

An inclusive early-intervention programme: the case of two Pre-schoolers

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The importance of **sociocultural issues** (i.e. ethnic, social, and linguistic differences) in the process of early intervention

Taking into account the history:

- of the cultural group the children being studied belong to
- over their own individual lifespan
- of their moment-to-moment lived experiences

Aim of the study: To examine how sociocultural and cognitive factors interact and influence children's progress in the early intervention inclusive educational setting.

The sample: two boys attending the kindergarten class at the Child's Centre of Aristotle University of Thessaloniki.

Boy named 'G':

- 4.5 years old
- Native speaker
- High sociocultural context (both parents were University professors)
- Emerging problems in class (language difficulties and signs of withdrawal)

Boy named 'D':

- 5.5 years old
- Minority non-native speaker of Greek
- Low sociocultural context (mother had intermitted Univ. studies and father had secondary education)
- Emerging problems in class (language difficulties and limited attention span)

In the prekindergarten year, teachers developed **false representations** of the children's problems

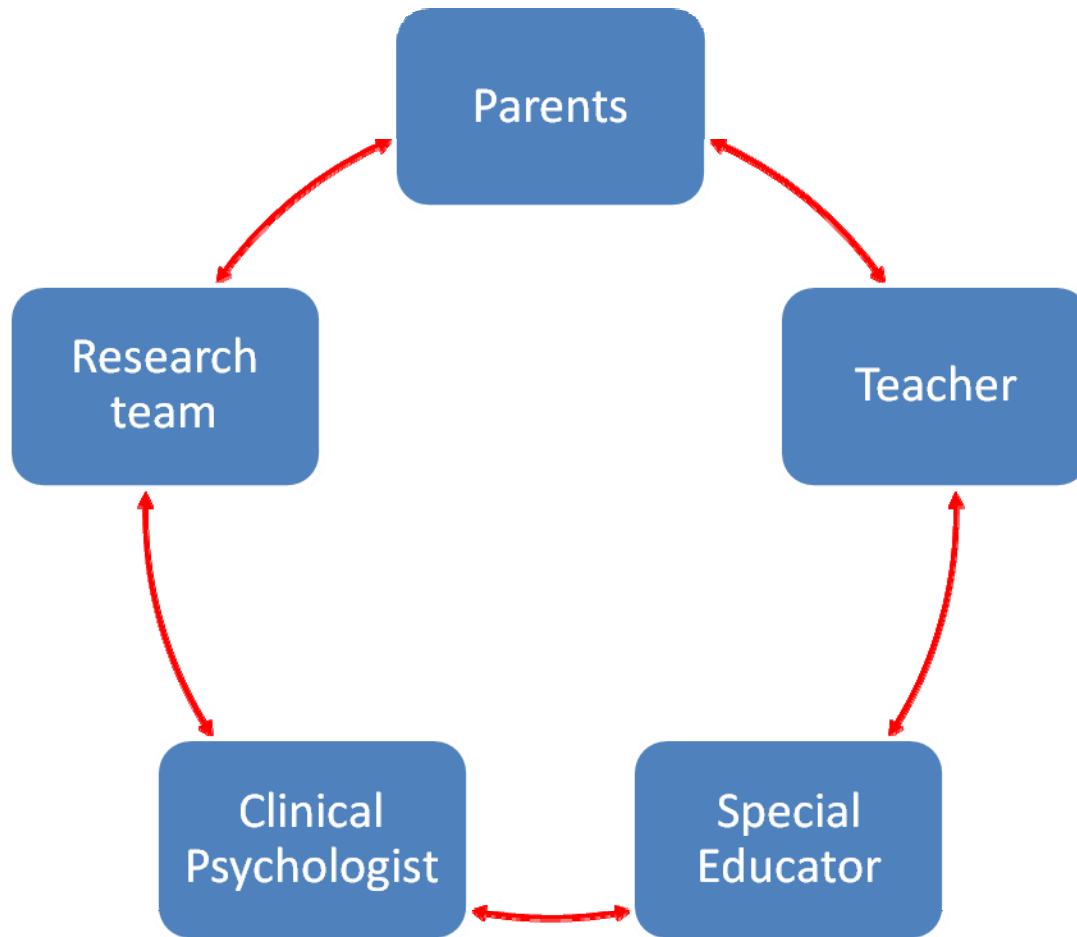
G.

Speech and achievement problems attributed to personality disorder/ or autistic syndrome. Assuming that being raised in an **highly intellectual context** excludes the development of intellectual disability

D.

Language and achievement problems attributed to his 'foreignness'. Assuming that his mother-tongue was responsible

Transdisciplinary research teamwork



Diagnostic procedure

- **Interviewing** the parents, the teachers and the Director of the Child's Centre for taking the developmental and psychosocial history of the children
- **Testing** the children's cognitive and verbal abilities (ITPA and TOLD-P:3)
- **Dynamic assessment** (boys' progress monitored through ecobehavioural analysis)

Children's diagnosed profile

G.

High expectations for his school performance from academic parents

Mild mental retardation

Low achievement in class

Difficulties in semantics

Very shy/able to concentrate

D.

High expectations for his bilingualism from parents and grandparents

Mild mental retardation

Low achievement in class

Difficulties in morphology and syntax

Sociable/easily distracted

Intervention programme (specialised and inclusive)

- Attending regularly the inclusive setting and receiving supported teaching.
- Attending twice a week the specialised intervention programme.

Aims of the specialised programme: 1) help the children reach their classmates' performance level and 2) help them attain better social interaction with their peers

Outcomes of the intervention programme

G.

- Adopted a more active attitude
- Learned to break his isolation during structured activities and play time
- Improved expression

Parents satisfied with programme but undecided on what setting G. will attend

D.

- Learned to regulate impulsive behaviour, interact with peers during play time and collaborate during structured activities
- Improved vocabulary and expression

Mother satisfied with programme / D. will attend a special educational inclusive setting