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The sense of coherence and parental resilience and the involvement of parents of children with special developmental needs in early reading initiations

Empirical guidelines for designing activities supporting
home literacy environments

Poczucie koherencji i odporność rodzicielska
a zaangażowanie rodziców dzieci
ze specjalnymi potrzebami rozwojowymi
we wczesne inicjacje czytelnicze

Empiryczne wskazania dla projektowania działań wspierających
domowe środowiska czytelnicze

Abstract

Background: Despite many empirical findings on the socioeconomic predictors of parental involvement in early reading initiations, there is still a lack of clear data on the psychological factors determining parental involvement in the development of children's language and reading skills.

Objectives: The research was aimed at recognizing the level of the sense of coherence and its components presented by the parents of children with special developmental needs, psychological resilience and its components such as knowledge of the child's characteris-

tics, perceived social support and positive perception of parenthood, as well as declared involvement in early reading initiations, recognition of relationships between the variables examined and predictors of involvement of parents of children with special developmental needs in undertaking joint reading initiations with children in early and middle childhood.

Methodology: In the decryption-analytical research, the diagnostic survey method was used with the use of tools such as the Sense of Coherence Scale (SOC 29), the Parenting Resilience Elements Questionnaire (PREQ) and the Family Literacy Activities Inventory (FLAI). The study was conducted in a group of parents of children with special developmental needs (N=198) attending pre-school facilities and departments as well as early development support centers in the Mazowieckie and Dolnośląskie voivodeships.

Results: The obtained data indicate significant relationships between the sense of coherence and parental resilience and the involvement of parents in early reading initiations, and the mediating function of the positive perception of parenthood in the relation between the sense of coherence of parents and their involvement in early reading initiations.

Keywords: home literacy environments, parents, special developmental needs, sense of coherence, parental resilience.

Abstrakt

Tło: Mimo wielu ustaleń empirycznych w zakresie socjoekonomicznych predyktorów zaangażowania się rodziców w przebieg wczesnych inicjacji czytelniczych, wciąż brakuje jednoznacznych danych o czynnikach psychologicznych determinujących rodzicielskie zaangażowanie w rozwijanie umiejętności językowych i czytelniczych dzieci.

Cele: Badania ukierunkowane zostały na rozpoznanie prezentowanego przez rodziców dzieci ze specjalnymi potrzebami rozwojowymi poziomu poczucia koherencji i jego składowych, odporności psychicznej i jej składowych takich jak znajomość cech dziecka, odczuwane wsparcie społeczne i pozytywne postrzeganie rodzicielstwa, a także deklarowanego zaangażowania we wczesne inicjacje czytelnicze, rozpoznanie związków między badanymi zmiennymi oraz predyktorów zaangażowania rodziców dzieci ze specjalnymi potrzebami rozwojowymi w podejmowanie wspólnych inicjacji czytelniczych z dziećmi w okresie wczesnego i średniego dzieciństwa.

Metodologia: W realizowanych badaniach o charakterze deskryptywno-analitycznym zastosowano metodę sondażu diagnostycznego w wykorzystaniem narzędzi tj. Kwestionariusz Orientacji Życiowej (SOC 29), Kwestionariusz Elementów Odporności Rodzicielskiej (PREQ) oraz Inwentarz Rodzinnych Aktywności Związanych z Czytaniem i Pisaniem (FLAI). Badania przeprowadzono w grupie rodziców dzieci ze specjalnymi potrzebami roz-

wojowymi (N=198) uczęszczających do placówek i oddziałów przedszkolnych oraz ośrodków wczesnego wspomaganie rozwoju na terenie województwa mazowieckiego oraz dolnośląskiego.

Wyniki: Uzyskane dane wskazują na istotne związki pomiędzy poczuciem koherencji i odpornością rodzicielską a zaangażowaniem rodziców we wczesne inicjacje czytelnicze oraz na mediacyjną funkcję pozytywnego postrzegania rodzicielstwa w relacji poczucie koherencji rodziców a ich zaangażowanie we wczesne inicjacje czytelnicze.

Słowa kluczowe: domowe środowiska czytelnicze, rodzice, specjalne potrzeby rozwojowe, poczucie koherencji, odporność rodzicielska.

Introduction

The issue of emergent literacy in the home environment for young children, encompassing both formal and informal experiences aimed at developing their phonological awareness, narrative competencies, as well as reading and writing skills (Sénéchal, LeFevre, 2002, pp. 445–446), constitutes a significant topic in scholarly reflection on the possibilities of programming actions conducive to creating conditions for optimizing the development of the youngest individuals. This is particularly relevant in the context of their diverse developmental capabilities and needs. Hence, there is a justified need for undertaking multi-aspect, interdisciplinary research that can provide new insights into the conditions and course of family reading practices. This research allows outlining a series of practical indications for supporting parents in the complex process of shaping the cognitive abilities of their children.

The contemporary idea of educational partnership (Podgórska Jachnik, 2007, pp. 339–340) offers an opportunity to fulfill various tasks related to psycho-education and support for parents in organizing a home learning environment. This, in turn, contributes to building a solid scaffold for the future educational achievements of their children.

1. Psychosocial Determinants of Parental Involvement in Early Reading Initiatives – Selected Aspects

Social research focused on recognizing home literacy environments, particularly parental practices in developing children's language and reading skills, provides data that help elucidate familial conditions of early reading initiations

taking place in the home through the lens of various socio-demographic and socio-cultural variables. Among the important predictors of parental involvement in the complex process of supporting cognitive development in both typically developing children and those with special developmental needs, socio-economic status of the family, parents' knowledge and language competencies are highlighted (Clark, 2003, pp. 44–46; Tabors, Roach, Snow, 2001, pp. 115–135; González *et al.*, 2005, pp. 143–181; Kuracki, 2022, pp. 158–159; Pianta, 2004, pp. 177–191; Taylor, 1983, pp. 50–119; Whitehurst, Lonigan, 1998, pp. 857–859; Zaslow, Dorey, Limbos, 2008, pp. 222–228), as well as access to social resources, and their occupational activity (Hart, Risley, 1995, pp. 120–135; Hoover-Dempsey *et al.*, 2010, pp. 35–55). Research dedicated to the issue of familial determinants in developing children's reading skills also emphasizes the significant role played by parent-child relationships, including behaviors exhibited by parents along the support-engagement continuum, in early reading initiations with children with diverse developmental needs (Kuracki, Dłużniewska, 2023, pp. 325–329).

Explorations by researchers from various scientific centers in Poland and abroad are, to a relatively small extent, focused on the search for psychological factors that can determine both the frequency and scope of shared reading activities undertaken in families raising children with special developmental needs. The identifiable area of ignorance appears to be exceptionally important, considering that raising children with diverse difficulties, including styles of interaction and expectations regarding a child's progress, differs from raising children without developmental disharmony (Peeters *et al.*, 2009, pp. 930–940). It may be associated with the need to shape psychosocial resources for parents, protecting their mental well-being and facilitating coping with the challenges of parenting, often linked to supporting the development of their own child (Hoover-Dempsey, Sandler 1995, pp. 315–330). Therefore, in many studies devoted to the care and upbringing of children with special developmental needs (Dąbrowska, 2007, pp. 195–197; Oelofsen, Richardson 2006, pp. 7–10; Sekułowicz *et al.*, 2019, pp. 260–266; Zasepa, 2010, pp. 71–80), it is emphasized how significant the “global orientation of a person expressing the degree to which this person has a dominant, lasting though dynamic sense of certainty that 1) stimuli coming throughout life from the internal and external environment are of a structured, predictable, and explainable nature; 2) there are resources that will allow them to meet the demands posed by these stimuli; 3) these demands are a challenge worth effort and engagement” (Antonovsky, 2005, p. 34; por. Sęk, 2001), known as the Sense of Coherence. This unique metasource, consisting of components such as comprehensibility, manageability, and meaningfulness, can significantly contribute to ensuring an appropriate level of parental

well-being. Therefore, it is likely to have significant importance for mobilizing parents to greater involvement in the complex process of supporting the development of a young child, including the development of their language and reading skills, and ultimately translating into their future cognitive achievements in later stages of education.

Therefore, in this study, it was decided to recognize the importance of the Sense of Coherence and parental resilience, understood through the lens of the familiarity with the child's characteristics, perceived social support, and positive perception of parenting (Suzuki *et al.*, 2015) for parents' involvement in early initiations with children. This involvement encompasses direct teaching of reading and writing, modeling both skills, as well as jointly organizing visits to libraries and bookstores with the child. Successfully addressing this task may allow for outlining important guidelines for pedagogical practice, especially those focused on designing activities that support home literacy environments.

2. Methodological Assumptions of Own Research

In this descriptive-analytical project conducted within a quantitative paradigm, the following research goals were set:

1. Recognition of the level of Sense of Coherence and its components, as well as psychological resilience and its components such as familiarity with the child's characteristics, perceived social support, positive perception of parenting, and declared involvement in early reading initiations, as presented by parents of children with special developmental needs.
2. Identification of the relationships between the Sense of Coherence and psychological resilience of parents of children with special developmental needs and their involvement in undertaking early reading initiations.
3. Recognition of the predictors of parental involvement in undertaking shared reading initiations with children with special developmental needs.

The following research questions were subordinated to these formulated research goals:

1. What results do parents of children with special developmental needs achieve in terms of Sense of Coherence and its components, the level of psychological resilience, and its elements such as familiarity with the child's characteristics, perceived social support, positive perception of parenting, as well as declared involvement in undertaking early reading initiations?

2. Are there any relationships between the Sense of Coherence and psychological resilience of parents of children with special developmental needs and their involvement in undertaking early reading initiations? If so, what are these relationships?
3. What factors determine the undertaking of shared reading initiations with children among parents of children with special developmental needs?

The research employed the diagnostic survey method, utilizing the following research tools:

The Sense of Coherence Questionnaire (SOC 29) by A. Antonovsky (2005), in the Polish adaptation by J. Koniarek, B. Dudek, and Z. Makowska (1993), Parenting Resilience Elements Questionnaire by K. Suzuki, T. Kobayashi, K. Moriyama, M. Kaga, M. Hiratani, K. Watanabe, Y. Yamashita, and M. Inagaki (2015), The Adapted Family Literacy Activities Inventory by L. S. Yeo, W. W. Ong, and Ch. M. Ng (2014), in the Polish adaptation by the author of this study.

The Sense of Coherence Questionnaire (SOC 29) is a tool designed to measure the strength of the so-called sense of coherence and its components: comprehensibility, manageability, and meaningfulness. The questionnaire consists of 29 test items, with 11 assigned to comprehensibility, 10 to manageability, and the remaining 8 to meaningfulness. Each item is rated on a 7-point scale with described endpoints. The overall sense of coherence score is calculated by summing the points obtained by the study participant for each of the 29 questions (Pasikowski, 2001). The tool has high reliability, as evidenced by the high Cronbach's alpha coefficients ranging from 0.82 to 0.95 obtained in 26 studies conducted in Poland (Koniarek, Dudek, Makowska, 1993).

The Parenting Resilience Elements Questionnaire is a tool designed to measure parents' adaptation to challenges and difficulties related to raising children with developmental disorders. The tool consists of 16 items forming three factors, namely: Familiarity with the child's characteristics (6 items), Perceived social support (6 items), and Positive perception of parenting (4 items). The tool has satisfactory reliability. The Cronbach's alpha coefficients in the original version range from 0.81 to 0.84, while in the Polish validation sample conducted within this study, they fall within the range of 0.71 to 0.74.

The Family Literacy Activities Inventory consists of 17 items and assesses parents' involvement in early reading initiations. The tool identifies four factors. The first, Parental Activation of the Child in Reading and Writing, comprises 7 items and pertains to parent behaviors aimed at initiating activities encouraging the child to engage with printed words, such as shared reading, viewing

promotional materials, teaching simple words, etc. The second factor, Modeling reading and writing by the parent, includes 4 items and refers to reading and writing activities performed by the parent in the presence of the child. The third and fourth factors, Joint Visits to Bookstores and Joint Visits to the Library, consist of four and two items, respectively, and consider parent activities related to encouraging the child to visit places where they can come into contact with books.

The reliability analysis conducted in the Polish adaptation and validation of the tool showed high α coefficients for both examined groups of parents: those raising children with special developmental needs (overall score $\alpha = 0.872$, factor I $\alpha = 0.848$, factor II $\alpha = 0.775$, factor III $\alpha = 0.717$, factor IV $\alpha = 0.834$) and those raising children without special developmental needs (overall score $\alpha = 0.876$; factor I $\alpha = 0.766$, factor II $\alpha = 0.808$, factor III $\alpha = 0.787$, factor IV $\alpha = 0.841$).

In the conducted research, a purposive-random sample was assumed. The research group comprised 198 parents (149 women, 49 men) raising children aged 3 to 7 with special developmental needs (including intellectual disabilities, Down syndrome, congenital malformations, combined disabilities, ASD, hearing impairment, visual impairment). The age of the surveyed parents ranged from 24 to 50 years ($M = 35.09$, $SD = 5.27$). The research was conducted in preschools, general, inclusive, and special primary schools, as well as in early development support centers in the Mazowieckie and Dolnośląskie voivodeships.

3. Results

According to the data presented in Table 1, the scores of parents of children with special developmental needs regarding the Sense of Coherence – the overall score ranged from 103 to 190 points ($M=144.61$, $SD=19.87$). The average scores obtained by parents in the other SOC-29 subscales were as follows: comprehensibility ($M=47.91$, $SD=9.51$), manageability ($M=52.22$, $SD=5.97$), meaningfulness ($M=44.42$, $SD=6.18$). Results obtained by parents in terms of parenting resilience – the overall score ranged from 9.42 to 19.5 points ($M=15.42$, $SD=1.76$). It is worth emphasizing that the highest average scores in the factors comprising the parenting resilience scale were revealed by the surveyed parents in the case of positive perception of parenting ($M=6.04$, $SD=0.84$). The results of parents in terms of involvement in early reading initiations ranged from 1.18 to 3.80 points ($M=2.58$, $SD=0.53$). The highest average scores in the examined group of parents were demonstrated in the area of parental activation of the child in reading and

writing ($M=2.98$, $SD=0.72$), while the lowest were in the case of the variable Joint Visits to the Library ($M=1.59$, $SD=0.79$).

Table 1. Average results in the investigated variables obtained by parents of children with special developmental needs ($N=198$)

Variables	M	SD	Min	Max
Sense of Coherence – overall score	144.61	19.869	103.00	190.00
Comprehensibility	47.91	9.508	25.00	69.00
Manageability	52.22	5.966	37.00	65.00
Meaningfulness	44.42	6.179	30.00	56.00
Parental resilience – overall score	15.42	1.763	9.42	19.50
Familiarity with the child’s characteristics	4.83	0.752	2.50	6.67
Perceived social support	4.55	0.781	1.83	6.50
Positive perception of parenting	6.04	0.844	3.25	7.00
Parental involvement in early reading initiations	2.58	0.529	1.18	3.80
Parental activation of the child in reading and writing	2.98	0.723	1.00	4.00
Modeling reading and writing by the parent	2.43	0.712	1.00	4.00
Joint visits to bookstores	2.54	0.602	1.00	4.00
Joint visits to the library	1.59	0.791	1.00	4.00

M – mean (arithmetic average), SD – standard deviation, Min – minimum value, Max – maximum value
Developed based on SPSS 28.0

In order to address the research question regarding the recognition and determination of the relationships between the sense of coherence and parental resilience of parents of children with special developmental needs and their involvement in early reading initiations, *r*-Pearson’s correlations were conducted in the study. According to the results presented in Table 2, the analyses revealed weak positive correlations (from 0.19 to 0.31) between the sense of coherence (overall score) and its components, namely comprehensibility, manageability, and meaningfulness, and parental resilience (overall score) and its components, namely familiarity with the child’s characteristics and positive perception of parenting. Furthermore, weak positive correlations (from 0.15 to 0.31) were also found between the sense of coherence (overall score) and its components, i.e., comprehensibility, manageability, and meaningfulness, and parental involvement in early reading initiations, including parental activation of the child

in reading and writing. The overall score of the sense of coherence weakly positively correlates with the variable of joint visits to bookstores, and the sense of meaningfulness weakly positively correlates with modeling reading and writing skills and joint visits to bookstores.

In the analyses, weak positive correlations (from 0.19 to 0.30) were also found between parental resilience (overall score) and parental involvement in early reading initiations and its components (except for the variable of joint visits to the library). Additionally, weak positive correlations (from 0.23 to 0.31) were observed between familiarity with the child's characteristics and parental involvement in early reading initiations. There were also weak positive correlations (from 0.19 to 0.28) between positive perception of parenting and parental involvement in early reading initiations, parental activation of the child in reading and writing, as well as joint visits to bookstores.

Table 2. Pearson's r correlations between the examined variables in the group of parents of children with special developmental needs (N = 198)

	1	2	3	4	5	6	7	8	9	10	11	12
1. Sense of Coherence - overall score												
2. Comprehensibility	.883 **											
3. Manageability	.787 **	.542 **										
4. Meaningfulness	.840 **	.566 **	.648 **									
5. Parental resilience - overall score	.278 **	.239 **	.231 **	.267 **								
6. Familiarity with the child's characteristics	.214 **	.176 *	.212 **	.187 **	.747 **							
7. Perceived social support	.115	.118	.084	.087	.719 **	.334 **						
8. Positive perception of parenting	.282 **	.233 **	.215 **	.310 **	.756 **	.359 **	.278 **					
9. Parental involvement in early reading initiations	.271 **	.214 **	.149 *	.297 **	.301 **	.307 **	.097	.265 **				

10. Parental activation of the child in reading and writing	.308 **	.259 **	.198 **	.294 **	.277 **	.249 **	.085	.278 **	.868 **			
11. Modeling reading and writing by the parent	.124	.114	.030	.147 *	.230 **	.262 **	.059	.122	.674 **	.349 **		
12. Joint visits to bookstores	.209 **	.109	.128	.299 **	.189 *	.232 **	.002	.186 **	.759 **	.492 **	.475 **	
13. Joints visits to the library	.015	.021	-.034	.028	.128	.131	.037	.115	.547 **	.370 **	.202 **	.372 **

In seeking answers to the question of factors determining the involvement of parents of children with special developmental needs in joint reading initiations, after conducting a correlational analysis, a regression analysis was performed. The results indicated that in the examined group of parents, significant predictors are the overall score of the sense of coherence ($\beta = 0.271$; $p < 0.001$), as well as positive perception of parenting ($\beta = 0.265$; $p < 0.001$). Subsequently, by substituting the data into Model 4 with the mediating variable (Hayes, 2013), an attempt was made to determine whether the weaker of the predictors, positive perception of parenting, can play a mediating role between the sense of coherence of the surveyed parents and their involvement in early reading initiations (Table 3).

Table 3. Statistics determining the percentage of variation explained by R2 in two models: the first one, considering the main effect, and the second one, considering the mediator effect.

Model	R	R ²	Standard Error of Estimation	F	df1	df2	p
1	0.271	0.073*	0,262	15.494	1	196	<0,001
2	0,334	0.112**	0,252	12.279	2	195	<0,001

* Predictors in the model: Sense of Coherence – overall score

** Predictors in the model: Sense of Coherence – overall score, Positive Parenting Perception

Developed based on SPSS 28.0 (Model 4, Hayes, 2013)

Based on the above data, it can be inferred that both the model considering only the variable Sense of Coherence ($F(1, 196) = 15.494$; $p < 0.001$) and the model considering both the variable Sense of Coherence and the mediator, Positive

Parenting Perception ($F(2, 195) = 12.279$; $p < 0.001$), are well-fitted to the data. The first model explains about 7%, while the second model explains about 11% of the variance of the dependent variable. Therefore, the model with the mediating variable allows for a better prediction of the percentage of variance in the overall parental involvement in early literacy initiations.

Table 4. Unstandardized and standardized coefficients of two regression models: the first one with the main predictor effect, Sense of Coherence – overall score, and the second one considering the mediator, Positive Parenting Perception.

Variables	Unstandardized coefficients		Standardized coefficients	t	p
	B	Standard error	β		
1 (Constant)	1.541	0.267		5.754	<0,001
Sense of Coherence - overall result	0.007	0.002	0.271	3.936	<0,001
2 (Constant)	0.987	0.324		3.403	0.003
Sense of Coherence - overall result	0.006	0.002	0.212	3.026	0.003
Positive perception of parenting	0,128	0,044	0.205	2.911	0.004

Dependent Variable: Parental Involvement in Early Literacy Initiatives
Developed based on SPSS 28.0 (Model 4, Hayes, 2013)

Analysis of standardized regression coefficients (Table 4) indicates that before introducing the mediator into the model, the coefficient representing the strength of the direct effect of the sense of coherence on the overall score of family activities related to reading and writing is $\beta = 0.271$; $p < 0.001$. After introducing the mediator into the model, the sense of coherence remains a significant predictor, but the coefficient value decreases to $\beta = 0.212$; $p = 0.003$, indicating partial mediation by the variable positive perception of parenting ($\beta = 0.205$; $p = 0.004$). The analysis of the obtained results of the total effect size, as well as direct and indirect effects, allows for the inference that with an increase in the sense of coherence by 1 measurement unit, the overall score of parental involvement in early literacy initiatives increases by approximately 0.0072 units with a confidence interval [0.004; 0.011]. Of this increase, 0.0057 units [0.002; 0.09] come from the direct impact of the sense of coherence variable, and 0.0015 [0.0003; 0.0031] come from the impact mediated by positive perceptions of parenting. The mediating role of the variable positive perception of parenting was confirmed by the standardized indirect effect obtained using the bootstrapping method with 1000 repetitions.

4. Discussion and Conclusions

The conducted research in this project aimed, firstly, to recognize the level of the sense of coherence and its components, such as the sense of comprehensibility, manageability, and meaningfulness, as well as parental resilience and its components, including knowledge of the child's characteristics, perceived social support, and positive perception of parenting. Additionally, the research sought to understand the declared involvement of parents in early literacy initiatives, specifically those with children with special developmental needs. Secondly, the project attempted to identify the relationships between the sense of coherence, parental resilience, and the engagement of parents in early literacy initiatives. Thirdly, through the analyses conducted, the study aimed to recognize selected predictors of parental involvement in early literacy initiatives for parents of children with special developmental needs.

From the obtained data, it can be observed that in the case of parental resilience, parents of children with special developmental needs achieve slightly higher scores in the domain of positive parenting perception compared to the declared knowledge of the child's characteristics and perceived social support. These results seem to correspond with other studies emphasizing that parents of children with special developmental needs often are not fully satisfied with the extent and quality of support, particularly from therapists and medical institutions (Kuracki, 2019, pp. 203–204). Furthermore, they frequently express a lack of sufficient knowledge in recognizing their child's difficulties and supporting them in developing specific skills, including language and literacy competencies (Zaslow, Dorey, Limbos, 2008, pp. 222–228). These situations may, therefore, serve as factors weakening parental resilience. Moreover, they can also be significant contributors to the level of life orientation and its components perceived by parents.

The involvement of parents of children with special developmental needs in early literacy activities is most evident in activating the child in reading and writing. This means that parents most frequently declare engagement in activities that are focused on directly teaching the child new words, letters, reading, and drawing. Somewhat less frequently, parents model reading and writing in the child's presence, such as engaging in independent reading of books, reviewing informational materials, or longer, uninterrupted writing of documents, reports, letters, etc. Such a situation may arise from various reasons, including factors highlighted in numerous studies related, for instance, to the language and literacy competencies of parents, their interests, and professional activities (Clark, 2003, pp. 44–46; Tabors, Roach, Snow, 2001, pp. 115–135; González *et al.*, 2005, pp. 143–181; Hoover-Dempsey *et al.*, 2010, pp. 35–55; Kuracki, 2022,

pp. 158–159; Pianta, 2004, pp. 177–191; Taylor, 1983, pp. 50–119; Whitehurst, Lonigan, 1998, pp. 857–859). Surprisingly, parents of children with special developmental needs least frequently declare joint outings to the library. This might be unexpected considering that libraries, like cultural centers, are becoming increasingly well-adapted places, offering services tailored to the needs of children, youth, and adults with various types of disabilities. However, it can be assumed that, during early literacy initiation, parents may more often rely on their own home book collections within the framework of implemented practices of shared dialogic reading and literacy-related play. The low engagement of parents of children with special developmental needs in activities such as joint visits to bookstores and libraries somewhat aligns with the results of other research explorations in this area (Peeters *et al.*, 2009).

Revealed in the conducted correlational analyses, statistically significant relationships between the examined variables indicate that with an increase in the sense of coherence among the studied parents (both in terms of the overall score and SOC components), not only does their involvement in early literacy initiatives with the child increase, but also their parental resilience (overall score and variables of knowledge of child characteristics and positive parenting perception). Simultaneously, with an increase in parental resilience (overall score), as well as knowledge of child characteristics and positive parenting perception, their engagement in early literacy initiatives within the home environment also increases. The obtained data suggest that perceiving the world as understandable, controllable, and meaningful, and consequently worth effort and emotional investment, constitutes one of the significant protective factors for the well-being of parents of children with special developmental needs. This perception also motivates them to take actions conducive to supporting the development of their children. This aligns with the findings of studies by Natus Oelofsen and Phil Richardson (2006, pp. 7–10). In particular, it is noticeable that the more satisfaction parents derive from parenting and shared interactions with their children, and the more capable they become in making an adequate and realistic assessment of reality in terms of situational demands and available resources, the more intensively they engage in activities aimed at teaching children to read, developing their graphomotor skills, fostering phonological awareness, sharing the enjoyment of printed materials, and organizing trips to bookstores. Furthermore, the involvement of parents of children with special developmental needs in shared reading activities with their children grows as they gain a better understanding of the needs and limitations of the child, as well as the causes of their educational difficulties. It can be assumed that perceiving these challenges as cognitively meaningful rather than emotionally burdensome threats

allows parents to believe that they can effectively support their children during episodes of shared engagement. This belief may serve as a crucial foundation for developing home literacy environments.

The obtained regression models also provide data illustrating in more detail the mechanisms responsible for the involvement of parents of children with special developmental needs in early literacy initiatives. Predictors of this involvement turn out to be both the level of the sense of coherence (overall score) and one of the factors of parental resilience, namely positive parenting perception. However, it is essential to emphasize that positive parenting perception, as demonstrated, acts as a mediator in the relationship between the sense of coherence of parents and their engagement in early literacy initiatives. Therefore, it should be acknowledged that perceiving the parent-child relationship as valuable, meaningful, and bringing satisfaction and joy significantly mediates the influence of parents' life orientation on their practices in the field of early literacy for children.

The results of the conducted research seem to be an important contribution to reflection on designing actions that support home literacy environments. Considering that both the sense of coherence and parental resilience of the surveyed parents are crucial factors determining their involvement in early literacy initiatives with their children, it is significant to ensure parents ample space for developing their psychological resources, significantly impacting their mental well-being, within the scope of psychological-pedagogical assistance provided in early development support centers, preschools, schools, and various institutions, including workshops, advice, and consultations. Apart from instructional meetings that equip parents with specific skills in supporting the educational needs of their children with special developmental needs, such as recognizing challenging behaviours, adapting textual materials to the diverse psycho-physical abilities of children, or specific methodological aspects of working with text, the mentioned preventative actions aimed at shaping personal resources could be a crucial step in preparing parents to intensify early literacy activities at home. In the context of the conducted research, there is also an apparent need for parent psychoeducation regarding the benefits of children with special developmental needs interacting with printed and alternative literacy materials. Additionally, there is a need to educate parents about the possibilities of conducting early literacy initiatives as part of daily activities undertaken in parent-child dyads at home and outside home – during visits to libraries, bookstores, and various cultural institutions that increasingly cater to the diverse developmental needs of individuals with disabilities. From an educational standpoint, it is also essential to increase parents' awareness of the importance of modeling writing

and reading skills in the presence of the child, including reading various texts in both paper and electronic forms. However, it seems reasonable for the outlined recommendations for educational practice to be implemented within the framework of so-called educational partnerships, which, through multifaceted relationships, can increase the chances of creating conditions for optimizing the development of children with special developmental needs, their parents, and teachers.

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