

***The Integration Between Family and School
in Addressing Learning Difficulties in Children
L'articulation entre la famille et l'école dans la prise en charge
des difficultés d'apprentissage chez l'enfant***

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Abstract:

This study focuses on the importance of integration between the family and the school in addressing children's learning difficulties, emphasizing that such difficulties pose a challenge that affects both academic achievement and social behavior, thereby necessitating close cooperation between the two parties. The study highlights the pivotal role of the family in supporting education by creating a stimulating environment and fostering children's self-confidence, as well as maintaining continuous communication with teachers to monitor academic progress and identify individual needs. It also points to the school's role in the early detection of learning difficulties and the implementation of effective educational strategies to address them.

The study concludes that the integration between the family and the school is a fundamental factor in improving children's academic and behavioral performance and recommends strengthening collaboration through awareness programs and workshops that enhance understanding of effective ways to address learning difficulties.

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1. Introduction

The first subtitle opens with an introduction that presents the specific problem under study and describes the research strategy. The first subtitle opens with an introduction that presents the specific problem under study and describes the research strategy. (Times New Roman13, interline 1.15)

The study “Integration Between Family and School in Addressing Learning Difficulties Among Children” is one of the important topics that touches on vital aspects of a child’s life. Many children suffer from learning difficulties that affect their academic performance as well as their psychological and social development. Therefore, the role of both the family and the school becomes central in supporting these children and helping them overcome the challenges they face.

The family represents the first environment the child is exposed to and provides emotional and psychological support. Through continuous interaction with the child at home, parents can notice early signs of learning difficulties, which contributes to providing appropriate interventions that help alleviate these challenges. Hence, families must be well-informed about learning difficulties and adopt strategies that promote effective learning.

On the other hand, the school is the primary place for education and guidance, providing a structured learning environment and academic support. Schools must be equipped with flexible curricula and teaching methods that accommodate the needs of children with learning difficulties. Teachers’ roles in interacting with these children require a high level of training and awareness of how to address such difficulties in innovative and effective ways.

Cooperation between the family and the school is of utmost importance to ensure the child’s success in facing learning difficulties. When both work together, they can exchange information about the child’s behavior and academic performance in different environments, which helps in developing a comprehensive educational plan that meets the child’s specific needs.

Through this integration, parents and teachers can identify optimal strategies that enhance the child’s academic skills. This may include the use of specialized techniques such as behavioral or educational therapy and implementing activities that strengthen concentration and attention, thereby helping the child overcome these challenges.

Furthermore, collaboration between family and school can help create a supportive social environment where everyone works together to strengthen the child’s self-confidence. This includes using positive reinforcement and providing multiple opportunities for success, which increases the child’s motivation to learn and reduces feelings of failure.

It is essential that this collaboration be continuous and well-coordinated between teachers and parents through regular meetings and awareness programs that help families learn modern methods for addressing learning difficulties. Flexibility in procedures and attention to the child’s individual needs are also necessary.

Accordingly, the integration between family and school constitutes the cornerstone in supporting children with learning difficulties. This study provides an opportunity to understand how to improve cooperation between these two institutions to create a comprehensive educational environment that contributes to addressing learning difficulties and enhancing the child's ability to achieve academic success and personal growth.

2- The Problem Statement:

Learning difficulties represent a major challenge in the field of education, as they directly affect children's ability to acquire fundamental academic skills such as reading, writing, and arithmetic. Children who experience learning difficulties often struggle with weaknesses in perception, memory, or organization, which hinder their ability to engage with traditional curricula. Although these difficulties may be invisible to some, they have a significant impact on a child's academic success and overall social life.

To address these challenges effectively, cooperation between the family and the school becomes essential. The family provides the first environment where the child gains emotional and social support, while the school offers academic and educational opportunities. When integration exists between the two sides, it becomes possible to design educational and personal strategies that specifically target the child's learning difficulties. In the absence of such cooperation, these difficulties may intensify, resulting in poorer academic achievement.

The core challenge lies in the lack of clear and structured mechanisms for coordination between the family and the school. Parents may struggle to understand the nature of learning difficulties, while teachers may lack sufficient training to provide appropriate support to affected children. Additionally, communication between parents and schools may be irregular, leading to a shortage of effective, integrative solutions. Therefore, it is crucial to establish efficient communication channels between both parties to ensure the child receives comprehensive support.

In this context, the research problem lies in examining the **effectiveness of integration between the family and the school in addressing children's learning difficulties**. The study seeks to explore how this cooperation can be activated, identify the factors that influence its success, and determine how both the family and the school can strengthen their roles in providing academic and psychological support to children with learning difficulties.

3- The Significance and Objectives of the Study:

3.1- Significance of the Study:

This study is of great importance as it highlights the necessity of cooperation between the family and the school in addressing learning difficulties. Such collaboration is a fundamental element in achieving academic and psychological progress for children who face these challenges. While the school provides academic and educational support, the family offers emotional and social backing, which can be decisive in improving the child's

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learning experience. Strengthening this cooperation helps children better understand their unique needs and equips them with the tools to overcome their difficulties.

The study also aims to propose **practical and effective solutions** that help families and teachers enhance their roles in supporting children with learning difficulties by identifying strategic practices that motivate children to adapt and progress. Furthermore, the research contributes to developing a more inclusive and integrated learning environment. Understanding effective approaches to managing learning difficulties aids in creating educational and psychological frameworks that enable children to succeed in both their academic and social journeys.

3-2- Objectives of the Study:

- **To examine the importance of integration between the family and the school in addressing learning difficulties:**

This study aims to understand the roles of both the family and the school in providing academic and psychological support for children with learning difficulties. It seeks to clarify how strengthening this cooperation can lead to better educational outcomes for children, while highlighting the impact of family–school integration on improving the child’s social and academic performance.

- **To identify barriers that hinder this integration:**

The study seeks to determine the challenges and obstacles faced by families and schools in their collaborative efforts. These barriers include insufficient knowledge among parents and teachers about learning difficulties, limited communication between both sides, and the lack of financial or material resources needed to ensure an effective learning environment. By identifying these barriers, the study aims to provide recommendations to improve the current situation.

- **To propose strategies that enhance cooperation between both parties for the benefit of the child:**

The study will propose practical and effective strategies to strengthen communication and cooperation between families and schools. These strategies include developing training programs for parents and teachers on how to recognize and address learning difficulties, as well as improving coordination to ensure continuous and integrated support for the child. The goal is to create an optimal educational environment that empowers children to overcome the difficulties

4- Theoretical Framework of the Study

4-1- The Concept of Learning Difficulties:

- **Definition and Types of Learning Difficulties:**

Learning difficulties are disorders that affect a child’s ability to acquire or use basic academic skills such as reading, writing, and arithmetic. These difficulties are not linked to intelligence or cognitive development but rather to how the child processes information (Al-Hashimi, 2017, p.45). The main types of learning difficulties include:

- **Reading Difficulties (Dyslexia):** The child struggles with decoding symbols and reading fluently (Samir, 2018, p.112).

- **Writing Difficulties (Dysgraphia):** The child faces problems writing correctly or organizing thoughts in written form (Al-Obaidi, 2020, p.78).

- **Mathematical Difficulties (Dyscalculia):** The child experiences difficulty understanding mathematical concepts or performing arithmetic operations (Idris, 2016, p.59).

- **Attention Difficulties (ADHD):** The child suffers from problems maintaining concentration and attention, which affects academic achievement (Al-Mahdi, 2019, p.134).

- **The Difference Between Developmental and Academic Learning Difficulties:**

- **Developmental Learning Difficulties:** These are difficulties that appear early in a child's development and affect the acquisition of basic skills such as language, motor coordination, and sensory perception (Al-Hashimi, 2017, p.50).

- **Academic Learning Difficulties:** These are difficulties that emerge in more advanced educational contexts, such as problems in reading, writing, mathematics, and other academic skills acquired during school years (Samir, 2018, p.120).

4-2- The Importance of Integration Between Family and School:

- **The Family's Role in Providing Psychological and Educational Support:**

The family plays a central role in offering psychological and social support to children with learning difficulties by providing a warm home environment that encourages learning and emotional stability. Families help enhance the child's self-confidence and ability to cope with challenges (Idris, 2016, p.62). They also monitor the child's progress and guide them through educational strategies tailored to their specific needs.

- **The School's Role in Early Detection and Educational Intervention:**

Schools play a vital role in identifying learning difficulties early and providing appropriate academic support. Teachers and special education specialists are able to assess a child's condition and detect learning problems at early stages (Al-Mahdi, 2019, p.139), which helps accelerate both therapeutic and educational interventions. Schools also provide a learning environment designed to meet the needs of students with learning difficulties through customized intervention programs that match those needs.

- **The Importance of Continuous Cooperation for Academic and Social Development:**

Integration between family and school is essential for achieving both academic and social progress in children. When both work in harmony, they ensure consistent support and a stimulating learning environment that helps children face learning challenges (Al-Obaidi, 2020, p.82). Continuous cooperation allows for the development of effective educational strategies and the enhancement of children's social skills, enabling them to adapt better in both school and social settings.

4-3- Forms of Cooperation Between Family and School:

- **Regular Meetings Between Parents and Teachers:**

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Regular meetings between parents and teachers are among the most prominent forms of cooperation between family and school. These meetings provide opportunities for direct interaction and information exchange regarding the child's academic and social progress (Idris, 2016, p.65). Teachers can present detailed reports on the child's performance at school, while parents can share any concerns or difficulties observed at home. Such discussions help develop supportive educational strategies that improve the child's academic outcomes. Moreover, regular meetings foster a strong partnership between family and school, leading to sustained collaboration.

- **Individualized Education Plans (IEPs) Developed Collaboratively:**

One of the most effective forms of cooperation is the creation of individualized education plans tailored to each child's needs. These plans take into account the child's unique academic and psychological conditions, based on comprehensive assessments (Al-Hashimi, 2017, p.55). They are developed through collaboration between teachers, psychologists, and parents, with each party contributing insights to ensure optimal support methods. IEPs help tailor teaching approaches to the child's abilities and promote success in overcoming learning difficulties. They also provide a framework for evaluating progress and adjusting strategies when necessary.

- **Using Modern Communication Technologies to Enhance Interaction:**

In the modern era, digital communication tools have become an effective means to strengthen collaboration between family and school. Mobile applications, email, and online educational platforms provide direct and rapid communication channels between teachers and parents (Samir, 2018, p.116). Through these tools, families can continuously monitor their child's updates, including grades, homework, and activities. Parents can also contact teachers anytime to discuss the child's progress or raise educational concerns. These technologies facilitate faster feedback and more dynamic interaction, contributing to sustained and effective cooperation that ensures consistent support for the child.

5- Challenges Facing the Integration Between Family and School:

5-1- Psychological and Social Challenges:

- **Lack of Awareness Among Some Families About the Importance of Cooperation with the School:**

One major psychological and social challenge to achieving integration between the family and the school is the lack of awareness among some parents regarding the importance of collaboration in addressing learning difficulties. Some families may not fully realize how much the school's support influences their child's academic and psychological development, leading to hesitation or limited participation in the educational process (Al-Shami, 2019, p.45). Others may believe that responsibility lies solely with the school, resulting in insufficient cooperation with teachers to provide the necessary support for the child.

- **Impact of Daily Life Pressures on Continuous Communication:**

Many families experience daily life pressures such as work, household responsibilities, or financial challenges, which directly affect their ability to maintain consistent communication with the school. In some cases, parents may find it difficult to allocate enough time for regular meetings or to monitor their child's academic progress (Ibn Hassan, 2020, p.112). This communication gap can lead to delays in providing appropriate support, thereby hindering the child's academic and social development.

5-2- Institutional and Organizational Challenges:

- **Weak Coordination Between Teachers and Parents:**

One of the main institutional challenges affecting family–school integration is the lack of effective coordination between teachers and parents. Teachers may face time constraints or lack institutional support to interact regularly with families, while some parents may struggle to reach or communicate effectively with teachers (Idris, 2018, p.56). This weak coordination results in poor information exchange about the child, making it difficult to develop effective support strategies.

- **Shortage of Specialized Educational Staff in Some Schools:**

Many schools lack adequately trained and qualified personnel to work with children who have learning difficulties. The limited availability of specialists such as psychologists or special education teachers prevents schools from providing necessary academic and emotional support (Ali, 2021, p.78). This shortage also restricts early and effective intervention, increasing the challenges faced by both children and their families.

5-3- Economic Challenges:

- **High Costs of Specialized Support and Counseling Services:**

A major economic challenge in achieving effective family–school integration is the high cost of specialized support and counseling services needed for children with learning difficulties. Some families cannot afford these expenses, which limits their children's access to essential support (Al-Husseini, 2020, p.95). Additionally, high costs can restrict schools from offering supplementary services such as tutoring or counseling sessions that could help improve students' academic performance.

- **Limited Resources Hindering Effective Support Programs:**

Many schools face financial constraints that prevent them from implementing effective support programs for children with learning difficulties. These limitations may involve shortages of specialized educational materials, technological tools, or trained teaching staff. Such resource deficits restrict schools' ability to provide adequate interventions for students who require extra assistance (Hassan, 2019, p.102), making it difficult to enhance their academic outcomes.

6- Strategies to Enhance Integration Between Family and School:

6-1- Building Strong Partnerships Between Family and School:

- **Organizing Regular Meetings Between Teachers and Parents to Monitor the Child's Development:**

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One of the most important strategies for enhancing integration between family and school is to hold regular meetings between teachers and parents to follow up on the child's progress. These meetings allow both parties to maintain continuous communication about the child's academic and social development, helping identify the child's strengths and weaknesses (Al-Shami, 2019, p.46). They also provide opportunities to exchange ideas and suggestions on ways to address learning difficulties, thereby strengthening cooperation between the family and the school. This joint collaboration supports the creation of a comprehensive support plan that ensures the best possible outcomes for the child.

• Involving Families in Developing Individualized Education Plans (IEPs) for Children with Learning Difficulties:

An effective method for family-school integration is involving parents in creating individualized education plans for children with learning difficulties. These plans are specifically designed to meet each child's educational and psychological needs, based on accurate assessments by teachers and specialists (Ibn Hassan, 2020, p.115). When parents are actively involved in this process, they play a key role in monitoring implementation and providing necessary support at home. This collaboration increases the effectiveness of the plan and helps the child make noticeable academic progress.

6-2- Developing Training Programs:

• Training Parents on How to Manage Learning Difficulties at Home:

One essential strategy for improving family-school integration is to train parents on how to handle learning difficulties at home. Workshops or training sessions can equip parents with the knowledge and skills needed to support their children. Training includes practical educational strategies (Ali, 2021, p.82), such as breaking tasks into smaller parts or creating a quiet study environment. These practices can enhance the child's academic progress and reduce the anxiety parents may feel when facing learning challenges.

• Organizing Workshops for Teachers on the Importance of Family Involvement:

To strengthen integration between family and school, it is necessary to organize workshops for teachers on the importance of involving families in the educational process. Teachers should learn effective communication methods to guide parents in supporting their children with learning difficulties at home. Moreover, these workshops help teachers become familiar with modern approaches to family engagement and promote mutual trust between both sides (Idris, 2018, p.58). Such training enhances the overall effectiveness of integration and unifies efforts to ensure the child's success.

6-3- Improving Communication Channels:

• Utilizing Technology to Enhance Communication (Educational Apps and Online Platforms):

Information technology serves as an effective tool for improving communication between families and schools through educational applications and online platforms. These tools enable ongoing, fast, and efficient communication between teachers and parents (Al-

Husseini, 2020, p.98). They allow parents to track their child's performance, access reports, and exchange feedback in real time. Additionally, parents can monitor school activities, grades, and assignments, improving their ability to provide continuous support to their children.

- **Creating Support Groups for Families and Teachers to Share Experiences:**

Another strategy to strengthen family–school integration is to establish support groups that bring together families of children with learning difficulties and their teachers to share experiences and advice. These groups may take the form of regular meetings or online platforms where parents exchange insights and seek guidance from educators and specialists (Hassan, 2019, p.106). They also provide opportunities to discuss common challenges and share effective solutions, thereby improving child support and fostering stronger collaboration among all stakeholders.

7- Research Methodology:

7-1- Descriptive Method:

This study adopts the **descriptive method**, which aims to examine the current state of integration between family and school in addressing learning difficulties. The descriptive approach allows for an analysis of the relationship and interaction between both parties (the family and the school) in managing the challenges faced by children with learning difficulties. Through this method, relevant data are collected to provide a comprehensive and realistic picture of effective practices and the obstacles hindering integration. The descriptive method also helps explore variations among different school and family experiences and identify the factors that enhance or reduce the effectiveness of collaboration between the two sides.

7-2- Data Collection Tools:

- **Review of Scientific Literature and Previous Studies Related to the Topic:**

Primary data will be collected through a review of existing scientific literature and prior studies addressing the integration between family and school in managing learning difficulties. These sources help build the theoretical framework and provide a scientific foundation for understanding the nature of learning difficulties. They also include an examination of previously adopted cooperation strategies and assist in identifying research gaps to guide this study toward unexplored areas.

- **Analysis of Official Reports and School Documents Related to Learning Difficulties:**

In addition to reviewing literature, the study will analyze official reports and school documents concerning learning difficulties, such as student records, educational intervention plans, and academic performance reports. These documents provide real data on how schools handle learning difficulties and their impact on both students and families. They can also be used to extract information about available support strategies and the challenges faced by both teachers and parents.

7-3- Study Population:

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The study will focus on elementary and middle schools, as well as families with children who have learning difficulties. This population was selected because learning difficulties typically become more evident during these educational stages, where their effects on children's academic performance can be clearly observed. By targeting this group, the research aims to gain a deeper understanding of how teachers and families address learning difficulties during the early stages of education, allowing for the identification of factors that strengthen collaboration between school and family in this context.

8. Analysis and Interpretation of Results

8.1. Analysis of the Integration Reality

- **Description of the effectiveness of cooperation between family and school:**

Through the analysis of the collected data, the effectiveness of cooperation between the family and the school in addressing learning difficulties was assessed. The role of each party in this cooperation was identified by evaluating the methods used by families and schools to support children with learning difficulties. The analysis also included the frequency of meetings and communication between teachers and parents, as well as the existence of individualized education plans (IEPs) and tools for monitoring children's progress.

Based on this analysis, it was determined whether the cooperation between the two parties was effective in improving educational outcomes and enhancing children's ability to cope with learning difficulties.

- **Evaluating the impact of cooperation on improving children's performance and reducing learning difficulties:**

The study examined the impact of cooperation between family and school on various aspects of children's performance, such as academic achievement, behavior, and social skill development. The effect of such cooperation on reducing learning difficulties in areas such as reading, writing, and mathematics was also analyzed.

This evaluation relied on comparing the academic performance of children who receive integrated support from both family and school with those who do not benefit from such joint efforts.

8.2. Interpretation of Barriers

- **Identification of key factors hindering effective integration between the two parties:**

The study highlighted the main factors that hinder effective integration between family and school in dealing with learning difficulties. These factors include a lack of awareness among families about the nature of learning difficulties and how to address them, as well as problems in coordination between teachers and families due to social or cultural challenges. Institutional and administrative barriers were also identified, such as limited resources and insufficient teacher training to work effectively with children who have learning difficulties. These factors were categorized according to their level of impact on the effectiveness of cooperation between the concerned parties.

- **Presentation of communication and support gaps affecting the effectiveness of interventions:**

The analysis also included an examination of communication and support gaps between family and school. It explored whether there was a lack of information exchange between teachers and parents, or if intervention plans were not well understood or properly implemented by either side.

Additionally, successful cases of integration were compared with less effective ones to identify the causes of communication or support failures. This analysis provided an explanation of how such gaps affect the overall effectiveness of educational interventions aimed at improving learning difficulties.

9. Study Recommendations

9.1. Recommendations for Parents

- **Enhancing continuous communication with the school and regularly monitoring the child's progress:**

Parents should maintain consistent communication with teachers to monitor their children's academic progress, especially those with learning difficulties. This can be achieved through regular meetings with teachers and by exchanging feedback regarding the child's performance at school and at home. Parents should also be open to listening to teachers' reports and suggestions on how to address the challenges faced by their children.

- **Participating in school activities that support the child:**

Parents' participation in school activities and events contributes to strengthening cooperation between home and school. Such activities may include workshops, educational recreational events, or awareness meetings on learning difficulties. Participation in these activities helps build a positive relationship between the family and the school and provides parents with a better understanding of their children's needs.

9.2. Recommendations for Schools

- **Developing support programs aimed at greater family involvement:**

Schools should develop comprehensive programs designed to involve families more actively in the educational process of children with learning difficulties. This includes organizing workshops or educational meetings for families on how to support their children at home and how to deal with the challenges they face at school. Individualized education plans should also be developed in collaboration with families to ensure that they are inclusive and responsive to each child's needs.

- **Training teachers to build positive relationships with parents:**

Teacher training programs should include modules on effective communication skills and strategies for building cooperative relationships with parents. Teachers should be trained to interact with families in ways that promote trust and collaboration. Training should also focus on how to interpret academic reports and provide constructive feedback, helping parents to support their children more effectively.

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9.3. Recommendations for the Government and Civil Society Organizations

- **Providing guidance and training programs for families and schools:**

Governments and civil society organizations should offer guidance and training programs for both families and teachers to enhance their understanding of learning difficulties and strategies for dealing with them. These programs may include training workshops for parents on how to support their children at home, as well as teacher training on instructional strategies tailored to students with learning difficulties. Such initiatives help create an inclusive and supportive educational environment.

- **Launching awareness campaigns to promote family-school partnerships:**

It is essential to launch awareness campaigns targeting the general public and parents in particular to emphasize the importance of cooperation between family and school in supporting children with learning difficulties. These campaigns can include disseminating information about learning difficulties and explaining how effective collaboration between family and school can improve children's academic and social outcomes.

10. Conclusion

The study concluded that integration between the family and the school is a crucial factor in addressing learning difficulties among children. The findings revealed that continuous cooperation between both parties significantly contributes to improving children's academic performance and mitigating the impact of learning difficulties. Moreover, the presence of individualized education plans and effective coordination between teachers and parents helps create a supportive educational environment that meets children's needs.

The research also emphasized the importance of maintaining ongoing communication and regular follow-up between families and schools to ensure the continuous development of children's academic and social skills. Such collaboration leads to tangible progress across various domains.

Sustained cooperation between family and school represents the optimal approach to ensuring children's overall development and improvement in academic, psychological, and social areas. By maintaining this collaboration, stakeholders can ensure an effective response to children's needs and provide the necessary support to help them overcome learning challenges. Therefore, all concerned parties — including families, schools, and governments — should work to strengthen and deepen this cooperation and make it an integral part of long-term educational and pedagogical policies. This will ensure the establishment of an inclusive and balanced learning environment that supports the holistic development of children

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