International Journal of Trend in Scientific Research and Development (IJTSRD)
Volume 10 Issue 5, Sep-Oct 2026 Available Online: www.ijtsrd.com e-ISSN: 2456 – 6470

Communication Styles of Parents to Their Children with Diverse Learning Needs During Modular Distance Learning

Nieves J. Liwa, Maricel A. Salares, Ronafe A. Ruiz,
Marianne Lee C. Lloa, Joan Q. Visto, Gwynn Joanne G. Dungog

Cebu Technological University, Cebu, Philippines

ABSTRACT

This study investigated the communication styles of parents toward their children with diverse learning needs during modular distance learning at Danicop Elementary School, Sierra Bullones, Bohol, for School Year 2025–2026. Specifically, it examined parents' descriptions of their children's communication needs and abilities, the communication styles parents used, the challenges they encountered, and the approaches they applied to address these challenges at home. A qualitative research design was employed, utilizing semi-structured interviews with fifteen purposively selected parents. Data were analyzed using Braun and Clarke's Thematic Analysis to generate meaningful themes from participants' lived experiences. The findings revealed that children with diverse learning needs were described as having difficulty expressing thoughts, limited comprehension requiring repetition, and reliance on nonverbal or simplified communication. Parents commonly used simplified step-by-step instructions, mixed verbal and visual communication styles, and repetitive explanations to support learning. However, they experienced challenges such as difficulty explaining lessons, limited knowledge of instructional communication styles, and children's low attention span and resistance to learning. To overcome these, parents adjusted their communication styles by seeking assistance from teachers and school personnel, using visual aids and demonstrations, practicing patience and repetition, and adapting communication to match their children's needs. In conclusion, effective home-based learning during modular distance learning depended on parents' adaptive communication styles and available support systems. The study recommended a capacity-building program to strengthen parents' communication styles in supporting children with diverse learning needs.

How to cite this paper: Nieves J. Liwa | Maricel A. Salares | Ronafe A. Ruiz | Marianne Lee C. Lloa | Joan Q. Visto | Gwynn Joanne G. Dungog "Communication Styles of Parents to Their Children with Diverse Learning Needs During Modular Distance Learning" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-10 | Issue-5, October 2026, pp.874-913, URL: www.ijtsrd.com/papers/ijtsrd142166.pdf

IJTSRD142166

Copyright © 2026 by author (s) and International Journal of Trend in Scientific Research and Development Journal. This is an Open Access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (http://creativecommons.org/licenses/by/4.0)

KEYWORDS: *communication styles, Danicop Elementary School, Sierra Bullones, Bohol, Philippines diverse learning needs, modular distance learning, Qualitative Research design.*

1. Rationale of the Study

Parents of children with diverse learning needs have a very challenging and important role in their child's education during Modular Distance Learning (MDL). After being officially implemented by the Department of Education in DepEd Order No. 037, s. 2022 and reinforced in DO 022, s. 2024, MDL is considered an alternative learning delivery modality during calamities and emergencies or even school shortages. During MDL, parents take on the role of their child's teacher. They facilitate the module and assist their child in answering. By doing so, parents need to establish effective communication styles in teaching their child at home.

According to UNESCO (2020), family involvement can improve the education system. Parents' active participation during MDL is an opportunity for parents to establish a stronger connection to their child's teachers and school communities. However, parents' role during distance learning is not easy. They need to conquer several challenges, including school support and their children's diverse learning needs (Schmidt et al., 2023). Around 15% students with different disability types of the Public Schools in the United States have been receiving special education services from IDEA. These supports include individualized instruction, learning

accommodations, related therapies, and specialized education services designed to meet their specific learning needs. In European and global perspectives, when parents are actively engaging in their child's education, they are considered active citizens (Salamon, 2022).

However, in Indonesia, many parents could not meet the demand of homeschooling because of insufficient support. Tending children with disabilities at home would require devices and full support from the government, which is not accessible all the time (World Bank et al., 2022). Likewise, in Malaysia, many parents are not prepared to facilitate learning at home for their child. They believed that more students would be left out if no one in their household knew how to handle lessons for a child with disabilities (Chu Yun Phua et al., 2022). One study in Bhutan proved how important the role of parents is, even in their child's homework. However, parents became inactive in helping their child because of other responsibilities, their insufficient educational attainment, and their lack of awareness (Chophel & Choeda, 2021).

In the Philippines, classes were suspended because of natural disasters. Under DepEd Order No. 37, s. 2022, school heads in any schools who are greatly affected by calamities are given the authority to suspend face-to-face classes and shift to Modular Distance Learning (MDL). This is what happened in Bogo City during the 2025 earthquake. The local school division had to shift to modular learning to continue education safely. According to the Department of Education (2024), the safety of every student is important, which is why they implemented the flexible learning delivery modes. However, this situation also added pressure on the parents of children with diverse learning needs.

At Danicop Elementary School in Danicop, Sierra Bullones, Bohol, parents admitted that they are incapable of facilitating the modules for their children because they do not know how to communicate with their children to establish a learning tone. Parents reported that modular learning made communication with their children more challenging because they struggled to explain lessons in a way their children could understand. Some parents felt frustrated and helpless because they wanted to help but did not know the proper communication style to use. This situation affected the learning progress of children with diverse learning needs in the school.

The communication styles of the parents to their children with diverse learning needs fill the gap in the available studies online. There are several studies about the performance of special education learners during MDL, parents facilitating skills, and even the role of parents during MDL, but none have tackled the same objectives as this study, which is to probe deeper into the communication styles of parents during MDL.

Theoretical Lenses

This study assumed that investigating the communication styles of parents to their children with diverse learning needs during modular distance learning can provide a valuable understanding of how communication practices influence learners' understanding, engagement, and overall academic development, as well as inform the development of a Capacity-Building Program to Strengthen Parents' Communication Skills During Modular Distance Learning.

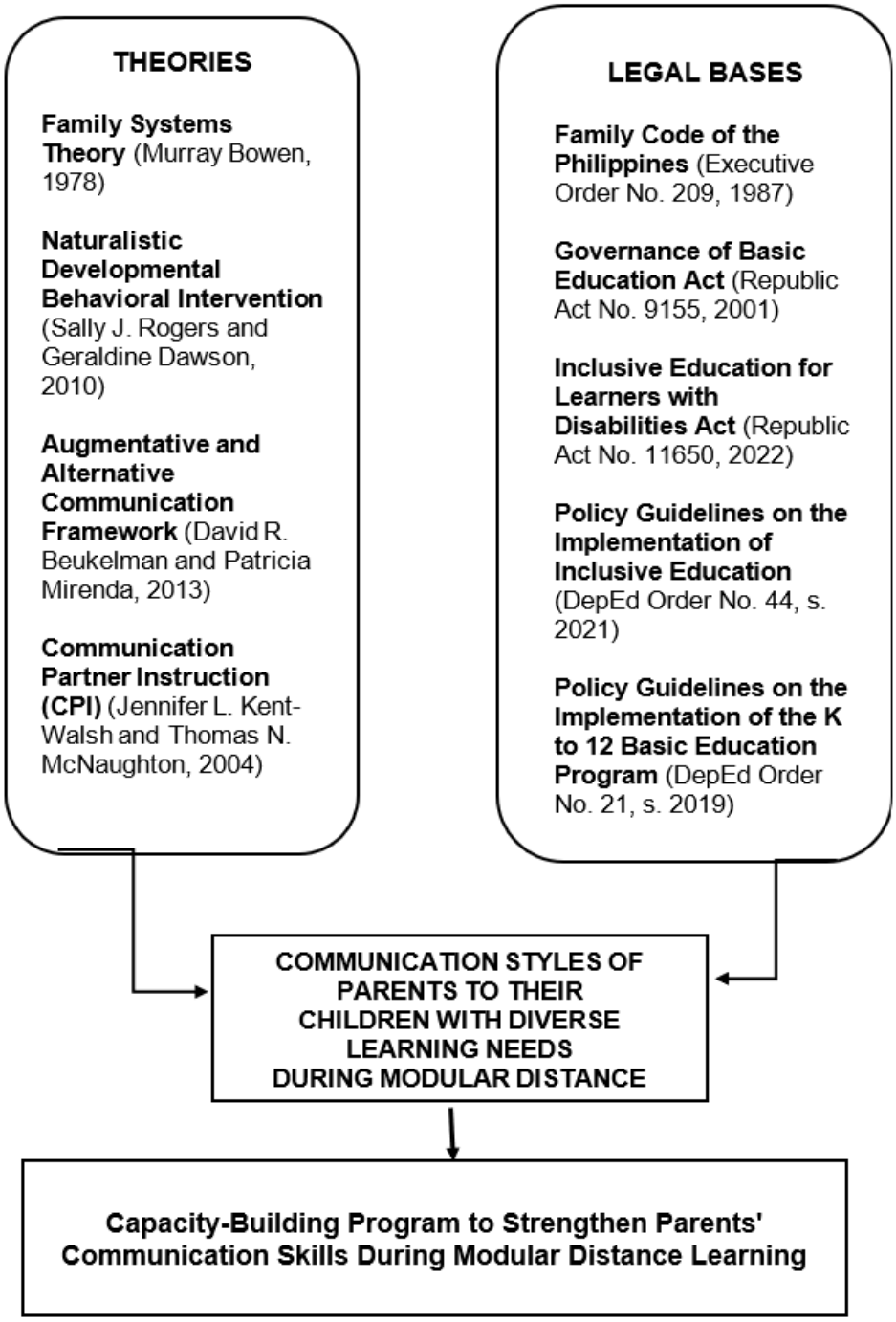


Figure 1. Theoretical and Conceptual Lenses of the Study

Likewise, this study is anchored on the following theories: Family Systems Theory (Murray Bowen, 1978), Naturalistic Developmental Behavioral Intervention (Sally J. Rogers and Geraldine Dawson, 2010), Augmentative and Alternative Communication Framework (David R. Beukelman and Patricia Mirenda, 2013), and Parent-Mediated Communication Strategy Theory (Jennifer L. Kent-Walsh, 2015), which collectively explain children's communication needs and abilities, parents' communication with children with special educational needs, communication challenges in guiding children, and ways parents overcome these challenges in supporting learning.

First, **Family Systems Theory** (Murray Bowen, 1978) explains that the family is like one connected group where every member affects the others. When one person in the family changes or has difficulties, it also affects the other members. It also explains that communication inside the family is very important because it helps members understand each other, solve problems, and work together. In this theory, parents and children are seen as closely connected, and the way they talk and interact depends on their relationship, experiences, and roles in the family.

Several studies have applied Family Systems Theory to examine the role of communication within the family during stressful conditions. Prime et al. (2020) investigated how family well-being and stress during the COVID-19 pandemic influence parent–child relationships and communication patterns. Their findings emphasized that communication quality

within the family system is closely linked to children's emotional and behavioral adjustment. Likewise, Spinelli et al. (2020) applied a family systems perspective in analyzing parental stress and children's psychological outcomes in Italy. The study revealed that higher levels of parental stress negatively affect communication and interaction within the family, leading to difficulties in providing effective guidance, understanding, and emotional support to children. Similarly, Brown et al. (2020) examined parenting experiences during the COVID-19 pandemic and found that parents' communication styles and emotional regulation significantly influence children's coping abilities. The study further highlighted that supportive and positive communication within the family promotes better child adjustment and well-being, reinforcing the core principles of Family Systems Theory.

In the context of this study, this theory helps explain the study by showing that parents' communication with their children is not separate from family life but part of their daily interaction and relationships. It highlights that the way parents understand and describe their children's communication needs and abilities is based on everyday experiences, observations, and continuous interaction within the home. It also explains that parents adjust their communication styles depending on their children's abilities, especially when supporting children with special educational needs. In addition, the theory shows that communication challenges may arise within the family due to differences in understanding, stress, or varying ways of expressing thoughts and emotions. It further explains that parents gradually learn to adapt and improve their communication strategies over time. Through these adjustments, parents are able to find better ways to guide and support their children's learning, particularly in the context of modular distance learning where home-based instruction plays a key role.

Moreover, **Naturalistic Developmental Behavioral Intervention** (Sally J. Rogers and Geraldine Dawson, 2010) explains that communication and learning develop best through natural, everyday interactions between parents and children. It combines structured behavioral strategies with natural, child-centered activities such as play, routines, and daily home experiences. This approach emphasizes that parents play an important role in helping children develop communication skills by responding to their children's interests, needs, and actions in a supportive and consistent way.

Several recent studies have applied Naturalistic Developmental Behavioral Intervention (NDBI) to explain how parent–child communication supports children's learning and engagement within natural home environments. Frost et al. (2020) identified the core components of NDBI, emphasizing child-led interaction, natural reinforcement, and embedding communication opportunities in daily routines. Their findings highlight that learning and communication develop more effectively when parents use responsive and natural interaction strategies during everyday activities. Similarly, Mitchell (2021) demonstrated that when parents are trained in NDBI strategies, such as prompting, modeling, and expanding children's responses, there is an improvement in both parent confidence and children's communication participation. This suggests that parents play an essential role in shaping meaningful communication exchanges at home. In addition, Duncan, Keene, and Shepley (2024) found that NDBI not only improves child development outcomes but also enhances family quality of life, as it integrates learning into natural family routines. This reinforces the idea that effective communication within the family system supports both learning and emotional well-being. Furthermore, van Noorden, Gardiner, and Waddington (2024) emphasized that parent-mediated NDBI consistently improves communication outcomes when parents actively engage in structured yet natural interaction strategies. Their review confirms that parental involvement is central to strengthening communication and learning in home-based settings.

In the context of this study, this theory helps explain the study by showing that parents can improve their children's communication abilities through simple and natural interactions during daily home activities, especially in modular distance learning. It supports how parents become more aware of their children's communication needs and abilities by observing how they respond in real-life situations. It also explains how parents adjust their way of communicating depending on their child's level of understanding, particularly for children with special educational needs. Furthermore, it shows how communication difficulties may occur when parents are unsure of the right approach, but these can be reduced when parents use more responsive and supportive interaction strategies. Lastly, it emphasizes how parents can overcome communication challenges by consistently using natural, meaningful, and engaging communication during home-based learning activities.

Furthermore, **Augmentative and Alternative Communication Framework** (David R. Beukelman and Patricia Mirenda, 2013) explains that communication is not limited to speaking or writing.

It includes different ways of expressing ideas, such as gestures, facial expressions, pictures, symbols, writing, and the use of communication devices. This framework is especially important for individuals who have difficulty using spoken language, as it provides alternative ways for them to understand and express their thoughts and needs. It also emphasizes the important role of parents and caregivers in supporting and learning these communication methods to help children communicate more effectively.

Several studies have applied the principles of Augmentative and Alternative Communication (AAC), grounded in the framework developed by Beukelman and Mirenda, to explain how individuals with complex communication needs interact within natural environments. These studies emphasize that communication is not limited to speech but is enhanced through alternative systems and supportive interaction partners. Bosse et al. (2020) highlighted that AAC promotes communication access through digital and social platforms, allowing individuals with communication difficulties to participate more actively in interaction and learning contexts. This underscores the importance of providing accessible communication modes within everyday environments. Similarly, Buchholz, Holmgren, and Ferm (2020) emphasized that effective communication is strengthened when caregivers actively participate in communication support. Their findings suggest that communication becomes more meaningful when caregivers adjust and respond flexibly to the communication needs of individuals. In addition, Hanley et al. (2023) found that communication partners, including parents and caregivers, are essential in the successful use of AAC. The study emphasized that communication effectiveness depends not only on tools or systems but also on the responsiveness, understanding, and support provided by communication partners.

In the context of the study, this theory helps explain the study by showing that children with diverse learning needs may use different forms of communication, and parents need to understand and recognize these various communication methods. It highlights how parents identify and describe their children's communication needs and abilities based on both verbal and non-verbal cues. It also explains how parents adjust their communication styles by using alternative methods such as gestures, visual aids, or simplified language to better support their children. Furthermore, it helps explain the challenges parents face when they are not familiar with these communication systems and how this may affect their interaction with their children. Lastly, it supports how parents can overcome communication challenges by learning and using alternative communication strategies that make it easier for their children to participate and learn during modular distance learning.

Lastly, **Communication Partner Instruction (CPI) (Jennifer L. Kent-Walsh and Thomas N. McNaughton, 2004)** is an evidence-based approach within the field of Augmentative and Alternative Communication that focuses on improving the communication skills of interaction partners, such as parents, teachers, and caregivers, rather than only the individual with communication needs. CPI emphasizes that effective communication is co-constructed; therefore, communication partners are trained to use supportive strategies such as modeling appropriate language, providing sufficient wait time, asking open-ended questions, and responding contingently to the learner's attempts. The goal of CPI is to create more meaningful, responsive, and interactive communication environments that enable individuals with diverse learning or communication needs to participate more actively and successfully in social and educational exchanges.

Communication Partner Instruction (CPI) provides a strong framework for analyzing how parents function as primary communication partners in home-based education. Recent research supports the central idea of CPI that communication outcomes are significantly influenced by the interaction styles and responsiveness of communication partners. For instance, Yum et al. (2021) found that individuals using Augmentative and Alternative Communication demonstrate different communication patterns depending on their communication partners, highlighting the critical role of partner behavior in shaping interaction quality. Similarly, Andzik et al. (2021) showed that structured training of communication partners significantly improves the implementation of communication interventions, reinforcing CPI's emphasis on teaching partners effective strategies such as prompting, modeling, and feedback. Moreover, Chin et al. (2022) demonstrated that parent-mediated communication interventions delivered through telepractice improved both parent strategy use and children's communication outcomes, underscoring the importance of parental communication styles in facilitating learning at home. These studies collectively affirm that CPI is highly relevant to this research, as it provides a lens for examining how parents' communication styles, such as clarity of instruction, scaffolding, responsiveness, and emotional support, affect the learning

engagement and comprehension of children with diverse learning needs during modular distance learning. Furthermore, CPI supports the development of targeted interventions aimed at enhancing parents' communication practices, thereby improving educational outcomes in home-based learning environments.

In the context of the study "Communication Styles of Parents to Their Children with Diverse Learning Needs During Modular Distance Learning," CPI serves as a strong theoretical foundation by highlighting the critical role of parents as primary communication partners in the home-based learning environment. During modular distance learning, parents take on instructional roles, and their communication styles directly influence their children's understanding, engagement, and motivation. Applying CPI in this study allows researchers to examine how parents use (or struggle to use) effective communication strategies, such as clarity of instructions, scaffolding, feedback, and emotional support, when assisting their children with learning modules. It also provides a framework for identifying gaps in parental communication practices and supports the development of targeted interventions or training programs that can enhance parents' ability to communicate more effectively, thereby improving learning outcomes for children with diverse needs.

Synthesis. The theories of Murray Bowen, Sally J. Rogers and Geraldine Dawson, David R. Beukelman and Patricia Mirenda, and Jennifer L. Kent-Walsh collectively provide a comprehensive explanation of how communication between parents and children with diverse learning needs occurs, develops, and improves within the home environment. These theories converge on the idea that communication is not an isolated skill but a dynamic, interactive, and context-dependent process shaped by relationships, environment, and the active participation of communication partners.

Family Systems Theory emphasizes that communication is deeply embedded within family relationships, where parents' emotions, stress levels, and interaction patterns influence children's responses and behavior. This highlights that parents' communication styles cannot be separated from the overall family context, especially during challenging situations such as modular distance learning. Complementing this, Naturalistic Developmental Behavioral Intervention explains that communication develops most effectively through meaningful, everyday interactions, where parents use responsive, child-centered strategies during routines and activities. This perspective reinforces the importance of natural engagement and consistent parental involvement in supporting children's communication and learning.

Meanwhile, the Augmentative and Alternative Communication Framework broadens the understanding of communication by recognizing multiple modes of expression beyond speech, including gestures, symbols, and assistive tools. This is particularly relevant for children with diverse learning needs, as it explains the varied ways they express understanding and interact with others. It also underscores the necessity for parents to recognize, adapt to, and support these different communication forms. Lastly, Communication Partner Instruction strengthens these ideas by focusing on the role of parents as active facilitators of communication, emphasizing that effective interaction depends on the strategies used by communication partners, such as modeling, scaffolding, and providing appropriate feedback.

Taken together, these theories provide a unified framework for the present study by explaining that parents' communication styles, shaped by family dynamics, natural interactions, communication modalities, and learned strategies, play a crucial role in supporting the learning and engagement of children with diverse learning needs. They also emphasize that communication challenges arise from both individual and environmental factors, but can be addressed through adaptive, responsive, and intentional communication practices. Therefore, these theoretical perspectives collectively support the investigation of how parents communicate, the challenges they encounter, and the strategies they use to effectively guide their children during modular distance learning.

On the other hand, several legal bases support inclusive education in the Philippines. These include Family Code of the Philippines (Executive Order No. 209, 1987), Governance of Basic Education Act (Republic Act No. 9155, 2001), Inclusive Education for Learners with Disabilities Act (Republic Act No. 11650, 2022), Policy Guidelines on the Implementation of Inclusive Education (DepEd Order No. 44, s. 2021), and Policy Guidelines on the Implementation of the K to 12 Basic Education Program (DepEd Order No. 21, s. 2019)

First, **Family Code of the Philippines** (Executive Order No. 209, 1987) establishes the legal foundation of the family as the basic social institution of the country. It clearly states that parents have the primary responsibility to care for, nurture, and educate their children. This includes providing moral guidance, emotional support, and proper upbringing within the

home. It recognizes that parents play a central role in the development of their children's character, behavior, and overall well-being, which naturally includes communication within the family setting.

This law helps explain the study by emphasizing that parents are the primary individuals responsible for guiding and supporting their children's learning and communication at home, especially during modular distance learning. It supports the understanding of how parents recognize and describe their children's communication needs and abilities through daily care and interaction. It also highlights how parents communicate with children with special educational needs as part of their responsibility to nurture and educate them. Furthermore, it explains the challenges parents may experience in fulfilling this role, particularly when supporting learning at home, and how they strive to overcome these challenges in order to properly guide and assist their children's education.

The Governance of Basic Education Act (Republic Act No. 9155, 2001) establishes the framework for managing basic education in the Philippines. It defines the roles and responsibilities of schools, teachers, learners, and parents in the delivery of quality education. The law emphasizes that education is a shared responsibility between the school and the home, where parents are recognized as important partners in supporting the learning and development of their children. It also promotes accountability, collaboration, and active participation of stakeholders in ensuring effective learning outcomes.

This law helps explain the study by emphasizing the important role of parents as partners in education, especially in supporting their children's learning at home during modular distance learning. It supports how parents understand and describe their children's communication needs and abilities as part of their involvement in the learning process. It also explains how parents communicate with children with special educational needs in coordination with educational goals. Furthermore, it reflects the communication challenges parents may experience while guiding their children and how shared responsibility between home and school encourages them to find ways to overcome these difficulties in supporting their children's learning.

Inclusive Education for Learners with Disabilities Act (Republic Act No. 11650, 2022) strengthens the right of learners with disabilities to access quality and appropriate education in an inclusive learning environment. It promotes equal opportunities for all learners by ensuring that their individual needs are properly addressed within the basic education system. The law emphasizes the importance of providing necessary support services, reasonable accommodations, and collaborative efforts among teachers, schools, and families to ensure meaningful participation and learning of learners with disabilities.

This law helps explain the study by emphasizing that learners with diverse learning needs require appropriate support, including effective communication from parents at home. It supports how parents recognize and describe their children's communication needs and abilities, especially for those with disabilities or learning difficulties. It also highlights how parents adjust their communication approaches to better support their children's understanding and participation in learning activities. Furthermore, it reflects the communication challenges parents may experience in guiding their children and underscores the importance of support systems that help them overcome these difficulties in order to improve their children's learning during modular distance education.

Policy Guidelines on the Implementation of Inclusive Education (DepEd Order No. 44, s. 2021) provide direction for schools in ensuring that all learners, regardless of abilities, background, or learning needs, are given equal access to quality education. It promotes an inclusive learning environment where diversity is recognized and respected, and where appropriate support systems are provided to address the individual needs of learners. The policy also emphasizes collaboration among teachers, school personnel, parents, and other stakeholders to ensure that learners with diverse needs are properly supported in their learning process.

This policy helps explain the study by emphasizing the importance of parents as active partners in supporting learners with diverse learning needs, particularly in terms of communication at home. It supports how parents understand and describe their children's communication needs and abilities as part of providing appropriate support. It also explains how parents communicate with children with special educational needs by adapting their approaches to ensure understanding and participation in learning tasks. Furthermore, it reflects the communication challenges parents encounter while guiding their children and emphasizes the need for cooperation and support systems that help parents overcome these difficulties in order to enhance their children's learning during modular distance learning.

Synthesis. The legal bases, Family Code of the Philippines, Governance of Basic Education Act, Inclusive Education for Learners with Disabilities Act, DepEd Order No. 44, s. 2021, and DepEd Order No. 21, s. 2019, collectively establish a strong policy

and legal framework that supports inclusive, collaborative, and home-supported education in the Philippines. Taken together, these issuances affirm that education is a shared responsibility among the family, school, and the broader education system, with parents playing a central role in nurturing, guiding, and supporting their children's learning and development. They consistently emphasize that learners, especially those with diverse learning needs, must be provided with equitable access to education, appropriate support systems, and meaningful participation in learning processes.

Across these laws and policies, a common principle emerges: parents are not only caregivers but also active partners in education whose communication with their children significantly influences learning outcomes. The Family Code establishes the foundational responsibility of parents in raising and educating their children, while the Governance of Basic Education Act strengthens this role by recognizing parents as key stakeholders in the educational process. Meanwhile, the Inclusive Education Act and DepEd Order No. 44 institutionalize the need for responsive and adaptive support for learners with disabilities, highlighting that both schools and families must work together to address individual learning and communication needs. DepEd Order No. 21 further ensures that these principles are integrated within the K to 12 curriculum, reinforcing the importance of inclusive and learner-centered practices.

In relation to the present study, these legal bases collectively support the idea that parents' communication styles are essential in facilitating the learning of children with diverse needs, particularly in a modular distance learning context where instruction is largely home-based. They explain how parents recognize and respond to their children's communication needs, how they adjust their strategies to support understanding, and how they navigate challenges in guiding learning at home. Furthermore, these policies highlight that while parents may encounter difficulties in fulfilling these roles, the presence of structured support systems, inclusive policies, and shared responsibility between school and home enables them to adapt and improve their communication practices. Thus, these legal frameworks provide a strong foundation for examining how parents communicate with their children, the challenges they face, and the strategies they employ to support learning in an inclusive education setting.

Several related studies give empirical evidence that could present a better understanding of the communication styles of parents to children with diverse learning needs during modular distance learning.

First, a study by Malabarbas et al. (2022) looked at how parents help their children with modular distance learning in a public school. The researchers found that parents' participation affects how well Grade 6 students do in school. Parents with higher education and better family income were more involved in their children's learning. Fathers were often more involved than mothers. The study shows that parents' active support is important for children's success in modular learning.

However, parents' educational attainment or family income has nothing to do with the level of engagement of the parents. Parents' involvement in their child's learning is important, especially if their child has learning needs (Suico et al., 2022).

Similarly, Friales, Quemado, and Bayog (2022) found that parents are very important in helping their children with modular learning. Parents support their children by motivating them, helping them set goals, and guiding them in learning at home. The study shows that children learn better when parents are actively involved, especially in modular learning, where students need extra help at home.

In addition, Loto (2020) found that parents helped their children moderately during modular distance learning. They supported teaching at home, set rules, supervised their children, and joined some school activities. However, they were less active in talking with teachers and using effective parenting styles. The study suggests that parents should be more involved, and teachers should encourage them to participate more in their children's learning.

Along the same line, Dullas and Echaure (2024) looked at how parents helped their children during modular distance learning in Botolan District, Zambales. Most parents were married women with a high school education, part-time jobs, and low income. They were very involved in teaching their children and accepting the learning modules, but only somewhat involved in submitting the modules. The study also found that parental involvement changed depending on the parents' education, income, and how many children they had. The researchers suggested that parents should be given guidance on their roles and help their children become more independent learners.

Moreover, Estoque (2022) concluded that Modular Distance Learning (MDL) changed the role of teachers in reading instruction for Kindergarten to Grade 3 students. Teachers became facilitators, while

parents or guardians had to act as the main reading teachers at home. The study emphasized that parents need to understand reading skills to help their children effectively. Successful reading instruction depended on strong collaboration between teachers and parents. The researcher recommended that teachers provide guidance, reading materials, and support to parents to make learning easier for children.

Likewise, Graham-Clay (2021) says that teachers need to talk well with parents of children with special needs to help their learning. Teachers can build trust, share information clearly and often, and listen to parents because they know their child best. The study also says it is important to help parents from different cultures and languages join in their child's learning. Good communication between teachers and parents helps children with special needs learn better.

Furthermore, another study of Puspitasari and Palupi (2021) found that parents of children with special needs face challenges in assisting their children during distance learning. The COVID-19 pandemic forced schools to shift from face-to-face classes to online and modular learning, making parental support crucial. The study emphasized that interpersonal communication and parental acceptance are key factors in helping children learn at home. Parents who understand their child's needs and show patience and support are more willing and able to guide their children through lessons and activities. These findings emphasize the importance of positive parent–child interactions in ensuring effective learning, particularly for children with special learning needs.

At the same time, parents of children with learning disabilities, ADHD, and related disorders often feel confused, worried, and guilty because their child's behavior is sometimes hard to understand. However, these difficulties are caused by how the brain works and are not the parents' fault. The article explains that when parents give clear instructions, set simple routines, and always praise good behavior, children feel safer and more confident. When parents learn to accept their child's strengths and weaknesses, they can better support their child's learning and growth (Learning Disabilities Association of America, n.d.).

In relation to this, parents of children with special needs often feel worried when they receive reports about their child. The study in Turkey found that some parents were not fully satisfied because the tests were too short or not clear enough. Some parents also did not understand why their child was placed in a certain school. The study says that good communication between parents, schools, and guidance centers is very important. When parents understand their child's condition better, they can support their child's learning better (Gülay et al., 2024).

Finally, according to Catama et al. (2024) when parents receive proper training and support, they become more confident in helping their children. The program helped parents better understand their child's condition, feel less alone, and build strong coping skills. Because of this, parents were able to give better learning and emotional support to their children at home. This study shows that giving parents the right knowledge and skills is very important in helping children with special learning needs succeed.

Synthesis. The reviewed studies show that during modular distance learning, parents play a very important role in their children's learning, especially for children with special learning needs, because they become the main guides at home. Children learn better when parents explain lessons, give encouragement, and show patience and acceptance. The studies also show that good communication between parents and teachers is important so that children receive clear guidance and proper support. Many parents feel worried or unsure about how to help their child, but when they receive training, information, and emotional support, they become more confident and more able to guide their children. Overall, these studies show that strong parental involvement, good communication, and proper support systems help children with special learning needs succeed in modular distance learning.

THE PROBLEM

Statement of the Problem

This study investigated the communication styles of parents to their children with diverse learning needs during modular distance learning. The study will focus on how parents will guide and interact with their children at home while using self-learning modules at Danicop Elementary School - Danicop, Sierra Bullones, Bohol Province, for the school year 2025-2026, as a basis for a proposed capacity-building program to strengthen parents' communication skills during modular distance learning.

Specifically, the study aimed to answer the following questions:

1. How do parents describe their children's communication needs and abilities?
2. How do parents communicate with their children with special educational needs?
3. How do parents experience communication challenges while guiding their children?

4. How do parents overcome communication challenges in supporting their children's learning?
5. Based on the findings, what capacity-building program can be developed to strengthen the communication skills of parents to better support their children with special educational needs?

Significance of the Study

The study on communication styles of parents to children with special learning needs during modular distance learning is beneficial to the following:

Department of Education (DepEd). It provides DepEd officials with information about parental communication approaches and involvement. This helps them develop programs, training, and policies that support parents, SPED teachers, and learners, ensuring the smooth implementation of modular distance learning.

SPED teachers. It helps SPED teachers understand the communication techniques parents use and how these affect children's learning. This understanding allows teachers to provide better guidance, support, and feedback to both parents and learners, making modular distance learning more effective for children with special learning needs.

Parents of children with special learning needs. It provides them with practical communication approaches to support their children during modular distance learning. By understanding effective ways of communicating, parents are able to guide their children's learning at home more confidently and reduce difficulties in accomplishing self-learning modules.

Children with special learning needs. Children with special learning needs, specifically those assessed with Dyslexia, Dyscalculia, and Dysgraphia, receive better support and understanding as their parents' communication strategies are aligned with their individual needs.

Danicop Elementary School. It provides the school with data on how parents communicate with their children with special learning needs. This helps the school develop strategies, workshops, and support systems to assist both parents and teachers, making modular distance learning more effective for learners.

The researcher. It helps the researcher improve knowledge and skills in studying parent–child communication, especially in the context of modular distance learning for children with special learning needs.

Future researchers. It serves as a reference for future studies on communication approaches, parental involvement, and modular learning in other contexts. It also provides insights and data that can guide similar research in the future.

RESEARCH METHODOLOGY

This section presents the methodologies used in the study, such as the research design, the research respondents, the research locale, the research instrument, the ethical considerations, the data gathering procedure, and the data analysis.

Research Design

The study employed a qualitative research design using Braun and Clarke's Thematic Analysis to explore the communication styles of parents to their children with special learning needs during modular distance learning. This approach was used because it provided a systematic yet flexible method for identifying, analyzing, and reporting patterns or themes within qualitative data. It was appropriate for the study since it allowed the researcher to deeply examine how parents described their children's communication needs and abilities, how they communicated with their children with special educational needs, the communication challenges they experienced, and the strategies they used to overcome these challenges in supporting learning at home.

Data gathered from in-depth semi-structured interviews were analyzed using Braun and Clarke's six-phase framework. First, the researcher familiarized herself with the data by reading and re-reading the interview transcripts. Second, initial codes were generated by identifying meaningful statements related to parents' communication experiences, strategies, challenges, and coping mechanisms. Third, these codes were organized into potential themes that reflected communication needs, communication practices, difficulties encountered, and adaptive responses. Fourth, the themes were reviewed and refined to ensure that they accurately represented the data. Fifth, the themes were clearly defined and named to capture each communication pattern. Finally, a detailed report was produced to interpret the findings in relation to the research problem and objectives of the study.

The analysis of the subproblems followed the thematic process. For the first subproblem, codes related to parents' descriptions of their children's communication needs and abilities were grouped into descriptive themes. For the second subproblem, communication methods and interaction styles used by parents were coded and organized into patterned themes. For the third subproblem, communication challenges experienced by parents were analyzed and developed into emerging themes. For the fourth subproblem, coping strategies and solutions used by

parents were synthesized into final themes showing how they overcome communication challenges in supporting their children's learning.

Primary data were collected through semi-structured in-depth interviews with selected parents, each lasting 30–45 minutes and audio-recorded with consent. The interview guide was aligned with the research questions and included probing questions to further explore parents' lived experiences in communicating with their children during modular distance learning.

Overall, Braun and Clarke's Thematic Analysis provided a clear and structured approach for identifying meaningful patterns in parents' communication experiences, allowing the study to generate rich and credible themes on communication styles, challenges, and coping strategies in modular distance learning.

Flow of the Study

The flow of the study was anchored on the Input-Process-Output (IPO) model, which provided a systematic representation of how data were gathered, analyzed, and transformed into meaningful outputs. According to McGregor (2017), the IPO model is a useful framework in research as it clearly illustrated the relationship between variables, research procedures, and expected outcomes in a structured manner.

The input of the study consisted of parents' descriptions of their children's communication needs and abilities, parents' communication with children with special educational needs, parents' experiences of communication challenges while guiding their children, and parents' ways of overcoming communication challenges in supporting their children's learning.

To process these data, the study employed a qualitative research design using Braun and Clarke's Thematic Analysis. The data gathering procedure began with securing approval from the concerned authorities, followed by seeking informed consent from the respondents to ensure that ethical considerations were properly observed. This was followed by the preparation and validation of the interview guide to ensure that the questions were aligned with the research objectives and capable of eliciting rich and relevant responses. After validation, the semi-structured interviews were administered to the selected parents, and all responses were audio-recorded and transcribed for analysis.

The analysis of data followed Braun and Clarke's six-phase framework. First, the researcher familiarized herself with the data by repeatedly reading and reviewing the interview transcripts to gain a deep understanding of the participants' responses. Second, initial codes were generated by identifying meaningful statements, phrases, and ideas related to parents' communication experiences. Third, these codes were organized into potential themes that reflected patterns such as communication needs, communication strategies, challenges, and coping mechanisms. Fourth, the themes were reviewed and refined to ensure that they accurately represented the coded data and the overall dataset. Fifth, the themes were clearly defined and named to capture the essence of each communication pattern. Finally, the sixth phase involved producing a detailed analysis report where the final themes were interpreted and synthesized, which served as the basis for the development of the proposed capacity-building program to strengthen parents' communication skills during modular distance learning.

Consequently, the output of the study was a Proposed Capacity-Building Program to Strengthen Parents' Communication Skills During Modular Distance Learning.

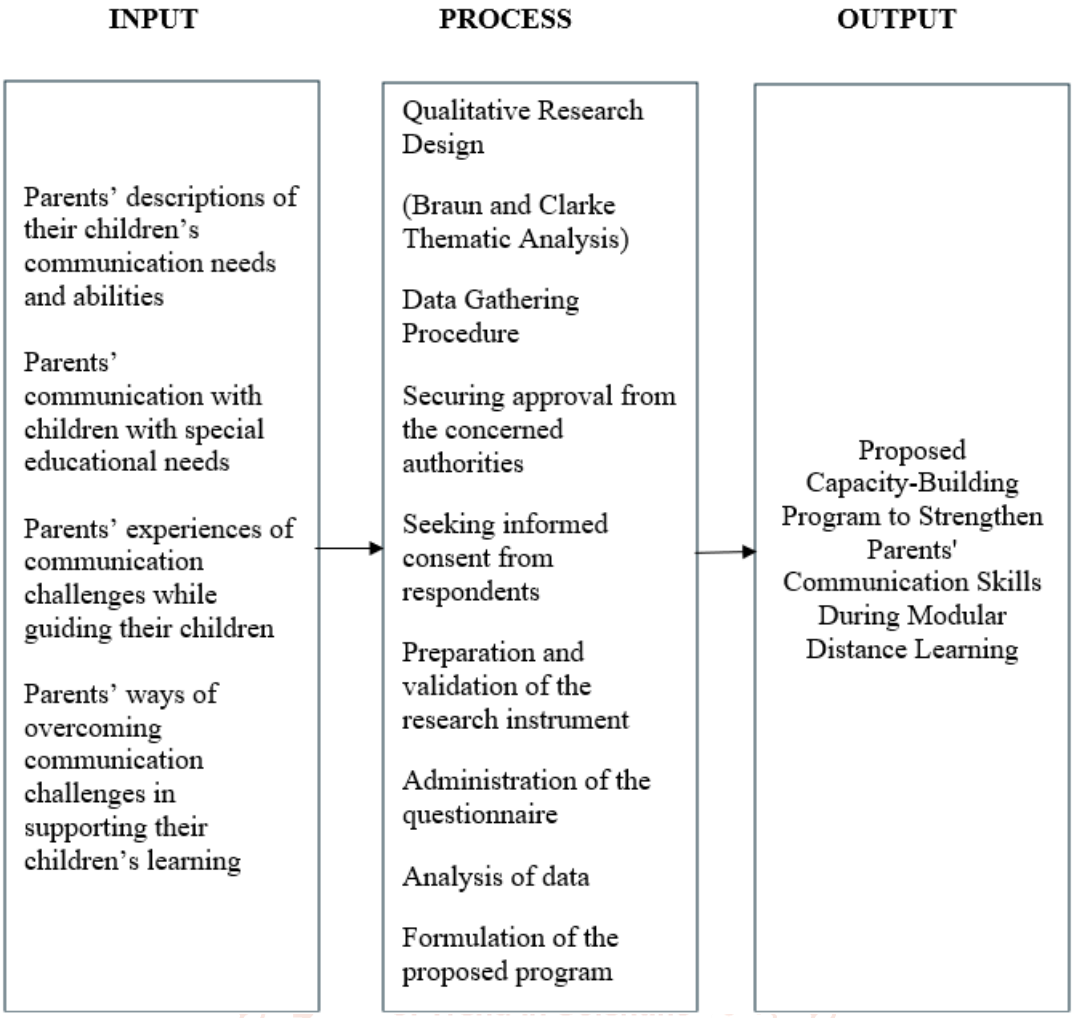


Figure 2. Flow of the Study

Environment

The study was conducted at Danicop Elementary School, located in Danicop, Sierra Bullones, Bohol. The school provided basic education to children in the community and also served learners with special education needs (SPED). It was an inclusive school, meaning that learners with special learning needs studied together with regular learners and were supported according to their individual needs. The school was committed to promoting the academic, social, and emotional development of all pupils through trained teachers, inclusive programs, and a supportive learning environment.

Danicop Elementary School had learners who were assessed by their classroom teachers and the SPED specialist and were identified as having special learning needs. These learners were officially recognized by the school and were provided with appropriate support and contextualized learning materials to help them cope with their difficulties.

During natural calamities or suspension of classes, the school implemented Modular Distance Learning (MDL) to ensure that learning continued. Printed modules were prepared and distributed to every learner. At home, parents served as the primary facilitators of learning, especially for children in the SPED section. Parents guided their children in answering the modules, explained the lessons, and assisted them in completing their tasks. However, many parents expressed difficulty in handling their child's learning needs because they were not fully familiar with strategies for supporting children with Dyslexia, Dyscalculia, or Dysgraphia



Figure 3. Location Map of the Research Environment

This situation made Danicop Elementary School an appropriate setting for the study, as it reflected the real experiences of parents assisting children with special learning needs during modular distance learning, particularly in times of class suspension due to natural disasters.

Participants

The participants of the study were the fifteen (15) parents of children with diverse learning needs who were actively engaged in modular distance learning at Danicop Elementary School. These parents, whether mothers or fathers, were selected through purposive sampling because the study required individuals who had direct, lived, and meaningful experiences in communicating and guiding their children at home during modular distance learning. Purposive sampling was considered most appropriate for this qualitative study since it ensured that only information-rich participants who met specific criteria were included, which is essential in generating an in-depth understanding of communication styles.

To ensure credibility and relevance of the data, the following inclusion criteria were used: the parent must have a child with identified diverse learning needs; the parent must be actively involved in guiding the child's modular distance learning activities at home; the parent must have at least one academic year of experience supporting their child under modular distance learning; and the parent must be willing to participate in an in-depth interview and share personal experiences regarding communication practices. Participants who did not meet these criteria or who were not actively involved in home-based learning support were excluded from the study.

For the selection of participants, the researcher coordinated directly with the class advisers to identify parents who regularly claimed and returned the learning modules at school, those who served as the primary contact persons of teachers, and those who actively communicated with teachers for clarifications regarding the content of the modules. These indicators ensured that the selected parents were genuinely involved in the learning process and had consistent communication experiences related to their children's education at home.

Although the sample size was limited to fifteen (15) participants, this number was considered appropriate for qualitative research using thematic analysis, as it allowed for rich, detailed, and comparable narratives while still enabling the identification of patterns across cases. The use of a small and relatively homogeneous group allowed the study to deeply explore shared experiences and variations in parents' communication styles, ensuring that the focus remained on depth and meaning rather than generalization.

Table 1 presents the distribution of the parent-participants based on their child's identified learning disability. The total number of parent-participants in the study is fifteen (15).

Table 1 Distribution of Parent- Participants

School	Frequency (f) of Parent-Participants	Percentage (%)
Danicop Elementary School.	15	100
Total	**15**	**100%**

Instrument

Data were gathered using a researcher-made semi-structured interview guide designed to explore the communication methods of parents with children with exceptional needs during modular distance learning. The instrument contained open-ended questions that allowed the participants to freely describe their experiences, communication practices, challenges encountered, and coping strategies used while guiding their children at home. Probing questions were also included to encourage deeper discussion and obtain rich and detailed responses relevant to the objectives of the study. The semi-structured format provided flexibility during the interview process, allowing the researcher to ask follow-up questions whenever clarification or additional information was needed.

To ensure the quality and credibility of the instrument, the semi-structured interview guide underwent validation by a panel of experts. The validators examined the interview questions in terms of clarity, relevance, coherence, organization, and appropriateness to the research objectives. Their comments, suggestions, and recommendations were carefully reviewed and incorporated to improve the content and structure of the instrument. Necessary revisions were made before the conduct of the actual interviews to ensure that the questions were understandable, appropriate, and capable of eliciting meaningful responses from the participants.

Ethical Considerations

This study was reviewed and approved by the Research and Ethics Committee of the Graduate School, Cebu Technological University. All participants were fully informed about the purpose, objectives, and nature of the study before their participation. Informed consent was obtained through a signed consent form, which clearly outlined their voluntary participation. Participants were assured that they had the right to withdraw from the study at any time without facing any form of penalty or consequence.

The confidentiality and privacy of all participants were strictly maintained throughout the research process. Personal information and collected data were treated as highly confidential and were stored securely by the researcher. Only the researcher had access to the raw data, which were used solely for academic purposes. Identifying details were removed or coded to protect participant anonymity in all reports and publications. Furthermore, all collected data, interview transcripts, and related research documents were securely kept for one year after the completion of the study and were properly disposed of thereafter to ensure the continued protection of participants' privacy and confidentiality.

Collaborative Study Terms of Reference. This study was part of the academic requirements of the university and was conducted solely by the researcher. All expenses related to the study were personally shouldered by the researcher. Only the researcher had the right to publish the study; however, the thesis adviser could co-publish it, provided that the researcher's name appeared as a co-author to acknowledge their primary contribution.

Data Gathering Procedure

The data gathering procedure of this study was divided into three major stages: Pre-Data Gathering Stage, Data Gathering Stage, and Post-Data Gathering Stage to ensure a systematic, ethical, and rigorous research process. The study involved fifteen (15) parents of children with diverse learning needs as confirmed participants throughout all stages of data collection.

Pre-Data Gathering Stage

At the beginning of the study, the researcher secured approval from the Office of the Schools Division Superintendent (SDS) to conduct the research. Upon approval, a formal endorsement letter was forwarded to the Office of the Public Schools District Supervisor (PSDS) for further permission. After obtaining approval from the PSDS, the researcher coordinated with the school head of Danicop Elementary School

to formally conduct the study within the school setting.

Following institutional approvals, the researcher prepared and distributed informed consent forms to the fifteen (15) selected parent participants. The consent form clearly explained the purpose of the study, procedures, voluntary participation, confidentiality, and the right to withdraw at any time without penalty.

To ensure the validity of the research instrument, the semi-structured interview guide was reviewed and validated by a panel of experts, including the research adviser and other experts in Special Education. Their suggestions and corrections were incorporated to ensure that the questions were clear, relevant, and aligned with the objectives of the study.

Data Gathering Stage

After securing all necessary approvals and completing instrument validation, the researcher proceeded to the actual data collection. This stage involved individual in-depth semi-structured interviews with fifteen (15) parent participants, who were identified as actively engaged in their children's modular distance learning.

The selection of participants was confirmed based on their active involvement in claiming and returning modules, serving as the primary contact persons of teachers, and regularly communicating with class advisers for clarifications regarding module content. These criteria ensured that all participants had direct and meaningful experiences in parent–child communication during modular learning.

Each interview lasted approximately 30–45 minutes and was conducted in a convenient and comfortable setting chosen by the participants. All interviews were audio-recorded with informed consent to ensure accuracy of data. In addition, the researcher took field notes to document important verbal and non-verbal responses, emotional expressions, and contextual details during the interview. Ethical principles such as confidentiality, anonymity, and voluntary participation were strictly observed throughout the process.

Post-Data Gathering Stage

After completing all interviews, the recorded data were transcribed verbatim and organized for analysis. The study used Braun and Clarke's Thematic Analysis to examine the data systematically.

The analysis followed six phases. First, the researcher familiarized herself with the data by repeatedly reading the transcripts. Second, initial codes were generated by identifying meaningful statements related to parents' communication experiences. Third, codes were grouped into potential themes that reflected patterns in communication needs, strategies, challenges, and coping mechanisms. Fourth, the themes were reviewed and refined to ensure accuracy and consistency with the data. Fifth, the themes were clearly defined and named based on their meanings. Finally, the researcher produced a detailed report that interpreted the themes in relation to the research problem.

To ensure credibility and trustworthiness, member checking was conducted by returning the summarized interpretations to the participants for validation. Their feedback was incorporated to ensure that their experiences were accurately represented. The final validated themes served as the basis for developing a proposed Capacity-Building Program to Strengthen Parents' Communication Skills in supporting children with diverse learning needs during modular distance learning.

Data Analysis

The data gathered in this study were analyzed using Braun and Clarke's Thematic Analysis (2006), which is a systematic and flexible approach for identifying, analyzing, and reporting patterns or themes within qualitative data. This method was appropriate for the study because it allowed the researcher to deeply examine how parents described their children's communication needs and abilities, how they communicated with their children with special educational needs, the challenges they experienced, and the strategies they used to overcome these challenges during modular distance learning.

The analysis began with the transcription of all audio-recorded interviews, followed by repeated reading and re-reading of the transcripts to allow the researcher to become fully familiar with the data. During this stage, initial ideas and meaningful patterns related to parents' communication experiences were noted. After familiarization, the researcher systematically generated initial codes by identifying significant words, phrases, and statements relevant to the research questions. These codes reflected key aspects of parents' experiences, such as communication needs and abilities of children, communication practices at home, challenges encountered in guiding learning, and coping strategies used by parents.

The coded data were then organized into potential themes by grouping similar codes to form broader patterns of meaning. These themes represented major aspects of the participants' experiences, including how parents understood their children's communication needs, how they adjusted their communication styles, the difficulties they

encountered, and the ways they managed and overcame these challenges. The researcher then reviewed and refined the themes to ensure that they accurately reflected both the coded data and the entire dataset. Some themes were merged or adjusted when necessary to improve clarity, coherence, and consistency.

After refining the themes, the researcher defined and named each theme to clearly capture its meaning and relevance to the study. This process ensured that each theme accurately represented parents' communication styles and experiences in supporting their children's learning. Finally, a comprehensive narrative report was developed, where the themes were interpreted in relation to the research questions and supported with relevant participant responses. This final analysis served as the basis for the development of the proposed Capacity-Building Program to Strengthen Parents' Communication Skills During Modular Distance Learning.

DEFINITION OF TERMS

To create a common frame of understanding for the readers and the users of this study, the following terms are defined operationally:

Children with diverse learning needs. Refer to the learners at Danicop Elementary School who require varying levels of support in understanding lessons, following instructions, and communicating in the context of modular distance learning, as identified by their parents based on their actual learning experiences at home.

Communication challenges. Refer to the difficulties experienced by parents in Danicop Elementary School while guiding their children within the context of modular distance learning, particularly in explaining lessons, ensuring understanding, and managing misunderstandings or communication gaps during home-based modular learning activities.

Communication needs and abilities. Refer to how parents in Danicop Elementary School describe the ways their children with diverse learning needs understand instructions, express themselves, and respond within the context of modular distance learning, based on their daily experiences in guiding and observing their children while accomplishing self-learning modules at home.

Modular distance learning. Refers to a learning delivery modality used in Danicop Elementary School where learners study at home using self-learning modules provided by the school, with parents serving as primary facilitators who guide, monitor, and support their children's learning and communication.

Parents' communication styles. Refer to the different ways parents in Danicop Elementary School communicate with their children within the context of modular distance learning, including how they explain lessons, give instructions, use gestures or examples, and adjust their communication strategies to support their children's learning at home.

Proposed Capacity-Building Program. Refers to the intervention developed based on the findings of the study, which aims to strengthen parents' communication skills during Modular Distance Learning (MDL).

2. PRESENTATION ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents, analyzes, and interprets the data gathered from the participants of the study regarding their lived experiences on communication styles used in supporting children with special learning needs during modular distance learning. The study involved fifteen (15) parent-participants from Danicop Elementary School who were actively engaged in guiding their children's learning at home.

The study employed a qualitative research design using Braun and Clarke's Thematic Analysis (2006) to systematically examine parents' narratives. Data were collected through in-depth semi-structured interviews, which allowed participants to share detailed accounts of their communication practices, challenges, and coping strategies while assisting their children with diverse learning needs.

The qualitative data were analyzed following Braun and Clarke's six-phase framework. The process began with familiarization, where the researcher carefully read and re-read the interview transcripts to gain a deep understanding of the participants' responses. This was followed by the generation of initial codes by identifying significant statements and meaningful patterns related to parents' communication experiences.

After coding, the researcher organized the codes into potential themes by grouping similar ideas. These themes reflected key aspects of the study, including parents' descriptions of their children's communication needs and abilities, the communication styles they used, the challenges they encountered, and the strategies they employed to overcome these challenges. The themes were then reviewed and refined to ensure that they accurately represented both the coded data and the entire dataset.

Subsequently, each theme was clearly defined and named to capture its essence and relevance to the research questions. The final phase involved producing a comprehensive narrative report, where

the themes were interpreted and supported by direct statements from the participants to preserve authenticity and credibility.

The presentation of findings in this chapter follows the sequence of the study's subproblems. For the first subproblem, themes were developed based on how parents described their children's communication needs and abilities. For the second subproblem, themes reflected the different communication styles and interaction patterns used by parents. For the third subproblem, emerging themes captured the communication challenges experienced by parents during modular distance learning. For the fourth subproblem, final themes illustrated the coping strategies and adaptive mechanisms used by parents to overcome these challenges.

To ensure the trustworthiness of the findings, member checking was conducted by returning summarized interpretations to the participants for validation. Their feedback confirmed that the themes accurately represented their lived experiences.

Overall, this chapter provides a structured and in-depth presentation of parents' communication experiences, emphasising meaningful patterns and insights. These findings serve as the basis for the development of a Proposed Capacity-Building Program to Strengthen Parents' Communication Skills in supporting children with special learning needs during modular distance learning.

Parents' Descriptions of Their Children's Communication Needs and Abilities

Table 2 presents parents' descriptions of their children's communication needs and abilities based on their experiences in supporting learning during modular distance learning.

Table 2 Parents' Descriptions of Their Children's Communication Needs and Abilities

Research Question	Main Theme	Sub-Themes
How do parents describe their children's communication needs and abilities?	Communication Experiences of Children with Diverse Learning Needs	• Difficulty in Expressing Thoughts and Ideas • Limited Comprehension and Need for Repetition • Use of Non-Verbal and Simplified Communication

Using Braun and Clarke's (2006) Thematic Analysis, the data were systematically analyzed through the six-phase process: familiarization with the data through repeated reading of interview transcripts, generating initial codes from meaningful statements, searching for patterns to form preliminary themes, reviewing and refining themes to ensure consistency with the data, defining and naming themes to accurately represent parents' experiences, and producing a final narrative report that presents the findings in relation to the research question.

Through this process, the main theme "Communication Experiences of Children with Diverse Learning Needs" emerged. Under this theme, the sub-themes reflected parents' lived observations of their children's communication abilities: difficulty in expressing thoughts and ideas, where children struggle to verbalize or clearly explain their responses; limited comprehension and need for repetition, where children require repeated instructions to understand lessons; and use of non-verbal and simplified communication, where children rely on gestures, short responses, or basic expressions to communicate. These findings highlight the communication realities of children with diverse learning needs and emphasize the important role of parents in facilitating understanding during modular distance learning.

Difficulty in Expressing Thoughts and Ideas. Difficulty in expressing thoughts and ideas was one of the most commonly experienced communication needs of children with special learning needs during modular distance learning. Parents described that their children often struggle to verbally express what they think, understand, or feel, especially when answering modules. Many of them observed that their children may have ideas in mind but find it difficult to organize, articulate, or express these ideas either through speaking or writing. This challenge often requires parents to provide constant guidance, prompting, and support to help their children communicate their understanding.

This is shown in the statements of the participants: "Lisod kaayo para sa akong anak ang pag-express kung unsay naa sa iyang hunahuna. Kung akoa siya pangutan-on sa pangutana nga naa sa module, kasagaran mohilom lang siya o muingon og pipila ka pulong ra. Usahay maglisod siya ug sunod-sunod sa iyang tubag kay dili niya maorganisa iyang mga ideya." *[It is very difficult for my child to express his thoughts. When given questions in the module, he often stays silent or only says a few words. Sometimes*

he struggles to organize his ideas in sequence.] Parent_1:

"Ang akong anak dili kaayo kahibalo mu-explain sa iyang tubag. Bisan og nasabtan niya gamay ang lesson, lisod niya ipadayag sa iyang kaugalingon nga pulong. Kinahanglan pa nako siya tabangan og balik-balik aron masulti niya ang iyang tuyo." *[My child is not very good at explaining his answers. Even if he understands the lesson a bit, it is hard for him to express it in his own words. I still need to help him repeatedly so he can say what he means.] Parent_3:*

"Kung mag-answer siya sa module, makita nako nga naa siya'y idea pero dili niya maistorya tarong. Murag naa sa iyang hunahuna pero lisod niya ipagawas pinaagi sa pagsulti o pagsulat." *[When he answers the module, I can see that he has an idea, but he cannot express it properly. It seems like it is in his mind, but he has difficulty expressing it through speaking or writing.] Parent_6:*

"Lisod jud siya pag-organize sa iyang mga thoughts. Kung mag-storya siya, putol-putol ug usahay mawala siya sa iyang gustong isulti. Mao nga kinahanglan jud siya og guide para ma-express niya iyang kaugalingon." *[He really has difficulty organizing his thoughts. When he speaks, his ideas are broken, and sometimes he loses track of what he wants to say. That is why he really needs guidance to express himself.] Parent_9:*

The data revealed that children with diverse learning needs experience significant difficulty in expressing their thoughts and ideas during modular distance learning. Parents reported that their children often struggle to verbalize, organize, and clearly communicate what they understand, even when they have ideas in mind. This results in silence, fragmented responses, or incomplete explanations that require continuous parental support and guidance. For instance, Parent_1 shared, *"Lisod kaayo para sa akong anak ang pag-express kung unsay naa sa iyang hunahuna…"* emphasizing that the child often remains silent or gives only a few words when asked. While sharing this, the parent showed a worried facial expression with slightly furrowed eyebrows and a soft, reflective tone, indicating concern over the child's limited expression. Similarly, Parent_3 stated, *"Ang akong anak dili kaayo kahibalo mu-explain sa iyang tubag…"* highlighting the child's difficulty in expressing ideas even when partially understood. The parent appeared slightly frustrated yet patient, often pausing while speaking, showing the emotional effort needed to support the child's communication. Parent_6 explained, *"Murag naa sa iyang hunahuna pero lisod niya ipagawas…"* describing how ideas seem present but cannot be clearly communicated. The parent showed a thoughtful and empathetic facial expression, gently nodding while narrating the experience, reflecting understanding of the child's internal thoughts despite communication barriers. Likewise, Parent_9 shared, *"Lisod jud siya pag-organize sa iyang mga thoughts…"* pointing out the child's difficulty in organizing ideas and expressing them coherently. The parent demonstrated a serious and concerned expression, speaking slowly and steadily, indicating the need for constant guidance in helping the child communicate effectively. Overall, the data showed that difficulty in expressing thoughts and ideas is a major communication challenge among children with diverse learning needs. Parents play a crucial role in bridging this gap by continuously interpreting, guiding, and supporting their children's attempts to express themselves during learning activities.

The findings imply that children with diverse learning needs require continuous communication support to express their thoughts and ideas during modular distance learning, as they often struggle with organizing and verbalizing their understanding. This emphasizes the important role of parents as communication facilitators who help translate and scaffold their children's ideas into meaningful responses. This can be explained through the Augmentative and Alternative Communication (AAC) Framework by Beukelman and Mirenda (2013), which emphasizes the use of alternative communication methods such as gestures, visuals, and simplified language to support individuals with communication difficulties, and the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which stresses that effective communication depends on how well communication partners, such as parents, adapt and support interaction. Together, these theories suggest that when parents actively adjust their communication strategies, children with diverse learning needs are more able to express themselves and participate in learning effectively.

Several studies help explain the findings on children's difficulty in expressing their thoughts and ideas during modular distance learning. Puspitasari and Palupi (2021) found that parents of children with special learning needs face challenges in supporting learning at home, but effective interpersonal communication, patience, and acceptance significantly improve children's ability to engage and express themselves. Similarly, Friales, Quemado, and Bayog (2022) emphasized that children learn better when parents are actively involved in guiding and

motivating them, especially in modular learning where home-based explanation is essential. In addition, Malabarbas et al. (2022) highlighted that parental involvement plays a crucial role in students' learning outcomes, showing that consistent support at home helps learners better understand and accomplish academic tasks. Together, these studies imply that children's difficulty in expressing ideas is closely linked to the need for strong parental communication support, where parents act as facilitators who guide, scaffold, and interpret their children's thoughts during learning activities at home.

Limited Comprehension and Need for Repetition. Limited comprehension and the need for repetition were commonly observed among children with special learning needs during modular distance learning. Parents shared that their children often struggle to immediately understand instructions, particularly in printed modules. As a result, they need repeated explanations, slower pacing, and continuous reminders to fully grasp lessons and complete tasks. This indicates that learning becomes more effective when instructions are broken down and consistently repeated.

This is shown in the statements of the participants: "Usahay dili dayon masabtan sa akong anak ang instructions sa module. Kinahanglan pa nako balik-balikon og explain hangtod nga makasabot siya. Kung usa ra ka explanation, dili gyud siya ka follow dayon." *[Sometimes my child cannot immediately understand the instructions in the module. I need to repeatedly explain until he understands. If I explain only once, he cannot follow right away.] Parent_2*

"Kung magtuon mi, pirmi gyud ko magbalik-balik sa akong sulti kay dali ra niya malimtan ang instructions. Makita nako nga kinahanglan niya og dugang nga time para mas masabtan ang lesson." *[When we study, I always repeat my instructions because he easily forgets them. I can see that he needs more time to fully understand the lesson.] Parent_7*

"Dili dayon siya makasabot sa mga steps sa activity. Mao nga ginahimo nako, ginabahin-bahin nako ang instructions ug balik-balikon aron mas masayon niya pagsabot."
[He cannot immediately understand the steps of the activity. So what I do is break down the instructions and repeat them so he can understand more easily.] Parent_10

"Kinahanglan gyud og balik-balik nga explanation kay kung dili, mawala dayon siya sa proseso sa pag-answer. Murag ang iyang pagsabot hinay ug kinahanglan og constant nga reminder." *[Repeated explanation is really needed because otherwise, he easily gets lost in the answering process. It seems his understanding is slow and he needs constant reminders.] Parent_11*

The data revealed that children with diverse learning needs often experience limited comprehension and require repetition during modular distance learning. Parents reported that their children do not easily understand instructions, especially in printed modules, and they need repeated explanations, slower pacing, and constant reminders to fully grasp lessons and complete tasks. This shows that learning becomes more effective when instructions are broken down and repeated several times. For instance, Parent_2 shared, "Usahay dili dayon masabtan sa akong anak ang instructions sa module…" emphasizing that the child cannot immediately understand instructions and needs repeated explanations. While sharing this, the parent showed a concerned facial expression with slightly raised eyebrows and a patient tone, indicating effort and care in guiding the child. Similarly, Parent_7 stated, "Kung magtuon mi, pirmi gyud ko magbalik-balik sa akong sulti…" emphasizing that repetition is always needed because the child easily forgets instructions. The parent appeared calm but slightly tired, often pausing while speaking, showing the continuous effort required during learning sessions. Parent_10 explained, "Dili dayon siya makasabot sa mga steps sa activity…" describing how the child struggles to follow step-by-step instructions. The parent showed a focused and serious facial expression, gently using hand gestures while narrating, reflecting the need to carefully guide the child through each step. Likewise, Parent_11 shared, "Kinahanglan gyud og balik-balik nga explanation…" pointing out that without repetition, the child easily gets lost in the process. The parent demonstrated a patient but worried expression, speaking slowly and clearly, indicating the importance of constant reminders in learning support. Overall, the data showed that limited comprehension and the need for repetition are common communication needs among children with diverse learning needs. Parents play an important role in supporting learning by repeatedly explaining instructions, simplifying lessons, and giving more time for understanding during modular distance learning.

The findings imply that children with diverse learning needs require continuous communication support to express their thoughts and ideas during modular distance learning, as they often struggle with organizing and verbalizing their understanding. This highlights the important role of parents as communication facilitators who help translate and

scaffold their children's ideas into meaningful responses. This can be explained through the Augmentative and Alternative Communication (AAC) Framework by Beukelman and Mirenda (2013), which emphasizes the use of alternative communication methods such as gestures, visuals, and simplified language to support individuals with communication difficulties, and the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which stresses that effective communication depends on how well communication partners, such as parents, adapt and support interaction. Together, these theories suggest that when parents actively adjust their communication strategies, children with diverse learning needs are more able to express themselves and participate in learning effectively.

Several studies help explain the findings on limited comprehension and the need for repetition among children with diverse learning needs during modular distance learning. Malabarbas et al. (2022) found that parental involvement has a significant impact on students' learning outcomes, emphasizing that consistent support at home helps children better understand and accomplish academic tasks. Similarly, Friales, Quemado, and Bayog (2022) reported that children learn more effectively when parents are actively involved in guiding, motivating, and reinforcing lessons, especially in modular learning setups where repeated home instruction is necessary. In addition, Loto (2020) found that while parents moderately support their children's learning at home, continuous supervision, reinforcement, and repetition of instructions are important to improve learning effectiveness. Together, these studies imply that children's limited comprehension is addressed through sustained parental involvement, where repetition, clarification, and guided instruction at home play a key role in helping learners with diverse learning needs better understand lessons and complete learning tasks.

Use of Non-Verbal and Simplified Communication. Use of non-verbal and simplified communication was commonly described by parents as an important way of understanding and supporting their children with special learning needs. Parents shared that their children often struggle with verbal expression, so they rely on gestures, facial expressions, pointing, drawings, and simple words to communicate effectively. These alternative forms of communication help bridge understanding between parent and child during modular distance learning activities.

This is shown in the statements of the participants: "Kasagaran dili siya makasulti sa iyang gusto. Mao nga maggamit mi og gestures ug simple nga words para masabtan nako kung unsay iyang buot ipasabot. Usahay motudlo ra siya o motan-aw sa butang para ipakita iyang tubag." *[Most of the time, he does not always verbalize what he wants. So we use gestures and simple words so I can understand what he means. Sometimes he just points or looks at things to show his answer.] Parent_4*

"Ang akong anak mas komportable kung dili daghan kaayo og storya. Gamit siya og lihok sa kamot o facial expression para ipakita iyang tubag kay lisod para niya ang pag-explain verbally." *[My child is more comfortable when there is not too much talking. He uses hand movements or facial expressions to show his answers because verbal explanation is difficult for him.] Parent_5*

"Makita nako nga mas dali niya maipakita iyang tubag pinaagi sa drawings o pagtudlo sa objects kaysa magsulti siya. Mao nga nagagamit mi og simple ug non-verbal nga paagi para makasabot mi sa usag usa." *[I can see that it is easier for him to show his answers through drawings or pointing at objects rather than speaking. That is why we use simple and non-verbal ways so we can understand each other.] Parent_13*

The data revealed that non-verbal and simplified communication is an important way parents support children with diverse learning needs during modular distance learning. Parents reported that their children often struggle to express themselves verbally, so they rely on gestures, facial expressions, pointing, drawings, and simple words to communicate. These non-verbal methods help make communication clearer and allow better understanding between parent and child during learning activities at home. For instance, Parent_4 shared, "Kasagaran dili siya makasulti sa iyang gusto…" emphasizing that the child often cannot express thoughts through words and instead uses gestures or pointing. While sharing this, the parent showed a patient facial expression with calm eyes and gentle hand movements, reflecting understanding and acceptance of the child's communication style. Similarly, Parent_5 stated, "Ang akong anak mas komportable kung dili daghan kaayo og storya…" emphasizing that the child feels more comfortable using simple or non-verbal ways of responding. The parent appeared soft-spoken and slightly smiling, showing comfort and care while describing the child's behavior. Parent_13 explained, "Makita nako nga mas dali niya maipakita iyang tubag pinaagi sa drawings o pagtudlo sa objects…" describing how the child communicates better through drawings and pointing at objects. The parent

showed a thoughtful and observant facial expression, gently nodding while narrating, indicating awareness of the child's strengths in non-verbal communication. Overall, the data showed that non-verbal and simplified communication plays an important role in supporting children with diverse learning needs. Parents adapt by using gestures, visual cues, and simple language to bridge communication gaps and ensure better understanding during learning activities.

The findings imply that children with diverse learning needs depend greatly on non-verbal and simplified communication, making these strategies essential in supporting understanding and expression during modular distance learning. Parents reported that because their children struggle with verbal communication, they naturally use gestures, facial expressions, drawings, pointing, and simple words to bridge communication gaps and maintain interaction during learning activities. This reflects the importance of responsive and adaptive communication practices within the home, where parents adjust their way of interacting based on their child's abilities. This can be explained through the Augmentative and Alternative Communication (AAC) Framework by Beukelman and Mirenda (2013), which emphasizes the use of non-verbal modes such as gestures, visuals, and simplified language to support individuals with communication difficulties, and the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which highlights that effective communication depends on how communication partners adapt their strategies to the learner's needs. Together, these theories suggest that when parents consistently use and adjust non-verbal and simplified communication strategies, children with diverse learning needs are better supported in expressing themselves and participating in learning activities.

Several studies help explain the findings on the use of non-verbal and simplified communication among children with diverse learning needs during modular distance learning. Puspitasari and Palupi (2021) found that effective interpersonal communication between parents and children is essential in supporting learning at home, especially when children have difficulties in expressing themselves verbally, highlighting the importance of patience and adaptive communication. Similarly, Friales, Quemado, and Bayog (2022) emphasized that children learn more effectively when parents are actively involved in guiding and supporting them through clear and accessible communication strategies during modular learning. In addition, Graham-Clay (2021) stressed that effective communication between parents and children with learning needs requires clarity, responsiveness, and the use of supportive communication approaches to ensure understanding and engagement. Together, these studies imply that children's reliance on non-verbal and simplified communication is addressed through consistent parental adaptation, where gestures, visuals, and simple language become essential tools in bridging communication gaps and supporting meaningful learning interactions at home

Parents' Communication Practices with Their Children with Special Educational Needs

Table 3 presents parents' communication practices with their children with special educational needs based on their experiences in supporting learning during modular distance learning.

Table 3 Parents' Communication Practices with Their Children with Special Educational Needs

Research Question	Main Theme	Sub-Themes
How do parents communicate with their children with special educational needs?	Parental Communication Approaches in Supporting Learning at Home	• Use of Simplified and Step-by-Step Instructions • Use of Mixed Communication (Verbal, Gestures, and Visual Aids) • Repetition and Rephrasing of Instructions • Stress-Induced Aggressive and Coercive Communication

Using Braun and Clarke's (2006) Thematic Analysis, the data were analyzed through a systematic six-phase process involving familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing a final report of the findings. Through this process, the main theme "Parental Communication Approaches in Supporting Learning at Home" emerged. The sub-themes revealed how parents actively adapted their communication to meet their children's learning needs. These include the use of simplified and step-by-step instructions, where parents break down lessons into manageable parts; the use of mixed communication (verbal, gestures, and visual aids), where parents combine speaking, demonstrating, and visual support to enhance understanding; repetition and rephrasing of instructions, where parents consistently repeat and reword explanations to ensure comprehension; and stress-induced aggressive and coercive

communication, where pressure and persistent difficulty guiding learning led some parents to resort to scolding, harsh speech, and threats of discipline to secure compliance. These findings highlight both the supportive communication styles parents generally employ and the stress-driven coercive responses that occasionally appear during modular distance learning.

Use of Simplified and Step-by-Step Instructions. The use of simplified and step-by-step instructions was commonly practiced by parents in supporting their children with special educational needs during modular distance learning. Parents explained that breaking down lessons into smaller, manageable steps and using simple language made it easier for their children to understand and accomplish their tasks. This approach also allowed parents to monitor understanding before moving to the next instruction, ensuring better learning outcomes at home. This is shown in the statements of the participants:

"Sa amo, ginahimo nako nga hinay-hinay ang pag-explain sa module. Dili nako diretso tanan instructions. Gibuak nako siya step-by-step para mas masabtan sa akong anak." [In our case, I explain the module slowly. I do not give all instructions at once. I break them down step-by-step so my child can understand better.] Parent_2

"Kung mag-answer mi sa module, ginahimo nako simple ra gyud ang words nga akong gamiton. Usahay mag-demo ko una before siya mag-try aron makita niya ang buhaton." [When we answer the module, I use very simple words. Sometimes I demonstrate first before he tries, so he can see what to do.] Parent_7

"Ang akong style kay pa-usa-usaon nako ang instructions. Human sa usa ka step, maghulat ko kung nasabtan ba niya before ko mo sunod nga instruction. Mao na siya ang mas effective para niya." [My style is to give instructions one at a time. After one step, I wait if he understands before I give the next instruction. That is what works best for him.] Parent_12

The data revealed that the use of simplified and step-by-step instructions is a common communication practice of parents in supporting children with diverse learning needs during modular distance learning. Parents reported that breaking down lessons into smaller steps and using simple language helps their children better understand instructions and complete learning tasks. This approach also allows parents to check understanding before proceeding to the next step, making learning more manageable and effective at home. For instance, Parent_2 shared, "Sa amo, ginahimo nako nga hinay-hinay ang pag-explain sa module…" emphasizing that instructions are broken down step-by-step to help the child understand better. Similarly, Parent_7 stated, "Kung mag-answer mi sa module, ginahimo nako simple ra gyud ang words…" highlighting the use of simple words and demonstration to guide the child. Parent_12 explained, "Pa-usa-usaon nako ang instructions…" describing how instructions are given one step at a time, with pauses to check understanding. Overall, the data showed that simplified and step-by-step instructions are an effective communication style used by parents to support children with diverse learning needs. Parents adjust their teaching by simplifying language, demonstrating tasks, and pacing instructions to ensure better understanding and learning at home.

The findings imply that children with diverse learning needs benefit significantly from simplified and step-by-step instruction, as breaking down lessons into manageable parts improves their understanding and task completion during modular distance learning. Parents act as essential learning facilitators by simplifying language, demonstrating tasks, and carefully pacing instructions while checking understanding before moving forward. This reflects the need for structured and developmentally appropriate communication support at home. This can be explained through the Naturalistic Developmental Behavioral Intervention (NDBI) by Rogers and Dawson (2010), which emphasizes teaching in natural settings using simplified, child-centered, and step-by-step learning strategies to support skill development, and the Augmentative and Alternative Communication (AAC) Framework by Beukelman and Mirenda (2013), which emphasizes the importance of structured input, simplified language, and supportive communication styles for learners with communication and learning difficulties. Together, these theories suggest that when parents break down instructions and adapt their teaching to the child's level, children with diverse learning needs are more able to understand, engage, and complete learning tasks.

Several studies help explain the findings on the use of simplified and step-by-step instructions among parents of children with diverse learning needs during modular distance learning. Friales, Quemado, and Bayog (2022) found that parents play an important role in guiding and supporting their children's learning at home, especially in modular learning where children need extra assistance and encouragement. Similarly, Puspitasari and Palupi (2021) emphasized that parents of children with special needs rely on patience, understanding, and

effective interpersonal communication to help their children learn during distance learning. Their study highlighted that parents who adjust their communication styles and provide continuous guidance are better able to support their children's learning needs. In addition, the Learning Disabilities Association of America (n.d.) explained that children with learning disabilities and related disorders benefit from clear instructions, simple routines, and consistent guidance because these approaches help them feel more secure and improve understanding. These studies support the present findings by showing that simplifying instructions, breaking lessons into manageable steps, and using patient guidance are effective communication styles that help children with diverse learning needs better understand and complete learning tasks during modular distance learning.

Use of Mixed Communication (Verbal, Gestures, and Visual Aids). The use of mixed communication, combining verbal explanations, gestures, and visual aids, was commonly practiced by parents to effectively support their children's understanding during modular distance learning. Parents shared that using a combination of speaking, demonstrating, and visual representation helped bridge communication gaps and made learning instructions clearer and easier to follow. This flexible approach allowed parents to adjust based on how their children best understood the lessons. This is shown in the statements of the participants:

"Sa akong anak, makig istorya gyud ko, then kung dili niya masabtan, akoa na dayon ng actionan. Usahay mag-drawing pud ko sa papel para makita niya ang buhaton sa module." [With my child, I use verbal explanation first, and if he does not understand, I immediately use gestures. Sometimes I also draw on paper so he can see what to do in the module.] Parent_4

"Combination gyud mi sa pagsulti ug pagpakita. Mag-explain ko verbally, unya kung lisod niya masabtan, motudlo ko sa object or maghimo ko og example para klaro niya." [We really combine speaking and demonstrating. I explain verbally, and if it is hard for him to understand, I point to objects or give examples so it becomes clearer.] Parent_8

"Kung mag-answer mi sa module, maggamit ko og words, unya kung dili niya makuha, mag-action ko or mag-visual aids like pictures. Mao na akong paagi para mas makasabot siya." [When we answer the module, I use words first, and if he still does not understand, I use actions or visual aids like pictures. That is my way to help him understand better.] Parent_15

The data revealed that the use of mixed communication, combining verbal explanations, gestures, and visual aids, is a common practice among parents in supporting children with diverse learning needs during modular distance learning. Parents reported that using different forms of communication together helps improve understanding, especially when children struggle to grasp verbal instructions alone. This flexible approach allows parents to adjust their communication styles based on what their children respond to best, making learning more effective and interactive. For instance, Parent_4 shared, "Sa akong anak, makig istorya gyud ko, then kung dili niya masabtan…" emphasizing the use of verbal explanation first followed by gestures and drawings when needed. Similarly, Parent_8 stated, "Combination gyud mi sa pagsulti ug pagpakita…" highlighting the use of both speaking and demonstrating through objects and examples. Parent_15 explained, "Kung mag-answer mi sa module, maggamit ko og words…" describing how verbal instructions are supported with actions and visual aids like pictures when needed. Overall, the data showed that mixed communication is an effective communication style used by parents to support children with diverse learning needs. By combining verbal, nonverbal, and visual methods, parents are able to bridge communication gaps and improve their children's understanding during modular learning activities.

The findings imply that children with diverse learning needs understand lessons more effectively when parents use mixed communication styles that combine verbal explanations, gestures, and visual aids. This shows that learning at home becomes more successful when parents flexibly shift between speaking, demonstrating, and showing visual representations based on the child's level of understanding. Parents therefore act as adaptive communication facilitators who continuously adjust how they deliver instructions to ensure comprehension and engagement. This can be explained through the Augmentative and Alternative Communication (AAC) Framework by Beukelman and Mirenda (2013), which emphasizes the use of multiple communication modes such as speech, gestures, and visuals to support individuals with communication difficulties, and the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which highlights that effective communication depends on how partners modify and combine strategies to match the learner's needs. Together, these theories suggest that when parents use mixed communication consistently and flexibly, children with diverse learning needs are better able to understand

instructions and actively participate in learning activities.

Several studies help explain the findings on the use of mixed communication styles among parents of children with diverse learning needs during modular distance learning. Puspitasari and Palupi (2021) found that interpersonal communication and parental support are important in helping children with special needs learn effectively at home, emphasizing that parents who adjust their communication styles are better able to guide their children during learning activities. Similarly, Estoque (2022) explained that during Modular Distance Learning, parents became the primary learning facilitators at home and needed to use effective ways of explaining lessons so children could better understand reading and learning tasks. In addition, Graham-Clay (2021) emphasized that effective communication plays an important role in supporting children with special needs, particularly when communication is clear, responsive, and adapted to the learner's condition. These studies support the present findings by showing that combining verbal explanations, gestures, demonstrations, and visual aids helps parents bridge communication gaps and improve the understanding and participation of children with diverse learning needs during modular distance learning.

Repetition and Rephrasing of Instructions. The practice of repetition and rephrasing of instructions was commonly used by parents to ensure that their children fully understand lessons during modular distance learning. Parents explained that repeating instructions, changing words, and restating ideas in simpler forms were necessary communication styles because their children often forget instructions quickly or fail to understand them after a single explanation. This approach helped reinforce learning and improve comprehension at home. This is shown in the statements of the participants:

"Kasagaran gyud nako buhaton kay balik-balikon nako ang instructions. Usahay lahi-lahion nako ang pag-sulti para mas masabtan sa akong anak. Kung usa ra ka explanation, dili siya dayon makasabot." [What I usually do is repeat the instructions. Sometimes I rephrase them so my child can understand better. If I explain only once, he cannot understand right away.] Parent_5

"Kung mag-study mi, pirmi nako i-rephrase ang akong sulti kay dali ra niya malimtan. Magbalik-balik ko hangtod makita nako nga nasabtan na gyud niya ang lesson." [When we study, I always rephrase what I say because he easily forgets. I repeat it until I can see that he already understands the lesson.] Parent_10

"Dili gyud pwede usa ra ka explanation kay dili dayun siya kasabot. Mao nga balik-balikon nako ug usahay lainon nako ang words para mas klaro niya masabtan." [One explanation is not enough because he easily loses track of the instructions. That is why I repeat it and sometimes change the words so it becomes clearer for him.] Parent_14

The data revealed that repetition and rephrasing of instructions are common communication styles used by parents in supporting children with diverse learning needs during modular distance learning. Parents reported that their children often forget instructions easily or fail to understand them after a single explanation. Because of this, parents repeat instructions, change words, and restate ideas in simpler forms to help improve understanding and reinforce learning at home. For instance, Parent_5 shared, "Kasagaran gyud nako buhaton kay balik-balikon nako ang instructions…" emphasizing that repetition and rephrasing are necessary for the child to understand better. Similarly, Parent_10 stated, "Kung mag-study mi, pirmi nako i-rephrase ang akong sulti…" highlighting that repeated explanation is done until the child fully understands the lesson. Parent_14 explained, "Dili gyud pwede usa ra ka explanation…" describing that one explanation is not enough and words are often changed to make instructions clearer. Overall, the data showed that repetition and rephrasing of instructions play an important role in helping children with diverse learning needs understand lessons. Parents consistently adjust their way of speaking by repeating and simplifying instructions to ensure better comprehension during modular learning.

The findings imply that children with diverse learning needs require consistent repetition and rephrasing of instructions to fully understand lessons during modular distance learning. This shows that comprehension is strengthened when parents repeatedly restate instructions using simpler and clearer language, especially since children tend to forget or misinterpret information after a single explanation. Parents therefore serve as constant learning supports who reinforce understanding through patience, repetition, and simplification of ideas. This can be explained through the Augmentative and Alternative Communication (AAC) Framework by Beukelman and Mirenda (2013), which emphasizes the importance of repeated exposure, simplified language, and supportive communication styles to enhance understanding for individuals with communication difficulties, and the Naturalistic Developmental Behavioral Intervention (NDBI) by Rogers and Dawson (2010), which

emphasizes the effectiveness of repeated, natural, and developmentally appropriate teaching styles in improving learning outcomes. Together, these theories suggest that when parents consistently repeat and rephrase instructions, children with diverse learning needs are better able to process information, retain understanding, and successfully complete learning tasks.

Several studies help explain the findings on the repetition and rephrasing of instructions among parents of children with diverse learning needs during modular distance learning. Puspitasari and Palupi (2021) found that parents of children with special needs rely on patience, interpersonal communication, and continuous support to guide their children through learning activities at home. Similarly, the Learning Disabilities Association of America (n.d.) explained that children with learning disabilities and related disorders benefit from clear instructions, simple routines, and repeated guidance because these help improve understanding and make children feel more secure and confident. In addition, Friales, Quemado, and Bayog (2022) emphasized that parents play a vital role in guiding and assisting children in modular learning by continuously supporting and motivating them throughout the learning process. These studies support the present findings by showing that repetition, rephrasing, and simplified explanations are effective communication styles that help children with diverse learning needs better understand instructions, retain information, and participate more effectively in modular distance learning.

Stress-Induced Aggressive and Coercive Communication. Alongside supportive practices, the data revealed that stress and frustration during home learning occasionally led parents to resort to aggressive and coercive communication styles, including scolding, harsh speech, threats of discipline, and deliberate use of fear to compel compliance. These approaches were not the primary or preferred methods but emerged when parents felt overwhelmed, ill-equipped, or exhausted after repeated attempts to guide learning had failed. This is shown in the statements of the participants:

“Andam kog bunal kon dili mosunod.” [I am ready to whip them if they do not obey.] Parent_9

“Maglabi ang pangasaba kon dili gihapon masabtan.” [Mostly scolding when they still do not understand.] Parent_11

“Isog akong buhaton nga istorya namo mahadlok siya aron mosunod dayon.” [I speak harshly so they follow out of fear and comply immediately.] Parent_11

The data showed that aggressive and coercive communication styles were not the norm but appeared under conditions of stress and perceived inability to secure progress. Parent_9 acknowledged readiness to use physical discipline when the child would not obey, reflecting frustration at the lack of alternative ways to gain compliance. Parent_11 admitted frequent scolding and deliberate use of harsh speech to induce fear and immediate obedience, explaining such behavior as a reaction to persistent lack of understanding rather than a preferred communication style. These admissions indicate that despite the generally supportive approaches parents strive to use, stress and difficulty guiding learning can produce coercive responses. Importantly, these findings correct an otherwise uniformly positive portrayal of parental communication; they show that supportive and coercive styles can coexist, and that ignoring coercive responses would present an inaccurate depiction of home learning experiences.

The findings imply that even well-meaning parents may adopt aggressive or coercive communication when they lack sufficient knowledge, skills, and support systems to handle persistent learning and behavioral challenges, particularly under the added pressure of serving as modular learning facilitators. This can be explained through the Family Stress Model (Conger et al., 2002), which posits that caregiving pressures reduce emotional availability and increase harsh or coercive interaction, and the Transactional Model of Development (Sameroff, 2009), which highlights how caregiver stress and child behavior mutually influence each other. Together, these frameworks indicate that coercive communication styles are less a reflection of parental preference than a consequence of insufficient support and preparation during a demanding educational transition.

Several studies help explain these findings. Conger et al. (2002) established that elevated caregiver stress correlates with less nurturing and more coercive parenting behaviors. In the Philippine context, Alon (2021) noted that parents serving as modular learning facilitators often felt unprepared, leading to frustration and inconsistent guidance. Similarly, Estoque (2022) reported that limited instructional knowledge and time constraints created tension during home learning. These studies support the interpretation that coercive communication styles in this study arose from stress and inadequate preparation rather than intent, reinforcing the need for targeted assistance to improve both parental confidence and communication practices.

Parents' Communication Challenges in Guiding Their Children with Special Educational Needs

Table 4 presents parents' communication challenges in guiding their children with special educational needs based on their experiences in supporting learning during modular distance learning.

Table 4 Parents' Communication Challenges in Guiding Their Children with Special Educational Needs

Research Question	Main Theme	Sub-Themes
How do parents experience communication challenges while guiding their children?	Communication Barriers Experienced by Parents in Supporting Learning at Home	• Difficulty Explaining Lessons and Instructions • Limited Knowledge of Teaching Strategies for Special Needs • Child's Low Attention Span and Resistance to Learning

Using Braun and Clarke's (2006) Thematic Analysis, the data were analyzed through a systematic six-phase process that involved familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing a final report of the findings.

Through this process, the main theme "Communication Barriers Experienced by Parents in Supporting Learning at Home" emerged. The sub-themes reflect the common difficulties experienced by parents in the learning process at home. These include difficulty explaining lessons and instructions, where parents struggle to simplify academic content for their children; limited knowledge of teaching strategies for special needs, where parents feel unprepared in handling learning difficulties such as Dyslexia, Dyscalculia, and Dysgraphia; and child's low attention span and resistance to learning, where children easily lose focus or show reluctance in completing learning tasks. These findings highlight the real communication barriers that affect effective home-based learning support during modular distance learning.

Difficulty Explaining Lessons and Instructions. Difficulty in explaining lessons and instructions was one of the most common communication challenges experienced by parents during modular distance learning. Parents expressed that they often struggle to clearly explain module content, even when the lessons are simple. They also shared that translating their understanding into child-friendly explanations is difficult, sometimes making them feel like they are learning the lesson themselves before they can teach it. This challenge highlights the need for clearer guidance and support in facilitating home-based learning.

This is shown in the statements of the participants:

"Lisod kaayo para nako usahay ang pag-explain sa module kay dili ko sigurado kung sakto ba akong pagpasabot. Bisan simple ra ang lesson, maglisod gihapon ko unsaon pagpaabot sa akong anak." *[It is very difficult for me sometimes to explain the module because I am not sure if I am explaining it correctly. Even if the lesson is simple, I still struggle on how to make my child understand.] Parent_2*

"Kung magtuon mi, usahay ma-pungot ko kay lisod i-explain ang lesson sa module. Murag ako pa mismo ang magtuon para makapasabot ko niya." *[When we study, I sometimes get frustrated because it is hard to explain the instructions in the module. It feels like I am the one studying first so I can teach him.] Parent_7*

"Ang pinaka-challenge gyud nako kay ang pagpa-simple sa lesson. Naa koy idea pero lisod nako i-explain sa paagi nga masabtan sa akong anak." *[My biggest challenge is simplifying the lesson. I have an idea, but it is hard for me to explain it in a way that my child can understand.] Parent_13*

The data revealed that difficulty in explaining lessons and instructions is one of the most common communication challenges experienced by parents in supporting children with diverse learning needs during modular distance learning. Parents reported that they often struggle to clearly explain module content, even when the lessons are simple. They also shared that translating their own understanding into simple, child-friendly explanations is difficult, sometimes making them feel like they need to study the lesson first before they can teach it effectively. For instance, Parent_2 shared, "Lisod kaayo para nako usahay ang pag-explain sa module…" emphasizing uncertainty in how to properly explain lessons to the child. While sharing this, the parent showed a **slightly worried facial expression with furrowed eyebrows and a soft tone**, reflecting concern about the correctness of explanations. Similarly, Parent_7 stated, "Kung magtuon mi, usahay ma-pungot ko…" highlighting feelings of frustration because explaining the lesson feels like studying it first. The parent appeared **slightly tense but patient**, pausing several times while speaking, showing the emotional difficulty of guiding learning

at home. Parent_13 explained, "Ang pinaka-challenge gyud nako kay ang pagpa-simple sa lesson…" describing difficulty in simplifying ideas so the child can understand. The parent showed a serious and reflective expression, gently nodding while narrating, indicating deep thought and effort in adjusting explanations. Overall, the data showed that difficulty in explaining lessons and instructions is a major challenge for parents. They often struggle to simplify and translate lessons into understandable language, showing the need for more guidance and support in home-based learning for children with diverse learning needs.

The findings imply that parents of children with diverse learning needs experience difficulty in explaining lessons and instructions, which affects the effectiveness of home-based learning during modular distance learning. This suggests that understanding a lesson does not automatically translate into the ability to teach it in a simplified and child-friendly manner, making parents struggle to bridge content knowledge and effective communication. As a result, parents often feel the need to "relearn" lessons before explaining them, highlighting the complexity of their role as home-based learning facilitators. This can be explained through the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which emphasizes that communication effectiveness depends on the ability of the communication partner to adapt messages to the learner's level, and the Augmentative and Alternative Communication (AAC) Framework by Beukelman and Mirenda (2013), which stresses the importance of simplifying and restructuring information to support understanding for individuals with communication difficulties. Together, these theories suggest that when parents are not yet equipped with appropriate communication strategies, they experience difficulty in translating lessons, underscoring the need for targeted support and training to strengthen their role in facilitating learning at home.

Several studies help explain the findings on parents' difficulty in explaining lessons and instructions to children with diverse learning needs during modular distance learning. Estoque (2022) found that during Modular Distance Learning, parents became the main learning facilitators at home, but many needed guidance and support from teachers to effectively explain lessons and reading activities to their children. Similarly, Catama et al. (2024) emphasized that parents become more confident and capable of supporting their children when they receive proper training, knowledge, and emotional support, suggesting that lack of preparation contributes to parents' difficulty in teaching lessons effectively. In addition, Graham-Clay (2021) highlighted the importance of strong communication between teachers and parents, explaining that teachers need to provide clear guidance and support because parents play a major role in assisting children with special needs at home. These studies support the present findings by showing that parents often struggle to simplify and explain lessons because they lack formal training and instructional support, emphasizing the importance of guidance, communication, and capacity-building in helping parents effectively facilitate modular learning at home.

Limited Knowledge of Teaching Strategies for Special Needs. Limited knowledge of teaching strategies for special needs was a common challenge experienced by parents in supporting their children's learning during modular distance learning. Parents expressed that they lacked formal training in handling learners with special learning needs, which made it difficult for them to determine appropriate instructional approaches. As a result, many relied on personal understanding, instinct, and trial-and-error methods, which they felt were not always effective in meeting their children's learning needs.

This is shown in the statements of the participants:
"Sa tinuod lang, wala gyud koy idea unsaon pagtudlo sa akong anak nga naa siyay learning difficulty. Nag-base ra ko kung unsa akong masayran, pero usahay murag dili gihapon siya effective." *[Honestly, I really have no idea how to teach my child who has learning difficulties. I just base it on what I know, but sometimes it still doesn't seem effective.] Parent_1*

"Lisod para nako kay wala koy training sa pag-atiman ug pagtudlo sa bata nga special ang needs. Mao nga usahay maglibog ko unsa ang sakto nga approach." *[It is difficult for me because I have no training in handling and teaching a child with special needs. So sometimes I get confused about the right approach.] Parent_3*

"Wala gyud koy kahibalo sa special teaching strategies. Kung unsa ra akong nahibaw-an sa ordinary nga pagtudlo, mao ra akong gamiton, pero makita nako nga kulang siya." *[I really don't know special teaching strategies. I only use what I know in regular teaching, but I can see that it is not enough.] Parent_6*

"Usahay maglisod ko unsaon pagtabang sa akong anak kay wala koy background sa special education. Murag nag trial and error ra ko pirmi."*[Sometimes I struggle on how to help my child because I have no background in special education. It feels like I am always doing trial and error.] Parent_9*

"Ang akong problema kay dili ko trained sa pagtudlo sa mga bata nga naay learning needs. Mao nga nagdepende ra ko sa akong instinct ug sa akong makit-an sa module." *[My problem is that I am not trained to teach children with learning needs. So I just rely on my instinct and what I see in the module.] Parent_11*

The data revealed that limited knowledge of teaching strategies for special needs is a common challenge experienced by parents in supporting children with diverse learning needs during modular distance learning. Parents reported that they do not have formal training in handling and teaching children with special learning needs, making it difficult for them to identify appropriate instructional approaches. As a result, many parents rely on personal understanding, instinct, and trial-and-error methods, which they feel are not always effective in meeting their children's learning needs. For instance, Parent_1 shared, "Sa tinuod lang, wala gyud koy idea unsaon pagtudlo sa akong anak…" emphasizing lack of knowledge and uncertainty in teaching strategies. While sharing this, the parent showed a slightly worried facial expression with lowered gaze and soft tone, reflecting uncertainty and concern about effectiveness. Similarly, Parent_3 stated, "Lisod para nako kay wala koy training…" highlighting the difficulty caused by lack of formal training. The parent appeared serious and reflective, speaking slowly with brief pauses, showing hesitation in choosing the right approach. Parent_6 explained, "Wala gyud koy kahibalo sa special teaching strategies…" describing reliance on ordinary teaching methods that feel insufficient. The parent showed a concerned facial expression with a slight head shake, indicating awareness of limitations in supporting the child. Parent_9 added, "Murag nag trial and error ra ko pirmi," emphasizing continuous guessing and adjustment in teaching. The parent appeared thoughtful yet slightly frustrated, with occasional pauses, reflecting ongoing struggle in finding effective methods. Parent_11 shared, "Dili ko trained sa pagtudlo…" highlighting dependence on instinct and module-based guidance. The parent showed a serious and concerned expression, speaking in a steady tone, reflecting effort despite a lack of formal preparation. Overall, the data showed that limited knowledge of teaching strategies significantly affects how parents support children with diverse learning needs. Without proper training, parents rely on personal strategies and trial-and-error approaches, highlighting the need for stronger guidance and support systems in home-based learning.

The findings imply that parents' limited knowledge of teaching strategies for children with diverse learning needs significantly affects the effectiveness of modular distance learning at home. This suggests that even with strong willingness to help, parents struggle to provide appropriate instructional support due to lack of formal training, leading them to rely on instinct, personal experience, and trial-and-error approaches. As a result, the quality of home-based learning becomes inconsistent, highlighting the need for structured guidance and capacity-building for parents as learning partners. This can be explained through the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which emphasizes that communication effectiveness depends on how well partners are trained to support and adapt instruction for learners with communication and learning difficulties, and the Naturalistic Developmental Behavioral Intervention (NDBI) by Rogers and Dawson (2010), which emphasizess the importance of guided, structured, and developmentally appropriate teaching strategies to support learning progress. Together, these theories suggest that when parents lack proper instructional strategies, children with diverse learning needs receive less effective support, reinforcing the need for training and systematic guidance in home-based education.

Several studies help explain the findings on parents' limited knowledge of teaching strategies for children with diverse learning needs during modular distance learning. Puspitasari and Palupi (2021) found that parents of children with special needs experienced difficulties in assisting learning at home because they lacked proper knowledge and preparation, emphasizing that patience, understanding, and parental support are important in helping children learn effectively. Similarly, Catama et al. (2024) revealed that when parents receive proper training and support, they become more confident and capable in assisting their children's learning and emotional needs at home. In the same way, Estoque (2022) explained that modular distance learning shifted the role of parents into becoming the primary learning facilitators at home, even though many parents were not fully equipped with the instructional knowledge needed to support children effectively. These studies support the present findings that parents often rely on instinct, personal understanding, and trial-and-error approaches due to lack of formal training in special education. Together, the studies highlight the importance of providing parents with guidance, communication support, and appropriate teaching strategies to strengthen home-based learning for children with diverse learning needs.

Child's Low Attention Span and Resistance to Learning. Child's low attention span and resistance to learning were commonly experienced challenges

among parents during modular distance learning. Parents shared that their children often struggle to maintain focus during study sessions, easily become distracted, and sometimes show reluctance or refusal to engage in answering modules. These behaviors require parents to provide constant supervision, motivation, and adjustment of learning pace to ensure that tasks are completed.

This is shown in the statements of the participants: "Lisod kaayo siya ipapirme sa pagtuon kay dali ra siya ma-distract. Kung magsugod mi og answer sa module, unya dugay-dugay, mohunong na siya ug laing buhaton." *[It is very hard to keep him focused on studying because he gets easily distracted. When we start answering the module, after a while he stops and does something else.] Parent_4:*

"Usahay dili gyud siya ganahan mo-answer sa module. Maglikay-likay siya ug magdula na lang, mao nga kinahanglan pa nako siya pugson ug pahinumdoman pirmi." *[Sometimes he really does not want to answer the module. He avoids it and prefers to play, so I still need to encourage and remind him constantly.] Parent_8:*

"Dali ra siya ma-bored kung magtuon mi. Makita nako nga dili siya makapugong ug tarong sa iyang attention, mao nga hinay-hinay gyud among pag-study." *[He gets bored easily when we study. I can see that he cannot maintain his attention properly, so we really study slowly.] Parent_15:*

The data revealed that child's low attention span and resistance to learning are common communication challenges experienced by parents in supporting children with diverse learning needs during modular distance learning. Parents reported that their children often struggle to maintain focus during study sessions, easily get distracted, and sometimes refuse or avoid answering modules. Because of this, parents need to constantly supervise, motivate, and adjust the learning pace to help their children complete their tasks. For instance, Parent_4 shared, "Lisod kaayo siya ipapirme sa pagtuon kay dali ra siya ma-distract…" emphasizing how the child easily loses focus and shifts to other activities. While sharing this, the parent showed a slightly tired yet patient facial expression, with occasional sighs and pauses, reflecting effort in maintaining the child's attention. Similarly, Parent_8 stated, "Usahay dili gyud siya ganahan mo-answer sa module…" highlighting the child's resistance to learning and preference for playing instead. The parent appeared somewhat frustrated but still caring, speaking with a firm yet gentle tone, showing the need for constant encouragement. Parent_15 explained, "Dali ra siya ma-bored kung magtuon mi…" describing the child's difficulty in sustaining attention during learning activities. The parent showed a concerned and observant facial expression, slowly speaking while reflecting on the child's behavior, indicating awareness of the need for a slower learning pace. Overall, the data showed that low attention span and resistance to learning greatly affect home-based education. Parents continuously adjust their approach by providing motivation, supervision, and slower pacing to help children with diverse learning needs stay engaged and complete their learning tasks.

The findings imply that children with diverse learning needs who exhibit low attention span and resistance to learning require continuous behavioral and learning support from parents during modular distance learning. This suggests that sustaining engagement is not solely dependent on instructional content but also on how learning is paced, motivated, and structured at home. Parents therefore take on the role of behavioral and learning facilitators who must constantly supervise, encourage, and adjust strategies to maintain the child's participation in learning tasks. This can be explained through the Naturalistic Developmental Behavioral Intervention (NDBI) by Rogers and Dawson (2010), which emphasizes improving attention, engagement, and learning through structured yet flexible, child-centered strategies, and the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which emphasizes the importance of the communication partner's active role in adapting interactions to sustain participation and understanding. Together, these theories suggest that when parents consistently adjust pacing, motivation, and interaction strategies, children with diverse learning needs are more likely to stay engaged and complete learning activities effectively.

Several studies help explain the findings on children's low attention span and resistance to learning during modular distance learning. Puspitasari and Palupi (2021) found that parents of children with special needs experienced challenges in assisting learning at home because children often required patience, continuous support, and positive interaction to stay engaged in lessons and activities. Similarly, the Learning Disabilities Association of America (n.d.) explained that children with learning disabilities, ADHD, and related disorders often struggle with attention, behavior, and understanding instructions, making it important for parents to provide clear directions, simple routines, and consistent encouragement to help children feel secure and focused. In the same way, Friales, Quemado, and Bayog (2022) emphasized that parents play a vital role in motivating, guiding, and supporting their

children during modular learning, especially when learners need extra assistance at home. These studies support the present findings that parents need to constantly supervise, encourage, and adjust the pacing of learning activities to help children maintain attention and complete their tasks. Together, the studies highlight that patience, motivation, structured support, and active parental involvement are essential in helping children with diverse learning needs remain engaged during modular distance learning.

Parents' Coping Strategies in Overcoming Communication Challenges in Supporting Their Children's Learning

Table 5 presents parents' coping strategies in overcoming communication challenges in supporting their children's learning based on their experiences during modular distance learning.

Table 5 Parents' Coping Strategies in Overcoming Communication Challenges in Supporting Their Children's Learning

Research Question	Main Theme	Sub-Themes
How do parents overcome communication challenges in supporting their children's learning?	Adaptive Strategies of Parents in Facilitating Learning at Home	• Seeking Help from Teachers and School Personnel • Using Visual Aids and Demonstration Methods • Practicing Patience and Repetition in Instruction • Adjusting Communication Based on Child's Learning Needs

Using Braun and Clarke's (2006) Thematic Analysis, the data were analyzed through a systematic six-phase process that included familiarization with the data, generating initial codes, searching for themes, reviewing and refining themes, defining and naming themes, and producing a final narrative report of the findings.

Through this process, the main theme "Adaptive Strategies of Parents in Facilitating Learning at Home" emerged. The sub-themes highlight how parents actively respond to communication challenges in supporting their children's learning. These include seeking help from teachers and school personnel, where parents consult educators for guidance and clarification; using visual aids and demonstration methods, where parents utilize pictures, objects, and modeling to enhance understanding; practicing patience and repetition in instruction, where parents consistently repeat explanations to ensure learning; and adjusting communication based on child's learning needs, where parents modify their approach depending on their child's abilities and responses. These findings emphasize the resilience and adaptability of parents in ensuring continuous learning support at home during modular distance learning.

Seeking Help from Teachers and School Personnel. Seeking help from teachers and school personnel was a common coping strategy used by parents to overcome communication challenges in supporting their children's learning during modular distance learning. Parents shared that they rely on teachers and school staff whenever they encounter difficulties in understanding module instructions or in guiding their children. Through constant communication and seeking guidance, parents are able to improve their own understanding and better assist their children at home.

This is shown in the statements of the participants:

"Kung maglisod gyud ko, mo-contact ko sa teacher para mangutana unsaon pagtabang sa akong anak. Sila man gud ang mas kahibalo, mao nga sila akong duolon." *[When I really struggle, I contact the teacher to ask how to help my child. They are the ones who know better, so I approach them.] Parent_2*

"Usahay mangayo ko og advice sa adviser kung unsa nga paagi ang angay buhaton sa module. Dako kaayo og tabang ang teachers kay ginatudluan ko nila unsaon pag-explain." *[Sometimes I ask the adviser for advice on what approach to use in the module. Teachers are a big help because they teach me how to explain it.] Parent_5*

"Kung dili nako masabtan ang instructions sa module, mangutana gyud ko sa teacher. Sila ang nag-guide nako para ma-support nako akong anak sa balay." *[If I don't understand the instructions in the module, I really ask the teacher. They guide me so I can support my child at home.] Parent_9*

"Dako kaayo tabang ang teachers kay open sila pirmi sa among mga pangutana. Kung magkaproblema ko, dali ra ko mangayo og tabang nila." *[The teachers are very helpful because they are always open to our questions. If I have problems, I easily ask for their help.] Parent_13*

The data revealed that seeking help from teachers and school personnel is a common coping strategy used by parents in overcoming communication challenges in supporting children with diverse learning needs during modular distance learning. Parents reported

that they often rely on teachers and school staff whenever they have difficulty understanding module instructions or when they struggle in guiding their children at home. Through continuous communication and consultation, parents are able to clarify instructions, improve their understanding, and provide better learning support to their children. For instance, Parent_2 shared, "Kung maglisod gyud ko, mo-contact ko sa teacher…" emphasizing the importance of reaching out to teachers when challenges arise. While sharing this, the parent showed a relieved and hopeful facial expression, with a calm tone, reflecting trust and confidence in the teacher's guidance. Similarly, Parent_5 stated, "Usahay mangayo ko og advice sa adviser…" highlighting how teachers help them understand how to properly explain lessons to their children. The parent appeared grateful and attentive, gently nodding while speaking, showing appreciation for the support received. Parent_9 explained, "Kung dili nako masabtan ang instructions sa module, mangutana gyud ko sa teacher…" describing how teachers serve as guides in supporting home-based learning. The parent showed a slightly serious but reassured expression, speaking steadily, indicating reliance on teacher support. Parent_13 added, "Dako kaayo tabang ang teachers kay open sila pirmi…" emphasizing the accessibility and willingness of teachers to help. The parent appeared relieved and appreciative, with a soft smile, reflecting comfort in seeking assistance. Overall, the data showed that seeking help from teachers and school personnel plays an important role in helping parents manage communication challenges. Continuous guidance from teachers strengthens parents' ability to support their children's learning at home during modular distance learning.

The findings imply that parents rely heavily on teachers and school personnel as essential support systems in addressing communication challenges when guiding children with diverse learning needs during modular distance learning. This suggests that effective home-based learning is strengthened through continuous collaboration between parents and teachers, where parents depend on professional guidance to properly understand and implement instructional strategies. As a result, teachers become key communication partners who bridge knowledge gaps and enhance parents' capacity to support learning at home. This can be explained through the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which emphasizes that effective learning and communication improve when communication partners are trained and supported to facilitate interaction, and the Family Systems Theory by Murray Bowen (1978), which emphasizes that changes and challenges in one part of the system (the child's learning needs) affect the entire family system, requiring collaboration and interdependence among family members and external support systems such as schools. Together, these theories suggest that when parents actively seek guidance from teachers and work collaboratively with them, children with diverse learning needs receive more consistent and effective learning support at home.

Several studies help explain the findings on parents' practice of seeking help from teachers and school personnel during modular distance learning. Graham-Clay (2021) emphasized that effective communication between teachers and parents of children with special needs is important in helping children learn better, as teachers provide clear information, guidance, and support while parents share their understanding of the child's needs. Similarly, Estoque (2022) found that modular distance learning changed the role of parents into becoming the primary learning facilitators at home, making strong collaboration between teachers and parents necessary to support children effectively. In the same way, Gülay et al. (2024) highlighted that good communication between parents, schools, and guidance centers helps parents better understand their child's condition and learning needs, allowing them to provide more appropriate support at home. These studies support the present findings that parents rely on teachers and school personnel for guidance in understanding modules and improving communication strategies with their children. Together, the studies highlight that continuous parent-teacher collaboration and open communication are essential in strengthening home-based learning support for children with diverse learning needs.

Using Visual Aids and Demonstration Methods. Using visual aids and demonstration methods was commonly used by parents as a coping strategy to help their children better understand lessons during modular distance learning. Parents explained that they rely on drawings, pictures, actual objects, charts, and demonstrations to make lessons clearer and more understandable. This strategy helps children grasp concepts more easily compared to verbal explanations alone, especially when they have difficulty understanding instructions.

This is shown in the statements of the participants: "Kung magtuon mi, mag-drawing ko o magpakita og pictures para masabtan niya ang lesson. Mas dali niya masabtan kung makita niya kaysa puro storya ra." *[When we study, I draw or show pictures so he can*

understand the lesson. It is easier for him to understand when he sees it rather than just hearing explanations.] Parent_1

"Mag-demo ko pirmi sa buhaton sa module. Pananglitan kung naa'y activity, ipakita nako una unsaon pag-answer before niya buhaton." *[I always demonstrate what to do in the module. For example, if there is an activity, I show first how to answer it before he does it.] Parent_6*

"Gagamit mi og visual aids like objects ug charts para mas masabtan niya ang lesson. Mas effective siya kay makita gyud niya ang example sa iyang atubangan." *[We use visual aids like objects and charts so he can understand the lesson better. It is more effective because he can really see the example in front of him.] Parent_11*

The data revealed that using visual aids and demonstration methods is a common coping strategy used by parents in supporting children with diverse learning needs during modular distance learning. Parents reported that they use drawings, pictures, real objects, charts, and step-by-step demonstrations to make lessons clearer and easier to understand. This approach helps children grasp concepts better compared to verbal explanations alone, especially when they struggle with understanding instructions. For instance, Parent_1 shared, "Kung magtuon mi, mag-drawing ko o magpakita og pictures…" emphasizing the use of visual representation to help the child understand the lesson. While sharing this, the parent showed a calm and focused facial expression, gently pointing as if illustrating how they do the activity, reflecting patience in teaching. Similarly, Parent_6 stated, "Mag-demo ko pirmi sa buhaton sa module…" highlighting the importance of showing first before letting the child do the task. The parent appeared attentive and instructional, using hand movements while explaining, showing active engagement in guiding the child. Parent_11 explained, "Gagamit mi og visual aids like objects ug charts…" describing how real objects and charts help the child understand lessons more effectively. The parent showed a thoughtful and slightly serious expression, nodding while speaking, reflecting awareness of what works best for the child's learning. Overall, the data showed that visual aids and demonstration methods are effective coping strategies for parents. By using concrete materials and modeling tasks, parents are able to improve their children's understanding and support learning during modular distance learning.

The findings imply that parents use visual aids and demonstration methods as essential strategies in supporting children with diverse learning needs during modular distance learning, particularly when verbal explanations are not enough for understanding. This suggests that learning at home becomes more effective when parents actively adapt instructional methods by using concrete materials such as drawings, pictures, real objects, charts, and step-by-step demonstrations to clarify lessons. As a result, parents act as facilitators of learning who modify and enrich instruction to match their child's level of understanding, making lessons more accessible and meaningful. This can be explained through the Augmentative and Alternative Communication (AAC) Framework by Beukelman and Mirenda (2013), which emphasizes the use of visual, symbolic, and non-verbal communication methods to support individuals with communication and learning difficulties, and the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which highlights the importance of communication partners in modeling, adapting, and simplifying messages to improve comprehension and participation. Together, these theories suggest that when parents intentionally use visual supports and demonstration techniques, children with diverse learning needs are better able to understand lessons and actively engage in the learning process during modular distance learning.

Several studies help explain the findings on parents' use of visual aids and demonstration methods during modular distance learning. Puspitasari and Palupi (2021) found that parents of children with special needs needed to use supportive and adaptive communication strategies to help children better understand lessons at home, emphasizing the importance of patience and appropriate interaction in the learning process. Similarly, the Learning Disabilities Association of America (n.d.) explained that children with learning disabilities and related disorders benefit from clear instructions, simple routines, and supportive learning approaches that make lessons easier to understand and follow. In the same way, Catama et al. (2024) revealed that when parents receive proper support and guidance, they become more confident in using effective strategies that improve both learning and communication at home. These studies support the present findings that parents use drawings, pictures, objects, charts, and demonstrations to make lessons clearer and more understandable for their children. Together, the studies highlight that visual and demonstration-based strategies are important in strengthening understanding, participation, and learning engagement among children with diverse learning needs during modular distance learning.

Practicing Patience and Repetition in Instruction.

Practicing patience and repetition in instruction was a common coping strategy used by parents in addressing communication challenges during modular distance learning. Parents shared that they need to consistently repeat explanations and slow down their teaching pace to ensure their children understand the lessons. This approach requires patience, persistence, and a calm attitude, especially when children struggle to grasp concepts immediately.

This is shown in the statements of the participants:
"Kinahanglan gyud ko og taas nga pasensya kay usahay balik-balik gyud ang akong explanation. Dili siya dayon makasabot mao nga hinay-hinay ra gyud mi."
[I really need a lot of patience because sometimes I have to repeat my explanations. He doesn't understand immediately, so we really go slowly.] Parent_3

"Pirme ko magbalik-balik og tudlo hangtod masabtan niya. Dili pwede madali kay kung madali, mawala siya sa pagsabot."
[I always repeat teaching until he understands. We cannot rush because if we do, he gets lost in understanding.] Parent_8

"Pasensya gyud ang pinaka-importante kay usahay dili niya dayon makuha ang lesson. Mao nga balik-balik ug hinay-hinay nga pag-explain ang akong ginahimo."
[Patience is the most important because sometimes he does not immediately understand the lesson. That is why I keep repeating and explaining slowly.] Parent_14

The data revealed that practicing patience and repetition in instruction is a common coping strategy used by parents in supporting children with diverse learning needs during modular distance learning. Parents reported that they need to repeatedly explain lessons and slow down their teaching pace to ensure their children fully understand the instructions. This approach requires great patience, persistence, and calmness, especially when children do not grasp concepts immediately. For instance, Parent_3 shared, "Kinahanglan gyud ko og taas nga pasensya…" emphasizing the need for patience and repeated explanations. While sharing this, the parent showed a calm but slightly tired facial expression, with slow speech and gentle pauses, reflecting the effort needed in continuous teaching. Similarly, Parent_8 stated, "Pirme ko magbalik-balik og tudlo hangtod masabtan niya…" highlighting the importance of repetition until the child understands. The parent appeared focused and serious, speaking in a steady tone, showing determination and consistency in instruction. Parent_14 explained, "Pasensya gyud ang pinaka-importante…" describing patience and slow explanation as essential in helping the child learn. The parent showed a patient and caring facial expression, softly nodding while speaking, reflecting understanding and dedication. Overall, the data showed that patience and repetition are important coping strategies used by parents. By continuously repeating instructions and maintaining a calm approach, parents are able to support and guide their children with diverse learning needs more effectively during modular distance learning.

The findings imply that practicing patience and repetition in instruction is an essential coping strategy used by parents in supporting children with diverse learning needs during modular distance learning. This suggests that effective home-based learning requires parents to slow down instruction, consistently repeat explanations, and maintain a calm and persistent attitude to help children fully understand lessons. As a result, parents become patient facilitators of learning who continuously adjust their teaching pace to match their child's ability to process information, ensuring that learning is reinforced over time. This can be explained through the Naturalistic Developmental Behavioral Intervention (NDBI) by Rogers and Dawson (2010), which emphasizes the importance of repeated, structured, and responsive teaching within natural environments to support learning development, and the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which emphasizes the role of communication partners in adapting their language, pacing, and instructional strategies to improve understanding and engagement. Together, these theories suggest that when parents practice patience and repetition in instruction, children with diverse learning needs are more likely to develop understanding and successfully engage in learning tasks during

Several studies help explain the findings on parents' practice of patience and repetition in instruction during modular distance learning. Puspitasari and Palupi (2021) found that parents of children with special needs needed patience, understanding, and positive interaction in helping children learn at home, especially when children struggled to understand lessons immediately. Similarly, the Learning Disabilities Association of America (n.d.) explained that children with learning disabilities and related disorders benefit from clear instructions, repeated guidance, and simple routines because they often experience difficulty processing and remembering information. In the same way, Friales, Quemado, and Bayog (2022) emphasized that parents play an important role in guiding, motivating, and supporting

their children during modular learning, particularly when learners require continuous assistance at home. These studies support the present findings that parents repeatedly explain lessons, slow down instruction, and remain patient to help children understand learning tasks effectively. Together, the studies highlight that patience, repetition, and consistent parental support are essential in strengthening comprehension and learning engagement among children with diverse learning needs during modular distance learning.

Adjusting Communication Based on Child's Learning Needs. Adjusting communication based on the child's learning needs was a common coping strategy used by parents in supporting their children during modular distance learning. Parents shared that they modify their way of explaining lessons depending on their child's level of understanding, mood, and attention. They emphasized the importance of flexibility in communication, using simpler explanations, visual supports, and careful pacing to ensure that learning becomes more effective and less confusing for their children.

This is shown in the statements of the participants: "Akong style kay i-adjust nako depende sa iyang masabtan. Kung lisod niya masabtan ang normal nga explanation, himuon nako nga mas simple ug mas hinay." *[My style is to adjust depending on what he can understand. If he cannot understand the normal explanation, I make it simpler and slower.] Parent_1*

"Kahibalo man ko sa akong anak ug asa ra kutob iyang limit, mao nga ako pud i-change akong paagi sa pag-explain. Usahay mag-visual ko, usahay mag-words lang nga pinakasimple." *[I observe his limitations, so I also change how I explain. Sometimes I use visuals, sometimes I use very simple words.] Parent_4*

"Depende sa iyang mood ug kanang pagsabot niya sa lesson sa module, ako i-adjust ang akong communication. Kung wala siya sa focus, maglikay ko nga mohatag ug dugang pang instructions kay mosamot jud na ug kalibog."*[I adjust my communication depending on his mood and understanding. If he is not focused, I avoid giving too many instructions.] Parent_7*

"Dili pareho adlaw-adlaw ang approach nako kay usahay dali siya makasabot, usahay dili. Mao nga flexible gyud ko sa akong pag istorya niya." *[My approach is not the same every day because sometimes he understands easily, sometimes he doesn't. So I am very flexible in my communication.] Parent_10*

"Ginatan-aw nako pirmi kung unsa iyang needs sa sa kanang mga panahon mag module me, unya mao na akong basehan unsaon nako pag-explain. Dili fixed akong style." *[I always observe his needs in the moment, and that becomes my basis for how I explain. My style is not fixed.] Parent_15*

The data revealed that adjusting communication based on the child's learning needs is a common coping strategy used by parents in supporting children with diverse learning needs during modular distance learning. Parents reported that they modify their way of explaining lessons depending on their child's level of understanding, mood, and attention. They emphasized the importance of being flexible by using simpler explanations, visual supports, and appropriate pacing to ensure better understanding and reduce confusion during learning. For instance, Parent_1 shared, "Akong style kay i-adjust nako depende sa iyang masabtan…" emphasizing that communication is changed based on what the child can understand. While sharing this, the parent showed a calm and reflective facial expression, gently nodding, indicating careful consideration of the child's learning capacity. Similarly, Parent_4 stated, "Kahibalo man ko sa akong anak ug asa ra kutob iyang limit…" highlighting awareness of the child's limitations and adjusting communication accordingly. The parent appeared observant and thoughtful, speaking slowly while explaining, showing attentiveness to the child's needs. Parent_7 explained, "Depende sa iyang mood ug pagsabot…" describing how communication is adjusted based on the child's focus and emotional state. The parent showed a slightly serious but caring expression, with pauses while speaking, reflecting caution in avoiding confusion during learning. Parent_10 added, "Dili pareho adlaw-adlaw ang approach nako…" emphasizing flexibility in teaching style depending on the child's understanding. The parent appeared patient and adaptive, using a steady tone, showing willingness to adjust continuously. Parent_15 shared, "Ginatan-aw nako pirmi kung unsa iyang needs…" highlighting that communication is based on the child's immediate needs. The parent showed a focused and attentive facial expression, gently nodding, reflecting careful observation and responsiveness. Overall, the data showed that adjusting communication based on the child's learning needs is an important coping strategy for parents. By being flexible and responsive, parents are able to better support and guide their children with diverse learning needs during modular distance learning.

The findings imply that adjusting communication based on the child's learning needs is an important coping strategy used by parents in supporting children with diverse learning needs during modular distance learning. This suggests that effective home-based

learning requires parents to be flexible in their communication by modifying explanations, pacing instruction, and using appropriate strategies depending on the child's understanding, mood, and attention. As a result, parents become responsive facilitators of learning who continuously observe and adapt to their child's changing needs to reduce confusion and improve comprehension. This can be explained through the Communication Partner Instruction (CPI) theory by Kent-Walsh and McNaughton (2004), which emphasizes that communication partners must adjust their language, strategies, and interaction styles to support understanding and participation, and the Naturalistic Developmental Behavioral Intervention (NDBI) by Rogers and Dawson (2010), which highlights the importance of individualized, responsive, and flexible teaching within natural environments to promote learning development. Together, these theories suggest that when parents adjust their communication based on their child's needs, children with diverse learning needs are more likely to understand lessons, stay engaged, and succeed in modular distance learning.

Several studies help explain the importance of adjusting communication based on the child's learning needs during modular distance learning. First, Friales, Quemado, and Bayog (2022) emphasized that parents play a crucial role in guiding and motivating their children at home, particularly in modular learning where learners need continuous support and adjustment of instruction. Their study highlights that children learn more effectively when parents actively modify their guidance based on the learner's needs, which aligns with the present finding that parents adjust explanations depending on understanding, mood, and attention. Similarly, Estoque (2022) explained that during modular distance learning, parents became the primary facilitators of instruction at home, especially in early grade levels, requiring them to adapt teaching strategies to suit their children's learning capacity. This supports the current result that parents use flexible communication approaches such as simpler explanations, visual supports, and pacing adjustments. In addition, Graham-Clay (2021) stressed that effective communication between parents and children with learning difficulties depends on clear, responsive, and adaptive interaction, where communication partners must adjust language and delivery to ensure understanding. This reinforces the finding that parents continuously observe and modify how they communicate to reduce confusion and improve comprehension. Overall, these studies consistently show that parental flexibility and responsiveness in communication are essential in supporting children with diverse learning needs during modular distance learning.

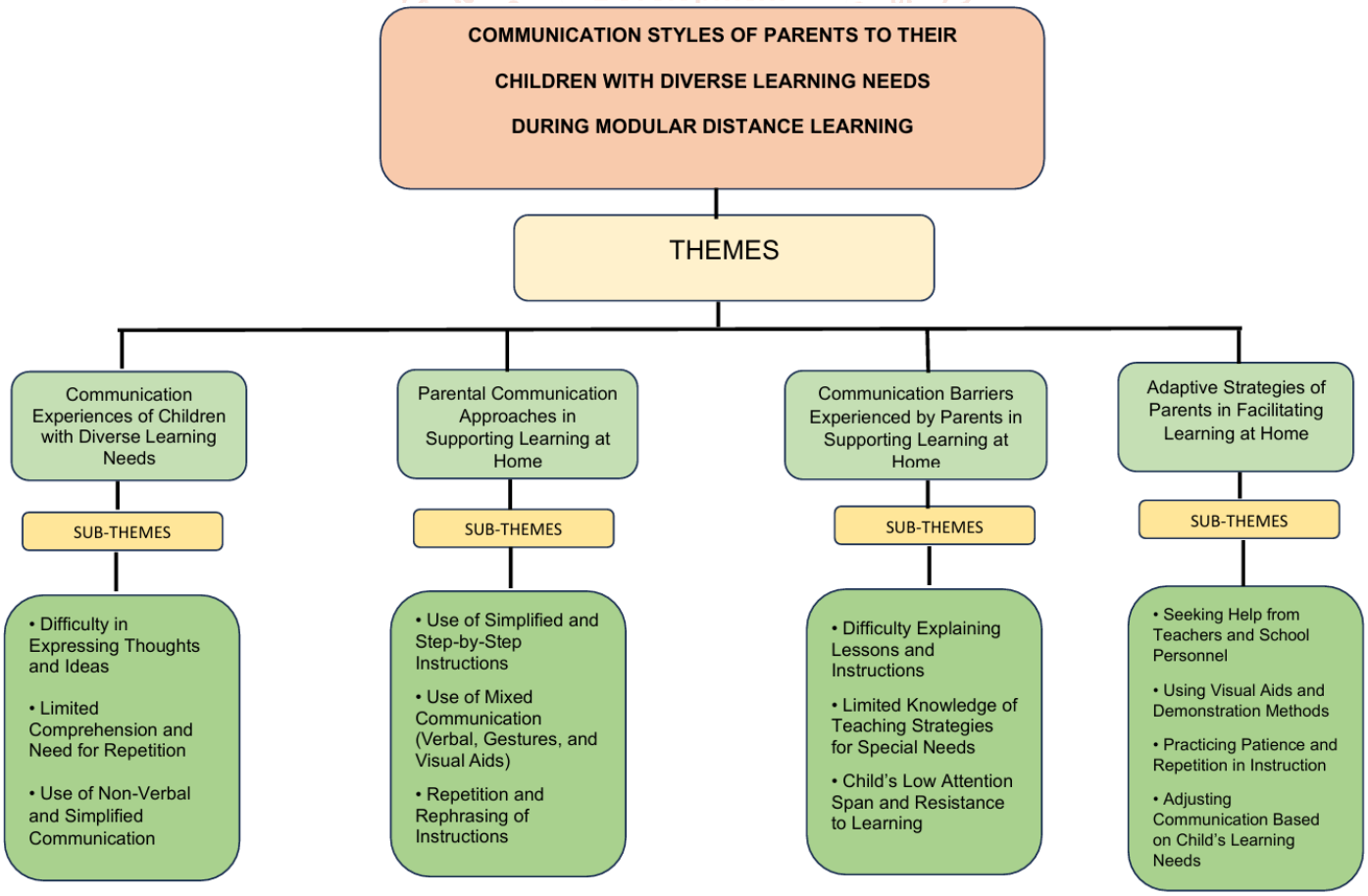


Figure 4. Schematic Diagram of the Study

3. SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

SUMMARY

This chapter presents the summary of the study, major findings, conclusions drawn from the analysis, and recommendations. The output of this study is a proposed capacity-building program designed to strengthen parents' communication skills in supporting children with diverse learning needs during modular distance learning. This may serve as a guide for parents, teachers, and school personnel in improving home-based learning support through effective communication strategies.

SUMMARY

This study investigated the communication styles of parents to their children with diverse learning needs during modular distance learning at Danicop Elementary School, Danicop, Sierra Bullones, Bohol for the school year 2025–2026. It focused on how parents describe their children's communication needs and abilities, how they communicate with their children, the communication challenges they experience, and the coping strategies they use in guiding learning at home. The study was conducted as a basis for developing a Proposed Capacity-Building Program to strengthen parents' communication skills during modular distance learning. The study employed a qualitative research design using Braun and Clarke's Thematic Analysis to explore the lived experiences of fifteen (15) purposively selected parents of children with diverse learning needs. Data were gathered through semi-structured in-depth interviews, which were audio-recorded, transcribed verbatim, and analyzed systematically to identify emerging themes. The participants were parents actively involved in supporting their children's modular learning at home.

FINDINGS

The findings revealed that parents describe their children's communication needs and abilities as generally characterized by difficulty in expressing thoughts and ideas, limited comprehension that requires repetition of instructions, and reliance on non-verbal or simplified communication. As a result, parents observed that their children often struggle to verbalize understanding and require clearer, slower, and more structured forms of communication to effectively grasp lessons during modular distance learning.

In relation to these communication needs, the findings showed that parents communicate with their children with special educational needs through varied and adaptive communication approaches, including the use of simplified and step-by-step instructions, mixed communication strategies such as verbal explanation combined with gestures and visual aids, and consistent repetition and rephrasing of instructions. Consequently, these approaches were used to make lessons more understandable and to support children in completing their learning tasks at home.

However, despite these communication strategies, the findings indicated that parents still experience significant communication challenges in guiding their children with special educational needs, particularly in difficulty explaining lessons and instructions, limited knowledge of appropriate teaching strategies for special needs, and challenges related to the child's low attention span and resistance to learning. Hence, these barriers often affect the clarity and effectiveness of home-based instruction during modular distance learning.

In response to these challenges, the findings revealed that parents overcome communication difficulties through adaptive coping strategies such as seeking help from teachers and school personnel, using visual aids and demonstration methods, practicing patience and repetition in instruction, and adjusting communication based on the child's learning needs. Therefore, these strategies helped parents improve understanding, manage learning difficulties, and better support their children's learning at home.

CONCLUSIONS

Based on the findings of the study, it can be concluded that parents of children with diverse learning needs experience significant communication demands during modular distance learning, as they describe their children as having difficulty expressing ideas, limited comprehension, and a need for repeated and simplified instructions. Consequently, parents adapt their communication by using simplified step-by-step instructions, mixed communication strategies, repetition, and rephrasing to support understanding at home. However, they still encounter challenges such as difficulty explaining lessons, limited knowledge of appropriate teaching strategies, and children's low attention span and resistance to learning. Despite these difficulties, parents are able to cope by seeking assistance from teachers and school personnel, using visual aids and demonstrations, practicing patience and repetition, and adjusting their communication based on their children's needs. Overall, the study concludes that effective home-based learning during modular distance learning largely depends on parents' ability to flexibly adjust their communication and the availability of support systems that enhance their capacity to guide children with diverse learning needs.

RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations are given:

Department of Education (DepEd). It is recommended that DepEd design and implement context-responsive, low-cost, and community-localized capacity-building initiatives that acknowledge the severe economic hardship and systemic isolation reported by parents. Rather than creating additional academic reading work that struggling households cannot readily use, these programs should rely on oral, visual, and demonstration-based sessions, locally available resources, and peer-to-parent community learning circles that respect limited time, income, and access to materials. Interventions must explicitly address the link between poverty, stress, and coercive parenting, and provide accessible, culturally appropriate alternatives to harsh discipline so parents can support learning without resorting to punishment or verbal aggression when faced with frustration.

SPED Teachers. SPED teachers are encouraged to provide simplified, visual, and practically demonstrated guidance that requires minimal reading and no extra cost or resources for families. They should deliver guidance through face-to-face or home visit demonstrations rather than printed materials alone, and explicitly teach calm, de-escalating communication techniques alongside instructional strategies. Because findings show that parents resort to scolding, harsh speech, and physical discipline when overwhelmed by difficulty, teachers must integrate behavioral and emotional coping strategies into every guidance session, helping parents recognize signs of stress and apply non-punitive responses before coercion occurs.

Parents of Children with Special Learning Needs. Parents are encouraged to apply simplified instructions, repetition, visual aids, and demonstration when guiding their children, and to seek assistance from teachers or school personnel whenever challenges arise. They are further urged to adopt patience and calm guidance in place of shouting, harsh speech, or physical discipline, and to recognize that using fear or punishment does not improve understanding and may harm the child's well-being. When feeling overwhelmed, parents are advised to pause, seek support, and use alternative coping approaches rather than resorting to aggressive or coercive communication.

Children with Special Learning Needs. It is recommended that learners be provided with consistent routines, clear and simple instructions, and positive, encouraging reinforcement at home. Learning activities should be paced to the child's attention span and understanding, and should be kept free of fear or punishment so the child feels safe and willing to participate. Consistent, supportive communication free from harsh speech or intimidation can help improve attention, confidence, and ongoing engagement in learning.

Danicop Elementary School. The school is urged to establish a structured, accessible mental health and behavioral support program through the school guidance counselor, specifically designed to assist parents who experience stress, frustration, or difficulty managing emotions during home learning. This program should offer confidential, culturally appropriate counseling and short-term training on emotion regulation, stress management, and non-coercive parenting techniques, with clear pathways for parents to seek help when they feel tempted to use verbal aggression or physical discipline. The school should also organize community-based parent support groups to share experiences and solutions without cost, helping to reduce isolation and mutual hardship.

The Researcher. The researcher is encouraged to develop and test a context-adapted intervention program that combines communication guidance with poverty-sensitive materials and behavioral coping training, measuring changes in both parental communication styles and child learning outcomes. Evaluations should explicitly track whether coercive and aggressive communication approaches decrease after intervention, and should assess feasibility and acceptance among low-income, isolated households.

Future Researchers. Future studies may expand scope to examine how socioeconomic disadvantage, resource scarcity, and isolation shape parental communication and discipline choices, with specific attention to how poverty-related stress contributes to coercive parenting. Research should prioritize low-cost, locally sustainable interventions and mental health support components, and evaluate their effectiveness in reducing harsh or abusive communication while improving learning outcomes across diverse contexts.

4. OUTPUT OF THE STUDY

Rationale

The proposed Capacity-Building Program is developed based on the key findings of the study, which revealed that parents play a central role in facilitating the learning of children with diverse learning needs during modular distance learning. However, the findings also showed that many parents experience significant communication challenges, including difficulty explaining lessons, limited

knowledge of appropriate teaching strategies, and children's low attention span and resistance to learning. Despite these challenges, parents continuously strive to support their children by using simplified instructions, repetition, visual aids, demonstrations, and by seeking assistance from teachers and school personnel.

Given these realities, there is a clear need to strengthen parents' communication competencies to make home-based learning more effective and less stressful for both parents and children. The program is designed to address the gaps identified in the study by equipping parents with practical communication strategies such as the use of clear and simplified language, step-by-step instruction techniques, visual and demonstrative teaching methods, and responsive communication adjustments based on the child's mood and learning capacity. It also emphasizes developing patience, consistency, and flexibility in handling learners with diverse learning needs.

Furthermore, the program recognizes that effective learning support does not rely solely on academic content but also on the quality of interaction between parents and children. Strengthening this interaction is essential in improving comprehension, engagement, and task completion among learners. In addition, the program promotes stronger collaboration between parents and teachers, ensuring that parents are guided and supported in implementing appropriate instructional approaches at home.

Ultimately, the Capacity-Building Program serves as a practical intervention to empower parents as effective learning facilitators. By enhancing their communication skills and strategies, it aims to improve the learning experiences of children with diverse learning needs during modular distance learning and contribute to more inclusive and supportive home-based education.

Objectives

1. To enhance parents' communication skills in guiding children with diverse learning needs during modular distance learning.
2. To equip parents with effective strategies such as simplified instruction, use of visual aids, repetition, and adaptive communication techniques in supporting home-based learning.
3. To strengthen collaboration between parents and teachers in providing consistent and effective learning support for children with diverse learning needs.

Implementation Matrix for the Capacity-Building Program to Strengthen Parents' Communication Skills During Modular Distance Learning

Key Results Area (KRA)	Objectives	Strategies/ Activities	Time Frame	Resources Needed	Persons Involved	Expected Outcome	Success Indicators	Budget	Source of Fund
Strengthening Parents' Communication Skills	To enhance parents' communication skills in supporting children with diverse learning needs	Orientation on parental roles, workshops on simplified communication, visual aids training, and demonstration activities	3 days (conducted per session cycle)	Training materials, printed modules, visual aids, projector, activity sheets	School Head, SPED Teachers, Guidance Counselor, Parents	Parents gain improved communication skills in guiding children at home	80% of parents demonstrate improved communication strategies during post-training evaluation	₱5,000	School MOOE / PTA Fund
Development of Effective Home-Based Instructional Strategies	To equip parents with effective strategies such as repetition, simplification, and	Hands-on workshops, role-playing, simulation of home learning situations, peer	2 days	Activity guides, manila paper, markers, learning kits	SPED Teachers, Parents	Parents are able to apply appropriate teaching strategies at home	At least 75% of parents successfully apply strategies during simulation activities	₱3,500	School MOOE

	use of visuals	sharing sessions							
Strengthening Parent–Teacher Collaboration	To strengthen collaboration between parents and teachers in supporting learners	Regular consultation meetings, feedback sessions, and communication planning workshop	Monthly (ongoing)	Communication logs, attendance sheets, meeting materials	Teachers, School Head, Parents	Improved coordination between parents and teachers in supporting learners	Increased parent participation and regular communication with teachers	₱2,000	School MOOE / PTA Fund

BIBLIOGRAPHY

[1] Andzik, N. R., Schaefer, J. M., & Christensen, V. L. (2021). The effects of teacher-delivered behavior skills training on paraeducators' use of a communication intervention for a student with autism who uses AAC. *Augmentative and Alternative Communication, 37*(1), 1–13. https://doi.org/10.1080/07434618.2021.1881823

[2] Brown, S. M., Doom, J. R., Lechuga-Peña, S., Watamura, S. E., & Koppels, T. (2020). Stress and parenting during the global COVID-19 pandemic. *Journal of Family Psychology, 34*(5), 532–541. https://doi.org/10.1037/fam0000703

[3] Catama, B. V., Domalanta, M. A. B., Balmeo, M. L., Ignacio, T. D., & Magat, S. M. C. (2024). Empowering and equipping parents with basic intervention skills in handling children with special learning needs. *Texila International Journal of Academic Research, 11*(1). https://doi.org/10.21522/TIJAR.2014.11.01.Art007

[4] Chin, C. D., Shigetomi-Toyama, S., & Quinn, E. D. (2022). Teaching parents read, ask, answer, prompt strategies via telepractice: Effects on parent strategy use and child communication. *Language, Speech, and Hearing Services in Schools, 53*(2), 237–255. https://doi.org/10.1044/2021_LSHSS-21-00075

[5] Chophel, T., & Choeda, U. (2021). Impact of parental involvement in homework on children's learning. *Journal of Education, Society and Behavioural Science.* https://doi.org/10.9734/jesbs/2021/v34i630334

[6] Department of Education. (2024, December 27). DepEd pushes for learning continuity amid disasters, updates class suspension guidelines. https://www.deped.gov.ph/2024/12/27/deped-pushes-for-learning-continuity-amid-disasters-updates-class-suspension-guidelines/

[7] Duncan, A. L., Keene, H., & Shepley, C. (2024). Do naturalistic developmental behavioral interventions improve family quality of life? A systematic review and meta-analysis. *Autism.* https://doi.org/10.1177/13623613241227516

[8] Dullas, M. E., & Echaure, J. S. (2024). Parental involvement in modular distance learning. *American Journal of Humanities and Social Sciences Research, 8*(2), 69–83.

[9] Estoque, I. J. A. (2022). Teacher's role in reading instruction during modular distance learning. *ERIC.*

[10] Friales, W. C., Quemado, L. G., & Bayog, S. B. (2022). Home learning facilitation of parents. *International Journal of Qualitative Research, 1*(3), 211–220. https://doi.org/10.47540/ijqr.v1i3.449

[11] Frost, K. M., Brian, J., Gengoux, G. W., et al. (2020). Identifying and measuring the common elements of naturalistic developmental behavioral interventions for autism spectrum disorder. *Autism, 24*(8), 2285–2297. https://doi.org/10.1177/1362361320944011

[12] Graham-Clay, S. (2021). Communicating with parents of children with special needs. *Intervention in School and Clinic, 56*(2), 116–123.

[13] Gülay, A., Cumalı, E., & Cumalı, D. (2024). Experiences of parents of children with special needs. *International Journal of Contemporary Educational Research, 11*(3). https://doi.org/10.52380/ijcer.2024.11.3.638

[14] Kent-Walsh, J., & McNaughton, D. (2005). Communication partner instruction in AAC: Present practices and future directions. https://doi.org/10.1080/07434610400006646

[15] Learning Disabilities Association of America. (n.d.). Parenting children with learning disabilities.

[16] Loto, R. M. (2020). Parental involvement in modular distance learning.

[17] Malabarbas, G. T., et al. (2022). Parents' involvement in modular learning. *International Journal of Applied Research in Social Sciences, 4*(4), 121–130. https://doi.org/10.51594/ijarss.v4i4.338

[18] Mitchell, L. (2021). Parent-mediated naturalistic developmental behavioral intervention and changes in parental occupational performance. *Physical & Occupational Therapy in Pediatrics.* https://doi.org/10.1080/01942638.2021.1879344

[19] National Center for Education Statistics. (2024). Students with disabilities. *Condition of Education.* U.S. Department of Education, Institute of Education Sciences. https://nces.ed.gov/programs/coe/indicator/cgg

[20] Prime, H., Wade, M., & Browne, D. T. (2020). Risk and resilience in family well-being during the COVID-19 pandemic. *Developmental Psychology, 56*(10), 1799–1811. https://doi.org/10.1037/dev0000919

[21] Puspitasari, L. D., & Palupi, P. (2021). Interpersonal communication of parents.

[22] S. Macapaz, M. K. (2025). Inclusive Teaching Practices for Students with Intellectual Disabilities: A Basis for Strategic Learning Enhancement. *International Journal of Alternative and Contemporary Therapy*, *3*(6), 28–48. Retrieved from https://medicaljournals.eu/index.php/IJACT/article/view/1946

[23] Schmidt, M., Šilc, M., & Brown, I. (2023). Parents helping a child with disability learn at home during COVID-19: Experiences from Slovenia and Canada. *Journal of Policy and Practice in Intellectual Disabilities.* https://doi.org/10.1111/jppi.12456

[24] Spinelli, M., Lionetti, F., Pastore, M., & Fasolo, M. (2020). Parents' stress and children's psychological problems in families facing the COVID-19 outbreak in Italy. *Frontiers in Psychology, 11*, 1713. https://doi.org/10.3389/fpsyg.2020.01713

[25] Suico, H. V., et al. (2022). Parents' level of engagement.

[26] UNESCO. (2020). Unlocking the potential of family and intergenerational learning. https://unesdoc.unesco.org/ark:/48223/pf0000373512

[27] van Noorden, L., Gardiner, S., & Waddington, H. (2024). Parent-mediated naturalistic developmental behavioral interventions for young autistic children. *Review Journal of Autism and Developmental Disorders.* https://doi.org/10.1007/s40489-024-00439-0

[28] Yum, Y. N., So, S. K. W., & Chan, R. Y.-Y. (2021). Sensitivity to communication partners during naturalistic AAC conversations. *Frontiers in Psychology, 12*, 686657. https://doi.org/10.3389/fpsyg.2021.686657

[29] Zambak, V. S., et al. (2025). Parental involvement program. *Discover Education, 4*, 274. https://doi.org/10.1007/s44217-025-00686-1

[30] Zhou, X. (2024). Sociocultural theory in early childhood education.