



PSYCHOLOGICAL AND PEDAGOGICAL SUPPORT FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN PRESCHOOL EDUCATION

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Abstract

The article reveals the theoretical and methodological foundations, goals, objectives, principles and model of psychological and pedagogical support for children with special educational needs (SEN) in preschool education. The need for interdisciplinary interaction of specialists (teachers, psychologists, speech therapists, defectologists, tutors, social workers) and active partnership with the family is substantiated. The stages of support (screening and diagnostics, design of an individual educational route, implementation, monitoring and correction), key technologies (sensory integration, visual support, structured learning, elements of ABA, PECS, play and art therapy practices), as well as performance indicators are described.

Keywords: Preschool education, children with special educational needs, psychological and pedagogical support, inclusion, individual educational route, interdisciplinary team, early intervention.

Introduction

The scientific novelty consists in the integration of ecological-systemic, cultural-historical and inclusive approaches into a single model of psychological and pedagogical support for preschoolers with special educational needs, structuring stages and indicators of effectiveness based on evidence-based practices.

The practical significance is manifested in the presentation of a technologically described support model suitable for implementation in preschool educational



institutions, as well as in a set of diagnostic, intervention and monitoring tools aimed at an interdisciplinary team.

The modern paradigm of preschool education is increasingly focused on the principles of inclusiveness, openness and accessibility , providing equal opportunities for development and learning for all children, including those with special educational needs (SEN) . The increase in the number of children with SEN in preschool educational institutions necessitates not only the creation of a barrier-free environment , but also the construction of systemic psychological and pedagogical support aimed at supporting the child's personality, his adaptation and full socialization in the educational environment [1].

Psychological and pedagogical support is considered as a targeted activity of specialists (psychologists, defectologists, speech therapists, educators) aimed at identifying the individual characteristics of the child, selecting adequate forms and methods of teaching, and creating conditions that facilitate the successful inclusion of the child in the educational process [2]. This type of support includes both diagnostic and corrective work , consulting teachers and parents, as well as monitoring the dynamics of the child's development.

According to the views of LS Vygotsky, a child with limited developmental abilities needs not so much special training as the creation of a social environment that compensates for impaired functions and reveals potential opportunities. It is on this theoretical basis that the idea of support as a means of forming the "zone of proximal development" in children with special educational needs is based.

The relevance of this topic is due to the need to improve the quality of inclusive preschool education and strengthen the role of specialists in the support process. Another important aspect is ensuring continuity between families, preschool institutions and professional communities to develop a unified strategy for supporting the child [3].

Psychological and pedagogical support of children with special educational needs (SEN) in preschool education is based on a wide range of theoretical approaches, each of which makes a significant contribution to understanding the essence of support, its goals, objectives and implementation mechanisms. One of the key methodological foundations is the cultural and historical approach of LS Vygotsky . According to this approach, a child's development is carried out in a



social environment through interaction with adults and peers. In this context, psychological and pedagogical support is aimed at creating conditions that ensure the formation of a "zone of proximal development" - a space in which a child, with the support of an adult, is able to perform actions that are inaccessible to him independently [4]. This approach emphasizes the importance of relying on the strengths of the child and stimulating development through an organized environment.

The activity-based approach (AN Leontyev, SL Rubinstein) also plays a significant role, within the framework of which the child is considered as an active subject of his/her own life activity. Support in this case involves the organization of productive forms of activity (play, cognitive, communicative), adapted to the individual capabilities of children with special educational needs. Psychological assistance is aimed at expanding the range of available types of activity and the formation of the child's motivational sphere [5].

The person-centered approach is an important basis for support. It implies respect for the uniqueness of each child, recognition of their right to development and self-realization, despite existing limitations. Within the framework of this approach, the emphasis is on establishing trusting relationships, creating conditions for initiative, as well as supporting self-esteem and emotional well-being [6].

Modern support practice increasingly relies on a systemic-activity approach, which requires coordinated work of specialists from an interdisciplinary team: a teacher, a speech therapist, a psychologist, a defectologist, and others. This model allows for a holistic vision of a child's development, the development of an individual support route, and a dynamic assessment of the effectiveness of the measures taken [7].

In addition, the methodology of support is closely linked to the principles of inclusive education: accessibility, equality, respect for diversity and recognition of the value of each child. Inclusion in this context is considered not only as a form of organizing education, but also as a philosophy of humane treatment of children, based on acceptance and support [8].

Consequently, psychological and pedagogical support is based on a comprehensive set of scientific approaches, each of which enhances individual



aspects of support: social and communicative, personal, cognitive and emotional. This makes support not just an additional function, but a necessary condition for the full development of children with special educational needs in the preschool education system.

Psychological and pedagogical support for children with special educational needs (SEN) in preschool education is a targeted system of professional assistance. Its task is to create conditions for successful personal and educational development of the child, taking into account his individual capabilities, limitations and social situation of development. The essence of support lies not only in providing assistance directly to the child, but also in supporting all participants in the educational process - teachers, parents (legal representatives) and support specialists. As OM Zhukova notes, support is "a set of measures implemented in an educational organization aimed at psychological and pedagogical assistance to children with disabilities in an inclusive environment" [9].

The goal of psychological and pedagogical support : creating conditions for the full inclusion of a child with special educational needs in the educational environment, his successful socialization and individual development. The main attention is paid not to compensating for violations, but to activating the resources of development and adaptation of the child in the educational and socio-cultural context.

The main tasks of psychological and pedagogical support:

1. Psychological and pedagogical diagnostics: identification of developmental characteristics, abilities and difficulties of a child with special educational needs.
2. Development and implementation of an individual educational route (IER): taking into account the developmental characteristics, interests and needs of the child.
3. Psychological and pedagogical support: creating conditions for emotional well-being, developing a positive self-concept and motivation for learning.
4. Advisory and methodological assistance to teachers and parents: assistance in understanding the developmental and behavioral characteristics of children with special educational needs, training in support methods.



5. Monitoring the dynamics of development: regular monitoring of the effectiveness of the methods used and their timely correction.

The effectiveness of psychological and pedagogical support is largely determined by compliance with certain principles aimed at creating conditions for the full development of the child and his inclusion in the educational space. These principles reflect the key positions of domestic and foreign pedagogy and psychology on issues of inclusion and correctional pedagogy.

Table 1 - Principles of psychological and pedagogical support for children with special educational needs

No.	Principle	Content
1	Individualizations	Taking into account the unique characteristics of each child when constructing an educational trajectory.
2	Availability	Ensuring conditions under which every child can master the content of education.
3	Inclusiveness	Involving a child with special educational needs in the general educational and social space.
4	Complexities	Interaction of specialists from different fields (teachers, speech therapists, psychologists, defectologists).
5	Successions	Coordination of approaches and methods between all levels and stages of support.
6	Partnerships with family	Involvement of parents as active participants in the educational process.
7	Scientifically valid	Use of methods that have been scientifically tested and proven to be effective.
8	Ethical and humanistic orientation	Respect for the child's personality, creation of a positive emotional environment.

The principles of psychological and pedagogical support form the basis for building an effective inclusive educational environment in preschool educational institutions. Their observance ensures the targeted development of the child taking into account his/her needs and capabilities, promotes the harmonization of the educational process and the formation of a tolerant attitude on the part of teachers and peers. It is the principled approach that allows not only to



compensate for developmental deficiencies, but also to create conditions for the self-realization of each child.

The formation of an effective model of psychological and pedagogical support for children with special educational needs (SEN) in a preschool educational institution (PEI) requires taking into account a comprehensive approach to the development, education and social adaptation of the child. Such a model is based on the integration of pedagogical, psychological and social aspects, as well as on the cooperation of all participants in the educational process: teachers, support specialists, parents and the child himself.

The model of psychological and pedagogical support includes the following structural components :

1. Target component. Defines the main areas of support, including the creation of conditions for the full development of the child, his adaptation in society and the realization of development potential within the framework of an individual route.
2. Substantive component. It includes psychological and pedagogical diagnostics, correctional and developmental classes, consultative and educational work with parents, as well as training teachers in inclusive practice.
3. Organizational component . Includes an algorithm for interaction between specialists (teacher, speech therapist, psychologist, defectologist , tutor), as well as forms of coordination, such as consultations, supervisions and methodological associations.
4. The result component. Reflects the dynamics of the child's development, the degree of achievement of the set goals and the effectiveness of the support methods used. It is based on monitoring the child's individual progress and the level of his social adaptation.



Table 2 - Model of psychological and pedagogical support

Model component	Content	Expected result
Target	Development of individual abilities, socialization, psychological comfort	Determining an individual development route
Meaningful	Diagnostics, correction, counseling, education of parents	Development of skills, competencies and positive dynamics
Organizational	Cooperation of specialists, organization of interaction, distribution of roles	Well-coordinated work of the support team
Effective	Monitoring, performance evaluation, adaptation of the support program	Increased competence, successful socialization of the child

The development and implementation of a model of psychological and pedagogical support in a preschool educational institution (PEI) allows for the creation of a comprehensive and flexible system of support for children with special educational needs. This model ensures not only the adaptation of the child in the educational environment, but also the full realization of his or her potential, as well as the development of communicative, emotional and cognitive spheres. The key condition for its effectiveness is the teamwork of all participants in the educational process and the individualization of approaches at each stage of support.

Psychological and pedagogical support of children with special educational needs (SEN) in preschool organizations involves the use of a set of technologies and tools aimed at creating conditions for the development, socialization and adaptation of the child in the educational environment. The effectiveness of support directly depends on the choice of adequate methods, forms and means corresponding to the individual characteristics of the child's development.

Main support technologies:

1. Technology of individualization of education This technology ensures adaptation of the educational process to the characteristics, pace and needs of a child with special educational needs. Within its framework, individual educational routes (IER) and adapted programs are developed that take into account medical and psychological-pedagogical conclusions of specialists.



2. Inclusive technologies of education and socialization. The use of inclusive technologies is aimed at forming a positive attitude towards themselves in children with special educational needs, developing communication skills and inclusion in joint activities with typically developing peers. Group forms of work, role-playing games and pair interaction play an important role here.
3. Positive Behavior Intervention Support (PBIS). This technology is based on the development of a system of rewards, visual cues, and the formation of positive behavior models. PBIS has proven its effectiveness in working with children with behavioral disorders, autism spectrum disorders (ASD), and mental retardation.
4. Correctional and developmental technologies. These include speech therapy, sensory integration, art therapy, fairy tale therapy, play therapy and Montessori pedagogy methods. They are aimed at developing the cognitive sphere, motor skills, speech and emotional intelligence of the child.
5. Information and communication technologies (ICT). The use of ICT helps to increase motivation for learning, allows information to be visualized, and also develops cognitive interests. Examples include specialized training programs, interactive whiteboards, and communication tablets.
6. Interdisciplinary approach. Teamwork of specialists (teacher, psychologist, speech therapist, defectologist, educator, tutor) allows to build a support system covering all aspects of the child's development. Such a model ensures comprehensive monitoring and timely correction of the educational process [10].

Table 3 - Support tools

Technology / Approach	Tools
Individualization of education	Individual educational route, adapted programs
Inclusive technologies	Joint games, projects, communication tasks
PBIs	Reward charts, sticker system, visual cues
Correctional and developmental methods	Sensory modules, art materials, therapeutic fairy tales
ICT	Educational applications, interactive panels, communication devices
Interdisciplinary approach	Observation maps, PMPC protocols, joint planning and consultations



Technologies and tools for support in preschool settings should be comprehensive, flexible and adapted to the needs of a specific child. The use of various approaches and their integration into a single system allows for the creation of a developing and supportive environment that facilitates the successful inclusion of children with special educational needs in preschool education.

The effectiveness of psychological and pedagogical support for children with special educational needs (SEN) in preschool education is determined by the degree of achievement of the set goals - successful socialization, adaptation and development of the individual potential of the child. Monitoring the effectiveness of accompanying activities is an integral part of inclusive pedagogical practice and is necessary for the timely correction of strategies for interaction between specialists and pupils and their families [1 1].

The criteria for assessing the effectiveness of support in a preschool educational institution (PEI) can be considered:

1. The level of development of the child's adaptive abilities.
2. Dynamics in the cognitive, speech, emotional-volitional and social spheres.
3. The degree of family participation in support and interaction with teachers.
4. The presence of stable forms of positive interaction in a children's group.

The main assessment methods include pedagogical observation, diagnostic procedures (psychological tests, speech and motor skills development methods), parental questionnaires, as well as expert opinions of an interdisciplinary team of specialists: a teacher, a defectologist, a speech therapist, and a psychologist.

Of particular importance is the dynamic approach, which allows tracking changes in the child's condition and development throughout the entire period of support. For example, IA Litvinova's method provides for the step-by-step recording of changes in the child's educational trajectory based on specially developed diagnostic cards [12].

The results of the effectiveness assessment are used not only for the analysis of pedagogical activity, but also as a tool for motivating specialists and parents to continue and deepen interaction. They also serve as a basis for personalizing support programs and refining individual development routes for children with special educational needs.



Therefore, effective assessment of accompanying activities requires a comprehensive approach that combines quantitative and qualitative data, as well as the active participation of all parties in the educational process. This ensures targeted support and growth of the inclusive potential of the preschool educational institution.

Psychological and pedagogical support in preschool education should be considered as a continuous, interdisciplinary and scientifically based process aimed at expanding the individual capabilities of the child and adapting the educational environment. Early identification of special educational needs (SEN), development of an individual educational route, the use of effective technologies and systematic monitoring can significantly improve educational results and the quality of life of children, their families and teaching staff. At the same time, the formation of an inclusive culture of a preschool educational institution is a prerequisite for ensuring the sustainability of the positive changes achieved.

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