

Parental Involvement in Improving Social and Communication Skills in Children with Developmental Delays: A Short-Term Intervention Analysis

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Abstract

This research investigates the impact of parental engagement on the social and communication development of children with developmental delays, using the case of Eleisa, a 2-year-old child diagnosed with Autism Spectrum Disorder. Through in-depth interviews, the study identifies five key themes: the central role of occupational therapy, encountered challenges like tantrums, effective coping mechanisms, strategic communication style adaptation, and observable progress. Occupational therapy emerges as crucial for fostering various skills, conducted weekly with an emphasis on nonverbal communication. Challenges, such as tantrums, highlight the child's struggle to communicate, while effective coping mechanisms and adapted communication styles play essential roles. The absence of gadgets positively influences the child's behavior. Overall, this research provides valuable insights into the complex dynamics of parental involvement in short-term interventions, emphasizing its significant influence on enhancing social and communication abilities in children with developmental delays.

Keywords: Parental Engagement; Developmental Delays; Social Development; Communication Development; Autism Spectrum Disorder; Occupational Therapy; Tantrums; Communication Styles; Nonverbal Communication; Short-Term Interventions

1. Introduction

Eleisa, a 2-year-old girl, was born on February 2, 2021. Her family calls her "Diday", at 1 year old, the mother noted that Diday does not respond to name-calling, frequently flaps her hands, and does not engage in eye contact. At 2 years old, Diday is noted to be walking on tiptoes while on foot. In addition, compared to her twin brother, she cannot follow simple commands and only says the word 'mama'. On June 8, 2023, she was diagnosed with Autism Spectrum Disorder (ASD) and recommended to have Occupational therapy and Speech Therapy to improve social interaction and communication.

Communication is a lifelong learning process beginning at birth. We communicate in many different ways like listening, speaking, gesturing, reading, and writing. Communication abilities help children to learn, form social relationships, express feelings, and participate in everyday activities. Some children, due to cognitive and/or physical impairments, may have difficulty expressing themselves clearly or understanding what is being said to them. For those children, assistive technology can help to develop communication abilities, overcome communication problems, and provide a link between them and their daily life experiences.

Parents are considered an important source of support for the development of children's social skills and the significant role of family educational involvement in fostering children's social skills is well documented (Brajša-Žganec et al., 2019).

Autism Spectrum Disorder (ASD) is a spectral disorder that affects an individual ability to communicate, interact with and relate to others. It affects not only an individual but also the entire family unit. Owing to the nature of this disorder, communication between adults and autistic children can become challenging. Fewster and Gurayah (2015) state that ASD is one of the most stressful childhood developmental disabilities for parents to cope with. The stress on the family can also be felt by the autistic child, both at home and in other common social environments such as school.

1.1 Review of Related Literature

Children with developmental delays often encounter difficulties in acquiring and refining social and communication skills, which can affect their overall well-being. Recognizing the pivotal role of parental involvement, this review focuses on short-term interventions designed to empower parents with the knowledge and skills necessary to enhance the social and communication abilities of their children with developmental delays.

Developmental delays encompass a spectrum of conditions affecting a child's physical, cognitive, communication, social, and emotional development. The challenges posed by these delays underscore the need for targeted interventions to support children in overcoming these obstacles.

Parents, armed with newfound knowledge and skills, can create enriched environments that foster improved communication, social interaction, and emotional development in their children (Jones et al., 2019; Smith & Brown, 2020).

While short-term interventions demonstrate promise, challenges such as sustainability and the need for ongoing support persist. Ensuring that parents can continue implementing learned strategies beyond the intervention period is crucial for the long-term success of the child's developmental progress (Robinson & Garcia, 2021).

Parental involvement can make a unique contribution to the smooth transition to primary school by children (Cook & Coley, 2017). It also has a positive impact on children's smooth and successful transition to primary school. Research has shown that parental involvement is a good predictor of school adjustment in children (Fridani, 2021; Lau and Power, 2018).

Extensive research has indicated that parental involvement is linked to positive outcomes in children with DD, including improved skill acquisition, maintenance, and generalization across the school, home, and community settings (Benson, 2015; Maughan and Weiss, 2017), as well as increased opportunities for social, cognitive, and language development (Schiltz et al., 2018).

According to Indimuli (2022), learners' ability to comprehend improves tremendously when parents assist learners from home, which is reflected in positive academic performance, where test scores in examinations remarkably improve. Additionally, when parents were involved in the academics of learners, the family esteem was elevated, leading to a positive perception of society and the neighborhood (Ntekane, 2018).

Social support theory suggests that parental involvement serves as a salient social resource to support children in addressing learning and social communication challenges, largely determining children's developmental outcomes (Sendra et al., 2020). Parental involvement includes a series of activities conducted by parents at home and school to enhance their children's academic and social development (Seginer, 2006). Parental involvement is related to improved social skills, less loneliness and anxiety, and positive peer relationships, which are necessary for children to improve psychological adaptation and successfully achieve the transition (Garbacz et al., 2018).

Given the lag in language development and the deficit in the social communication of children with ASD, parental involvement in transition improves their psychological adjustment to address problems and challenges in school readiness and adoption (Wang et al., 2020). However, although extant research has focused largely on parental involvement and children's school adjustment in the transition to primary school in typically developing children in China (Chen et al., 2020; Lau, 2014; Xia et al., 2020), studies on samples of children with ASD are ignored. As resistance to change, one of the core symptoms of ASD makes the transition to primary school even more challenging for children with ASD, it is urgent to examine how parental involvement can improve psychological adjustment in children with ASD.

Parental involvement and self-efficacy can improve the psychological adjustment of children with ASD, this positive effect may be weakened and inhibited by the continued accumulation of parenting stress (Holloway et al., 2016; Silinskas et al., 2020). Parenting stress refers to negative psychological experiences, such as anxiety, depression, and self-reproach, associated with the fulfillment of parents' roles (Abidin, 1995; McStay et al., 2014). Several studies have reported that parents of children with ASD suffer from more stress than parents of children without disabilities (Hutchison et al., 2016; Yamane, 2021). Furthermore, the stress of raising a child with ASD may be fundamentally different from that experienced by parents of children without disabilities (Lu et al., 2018; Stephenson et al., 2022).

1.2 Purpose of the Study

This study seeks to explore the influence of parental engagement in a brief intervention designed to enhance the social and communication skills of children experiencing developmental delays. The research endeavors to evaluate the extent to which the active involvement and support of parents can positively affect the social and communication abilities of these children. Through a comprehensive analysis of intervention outcomes, the study aims to offer valuable insights into the potential role of parental engagement as a facilitator for positive developmental outcomes in children facing delays, with a specific emphasis on the effectiveness of short-term interventions.

1.3 Research Questions

Recognizing the crucial role parents play in the lives of these children, particularly within the context of short-term interventions, this research seeks to explore various facets of parental involvement and its influence on the effectiveness of targeted interventions.

The following set of qualitative research questions has been crafted to unravel the diverse nature of parental engagement in the enhancement of social and communication skills of a child with developmental delay:

- What are the specific behaviors and strategies employed by parents during short-term interventions aimed at enhancing social and communication skills in children with developmental delays?
- What are the perceived challenges and barriers faced by parents in actively participating in interventions to improve their children's social and communication skills, considering factors such as stress, coping mechanisms, and family dynamics?
- How do parents adapt their communication styles and interactions with their children with developmental delays in response to the interventions, and what impact does this adaptation have on the child's progress?

1.4 Theoretical Lens

This qualitative research is grounded in the Family Systems Theory. This theory posits that families operate as interconnected and interdependent systems, wherein the functioning of one member significantly influences the dynamics of the entire unit. In the context of children with developmental delays, the Family Systems Theory emphasizes the critical role of parental involvement in facilitating positive outcomes for their children. As parents are integral components of the family system, their active participation in interventions aimed at enhancing social and communication skills in their children becomes essential.

Furthermore, the Family Systems Theory underscores the importance of considering the reciprocal nature of family relationships. It posits that changes in a child's social and communication skills can trigger adjustments in parental behaviors and vice versa. By exploring parental involvement within the context of short-term interventions, this research aims to elucidate the intricate feedback loops between parents and children in families where developmental delays are present.

The theory suggests that interventions targeting parental involvement can potentially create positive feedback loops, fostering a supportive environment that promotes the child's social and communication development. Additionally, this framework encourages an exploration of potential challenges and barriers to effective parental involvement, recognizing that factors such as parental stress, coping mechanisms, and family dynamics may influence the success of short-term interventions. Understanding these dynamics through the lens of the Family Systems Theory will contribute to a more nuanced comprehension of the complexities inherent in enhancing social and communication skills in children with developmental delays through targeted parental engagement strategies.

2. Methodology

This section delineates the comprehensive methodology employed in the qualitative investigation. The study's research design, participants, ethical considerations, the researcher's role, data collection, and analysis methods, as well as the assurance of trustworthiness, are systematically detailed.

2.1 Research Design

This qualitative research will employ a single case study design to explore and understand the lived experiences of an engaged in a short-term intervention for improving the social and communication skills of a child with developmental delays. A case study is one of the most extensively used strategies of qualitative social research. Over the years, its application has expanded rapidly and is now being employed in several disciplines of social science such as sociology, management, anthropology, psychology, and others. (Priya, 2020).

2.2 Research Participant

The primary participant of this study is the mother of a 2-year-old child with developmental delay; with cognitive and language impairment. The researchers gained a broader scope of the real conditions of the communication skills of the child as they interviewed the parent of the child. Hence, the parent has immediate and direct interactions with the child. The interview provided in-depth descriptive information that the researchers obtained through one-on-one interviews with the immediate contact of the child.

2.3 Data Analysis

Thematic analysis will be employed to systematically identify, analyze, and report patterns within the data. This approach allows for a rigorous exploration of key themes and variations in parental experiences, shedding light on the complexities of their involvement in short-term interventions (Braun & Clarke, 2006).

2.4 Trustworthiness of the Study

Integrity and Transparency. Integrity and transparency are essential in the research, so any research-related communication was done with honesty and transparency. Any data and information obtained are strictly kept as is, and the researchers did not use any form of exaggeration or manipulation to their advantage. Furthermore, offensive, discriminatory, or other unacceptable language was avoided in the formulation of the interview questions to ensure propriety and integrate respect for the research and participants.

Credibility. To assure that the data gathered are valid and reliable, pertinent information was gathered from interviews, observations are appropriate and properly documented.

Confirmability: The researchers ensure that all data collected are checked rechecked and documented accurately. Manual verification was observed to ensure that there was no participant researcher bias.

2.5 Ethical Considerations

The participants' well-being and protection are imperative for this study. With this, the researchers imposed these ethical considerations:

Anonymity and Confidentiality. The participants' profiles and privacy are considered of great significance by the researchers. These identifying details remained anonymous to guarantee the protection of the participants by the Data Privacy Act of 2012. The participants are granted permission to attain a copy of their responses from the interview but are restricted from accessing other participants' survey results.

Informed Consent. The awareness of the safety and rights of the participants is the primary concern of this study. The participants were provided with full consent to certify that there was no involuntary participation. Moreover, they were informed about the purpose of their involvement through letters and orientations.

Risk and Benefits. Should there be unusual changes in the participant's behavior and/or emotions, the researchers should assist as they remain updated on their conditions. The participants had the choice to withdraw from the interview at any time and would be assisted to have a post-interview debriefing to ensure their welfare.

Storage and Disposal of the Data. All data collected were stored in a Google Drive with access given only to the researcher/s and the adviser. To ensure that the information will not be exposed to third-party websites or software, the researchers will deactivate the drive account. Once the research study is complete, the recordings and/or notes taken from the interviews will be permanently deleted, that is after completion of the study.

3. Results

In this chapter, the researchers unveil the outcomes of their investigation into Parental Involvement in Enhancing Social and Communication Skills in Children with Developmental Delays. The intervention strategy, derived from insights garnered during in-depth interviews, takes center stage. Our rigorous analysis of the data involved a meticulous examination and extraction of essential concepts. These foundational ideas were meticulously discerned from transcriptions, subsequently forming the basis for the construction of overarching themes.

3.1 Parental Involvement and Intervention Employed in Improving Social and Communication Skills in Children with Developmental Delays

Upon careful examination of the insights shared by the interview participant regarding the dynamics of Parental Involvement in Improving Social and Communication Skills in Children with Developmental Delays, several prominent themes have surfaced. These encompass (1) the pivotal role of occupational therapy as the primary intervention; (2) challenges encountered; (3) effective coping mechanisms, such as a laissez-faire approach; (4) the strategic adaptation of communication styles, and (5) the observable progress resulting from the intervention. These comprehensive themes collectively illuminate the intricate interplay between parental involvement and short-term interventions in fostering positive social and communication development in children facing developmental delays, exemplified through the case of Eleisa Ianne (Diday).

3.1.1 Therapy Engagement

Occupational therapy is pivotal for children with developmental delays, fostering crucial skills for social and communication development. Through targeted activities, it enhances coordination, facilitates instructional understanding, promotes positive social interactions, aids behavioral adaptation, and supports seamless transitions across environments. Integrating occupational therapy into interventions is fundamental for addressing the specific needs of children with developmental delays, contributing significantly to their overall social and communication skill advancement.

In line with this, the participant states that,

“Yes po...Occupational therapy...Ah. For now is once a week Po. Ahhm one hour every Saturday. Sa in terms sa social hmm... ano na... ano lang pod sa iyahang kambal, naga ano Sila mu cooperate man, mo ano man pod si Diday, Gina sundog niya Ang iyang kambal. And then sa communication niya is... dili pa man kaayo siya, di man siya ma ... Oo nonverbal pa man siya, so mostly is hand to hand Ang iyahang ano, So ginakuha niya Ang imohang kamot.”

The primary intervention employed for Eleisa Ianne (Diday) is occupational therapy, conducted once a week for an hour, specifically every Saturday. The therapy sessions involve nonverbal communication, emphasizing hand-to-hand interactions. Strategies include cooperative activities with Diday's twin, where Diday mimics her twin's actions.

3.1.2 Challenges and Barriers

In the realm of developmental delays, challenges, and barriers, such as tantrums and meltdowns, are not uncommon occurrences. Children facing developmental delays often grapple with difficulties in expressing themselves or understanding their environment, leading to frustration and emotional outbursts. Tantrums may emerge as a result of the child's struggle to communicate needs or cope with sensory stimuli. Meltdowns, characterized by more intense emotional reactions, can occur when the child feels overwhelmed or unable to manage their emotions effectively. These challenges are inherent to the developmental journey of children with delays, often serving as indicators of unmet needs or communication gaps.

In line with this, the participant states that,

...so far ha mag cry lang siya kanang shagit shagit niya na cry oohh tapos mura pud siyag mahulog na melt down. Kay dili niya makuha iyaha gusto...Ahhhh 5-10 minutes ana tapos ma okay na siya ma divert iyahang attention magbalik na siyag play muduol siya sa ako.”

Tantrums and meltdowns are perceived challenges, triggered when Diday cannot express her preferences. The most significant tantrums involve crying and shouting, lasting 5-10 minutes, after which Diday tends to redirect her attention to play. Stress is not a notable factor for the mother during interventions, and the challenges are more apparent during tantrums and communication difficulties.

3.1.3 Parental Coping Mechanisms

In navigating the complex landscape of parenting a child with developmental delays, understanding and implementing effective coping mechanisms become paramount. Parents often find themselves at the forefront of managing challenging situations, and their coping strategies play a crucial role in fostering a supportive environment for their child's growth. This theme delves into the ways parents cope with the demands of interventions and the unique stressors associated with raising a child with developmental delays.

In line with this, the participant states that,

“Pasagdan lang siya... tapos pila o how long nag pinakadugay niya nga melt down? Ahhhh 5-10 minutes ana tapos ma okay na siya ma divert iyahang attention magbalik na siyag play muduol siya sa ako.”

The mother employs a laissez-faire approach during Diday's meltdowns, allowing her to self-soothe. Redirecting Diddy's attention towards play helps in calming her after a meltdown. The mother does not experience significant stress in assisting Diday, with the only stressor being the travel to and from therapy sessions.

3.1.4. Communication Style Adaptation

Communication lies at the heart of fostering meaningful connections, especially for children with developmental delays. This theme delves into the nuanced ways parents adapt their communication styles when engaging with their children during interventions. Effective communication strategies become instrumental in addressing the unique needs of children facing developmental delays, emphasizing the importance of tailored approaches.

In line with this, the participant states that,

"Mag storya mi eye to eye... And then sa ano is ano kanang nursery rhymes... Ganahan siya iyahang sundogon Ang mga ...kuan tono."

Eye-to-eye communication and nursery rhymes are integral components of the communication strategy. The mother engages Diday through storytelling, nursery rhymes, and eye-to-eye communication. The absence of gadgets and screen time, particularly the exclusion of the Cocomelon show, has positively impacted Diddy's behavior.

3.1.5. Impact of Intervention on Progress

As parents actively engage in interventions to support their children with developmental delays, understanding the tangible impact of these efforts becomes pivotal. This theme explores the observable changes and advancements resulting from targeted interventions, specifically focusing on Eleisa and her developmental journey.

In line with this, the participant states that,

"Dako siyag tabang kay mag ano na siya sa iyahang ayy mag ano na siya sa iyahang work so mag follow na siyag instruction.. naa na siyay coordination... Nag improved Oo... makipagdula na siya sa mu try na siyag makig dula sa ilaha muduol na siya di pareha sa una na kuhaon niya ang toy tapos mubalhin sa daplin karon mudula muduol na siya."

Occupational therapy has significantly contributed to Diday's improvement in coordination and following instructions. Positive changes noted include enhanced eye-to-eye contact and improved social skills, as Diday now attempts to interact and play with other children. Diday's ability to approach and play with other children has improved, demonstrating the effectiveness of the intervention.

3.1.6. Transition and Improvement

Navigating the transitions in a child's developmental journey, particularly in the context of interventions, is a dynamic and evolving process. This theme delves into Eleisa Ianne's (Diday) transition from one therapy center to another and examines the subsequent improvements observed by her mother. Exploring the nuances of this transition provides valuable insights into the adaptability of interventions and their profound impact on a child's developmental trajectory.

In line with this, the participant states that,

"And then in terms sa intervention kining iyaha start kining iyang occupational therapist... Kadtung June sa may Southern Philippines Medical Center (SPMC) tapos humana among session nagbalhin mi sa CRB Occupational Therapy Clinic... Dako siyag tabang kay mag ano na siya sa iyahang ayy mag ano na siya sa iyahang work so mag follow na siyag instruction.. naa na siyay ano coordination..."

The transition from therapy at Southern Philippines Medical Center (SPMC) in May to CRB Occupational Therapy Clinic has been beneficial for Diday, leading to observable improvements in coordination and work-related tasks. Eye-to-eye contact has noticeably improved, and Diday has become more engaged in social interactions and play with other children.

These extracted themes provide a comprehensive understanding of the intervention's impact on parental involvement, the challenges faced, the coping mechanisms employed, and the observed improvements in social and communication skills in children with developmental delays, particularly in the case of Eleisa).

4. Discussion

The primary objective of this qualitative research was to delve into the intricate dynamics of parental engagement within a short intervention aimed at enriching the social and communication skills of children facing developmental delays. The study sought to assess the substantial influence that active parental involvement and support can exert on the enhancement of these children's social and communication abilities. Utilizing the method of in-depth interview, this research strategically extracted valuable data from the participant possessing significant insights into the experiences under investigation. The tailored questions crafted for the interviews were thoughtfully designed to elicit comprehensive responses, ensuring that the collected information serves as a robust foundation for nuanced analysis and a thorough understanding of the impact of parental engagement on the developmental progress of these children.

4.1.1 Parental Involvement and Intervention Employed in Improving Social and Communication Skills in Children with Developmental Delays

Upon the analysis of the insights gleaned from the interview participant concerning the dynamics surrounding Parental Involvement in Enhancing Social and Communication Skills in Children with Developmental Delays, several overarching themes have emerged. These include (1) the pivotal role of occupational therapy as the primary intervention; (2) challenges encountered; (3) effective coping mechanisms, such as a laissez-faire approach; (4) the strategic adaptation of communication styles, and (5) the observable progress resulting from the intervention. These encompassing themes collectively shed light on the intricate interplay between parental involvement and short-term interventions, highlighting their collaborative impact on fostering positive social and communication development in children confronting developmental delays, as exemplified through the case of Eleisa Ianne (Diday).

4.1.1 Therapy Engagement

The consistent engagement of Eleisa Ianne (Diday) in occupational therapy aligns with the principles of the Family Systems Theory. According to this theory, family members operate as interconnected systems, where the functioning of one member significantly influences the dynamics of the entire unit. In the context of Diday's therapy, the active involvement of the mother and Diday's twin in cooperative activities during sessions reflects the interconnected nature of familial relationships.

Additionally, recent studies such as those by Rodriguez et al. (2019) emphasize the positive impact of consistent and targeted therapeutic interventions on the developmental progress of children with developmental delays.

Consistent therapy engagement, involving both the child and family members, resonates with the Family Systems Theory, emphasizing the interconnectedness of family dynamics. Recent studies, such as Rodriguez et al. (2019), reinforce the positive impact of targeted therapeutic interventions in improving the developmental outcomes of children with developmental delays.

4.1.2 Challenges and Barriers

The challenges and barriers faced by parents, particularly during moments of tantrums and meltdowns, are integral aspects of the family dynamics and the developmental journey of a child with delays. According to the Family Systems Theory, families operate as interconnected and interdependent systems, where the functioning of one member significantly influences the dynamics of the entire unit.

In the context of a child with developmental delays, challenges such as tantrums become shared experiences that require a collaborative and supportive approach from the family system (Minuchin, 1974; Cox & Paley, 2003).

Research by Baker et al. (2019) emphasizes the impact of family dynamics on the behavioral outcomes of children with developmental delays. The study found that a cohesive family environment, marked by effective coping mechanisms during challenging behaviors, positively influenced the child's overall well-being. The ability of parents to navigate and manage challenging situations, as demonstrated by the mother's hands-off approach during Diday's tantrums, aligns with the Family Systems Theory and contributes to a more supportive family environment (Baker et al., 2019; Minuchin, 1974).

4.1.3 Parental Coping Mechanisms

The mother's adaptive coping mechanisms during Diday's tantrums align with principles from the Family Systems Theory. The laissez-faire approach, allowing Diday to self-soothe, reflects an understanding of the interconnected nature of family dynamics. According to the Family Systems Theory, the emotional experiences of one family member can influence the overall family dynamic. Allowing Diday to navigate her emotions independently not only aids in her self-regulation but also contributes to the overall harmony within the family system (Bowen, 1978).

This approach resonates with research by Jones and Prinz (2018), who emphasized the importance of parental emotional regulation in influencing child behavior. The study highlighted that parents' ability to manage their stress and emotions significantly impacts their children's emotional regulation.

The findings underscore the interconnectedness of parental coping strategies and children's emotional well-being, reinforcing the relevance of the Family Systems Theory in understanding and supporting family dynamics (Jones & Prinz, 2018).

4.1.4 Communication Style Adaptation

The communication strategies employed by the mother align with the principles of the Family Systems Theory, emphasizing the interconnectedness and interdependence within the family unit. According to the Family Systems Theory, effective communication patterns within a family contribute to the overall well-being of its members (Bowen, 1978).

The mother's focus on eye-to-eye communication, storytelling, and nursery rhymes creates a nurturing and engaging environment that positively influences Diday's social and communication skills. Additionally, a study by Van Leeuwen, Boyle, and Wilson (2018) highlights the importance of interactive communication strategies in fostering language development and social interaction among children with developmental delays.

The intentional exclusion of gadgets aligns with recommendations to prioritize face-to-face interactions over screen time for children's holistic development (American Academy of Pediatrics, 2016). By employing these communication strategies, the mother not only adapts to Diday's needs but also contributes to the overall family dynamics, creating a supportive atmosphere conducive to Diday's developmental progress.

4.1.5 Impact of Intervention on Progress

The positive impact of occupational therapy on Diday's progress aligns with the principles of the Family Systems Theory, emphasizing the interconnectedness of family dynamics and individual development. According to McHale and Irace (2011), interventions that consider the family as a system and involve parents actively contribute to positive child outcomes.

Additionally, recent research by Rodriguez and Baker (2019) underscores the significance of family-centered interventions in promoting developmental progress in children with delays. The observed improvements in Diday's coordination, ability to follow instructions, and enhanced social skills resonate with the notion that family-based interventions play a pivotal role in shaping a child's developmental trajectory.

4.1.6 Transition and Improvement

The positive transition and improvements observed in Diday's coordination and social interactions align with the principles of the Family Systems Theory. According to this theory, family members are interconnected, and changes in one member can influence the dynamics of the entire family system.

In this context, the intervention positively affected not only Diday but also influenced the family dynamics, fostering a supportive environment for her development. Research by Chen et al. (2020) emphasizes the importance of family systems in supporting children with developmental challenges during transitions. The study highlights that parental involvement and adaptation play a crucial role in facilitating positive adjustments for children, aligning with the observed improvements in Diday's coordination and social skills during the transition (Chen et al., 2020).

5. Implication

The findings from our research carry significant implications for both academic and practical domains. The study underscores the effectiveness of short-term interventions, specifically occupational therapy and parental involvement, in fostering positive developmental outcomes for children with developmental delays. Clinicians and therapists can use this insight to tailor interventions that actively involve parents, enhancing the overall impact on a child's social and communication skills.

Parents, as primary caregivers, can draw valuable insights from the study's outcomes. Understanding specific coping mechanisms, communication strategies, and the positive impact of consistent engagement in therapy can empower parents to play an active role in their child's developmental journey.

Educators and school administrators can benefit from the study's emphasis on the crucial role of parental involvement in a child's developmental progress. By promoting collaboration between parents and educational institutions, a more holistic approach to addressing the needs of children with developmental delays can be established, facilitating smoother transitions and improved outcomes in school settings.

Policymakers and stakeholders in healthcare and education may find implications for policy development. Acknowledging the significance of short-term interventions and parental engagement in developmental support programs can

inform policies aimed at allocating resources and creating support structures that foster a collaborative approach to children's well-being.

This study opens avenues for further research into the long-term effects of short-term interventions on children with developmental delays. Future investigations could explore sustained parental involvement beyond the short term, assessing its impact on continuous developmental progress and the potential reduction of parenting stress over time. In conclusion, the implications derived from our research contribute to a more comprehensive understanding of effective strategies to improve the social and communication skills of children with developmental delays.

By integrating these insights into various domains, stakeholders can work collaboratively to create a supportive environment that maximizes the potential for positive developmental outcomes in affected children.

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