

## Activating the Role of Kindergartens' Leaders in Saudi Arabia to Establish the Early Intervention's Culture in the Light of the International Experiences

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**ABSTRACT** The current study aims at activating the role of kindergarten's leaders in Saudi Arabia to establish the early intervention's culture in the light of the international experiences. The most important manifestations of interest in early childhood and efforts began in Britain and the Scandinavian countries to complete the efforts of The United States of America followed by the Third World Countries. The developed countries during the last few years of this century have made intensive efforts to early childhood in general and early education in particular. This is an attempt to highlight the role of the Saudi kindergartens in the early intervention culture after looking at international experiences in this field.

### INTRODUCTION

The most important manifestations of interest in early education, follow-up efforts, programs and projects implemented and still applied at the international level in educational fields reveal a renewed and increasing interest in all matters related to the care, education and development of young children before entering primary school. These efforts began with the establishment of the International Council for Early Education in 1948 in Britain and the Scandinavian countries. The establishment of this Council was to complement the efforts of the United Nations Educational, Scientific and Cultural Organization (UNESCO), which at the time was concerned with education, culture and science from the primary stage.

Many States have joined the International Council in the form of national committees, and today there are about 70 States that are members of the Council. In addition, UNESCO and UNICEF now have sections on early education. Many countries in the world, especially developed countries, as well as the National Councils of the International Council for Early Education, have institutions that sponsor early childhood in their countries and provide assistance to this field in The Third World countries. One of the most important of these institutions is the Dutch Vaniller Foundation, which helps many developing countries in early intervention.

In addition, all the international and regional organizations and the executive bodies in many countries in the world, especially the developed countries during the last few years of this century, have made intensive efforts and paid great attention to all aspects of early childhood in general and early education in particular. The researcher of the current study is interested in the role of the Saudi kindergartens in the early intervention culture after looking at international experiences in this field.

In Freud's view, the first five years of life are the most important years of child's life. It is the most important period in the personality of the child, his development and learning. They said in ancient times, learning at a young age, such as engraving in stone. Early intervention means efforts to detect children who are at risk of developmental delay, disability or disability from birth to the age of six, and provide integrated care for them and their families in early childhood. The importance of early intervention is also attributed to the importance of early childhood, especially the first five years, as it is a critical stage for its growth in all areas, and the development of different capacities and growth skills of the child (Kinniburgh et al. 2017).

Early intervention aims to develop the abilities and skills of children with special needs in the areas of growth in which the normal child grows; cognitive, daily, social, emotional, dy-

namic, linguistic, and pre-academic needs. As a useful member of society, and to provide health care and social and educational services to him through a multidisciplinary team, through early diagnosis of cases, integrated care and specialized programs (Magnuson and Duncan 2016).

Early intervention is based on the principle of individual differences among children in growth. Every child needs a special program that suits his or her abilities, type and degree of disability. Therefore, the child's abilities are determined by evaluating him (Shonkoff 2016). Long-term objectives and short-term goals, and child assessment criteria during and after the program to identify progress in the level of child development until the child reaches the educational level, determine the access to educational services and the type of education appropriate to his / her abilities, old services, their duration and places of delivery.

These programs are designed to train handicapped children on the skills of different growth areas. The normal child grows in these areas without effort and learns his own skills and experiences. The mentally handicapped child needs more time and effort to learn and practice these skills. There has been a parallel development of this global trend in the Gulf countries. In recent years, some Gulf countries have developed a number of institutions and centers that provide services to children with special needs.

Although the beginning was for people with mental retardation, the services have now expanded to include people with physical disabilities and sensory disabilities. Taking into consideration that most forms of special services still adopt the policy of separation, with a few exceptions such as kindergarten for the movement of the physically disabled and the kindergarten of the mentally retarded in Bahrain, where they have both normal children. A trend that we hope will be extended to all categories in all Gulf countries (Black et al. 2017; Bragg et al. 2021).

Early intervention is a unique field that requires new and innovative approaches, not just a downward extension of education services for school-age children, or simply the transfer and replication of programs and methods used in kindergartens. The general objectives of special education for children from birth to primary school are different from those of the following age groups.

## **Aims**

The aim here is to facilitate or support the development of young children through timely intervention before disability or at-risk conditions change to prevent the emergence of secondary disabilities, and finally to strengthen the family to provide the best care for its disabled children or those in a biological or environmental danger due to disability or risk conditions. The community, with its individuals and institutions, must shoulder its responsibilities to make special services available to these young children (Kinniburgh et al. 2017).

## **MATERIAL AND METHODS**

To collect resources for this conceptual paper, the author has checked many international databases to collect data for the present paper. Web of Science, Scopus, and Educational Resources Information Center (ERIC) have been consulted by using the terms; role, kindergarten, Saudi Arabia, standards, developed countries. The author has selected these resources as they are the most reputable databases and publish rigorous peer review papers. The articles obtained from the study were categorized and coded. Duplicate information was sorted out.

## **OBSERVATIONS AND DISCUSSION**

### **Early Intervention**

The term early intervention is now used as an alternative to the term "prevention", which was common in the 1960s and 1970s. The perception at the time was that compensatory education was a system by which children in an unsuitable environment could be helped to succeed in ordinary society, and that such assistance was seen to protect or prevent the impact of negative variables. There has been a rapid change in the direction of disability prevention, and hence the term early intervention (Black et al. 2017; Emerson and Llewellyn 2020).

Early intervention is structured to promote maximum growth for children under the age of six with special needs and to strengthen the functional efficiency of their families. Thus, the ultimate goal of early intervention is to implement

preventive strategies to reduce the incidence or severity of disability or disability conditions, and preventive strategies, either primary or secondary (Bernard et al. 2015; McMahon and Maxwell 2021).

Early childhood: This stage is divided from the point of view of early intervention into three stages:

1. The first stage extends from birth to 12 months. The baby is called "Infant" at this stage.
2. The second from the age of 12 months - 36 months, and the child is called here Toddler.
3. The third stage includes the period from 3 years to 5-6 years (that is the age of entry to primary school) and the child is called at this stage is Preschool Child.

### **Targeted Child Groups**

Researchers agree that there are three categories of children who must have access to early intervention services: children who already have a specific problem or disability, children at risk of danger, and children at an environmental risk. Some add another category: children who are lagging behind. It is noted that all these children are at risk, whether or not the threat is currently known, or is expected to occur in the future. Here is a brief description of each category (Ansari and Pianta 2018).

#### ***Children with an Existing Risk Profile***

They are children who have been officially diagnosed and have identified specific medical disorders, often known for their causes and symptoms. These conditions include chromosomal disorders such as Duodenosis, one of the metabolic disorders; congenital malformations, neurological disorders (such as cerebral palsy), and sensory disorders. Children in this category do not necessarily have developmental delays at present, but the probability of this happening is at least 90 percent or 65 percent as some go. The barometer used here is the medical diagnosis (Ansari and Pianta 2018).

#### ***Children with Environmental Risk***

Children in this category do not suffer from biological or hereditary disorders, and the conditions of pregnancy and childbirth were nor-

mal, but the quality of their early experiences and the environmental conditions in which they grow are a potential threat to normal child growth and likely behavioral, cognitive and emotional problems in the future (maternal care, available arousal, malnutrition, lack of medical care, and an economically and culturally poor family environment).

### ***Late Developmental Children***

This category of children is classified by some in the first category, which is common, as we have mentioned, and some consider it a separate category, depending on the developmental delay of the child in the first two years of age in two or more areas of growth (source: help-curriculum.com). Psychometric measurement and clinical testing are used here. A child's score of 1 to 2 is a standard deviation above average on a standardized measurement of growth as a sign of developmental delay. The clinical test is based on a multidisciplinary team that uses a variety of sources and determines the developmental fitness of the child (Shonkoff 2016).

### **Justifications for Early Intervention**

There are many bases for the need to provide early intervention programs to help children with disabilities or at risk to grow as close as possible to normal despite restrictions. These rationales are not derived from emotional sources toward children, such as kindness, compassion or even love, but they are based on theories of human growth that determine the factors that facilitate or hinder the growth of children. In addition, they based on the field research in various areas such as the characteristics of these children's arousal, or direct benefits of early intervention programs on children, the family and the community, and other research that underlines the importance of early years of life (help-curriculum.com). Due to the multiplicity of these justifications, the eight most important ones will be reviewed as listed in the published heritage (Sukkar et al. 2016).

### ***Early Learning***

Most theories of growth emphasize the close relationship between early years and growth and

subsequent learning. The time between child-birth and school attendance is particularly relevant in terms of human growth, where learning patterns and basic behaviors form the basis for all subsequent growth areas. When children do not fully acquire the habits, skills and cognitive structures that are prerequisites for new learning, this learning will be delayed, ineffective, incomplete, and in some cases impossible to be achieved (Dunst 2018).

Weakness at any stage of this kind of learning leads to greater vulnerability in the following stages, that is, the negative effects become cumulative. If the child is delayed by a degree that is significant to his peers in some areas of growth, it means that in order to enroll at a later stage, learning must be accelerated faster than normal speed, that is, by starting an early intervention program immediately (help-curriculum.com).

### ***Concept of Critical Periods***

The results of studies indicate that there are critical or sensitive periods of learning. The early years are considered to be the most critical phase of critical periods. A critical period is when certain triggers or special experiences must be presented to show a particular pattern of responses. During this time, the child is more receptive to learning experiences, and environmental stimuli are more powerful in summoning specific responses or in producing certain learning patterns, so learning occurs more quickly and easily (Reichow et al. 2016).

In the light of the concept of critical periods, the absence of appropriate experience or stimulation during important growth periods, regardless of the causes, will lead to the child's failure to learn the response and the potential loss of ability to acquire later, or delay in acquiring the response at a later time, it is possible to acquire them, but more efficiently and spontaneously. Although learning may occur after the critical period appropriate to acquire the intended skills, the excitement required to achieve the same achievement must be more profound and longer lasting. The question that arises here is: What are the chances that the normal environment will provide such arousal to a child who looks great on this skill or response?

As long as the critical period has passed without achieving the desired learning, it indicates the inadequacy or inadequacy of the environmental stimuli available to the child. In other words, the acquisition of the child and the necessary developmental skills will not occur without a special program of enrichment provided through early intervention (Smith and Dale 2016).

### ***Flexibility of Intelligence and Other Human Traits***

Intelligence and other human potential are not fixed at birth, but are largely shaped by environmental influences and through learning. Environmental factors are factors in shaping the nature of each human being, including physical care and nutrition, child-rearing methods, the quality and quantity of arousal existing, the emotional climate at home, the educational opportunities available to the child's learning (help-curriculum.com). If there are those who believe that intelligence is unchangeable, and that human traits have been constant forever since birth, early intervention efforts have become futile (Reichow et al. 2016).

Fortunately, there are hundreds of sequential field studies on intelligence mainly and other features that suggest change, both increasing and decreasing, due to environmental factors. One of the most important factors in terms of intelligence, for example: the level of parental education, the extent of encouraging educational achievement, the provision of educational experiences inside and outside the home, the cognitive environment in the family. In addition, there are also empirical studies that have transferred some children from the culturally disadvantaged family environment and placed them in an environment that provides adequate stimulation or improved environmental conditions through educational programs (Mendive et al. 2016). The results of these empirical studies generally suggest that the child's intelligence may be improved for the better by the experimental variables used.

### ***The Impact of Crippling or Hazardous Conditions on the Child***

The crippling or dangerous conditions affecting the young child can hinder growth and

learning to such an extent that the original disability may become more severe or the child may have secondary disabilities. Disability can disrupt normal learning processes by hindering some familiar methods of interaction with the environment. If we leave it to the normal educational opportunities available to children who are not disabled, children with disabilities are more likely to be less educated than their peers. If they have to share and benefit from life experiences in order to acquire basic skills, this necessarily requires some form of intervention and special assistance (Bernard et al. 2015).

For children with specific disabilities that have been diagnosed, the disability is obvious (such as cerebral palsy or visual impairment). Some of the effects of these conditions are unavoidable, such as hearing impairment that reduces the child's ability to learn through the auditory method. These disabilities create an urgent need for early intervention as their effects on behavior and learning are clear and observable (help-curriculum.com).

Children who grow up under biological and/or environmental conditions are afraid of future disability, or they will have growth problems when they grow up. It is not allowed to wait until these children grow up to see what happens and then intervene if necessary. The problem here is that the simple lack of growth may accumulate and turn into a disability, and when the child's problems become acute and can be diagnosed and named, the child has already suffered its negative effects (Mas et al. 2018). The question is: can we risk leaving the child under dangerous conditions to see if a serious problem arises, or should we intervene early to prevent this from happening as much as possible? (help-curriculum.com)

### ***The Impact of the Environment and Primary Experiences on Growth***

The quality of the child's environment and the quality of its initial experiences have a significant impact on growth and learning, and on the child's ability to realize and exploit all his abilities. The quality of the environment and experiences are determined by the availability of diverse arousal and reactive attitudes, a factor that is particularly important for disabled chil-

dren, because it helps to determine to what extent the disability will be hindered (help-curriculum.com), to what extent normal growth will be hindered and to what extent these children can do the educational activities that are normally available to their regular peers (Calder et al. 2018).

Studies show that the best environment for a child is provided; (a) three types of sensory, affective and social arousal, (b) stimuli that support and develop verbal growth, (c) problem-solving skills and the ability to explore; and (d) positive effects and results of his verbal reasoning (Peterson 1987). The results of several studies have also revealed that sterile and deprived environments lead to abnormal behaviors and developmental delays among their children. If these children are moved to an environment where early and deep arousal exists, this can change abnormal behavior patterns.

### ***Early Intervention Outcomes***

Early intervention programs can make a significant difference in the developmental development of young children, and they do so faster than the delayed treatment efforts that begin with the child's enrollment at school. It also reduces the likelihood of secondary disabilities in the child and increases the chances of developing developmental skills that are delayed or not learned by the child (Sandner and Jungmann 2017; Sandner 2019).

There is a range of evaluative research on the long-term effects of early intervention programs, which are divided into three types: (a) early historical research in which mentally retarded or late-developmental children were transferred from their disadvantaged environment to a more stimulating environment, (b) research on early education programs for enrichment or programs of therapeutic intervention with children from low-income families or living in inappropriate environments; and (c) direct assessment studies of the results of early intervention programs for children with disabilities.

### ***Special Needs of the Disabled Child's Family***

The importance of early intervention for the disabled child is equally important to parents

and all members of the family. Because of the relationship between the behavior of the young child and the behavior of his parents is a circular one. When the child becomes a burden, while the mother / father is more responsive and more skilled as a teacher and educator, the child is more likely to acquire developmental and adaptive skills. (a) Parents of disabled children have many special needs that early intervention programs can meet, including: parents during a period when their feelings and convictions about the child's maximum disability. During this initial stage, their attitudes and new patterns of interaction with the child are formed. (b) Assist parents in acquiring the skills necessary to deal with the normal needs of their disabled child. Parents may not be able to adequately function as child-rearing because of ignorance or to be under great stress as a result of the many burdens required by the education of the disabled child, or lack of necessary support and assistance systems (Dunst 2018).

#### ***Socio-economic Benefits of Early Intervention***

An ounce of prevention is better than a quintile of cure, an ancient wisdom that has proven its validity throughout history. If early intervention can reduce the density of children in need of special education services in schools, and if preventive measures can reduce the number of people in need of full care in boarding schools as a result of reducing their degree of dependence on others, it is true that early intervention can therefore provide large amounts of money that can be used to provide more special education services to more people in society (Bruder and Dunst 2015).

#### **Role of Kindergarten (Pre-school) Leaders in Early Intervention**

The role of the pre-school teacher is a challenge; it is a difficult physical and emotional career, yet it is one of the most satisfying professions to see children grow and develop. The teacher plays an important role in ensuring that no child starts school without the basic skills he needs to succeed. To create this learning environment, the teacher has many responsibilities (Ansari and Pianta 2018):

#### ***A. Planning***

One of the most important responsibilities for pre-school is planning and preparing an environment for learning. Since most young children learn through play, it is necessary to carry out fun activities while teaching basic skills for development. In early childhood education, the teacher aims to meet the physical, emotional, intellectual and social needs of children in the class (Dunst 2018).

#### ***B. Facilitation***

Although planning has been done, the teacher needs to ensure that all children have the opportunity to experience these activities and learn according to individual needs and abilities. When children perform tasks and play, be sure to watch, listen to, and talk to children while playing (Mendive et al. 2016).

#### ***C. Supervision***

Pre-school children are still very young and need supervision at all times. Make sure it is safe and provides a safe environment so children feel comfortable. As parents are absent during school hours, these children depend on the teacher for comfort and reassurance (Dunst 2018).

#### **The Most Successful International Experiences and Models in Early Intervention Care**

##### ***The British Approach***

One of the first reports published on this new British curriculum was a report entitled "Let's start with quality," published in 1990 by the Department of Education and Science (West and Noden 2016). This report sought to identify the workers with children in early childhood and those responsible for their care, education and development in various institutions and sectors referred to the most important characteristics and specifications and requirements of quality education, as well as the most important factors and influences that contribute to the quality of education during the stage of early childhood. This important report will be referred to in the follow-

ing sections, but it should be clarified here that it contains a section on the most common characteristics of practices high quality (Baglama and Demirok 2016).

The report confirmed that there are common characteristics that characterize high quality practices as a common denominator among all services provided during the pre-compulsory education phase. These characteristics are perceived as effective characteristics and features in supporting children's learning in general at this stage and not as characteristics and features of a specific approach to education or teaching, although they offer a helpful and instructive context when educators plan curricula.

The main characteristics identified by the report are:

- A) Children should feel secure and confident and are valued and achieve a sense of achievement through learning that needs to be an enjoyable experience within the school or home.
- B) This course should specify the general and procedural objectives, the content of the curriculum, and the way in which it will be studied, how to evaluate or assess the progress of children and their achievements, and how to register. This progress and achievement and the definition of each of the parents and the school administration to which children are enrolled in this progress and achievement (Sukkar et al. 2016).
- C) Links and close relationships with other agencies and agents and those who take care of and care for children in various aspects such as health visitor, child cares and caregivers should be established. Such linkages and relationships should also be used when planning learning opportunities for individual children. In addition, it is necessary and imperative to achieve strong and successful links with educators of the previous and subsequent educational stages.
- D) Children must participate in a wide range of activities that take into account their tendencies, achievements, and physical, mental, emotional and social capacities that are developed and growing, with careful consideration (Baglama and Demirok 2016).
- E) Encourages children to think about what they learn and talk about, and to develop, control and achieve independence. They also need to be given appropriate and sufficient time to learn through continuous participation in focused activities, and entryways must include knowledge and appreciation of:
  1. Provide direct experiences of children,
  2. The importance of explaining and interpreting appropriate adult intervention in a clear and adequate manner.
  3. Use toys and talk as arguments to learn.
- F) Assessment or assessment, the progress of children and their future learning needs, must be made and recorded by continuous and repeated observations. Parents must also be regularly informed of this progress and future learning. Early identification of the special needs of children will lead to appropriate intervention and support.
- G) The physical environment can support learning by providing adequate space, facilities, equipment and tools, to be organized and arranged, taking care of health, safety requirements with care (Reichow et al. 2016).
- H) Adults at each site are responsible for identifying, responding to and addressing their training needs, where appropriate and feasible, in order to achieve continuous professional development.

A series of family guidance manuals on various aspects of child development, care, development, education and development have been developed and enabled to participate effectively with the school in the application of the new British curriculum with their children either during kindergarten or when they are enrolled in compulsory education and during the following stages of education. Some of these pamphlets and guides also attempted to bring the family and educational institutions closer together.

### ***The Most Important Efforts in Some Scandinavian Countries***

As one of the most important figures who had the greatest credit for establishing the In-

ternational Council for Early Education in 1948, as mentioned in the first part of this study, were Scandinavian figures, early childhood education received great attention and care in these States during the latter half of the last century and the period that has elapsed since this century. It should be noted that efforts in the Scandinavian countries in various fields, including education, are usually coordinated and integrated among all these States. Therefore, there is a great convergence of efforts in the field of early childhood education in these countries (Reichow et al. 2016).

Among the most important bodies that took responsibility and contributed to the efforts made to education during this stage the boards of education for early childhood as well as sections of the colleges of education and institutes in these countries.

Among the most important outcomes of these efforts is the preparation of some curricula and many educational programs that were mainly concerned with care, education and development of children in early childhood, as well as children with special educational needs in all their forms and categories, especially mentally disabled.

Because of the close relations between the researcher and the director of the Center for Childhood Studies, Ain Shams University and some visits to some sections of early education of Norway, in addition to the invitation of some professors in these departments to visit the Institute and the Center during the years 1997-2002, sufficient information on the efforts made in Norway and the most important programs developed for this phase (Ozier 2018).

In addition, the participation of the researcher in the international conference held on the occasion of the 50<sup>th</sup> anniversary of the founding of the International Olympic, held in Copenhagen, Denmark, in 1998, as mentioned above, and access to the most important presented by this important research and studies and the seminars and workshops To recognize a significant development in Scandinavia and some other European countries, particularly Britain and the United States of America, the development of the so-called Scandinavian model of toy libraries, a development that falls within the framework of the care, education and development of children in early childhood (Ozier 2018).

As a result of the above, the presentation presented here for efforts in early education in Scandinavia will be divided into the following:

1. The pilot program, which was developed within the Norwegian Council for Primary Education project (the program of practical activities for teaching concepts,
2. Play libraries, the way they are set up and operated, and the most important services they offer to children in early childhood and mentally handicapped.

Here are two points:

### **Experimental Program Practical Activities to Teach Concepts**

The most important information about this program is:

1. The main objective of this program is to provide activities that help to develop the basic mental concepts necessary for pre-school and primary school children as well as adolescents with mental disabilities.
2. As the authors of this program emphasize in the introduction to the book in which it was published, this program was built entirely on the basis of Jean Piaget's theory of mental development and is therefore based on a rich theoretical heritage and a large and thought and logic governing the foundations of the training and not just a spontaneous program.

The most important feature of this program is the following:

- A) The program and its activities to provide children with a number of important mental (scientific and sports) concepts which are the basic components of the adult mind and are vital and critical skills for the child's understanding of the world in general. The concepts that the program seeks to achieve are concepts:
  1. Numbers and quantities
  2. Bloc
  3. Location and spatial relationships
  4. Time and temporal relations.
- B) The program is committed to the Piaget theory and the various studies that have resulted in the fact that in order for these mental concepts to be acquired correctly,



training is not done on these concepts directly, but training is carried out on previous tribal concepts that are necessary for building them (Sukkar et al. 2016).

Some of the most important pre-conceptual or logical operations preceding the concepts on which activities were developed in this program are: serial arrangement processes:

1. Classification operations
  1. Input operations to a class
  2. Corresponding or symmetrical processes
  3. Compensation processes
  4. Stability operations of all types
  5. Relationships and Convergence
  6. Sequential or sequential processes
  7. Containment or surround operations
  8. Operations or continuity
  9. Self-centeredness
  10. Spaces
  11. Measurement of all types
  12. Temporal sequences
- C) One of the most important activities in this program is the activities and daily routine activities that a mother or teacher can do with her children throughout the day and within their daily routine. The important thing here is that the teacher knows and understands and is aware and draws the children's attention to these places and the natural positions in which these concepts and processes to take place naturally and they play and play and have fun.
- D) The vast majority of these activities do not require special, rare, complex or expensive tools, but they can be carried out easily and with minimal costs, environmental materials and waste, as well as what is available in the home or kindergarten from simple and regular games.
- E) One of the most important features of this program and its requirements is the need for children themselves to undertake the activities and practical experience necessary to acquire concepts because children, especially the young, learn better and keep the types of learning through the practical experience they do themselves. It is also important that young children use their bodies to work on objects (Magnuson and Duncan 2016).

The reason for emphasizing the need for children to undertake actual activities is emphasized in Piaget's theory that the origin of human intelligence lies in the child's sensory activity during the first few years of life.

- F) Among the features of this program is also the emphasis on the need to take advantage of natural innate curiosity in children and work to raise it, and the need to pay attention to group activities that develop the social aspects of children, that this program, like other programs emphasizes cooperative and collective learning and work in Small groups of activities.
- G) When training children on the concepts and processes necessary to provide them, the mother and teacher must be careful to choose a set of words that fit this concept and that must be acquired and understood by children to acquire the verbal meanings of the concept, and in this case must be careful to repeat these vocabulary again and again in the practice of the activities of each concept to understand the children and know them and even develop both language and thinking together (Reichow et al. 2016).

The activities of the program are divided into two broad types. The first type is the natural activities and experiences that can be exercised by the child alone or with the minimum amount of adult intervention. The role of the adult is limited to the preparation of the situation and the placement of the tools and the child's attention to the different situations. Natural experiences, which Piaget emphasized on its importance in the acquisition of concepts, supported and confirmed by the recent developments that resulted from this theory.

The second type of activities is the formal activities, in which the mother or teacher plans ahead, prepares tools and experiences, and makes the child practice them under the supervision and direction of the adult.

1. Activities for young children provide pre-school age to provide each concept in a separate section from the activities needed to provide the same concepts and processes for adolescents with learning delays or mental retardation, due to the fact that the adolescent with a learning disability or mental retardation has a

balance of experience due to his age-old as he may dull activities that are offered in the form of fun and toys for young children. An examination of the activities offered to adolescents in this program with mental disabilities reveals that they are offered in the form of actual work or tasks carried out either in the dining room, in the kitchen, in the workshop or in the factory. Although the aim of these activities is to provide these teenagers with the same simple mental and scientific concepts that they gain for young children, these activities, in addition to satisfying these adolescents' feelings and images, help them earn extra income and help prepare them (Hemmeter et al. 2016).

Before completing the presentation of the necessary information on this program, it is important to note that the most important thing that distinguishes it and the many activities that have been presented are that these activities are suitable for young children of pre-school and early primary years to impart basic mental concepts (scientific and mathematical) accelerate the rate of mental development, and the rest of the activities that are applicable to adolescents of late achievement and those with a mental disability to compensate for the delays and disability.

2. Play libraries, the way they are set up and operated, and the most important services they offer to children in early childhood and the mentally handicapped:

Given the various theoretical frameworks and theories, both in the field of psychological growth and early education, that the learning of children, especially children and those who suffer from developmental delays and mental disabilities, language and collectivity are mostly in the best picture through play, and also that the educational toys studied well-made usually high prices are not available to the vast majority of children, and there is a need for a psychologist to help choose the right toy for children. There has recently been a significant development in providing toys for the broad spectrum of children in different communities. This development is the recent trend to establish what is called "play libraries" of various kinds and forms. Play libraries are in fact specialized libraries that contain educational and developmental toys and are given to children after determining appropriate play for them and their abilities by a specialist psychologist or play specialist.

One of the first countries to develop this development Scandinavian countries that developed a system of these libraries of their own requires a specialist in these libraries to examine the child and the application of various psychological tools available to him to know the level of intelligence and the stage of growth reached and then works and then guide the family to the types of toys that fit the level the growth of the child to choose from.

It is worth noting that the play libraries are located in kindergartens and schools in which disabled children are integrated with ordinary people in these countries and other developed countries. Various types of catalogs containing educational toys in play libraries have been prepared.

In addition, the Scandinavian countries have formed associations and national associations of toy libraries, and also have been established at the international level "International Association of Play Libraries" (Kelman and Nicholas 2017).

The Association holds an annual conference on various aspects of these libraries and publishes several scientific journals and news magazines and assists those who wish to establish such libraries.

3. The main features of the American efforts to education during early childhood and the most important results of these efforts and some important and modern models of the curricula and programs for this stage (Black et al. 2017):

The careful follow-up of the various works, studies, research and reports available to the researcher reveals that the American arena, both academic and applied, has witnessed many intensive efforts in the field of early childhood education.

Although these efforts began much earlier, perhaps by the beginning of the second half of the last century, they had increased, increased, entered into field implementation and actual and widespread implementation across the United States in the early 1980s.

The survey of studies and research conducted on early childhood in the second half of the last century and the period of this century revealed an almost infinite number of empirical studies and scientific research that sought to achieve many objectives. The most important of these is the identification of the most types of

strategies, suitable for children at these ages as well as access to the most important characteristics and specifications of the educational programs and development necessary for them. In addition, many of these studies and research have sought to build, design, plan, apply and test programs and to verify their effectiveness in the care, education and development of the children of this stage.

It should be noted that these studies preceded the actual implementation efforts carried out in the various states and their owners and arranged, and that many of these studies and research has been commissioned by some educational departments and in cooperation with them, and some have been adopted by educational departments in other States after verification of efficiency and effectiveness (Sukkar et al. 2016).

Although the applied field efforts made in the 1980s were initiated by the authorities and departments responsible for education in many states in particular, the National Association for the Education of Young Children of the United States, was responsible of the task and of coordination and integration of independent individual efforts that have been made at the level of the departments of raising young children in different states (Guralnick and Bruder 2016).

Because the executive efforts and the responsibility to establish educational institutions and childcare institutions were not limited to the educational departments of the various states. In addition; because the private sector had also established these institutions and prepared their own educational programs (with the assistance of specialists in various universities or field experts), The National Association for the Education of Young Children has identified one of the first goals it has sought since 1981 to develop "standards for early childhood programs.

The pursuit of these standards has been of great interest to quality control and ensuring the implementation of quality educational programs in all institutions serving early childhood children in the United States of America.

### ***Early Intervention in KSA***

Based on the keenness of the Kingdom of Saudi Arabia in its Vision 2030 to develop edu-

cational programs aimed at improving the services provided to its students with all their abilities, the Department of Educational Services adopted the implementation of the program of early intervention and learning disabilities in kindergarten. The program aims to improve the quality of educational services provided in kindergarten programs through appropriate preparation for children to enter school, and reduce the problems and disorders that may face children when they enter the first grade. The program is one of the supporting services provided by the kindergarten program to increase the effectiveness of education in the kindergarten stage through two tracks:

1. The early detection of children who show a deviation from the manifestations of growth in the sensory, cognitive and behavioral aspects, and refer them to specialized programs to diagnose them and provide appropriate treatment interventions.

2. The early detection of children who are exposed to learning difficulties, and the provision of educational programs that help to raise the skills of preparation for learning, which are in the skills of attention, perception and memory.

The program runs through five stages:

**First: The Survey:** It identifies children who have a problem and need special education services by observing the parameter of abnormal growth in cognitive, auditory, visual, motor, verbal, social and emotional maturity.

**Second: Referral:** After collecting sufficient information about the problem of the child, it is transferred to the unit of measurement and diagnosis to determine the program and services that suit the problem of the child.

**Third: Diagnosis:** This stage aims to determine the extent of the child's deficiencies, and treatment programs that are compatible with the nature of his problem.

**Fourth:** Therapeutic program, in which the treatment programs are designed and implemented according to scientific standards in proportion to the children likely to have learning difficulties.

**Fifth: Follow-up:** The status of the child and the extent to which he benefited from the treatment programs provided to him by the teacher of learning difficulties and kindergarten teacher in all stages of the kindergarten, and write a re-

port on his condition when moving to primary school.

### CONCLUSION

Most researchers and practitioners in the field of special education of particular importance and strong justifications agree upon early intervention. The justification can be summarized in the following aspects:

All results of studies and research confirmed that the initial stages of growth are very important in the development and adaptation of the child. Early intervention at this stage will undoubtedly contribute to the child's mental and motor development and improve social and emotional behavior. The provision of early intervention programs may reduce or prevent disability and thus reduce the conversion of large numbers of special education programs, thus reducing the effort and the expected material cost of providing specialized educational services. Therefore, providing early intervention programs rich in stimuli in the early years of the child's life will certainly help in acquiring the various concepts and skills necessary, whether linguistic, cognitive, behavioral, social or academic, according to the needs of each child. Early intervention has a major impact on family adjustment and alleviation of the material and moral burdens due to the existence of the state of disability in addition to emphasizing the importance of family participation and highlighting its essential role in providing the necessary information and its contribution to the implementation of these programs.

### RECOMMENDATIONS

Early intervention is a national priority in many developed countries. The governments of these countries have to take care of the role of kindergarten establish the early intervention's culture in the light of the international experiences. Saudi Arabia must benefit from the international standards and improve the role of the kindergarten to meet the aspiration of people and the compete with the advanced countries.

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