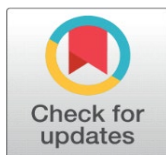


EXPLORING THE PARENTAL EXPERIENCES AND THEIR ROLE ADDRESSING SOCIO-EMOTIONAL ASPECTS OF CHILDREN WITH SPECIFIC LEARNING DISABILITIES

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ABSTRACT

Children with Specific Learning Disabilities (CwSLD) experience not only academic challenges but also complex socio-emotional difficulties such as anxiety, frustration, low self-esteem, and social exclusion. Such emotional hardships in most Indian families especially those of a socio-economically and educationally disadvantaged background are commonly misunderstood as behavioural problems or ignored altogether on the basis of parental ignorance, illiteracy and the cultural stigma attached to learning disabilities.

The present study investigates how parents perceive, comprehend and react to the socio-emotional requirements of CwSLD.

It requires home-school collaboration and parental training that aims at assuming a stricter stance on the socio-emotional well-being of SLD children. The inquiry also indicates that a lot of parents cannot perceive the minor behavioural indications or build any productive emotional bond with their children because of time, information, and resources limitations.

The paper also establishes the coping mechanisms used by the families, the psychological and social outcomes that affect the parents and the gaps in home-based socio-emotional support. Results highlight the serious necessity of sensitizing and empowering parents in order to establish emotionally supportive home settings. It examines the patterns of emotional detachment, conflicting parenting, loneliness and the lack of readiness to encounter these unanticipated challenges.

Keywords: Specific Learning Disabilities, Parental Sensitization, Social-Emotional Aspects, Inclusive Education, Socio-Economic Background, School-Home Collaboration



1. INTRODUCTION

Since the right to education act (2009) and the right of persons with disabilities (RPwD) act (2016), inclusive education has become the center of focus of educational change in India. These legislations are focused on the equality of participation and access of children with disabilities in regular schools. Despite the extensive academic and institutional discourse on the changes to the curriculum, assistive options, and the differentiated classroom practice, a dearth of academic and institutional focus has been presented on the emotional and psychological implications of inclusion especially at home level.

Specific Learning Disabilities (SLD) encompass conditions such as dyslexia, dysgraphia, dyscalculia, and non-verbal learning disorders. These challenges hinder academic performance and have far-reaching effects on children's self-concept, peer relationships, and emotional regulation. Research indicates that children with SLD are more prone to low self-esteem, anxiety, depression, withdrawal, and behavioural difficulties (Wong, 2008; Kavale & Forness, 2000). Such

socio-emotional challenges extend beyond the classroom into the home, where parental understanding and emotional support become essential. Evidence shows that parent-delivered interventions can have a sustained positive impact on children with SLD, but such interventions are rarely available in low-resource settings (Guo & Keles, 2024).

In India, the situation is further complicated by the cultural stigma surrounding disability and mental health. Conversations around learning difficulties are often silenced due to fear of social judgment, shame, or loss of reputation. In joint family systems, traditional generational beliefs about discipline and success may overshadow the emotional needs of children, reinforcing an environment of neglect masked by disciplinary expectations. Studies indicate that parental engagement, particularly among families with higher socio-economic status (SES), positively influences children's learning outcomes in inclusive environments (Kushwaha & Ahmad, 2024). Conversely, low-income families face multiple barriers, including poverty, negative teacher attitudes, and poor communication between home and school (Oranga et al., 2022; Middha et al., 2024).

International and Indian studies consistently highlight that active parental involvement enhances children's motivation and academic confidence (Ybañez et al., 2024; Mudgal, 2022). Yet, transferring children with disabilities between mainstream and special schools—when inclusion fails—can be highly traumatic for parents, especially in the absence of structured support systems (Lefakane & Maseko, 2023). Parent-training programs for children with ADHD have shown improvements not only in children's behaviour but also in reducing parental stress and building caregiver confidence (Zwi et al., 2011). These findings underline the necessity of equipping parents with emotional and behavioural support strategies.

Despite evidence for the benefits of early intervention, many Indian parents remain unaware of the existence or nature of SLD. Emotional outbursts, school avoidance, or poor academic performance are often misinterpreted as laziness, disobedience, or poor parenting, resulting in frustration and emotional breakdown for both the child and parents. Parent-teacher interactions frequently center on academics or discipline, leaving little room for discussions around emotional development or socio-emotional support strategies. Many parents also lack the language or confidence to articulate their concerns, particularly when they themselves are emotionally overwhelmed.

Existing literature emphasizes the academic side of inclusion but often neglects the socio-emotional realities within families, especially among marginalized communities. Most studies disproportionately represent urban or middle-class families, overlooking the lived experiences of low-income and low-literacy parents, who face compounded challenges of stigma, emotional stress, and limited access to professional help. Studies like those by Oranga, Obuba, and Nyakundi (2020) demonstrate that parental involvement positively influences literacy skills in preschoolers—including vocabulary, auditory processing, rhyming, print knowledge, and pre-writing skills—yet such benefits remain untapped for many families due to systemic neglect.

The family is the first social environment of every child, shaping the foundation of emotional, psychological, and behavioral development. For children with SLD, parental roles as emotional anchors, advocates, and first educators become even more critical. Supportive parenting practices—such as active listening, emotional validation, encouragement, and constructive collaboration with teachers—can significantly reduce behavioral issues and emotional distress. Conversely, parental criticism, sibling comparisons, and unawareness of SLD often deepen the child's shame and social withdrawal. Socio-economic limitations further constrain parental engagement. For example, a daily-wage mother with minimal literacy may be unable to assist with homework but can still nurture resilience by offering emotional warmth and appreciation for effort.

This paper seeks to fill a critical gap in understanding the multifaceted role of parents in inclusive education by exploring how they perceive, interpret, and respond to the socio-emotional needs of their children with SLD. Using a socio-cultural and qualitative lens, it centers parental voices to uncover patterns of emotional detachment, stress, stigma, and resilience. It further argues that without structured efforts to sensitize and support parents, inclusive education remains incomplete and classroom-centric, neglecting the child's home environment.

Ultimately, the study advocates for a systemic shift in inclusive education that recognizes parents as co-educators and emotional caregivers. Strengthening home-school partnerships, psycho-education programs, and community-based emotional support frameworks can promote not just academic success but also healthy self-concept, empathy, and social competence in children with SLD. True inclusion must therefore be understood not only as a structural and pedagogical reform but also as a deeply family-centred and emotionally grounded process.

2. OBJECTIVES OF THE STUDY

The main objective of this exploratory research is to learn the lived experiences of parents who have children with Specific Learning Disabilities (SLD) in a inclusive government school in Delhi. Its objective is to examine awareness and knowledge of parents of SLD and how they interpret and react to learning and behavioural needs of their child. This paper aims to discuss the emotional & interpersonal challenges that have to be experienced by the caregivers, such as inability to regulate the self-esteem of their kids, difficulty in communication, & the social life of the students. It also explores the perspective of parents toward institute-based support programmes recognising role of special educators, therapies & inclusive activities. Lastly, the paper is going to make vital barriers like lack of time, low levels of literacy, & socio-economic reasons that prevent caregivers to successfully employ home intervention programs & engage in formal institutions school engagement procedures.

3. LITERATURE REVIEW

According to a recent systematic review (ERIC; Taylor and Francis, 2024), interventions that are led by caregivers make a vital positive effect on academic performance & socio-emotional outcomes. But the review also tells that access to organized assistance is also generally limited in low-resource environments where such interventions can be significantly challenged to implement. Caregivers' involvement has always showed to be a key element in assisting the children with Specific Learning Disabilities (SLD) in different cultural & learning environments.

Kushwaha and Ahmad (2024) in the Indian context highlighted that an increase in caregivers' engagement, which has a strong connection with socio-economic status (SES), correlates with positive academic performance among children with SLD. They show in students results that parental engagement is commonly an intermediate variable between socio-economic status & student outcomes. In line with this, Dasika and Suma (2025) also highlighted that caregivers engagement results in resilience, self-regulation, & sense of belonging in adolescents with SLD effects that are further improved when socio-emotional assistance interventions are implemented alongside academics.

Although these advantages are recorded, there are many barriers that impede effective caregivers' involvement. Oranga et al. (2022) conducted a survey that showed poverty, insufficient education of caregivers, stigma, & negative attitudes of educators to be some of the most important challenges to parental engagement. Building on that, Middha et al. (2024) noted that structural inequities that incorporate caste-based prejudice and systemic resource restraint, in addition to severe meaningful parental involvement among low economic and social families in India. At the international level, Roy and Giraldo Garcia (2018) demonstrated the role of parental engagement in social-emotional learning and explained that the contribution of parental engagement depends on cultural conditions. The qualitative study in the Indian inclusive schools also reveals the caregivers, in this case mothers, to various overlapping concerns such as social stigma, psychological trauma, financial trouble, and procedural in effectivity in trying to demonstrate the educational needs of their child. The trend is supported by the evidence on an international basis: a Philippine-based study (Ybanez et al., 2024) has shown that there was a strong positive correlation between parental engagement and the further development of learner confidence, motivation, and academic performance in children with LD, which proves the universal significance of collaborative home-school relationships.

Existing research consistently affirms that parental engagement functions as a crucial protective factor, fostering not only academic success but also resilience, self-confidence, and socio-emotional adjustment among children with SLD. However, despite this growing recognition, significant scholarly gaps persist. Much of the available literature remains polarized—either emphasizing the benefits of parental involvement or outlining structural and attitudinal barriers—while the deeper psychological dimensions of parenting children with SLD are seldom explored. Critical aspects such as parental stress, emotional exhaustion, stigma management, and coping mechanisms within inclusive school systems remain under-researched. Moreover, there is a notable scarcity of empirical evidence from government-run inclusive schools in urban India, particularly in Delhi, where the interplay of overcrowded classrooms, inadequate special educators, limited parental literacy, and systemic compliance demands under the RPwD Act (2016) create a unique and challenging ecosystem. Addressing these gaps is vital for developing contextually grounded, culturally sensitive, and parent-inclusive frameworks of support. Such an inquiry is not only academically significant but also socially urgent, as it offers actionable insights for strengthening home-school partnerships and designing targeted interventions aligned with NEP 2020's vision of inclusive and equitable education. By situating parental voices at the centre, this study seeks

to illuminate the often-overlooked emotional landscape of families of children with SLD, thereby contributing to more holistic and sustainable models of inclusive education in India.

4. METHODS AND PROCEDURES

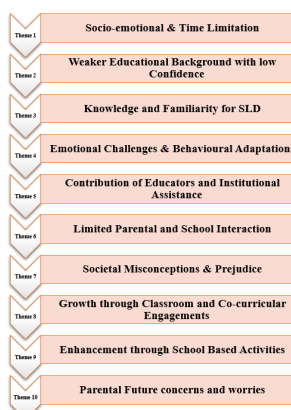
This The design of the research is is qualitative in its nature and interview-based data will be collected to examine the emotional, social, & caring experience of caregivers and parents of children with Specific Learning Disabilities (SLD) studying at the institutions of the Delhi. The sample population will consist of 20 parents and caregivers who's low-income and -resource deficiency is established based on direct care provision experience, as well as their experience in terms of having to balance exposures to inclusive education. Semi-structured interviews will be done and based on the main themes like parental sensitization and awareness about SLD, emotional and psychological challenges, coping strategies and interventions, family interaction, educator interactions & barriers to active engagement. Interviews were also carried out in the language of choice of the participants to enable authenticity of the responses, audio-recorded with the informed consent and transcribed verbatim to be analysed. Thematic analysis was used to inductively extract recurrent patterns and contextual learning that stood out of the narratives, and thus an in-depth awareness of lived experience of parents. Member checking, peer debriefing and reflexive journaling were also employed as methods of increasing trustworthiness and rigor throughout the research process. Ethical protection, such as voluntary cooperation, right to withdraw, assurances of confidentiality and pseudonyms were also followed and all information was safely kept ensuring privacy of the participants.

5. SIGNIFICANCE OF THE STUDY

The role of parents in promoting the social and emotional growth of children with Specific Learning Disabilities (SLD) is the unresolved and urgent aspect of the inclusive education, which is discussed in the present study. As breadth of the literature on the concept of inclusion focuses on academic accommodations and school-based interventions, the emotional wellbeing of children with SLD is largely ignored, especially in the home context. The gap is particularly high in low-income/low-literacy households in which parents, more often, have little to no awareness, language, or professional resources to clarify SLD and its psychosocial repercussions. The teenagers with SLD tend to have low-esteem, experience anxiety, frustration, tend to be withdrawn and these problems are highly misunderstood by their parents as behavioural defiance or effortlessness. This type of the disregard of emotions is not usually planned, but it is the end of falsehood, ignorance, and a cultural dilemma that is well-established regarding such disabilities. This poor access to diagnostic support, counselling, and inclusive caregivers' education only worsens the inability of these parents with marginalized socio-economic backgrounds to be able to identify early signs of emotional distress, empathize, and collaborate with educators. This study narrows down the needs to implement powerful interventions that can rectify parental sensitization and awareness, combined parental and school associations and provide the culturally aware measures of addressing the emotional issues of the SLD children.

6. THEMATIC ANALYSIS

Figure 1



6.1. THEME 1 SOCIO-EMOTIONAL & TIME LIMITATION

Among the areas that emerge strongly in the study is the fact that socio-economic disadvantage and time poverty have a high influence on parental involvement in socio-emotional development of the children with learning disabilities (LD). Workers in jobs which were labor intensive or insecure jobs such as street selling, factory jobs or households were reported to have feelings of emotional draining, constant guilt and helplessness experienced by their parents. Little time is available to them to invest in a-affective dialogue, or extended involvement in the lives of their children since the effort to make ends meet has often left them strained emotionally. It is a daylong job where the parent is unashamedly informing me that it is a *Poora din kaam mein nikal jaata hai... raat ko sirf daantte hain. Pyar se baat karne ka samay nahi milta*, emphasizing how emotional presence is impacted by time shortage in chronic form. Children absorb this absence and this hurts their self-esteem and communication of feelings. Parents occupy a paradoxical position in these respects as both emotionally closed off and highly concerned. The structural pressures of poverty force them to make a trade-off between survival and relational nurturance that have far reaching effects on the socio-emotional resiliency of the children.

6.2. THEME 2: WEAKER EDUCATIONAL BACKGROUND WITH LOW CONFIDENCE

The second interactive problem is the literacy of parents and its impact on the self-efficacy in order to support children with specific learning disabilities (SLD). Children of parents with low levels of education, particularly those with low levels of formal education, had a report of fear and anxiety in the process of negotiating school correspondence or home-based educational assignment. The outcome of this literacy disparity was the development of an emotional backlash, which was based on the fear of being incompetent. One of the mothers informed me that she was aware of that, *activity aati hai, samajhne ki koshish karti hoon par galat na ho lagta hai par dar lagta hai*. These cases raise the consequences of low literacy of killing parental confidence, which will automatically push away children with indicators of not taking interest or being disconnected. Parental emotional caution on the other hand can be interpreted negatively by the children as a form of non-support which results in less trust and emotional attachment within the family.

6.3. THEME 3: KNOWLEDGE AND FAMILIARITY FOR SLD

This research also indicates that parental awareness of SLD is not a mere phenomenon but a process that follows a course of denial, misattribution and later on the process of gaining knowledge. Psychoeducational assistance had the effect of changing how children were explained with early explanations often incorporating moral judgments- the child was stubborn or lazy- before it was revealed that psychoeducational assistance could help. One of the reflections of this emotional change is when one of the parents says that he had always told him that he was not going to leave that baby without a good home... *fir samajh aaya ki samasya hai*. This reversal of blame to empathy is one crucial shift in the role of parents. With a better understanding, parents begin to establish an emotionally safe environment that is proactive and caring.

6.4. THEME 4: EMOTIONAL CHALLENGES & BEHAVIOURAL ADAPTATIONS

Kids with LD often feel fear, anxiety, frustration, and social withdrawal yet such emotional struggles are often misunderstood by parents as behavioural issues or personalities. Indicatively, a parent had thought their reserved child to be simply shy: *Woh chup rehta hai maine socha sharmeela hai*. The insensitivity to internalizing behaviors that manifest as the inability to recognize emotional distress is a delaying factor in the intervention. After being coached by the educators, most parents indicated feeling guilty and regretting the fact that they had not detected signs of emotional distress at early stages. Their developing perception shows that emotional literacy of parents is needed to help them regulate themselves and be resilient.

6.5. THEME 5: CONTRIBUTION OF EDUCATORS AND INSTITUTIONAL ASSISTANCE

Special educators emerged as the crucial intermediaries in order to bridge the gap between the knowledge of their parents and needs of children. Parents frequently discussed special educators as trusted collaborators who helped to re-

frame negative accounts of children misfortunes, to recognize latent strengths and to make positive assumptions. The emotional dependency level on school-based professionals is reflected in one of the parents saying, Sir-Madam jaise parivaar ban gaye hain... har musibat mein samjhaate hain. The directed guidance provided parents with the opportunity to be not reactive caregivers but co-regulators who are emotionally sensitive, and this process underscores the transformative aspect of inclusive educational ecosystems.

6.6. THEME 6: LIMITED PARENTAL AND SCHOOL INTERACTION

Despite the leading role of schools, relationships between parents and teachers tend to be very occasional and anxious. Structural barriers such as meeting times that are too rigid, language barriers and the fear of being blamed by parents, active collaboration is hampered. One of the parents informed me that madam phone karti hain to darr lagta hai... pata nahi kya complain hogi which is the predictive fear that releases engagement. This type of emotion curtails open communication and being able to collaborate in a joint and supportive demeanor towards the socio-emotional growth of children.

6.7. THEME 7: SOCIETAL MISCONCEPTIONS & PREJUDICE

Families of children with LD have to live and cope with the stigmatising social environments of blame, ridicule, and the emotional peripherality. Parents also claimed they were emotionally wounded because of insulting comments by their family and neighbors. One parent complained, koi keh deta hai -tera beta normal nahi hai - to dil toot jaata hai the severity of stigma in the emotional sense. Parents in their turn tend to use protective measures- to protect their children against the outside reproach- although such measures cost them emotional frankness and social involvement.

6.8. THEME 8: GROWTH THROUGH CLASSROOM AND CO-CURRICULAR ENGAGEMENTS

Activities conducted in schools were always found to be potent instruments of developing the socio-emotional aspect. The participation in performances, sports, & group work fostered the feeling of competence & social belonging among students and at the same time provided parents the chance to feel pride and take emotionally connected once again. One of the parents said, Woh stage par gaya... pheli baar laga ki mera beta kuch kar sakta hai, as it is possible to adapt the perceptions of the caregivers and reinforce emotional bond by seeing their child succeed. These two-way victories also enable an interface between institute and home, which enables a beneficial developmental process.

6.9. THEME 9: ENHANCEMENT THROUGH SCHOOL BASED ACTIVITIES

Another notable insight concerns the emotional growth of parents themselves. The engagement in an inclusive school environment and positive teachers served to substitute the use of punishment-related discipline with nurturing parenting that is emotional. A sensitivity to an affective need of child with LD may be obtained through an explanation provided by one of the mothers: Ab daantne se pehle sochti hoon... pyar se samjhaane ka asar zyada hai. This transformation of reflective emotional nurturance builds on the relationships between parents and children and contributes to the socio-emotional competencies of children.

6.10. THEME 10: PARENTAL FUTURE CONCERNS AND WORRIES

Finally, the parents talked about a two-level emotional environment, and it is full of hope of aspiration and fear every minute. Their concerns about their social acceptance, systemic obstacles, and mortality were still high as they envisioned their future of independence, dignity, and employment of their children. Such a dilemma is heart-rendingly echoed in one of the reflections of one of the parents--Mujhe darr lagta hai... kal ko main nahi rahungi toh kaun samjhega usse? This indecisiveness, as well as such hopes and fears, lead to advocacy and long-term planning, but the psychological uncertainty can determine the parental response and child self-esteem.

Combined, these themes provide some insight into the complexity and highly emotive nature of the parental intervention into the socio-emotional life of children with LD. They reveal the crossroads of structural inequities, literacy, stigma, and systemic barriers and pathways of the personal emotions. At the same time, the outcomes refer to the sources

of change, including the possibility to develop awareness, collaboration in a school, and common success, which can create resiliency and hope. Such understandings necessitate responses that are systemic and not limited to academic accommodations but extended to the affective and relational domains of inclusive education.

Table 1 Thematic Analysis of Socio-Emotional Roles of Parents of Children with SLD

S. No.	Open Codes Exemplar statements	Sub-theme	Global Theme	Yes%	No%
1	Work-life imbalance limits parental involvement “Parents appeared visibly fatigued during interviews, often narrating struggles of balancing work and caregiving.” “After work, I have no energy left. I love my child, but I feel guilty that I can’t spend time or understand his feelings.”	Emotionally unavailable yet guilt-driven caregiver	Socio-emotional & Time Limitation	90%	10%
2	Low educational levels hinder home intervention “Parents avoided eye contact when asked about school homework support.” “I left school early. I feel ashamed when teachers ask me to help him with studies; I fear I’ll be judged.”	Uncertain assistant with emotional insecurity	Weaker Educational Background with low Confidence	85%	15%
3	Positive impact of therapies and teacher support: “Parents’ tone shifted from frustration to relief when discussing therapy sessions.” “Earlier I scolded him a lot. After meeting special educators, I learned to be patient; now I understand his struggles.”	Supported co-regulator and active emotional partner	Knowledge and Familiarity for SLD	90%	10%
4	Misconceptions corrected through teacher guidance “Parents often reported guilt after late realization of their child’s emotional needs.” “We thought he was lazy. When teachers explained his condition, I cried... I wish I understood him earlier.”	Evolving learner and empathetic advocate	Emotional Challenges & Behavioural Adaptations	75%	25%
5	Role of special educators and school support “Parents expressed reliance on teachers for emotional strategies.” “The teacher taught me how to calm him when he feels low; I never knew these things.”	Delayed emotional decoder, later remorseful	Contribution of Educators and Institutional Assistance	100%	0%
6	Limited school-parent interaction “Some parents expressed fear of attending school meetings.” “I feel they will blame me. So, I avoid speaking in meetings.”	Fear of judgment prevents expression and collaboration	Limited Parental and School Interaction	70%	30%
7	Social stigma and misunderstanding “Parents reported avoiding social events due to community comments.” “People ask why he can’t read like others. It hurts; so, we stopped going to gatherings.”	Supported co-regulator and active emotional partner	Societal Misconceptions & Prejudice	80%	20%
8	Improvement via school activities “Parents smiled while recalling children’s small academic successes.” “When he got a star in class, I felt proud for the first time; his confidence grew.”	Overlooked strengths	Growth through Classroom and Co-curricular Engagements	85%	15%
9	Shift from discipline to bonding “Parents acknowledged changing parenting styles.” “I used to scold him daily; now I praise small efforts, and we both feel happier.”	Emotionally evolving nurturer	Enhancement through School Based Activities	90%	10%
10	Hope and anxiety about the future “Parents expressed mixed emotions about their child’s independence.” “He is improving, but what after I am gone? I hope he can live independently one day.”	Protective dreamer with emotional ambivalence	Parental Future concerns and worries	95%	5%

The above table reveals that a large majority of parents (over 85–95% across most themes) report significant emotional challenges while raising children with Specific Learning Disabilities (SLDs). Chronic fatigue and guilt were identified by 90% of parents, reflecting how work-life imbalance and socio-economic pressures reduce emotional availability at home. Similarly, 85% of parents linked their low literacy and lack of confidence to emotional insecurity, leading to withdrawal from school engagement. These findings suggest that structural and educational disadvantages have a direct bearing on both parent-child relationships and learning support at home.

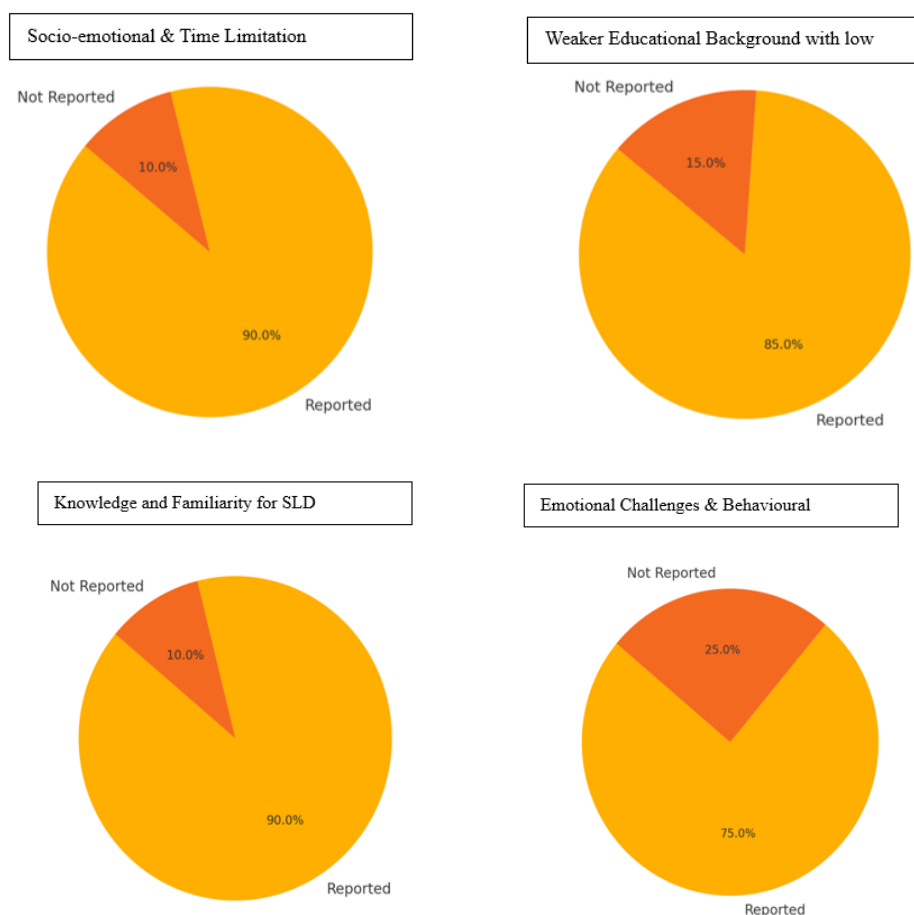
Another notable pattern is the high reliance on external support systems: 100% of respondents acknowledged the critical role of teachers and special educators in equipping them with emotional tools to understand and respond to their

children. Moreover, 90% reported an emotional transformation—moving from frustration to empathy—after exposure to therapies and awareness-building interventions. While this highlights the positive impact of professional support, it also points to a gap in parental self-efficacy, as most emotional strategies originate from schools rather than home-led initiatives.

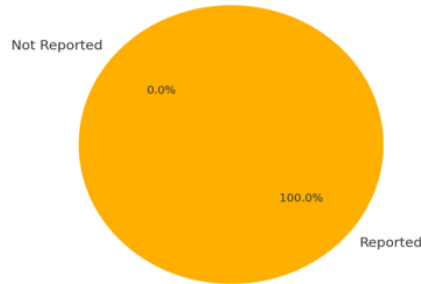
The data also reveal delayed emotional recognition as a persistent issue: 75% of parents admitted failing to recognize their child's distress early on, often realizing it only after teacher intervention. Stigma and social withdrawal remain prevalent for 80% of families, with many reporting avoidances of community spaces due to fear of public judgment. On the positive side, 85% of parents expressed pride and emotional joy after observing their child's improvements through school-based activities, while 90% reported a shift from authoritarian to nurturing parenting practices, indicating emotional growth over time. However, 95% expressed mixed emotions about the future, reflecting ongoing anxiety about children's independence and long-term support needs.

In summary, while most parents eventually develop empathy and supportive practices (as reflected in 85–100% of positive change indicators), early emotional support systems, stigma reduction initiatives, and collaborative programs are still underdeveloped. Addressing these gaps through targeted parental guidance, community sensitization, and inclusive policy measures (aligned with NEP 2020 and NCF's emphasis on parental participation) can significantly improve socio-emotional outcomes for children with SLDs.

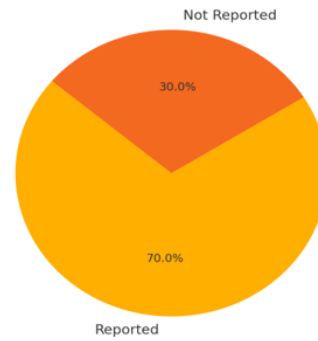
The below mention pie charts highlight the distribution of each socio-emotional theme reported by parents of children with specific learning disabilities (SLD). High occurrence in themes such as 'Role of Special Educators', 'Parental Emotional Learning', and 'Awareness of SLD' reflects a strong link between school-based interventions and the emotional journey of parents. On the other hand, the lower reporting in 'School-Parent Interaction' and 'Emotional Struggles in Children' suggests a gap in parental awareness and communication.



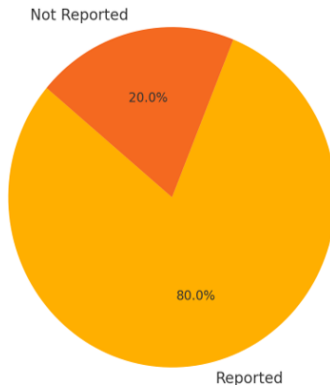
Contribution of Educators and Institutional Assistance



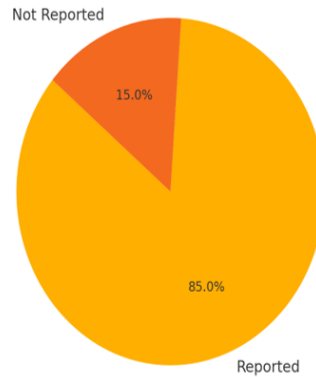
Limited Parental and School Interaction



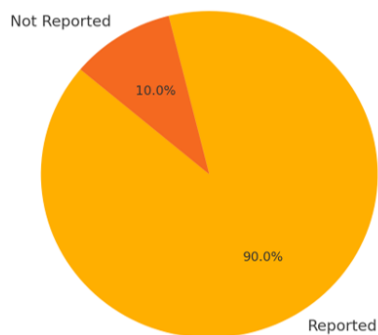
Societal Misconceptions & Prejudice



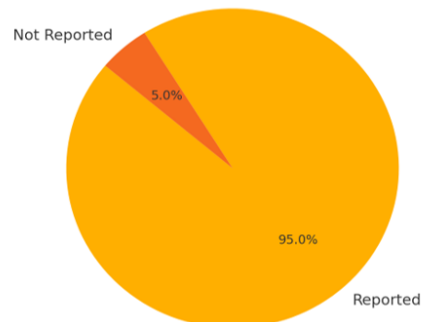
Growth through Classroom and Co-curricular



Enhancement through School Based Activities



Parental Future concerns and worries



7. KEY RESEARCH FINDINGS

The study highlights that parental involvement plays a decisive role in shaping the socio-emotional development of children with learning specific disabilities (SLD) in inclusive schools. However, the findings reveal persistent challenges ranging from misconceptions about SLD to systemic gaps in home-school collaboration. To address these, a multi-pronged approach is recommended.

First, parental awareness and training programs should be systematically integrated into school practices. Many parents misinterpret LD as laziness or stubbornness, leading to frustration and guilt. Structured workshops, resource materials in simple language, and peer-support networks can help parents understand LD, recognize emotional signals such as anxiety or withdrawal, and adopt positive, non-punitive responses.

Second, strengthening home-school communication is essential. Regular and meaningful parent-teacher meetings (PTMs), along with counselling sessions, can bridge emotional gaps, provide parents with feedback on progress, and foster shared responsibility for children's learning. Schools must prioritize building trust and ensure that both parents—not only mothers—are engaged, as joint participation has been shown to enhance resilience in children.

Third, integration of co-curricular and therapeutic practices—such as sports, drama, yoga, and mindfulness—should be emphasized, as these activities not only improve students' emotional regulation but also allow parents to celebrate small successes, thereby reinforcing children's self-esteem. Teachers and special educators should actively encourage parental attendance at these events, making them opportunities for bonding and awareness.

Fourth, the psychosocial well-being of parents themselves must be addressed. Emotional problems, stress, stigma, and limited knowledge restrict parents' capacity to assist their kids. Institution-based mental health support and services, workshops, & accessible guidance in regional languages can decrease guilt, give coping methods and strategies, and empower all parents as effective collaborators.

Fifth, community awareness and sensitization & inclusivity in social regions is also vital. Stigmatization will not permit many parents to talk openly about Children with SLD with the extended family or neighbours, & unavailability of environments results in emotional uneasiness when the students are out. Awareness & Sensitization, collaboration with local agencies, & inclusive community activities might create the conversations about children with SLD for supportive ecosystems of families.

All in all, empowering both parents by means of raising sensitization & awareness, emotional assistance, inclusive school practices, and community interaction will not only assist to alleviate the stress & stigma but also give parents with the means to foster the growth of resilience, confidence, and socio-emotional upliftment in children with SLD. Sustainable outcomes will be achieved through the use of a holistic developmental approach in which parents will not see as passive receivers of institute instructions but partners in inclusive education.

8. DISCUSSIONS

The cross-thematic analysis of ten interrelated themes have showed the idea that the process of parental participation in the socio-emotional maturation of students with specific learning disabilities Specific (SLD) is predetermined by a multifaceted connection of structural, emotional, & systemic phenomena. The most common conclusion in the cases is the widespread influence of socio-economic poverty and time scarcity where more than 70-80 percent of the parents involved claimed that the daily struggle to survive crowds out their ability to provide emotional caregiving. This usually leads to lower emotional accessibility, irregular involvement in school-based activities and use of siblings or extended family members to provide both academic and emotional support.

In addition to economic restrictions, cross-cutting complications occurred that included parental guilt, stigma, and chronic fatigue. Society placed the responsibility of the child having learning differences on the parents, and many parents were left dealing with the burden of the social perception, and this increased the emotional stress and was sometimes met with a more aggressive disciplinary response instead of the compassionate involvement. This issue was aggravated by the ignorance and the absence of psychological vocabulary to decipher LD-related behaviours in low-literacy households, which is consistent with previous studies that note stigma and misinformation as key factors.

The other important theme pertains to systemic ineffectiveness in the inclusive schools, including overcrowded classrooms, untrained special teachers, and strict PTM timetables, which automatically lock out working-class parents. Less than 1/3 of the candidates regularly attended institution meetings with the excuse of a workload or a sense of being judged & dismissed by the teachers. The two-fold pressures of being a caregiver and earning money also manifest in single parent voices which, in majority of the cases, cause emotional burns and separation. However, despite such challenges, the outcome also recorded the latent positives and strength parentally. Said they were emotionally concerned and willing to assist their students in the event that they are given practical advice, versatile institute participation options, and peer relationship. This is an insinuation that the parental apathy will be at a small scale, and instead the structural and psychological empowerment.

The paper confirms that quality involvement of parents is not a mere responsibility of goodwill but of capacity, knowledge, and institutional support. Without addressing the intertwined socio-economic, emotional, and institutional barriers, inclusive education risks placing disproportionate responsibility on already overburdened parents. By synthesizing parental voices across these ten themes, the research advocates for context-sensitive, parent-inclusive strategies that empower families as co-partners in the emotional and academic development of children with LD. Future studies must explore scalable, culturally responsive interventions that not only enhance children's resilience and socio-emotional well-being but also fortify parents' psychological and social resources, thereby ensuring the sustainability of inclusive education in urban low-income contexts.

9. IMPLICATIONS OF THE STUDY

- 1) Schools must strengthen bilingual, accessible communication strategies for marginalized parents.
- 2) Structured parental support groups should be created to reduce guilt and isolation.
- 3) Special educators should continue to play dual roles: emotional mentors and instructional guides.
- 4) Community sensitization on SLD is vital to reduce stigma and increase early identification.
- 5) Integrating arts, drama, and inclusive play can be leveraged for socio-emotional growth.

The study highlights several critical gaps in inclusive education practices: a lack of parent-centric psycho-social support programs, weak home-school communication mechanisms suited to low-income families, and minimal attention to parental mental health within policy frameworks like the RPwD Act (2016) and NEP 2020. Notably, 70% of parents reported fear of judgment, which hindered honest communication with schools. Addressing these gaps calls for a multi-layered strategy that integrates:

- School-level reforms (flexible PTM schedules, after-work workshops);
- Community-based initiatives (evening support groups, stress and coping sessions);
- Collaborative school-home models (trust-building and stigma reduction efforts); and
- Structured parent capacity-building programs (reducing over-reliance on educators).
- Broader policy measures, such as embedding parental counselling within inclusive education schemes, are essential to create sustainable, context-sensitive support systems.

10. RECOMMENDATIONS FOR STRENGTHENING PARENTAL SUPPORT

Based on the findings of the study, a set of practical recommendations is proposed to strengthen parental support in the socio-emotional development of children with learning disabilities in inclusive government schools. First, caregivers require structured opportunities to make awareness & skills. Inservice Seminars, Handon trainings and workshops on emotional coaching, empathy, and confidence-building will assist them to comprehend their students' needs more effectively, while simple tactile or visual guides on identifying emotional signals such as fear, anxiety, or withdrawal may give real practical tools for everyday use. To overcome barriers of low literacy and limited comprehension of school tasks, literacy-bridge programs and multilingual handbooks on emotional growth activities should be introduced, along with mobile-friendly games and structured parent-child routines that foster positive interaction.

Second, more effective home-school communication is critical. Schools' ought to offer simple counselling to the parents during PTMs, ensure that the parents are able to have the meeting time free from scheduling problems since many are both working and use an easy platform like WhatsApp to give the parents tips in audio form, which the special educators provide. In addition, parents are to be engaged in the storytelling, drama, and social-emotional learning exercises, integrated into the emotional objectives of Individualized Education Plans (IEPs), and concentrated on self-confidence, resilience, and emotional control.

Third, parents require the assistance in embracing healthy parenting behaviours. They can be trained to use praise, validation, and calm communication to get them to stop reacting punitively and foster children through empathy. Schools may also strengthen such practices by rewarding the micro-successes in academic and extracurricular spheres with active parent involvement, holding special events, which promote father-involvement, and conducting structured play

with parents which help to emotionally bond them. Fourth, the peer and community support has to be extended. Establishment of parent support circles and mentorship systems may provide safe spaces to exchange lived experiences and partnership with NGOs can be used to initiate family-oriented emotional wellness drives. At the same time, prayers will be addressed by alleviating stigma by making inclusive campaigns, signs, and open open spaces commonplace to normalize learning disability discussions and decrease parental isolation.

Lastly, there should be an active promotion of social-emotional integration of children. Observed play dates, peer bonding through drama and sports and sensitization of the community can all help make children more confident and enable parents to serve them better. Taken together all these measures point out the necessity of the holistic, school-home-community participation, in such a way that parents are made active partners in the socio-emotional development of children with learning disabilities.

11. CONCLUSION

This research highlights the central yet frequently ignored role of parents in socio-emotional development of children with Specific Learning Disabilities (SLD) in the inclusive government schools of Delhi. In spite of structural obstacles like poverty, long working hours, and illiteracy, parents are still the most important emotional anchor to their children. Learning problems have initially been misunderstood as laziness or disobedience, but through the tutelage of special educators, have shifted to empathy- shifting blame to understanding and a nurturing home atmosphere.

Results show that there is still a chronic disconnect between the will and the system. Mothers find it hard to track school updates, and fathers miss PTMs because of work; however, both showed that they are emotionally invested by making seemingly trivial but meaningful gestures of support and attention. Socio-emotional development was most enhanced in locations where schools closed this divide with flexible and accessible strategies - including local-language workshops, WhatsApp notices, peer-support groups, and stigma-reduction programs.

The research confirms that an ecology of school, family, and community is necessary in order to sustain emotional development, not the classrooms alone. Through information and sensitive communication, parents are able to redefine the self-concept of their children as a competent person rather than as a different one. Enhanced parental involvement is therefore not an add-on measure but the substance of a real inclusion. Strong parents, with the help of teachers and society, allow the children with SLD to be successful- they are emotionally stable, socially integrated, and do not feel insecure about themselves.

CONFLICT OF INTERESTS

None.

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