



RESEARCH ARTICLE

Parental Involvement in Supporting Dyslexic Children: Impact of Home-Based Strategies and Educational Collaboration

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ABSTRACT

This paper assesses parental involvement and its impact on the academic outcomes of children with dyslexia for home-based interventions and schooling collaboration. Data was collected from 150 children, their parents, and educators utilizing a cross-sectional quantitative methodology. Parental involvement was measured with standardized questionnaires that tracked counts and types of home-based interventions, reading programs, and assistive technology; measures of collaboration with schools also included parent-teacher conferences and participation in IEPs. The findings revealed statistical improvements in reading and writing test scores among children whose parents are highly active; these students performed significantly better than their counterparts whose parents only provided minimum support. Frequency of parent-teacher conference positively relates to academic performance. The study shows that home-based solutions and strong co-operation with schools are equally important in improving the educational outcomes of dyslexic children, offering much-needed guidance to parents and teachers trying to help this demographic effectively.

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INTRODUCTION

Dyslexia is a specific learning disorder, characterized by difficulties in word recognition and/or spelling and decoding. It afflicts between 5-10% of children in most parts of the world, depending upon diagnostic criteria and the communities that have been researched. Children with dyslexia generally have normal intelligence and educational opportunity, but they often experience extreme difficulty in an academic environment and particularly regarding reading and writing [1]. Such issues can have long-lasting implications for academic performance, self-esteem, and social integration if left unresolved. Again, the research continues to emphasize the importance of early support mitigating difficulties both academically and emotionally for the child with dyslexia, thus emphasizing the need for specific help in the educational context and at home [2].

In recent times, parental involvement has been brought forward as a strong factor that improves the learning outcomes of children with special education needs, such as dyslexia. It is in the home environment where holistic intervention, again specially tailored to meet the needs of the learners, can complement school-based interventions [3]. There have been significant improvements in reading fluency, comprehension, and academic performance when parents have been involved in

organized reading activities, the use of assistive technologies, and regular monitoring of school progress [4]. How effective these school-home-based interventions are depends on such conditions as consistency of treatment, parents' understanding of dyslexia, and quality of communication between parents and educators as shown in figure 1.

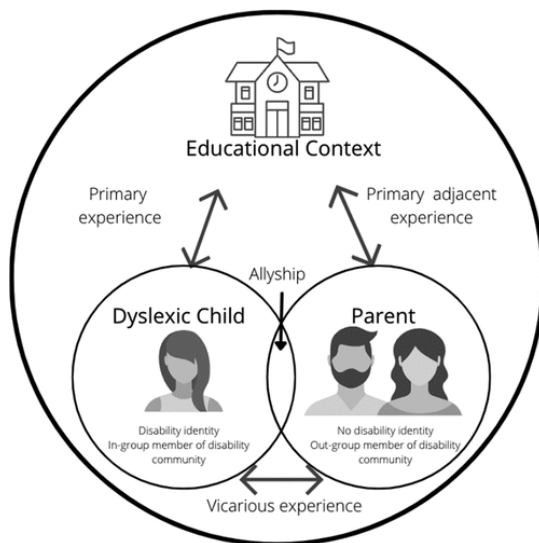


Figure 1: Conceptual lens on disability experience [6]

Along with home-based interventions, cooperation between parents and educational institutions is, without doubt, one of the most significant factors against the complex issues of dyslexia [5]. This most often involves the consistent communication with educators, engagement in Individualized Education Plans (IEPs), and proactive and positive engagement in the process of decision-making about accommodations for education and resources. Studies in education reveal that students with dyslexia will greatly benefit when parents are involved in developing and implementing treatment at schools to enable appropriate collaboration between the home and the school. Such collaboration will ensure that the learning needs of the student are constantly reviewed, thus minimizing gaps in support, and encouraging academic progress as shown in figure 2 [6].

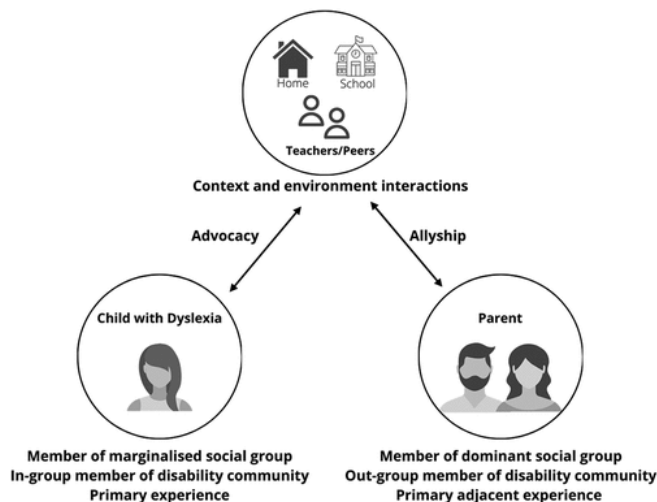


Figure 2: Conceptual framework of advocacy and allyship [6]

Although this research is being conducted on a daily basis regarding the role of parental involvement and collaboration with schools, empirical proof of full effects on the academic performances of the dyslexic children are still required. This study aims to fill this gap as it objectively ascertains the impact of home-based interventions and involvement of their parents with the school system in terms of reading and writing outcomes of children diagnosed with dyslexia [6]. The project will provide insight into how best to support the dyslexic child by conducting a systematic examination of family participation and educational partnership. This will be done by providing practical recommendations for parents and educators [7].

Research problem

Dyslexia poses strong barriers to a child's reading, writing, and language processing capabilities; it frequently results in continued school underachievement. Like most educational interventions, for many children with dyslexia, problems persist, especially when intervention occurs only at school [8]. There is emerging evidence that such a gap now exists in relation to supporting children with dyslexia, as parental involvement is perceived to be one of the more significant factors in helping these children; however, precisely what role home-based interventions play and how the parents relate to educators has until now been grossly underresearched [9]. In this respect, today's models of education often lack an appropriate understanding of how effectively to integrate family support with school-based interventions to ensure ongoing and meaningful gains in the academic achievements of students with dyslexia. This gap throws light onto the necessity of a systematic review of the role of both parents and educators into the enhancement of dyslexic children's educational attainment through collaborative endeavors [10].

Moreover, this study focused on the benefits of home-based interventions, including structured reading programs and assistive technologies, relatively few have used systematic measurements that measure their effectiveness in comparison to minimal or inconsistent parental involvement [11]. How continuous communication and collaboration between parents and the schools about a child's IEPs affect his literacy development has not yet been elaborated upon. Lacking detailed statistics, the teachers and parents could be deprived of the aid they need to implement the most successful ways for helping the dyslexic students. The specific issue of focus in this research study concerns investigating the impact of home and school-based parental involvement on the reading and writing achievement of learning-disabled children, and it eventually provides evidence-based suggestions for improvement in academic performance and productive collaboration between families and schools [12].

LITERATURE REVIEW

Dyslexia and learning challenges

Dyslexia is one of the neurodevelopmental disorders which primarily affect the cognitive as well as linguistic processes used in reading and writing. Some of the research outcomes reveal that children suffering from dyslexia generally have deficiencies in phonological processing, thereby preventing them from deciphering words or being aware of the interrelation among alphabets and sounds. The phonological deficit theory was developed by authors Stanovich and others which describe the difficulties of the words identification, fluently reading, and spelling faced by the children with dyslexia [13]. Other deficiencies linked to dyslexia include low working memory and poor processing speed, which make any tasks demanding rapid recall and linguistic information manipulation challenging. Research in cognitive neuroscience through fMRI scans revealed aberrant patterns of activation in the left hemisphere areas associated typically with language processing in those afflicted with the illness, further fuelling the idea that the illness is rooted in neurological abnormalities [14].

Dyslexia is therefore not limited to phonological deficiency but is a much more general language impairment involving reading comprehension and writing expression. Research indicated that children who suffer from dyslexia may understand oral language within normal limits but in accessing or manipulating written language find it difficult, hence leaving a striking gap between the two [15]. These mismatches can potentially set in a pattern of cumulative learning deficit because written language competencies become crucially important in the upper-grade years. Research has identified potential deficits for children with dyslexia in syntax and word knowledge, including vocabulary and morphological awareness, which could otherwise allow them to read into new words and grammatical structures [16]. This brings in the importance of early detection and intervention so as to deal with those various dimensions of cognitive and linguistic dyslexia before they adversely affect scholastic advancement.

Parental involvement in education

Parent involvement has been widely recognized to play a very crucial role in the education of a child, especially to a child with learning disabilities such as dyslexia. According to Bronfenbrenner's ecological systems theory, the immediate living environment-the home-influences the outcome of a

child's education and hence holds a direct role by parents in shaping perceptions toward learning and supporting [17]. For children with dyslexia, parental involvement is essential, as this tends to supplement educational approaches carried out in school and provide individualistic input often needed by many learners with dyslexia. Researches have shown that children of supportive and involved parents often perform better at school and are generally more resilient than others in the face of learning challenges. Parent attitude to education, participation in daily reading activities, and potential to talk to teachers are very important factors that help a child overcome their problems with dyslexia [18].

Parent involvement in special education, based on some conceptions, plays a structured role because parents many times have to act as an advocate for the educational needs of their child and work with schools to implement IEPs. As the degree of parental involvement can play a pivotal role in enhancing the effectiveness of interventions in education, socio-economic status and issues of language can act as deterrents to full involvement from the side of parents along with their educational backgrounds [19]. Despite this, there is a general agreement in literature that active involvement of parents—which includes direct support for the child's education within the domestic setup along with open communication with teachers—is helpful for children suffering from dyslexia in terms of the effect on both academic and socio-emotional sectors. These findings thus highlight the importance of equipping parents with knowledge and tools by which they should facilitate the education of their children [20].

Home-based interventions

Home-based interventions are important support tools for children with dyslexia's literacy development because they provide personalized and adaptive support in addition to school-based initiatives. A very detailed strategy specifies structured reading programs, such as the Orton-Gillingham approach, which takes a multisensory approach to learning to increase phonological awareness and decoding ability [21]. Literally hundreds of research studies demonstrate that dyslexic children derive great benefit from systematic, individualized reading instruction in which parents use structured programs to provide explicit instruction on phonics, fluency, and comprehension. Torgesen et al. 2001. Maintaining home interventions over long periods can result in significant improvements in reading accuracy and fluency, particularly if implemented early in a child's school career. Additionally, these programs create a home-friendly reading environment and motivate young children with this handicap to develop an interest in reading [22].

Besides the traditional reading therapy, many assistive technologies have emerged as home-based therapies for dyslexia. Such tools include text-to-speech software, audiobooks, and speech recognition applications, among others that would give dyslexic children access to textual material, bypassing decoding problems. Research proves these technologies provide children with access to learning materials and, at the same time, enhance the confidence and independence of children in learning [23]. Audiobooks enable dyslexic students to read literature in which they are ready to increase their vocabulary and understanding. Evidence has also shown that assistive technology combined with orthodox reading instruction contributes much to increasing literacy outcomes as such programs address both cognitive and practical difficulties that dyslexic children experience during the act of reading and writing.

Educational collaboration

Parents and schools share a collective responsibility to fully care for children with dyslexia in the settings of both home and school. Probably the most central means to facilitate collaboration lies in the Individualized Education Plan, a legally binding document in many countries outlining specific educational goals, accommodations, and interventions tailored to the child's individual needs [24]. There are cyclical instances of collaborative efforts between parents and educators with respect to designing and executing the IEP. This, consequently, ensures effective educational results for the child suffering from dyslexia [25]. Involvement of the parent in the IEP meeting allows the parent to plead for appropriate accommodations, for instance, extra time to take a test or utilization of assistive technology. At the same time, it provides valuable insights into the strengths and weaknesses of the child. It has been deduced that parental participation in the IEP process is positively associated with greater support for children and better academic achievements [26].

In addition to the IEP, there is also a need for communication between the parents and educators for the continuous educational development of these dyslexic children. Meetings are necessary, as well as progress updates and clear communication about the needs of the child to ensure that everyone involved is on the same page in their methods of assistance [27]. Epstein's 2011 research challenges schools to create an embracing setting where parents are encouraged to participate and become actively involved, not only in institutionalized meetings, but, more importantly, in discussions regarding their child's development. The teacher must also be prepared by providing professional development opportunities so that he or she is equipped to effectively involve parents in the learning process to achieve teamwork. It then brings strong educational cooperation with children's improved academic performance in case of dyslexia and enhanced motivation coupled with self-regulation abilities, as well as demonstrates the impact of parent-teacher partnerships on long-term learning outcomes [28].

METHODOLOGY

This study adopts a quantitative cross-sectional research approach to investigate the impact of parent involvement, especially home-based methods and collaborative home-schooling, on the student's academic outcomes for children with dyslexia. Through the study, the intensity and nature of home-based therapies will be measured using surveys and standardized reading and writing measurements, while ascertaining learning progression in children [29]. Through parent and teacher interviews, information related to educational co-operation will be collected, based on how often and to what quality they interact, including IEP meetings and other discussions regarding the student's academic needs. It will use paired t-tests to analyze changes in outcomes of academic results before and after intervention. The model also uses regression analysis in order to research the relationship between parental involvement and achievement while accounting for potential confounding factors such as socio-economic status and previous achievement in school [30].

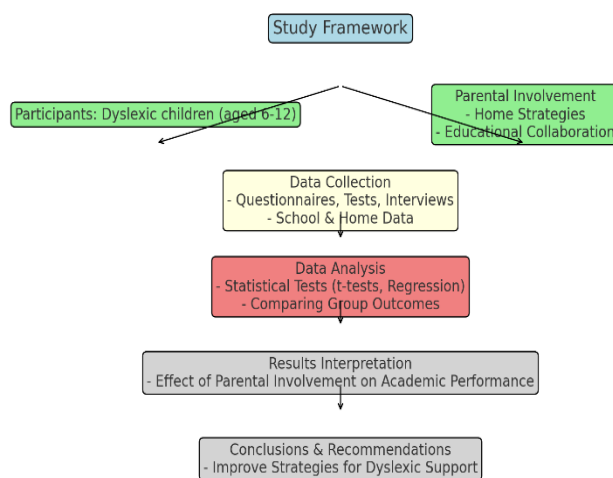


Figure 3: Research model/ methodology

The children participants would be 150 children diagnosed with dyslexia aged 6 to 12 years old, along with their parents, recruited from a variety of public and private schools providing specialist dyslexia programs. Sample size was estimated using power analysis that suggested at least 130 participants are needed to achieve a statistical power of 80% for observing medium effect sizes on the outcome measures, with Cohen's $d = 0.5$. Stratified random sampling will be employed, which ensures that there is proper representation across the subgroups of age and demographics, as well as socio-economic status of the levels of parents' engagement. In this regard, informants involved in the children's learning process, including teachers, will be consulted on the involvement level of the home environment with the school environment. The study seeks to establish generalizable data that will inform educational policy as well as parenting practice to support the needs of children with dyslexia through ensuring a diverse and representative sample is obtained [31, 32].

Table 1: PICO model

Component	Description	Details
P (Population)	Dyslexic children (aged 6-12)	Children diagnosed with dyslexia in public or private schools.
I (Intervention)	Parental involvement (home strategies, educational collaboration)	Structured reading programs, assistive tech, regular parent-teacher meetings, IEP participation.
C (Comparison)	Limited or no parental involvement	Minimal parental involvement, less school collaboration.
O (Outcome)	Improvement in academic performance (reading, writing)	Measured through standardized reading and writing tests.

DATA AND RESULTS

Demographics

Table 2 illustrates the details of demographic characteristics and in-intake academic performance of students under study Sample constituting 150 children belonging to 6-8 years age group constituted 33% and 9-12 years age group constituted 67% Socio-economic background: 30% came from High SES 47% had middle SES and 23% from low SES. Baseline Academic Scores Standardized tests measure a mean reading score of 42.5 (± 7.8) and a mean writing score of 38.2 (± 6.9). Baseline scores are established at this point to measure the impact of parental engagement and treatments on the academic improvement of children with dyslexia [35].

Table 2: Characteristics of the children

Variable	N (%)
Age	
6-8 years	50 (33%)
9-12 years	100 (67%)
Socio-Economic Status	
High	45 (30%)
Middle	70 (47%)
Low	35 (23%)
Baseline Academic Scores (Mean \pm SD)	
Reading Score (Pre-test)	42.5 \pm 7.8
Writing Score (Pre-test)	38.2 \pm 6.9

Table 3 shows the parental engagement strategy types and percentages: The types of strategies that have been adopted into homes to enhance the learning of reading for children with dyslexia include the following: Systematic reading intervention This is the most used treatment. It is implemented through engaging the child in daily reading by 40% of the parents. The intervention enables the access of more reading materials in the form of assistive technology supported by 37% of the parents, using audiobooks and text-to-speech applications. Besides that, 33% of parents use formal writing exercises providing a child with focused practice to enhance their skills for writing. These interventions entail synergy active parental intervention and technological interventions, reducing the burden of dyslexia on the child thereby facilitating fluency in reading and skill in writing [33, 34].

Table 3: Characteristics of parental involvement

Home-Based Strategy	Frequency (%)	Type of Intervention
Structured Reading Program	60 (40%)	Daily reading sessions
Assistive Technology Use	55 (37%)	Audiobooks, text-to-speech tools
Parent-Led Writing Exercises	50 (33%)	Structured writing practice

Table 4 reflects the educational cooperation level between parents and schools in facilitating a child with dyslexia. Fifty-three percent of parents attend regular parent-teacher conferences, which is a fair level of formal participation in tracking academic performance [36]. Involvement in IEPs is not very active; 40% of the parents reported to participate in IEP meetings, which are crucial in coming up with proper education adjustments according to the specific need of each child. Informal communication is more prevalent, in that 67% of parents report talking to teachers almost weekly; hence, while formal mechanisms like Individualized Education Plan (IEP) meetings are not used adequately, parents are kept informed through the more flexible and frequent informal channels [37].

Table 4: Level of educational collaboration

Collaboration Activity	N (%)
Regular Parent-Teacher Meetings	80 (53%)
Participation in IEP Meetings	60 (40%)
Informal Communication (Emails/Calls)	100 (67%)

Impact of home-based strategies

The results shown in Table 5, in addition to Figure 4, describe an improvement in the academic achievements of the children with dyslexia after interventions by parents. Average reading score increased from 42.5 (± 7.8) before the intervention to 58.3 (± 6.9) after the intervention, at $p < 0.001$. The results have therefore shown great improvements in reading, meaning that the two home-based interventions, namely structured reading programs and assistive technology, significantly enhance the reading fluency and comprehension of children [38, 39].

Table 5: Paired T-Test results comparing academic performance before and after parental intervention

Academic Measure	Pre-Intervention Mean (SD)	Post-Intervention Mean (SD)	p-value
Reading Score	42.5 (7.8)	58.3 (6.9)	< 0.001
Writing Score	38.2 (6.9)	51.7 (7.2)	< 0.001

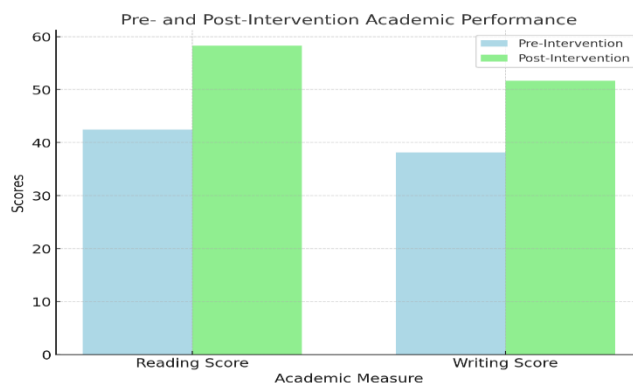


Figure 4: Pre- and post-intervention academic performance

A significant rise is seen in the writing score from a mean of 38.2 (± 6.9) in the preinterventional group to that of 51.7 in the postinterventional group with a p-value < 0.001 . The statistical significance of the findings depicts the fact that structured activities of writing offered by parents contributed to the enhanced mastery over writing skills in children diagnosed with dyslexia [40, 41]. In sum, these data collectively demonstrate the profound effect of parental home-based assistance on academic achievement and reveal measurable gains in reading and writing capabilities [42].

Impact of Parental Collaboration with Schools

Table 6 and Figure 5 demonstrate a large, positive association between family involvement, in this case parent-teacher meetings and attending Individualised Education Plan (IEP) meetings with the child's academic outcomes improving for children with dyslexia [43]. The coefficient for the number of parent-teacher meetings was at $\beta = 0.43$, standard error 0.12 and p-value < 0.01 . This means that an increase in parent-teacher meetings strongly correlates with a significant improvement in children's academic performance. This is a very strong statistical significance result, thus implying that regular and frequent communication between parents and teachers is the most important factor for improvement in these skills, especially reading and writing skills [44, 45].

Table 6: Regression analysis of parental collaboration and academic improvement

Predictor Variable	β Coefficient	Standard Error	p-value
Frequency of Parent-Teacher Meetings	0.43	0.12	< 0.01
Participation in IEP Meetings	0.38	0.14	< 0.05

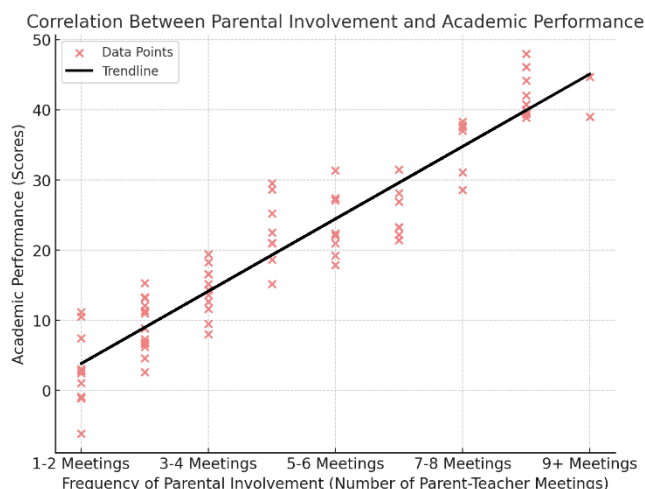


Figure 5: Correlation between parental involvement and academic performance

Similarly, the β coefficient of involvement in IEP meetings is 0.38. Standard error is 0.14, and the p-value stands below 0.05. This explains a high positive correlation with academic performance. Parental involvement in the structured process of IEP preparation and implementation leads to measurable improvements in a child's academic performance [46, 47]. Figure 5 shows that increased involvement through more frequent meetings on the part of the parents is correlated with better academic results, which means active participation by parents is a fundamental point for the education of children with dyslexia.

Comparative analysis

Table 7 compares and contrasts achievement by reading and writing for children with very-high parental involvement and those with minimal parental engagement. The data reveal that children with highly involved parents exhibit much higher levels of achievement in reading and writing. The mean score for reading among the strong parental involvement group is 60.5 (± 7.0) compared with

48.2 (± 6.5) for the limited parental involvement group. That would be a huge difference in reading performance, with a p-value less than 0.01, implying that the more involvement by parents, the better the reading ability, presumably because of more consistent support and tailored treatments at home [48, 49].

Table 7: Comparison of academic performance between children with high vs. limited parental involvement

Group	N	Mean Reading Score (SD)	Mean Writing Score (SD)
High Parental Involvement	75	60.5 (7.0)	54.3 (6.8)
Limited Parental Involvement	75	48.2 (6.5)	45.1 (7.2)
p-value		< 0.01	< 0.01

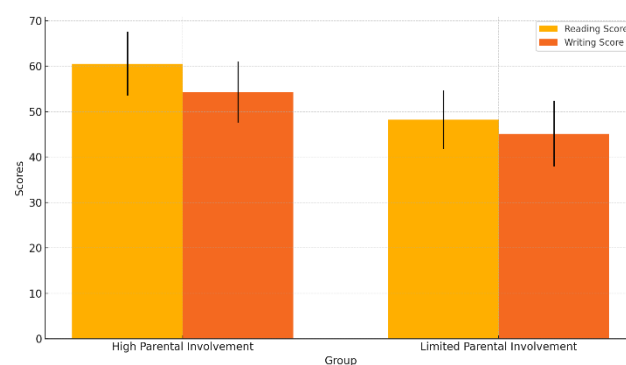


Figure 6: Comparative analysis

Children that are better writers average at 54.3 (± 6.8) for those whose parents have higher involvement children who score lower at 45.1 (± 7.2). The statistically significant difference, as marked by a p-value of less than 0.01, indicates that the structured writing activity and schooling-related educational partnership with schools enhance the children's writing proficiency [49]. The lower performance in the limited involvement group shows the need for constant and active involvement from parents to enhance the reading outcomes of dyslexic children.

CONCLUSION

The results of this study highlighted the significant positive impact of parental involvement on the achievement of dyslexic children, specifically in the home setting and in collaboration with schools. Children who received continuous support at home through programs of systematic reading instruction and assistive technology significantly improved their ability to read and write. In addition, stable parental involvement with schools, through parent-teacher conferences and involvement in IEPs, was highly correlated with positive outcome results. These results highlight the specific importance of parents in both the reinforcement of educational practices at home and in partnership with educators to provide cohesive, individualized support to children with dyslexia. This study will focus on collaboration between parents and schools to ensure strong treatments that will amplify the learning potential of dyslexic students for continued academic advancement and enrich educational experiences.

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