2005). The approach is based on pragmatic communication development. The author highlights the limitation of the program where the author of the program has not developed the detailed interventional techniques, but it is an important approach to develop naturalist contexts to provide a supportive environment for the individuals suffering from Autism to learn communication.

In discussing the comprehensive programs for children with ASD's, Greenspan approach and the TEACCH model, the LEAP approach, and the Denver model in developing interventional programs for children. The article makes sure to highlight the limitations for Walden Toddler Program which is designated specifically for the toddler. The writer has provided a detailed critique of the limitations that each approach of the program holds for individuals suffering from autism. In addition, the author has also identified the commonalities between the interventional approaches including their target audience which is between 30 and 47 months old, active family involvement and intensive work hours. The TEACCH program focuses on the evaluation of psychoeducational profile to help individuals with Autism to develop their cognitive and behavioral skills. Applied behavior analysis includes several interventional strategies and programs focused on behavioral principles which not only focuses on autism but also psychological factors of toddlers. The writer then further goes into detail to explain the criticism of programs including the restrictions of age group followed by large discrepancies which is between the number of hours between control and experimental group in studying children with Autism. The discussion concludes with the fact that interventional strategies have proven to be an effective measure in promoting the cognitive, behavioral, and emotional, psychological development.

The concluding section of the article effectively sums up the methods discussed in the article as well as the importance of introducing early interventions to children diagnosed with Autism. The author has also discussed in detail the implication of the interventional programs discussed in the articles followed by the suggestion to expand the scope the research in the field to facilitate the autistic kinds in the future. In addition, the concluding paragraph of the article also highlights the limitations of the discussed methods and approaches and the need to expand the scope within each approach by adding empirical and quantitative studies to realize the effectiveness of the approaches. While providing the concluding thoughts, the article also focuses upon the need for the parents as well as the teachers to beware of the progress that individuals with Autism make, to help identify the best suitable interventional technique which may differ child suffering from Autism.

The article offers a critical addition in the field of Autism as it gathers various approaches and interventional methods to treat autism at one point to analyze the existing programs as well as their effectiveness in facilitating and improving the condition of toddlers suffering from Autism. However, since the article lacks any quantitative results, the target research by the author can be expanded by adding empirical evidence to the claims that the author makes in the research. The ideas of the author are succinctly organized and presented by the author in the research where it offers a step-by-step analysis of the topic at hand, starting from the introduction of the article to the explanation of the interventional strategies and approaches currently being observed to help toddlers suffering from Autism. The literature review was presented in the tabular form for the readers to grasp the information quickly and in a comprehensive manner. By adding sufficient literature, the author further added credibility to her arguments. The author of the article Christina Corsello holds a doctorate degree in clinical psychology and is working as a licensed clinical

psychologist which makes her both credible and eligible to discuss the physiological and cognitive limitations followed by their possible interventional strategies to help children suffering from Autism.

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Reference

Corsello, C. M. (2005). Early intervention in autism. *Infants & Young Children*, 18(2), 74–85.

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