

Original article

Strong families, successful teachings: a guidance program to prevent learning difficulties



Familias fuertes, enseñanzas exitosas: un programa de orientación para prevenir dificultades en el aprendizaje

Famílias fortes, ensino eficaz: um programa de orientação para prevenir dificuldades de aprendizagem

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ABSTRACT

Nowadays, family guidance programs are essential for the successful development of the social and educational context, providing families with tools to address daily challenges and foster a healthy home environment. This article aims to propose a family guidance program for preventing learning difficulties in children in the second cycle of early childhood education. Qualitative research procedures with a correlational scope were implemented. The method of critical opinion and collective construction workshops was used, which facilitated contextualizing the proposal with its objectives and content. Documentary analysis and the study of qualitative data from diverse sources were also conducted. In addition, questionnaires, observation, interviews, and surveys were administered to a

sample of beneficiary families. The resulting program design aligns with contemporary educational theories, incorporates knowledge derived from expert opinions, and includes a diagnosis derived from the application of the techniques. Both approaches ensured the necessary harmony in the preventive treatment of learning difficulties. In conclusion, the presence of shortcomings was reaffirmed, reflecting the need to move beyond the current approach and implement strategies for its improvement through a family guidance program. Furthermore, the involvement of teachers throughout the family guidance process was acknowledged.

Keywords: learning difficulties; family counseling; prevention; program.

RESUMEN

En la actualidad, es una necesidad contar con programas de orientación familiar para el desarrollo exitoso del contexto social y educativo, con herramientas que les permita a las familias el enfrentamiento de los desafíos cotidianos y el fomento de un ambiente saludable en el hogar. El objetivo del artículo es proponer un programa de orientación familiar para la prevención de dificultades en el aprendizaje en niños y niñas del segundo ciclo del nivel inicial. Se asumieron los procedimientos de una investigación cualitativa con un alcance correlacional; se utilizó el método de talleres de opinión crítica y construcción colectiva, que posibilitó la contextualización de la propuesta con sus objetivos y contenidos y se profundizó en el análisis documental, en el estudio de datos cualitativos de fuentes diversas. Además, se aplicaron: los cuestionarios, la observación, la entrevistas y la encuesta, a una muestra de familias beneficiarias. Como resultado se obtuvo el diseño de un programa en conexión con teorías educativas contemporáneas, así como la propuesta de saberes derivados de las opiniones de expertos y el diagnóstico extraído de la aplicación de las técnicas; ambas vías permitieron la armonía necesaria en el tratamiento preventivo de las dificultades del aprendizaje. En conclusión, se reafirma la presencia de insuficiencias, lo que reflejó la necesidad de superar la concepción actual y de instrumentar vías para su perfeccionamiento desde un programa de orientación familiar. Asimismo, se reconoció la implicación de los docentes en todo el proceso de orientación familiar.

Palabras clave: dificultades en el aprendizaje; orientación familiar; prevención; programa.

RESUMO

Atualmente, os programas de orientação familiar são essenciais para o desenvolvimento bem-sucedido do contexto social e educacional, fornecendo às famílias ferramentas para lidar com os desafios diários e promover um ambiente familiar saudável. Este artigo tem como objetivo propor um programa de orientação familiar para a prevenção de dificuldades de aprendizagem em crianças do segundo ciclo da educação infantil. Foram empregados procedimentos de pesquisa qualitativa com escopo correlacional. Utilizou-se o método de oficinas de opinião crítica e construção coletiva, que facilitou a contextualização da proposta em relação aos seus objetivos e conteúdo. Também foram realizadas análises documentais e o estudo de dados qualitativos de diversas fontes. Além disso, foram aplicados questionários, observação, entrevistas e pesquisas a uma amostra de famílias beneficiárias. O programa resultante está alinhado com as teorias educacionais contemporâneas, incorpora conhecimento derivado de opiniões de especialistas e inclui um diagnóstico derivado da aplicação das técnicas. Ambas as abordagens asseguraram a necessária harmonia no tratamento preventivo das dificuldades de aprendizagem. Em conclusão, a presença de lacunas foi reafirmada, refletindo a necessidade de ir além da abordagem atual e implementar estratégias para seu aprimoramento por meio de um programa de orientação familiar. Ademais, reconheceu-se a importância do envolvimento dos professores ao longo do processo de orientação familiar.

Palavras-chave: dificuldades de aprendizagem; aconselhamento familiar; prevenção; programa.

INTRODUCTION

Currently, within the Dominican Republic's political and legal framework, attention is focused on the family and children, from their protection and care in the country's new policies, which are being refined and strengthened to promote their well-being. Research on this topic reveals that various contributions from the fields of Philosophy, Psychology, Pedagogy, and Sociology are being addressed, reflecting the current social context.

Families need clear guidance that includes specific knowledge and support on what to do with their children, how, when, and why. The goal is to develop attitudes and convictions, stimulate interests, strengthen motivations, and thus integrate parents into a constructive role within society.

The diversity of definitions in relation to the topic and its evolution is addressed by several authors: Aguilera Grave de Peralta *et al.* (2022); Alarcón *et al.* (2022); Carvajal Hernández *et al.* (2018); Gómez Núñez *et al.* (2019); St Ê Rose Mir ó *et al.* (2023), who in their studies reflect that families are made up of groups of people based on blood ties, who occupy the same space, where important biological, psychological, and social needs are met.

According to Gómez Núñez *et al.* (2019), the act of guiding is a natural fact that has always been present in all cultures and has been necessary throughout history to inform people or help them to develop and integrate socially and professionally.

However, other researchers point out that there are common aspects, related to the need to help individuals understand themselves and their environment, their ability to use their intelligence for decision-making, and to maximize their potential. All of this is done with a systematic, procedural, and regulatory approach in the work of guidance.

Guidance means helping, not imposing one's point of view on another. It's not about making decisions for someone, but rather helping them solve their problems, develop their own judgment, and take responsibility for their decisions. Guidance itself encompasses both individual and social objectives, since it benefits the full development of the individual while also enabling them to contribute more to society.

Following this same approach, González Tamayo (2014) views family counseling as a helping or assisting process that promotes the development of personal mechanisms in family members and fosters positive family dynamics through reflection, awareness-raising, and the responsible assumption of roles, thereby encouraging the personal involvement of family members in resolving family problems and tasks. This counseling is delivered at different levels, according to the characteristics of family functioning and the basic learning needs of the adults, employing various procedures, techniques, and counseling methods.

Several researchers agree that systematic guidance for families is necessary, focusing on the essential elements to understand during the early childhood development stage of children's personalities. This stage is crucial for families to play a fundamental role in their development.

In the Dominican context, shortcomings are observed in these elements of family guidance. A multidisciplinary, systemic, and systematic support process aimed at meeting the needs of each

family member is not achieved, although a system of socio-educational influences is generated that focuses on corrective rather than preventive measures to improve family preparedness.

To guide the work with the family, the system of principles was explored in depth as a theoretical foundation for this guidance work; seen as a logical instrument for the explanation, organization and foundations of the family guidance process; which guide its educational, preventive function, in transition towards higher stages of the development of the personality of their children.

Gómez Núñez *et al.* (2019) proposes the following principles: knowledge and stimulation of family functioning; integrity of family guidance; participation; enrichment of communication and training of counselors.

Family guidance initiatives based on these principles are most valuable when implemented preventively, with in-depth knowledge, accurate diagnosis, and characterization. The goal is to foster a synergy of knowledge, skills, habits, and values in addressing the needs and interests of their children, preventing learning difficulties and, if they arise, ensuring timely intervention.

The importance of prevention work is based on educational practice, since many deficiencies can be avoided if efficient preventive care is achieved (Aguiar Aguiar). *et al.*, 2020). In this sense, Arteaga Ureta *et al.* (2022), in their methodology, considers prevention as a central purpose and as the adoption of measures aimed at preventing physical, mental and sensory deficiencies from occurring, or at preventing them from having negative physical, psychological and social consequences such as disability and handicap.

Based on the established principles, the objective is defined as proposing a family guidance program for the prevention of learning difficulties in children in the second cycle of early childhood education in the Dominican Republic. Epistemic gaps are identified regarding the diversity of learning styles and needs, family dynamics in socio-emotional, cultural, and social aspects, preventive and proactive measures, and multidisciplinary interventions and their benefits from a family guidance perspective.

MATERIALS AND METHODS

The study focused on developing a comprehensive proposal for a family guidance program to prevent learning difficulties in children in the second cycle of early childhood education in the Dominican Republic. This proposal was tailored to the children's age groups, the school's organizational

structure, and the specific context. The research implemented a qualitative methodology with a correlational approach, based on the various approaches used in the program's development. These approaches facilitated the planning, organization, and projection of the integrated and contextualized work.

The invariants presented in the program were not a rigid framework; they were adopted based on the characteristics of the educational setting. The critical opinion workshop method and collective construction were used in the consultation process with 11 experts to gather suggestions and validate the program proposal. The objectives and content that the program should include were considered, and documentary analysis and the study of qualitative data from diverse sources were undertaken. Techniques such as questionnaires, observation, interviews, and surveys were implemented, the latter applied to the sample of 10 beneficiary families, who contributed new ideas based on their needs and interests.

RESULTS

The proposed family guidance program represents the achievement of harmony between school and family. It acknowledges the involvement of teachers in providing individualized, preventative support for learning difficulties. It is crucial that families continuously strive to improve their skills and methods, enabling them to better guide their children's needs.

In the systematization for the program design, studies on the role of the family in supporting their children's learning were considered. There is agreement on the importance of prevention in early childhood because the earlier it is implemented, the greater its effectiveness and the less frustrating or even preventable its consequences. Furthermore, it is assumed that there are levels of prevention aimed at fostering healthy development and ensuring adequate educational and socio-environmental conditions.

The opinion of experts and beneficiary families was obtained in advance of the proposal, which allowed the setting of objectives, content, and knowledge, in order to act before the problem becomes much more serious and, if that is not possible, at least prevent them from becoming more complex.

From there arose the proposal for the family guidance program for the prevention of learning difficulties in children of the second cycle of the initial level, with a preventive scheme from anticipating according to diagnosis, in the objectives and contents and necessary knowledge.

The program design consists of five objectives with their corresponding content; these include a proposed set of knowledge for families, based on a needs assessment and interests identified by beneficiaries and input from experts. It also outlines the program's components.

Program objectives

Objective 1. To empower families with knowledge and tools that allow them to promote the integral development of their children.

Proposed contents:

- Deficiency or deficit in the overall development of the child.
- Child development, biological, psychological and social evolution.
- Biological and neuro-evolutionary transformations. Etiological treatment.
- Learning difficulties.
- Early stages of development. Self-regulation mechanisms.

The results and knowledge about the development of the content were obtained in two ways:

1. The derivatives of critical opinion and collective construction workshops.
2. The application of diagnostic techniques to the model sample.

Knowledge incorporated into the program proposal

The necessary mechanisms for compensation, elimination of barriers, adaptation to specific needs, avoidance or the appearance of secondary effects or deficits, associated or caused by a disorder in a high-risk situation, teachings on how to meet the needs, the demands of the environment in which they live, considering the child as an active subject of the intervention were introduced.

Elements of understanding were proposed, in which child development is defined as a dynamic and highly complex process, based on biological, psychological, and social evolution. Emphasis was placed on observation during the first years of life, considered a particularly essential stage of

existence for the development of perceptual, motor, cognitive, linguistic, and social skills, as well as interaction with the surrounding world.

The theoretical elements promoting the idea that many skills must be acquired in childhood to form the basis for later development of reading, writing, and mathematics, among others, were reinforced. The specific issues to be addressed were clarified, referring to the fact that, in the first years of life, some children experience a certain developmental delay which, although not very significant, indicates the presence of early learning difficulties.

The study delved into the elements that occur in the first years of life, with important biological and neuro-evolutionary transformations that will enable growth, maturation, and allow children to acquire the developmental capacities and necessary achievements to understand and interact with the environment.

Proposals were made that allowed for the deepening and planning of actions in the treatment of the most current problems in the global educational context, related to learning difficulties, which have their approaches in that these generate problems, limitations and feelings of inadequacy.

The following diagnosed aspects were considered for inclusion in the etiological treatment:

- Neuropsychological: problems of genetic origin, biochemical dysfunctions, endocrine disorders, damage resulting from complications in the perinatal or postnatal period, and limitations in perceptual and motor integration.
- Regarding learning processes: suitability of teaching and learning processes, available resources, methodologies used, and adaptation of processes to individual characteristics.
- Social and cultural factors: limited environmental stimulation, limitations in relationship experiences, isolation, restrictions in communication processes, and scarcity of resources for nutrition and upbringing.

The tools necessary to detect the causes of learning difficulties in early childhood were introduced in three main groups, without implying that these causes are absolute or that they manifest in such a differentiated way in each child. The groups referred to are educational causes, psychological causes, and neurological causes.

The essential characteristics of neurological causes were defined in language disorders, sensory deficits, insufficient development of cognitive processes, and dysfunction of the Central Nervous System. The study of neurological causes led to the definition of the elements of the diagnostic process in three stages:

- First moment. Prenatal stage: where mild intrauterine conditions, non-serious endocrine disorders, unstable emotional disturbances, inadequate nutrition and care during pregnancy, as well as multiple pregnancies, are present.
- Second stage. Perinatal stage: where difficulties appear in labor that cause fetal suffering, premature births and low birth weight.
- Third stage. Post-natal stage: where the failure to take advantage of sensitive periods of development and incorrect eating habits are observed.

Objective 2. To identify and prevent possible learning difficulties from an early age.

Contents:

- System of influences that should be exerted in the educational field. Basic principles.
- The approach to preventive care for learning difficulties. Early detection and treatment.
- The etiology of learning difficulties.
- The diagnosis and characterization of learning difficulties.

Knowledge incorporated into the program proposal

Based on this objective, prevention was projected with a comprehensive, global and positive approach that allows it to be appreciated as a system of influences that must be exerted in the educational field before the appearance of possible difficulties for the early correction or compensation of existing limitations, by eliminating or mitigating the conditions that cause them.

The techniques applied led to the definition of the following principles:

- Principle of early identification and care for risk groups.
- Principle of the systemic nature of aid systems and monitoring.
- Principle of the ecological approach to prevention.
- Principle of the dialogical nature of decision-making and preventive action.

The reasons explaining the need for preventative intervention in early childhood education were presented, aiming to create favorable conditions for learning. The approach to preventative care for learning difficulties was multidimensional, encompassing all dimensions of development (biological, psychological, educational, and social).

It was important to identify the etiological factors related to learning difficulties, which can occur in isolation or in combination. This was done from a multidisciplinary and interdisciplinary perspective, both in the diagnosis and in the subsequent psychoeducational treatment; therefore, support of different kinds is required: medical, social, educational, and familial.

The diagnostic approach was defined as a decisive factor in the detection and support of learning difficulties, not for the purpose of assigning a diagnostic label, but rather for describing the characteristics of the specific difficulties presented by the child. Evaluation was proposed to determine the learning support provided within the child's family and social context.

It was important to recognize how harmful it is to classify children into a specific group, even though it is necessary to evaluate and diagnose them in order to chart subsequent paths for their development.

Objective 3. To promote communication between parents, teachers and specialists, by creating a support network.

Contents:

- The needs, aspirations, personal projects and priorities identified by the family.
- Attention to the cognitive and emotional problems of family members.
- Methodological requirements for the pedagogical stimulation process.
- Family dynamics in socio-emotional, cultural and social elements.
- Communication between parents, teachers, and specialists.

Knowledge incorporated into the program proposal

The analysis focused on addressing the cognitive and emotional challenges faced by family members. These considerations facilitate their proper preparation for working with the child, fostering a deeper

understanding and gradually developing family behaviors that can eliminate or mitigate the emotional distress that may arise upon receiving the diagnosis.

The vital elements of communication between parents, teachers, and specialists were considered, given their essential role in supporting children's development and learning. Some examples of best practices proposed for the program include:

- Regular meetings: organizing periodic meetings between parents and teachers, as well as with specialists, to discuss the child's progress, set goals, and address any concerns that may arise. These meetings can be quarterly or semi-annual.
- Newsletters: Create monthly or quarterly newsletters that are sent home, including information about academic progress, school events, and helpful resources. This helps keep parents informed.
- Open house events: These are gatherings where parents can visit classrooms, observe daily activities, and talk with teachers and specialists. This fosters a closer relationship and a better understanding of the educational environment.
- Digital communication channels: the use of online platforms, such as email, educational apps, or school management systems, to facilitate quick and efficient communication between parents and teachers. These tools can be used to share information about the child's academic and behavioral progress.
- Workshops and training: We offer workshops for parents on topics related to child development, home support strategies, and how to collaborate with teachers and specialists. These workshops can foster communication skills and engagement strategies.
- Surveys and feedback forms: Sending out surveys to gather parents' opinions on the educational process and communication. This helps identify areas for improvement and involves parents in decision-making.
- Parent support groups or committees: establishing groups where parents can meet, share experiences, and voice their concerns to teachers. These platforms help create a sense of community and collaboration.
- Proactive communication: Teachers and specialists can communicate regularly with parents to share achievements and areas for improvement. This proactive approach helps build trust and a strong relationship.

- Family events at school: organizing activities that involve the whole family, such as game days, book fairs, or movie nights. This not only strengthens the community but also allows parents to meet teachers and specialists in a more welcoming environment.
- Joint goal planning: Involving parents in setting goals for the child's development and learning. This can be done during individual meetings and allows for a collaborative approach to supporting the child.

Objective 4. Promote educational practices that strengthen children's learning and emotional well-being.

Contents:

- Child development: developmental disorders, early intervention, and children at risk.
- The evolution of children with developmental disorders: children with biological risks.
- Educational practices that strengthen learning.
- Diversity of learning styles and needs, proactive preventive management, multidisciplinary interventions and their benefits.

Knowledge incorporated into the program proposal

To gain a better understanding of the central focus of this objective, it was deemed necessary to address certain key concepts. These were: development, child development, developmental disorders, early intervention, and at-risk children, all closely related and contributing to a more positive analysis of the problems faced by children with learning difficulties.

The treatment of the acquisition of functions, as fundamental as postural control, autonomy of movement, communication, verbal language and social interaction, was emphasized in the evolution, strictly linked to the maturation process of the Central Nervous System, initiated in intrauterine life, and the emotional and mental organization, the satisfaction of the basic requirements for the human being at the biological and psycho-affective level.

The elements of guidance to families were agreed upon, associated with some developmental delays, referring to the fact that the transience of the disorder is spontaneously compensated or neutralized, the evolution of children with developmental alterations with prompt attention, the family response to achieve not only affective and emotional interaction, but also the effectiveness of the treatments.

Similarly, consideration was given to identifying children at risk of presenting some developmental delay (discrete deviations in basic cognitive processes and language), even if not very significant; and the manifestations as warning signs, that is, possible indicators of developmental disorders related to learning difficulties that are addressed in time.

Early intervention process for learning difficulties was carried out, not only as an essential step for diagnosis, but also as a way to influence a stage in which the plasticity of the nervous system is greater and the therapeutic possibilities show their greatest effectiveness.

The following educational variants were assumed for their incorporation into the guidance provided to families within the designed program:

- Learning through play, storytelling and reading aloud.
- Project-based learning, artistic and creative activities, exploration of nature.
- Construction and manipulative games, routines and habits, promotion of emotional intelligence.
- Educational technology.

Definition of the program components

Family training workshops, duration: 14 sessions (two hours each)

Contents:

- Child development: Key stages, learning milestones.
- Warning signs in learning: how to identify them.
- Support and stimulation strategies at home.
- Contents of the objectives.

Effective communication techniques with the child. Individual guidance sessions: 30 minutes per family. Counselors are available to address specific concerns and offer personalized guidance.

Educational materials:

- Preparation and distribution of brochures, guides and digital resources that summarize the topics covered in the workshops.

- Suggestions for games and activities to do at home that promote learning.

Peer support groups:

- Formation of groups where families can share experiences, strategies and offer each other mutual support.
- Monthly meetings facilitated by a specialist.

Tracking system:

- Periodic evaluations through surveys to measure the effectiveness of the program and adjust according to the needs of the families.

Methodology:

- Participatory approach: the workshops will be conducted interactively, encouraging the active participation of parents.
- Use of real cases: analysis of specific situations for the study and proposal of appropriate solutions.
- Continuous assessment: monitoring children's progress through observations and feedback from parents and educators.
- Implementation: Total program duration: 6 months. Frequency: bi-weekly workshops and individual orientation sessions as needed. Location: educational institutions, community centers, or virtual platforms.

Program evaluation

Indicators of success:

- Increased parental confidence in supporting their children's learning.
- Early identification of learning difficulties.
- Improvements in academic performance and emotional well-being.

Assessment instruments:

- Questionnaires and interviews with families and educators. Records of attendance and participation in workshops.

DISCUSSION

Current scientific discussion focuses specifically on family guidance, preventative measures, and learning difficulties in young children. The different perspectives on these topics were incorporated, to some extent, into the designed program.

The analysis conducted aligns with the delimitation of the three stages of evolution in family counseling, and it is acknowledged that since 2013 this process has been enriched by the contributions of various researchers. Essential analysis included the study of the historical evolution of the development of family counseling carried out by Díaz Pompa *et al.* (2013) and Carvajal Hernández *et al.* (2018), which used indicators to guide this process, including: the place and importance of family counseling; the prevailing conception of family counseling; the approaches and methods used in family counseling work; and the role of the school and the teacher in the guidance and education of families.

On another note, and according to the studies of Zambrano Vélez and Tomalá Chavarría, (2022); Aguiar Aguiar *et al.* (2020), delves into the main functions of the family; one of them is the preventive one, which is linked from the perception of Alama Duarte and Obaco Soto (2024), who suggest that the best family guidance is not the one that allows solving problems in families, but the one that avoids them.

In the specific case of young children, González Tamayo (2014) and Moreno Ricard *et al.* (2018) outline five key principles for guiding preventive actions within the family: determining psychological development; activity and communication as pathways to early childhood and preschool; the differentiated and individualized nature of care; the ontogenetic and dynamic nature of the stimulation plan; and the family as a promoter of the child's stimulation and development. These principles are integrated throughout the program and provide a sound theoretical foundation for the transformation achieved.

In the specific case of learning difficulties, it is appropriate to refer to a group of aspects that constitute the theoretical and methodological foundation of prevention: early childhood and preschool as the ideal, privileged stage with the greatest potential for human development; and activity and communication as the means of access at an early age. These elements correspond to what is designed in the program, and it can be asserted that education must be timely and relevant to develop learning abilities.

Promoting the child's cultural and socialization process enhances their differentiated and individual character, preparing the family in the education of their children as an important mediator in the development of the child's complex motivational and affective processes, and community work in close relation to institutions (Luque Parra *et al.*, 2004).

Thus, it is appropriate to refer to Vygotsky's contributions on this topic. Regarding the Zone of Proximal Development, his ideas are also of great value because he emphasizes that, although teaching and education play a fundamental role, children should not perform tasks that are not appropriate to their developmental level.

A general look at the different terms that are grouped under the name of "learning difficulties" facilitated a preliminary understanding of some conceptual definitions (Luque Parra *et al.*, 2004):

- Terms that refer to global difficulties: learning disability, learning deficit, learning disabilities, mild forms of delay, maturational delays, minimal brain dysfunction (DWD), perceptual problems, motor problems (hyperactivity and incoordination).
- Terms that refer to specific difficulties: reading difficulties, arithmetic difficulties, visuomotor coordination difficulties, information processing difficulties.

To theoretically assess the program for guiding families for preventive care for learning difficulties in children of the second cycle of the initial level, the method of critical opinion workshops and collective construction was used, taking as a starting point the methodology outlined by (Cortina & Trujillo, 2008).

The objective of the workshops was directed to the elaboration, discussion and, therefore, the reliable criteria that, from a collective dimension, based on analysis, argumentation, provide judgments and subsequently assessments of specialists on the validity of the theoretical contribution and the practical tool, which on the object are achieved in the pedagogical research.

The workshops fostered discussions that facilitated the refinement of the program. These took place in a scientific setting, which encouraged the exchange of ideas and insightful reflections. The workshop results confirmed the quality of the program's main objectives, and the contributions were incorporated. No assumptions were made that would invalidate the family guidance program, thus allowing for theoretical confirmation of the essential requirements for its subsequent implementation and widespread adoption.

The results proposed from the design are supported by the preventive diagnosis of the studied context, which allows the future implementation of the preventive family guidance program, with speed and contextualization.

The systematization of the theoretical-methodological budgets related to the process of guiding families for preventive care for learning difficulties in children of the second cycle of the initial level, showed the presence of shortcomings derived from the scarce theoretical-methodological treatment of the subject.

The assessment of the initial state of the family guidance process for the preventative care of learning difficulties in children in the second cycle of early childhood education confirmed shortcomings in the guidance provided to these families. This highlights the need to improve the current approach and implementation of methods for enhancing this process through the development of a comprehensive family guidance program.

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Conflict of interest

Authors declare no conflict of interests.

Authors' contribution

The authors participated in the design and writing of the article, in the search and analysis of the information contained in the consulted bibliography.



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