

Journal abstract



Research “ Teachers' view of educational support to children in need of special support” (Sandberg, Norling, and Lillvist, 2009). Preschool education plays an extremely important role in forming the basis upon which children can build their academic career. Particularly, special children require special support in preschool education so that they may set the pattern for higher studies. This research aims at analyzing, investigating and explaining the various ways in which the preschool mentors can provide special children with the special support they require in their education. Data in this research was collected through interviews with the preschool mentors. The preschool mentors interviewed revealed that there are two fundamental perspectives that depict how special children can be provided the necessary educational support with. According to their first perspective, the interviewees said that nothing unique is done for the special children requiring support by the preschool mentors, in comparison to the opinion that special children require and acquire increased assistance from concerned staff in the daily preschool activities. The second of the two perspectives requires the preschool mentors to personally identify the particular education based support with respect to two basic themes, namely the direct and the indirect educational support. This research is of great significance to the preschool education and academic nurturing of children. The findings of this research are equally applicable on theory and practice. Through their study, the researchers have made a big contribution to the present body of understanding and knowledge apropos the special educational support which the needy children require in their preschool age. References: Sandberg, A., Norling, M., and Lillvist, A. (2009). Teachers' view of educational support to children in need

of special support. *International Journal of Early Childhood Special Education*.
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