

Parents and Stakeholders' Perspectives on Early Reading Intervention Implemented as a Curriculum for Children with Learning Disabilities

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Abstract : The valuable partnerships between parents and teachers may develop positive and effective interactions between home and school. This will help these stakeholders share information and resources regarding student academics during ongoing interactions. Thus, partnerships will build a solid foundation for both families and schools to help children succeed in school. Parental involvement can be seen as an effective tool that can change homes and communities and not just schools' systems. Seeking parents and stakeholders' attitudes toward learning and learners can help schools design a curriculum. Subsequently, this information can be used to find ways to help improve the academic performance of students, especially in low performing schools. There may be some conflicts when designing curriculum. In addition, designing curriculum might bring more educational expectations to all the sides. There is a lack of research that targets the specific attitude of parents toward specific concepts on curriculum contents. More research is needed to study the perspective that parents of children with learning disabilities (LD) have regarding early reading curriculum. Parents and stakeholders' perspectives on early reading intervention implemented as a curriculum for children with LD was studied through an advanced quantitative research. The purpose of this study seeks to understand stakeholders and parents' perspectives of key concepts and essential early reading skills that impact the design of curriculum that will serve as an intervention for early struggler readers who have LD. Those concepts or stages include phonics, phonological awareness, and reading fluency as well as strategies used in house by parents. A survey instrument was used to gather the data. Participants were recruited through 29 schools and districts of the metropolitan area of the northern part of Saudi Arabia. Participants were stakeholders including parents of children with learning disability. Data were collected using distribution of paper and pen survey to schools. Psychometric properties of the instrument were evaluated for the validity and reliability of the survey; face validity, content validity, and construct validity including an Exploratory Factor Analysis were used to shape and reevaluate the structure of the instrument. Multivariate analysis of variance (MANOVA) used to find differences between the variables. The study reported the results of the perspectives of stakeholders toward reading strategies, phonics, phonological awareness, and reading fluency. Also, suggestions and limitations are discussed.

Keywords : stakeholders, learning disability, early reading, perspectives, parents, intervention, curriculum

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