How early intervention as ‘happening early in the child’s life’ is applied in the Family Support preschool context?

Key words: preschool children; “meaningful interactions”; early intervention; Family Support; additional support

Melissa Bonotto, Doctoral Researcher

Why did we listen to children?

One of our research aims is:

- To identify what preschool children and their parents perceive as significant/meaningful interactions to support their additional needs.

How did it happened?

19 preschool children with additional needs, aged 3 to 5 years old, were asked: Would you like to take pictures of places/people/things you like in the classroom? Or do some drawings? Or can I play with you?

18 children out of 19 assented to take photos; but only 17 took them; 3 children out of 19 did some drawing;

19 children assented for the researcher play with them

Research limitations: lack of time for appropriate reflections with the families

What have we found out listening to children?

16 children out of 17 who took photos, took pictures of people in the classroom

9 children took pictures of toys in the garden

6 children took pictures of the research’s ‘pregnancy bump’

What is our theoretical framework?

(Bronfenbrenner & Morris, 2006)

The PPCT Model

How have we listened to children? Using the Mosaic approach:

“Children’s drawings, children’s photos, children’s viewings and opinions, captured in an individual and collective way. The Mosaic approach combines the traditional methodology of observation and interviewing with the introduction of participatory tools” (Clark, 2005)

Child 01, sand box
Child 03, grass
Child 05, leaves
Child 14, manipulative games

UNESCO Child and Family Hardiman Scholarship
National University of Ireland, Galway
E-mail: m.bonotto1@nuigalway.ie
https://ie.linkedin.com/in/melissa-bonotto-01371a88
W: www.childandfamilyresearch.ie