

Contribution of Parents in accommodating Academic and Emotional Needs of Children with Specific Learning Disabilities in Inclusive Schools

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Publication Date: October 19, 2025

DOI: 10.5281/zenodo.17655753

Abstract

The concept of inclusion not only works in the classroom setting but, in the home, where education continues even after leaving school. This is a mixed research study which explores the centrality of the parents in the consideration of the academic and non-academic requirements of children with the Specific Learning Disabilities (SLD) in the inclusive schools of Delhi. The study acknowledges that, although teachers are the ones to instigate intervention plans, the parents are the ones who support and reinforce the strategies by providing a system of home support and emotional care. The sample used was 40 parents of students diagnosed with SLD. Structured questionnaires and semi-structured interviews were used to gather data and combined qualitative and quantitative perspectives were applied. The study involved the investigation of the way in which parents administer the home

intervention plans gave by teachers and the role in which this partnership plays in enhancing the learning process and emotional health of children. The results showed that formal parental involvement, such as supervised practice, assistive technologies, and positive reinforcement, increases the academic performance, self-esteem, and motivation of children. Nevertheless, parents cited lack of knowledge, time constraints and inadequate institutional directive as some of the difficulties. The analysis highlights that an effective parent-teacher collaboration is the heart of effective inclusion since it links interventions involving classrooms with continuity at a home level. Parental training, communication, and emotional awareness should thus be strengthened so that holistic development of children with SLD in the inclusive schools of Delhi is achieved.

Keywords: *Specific Learning Disabilities, Inclusive Education, Parental Involvement, Home Intervention, Academic and Emotional Support, Mixed-Method Research.*

INTRODUCTION

The inclusiveness education is anchored on the fact that all learners regardless of ability and disability should have equal access to quality education in a mainstream environment that is supportive. It will also strive to eliminate obstacles to learning and engagement and make sure that students with disabilities study together with their peers and receive reasonable accommodations and support systems. This law is implemented in India by the statutory law, the Right of Children to Free and Compulsory Education Act (2009) and the Right of Persons with Disabilities Act (2016), both of which have the effect of requiring children with disabilities to be included within local schools. The inclusive framework, however, is not limited to physical location, but it involves a collective role of educators, parents, and the community to meet the academic and emotional demands of all children (Khanna and Singh, 2025).

Children with Specific Learning Disabilities (SLD) exhibit chronic problems in the development of fundamental scholarly abilities like reading, writing or mathematical thinking, in spite of the fact that they possess average or more than average intelligence and sufficient learning exposure. These difficulties tend to be followed by emotional stress, low motivation, and decreased self-worth due to constant failures at school and social comparison (Guo and Xie, 2024). Although classroom accommodations are facilitated by the teachers, parents are very important in facilitating support at home by making routines, positive feedback through positive reinforcement and emotional stability. As it was highlighted in the systematic review by Guo and Xie (2024), parent-involved interventions have a great impact on improving academic competence and emotional resilience of children with SLD, especially when school- based intervention arrangements are supported by activities at home.

Parental involvement is also inequitable in inclusion in the Indian context that is taking a new form in schools. According to Khanna and Singh (2025), parents of children with learning disabilities who attend inclusive schools are prone to informational, emotional and logistical difficulties in working successfully with teachers. The problem is that most parents are unaware of the SLD, strategies required to support learning at home, and have little confidence in how to communicate with the school personnel. Nevertheless, their interaction has been among the most effective predictors of both academic and emotional development of a child in the context of inclusion education.

Parental involvement takes a variety of activities such as checking of academic performance, helping in school work, creating a well-organized setting, and constant emotional support. This study had observed that parental engagement in special education programs enhanced continuity between school and home, self-efficacy, and positive attitude toward learning, (Yadav 2013). But to have successful cooperation between schools and parents, it is necessary that the teachers should come up with feasible home-intervention plans- planned, customized approaches that can be used by parents to supplement classroom instruction and to cope with emotional difficulties.

However, in spite of the identified significance of such collaboration, studies on the concrete role of parents in inclusive schools in Delhi are scarce. Teachers frequently recommend intervention strategies to their parents, but their experiences, challenges and success in implementing the same have not been undertaken systematically. This study attempts to address this gap by looking at how the parents of children with SLD attending inclusive schools in Delhi meet the academic as well as the emotional needs at home.

The mixed-method design will allow the researcher to collect both quantitative and qualitative data to reflect both numbers and detailed personal narratives on the same concepts: quantitative data will be

gathered by the use of structured questionnaires, and qualitative data will be collected by using in-depth interviews. It explores the meaning of home-intervention plans and how parents make sense of them and how they utilize them to support learning and emotional difficulties, as well as the factors that restrict their involvement. Through the examination of these dimensions the proposed study will shed light on how parents are critical as co-educators and emotional anchors in the process of inclusion that will help to reinforce inclusive education practice in Delhi and the wider community.

Literature Review

The right of persons with disabilities (RPwD) Act, 2016 and the notion of inclusive education in India have strong foundations and are based on the principle of reasonable accommodations and equal access to learners with diverse needs. This move makes parents crucial contributors to inclusions in that whenever they guarantee that learning is continued outside the classroom. The National Education Policy (NEP 2020) and National Guidelines on Equitable and Inclusive Education (2023) underline the concept that the case of individualized plans implies the involvement of home-school cooperation, where parents are viewed as the co-educators of child development (India Code).

Existing literature of global research supports the fact that parent participation is a key factor in improving academic and emotional performance. According to meta-analyses, family-school partnership models demonstrate more effective achievements in academic achievement, behavioural regulation, and emotional well-being than the parental activities that are not related to the school (JSTOR). Guo and Xie (2024) guided home practice & teacher-aligned routines constitute structured parental involvement that positively influences the academic & emotional resilience of SLD students (Taylor and Francis Online).

The effectiveness of parent-led practices is further proven by the research on home-based interventions. Research indicates that reading fluency, comprehension, and motivation are enhanced with teacher instructions on activities such as phoneme awareness exercises, repetition reading and multisensory learning. Meta-analysis data prove that a correspondence between home-learning assignments and classroom objectives leads to improved results and parental satisfaction (PMC). This shows that parental involvement is not peripheral to effective inclusion but it is central.

The emotional support is also proved to be a determining reason of the success of SLD children. Praise, empathy, and stability given by the parents bring about confidence and persistence, making the children overcome frustration and stigma. Recent studies on caregivers indicate that combined educative and emotional parenting intervention does not only improve the performance of students, but also decreases stress levels of parents, thereby promoting a healthy family well-being (PMC). Therefore, emotional scaffolding is no less important than instructional assistance in maintaining inclusive learning settings.

This is supported by research in the Indian context which shows good intentions on policy but implementation is not even. Low levels of awareness, lack of training and social stigmas are some of the obstacles that many parents encounter and limit their capability to enforce learning at home. South Asian students indicate that parents in most cases are not clear about SLD and need regular teacher instructions. Capacity-building drug abuse sensitization programs like parental sensitization workshops and school-based sensitization programs have recorded positive results but they are sporadic (ScienceDirect). These results necessitate systematic structures that incorporate the parents in the school-based decision-making and home- intervention plans.

Lastly, family school partnerships have been found in literature as the mediating factor between classroom instruction and home reinforcement. Those models, which put an accent on common goal setting,

feedback, and frequent communication, are more effective than the one, which implies parental involvement once a month (JSTOR). Nevertheless, there is a research gap that is persistently observed in India especially in the metropolitan inclusive schools in respect to the application of teacher-designed interventions, challenges management, and emotional balance by parents. The research on these dimensions is rare. Thus, this mixed-method research will serve to fill this gap by analysing quantitative trends of parental engagement as well as qualitative experiences of parents and special educators in Delhi. The research offers context-based information on the process of parents meeting the academic and emotional requirements of children with SLD, which proves to be a structure of enhancing inclusive education by long-term cooperation of their families and schools.

Need of the Study

Inclusive education highlights collective responsibility between the schools and families so that children with Specific Learning Disabilities (SLD) develop holistically. Even though inclusive schools in Delhi have implemented classroom accommodation and Individualized Education Plans (IEPs), the success of these interventions is heavily reliant on the interaction between parents and special education teachers. Parents are the consistent learning facilitators at home, though many do not have proper knowledge on the cognitive strengths and weaknesses of their child or the measures that should be taken to further learning. Therefore, it is necessary that parent-teacher meetings (PTM) and parental counselling sessions with special educators be conducted on regular basis so as to keep on giving guidance as well as getting feedback and sharing of goals. The counselling and sensitization programs are very important in assisting parents to handle emotional stresses, developing positive attitudes towards disability and also knowing the exact learning profile of their child. These programs enable the parents to offer informed assistance as well as be able to apply the home-based intervention plans that special teachers of education will devise. As the parents implement the strategies that have been suggested by the teacher like structured reading, multisensory learning and positive reinforcement, the child will show a great improvement in his or her academic and emotional development. Furthermore, by determining the strengths and weaknesses of every learner by using collaborative assessment, teachers can assign realistic tasks to a child at home and parents capture them in a productive way. Nevertheless, most of the parents whose children have SLD do not get much organized counselling or training on how to deliver interventions. As a result, school-parent communication is not continued, and this prevents the effectiveness of inclusive practices. Thus, this research is required to understand how parental engagement, counselling and home-intervention program coordinated by the special educators can enhance academic and emotional support of the children with SLD in the inclusive schools at Delhi thus promoting the objectives of equitable and meaningful inclusion.

Objectives of the Study

1. To explore how parents assist the emotional and academic needs of Specific Learning Disabilities (SLD) learners in inclusive schools.
2. To examine how special education teachers involve parents by counselling, parent-teacher meetings, & home-intervention plans for continued learning assistance.
3. To identify the challenges & strengths of parents in implementing teacher-guided home strategies for promoting inclusion.

METHODOLOGY

In the current study, an exploratory mixed-method research design was used in order to determine the role of the parents in addressing the academic and emotional needs of children with Specific Learning Disabilities (SLD) in inclusive schools in Delhi. The reason why the mixed-method design was chosen is to get both quantifiable data and a detailed insight into the parental roles, experiences, and challenges. Although the quantitative part had given the overall view of parental involvement in terms of frequencies and tendencies, the qualitative part had given the possibility to truly see the experience of parents and special educators. This exploratory method was deemed suitable since this field of research parental involvement in inclusive education among SLDs has not received much focus in the Indian environment. It enabled open-minded experimentation of new views and real-life scenarios without restricting the research to the determined variables. The sample of the study consisted of 40 parents of the children with SLD and 10 special education teachers who were employed in inclusive schools in Delhi. The sampling was done through purposive sampling where the participants sampled had to be directly related to home-intervention programs, counselling sessions and parent- teacher meetings. There were two stages of gathering data. The first stage involved the quantitative data gathering by means of the Parental Involvement Questionnaire that determined the academic support activities, emotional support, and the frequency of communication between the parents and schools. During the second stage qualitative data was gathered through semi-structured interviews with the two parents and special educators in order to understand more about their experiences and challenges and the ways they dealt with them. Further, there were observation notes that were kept in counselling sessions and parent teacher meetings so as to capture interactions, attitudes and support practices. The purpose of the study was made known to all the participants and the ethical principles that included informed consent, confidentiality and voluntary participation were highly observed. Quantitative data were treated with descriptive statistics such as frequency and percentage and qualitative data were treated thematically in order to determine the recurring ideas and patterns. This combination of both strands of data allowed getting a holistic picture of the role of parents in helping to enhance the academic development and emotional states of children with SLD in the inclusive schools of Delhi.

Objective-wise Analysis

Objective 1: To explore how parents assist the emotional and academic needs of Specific Learning Disabilities (SLD) learners in inclusive schools.

Table 1: Distribution of Parental Support Strategies Among Parents of Children

Parental Support Strategy	No. of Parents (n)	Percentage (%) Yes	Percentage (%) No
Regular reading/writing/homework assistance	30	75%	25%
Use of visual aids and multisensory learning materials	28	70%	30%
Structured daily study routine	27	68%	32%

Emotional encouragement and motivation	33	82%	18%
Regular communication with teachers	26	65%	35%
Involvement in special educator–guided home	24	60%	40%
Supervision of assistive technology use	22	55%	45%
Monitoring progress and celebrating small successes	31	78%	22%

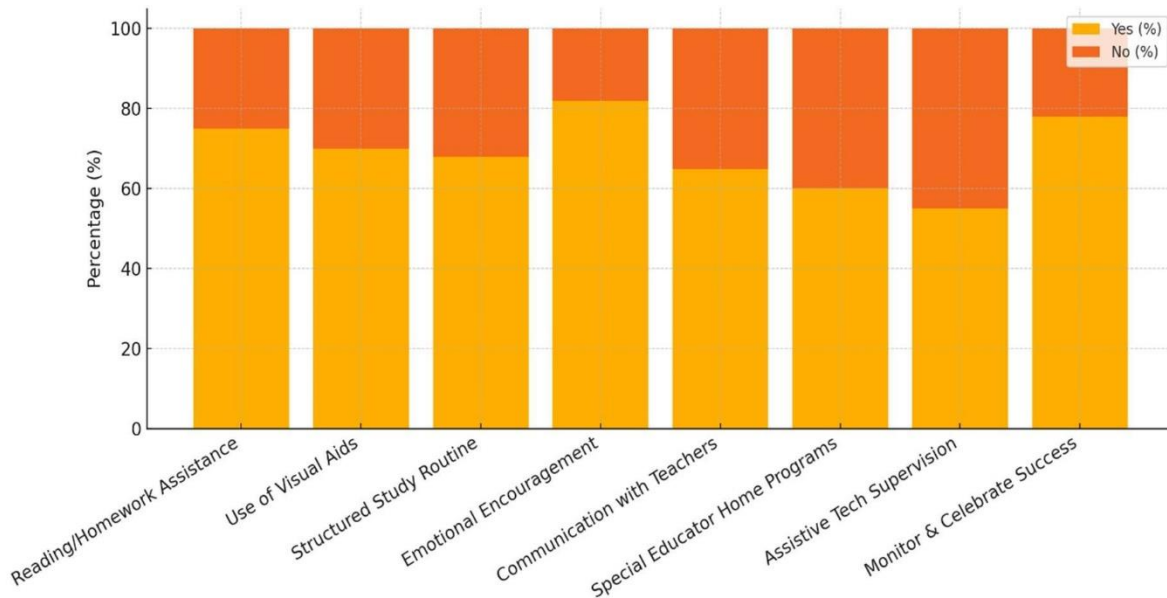


Figure 1: Response distribution of Parental Support Strategies

The quantitative analysis proves that the majority of parents were involved in the learning process of their child. A big percentage (82%) of them said that they provided regular emotional encouragement and 75% of them consistently encouraged reading, writing and homework. The visual aids, flashcards, and multisensory materials were many, which suggests that the parents were aligned with the inclusive pedagogy. Approximately 68 percent of those study routines were structured in the home and that implies a great effort of parents to make structured environments that would help in learning. Communication with teachers regularly (65%) and participation in home-intervention programs (60%) signify that parents appreciate continuing support of school professionals. In addition 78 percent of them said they celebrated small academic gains indicating they were oriented on positive reinforcing as opposed to comparison or criticism. The following results all point to the fact that parents are co-educators and emotional facilitators. Their participation enhances continuity of learning between school and home, motivation and self confidence among children with SLD. The emotional warmth, consistency and adaptability became the prominent characteristics of successful parental engagement.

Objective 2: To examine how special education teachers involve parents by counselling, parent–teacher meetings, & home-intervention plans for continued learning assistance.

Table 2: Thematic Categorization of Parental Support Practices and Involvement

Global Theme	Sub-theme	No. of Parents (n)	Percentage (%)	Open Codes (from Interviews)
Collaboration with Special Educators	Regular PTMs, sharing IEP goals, discussion of progress	28	70%	“We meet monthly to discuss targets.” / “Teacher explains goals clearly.”
Counseling and Guidance	One-on-one parental counseling, emotional support, confidence building	30	75%	“Counselling helped me understand my child’s emotions.” / “Teacher guided me calmly.”
Capacity Building	Training in multisensory techniques, use of assistive tools, learning games	26	65%	“I learned phonics cards and tracing methods.” / “They showed me apps to help him read.”
Feedback and Follow-up	Continuous check-ins, reviewing home plans, teacher–parent WhatsApp groups	24	60%	“We send videos of home practice for feedback.” / “Teacher corrects and praises our effort.”
Collaboration Beyond School	Home assignments linked to classroom IEP, joint goal setting	22	55%	“Teacher and I set one weekly learning goal.” / “They adjust the plan according to his progress.”

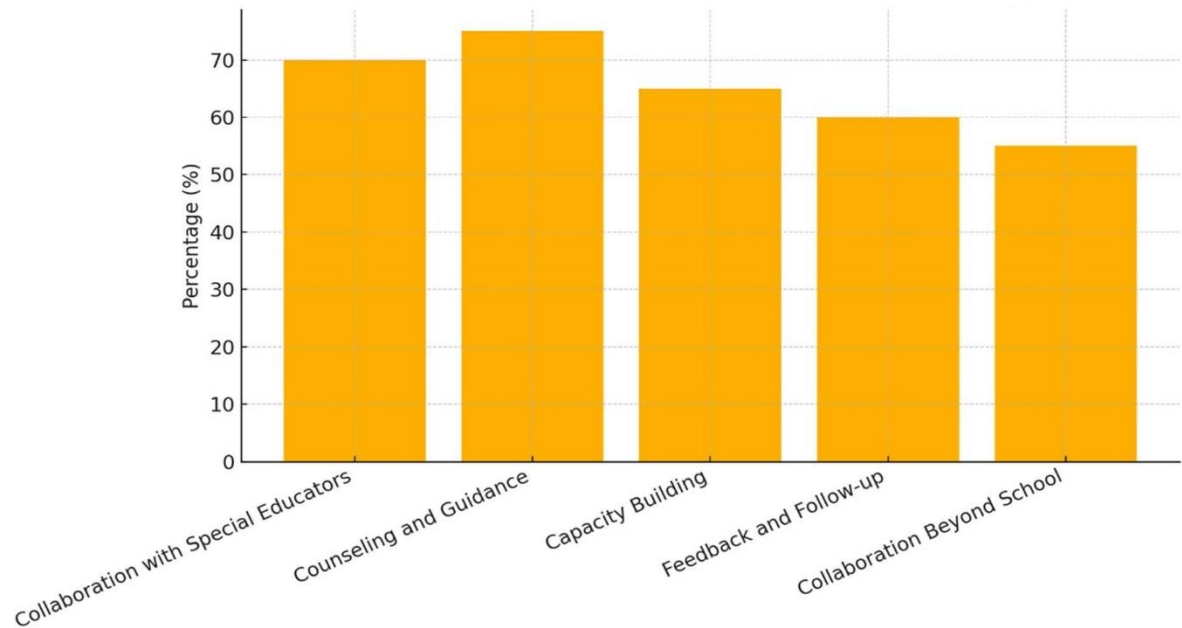


Figure 2: Thematic Distribution of Parental Involvement Support

Parents reported the transformation of their partnership with special educators. Personalised feedback, emotional reassurance and understanding of intervention goals were given to them in the form of PTM and counselling, which reduced parental anxiety, enhanced their understanding of SLD and gave them confidence in their ability to deal with learning and behavioural problems. Capacity-building workshops brought parents to know about multisensory instruction, assistive apps, and adaptive materials- the knowledge gap between professional educators and caregivers was eliminated. Continuity and accountability were promoted through follow-up systems, including messaging group and periodic review of the progress. Nevertheless, parents noted such disadvantages as limited contact and absence of specific written strategies. Others said they would require further step-by-step instructions even though they were being guided on how to cope with the high level of learning at home. On the whole, this goal indicates that counselling and PTMs are influential facilitators of parental competence. Once special educators develop a mindset of coaching, that is, providing emotional and instructional support, parents become not passive participants of inclusion but active partners of special educators.

Objective 3: To identify the challenges & strengths of parents in implementing teacher-guided home strategies for promoting inclusion.

Table 3: Thematic Analysis of Parental Challenges, Coping Strengths, & Awareness Development

Theme	Sub-theme	No. of Parents (n)	Percentage (%)	Example Codes (from Interviews)
Parental Challenges	Time constraints, limited awareness, inconsistent routines	23	58%	"After office hours, I'm exhausted." / "I'm not trained like teachers."
Emotional Strain	Stress, guilt, fear of failure, social stigma	20	50%	"Sometimes I feel helpless." / "Relatives blame my child for being lazy."
Resource Constraints	Lack of materials, digital devices, or financial limitations	18	45%	"We can't afford new learning software." / "No quiet space for study."
Strengths and Coping	Increased patience, empathy, self-learning from teachers	21	52%	"I've learned to stay calm." / "I now understand her pace."
Empowerment through Awareness	Counselling-led confidence, acceptance of child's uniqueness	19	48%	"Counselling changed my perspective." / "Now I focus on her effort, not marks."

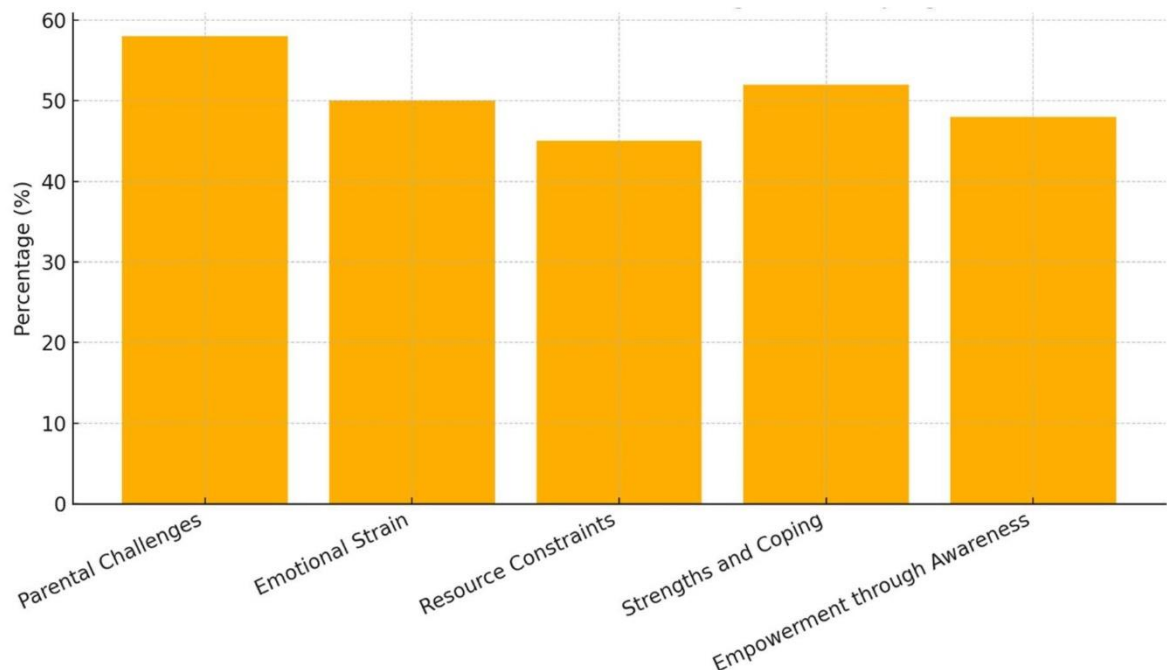


Figure 3: Thematic Distribution of Parental Challenges and Coping Strategies

In spite of their strong desire to help, parents faced a number of challenges with assisting their children in academic and emotional development. Time constraint, poor training and awareness of specific learning strategies were the greatest challenges. The impact of emotional exhaustion and stigma of society only added to these challenges; particularly affecting working parents. Nevertheless, the qualitative data also indicated strong strengths--parents were emphatic, patient, and self-educated. Several of them stated that counselling sessions enabled them to better their emotional control and acceptance of child with unique learning style. As time progressed, parents were able to change their anxiety into empowerment in inclusion as partners. This change was explained by the fact that the contact with special teachers was constant, and the child was exposed to positive school conditions. Therefore, the results highlight the importance of systematic parental counselling, network of peer support, and provision of resources as a means to maintain long-term inclusion. Parents that are emotionally stable and knowledgeable in the field are considered the best advocates and educators of their children with SLD.

Discussion

This paper examined how parents can be used to assist in the academic and emotional needs of children with Specific Learning Disabilities (SLD) in inclusive schools of Delhi in an exploratory mixed-method design. The discussion proved that inclusive education cannot only succeed based on accommodations in the classroom, but on parental involvement being active and ongoing. The results have clearly shown that parents are co-educators and emotional facilitators who are at the forefront to make sure

that the learning process continues outside the classroom. Most of the parents were highly involved in home-based education and they used visual aid, multisensory and a systemic routine. The results are not strange to the researchers by Guo and Xie (2024), who also stressed that home-based parental involvement improves cognitive abilities and emotional adaptation of children. The participation of parents was not just in terms of conventional homework assistance, but they also showed emotional sensitivity, reassurance, and praise which strengthened the fact that emotional stability is the cornerstone of academic achievement among children with learning problems. The discovery that special educators have a transformative effect in enhancing parental involvement was also important. Individualised home-intervention plans, counselling sessions, and parent-teacher meetings (PTM) was used to assist parents in comprehending the SLD, dealing with behavioural issues, and harmonizing home-based learning with classroom objectives. This is in line with Khanna and Singh (2025), who discovered that, lessening parental confidence and involvement is bolstered by collaborative communication between parents and teachers. Nevertheless, the current research found out that further systematic follow-ups, instructions in writing and ongoing feedback were needed to make home-based interventions consistent. The paper also revealed the complicated emotional process of parents. Most of them claimed to have experienced frustration, guilt, and exhaustion at the initial stages of their children learning process but they reported to be more patient, accepting and resilient through frequent counselling. This emotional change meets the idea of parental self-efficacy, which implies that empowerment will be formed when parents are regularly provided with professional advice and emotional support. The constraints of time, little knowledge, social stigma, and absence of specialized resources remain potential obstacles to inclusive practice in the home. These are the typical problems of the structural loopholes of the inclusive system in India, in which parental counselling and awareness education is not still institutionalised. The statistics underscore the fact that even enthusiastic parents cannot perform without expert assistance, which points to the necessity of schools as the environments of constant learning of the families and not only of students. Comprehensively, the discussion supports the idea that inclusion is co-ecosystem. The teacher mediates the teaching process, the parent mediates the investing and nurturing process and the child thrives in a nurturing and emotionally supportive atmosphere. Inclusive education should therefore not be about policy conformance but it should be about the establishment of long-term relationships between home and school. To sum up, this paper presents parents as fundamental supports of inclusion coaches, caregivers, and advocates as they implement teacher strategies into everyday support. Structured counselling, training of home-intervention and community sensitization of them makes them very important in the achievement of the objectives of equitable and holistic education of children with SLD in the inclusive schools of Delhi.

Major Findings

In the current exploratory mixed-method research on Contribution of Parents in Accommodating Academic and Emotional Needs of Children with SLD in Inclusive Schools of Delhi the following key results were found:

Active Parental Academic Support: (75%): The majority of parents (75% of the participants) helped their children with homework, writing, and reading. Visual or multisensory techniques were employed by approximately 70 percent and the routines were held together by 68 percent. Parents were quite successful in taking the learning of the school outside the classroom, the gap between the classroom learning and the individual practice.

Emotional Reinforcement as a Foundational Factor: Approximately 82 percent of parents indicated that they were always ready to give praise, encouragement and emotional reassurance. This emotional

engagement was identified to improve self-confidence, decrease anxiety, and maintain learning motivation in children with SLD.

Co-operation with Special Educators: More than 70 percent of parents had attended a PTMs and counselling session, and 65 percent were provided with written/oral home-intervention programmes. The interactions also enabled parents to learn about SLD, to implement effective strategies and to communicate with teachers on a regular basis. Nevertheless, numerous parents said that they should get follow-ups more often and that guidance should be more structured.

Parental Barriers and Challenges: 58 percent of parents with motivation had challenges related to the size of the time constraint, emotional burnout, a lack of awareness, and scarce resources. Consistent engagement was also curtailed by social stigmatization and the lack of understanding about SLD.

Parental Empowerment and Growth: In the long run, parents who experienced the counselling sessions and school-based sensitization programs became more patient, accepting and self-confidence. Most of them switched to guilt to empowerment as a sign of emotional maturity and adjustment.

Role of the Counselling and Home-Intervention Programs: There was an enhancement in the awareness of the parents of their child as to its strengths and weaknesses as well as the use of practical methods of home instructions by the special educators. Home-intervention programs were considered as valuable intermediaries between school-based and home-based learning.

Integrated Perspective: The analysis showed that there are five general dimensions of parental contribution, which include academic engagement, emotional support, collaboration with educators, parental challenges and empowerment through awareness. These interconnected dimensions have become the basis of sustainable inclusive education.

Educational Implications

The results of this research have significant implications on the development of inclusive education in India especially in the case of inclusive schools in Delhi. These findings clearly indicate that to achieve effective inclusion, close collaboration between parents, special educators, and schools is needed. Hence, schools should systematize routine parental counselling sessions and parent-teacher collaboration programs in order to make parents aware of the learning profile of their child and the programs of intervention required.

Schools' ought to build well organized home intervention strategies that are easy to follow and at the same time realistic so that the parents can be able to support what is taking place in the classroom. The inclusion of multisensory teaching methods, behaviour management, and emotional self-control in parents should be part of the inclusive school operations. Also, support networks and peer groups that would help parents should be developed to decrease emotional stress and facilitate learning experiences. There should also be teacher training programs which entail modules on parentally collaboration and counselling techniques and thus special educators should be prepared to counsel families in a humane and professional manner. Lastly, the education policy makers must acknowledge the parents as co-teachers in the inclusion models and invest resources to provide ongoing training and support to parents. Enhanced triadic interrelationship among school, teacher and parent will make sure that children with Specific Learning Disabilities will have both academic and emotional support.

Conclusion

The current exploratory mixed-method research was aimed at looking at the role of parents in facilitating both academic and emotional requirements of children with Specific Learning Disabilities (SLD) attending inclusive schools in Delhi. Quantitative results combined with qualitative ones have shown that effective inclusion is based on parental involvement. The parents do not only help their children in school but are also the stable emotional support of the children between the interventions in school and learning at home. The study noted that the two parental roles as co-educators and emotional caregivers have a significant contribution to the academic performance and psychological health of SLD children. Most of the parents were actively involved in the learning exercises of the child such as supporting reading, routine routines, and applying the multisensory strategies prescribed by special educators. Emotional reassuring, encouraging, and patience were found to be equally important, as children were able to get over fear, anxiety, and frustration that are often related to learning difficulties.

The other key finding made on the basis of the research is that parental attitudes and competencies are changed by counselling and working with special educators. Routine parent- teacher meetings (PTM), counselling activities and personalized home-intervention strategies assisted parents in the building of a superior knowledge on the strengths and weaknesses of their child. These communications did not only enhance the teaching abilities of the parent, but also enhanced emotional attachment, creating an atmosphere of trust and acceptance. Nevertheless, a lot of parents also mentioned that they were in need of more guided follow-up programs, support of resources, and ongoing school feedback. The results also highlighted that some of the parents still had issues with awareness of SLD, time, societal stigma, and emotional exhaustion. However, regardless of these limitations, the researchers observed impressive adaptability and resilience of parents. Most parents talked about having gone through a process of change- feeling confused and guilty to being confident and empowered- as a result of being exposed to inclusive practices in schools and professional advice.

Finally, this study confirms the fact that inclusive education can never fulfil its potential when parents, teachers and schools act as partners. The empowerment of parents based on counselling, training and communicating with them enables them to create a model of effective home-based interventions and offer emotional stability to their children. The research suggests the establishment of organized parent engagement initiatives, the establishment of parent counselling courses in the school systems, and teacher parent collaboration as the characteristics of inclusive education. After all, educational reforms are not the only determinant of the success of inclusion, but the relations between humans based on understanding, empathy, and mutual responsibility towards the right of all children to study and succeed.

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