PSIHOLOGIA SPECIALĂ

COMUNICAREA ȘI INTELIGENȚA EMOȚIONALĂ LA COPIII CU DEFICIENȚE DE AUZ ȘI DE VEDERE: EVIDENȚE EMPIRICE

COMMUNICATION AND EMOTIONAL INTELLIGENCE IN CHILDREN WITH HEARING AND VISUAL IMPAIRMENTS: EMPIRICAL EVIDENCE

CZU: 37.015:376:373.2=111
DOI: 10.46728/pspj.2025.v47.i2.p86-96

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Abstract

The study investigates communication and emotional intelligence development in young school-age children with sensory disabilities, in particular, vision and hearing impairments. The research sample consisted of 120 participants. aged 8 to 11, divided into three groups: hearing impaired (n=30), visually impaired (n=30) and typical children (n=60). The results show statistically significant differences ($p < 0.05$) between the groups Children with hearing impairment had the lowest scores on emotional intelligence (96.7% below average), compared to 90% in the visually impaired group and 70% in typical children. Correlational analysis showed a positive association between empathic communication and the global level of emotional intelligence. The study confirms the differential impact of sensory deficiencies and emphasizes the need for differentiated psychopedagogical interventions, based on multisensory and inclusive strategies.

Keywords: **emotional intelligence, sensory disabilities, hearing impairment, visual impairment, communication styles, inclusive education, psychopedagogy.**

Rezumat

Studiul investighează comunicarea și dezvoltarea inteligenței emoționale la copiii de vârstă școlară mică, cu dizabilități senzoriale, în special, deficiențele de vedere și de auz. Eșantionul de cercetare a fost alcătuit din 120 de participanți cu vârste între 8 și 11 ani, împărțiți în trei grupuri: deficiență de auz (n=30), deficiență de vedere (n=30) și copii tipici (n=60). Rezultatele evidențiază diferențe semnificative statistic ($p < 0,05$) între grupuri. Copiii cu deficiență de auz au prezentat cele mai scăzute scoruri la inteligența emoțională (96,7% sub nivel mediu), comparativ cu 90% în grupul cu deficiență de vedere și 70% la copiii tipici. Analiza corelațională a arătat o asociere pozitivă între comunicarea empatică și nivelul global al inteligenței emoționale. Studiul confirmă impactul diferențiat al deficiențelor senzoriale și subliniază necesitatea unor intervenții psihopedagogice diferențiate, bazate pe strategii multisenzoriale și incluzive.

Cuvinte-cheie: **inteligența emoțională, dizabilități senzoriale, deficiență de auz, deficiență de văz, stiluri de comunicare, educație incluzivă, psihopedagogie**

INTRODUCTION Recent psycho-pedagogical research has increasingly emphasized the essential role of socio-emotional competencies and communication skills in the overall development of the child, particularly in the context of sensory disabilities. For children with visual and hearing impairments, the development of these competencies is often hindered by perceptual limitations, leading to special

educational needs in the areas of social interaction, emotional self-regulation, and both verbal and nonverbal expression.

The term **sensory disability** designates auditory or visual deficiencies that alter basic perceptual mechanisms and indirectly shape the cognitive, emotional, and socio-adaptive development of the child [5; 7].

In the specialized literature, the significance of early emotional education has been emphasized since the 1990s through the works of D. Goleman (1995), who demonstrated that emotional intelligence has a stronger impact on personal, academic, and social success, than does the traditional measure of intelligence quotient (IQ) [3]. Later, R. Bar-On (1997) introduced an expanded model for evaluating emotional intelligence, also adapted for children, which allowed for the integration of this aspect into educational interventions [2].

Emotional intelligence is understood as a set of abilities that include the perception, understanding, expression, and regulation of emotions, in accordance with the ability-based model developed by J. Mayer and P. Salovey and the mixed model proposed by D. Goleman [8; 3].

Empathic communication is defined as the ability to recognize and to respond appropriately to the emotional states of one's interlocutor, being regarded as a core component of emotional intelligence [3].

Researcher E. Verza (2000) emphasized that, in the case of children with sensory impairments, the development of language, empathy, and emotional self-regulation skills is greatly affected by the quality of communicative stimulation in the family and school environments [10]. Studies conducted by A. Rozorea (2003) indicate that hearing impairment results in communication styles characterized by expressive rigidity, difficulties understanding the interlocutor's emotions, and tendencies toward social withdrawal [7].

At the same time, children with visual impairments struggle to learn nonverbal communication and recognize visual emotional cues such as facial expressions and gestures, as highlighted by the studies of А.Г. Литвак (1989) and V. Z. Deniskina (2012). Researchers argue that the lack of visual access to social context limits the natural opportunities for developing emotional intelligence through observation and imitation [12;13].

In today's context, many researchers, including V. Preda (2007), A. Rozorea (2003), and M. Ștefan (2000), stress that developing socio-emotional and communication skills in children with sensory disabilities should be a key part of the inclusive education curriculum. They emphasize the importance of a differentiated, multisensory approach that addresses sensory deficits through adapted visual, tactile, or auditory methods [5; 6; 7].

Inclusive education is defined as the process of integrating children with disabilities into mainstream educational settings by adapting both the environment and the curriculum to their specific learning needs.

Meanwhile, research conducted in the Republic of Moldova by N. Bucun emphasizes that without comprehensive early interventions (speech therapy, psychological, and educational), children with sensory disabilities face a risk of developing ongoing emotional challenges, which can affect their school and social integration [1; 4].

The choice of the research topic is driven by the complexity and uniqueness of psychobehavioral development in children with sensory disabilities, who encounter major challenges in both communication and emotional growth. Communication, as a key psychosocial function, is deeply affected by the ability to process and send sensory information. For children with hearing or visual impairments, these processes are disrupted, resulting in atypical communication methods and imbalances in emotional and relational development.

A. Rozorea (2003) notes that sensory impairments not only affect perception but also have a systemic effect on overall psychological development, with clear signs in

language, emotional self-regulation, and social skills [7].

Regarding children with visual impairments, А.Г. Литвак (1989) observes that, without visual contact, they struggle to interpret others' facial expressions and body language, which restricts their access to familiar social and emotional cues [13]. V. Preda (2007) contends that these challenges often result in the development of a more rigid form of communication, mainly centered on verbal expression and less attentive to the emotional nuances of the message [5].

Understanding the connection between sensory disabilities, communication styles, and emotional intelligence is essential not only for accurately diagnosing developmental challenges but also for developing support programs rooted in empathy, flexibility, and inclusion. This topic addresses an essential need in modern education: creating an environment that recognizes and leverages the emotional and communicative strengths of every child, no matter their sensory limitations.

The **purpose** of this **research** is to assess the differential impact of hearing and visual impairments on the development of communication and emotional intelligence among primary-school children, by conducting a comparative analysis across three groups (hearing impairment, visual impairment, and typically developing) and exploring the correlations between communicative and emotional variables.

MATERIALS AND METHODS

The research approach seeks to provide a comprehensive understanding of how different types of sensory impairment relate to the development of key psychosocial functioning areas during a critical early school age, a period when children experience intense socialization, internalize social norms, and solidify their self-identity.

The research is based on the idea that perceptual characteristics affect not only cognitive processes but also how emotions are expressed and regulated, and that communication challenges caused by sensory disabilities can be a significant barrier to a child's balanced development. Examining these aspects is essential to establish a basis for tailored educational strategies later focused on enhancing emotional and social communication skills within inclusive education.

To accomplish the stated goal, the following specific **objectives** were set:

1. To identify the specific features of communication (situational-practical, non-situational-cognitive, and non-situational-personal) in children with hearing impairment, visual impairment, and typical development.

2. To determine the levels of emotional intelligence across the three groups of children (hearing, visual, typical) by assessing the dimensions of emotion recognition, expression, and regulation.

3. To compare the results between groups and highlight statistically significant differences (Mann-Whitney U test) in emotional and communicative competencies.

4. To analyse the relationship between empathic communication and emotional intelligence by correlating the scores obtained from the applied instruments.

5. To formulate psycho-pedagogical conclusions and recommendations for differentiated interventions aimed at promoting inclusive education for children with sensory disabilities.

For the scientific investigation, the following **hypotheses** were developed, outlining the relationships between the variables studied:

General Hypothesis

It is assumed that sensory disabilities (hearing and visual) significantly influence the development of communication and emotional intelligence in early school-aged children, producing intergroup differences compared to typically developing peers.

Specific Hypotheses

1. Children with hearing impairment will exhibit lower levels of emotional in-

telligence – particularly in the dimensions of emotional expression and interpersonal communication-compared to children with visual impairment and typically developing peers.

2. Children with visual impairment will demonstrate difficulties in nonverbal communication and in recognizing emotional expressions but will develop compensatory strategies through verbal and tactile communication.

3. A positive correlation is expected between empathic communication and the overall level of emotional intelligence, regardless of the type of sensory disability.

Sensory Disabilities in Child Development Context

Sensory disabilities, mainly involving hearing and visual impairments, significantly impact a child's overall development, influencing not just perceptual abilities but also key areas like language, cognition, emotion, and social interactions.

The earliest theories about how sensory disabilities affect psychological development are found in the works of Л.С. Выготский (1931), who highlighted the idea of secondary delayed development in children with disabilities, meaning that not only does the primary impairment (hearing or visual) influence development, but also the underdeveloped compensatory mechanisms [11]. Later, Литвак А.Г. (1989) and Денискина В.З. (2012) expanded on the concept of the connection between sensory and emotional development, arguing that the lack of sensory contact (visual or auditory) with the social world restricts not just cognitive learning but also the internalization of emotional and social norms [12;13].

Researchers V. Preda and M. Ștefan (2007, 2000) emphasize that sensory disabilities affect all types of psychological activity, highlighting the importance of understanding a child with an impairment not as defective but in terms of their developmental characteristics. They introduce the „compensatory structure" model, which suggests that unaffected functions (tactile, motor, auditory, or visual) can be significantly developed to support communication and social adaptation [5;9].

Therefore, the specialized literature consistently emphasizes that sensory disabilities significantly impact not only perception and learning but also the emotional and relational aspects of child development. Understanding these complex interactions is crucial for establishing inclusive educational practices tailored to each child's actual needs.

Emotional Intelligence in Early Childhood Researchers P. Salovey and J. Mayer (1990) define emotional intelligence as a set of abilities aimed at accurately perceiving emotions, facilitating thinking through emotion, and understanding and managing emotions. They propose the first ability-based model, in which emotion is integrated into the cognitive process [8].

Subsequently, D. Goleman (1995) popularized the concept worldwide through his work Emotional Intelligence, offering a mixed approach in which emotional intelligence is viewed as a combination of emotional abilities, social competencies, and personality traits. Goleman identified five fundamental dimensions of emotional intelligence: self-awareness, self-regulation, motivation, empathy, and social skills, which are essential for the child's adaptive functioning [3].

Researcher M. Roco (2001) was among the first authors to systematically examine the concept of emotional intelligence from a psychological and educational standpoint, viewing it as a predictor of school and social success. She highlights the importance of developing these skills early in childhood, as they considerably affect the child's internal balance and ability to form interpersonal relationships [6].

Developing emotional intelligence in early school age is crucial for helping children adapt to school demands, build healthy relationships with peers and adults, and avoid long-term behavioral and emotional issues. For children with visual

or hearing impairments, these skills need to be supported through specific interventions tailored to their sensory limitations, while still focusing on each child's relational and emotional strengths.

Communication in Children with Sensory Impairments

Communication is a key process for a child's cognitive, emotional, and social growth, allowing them to express needs, control behavior, and join group activities. In children with sensory impairments, this process is significantly affected because their visual or hearing perception is altered, which means they need alternative ways to send and receive messages.

According to Л.С. Выготский (1934), communication is vital for developing higher mental functions, and any sensory limitation hampers spontaneous social interaction, thereby impacting the development of both inner and outer speech. As a result, communication becomes a psychological function indirectly affected by the primary disability [11]. In turn, children with visual impairments encounter difficulties in receiving nonverbal communication, which limits their understanding of facial expressions, gestures, and proxemics–key elements of interpersonal communication. А.Г. Литвак (1989) and В.З. Денискина (2012) argue that early-onset blindness hinders the development of consistent body language and affects the perception of others' emotions. As a result, the communication of blind children mainly relies on verbal language and rationally formulated expressions, with a tendency to avoid spontaneous emotional expression [12;13].

M. Ștefan (2000) warns that, without specialized intervention, children with sensory disabilities risk developing dysfunctional communication styles, such as withdrawal, stereotyped expressions, or substitutive behaviors like motor agitation and self-isolation. Communication thus becomes an essential indicator of psychosocial adaptation and emotional well-being [9]. In a comparative analysis, V. Preda (2007) shows that the differences between children with hearing impairments and those with visual impairments are apparent in both receptive and expressive language, as well as in their ability to interpret the interlocutor's intentions and emotional states accurately. While hearing impairment mainly affects verbal expressiveness and articulation, visual impairment primarily causes difficulties in nonverbal and emotional communication [5].

Communication in children with sensory impairments must be viewed as a distinct process that requires tailored educational strategies and ongoing support from family, teachers, and specialists within a multidisciplinary team. A comprehensive approach that combines linguistic, emotional, and relational elements is vital for the well-rounded development of children with sensory disabilities.

The present research follows a mixed descriptive design, combining quantitative and qualitative methods, intending to explore and highlight the impact of sensory disability (visual and hearing) on the development of communication and emotional intelligence in early school-aged children. This methodological choice allows for a nuanced understanding of the phenomenon, offering both measurable objective data and subjective qualitative dimensions related to experiences, perceptions, and relational contexts.

Therefore, this methodological strategy enables the validation of the proposed hypotheses, providing an integrative framework for understanding the relationship between sensory disability, communication style, and emotional intelligence at early school age.

RESEARCH METHODOLOGY.

Research sample To carry out the observational study, a research sample was formed, consisting **of 120 children** aged between **8 and 11 years**, all in the primary education stage, coming from both special education and general-inclusive institutions in the Republic of Moldova. Par-

ticipant selection was conducted through stratified sampling, based on the criteria of the type of sensory disability and educational placement.

The sample was divided into three homogeneous subgroups:

1. Group A – 30 children with hearing impairments (severe and profound hearing loss), users of hearing aids or cochlear implants, integrated either in special schools or in inclusive classrooms.

2. Group B – 30 children with visual impairments (total blindness or severe amblyopia), some of whom use visual assistive technologies (electronic magnifiers, Braille).

3. Group C – 60 children with typical development, selected as the control group, from the same age range, attending general education schools.

The inclusion criteria for the research were as follows:

- Official diagnosis of sensory impairment (based on medical and psycho-pedagogical certificates);
- Intellectual level within normal limits or with mild general developmental delays (excluding intellectual disabilities);
- Absence of other major associated disorders (e.g., ASD, severe ADHD).

Tools used To comprehensively analyze the relationship between sensory disability, communication style, and emotional intelligence in early school-aged children, the research employed a set of standardized instruments, qualitative methods, and systematic observation techniques, all adapted to the specific characteristics of each group.

a) Emotional Intelligence Evaluation Test for Children (adapted by M. Roco)

The main instrument used to evaluate emotional intelligence was the version adapted for young school-aged children. This tool measures the overall level of emotional intelligence.

b) Communication Styles Assessment Method for Children (by M.I. Lisina)

Applied to investigate children's communication styles.

c) Systematic Observation of Communicative and Emotional Behaviors

Over four weeks, direct observations were made of the children's communicative and emotional behavior in natural educational settings (whole-class activities, pair work, role-playing games, and transitional moments). A structured observation grid was used, focusing on:

- the frequency of verbal emotional expressions,
- responsiveness to others' emotions,
- adaptation of behavior according to context,
- use of gestures or other nonverbal signs.

d) Semi-Structured Interviews Conducted with Parents and Teachers

To complement the data collected through standardized instruments, semi-structured interviews were conducted with parents and educational professionals (teachers, speech therapists, and school psychologists) to explore:

- perceptions of the child's emotional development,
- noted communication challenges,
- support strategies used,
- behavioral changes noticed over time.

The responses were examined through thematic content analysis, emphasizing relevant patterns based on the type of sensory disability.

The use of these combined instruments and methods enabled data triangulation, increased the validity of the results, and offered a comprehensive view of how sensory disabilities influence the development of communication and emotional skills in young school-aged children.

RESEARCH RESULTS

The results obtained through the application of the research instruments revealed significant differences between children with hearing impairments, children with visual impairments, and typically developing peers, both in terms of emotional intelligence and communication styles. (fig. 1.)

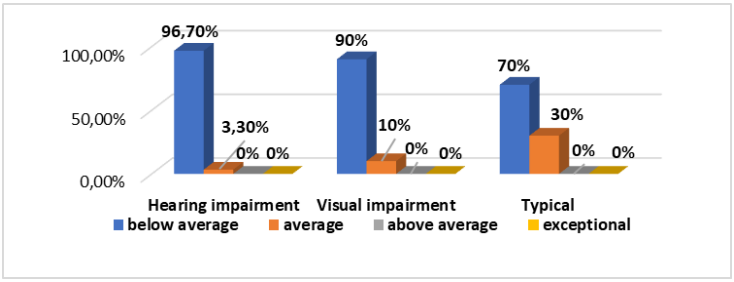

Figure 1. The level of emotional intelligence in the three study groups (%)

Figure 1 shows the distribution of emotional intelligence levels based on participant category. The analysis revealed statistically significant differences ($p < 0,05$) between the groups, as confirmed by the Mann-Whitney U test:

- between children with hearing impairment and typically developing peers ($U = 132,5$ $p < 0,01$);
- between children with visual impairment and typically developing peers ($U = 148,0$ $p < 0,05$).

Figure 1 Among children with hearing impairments, most (96,7%, or 29 out of 30 participants) are in the below-average category, with only 3,3% (1 child) at the average level, and no instances at above-average or exceptional levels. Among children with visual impairments, 90% (27 children) have below-average levels, while only 10% (3 children) reach the average level, with none at above-average or exceptional levels. The group of typically developing children shows a more balanced distribution: 70% (21 children) are in the below-average category, while 30% (9 children) are in the average range, with no scores in the above-average or exceptional categories.

These results confirm the hypothesis that the type of sensory disability influences the level of emotional intelligence, with more pronounced deficits observed in children with hearing impairment and relatively higher scores among typically developing children.

From a psychological perspective, these results support the idea that early sensory experiences and access to communication channels are crucial in developing and strengthening emotional intelligence. A lack of complete sensory stimulation whether through limited hearing or sight can hinder social learning opportunities, making it harder to identify, express, and manage emotions. Therefore, psycho-pedagogical interventions should be tailored to each specific impairment, focusing on alternative sensory channels and fostering social-emotional skills through visual-symbolic, tactile, or auditory strategies.

Figure 2 compares the three main types of communication situational-practical,

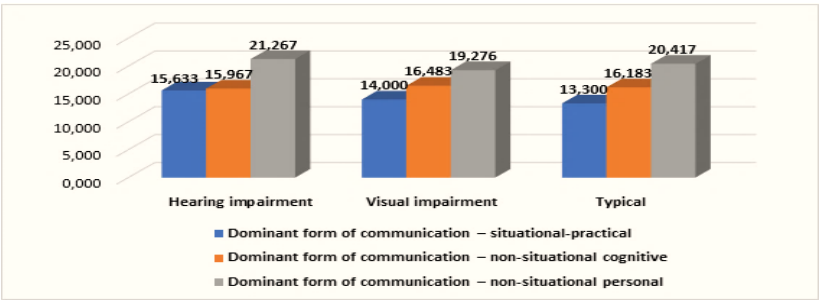

Figure 2. Comparative analysis of main communication styles across the three groups

non-situational-cognitive, and non-situational-personal among children with hearing impairments, children with visual impairments, and typically developing children. Among children with hearing impairments, the non-situational-personal form is most common (21,267 points; 71%, 21 children), followed by the non-situational-cognitive form (15,967 points; 53%, 16 children), and then the situational-practical form (15,633 points; 52%, 15 children). Among children with visual impairments, the same hierarchy is maintained: non-situational-personal (19,276 points; 64%, 19 children), non-situational-cognitive (16,483 points; 55%, 16 children), and situational-practical (14,000 points; 47%, 14 children). In the group of typically developing children, the non-situational-personal form remains dominant (20,417 points; 68%, 20 children), followed by the non-situational-cognitive form (16,183 points; 54%, 16 children) and the situational-practical form (13,300 points; 44%, 13 children). The obtained data validate the hypothesis concerning the specific variations in communication style determined by the type of sensory impairment.

Figure 3 shows the results from the survey „The Child's Communicative Qualities" (L.B. Baryaeva and A. Zarin) these findings indicate high levels of communicability across all groups (M ranging from 39,05 to 41,73), but with significant differences observed in other socio-emotional dimensions.

In all groups, communicability is the most prominent trait, accounting for approximately 41,73 points of the total score for children with hearing impairments (about 21 out of 30 children scoring high), 40,27 points for those with visual impairments (around 20 children), and 39,05 points for typically developing children (approximately 19 children). Emotivity ranks second, with 16,40 points in the hearing impairment group (about 8 children), 18,03 points in the visual impairment group (around 9 children), and 17,88 points in the typical development group (approximately 9 children). Altruism shows an upward trend: 13,00 points among children with hearing impairments (roughly 6 children), 15,03 points in the visual impairment group (about 8 children), and 16,48 points among typically developing children (around 8–9 children), indicating that better access to communication channels promotes prosocial engagement.

Regarding agreeableness, the results are as follows: 8,33 points (about 4 children) for hearing impairments; 9,03 points 4–5 children for visual impairments; and 9,27 points (5 children) for typical development. For empathy, the values are 9,00 points 4 children for hearing impairments; 9,17 points 4–5 children for visual impairments; and 8,08 points 4 children for typical development, with minimal differences between groups. Organizational skills show the lowest percentages, especially among children with hearing impairments 7,53 points 3–4 children, compared to those with visual impairments 7,05 points 3 children and typical development 5,40 points 2 children. Conflict-proneness is

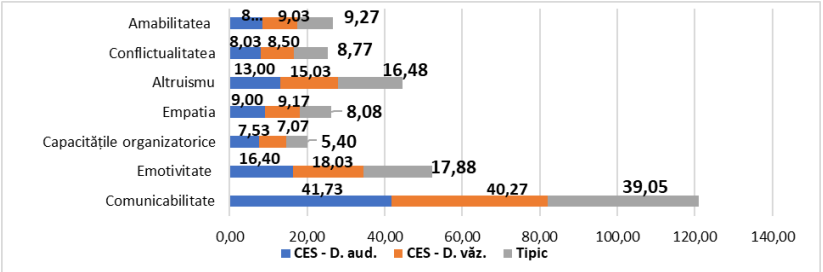

Figure 3. Communication qualities for the three groups of children

pretty balanced, with close values across groups: 8,03 points 4 children for hearing impairments; 8,50 points 4 children for visual impairments; and 8,77 points 4–5 children for typical development. Children with hearing impairment obtained the lowest scores on the empathy dimension (M = 9,00) compared to typically developing peers (M = 8,08), a difference confirmed by the Mann–Whitney test (U = 165,3 p < 0,05). This result confirms the hypothesis that sensory impairments influence the quality of social relationships and prosocial traits.

Figure 4 distinguishes the groups with different markers: circles (children with hearing impairments), squares (children with visual impairments), and triangles (typically developing children). The thick dashed line shows a general upward trend, indicating a positive relationship between scores in empathic communication and total emotional intelligence. The data distribution reveals that higher empathic

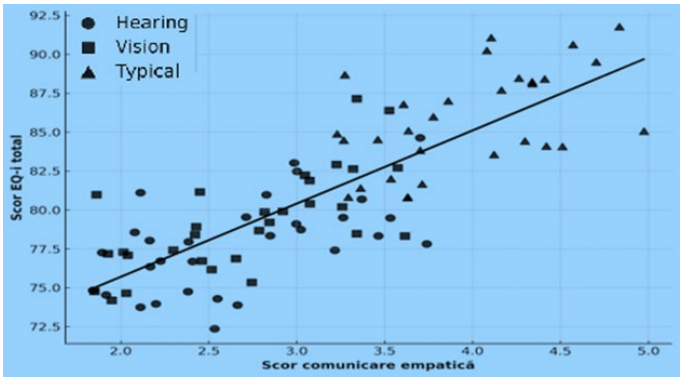

Figure 4. Correlation between empathic communication and emotional intelligence s core

abilities are linked to a more developed overall emotional profile, confirming the significance of empathy as a factor related to emotional competencies.

The correlational analysis between empathic communication scores and total emotional intelligence scores shows a statistically significant positive relationship ($p < 0.05$), indicating that higher levels of empathic skills are associated with a generally higher level of emotional intelligence.

The data distribution shows a higher concentration of values in the medium-to-high score range for both variables, indicating that, regardless of group type, empathy plays a key role in developing emotional intelligence. These findings align with the theoretical views of D. Goleman (2001), who highlights the connection between the empathic side of communication and the overall level of emotional intelligence [3]. From a practical standpoint, the data support systematically incorporating empathy-building exercises into psycho-pedagogical interventions, with potential advantages for improving interpersonal relationships and emotional self-regulation, especially among children with sensory disabilities.

The results from the observational study clearly show the varied effects of sensory impairments on the development of communication and emotional intelligence in early school-aged children. These findings confirm several conclusions previously discussed in psycho-pedagogical literature, while also offering specific insights relevant to inclusive education contexts. Regarding emotional intelligence, the study's data showed significantly low-

er scores among children with hearing impairments, especially in the interpersonal and emotional expression areas. This finding aligns with the earlier research, which indicated that missing out on spoken language during the critical development period negatively impacts both the ability to express one's own emotions and to recognize others' emotions.

In contrast, children with visual impairments showed a more advanced emotional development, confirming previous findings that affectivity stays active even without visual input, as long as it is supported through rich verbal and tactile interactions. In terms of communication, different expression styles are evident. Children with hearing impairments mainly use functional communication, which features directives and less emotional expressiveness. Conversely, children with visual impairments tend to use a verbal-explanatory style but show deficits in nonverbal communication, especially in the spontaneous expression of emotions.

A key contribution of this study is the statistically significant link found between empathic communication style and emotional intelligence level. This result supports combining psycho-pedagogical and speech therapy efforts within a comprehensive support framework.

In conclusion, the data confirm that sensory disability influences not only perception but also has cascading effects on communication, emotions, and social interactions. This emphasizes the importance of adapting educational practices by incorporating the emotional aspect into personalized intervention plans and training teachers in emotional intelligence skills for working with children with sensory impairments.

Conclusions

1. The study confirmed the general hypothesis that sensory disabilities significantly influence the development of communication and emotional intelligence in early school-aged children. The differences between the investigated groups were statistically confirmed by the Mann-Whitney U test ($p < 0,05$). Children with hearing impairment obtained the lowest emotional-intelligence scores, particularly in the dimensions of emotional expression and interpersonal communication. This finding confirms the general hypothesis and highlights the direct impact of limited auditory input on emotional regulation, especially in the absence of early specialized support.

2. Children with visual impairments experienced difficulties in recognizing emotional expressions and in nonverbal communication but developed compensatory strategies through verbal and tactile channels. This finding confirms Hypothesis 1 and underscores the role of compensatory resources in the adaptation process.

3. The analysis of communication styles (М.И. Lisina) revealed clear differences among the groups: typically developing children displayed a higher prevalence of situational–practical and non-situational–cognitive communication, whereas children with sensory disabilities showed a preference for non-situational-personal communication. This emphasizes that affective expression and relational capacity contribute directly to a balanced socio-emotional development. This result confirms Hypothesis 2.

4. The positive correlation identified between empathic communication and emotional intelligence ($r = 0,46$; $p < 0,01$) confirms Hypothesis 3 and highlights the central role of empathy as a key factor in socio-emotional development.

5. The obtained results support the practical conclusion that differentiated psycho-pedagogical interventions-based on multisensory and mediated strategies-are essential for developing the communicative and emotional competencies of children with sensory disabilities, thereby promoting their educational and social inclusion.

Based on the results obtained, we **recommend**:

❖Implementing programs focused on developing emotional communication skills for children with sensory impairments.

❖ Training staff in applied emotional intelligence;

❖ Establishing support networks among institutions (psychologists, speech therapists, psycho-pedagogues) to promote the socio-emotional development of children with sensory impairments.

The study makes a relevant contribution to the specialized literature by providing concrete empirical data and applied interpretations that can serve as a foundation for educational policies and personalized interventions in inclusive education.

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Primit la redacție: 18.06.2025
Acceptat spre publicare 15.11.2025