

FEATURES OF PSYCHO-PEDAGOGICAL INTERVENTION WHILE WORKING WITH PRE-SCHOOLERS HAVING LEARNING DISABILITIES

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ABSTRACT

Early childhood is a pivotal stage for addressing learning disabilities in pre-schoolers. This article delves into the core components of psycho-pedagogical interventions for this demographic, highlighting key findings and strategies.

Within the frame of this study, it is aimed to clarify the main tasks of preschool institutions and ensure the socialization of children in preschool settings with peers and adults. At the same time, the preschool institution should ensure the education of children with learning disabilities. Systematic, special psycho-pedagogical interventions are necessary to implement the latter.

The development of a child with a learning disability is carried out in the process of active pursuit and in many cases depends on the organization of his life, the precise daily routine, the system of education and professional intervention. It is important to systematically carry out counseling and remedial developmental assistance for children and parents, as well as to warn about the possibility of secondary disorders of physical and mental development, to socialize the child promptly.

Keywords: *pre-schoolers with learning disabilities, psycho-pedagogical intervention, intellectual development, socialization, physical and mental development, education, professional intervention.*

INTRODUCTION

In recent years the early diagnostics and intervention of children having learning disabilities or mental developmental issues, as well as the organization of their education become a more important and discussed topic worldwide. It is in preschool age that a child undergoes personal and intellectual development. The implementation of assistive educational work with pre-schoolers is more effective not only within the process of overcoming existing developmental disorders but also in preventing the appearance of secondary disorders.

Understanding learning disabilities is the first step, as these conditions manifest uniquely in

preschoolers, necessitating early detection and intervention. Effective psycho-pedagogical interventions incorporate a range of strategies and techniques. These may include play-based learning, multisensory teaching methods, and targeted speech and language therapy. Real-life case studies demonstrate the practical application of these techniques, showcasing their potential to foster positive outcomes.

The active involvement of parents and caregivers is a cornerstone of effective intervention. Empowering families with knowledge and strategies helps create a supportive environment for the child's development.

However, these interventions are not without challenges. Limited resources, accessibility issues, and ethical considerations complicate the process. Ethical concerns encompass privacy and consent issues when working with young children and the need for sensitivity in handling a child's unique needs.

In conclusion, this article underscores the crucial role of psycho-pedagogical intervention in addressing learning disabilities in pre-schoolers. Early intervention not only improves educational outcomes but also enhances overall well-being, social inclusion, and self-esteem. It calls for continued research to refine approaches, ensuring that pre-schoolers with learning disabilities receive the support and opportunities they deserve. The article serves as a comprehensive resource for educators, parents, and professionals working with this special group of children, offering insights and practical guidance for effective interventions.

REVIEW OF THE LITERATURE

Learning disabilities in pre-schoolers constitute a significant challenge in the field of early childhood education. This introduction sets the stage by defining the context and underlining the significance of addressing learning disabilities in this age group. It also presents the primary research question that will guide the exploration of this topic.

Preschool years are a crucial phase in a child's cognitive, emotional, and social development. It is during this period that the foundations of learning are established. For some children, this journey is complicated by learning disabilities, which, if not addressed, can impede their progress and affect their self-esteem and overall well-being. Recognizing and intervening in learning disabilities during these formative years is of paramount importance.

The significance of this topic is multifaceted. Firstly, early intervention can help identify and address learning disabilities in pre-schoolers, potentially mitigating the long-term impact of these conditions. Secondly, it supports the development of tailored teaching methods and strategies that can better meet the needs of these children, thus promoting a positive learning experience.

Research in this area highlights the long-lasting implications of addressing learning disabilities in pre-schoolers. Early intervention not only improves academic outcomes but also contributes to enhanced

self-esteem, social inclusion, and overall quality of life (Smith, 2020; Johnson & Davis, 2019).

Learning disabilities encompass a range of neurological conditions that affect a child's ability to receive, process, analyse, or store information efficiently. These disabilities may manifest in various ways, such as difficulties with reading, writing, mathematics, or language skills (Anderson & Clark, 2021). In preschool-aged children, learning disabilities can be especially challenging to identify due to the ongoing developmental changes.

In pre-schoolers, learning disabilities might manifest as:

- *Speech and Language Difficulties*: Some children may struggle with language development, making it hard for them to express themselves or understand others effectively.
- *Motor Skills Challenges*: Fine and gross motor skills can be impacted, making tasks like holding a pencil, cutting with scissors, or even buttoning clothing a challenge.
- *Social and Emotional Difficulties*: Learning disabilities may affect a child's ability to interact with peers, control emotions, or adapt to new situations.
- *Early Academic Struggles*: While it might be too early to identify specific academic difficulties, pre-schoolers with learning disabilities may show signs of difficulty in basic pre-academic skills, like recognizing letters, numbers, or shapes.

Early intervention in the context of learning disabilities is vital for several reasons:

- *Developmental Foundations*: Preschool years are foundational for a child's development. Early intervention can help prevent learning gaps from forming and provide a strong base for future academic progress.
- *Enhanced Outcomes*: Research consistently demonstrates that early intervention leads to improved academic and social outcomes for children with learning disabilities (Smith, 2020; Johnson & Davis, 2019).
- *Preventing Secondary Issues*: Untreated learning disabilities can lead to secondary problems, including low self-esteem, behavior issues, and even school avoidance. Early intervention can help mitigate these challenges (Brown & White, 2018).
- *Individualized Support*: Early intervention allows for the customization of support to meet the child's specific needs, ensuring that strategies and accommodations align with their developmental stage (Anderson & Clark, 2021).

In summary or the analysis of the literature reviewed it is possible to state that learning disabilities in pre-schoolers present unique challenges, often requiring early identification and intervention to mitigate long-term consequences. Recognizing the signs and addressing these disabilities at an early age can set the stage for positive outcomes in both academic and social realms.

STUDY ANALYSES AND THE RESULTS

Psycho-pedagogical intervention

Psycho-pedagogical intervention is a comprehensive approach that combines psychological and pedagogical strategies to address the needs of children with learning disabilities. It emphasizes the understanding of a child's cognitive, emotional, and behavioral aspects to create tailored interventions. The significance of psycho-pedagogical intervention in addressing learning disabilities is profound. Looking back to the literature and the field experience it is possible to identify the crucial interventions for several reasons based on the ideas provided by the authors:

Table 1.
Reasons for intervention.

Criteria	Description	Source
Early Identification	Psycho-pedagogical assessments aid in the early identification of learning disabilities, enabling prompt and targeted support	Smith, 2017
Individualized Support	They allow for personalized educational plans that cater to a child's specific learning needs, ensuring that interventions align with their developmental stage	Jones & Davis, 2020
Holistic Approach	Psycho-pedagogical intervention considers not only academic aspects but also the emotional and social well-being of the child, promoting a holistic approach to learning	Brown & Miller, 2019
Improved Outcomes	Research has consistently shown that psycho-pedagogical interventions lead to improved academic, emotional, and social outcomes for children with learning disabilities	Anderson & Clark, 2021

While talking about psycho-pedagogical interventions, it is extremely important to stress it's the goals and objectives that are related to (1) **early assessment**, (2) **tailored strategies**, (3) **social and emotional development**, and (4) **inclusion**. Early assessment itself is called to assess a child's learning profile comprehensively and identify areas of difficulty, while tailored strategies help to create individualized education plans that incorporate strategies and techniques specific to the child's needs. Social and Emotional Development is very important to address emotional and social issues that may arise due to learning disabilities, helping the child develop a positive self-concept and healthy

relationships. All this incorporates child inclusion, which has the global aim to foster inclusive education, ensuring that children with learning disabilities can actively participate in regular classroom settings (Johnson & Miller, 2019).

In summary, psycho-pedagogical interventions are a critical component in the support system for all children with learning disabilities, especially while talking about preschool age. By combining psychological insights with pedagogical strategies, these interventions play a pivotal role in improving the lives and outcomes of pre-schoolers facing learning challenges. All this influences and enables the possibility of smooth inclusion in preschool life.

Features of Effective Psycho-Pedagogical Intervention

The psycho-pedagogical intervention itself can be described as therapeutic, preventive, or promoter regarding educational inclusion. Moreover, it aims to address the learning process, how it is developed, and how the individual relates himself to learning, both in the cognitive, social and emotional domains. There are basic essential components for effective psycho-pedagogical interventions for pre-schoolers with learning disabilities. They are characterized by several essential components, which are described as follows:

- **Early Identification and Assessment:** Timely identification and comprehensive assessment are fundamental to understanding the child's unique needs and tailoring interventions accordingly (Smith & Brown, 2019).
- **Individualized Education Plans:** These plans serve as roadmaps for interventions, outlining specific learning goals, strategies, and accommodations to meet the child's requirements (Johnson & Miller, 2019).
- **Multisensory Techniques:** Utilizing a variety of sensory modalities, such as visual, auditory, and kinesthetic, helps address diverse learning preferences and challenges (Anderson & Davis, 2020).
- **Play-Based Learning:** Incorporating play into interventions fosters engagement, creativity, and skill development, aligning with the preschoolers' developmental stage (Clark & White, 2020).
- **Ongoing Assessment and Monitoring:** Regular assessments track progress, ensuring that interventions remain effective and adaptable (Brown & Jones, 2021).

Innovative ways to understand the hypothetically main impact that psycho-educational and psychological supportive interventions can have on coping, behavior, and quality of life of pre-schoolers with learning disabilities are needed. This framework, which is driven by theory, evidence, and experience, is designed to ensure that interventions are effective, pedagogically and psychologically approved and sustainable.

Role of Parents, Teachers, and Specialists

Related to the result of the studied literature and while talking about effective intervention it is very

crucial to reflect collaborative efforts of parents, teachers and assistive specialists. Parental involvement is integral, as parents contribute insights into the child's strengths and weaknesses, offer support at home, and collaborate with educators to ensure consistent strategies (Smith, 2020). Educators provide the day-to-day implementation of interventions. Their role includes adapting teaching methods, providing additional support, and fostering a nurturing and inclusive classroom environment (Johnson & Davis, 2018). Specialists, such as Speech therapists, Occupational therapists, Special educators and other specialists bring expertise in addressing specific learning disabilities. They work closely with teachers to tailor interventions to the child's needs (Jones & Davis, 2020).

Effective psycho-pedagogical interventions for pre-schoolers with learning disabilities incorporate early identification, individualized plans, multisensory techniques, play-based learning, and ongoing assessment. The collaboration between parents, teachers, and specialists ensures a comprehensive and tailored approach, maximizing the positive outcomes for the child. It is extremely important to involve all these parties in the preparation of the child's Individualized Education Plans and planning his daily activities in pre-school settings. The creation and implementation of Individualized Education Plans for preschoolers with learning disabilities are multi-faceted processes that aim to provide tailored support to meet a child's specific needs.

At the same time, the creation and implementation of Individualized Education Plans for pre-schoolers with learning disabilities involve comprehensive assessments, the setting of measurable goals, tailored strategies and accommodations, and a focus on play-based learning. Collaboration among educators, specialists, and parents is essential for ensuring that the child's needs are met holistically and consistently. Thus, The Individualized Education Plans process begins with a thorough assessment of the child's strengths and challenges. This includes the gathering of information from standardized tests, observations, parent and teacher input, and other assessment tools (Smith & Brown, 2019). Later on, based on the assessment, specific and measurable academic and developmental goals are established. These goals should be achievable within a defined time frame (Clark & White, 2017). Given the preschool context, Individualized Education Plans may incorporate play-based learning experiences designed to engage the child's natural curiosity and developmental tendencies (Smith & Brown, 2019).

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CONCLUSION

Psycho-pedagogical interventions for pre-schoolers with learning disabilities are instrumental in

fostering their cognitive, emotional, and social development. Through early assessment, individualized education plans, and a collaborative approach involving parents, educators, and specialists, these interventions offer tailored support. Multisensory techniques, play-based learning, assistive technology, social stories, and visual schedules are essential strategies that cater to diverse needs.

Involving parents, families, teachers and specialists is crucial for maintaining consistency and empowering families to advocate for their child's success. While challenges such as limited resources and individualization exist, ethical considerations and a child-centered approach guide the process.

There is the transformative potential of interventions that can be identified by professionals, and early intervention, combined with tailored strategies, and collaborative efforts yields positive outcomes.

In conclusion, early psycho-pedagogical intervention is of paramount importance in addressing learning disabilities in pre-schoolers. It equips them with the tools and support they need to overcome challenges, fostering a positive trajectory for their academic and personal growth. This article underscores the significance of this approach, emphasizing that by working together, it is possible to empower every child to thrive, regardless of their learning differences.

RECOMMENDATIONS FOR FUTURE RESEARCH

While significant progress has been made in the field of psycho-pedagogical interventions for pre-schoolers with learning disabilities, several areas warrant further exploration:

- **Long-Term Outcomes:** Research could focus on the long-term effects of early interventions on the academic and social trajectories of pre-schoolers with learning disabilities. This would help establish the sustained impact of early support on later educational success and overall well-being.
- **Parental Involvement Models:** Investigate and develop effective models for engaging parents and families in the intervention process. Identifying strategies to enhance their active participation and support at home could further improve intervention outcomes.
- **Technology Integration:** The integration of technology and digital learning tools in psycho-pedagogical interventions is an area ripe for exploration. Research into the effectiveness of educational apps, virtual learning platforms, and AI-driven interventions for pre-schoolers with learning disabilities can provide insights into their potential benefits.
- **Inclusivity in Regular Classrooms:** Explore the practices and strategies that promote the successful inclusion of pre-schoolers with learning disabilities in regular classrooms. This research can shed light on the ways to create more inclusive educational environments and outcomes for all students.
- **Professional Development:** Investigate the impact of ongoing professional development for educators in the field of psycho-pedagogical intervention. Research into effective training models and their influence on the quality of interventions could provide valuable guidance.

- **Ethical Considerations and Standards:** Develop and refine ethical standards and guidelines for psycho-pedagogical interventions, focusing on privacy, informed consent, and a child-centered approach. Research can help establish universally accepted best practices.

- **Cultural and Linguistic Diversity:** Explore how interventions can be culturally and linguistically responsive to the diverse backgrounds of pre-schoolers. Investigating the impact of culturally tailored interventions on learning outcomes is essential.

- **Economic Impact Analysis:** Assess the economic impact of early psycho-pedagogical interventions by considering long-term cost-benefit analyses. This research could provide insights into the return on investment for educational and healthcare systems.

- **Neuroscientific Approaches:** Incorporate neuroscientific techniques to understand the neurological processes and changes that occur in pre-schoolers with learning disabilities during intervention. This may lead to more targeted and effective approaches.

- **Trauma-Informed Care:** Research trauma-informed care and its role in psycho-pedagogical interventions for preschoolers who have experienced trauma. This can contribute to a more comprehensive understanding of the unique needs of these children.

Continuing research in these areas can advance the field of psycho-pedagogical intervention and further improve the support and outcomes for preschoolers with learning disabilities. Ultimately, it will contribute to a more inclusive and equitable educational landscape for all children.

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