

Pilot implementation of the Curriculum "Promoting Learning Through Active Interaction (PLAI)" in a child with Sotos Syndrome

Sarris Dimitrios, Christodoulou Pincio, Christopoulou Foteini, Zaragas Harilaos, and Christopoulou Eleni

ABSTRACT

The present study focused on the implementation of the PLAI Program in a boy with Sotos syndrome, aged 10 years. The aim was to describe the results regarding the communication skills of the child after the pilot implementation of the specific Curriculum. Video observation and analysis were used to assess the child's communication skills, both before and after the implementation of the program. The PLAI program, which was implemented for about 4 months, focused on improving the child's communication skills, included similar activities and was based mainly on the strategy of routine and sensory cues. The results from the implementation of the individualized educational program were quite satisfactory, as a significant improvement in the communication skills of the specific child was found. The contribution of the Curriculum "Promoting Learning Through Active Interaction" is very important for the education of students with severe-multiple disabilities.

Keywords: communication skills, PLAI program, Sotos Syndrome.

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1. INTRODUCTION

Sotos syndrome is a rare clinical entity of genetic etiology that causes physical overgrowth [1] during the first two to three years of life, usually accompanied by a delay in motor, cognitive and social development. This syndrome is also known as brain gigantism, due to the characteristic size and shape of the head. It was first described in 1964 by Sotos [2-4].

The clinical diagnostic criteria for Sotos syndrome can be summarized as follows:

- Overgrowth in the prenatal and postnatal period and especially in infancy [1], [5].
- Characteristic appearance of the face (upside down pear shape and usually hyperpigmentation of the skin) [1]. Children with this syndrome look more like each other than their siblings.
- Developmental delay: verbal [6], [7], motor [8] and cognitive [1], [9].
- Behavioral problems [10-12].
- Advanced Bone Age [13], [1], above the 90th percentile,

as determined by an X-ray. That is, a birth with a body length over the 90th percentile. The head circumference is often above the 97th percentile position. As a result, in 100 children of the same chronological age, the child with Sotos syndrome has a larger head circumference than the other 97 children. Growth rate appears to decline during childhood or adolescence at the latest and the individual's final height tends to be within normal limits. Children with Sotos syndrome do not become "giants" [14]. Overgrowth observed in childhood does not continue into adulthood [14-16].

Of course, there are a number of other minor features that have been linked to Sotos syndrome. Emotional immaturity, dental problems (premature eruption of teeth, excessive wear, discoloration and gingivitis), ear infections, upper respiratory tract and urinary tract infections, heart problems [17-19], scoliosis [20], convulsions, kidney problems, hearing loss and vision problems [14], [18-19], [21-24].

More specifically, the symptoms of the Syndrome include a large and long head with a prominent forehead, large arms and legs-acromegaly from birth (an unusually increased

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Sara Rye, Micael Sousa, Carla Sousa



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Promoting Learning Through Active Interaction Deborah Chen,1999 **Promoting Learning Through Active Interaction** Deborah Chen,1999 Promoting Learning Through Active Interaction M. Diane Klein,Deborah Chen,C. Michele Haney,2000 This is a curriculum for early interventionists and other service providers working with caregivers and families of infants and young children who have severe and multiple disabilities *Discretionary Projects Supported by the Office of Special Education Programs Under the Individuals with Disabilities Education Act, Fiscal Year 2001* Ray Orkwis,2001 **The Wiley-Blackwell Handbook of Infant Development, Volume 2** J. Gavin Bremner,Theodore D. Wachs,2011-08-02 Now part of a two volume set the fully revised and updated second edition of The Wiley Blackwell Handbook of Infant Development Volume 2 Applied and Policy Issues provides comprehensive coverage of the applied and policy issues relating to infant development Updated fully revised and expanded this two volume set presents in depth and cutting edge coverage of both basic and applied developmental issues during infancy Features contributions by leading international researchers and practitioners in the field that reflect the most current theories and research findings Includes editor commentary and analysis to synthesize the material and provide further insight The most comprehensive work available in this dynamic and rapidly growing field Resources in Education ,2001 *Blackwell Handbook of Infant Development* J. Gavin Bremner,Alan Fogel,2009-02-04 This up to date overview of the fast moving field of infant development covers all the major areas of interest in terms of research applications and policy Provides an up to date overview of progress on important developmental questions relating to infancy Balances North American and European perspective Written by leading international researchers Now available in full text online via xreferplus the award winning reference library on the web from xrefer For more information visit www.xreferplus.com **The Wiley-Blackwell Handbook of Infant Development, 2 Volume Set** J. Gavin Bremner,Theodore D. Wachs,2014-01-28 Now in two volumes the fully revised and updated second edition of The Wiley Blackwell Handbook of Infant Development provides comprehensive coverage of the basic research and applied and policy issues relating to infant development Updated fully revised and expanded this two volume set presents in depth and cutting edge coverage of both basic and applied developmental issues during infancy Features contributions by leading international researchers and practitioners in the field that reflect the most current theories and research findings Includes editor commentary and analysis to synthesize the material and provide further insight The most comprehensive work available in this dynamic and rapidly growing field The hardcover version of this book is printed in two volumes The paperback version offers the content of Volume I and Volume II combined into a single book

Transformative Learning Through Play Sara Rye,Micael Sousa,Carla Sousa,2025-01-31 This book explores analogue game based learning in the context of the Anthropocene addressing an urgent need for educational approaches beyond traditional scholastic boundaries In the context of a complex world the book emphasises the inadequacies of current

educational methods and the potential of game based learning to foster collective problem solving skills It then traces the historical roots of analogue and tangible games highlighting their potential and challenges in alignment with several learning theories The authors explore the psychology of analogue game based learning exploring its impact on cognition motivation and potentially skill transfer to real life situations They focus strongly on designing effective learning games emphasising principles of game design the TEGA initiative and common pitfalls to avoid Ultimately the book emphasises the importance of inclusivity in game based learning addressing barriers intersectionality and accessible design features both for commercial and educational games and highlighting the ethical and pedagogical significance of fostering diverse and inclusive learning environments The book will be of interest to researchers and students of education related topics particularly instructional design pedagogical and psychology as well as enthusiasts from game studies and related practitioners

English as an Additional Language in the Early Years Malini Mistry, Krishan Sood, 2015-05-08 With the English as Additional Language EAL population growing rapidly it is essential that settings and schools meet individual learner needs and provide an inclusive culture where different languages cultures and religions are accepted and celebrated Packed with essential information on key theories and best practice and written in a highly readable style this book aims to raise awareness of main issues and offer practical support for practitioners working with children with EAL Covering a wide range of topic such as new arrivals working with parents assessment planning resourcing play communication and language each chapter clearly lays out the key concepts ideas and strategies alongside examples of good practice Encouraging a reflective approach the book features Checklists diagrams chapter objectives and summaries and suggestions for further reading Case studies to illustrate practice Reflective activities to develop critical thinking Challenging many assumptions and stereotypes about EAL learners this invaluable text will support students and practitioners in meeting the individual needs of all the children in their care

Promoting Learning for Bilingual Pupils 3-11 Jean Conteh, 2006-07-18 Written by a team of teachers this clear and accessible book shows readers how they can help bilingual learners in their classrooms to access the curriculum as effectively as possible Advice is included on developing whole school policies creating positive classroom settings to promote learning using drama supporting bilingual learners in the early years the importance of home school links There are also plenty of practical suggestions for ways to improve classroom practice and some photocopiable material

Play Across Childhood Pete King, Shelly Newstead, 2022-01-01 This book explores how play is perceived and practiced through the lens of various different professional and international contexts Children s experiences of play will vary according to the different institutions and organisations they are involved in across their lifespan during childhood The chapters cover play from pre school to adolescence that includes education playwork and the new developing area of intergenerational play This wide variety of contexts and cultures raises questions about universal concepts and notions of play The editors and contributors explore how policy practice and research can identify both differences and commonalities between the way that play is

perceived and experienced by children and adults across different types of provision Problem-based learning and pedagogies of play Marietjie Havenga, Jako Olivier, Byron J. Bunt, 2023-08-22 The focus of this book is original research regarding the implementation of problem based learning and pedagogies of play as active approaches to foster self directed learning With the Fourth Industrial Revolution 4IR in mind educational institutions need to rethink teaching and learning for the future As such active engagement can be encouraged as evident in this book where problem based learning drives learning through real world problems while pedagogy of play focuses on innovative environments where the action of play and learning are integrated with the aim of developing SDL The following are addressed in the chapters an overview of problem based learning and pedagogy of play metaliteracy playful problem based learning tasks computational thinking in game based tasks and geometry solving puzzles applying LEGO using drama as the pedagogy of play and implementing educational robotics The empirical research findings disseminated in this book aim to inspire academics in the research focus area of self directed learning with active learning approaches in the school and tertiary classroom that hold affordances to enhance 21st century skills Active learning is an umbrella term for pedagogies that mainstream student engagement such as problem based learning cooperative learning gamification role play and drama This scholarly book highlights various engaging pedagogies , *How to Start a Children's Educational Toy Business AS*, How to Start a Business About the Book Unlock the essential steps to launching and managing a successful business with How to Start a Business books Part of the acclaimed How to Start a Business series this volume provides tailored insights and expert advice specific to the industry helping you navigate the unique challenges and seize the opportunities within this field What You ll Learn Industry Insights Understand the market including key trends consumer demands and competitive dynamics Learn how to conduct market research analyze data and identify emerging opportunities for growth that can set your business apart from the competition Startup Essentials Develop a comprehensive business plan that outlines your vision mission and strategic goals Learn how to secure the necessary financing through loans investors or crowdfunding and discover best practices for effectively setting up your operation including choosing the right location procuring equipment and hiring a skilled team Operational Strategies Master the day to day management of your business by implementing efficient processes and systems Learn techniques for inventory management staff training and customer service excellence Discover effective marketing strategies to attract and retain customers including digital marketing social media engagement and local advertising Gain insights into financial management including budgeting cost control and pricing strategies to optimize profitability and ensure long term sustainability Legal and Compliance Navigate regulatory requirements and ensure compliance with industry laws through the ideas presented Why Choose How to Start a Business books Whether you re wondering how to start a business in the industry or looking to enhance your current operations How to Start a Business books is your ultimate resource This book equips you with the knowledge and tools to overcome challenges and achieve long term success making it an invaluable part

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problems boggling the world The topics fanned across various fields involving Communication Data Science Ambient Intelligence Networking Computing Security and Privacy

Constructing Science Deena Skolnick Weisberg, David M. Sobel, 2022-09-20 An examination of children's causal reasoning capacities and how those capacities serve as the foundation of their scientific thinking Young children have remarkable capacities for causal reasoning which are part of the foundation of their scientific thinking abilities In *Constructing Science* Deena Weisberg and David Sobel trace the ways that young children's sophisticated causal reasoning abilities combine with other cognitive metacognitive and social factors to develop into a more mature set of scientific thinking abilities Conceptualizing scientific thinking as the suite of skills that allows people to generate hypotheses solve problems and explain aspects of the world Weisberg and Sobel argue that understanding how this capacity develops can offer insights into how we can become a more scientifically literate society Investigating the development of causal reasoning and how it sets the stage for scientific thinking in the elementary school years and beyond Weisberg and Sobel outline a framework for understanding how children represent and learn causal knowledge and identify key variables that differ between causal reasoning and scientific thinking They present empirical studies suggesting ways to bridge the gap between causal reasoning and scientific thinking focusing on two factors contextualization and metacognitive thinking abilities Finally they examine children's explicit understanding of such concepts as science learning play and teaching

The Project Approach in Early Years Provision Marianne Sargent, 2014-01-07 The Project Approach in Early Years Provision is designed to help early years students practitioners and managers understand and manage project work with young children The project approach is designed to enable early educators to ensure young children are learning in the best possible way by providing motivating learning opportunities Put the project approach into practice using the included resources with adaptable and printable planning and observation forms Link the approach to the requirements of all four British early years curricula Develop children's personal and social skills by encouraging collaboration with others Provide a meaningful context for children to practice their literacy and numeracy skills Promote sustained shared thinking by facilitating projects that involve children in active investigation discussion and debate Give each child the freedom to learn according to their individual needs interests aptitudes and abilities

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