

Parental Capacity-Building Interventions for Children with Dyslexia: A Systematic Review of Effects on Parental Competence and Child Learning Outcomes

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Abstract

Developmental dyslexia is a common neurodevelopmental learning disorder in children that impacts their literacy development, academic experience and sociological functioning. The parental capacity-building interventions are becoming more important as more evidence is emerging of the necessity of parents to support children's literacy development. The purpose of this study is to compile the latest empirical evidence on the effectiveness of parent capacity building interventions to enhance parent competence and child learning outcomes. In particular, the study investigates the characteristics of interventions, the effects on parent knowledge, parent self-efficacy, managing stress, home literacy practices and involvement in school, as well as the impact on children's reading accuracy, fluency, spelling, motivation, academic achievement, and psychosocial development. As per the PRISMA framework, articles were systematically searched in the Scopus database for inclusion in the study based on predefined criteria between 2021 and 2026, yielding a total of 47 articles. The results show that there is an overall significant improvement in parent competence and children's literacy results and emotional health and wellbeing due to structured programmes of parent training, psychoeducation, coaching, digital interventions and multidisciplinary approaches. The study finds that there is a sustained educational benefit in incorporating parental capacity building into family-centred dyslexia interventions, calling for further research and educational practice and policy to focus on this.

Keywords: *Developmental Dyslexia; Parental Capacity-Building; Parent Training; Home Literacy Environment; Child Learning Outcomes*

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ensure positive educational and psychosocial outcomes (Guerra et al., 2025).

1. Introduction

Developmental dyslexia is one of the most common specific learning problems of children globally. It is a condition of persistent reading comprehension and accuracy and fluency of word recognition, decoding, spelling and reading despite normal intelligence, educational opportunities, and sensory functioning. The deficits in reading are largely due to problems with phonological processing, rapid automatized naming, working memory and orthographic processing, all of which affect literacy development and academic attainment (Snowling & Hulme, 2021). Recent findings also highlight that dyslexia is a lifelong condition and its impact extends beyond childhood, impacting educational outcomes, psychological health, employment and social participation if left unrecognized and untreated through timely intervention (Niu et al., 2025). In addition to the academic challenges, children with poor reading skills often struggle with self-esteem, anxiety, behaviour issues and lack of motivation to learn, highlighting the importance of early intervention to

Dyslexia has become a multidimensional learning disorder, and intervention strategies have migrated from a child-centred remediation approach to a comprehensive ecologic approach where schools, health care providers and families are actively engaged. Modern educational policies support joint efforts between teachers and parents to establish shared learning spaces that support children's literacy acquisition both at school and at home (Snowling & Hulme, 2021; Guerra et al., 2025). This has led to the recognition of the importance of parental involvement for successful interventions.

1.1 Importance of Parental Capacity in Dyslexia Intervention

Parents are children's initial educators and throughout childhood they have the greatest impact on their learning. Parental involvement is especially important for children with dyslexia because they must practice reading intervention daily, receive emotional support, and have a structured learning schedule and support outside

the classroom. Knowing the characteristics of dyslexia will help parents to help children adopt evidence-based reading strategies, offer emotional support, work closely with the teacher, and advocate for educational modifications (Guerra et al., 2025).

Many parents start out uncertain, frustrated, guilty and stressed after their child's diagnosis, however. Insufficient knowledge about dyslexia, misunderstandings about learning disabilities and lack of professional advice can decrease parents' confidence in their ability to support their child's learning. These challenges can have a negative impact on parent-child relationships, on parental stress, and on the consistency of home-based literacy support (Wong et al., 2024). Improving the knowledge, skills, self-efficacy and emotional resilience of parents is thus a key goal of current intervention programs for dyslexia.

Parental competencies go beyond knowledge of dyslexia. This includes the skills of parents to recognize learning needs, implement and plan for structured literacy engagement, understand academic progress, communicate effectively with teachers, manage their own emotions, and create positive learning spaces. There is growing evidence that when parental competence improves, child engagement improves; reading practice is more effective; motivation is also better; educational outcomes are better (Guerra et al., 2025).

1.2 Parental Capacity-Building Interventions

Structured educational interventions that aim to improve parents' knowledge, confidence, practical skills, and problem-solving skills for supporting children with learning disabilities are classified as parental capacity-building interventions. They often involve guidance for parents, emotional support, multisensory literacy programs, guided home reading plans, communication skills, school collaboration, and behavioural management strategies, as well as psychoeducation (Wong et al., 2024). In recent years, interventions have been based on a new model that integrates experiential learning, individualized coaching, digital information, telehealth, peer-support groups, and skill demonstrations to support skill transfer to natural parenting contexts.

The emergence of family centred educational practices has resulted in a major shift in the delivery of interventions. Today's programmes acknowledge parents as active partners in planning and implementing intervention. This shared effort allows parents opportunities to devise personal strategies and boost their children's strengths and learning needs

while at the same time enhancing their parents' confidence and easing the parental caregiving burden (Wong et al., 2024).

In addition, innovations in technology have broadened the possibilities of offering parent-training programmes via online workshops, mobile apps, teleconsultation, and virtual coaching platforms. Such flexible delivery systems have contributed to the accessibility for families living in remote areas and ensured the quality of interventions and parental involvement throughout (Niu et al., 2025).

1.3 Effects on Parental Competence and Child Learning Outcomes

Empirical studies in recent years have shown repeatedly positive links between parent training interventions and a variety of parental outcomes. Capacity building programmes have been found to decrease parenting stress, increase parental self-efficacy, improve communication and parent/child relationships and boost parental confidence in dealing with their child's learning difficulties. A structured parent capacity-building programmes (PCBP) was found to have significant effects on parenting competence, parenting stress, emotional regulation and confidence in implementing the parent strategies learnt among parents of special educational needs children in a randomized controlled trial (Wong et al., 2024).

As a result of improved parental competence, children's academic success is also indirectly improved. When parents' knowledge and skills are higher, there is a higher likelihood that parents will build consistent literacy routines, give positive feedback, support reading strategies, and work cooperatively with schools. This practice fosters vibrant home literacy experiences which enhance children's literacy skills in reading fluency, spelling, word knowledge, and academic performance (Guerra et al., 2025). The effectiveness of parent coaching on children's reading accuracy, spelling ability, motivation and involvement in learning activities also shows that family involvement is crucial in dyslexia interventions (Guerra et al. 2025).

Parental interventions have an impact on academic achievement, and they also help children to adjust emotionally. A stable family support has been shown to produce higher self-confidence, less school anxiety, more persistence and better participation in the classroom setting in children. Such socio-emotional changes can be paired with literacy instructions to better motivate children to explore and tackle complex learning tasks. The following are the research questions that were answered in the later section of literature analysis:

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RQ1: What types of parental capacity-building interventions have been implemented for parents with dyslexia between 2020 and 2026?

RQ2: To what extent do parental capacity-building interventions improve parental competence, including knowledge of dyslexia, self-efficacy, parenting skills, stress management, and home-based literacy practices?

RQ3: What effects do parental capacity-building interventions have on children's learning outcomes, including reading accuracy, reading fluency, spelling, academic achievement, learning motivation, and psychosocial well-being?

RQ4: What intervention characteristics, implementation strategies, and contextual factors are associated with the greatest improvements in both parental competence and child learning outcomes for families of children with dyslexia?

1.4 Aim and Significance of the study

The main objectives of this systematic review are the critical synthesis and evaluation of current empirical evidence of parental capacity building interventions for children with dyslexia with a specific focus on effectiveness in increasing parental competence and the learning outcomes of the children. The review aims to uncover the characteristics of intervention programmes that are effective, such as content, delivery, length, implementation, impact on parent knowledge, self-efficacy, stress management, home-based literacy practices, and working with educational professionals. At the same time, it seeks to evaluate the impact of these interventions on the accuracy in reading, fluency, spelling, learning results, motivation and psychosocial development of children. This review could offer an evidence-based basis for intervention programs to be developed with families, as well as for educators, psychologists, speech-language therapists, policy makers, and researchers to inform them about how to best support families to be more effective in their role of supporting literacy development. The review brings together current evidence from a variety of educational and healthcare settings, adding to the evidence base for whole child approaches to dyslexia interventions and providing

some action points for bettering outcomes for parents and children.

1.5 Rationale of the study

While significant effort has been made in examining educational interventions with children with dyslexia, a few studies have attempted to systematically review interventions that specifically target the education of parents' knowledge, skills, and confidence, and their parenting competence. The scope and range of the studies identified was quite varied, with different intervention approaches, outcome measures, methodological quality and cultural settings, thus making it difficult to determine which parental capacity building strategies yield the most consistent improvements in parental competence and children's learning outcomes. Additionally, since 2020, the array of models for interventions has grown, including recent advances in family centred education, tele practice, digital learning platforms, and parent coaching programmes and the evidence is spread across disciplines. Thus, an up-to-date systematic review is needed that combines recent research, pinpoints effective components of interventions, identifies methodological strengths and weaknesses, and identifies gaps in research. This kind of review will help evidence-informed practice, inform the development of future interventions, and help to inform educational policy by highlighting the critical role empowered parents play in enhancing the educational and social outcomes of children with dyslexia.

2. Review Structure and Methodology

The study indicates that researchers focused on the most relevant works in the study of "Parental Capacity-Building Interventions for Children with Dyslexia: A Systematic Review of Effects on Parental Competence and Child Learning Outcomes." The choice was focused on the Scopus database due to the credibility of the source from which citation data would be retrieved because it is crucial to understand how resource accessibility impact social women entrepreneurship. The search was subjected to 47 papers and 387 citations that were incorporated in the research conducted from 2021 to 2026. This large pool of data provides a good basis for parental capacity-building interventions for children with dyslexia. Figure 2 below outlines how information flows through different levels within a systemic review process.

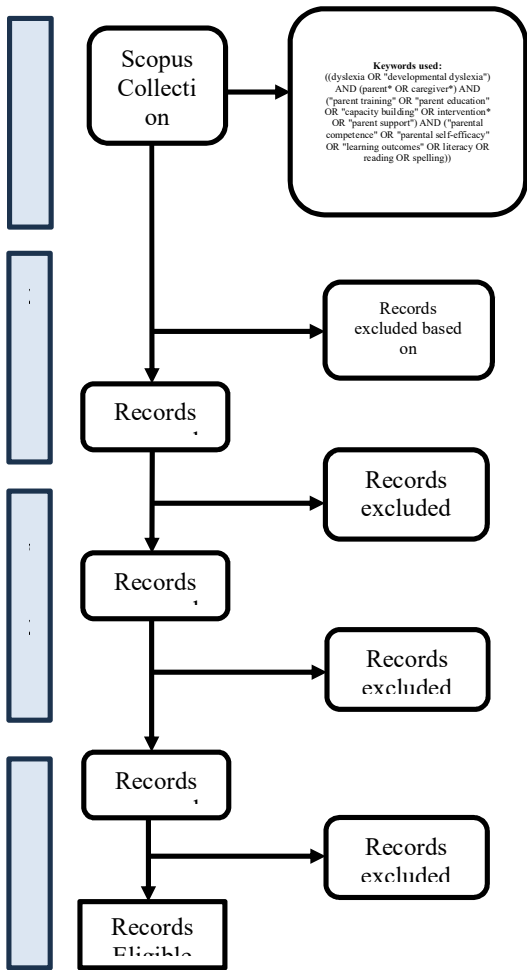


Figure 2: PRISMA Framework representing Systematic Literature Review Process

Source: Self-prepared by Author

This study followed the systematic literature review (SLR) process as shown in Figure 2, which is based on the PRISMA framework. The review began by identifying 95 records from the Scopus database that included the period of 2014-2024 and included a broad search strategy related to dyslexia, parental interventions, parental competence, and

the learning outcomes of children. In the screening stage 21 of the 74 records were excluded as document types other than research article, resulting in 74 records (21 excluded). These were then followed by the removal of 7 non-English publications, leaving 67 items for further evaluation. One article, identified as "in press" was excluded at the eligibility stage, leaving 66 studies. Lastly, 19 articles (not available for full text review) were excluded because they were paid access articles, leaving 47 studies available for the final systematic literature review. This systematic and transparent selection process allowed only

relevant, accessible, peer-reviewed research articles from the English language to be included and thus contributed to the methodological quality, replicability, and reliability of the review results.

Table 1: Inclusion and Exclusion Criteria

Criterion	Inclusion	Exclusion
Keywords	Records conferring the relationship between dyslexia, parent training, and parental self-efficacy	Records excluded in which variables have no relation
Timeframe	Concerning 2021 – 2026	< 2021
Document Type	Articles	Book series, book, chapter in book.
Language	English	Other languages
Publication Stage	Final	In press
Access Type	Open access	Paid excess

To ensure the systematic literature review was rigorous and transparent, the following criteria were followed to select the studies for inclusion (Table 1) and to exclude the studies (Table 2). Studies were included if they examined specifically the relationships between dyslexia, parent training or parent interventions, parental competence/self-efficacy, and child learning outcomes and studies that were not related to these variables were not included. Articles published between 2021 and 2026 were included, while those published prior to 2021 were excluded to make the evidence relevant and up-to-date. To ensure that the quality of evidence remains consistent, only peer-reviewed journal articles were included in the review, excluding books, book series and book chapters. In addition, only publications written in English were included, because other languages could cause misinterpretation of results, and other language studies were excluded. Articles were required to be in the final publication stages and articles that were "in press" were excluded as there was a risk that these articles might be subject to further publication. Last, only open-access publications were considered for full-text assessment, whereas paid-access publications were omitted as full-text

could not be accessed for an in-depth evaluation. Together, these criteria resulted in a final sample of recent, high quality, easily accessible, and directly relevant studies, enhancing the validity and reliability of the systematic literature review.

3. Systematic Literature Analysis

Theme 1 – Understanding Dyslexia, Early Identification and Risk Factors

Dyslexia is invariably described as a developmental difference in early childhood that can be detected before the age of 8. Longitudinal studies have shown that phonological awareness deficits, vocabulary weaknesses, weaknesses in rapid naming and weaknesses in oral language skills occur in preschool years, especially in children with a familial risk of dyslexia (Lohvansuu et al., 2021). Additionally, studies on neurodevelopmental processes confirm that atypical auditory processing can be identified early in infancy, and that parent mediated language and music interactions can enhance neural pathways underpinning literacy learning. (2025, 2026) In addition, executive functioning, working memory and attention are cognitive variables involved in dyslexia; therefore, dyslexia is a multidimensional developmental disorder and not only a phonological disorder (Blockmans et al., 2024; Núñez et al., 2024).

More recent research has also pointed to the increasing importance of the use of digital screening tools and parental observations that can complement this, for the purposes of early identification. Technology assisted screening allows for more timely detection and referral for intervention (Schöfl et al., 2022); and parents frequently identify language challenges before formal diagnosis (Bryant et al., 2023). Dyslexia is also often accompanied by ADHD and other communication disorders, necessitating multidisciplinary assessment methods (Español-Martín et al., 2023; Sarisuta et al., 2023; Neophytou et al., 2024). Dyslexia also impacts negatively on children's self-esteem, resilience and mental health (Gibby-Leversuch et al., 2021; Hossain et al., 2022) and parents' mental health has been found to be very low, which can be improved by proper support (Ugwuanyi et al., 2022; Feng et al., 2026). Studies additionally emphasize culturally responsive assessment for multilingual learners (Khatib-Abbas et al., 2025; Macdonald et al., 2026) and demonstrate, particularly during the COVID-19 pandemic, the crucial role of home environments in sustaining children's literacy development (Baschenis et al., 2021).

Theme 2: Home Literacy Environment and Parenting Practices

All the reviewed studies agree that the home literacy environment is a key factor in children's reading development. Shared reading, storytelling, phonological games, and language-rich conversations, along with parent-child musical interactions, have been found to have a positive impact on early literacy and language abilities, especially for children at risk of dyslexia (Lohvansuu et al., 2021; Virtala et al., 2025). Parents' knowledge of dyslexia also affects their desire to seek early diagnosis, press for supporting services and engage in evidence-based literacy activities at home (Bryant et al., 2023). In addition, good home learning goes beyond the practice of reading to include tasks that promote executive functioning, working memory, word knowledge, and cognitive stimulation (Blockmans et al., 2024; Núñez et al., 2024).

There is also literature emphasizing the importance of emotional support in the families of children's educational adaptation. There are indications that positive parent child relationships positively affect children's academic self-concept, resilience and motivation in children with dyslexia (Gibby-Leversuch et al., 2021; Hossain et al., 2022). Structured home learning environments were associated with less loss of literacy during the COVID-19 pandemic, as parents have been shown to play a critical role in supporting children's learning when schools are closed (Baschenis et al., 2021). Socio-economic differences and multilingual contexts remain a factor in the resources parents have access to and specialist services they can access, highlighting the importance of culturally responsive family support programmes (Khatib-Abbas et al., 2025; Macdonald et al., 2026). Moreover, authoritative parenting has been correlated with emotional control along with reading confidence, whereas authoritarian and inconsistent parenting has been correlated with a lack of emotional control and reading confidence (Feng et al., 2026).

Theme 3: Parental Capacity-Building Interventions for Children with Dyslexia

The reviewed literature shows a range of evidence that structured interventions that build parents' knowledge, confidence, and skills for supporting children's literacy learning have a significant impact. Psychoeducational programmes boost parents' self-efficacy and lessen their stress and depressive symptoms, helping them to take active roles in interventions as opposed to simply receiving services from professionals (Ugwuanyi et al., 2022). Coaching programmes also support parents to better understand their children's learning needs, work cooperatively with their teachers, and recommend their children's educational needs (Bryant et al., 2023). Technology

supported monitoring systems also support parental engagement by offering personalized guidance and ongoing monitoring (Schöfl et al., 2022).

Other literature also supports parent-mediated intervention during early childhood when the brain is most malleable. Auditory processing and phonological development are strengthened through musical and language-based home activities, before the school context (Virtala et al., 2025; 2026). Successful interventions also use a multidisciplinary approach to include educators, psychologists, speech-language therapists and families, especially for children with co-occurring conditions like ADHD and communication disorders (Neophytou et al., 2024; Español-Martín et al., 2023; Sarisuta et al., 2023). Capacity building programmes also enhance parents' emotional support skills which has a positive impact on children's psychological wellbeing (Gibby-Leversuch et al., 2021; Hossain et al., 2022), and strengthen culturally diverse parents' ability to access the education system and advocate for inclusive education opportunities (Khatib-Abbas et al., 2025; Macdonald et al., 2026).

Theme 4: Effects of Parental Capacity-Building Interventions on Child Learning Outcomes

These reviewed studies all show positive effects of the interventions on children's literacy development and their cognitive development more broadly when the parents are targeted. Early parent-mediated literacy activities positively influence reading accuracy, decoding, phonological awareness, language processing, and reading fluency, especially in the pre-school years (Lohvansuu et al., 2021; Virtala et al., 2025, 2026). Comprehensive parental support is not limited to phonics instruction but also supports executive functioning, working memory, attention regulation, and vocabulary development, as well (Blockmans et al., 2024; Núñez et al., 2024). Moreover, technology-assisted interventions allow parents to track and track children's progress, which promotes intervention fidelity and literacy outcomes (Schöfl et al., 2022).

Parental interventions also play a crucial role in the motivation, emotional health and resilience of their children in addition to academic performance. Informed and encouraging parents have children who are more engaged, persistent, and confident in reading activities in the classroom (Bryant et al., 2023). Positive parent involvement also positively contributes to academic self-concept and decreases anxiety caused by persistent reading difficulties (Gibby-Leversuch et al., 2021), and resilience-focused parenting also fosters adaptive coping and long-term engagement in schooling (Hossain et al., 2022). Integrated family-centred interventions are especially beneficial for children

with co-occurring ADHD and communication disorders (Español-Martín et al., 2023; Sarisuta et al., 2023; Neophytou et al., 2024), while also providing additional benefits for enhancing literacy outcomes for bilingual and multilingual learners when supported by culturally responsive parental guidance (Khatib-Abbas et al., 2025; Macdonald et al., 2026). A review of the COVID-19 pandemic also confirmed the critical contribution that parents can make to the educational progress of their children during times of disruption (Baschenis et al., 2021).

Theme 5: Effects on Parental Competence and Psychosocial Outcomes

There is a consistent presence in the literature that parents' knowledge, self-efficacy and confidence in supporting children with dyslexia increase as a result of capacity-building interventions. Psychoeducational programmes enhance parents' knowledge of the neurological causes of dyslexia, effective strategies for literacy and realistic expectations regarding children's learning difficulties, which in turn helps to reduce misconceptions about learning difficulties (Ugwuanyi et al., 2022). In a similar way, structured coaching enhances parents' capacity to support reading at home, to work with teachers, and to advocate for additional educational supports (Bryant et al., 2023). Parents who engage in such programmes are better equipped to be education partners and are more likely to be involved in ongoing intervention efforts.

Parental interventions also have a major psychosocial impact as well as competence enhancing. In response to the interventions of structured training and support programmes, studies report a decrease in parent stress, anxiety, depression symptoms, and emotional exhaustion (Ugwuanyi et al., 2022). Additionally, supportive and authoritative parenting styles also enhance parent-child relationships, emotional communication, and children's psychological adjustment, while inconsistent parenting is linked to substandard educational results (Feng et al., 2026). Parents also are better advocates for specialist services and access to inclusive educational supports, especially when there is cultural and linguistic diversity (Khatib-Abbas et al., 2025; Macdonald et al., 2026). Last, but not least, a multi-disciplinary partnership between educators, psychologists, speech-language therapists and health workers enhances the ability of parents to deal with children's complex developmental needs, and fosters more coordinated, family-centred intervention systems (Neophytou et al., 2024).

➤ Synthesis of Research Gap

Although there has been a proliferation of research on the topic of dyslexia and parental involvement, there are a number of significant gaps in the literature. First, the majority of studies have focused on child-centred literacy interventions and have given relatively little attention to systematic capacity building programmes for parents, which specifically improve their knowledge and teaching skills, emotional resources and advocacy skills. While the benefits of parent involvement in reading and psychosocial outcomes are supported (Lohvansuu et al., 2021; Bryant et al., 2023; Gibby-Leversuch et al., 2021), few interventions have been studied to assess the impact of different types of parent capacity building on parental competence and child learning outcomes at the same time. Second, the studies conducted so far are cross-sectional or short-term intervention studies, and there is still a lack of longitudinal evidence on the sustainability of the effects of intervention in different developmental phases (Virtala et al., 2025, 2026; Blockmans et al., 2024). Third, previous research mainly takes place in high-income Western countries, leaving little evidence from low- and middle-income countries where educational resources, parental awareness and availability of specialist support services are vastly different (Khatib-Abbas et al., 2025; Macdonald et al., 2026).

Further, although some of these families are culturally and linguistically diverse and some children are bilingual, and some are socioeconomically disadvantaged, there is limited research on these groups that further addresses their unique educational needs. A further area of interest is the lack of consideration for multidisciplinary practices that consider co-occurring conditions like ADHD and children's emotional and behavioural well-being, in addition to dyslexia (Español-Martín et al., 2023; Sarisuta et al., 2023; Neophytou et al., 2024). Moreover, emerging technologies like digital parent-training platforms, artificial intelligence-based learning applications and tele-intervention programmes have a tremendous potential, but there is limited empirical evidence concerning their effectiveness, implementation and accessibility in the long run (Schöfl et al., 2022). Third, a great methodological diversity of intervention design, measures, sample characteristics and assessment tools make it difficult to compare studies and to establish a common structure of evidence-based parental intervention programs. For these reasons, the present systematic review aims to fill these gaps by: Integrating existing knowledge on parental capacity-building interventions; Investigating how these interventions affect the competence of parents and their children's learning; Identifying key intervention attributes that are effective; Suggesting future research and policy directions.

4. Conclusion

The findings of this systematic review highlight the importance of parental capacity-building interventions to enhance parental competence and the educational outcomes for children with dyslexia. A synthesis of 47 empirical studies found that structured, parent-focused programmes improve parents' knowledge of dyslexia; self-efficacy; emotional resilience; and capacity to create supportive home learning environments. These improvements then have an impact on children's reading accuracy, fluency, spelling, language development, motivation, academic achievement and psychosocial well-being. The review also emphasizes the benefits of early identification, family-centred intervention models, culturally responsive practices and digital delivery platforms to enhance the effectiveness and reach of parental interventions. Although there are some differences in methodology among studies, the evidence available is generally strong for the role of the parent as active participant in dyslexia intervention and not a passive recipient of professional advice. Supporting and enabling parents through carefully designed capacity building programmes must be an integral part of evidence-based dyslexia services, educational policy and inclusive literacy practices to ensure sustainable developmental outcomes for children and families.

4.1 Implications of the study

This review has important theoretical, practical, and policy implications. On the theoretical level, the study contributes to the family-centred and ecological approaches to learning by providing evidence that parenting skills are a crucial pathway by which literacy interventions impact children's academic and psychosocial outcomes. From a practical perspective the review can help teachers, psychologists, speech-language therapists, and special educators to integrate structured parent-training programmes into their standard dyslexia intervention services. Home-school partnerships should be enhanced by schools making available to parents more frequent, more comprehensive, and more effective information, instruction, and coaching on literacy. Parental capacity building is a critical part of inclusive education policies and should be acknowledged as such by the provision of parent support programmes that are accessible, digital intervention platforms and the delivery of services by multiple disciplines. Additionally, there is a need to ensure early screening, ongoing parental guidance, and culturally responsive support systems for the various needs of families from different socioeconomic and linguistic backgrounds, both in healthcare and educational settings. Together, these implications help to

Parental Capacity-Building Interventions for Children with Dyslexia: A Systematic Review of Effects on Parental Competence and Child Learning Outcomes

enhance educational equity and the long-term developmental outcomes of children with dyslexia.

4.2 Limitations of the study

While interpreting the findings of this systematic review, the following limitations should be taken into consideration. First, the review was limited to English-language, open access journal articles and may not have captured evidence that is published in a language other than English and/or that is subscription rather than open access. Secondly, only publications included in Scopus were selected and there is a possibility that other relevant publications were not indexed in the database. Third, there was significant variability among the studies included with respect to intervention design, sample characteristics, outcome measurement, length of interventions, and tools used to measure outcome. Further, a large number of studies had short-term or cross-sectional designs, and there was a lack of knowledge on the sustainability of the interventions in the building of the capacity of parents. Studies are also mostly from high-income countries, limiting the generalizability of the findings to low- and middle-income countries where there are significant variations in educational resources and systems of parental support. Lastly, the review is a synthesis of published research, which may also suffer from publication bias, in which only studies with positive intervention effects will be published, whereas studies with non-significant findings are unlikely to be published.

4.3 Future Research Directions

Future research should include large-scale randomized controlled trials and longitudinal studies to evaluate the long-term effects and sustainability of parental capacity building interventions at various developmental stages. Low- and middle-income countries, culturally and linguistically diverse groups, and socioeconomically disadvantaged families should be the focus of greater attention to help the global generalizability of evidence. Comparative effectiveness of intervention models, such as face-to-face, hybrid, telehealth, and parent-training programmes with artificial intelligence, should also be explored. There is a need for more standardized outcome measures to be used, so that results from various studies can be more easily compared and future meta-analyses can be conducted. Furthermore, future studies should assess interventions developed to children with dyslexia and co-occurring disorders of attention and hyperactivity (ADHD), autism spectrum disorder, and language disorders using multi-disciplinary approaches. Lastly, implementation research into barriers and facilitators, cost-effectiveness and policy integration of family-centred interventions

will be of great value for scaling up evidence-based parental support programmes in educational and healthcare systems across the globe.

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Parental Capacity-Building Interventions for Children with Dyslexia: A Systematic Review of Effects on Parental Competence and Child Learning Outcomes

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