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Prerequisites for Empowering Parents to Participate in Their Child's Language Development

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Annotation. The study analyses factors that promote parental involvement in children's language development. Based on the theories of empowerment and self-determination, a quantitative study was conducted. Speech therapist collaboration predicts parental decision-making; self-efficacy increases meaningfulness. Systematic measures strengthen competence by transforming passive parents into active participants. This change is important in order to transform parental passivity into active agency and autonomy.

Keywords: *parents' empowerment, language difficulties, engagement in education, self-efficacy, collaboration, participation.*

Introduction

In modern educational practice, overcoming a child's language difficulties is no longer treated as the isolated work of a speech and language therapist. Increasing emphasis is being placed on the importance of the family as the primary and most natural educational environment. However, parents of children with language development disorders often feel helpless and incompetent, which may result in their becoming passive observers of the assistance process.

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Seeking ways to transform this passivity into active participation, two perspectives with distinct emphases emerge in the scientific literature: the paradigms of family-centred practice and parents' empowerment.

Family-centred practice emphasises respect for family values, collaboration, and access to resources (Rektina, 2025). Nevertheless, analysis of this model reveals a certain paradox. In practice, its application often remains paternalistic and constrains autonomy. Professionals retain the position of "service providers," while parents assume that of "service recipients," which can often create passive dependence on the expert (Klatte et al., 2024). Families are engaged in the processes, but the right and power to make decisions de facto remain in the hands of professionals (Connor & Cavendish, 2018).

In contrast, psychological empowerment adopts a different position (Zimmerman, 1995, 2000). Unlike family-centred practice, which focuses on the quality of service provision and meeting family needs, empowerment emphasises parents' own capacities and agency, as well as the restoration of internal control and autonomy. Parents' empowerment is identified as an essential prerequisite for successful education. Zimmerman defines empowerment as a process in which individuals gain control over their lives, better understand their environment, and actively participate in decision-making (Zimmerman, 1995). This is not a one-time act, but a continuous interaction involving mutual respect, critical reflection, and cooperation (Zimmerman, 1995). Empowerment has become a fundamental axis in Western countries in structuring family support, with the aim of transforming personal passivity into constructive action (Klatte et. al., 2020; Klatte et al., 2024). When exploring parents' empowerment, it is appropriate to rely on a multidimensional model that Zimmerman (1995) divides into three components: 1) the *intrapersonal* component (parents' self-esteem, self-confidence, self-efficacy); 2) the *interactional* component (the ability to understand the child's needs and communicate with specialists); 3) the *behavioural* component (specific actions to achieve educational goals). The implementation of these components in practice requires a fundamental change in the role of the specialist. Speech and language therapists should abandon their position as "authoritative experts" and become partners with families (Klatte et. al., 2020; Klatte et al., 2024). When a specialist recognises parents' expertise regarding their child, the latter become motivated to take responsibility for continuing education in the home environment.

Parents' empowerment is closely related to intrinsic motivation, which Ryan and Deci (2000, 2017) explain through the self-determination theory. For parents to become active educators, three basic psychological needs must be addressed: *autonomy* (the feeling of acting of one's own free will and flexibly), *competence* (confidence in the methods used), and *relatedness* (the feeling of support from those around them). Fulfilling these needs establishes conditions in which parents participate in activities, driven not by external pressure, but by their own sense of meaningfulness.

Despite the potential benefits, the empowerment of parents faces serious challenges in real life. For a long time, parents were not considered equal partners in their children's education. The attitude of specialists towards parents' engagement was often hierarchical, and families were often excluded from important educational decisions (Connor & Cavendish, 2018; Gaffney et al., 2024). Parents' engagement and empowerment were often limited to roles that supported the power of the school (Baquedano-López et al., 2013; Kim & Bryan, 2017). Research findings (Cheng et al., 2023; Roberts et al., 2019; Sugden et al., 2020; van Witteloostuijn et al., 2025) demonstrate the significance of parents' support in addressing the challenges faced by children experiencing language, communication, and other educational difficulties. Nevertheless, the scientific literature reveals contrasting perspectives regarding the extent of support required. On the one hand, it is argued that excessive professional intervention and too formalised methodological tools may create a risk of "dependence on the expert," suppressing parents' autonomy and creativity and once again relegating them to the role of implementers rather than autonomous agents in their children's education (Gaffney et al., 2024). On the other hand, without systematic methodological support and clearly structured guidelines, parents may experience stress and uncertainty (Espe-Sherwindt, 2008; Roberts et al., 2019; Schertz et al., 2025). In addition, empowered families are better able to cope with stress, negative thoughts, and emotional challenges that often accompany developmental delays in children (Aras et al., 2014; Bonifacci et al., 2020) and use available resources more effectively, which creates a more favourable emotional environment for the child's language development (Brodsky & Cattaneo, 2013; Caldwell et al., 2018).

Galkienė and Monkevičienė (2021, 2023) emphasise that empowering parents to participate in their child's education is an essential prerequisite for the success of inclusive education, because only through the interaction between parents and specialists can a coherent, sustainable, and child-friendly learning process be created. Sustainability in this process is achieved through constant reflection and feedback, which strengthens parents' identity as equally important educators. Empowerment-oriented practice creates a space where parents not only acquire specific knowledge and practical skills (Roberts et al., 2019), but also fundamentally change their attitudes towards their child's potential (Klatte & Roulstone, 2016; Rektina, 2025). Such interpersonal interaction allows parents to better understand their child's needs and critically evaluate their role in the educational process, thereby increasing their personal efficacy.

An analysis of previously conducted research reveals that the issue of empowering parents to educate and develop their children is primarily examined through the outcomes of empowerment, while collaboration between professionals and parents is explored through the characteristics of their interaction (Cheng et al., 2023; van Witteloostuijn et al., 2025; Schertz et al., 2025). However, there is a lack of research

examining which prerequisites may determine parents' motivation to participate in their child's education and to undertake educational activities at home.

This study aims to answer the following research question: What factors predict successful empowerment of parents to participate in the language development of their preschool-aged children?

Methodology

Methodological framework. The study is based on a systemic approach to parents' participation, which is interpreted through a synthesis of psychological empowerment theory and self-determination theory. These theories form the methodological core, enabling parents' participation in a child's language development to be viewed not as the technical implementation of instructions, but as a transformation of personal efficacy and motivation.

Based on the psychological empowerment theory (Zimmerman, 1995, 2000), the study follows Zimmerman's three-level structure of empowerment:

1. *The intrapersonal component* includes parents' self-efficacy: the belief in their ability to influence their child's language development.
2. *The interactional component* focuses on parents' ability to critically evaluate their environment, identify the necessary resources, and establish an equal partnership with specialists.
3. *The behavioural component* is expressed through concrete actions: the systematic use of educational strategies and tools. This approach makes it possible to identify latent factors that transform parents' passivity into conscious, competence-based participation.

Self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2000) explains the outcome of empowerment, which includes the quality of parents' motivation and their determination to continue educational activities. The authors argue that an individual's engagement and performance reach an optimal level when the social environment supports three fundamental psychological needs:

1. Autonomy. The individual's sense that their actions are a voluntary choice aligned with their own values, rather than the result of external pressure or control from a specialist.
2. Competence. The experience of effectiveness in successfully overcoming challenges and using methodological tools. When an individual feels capable of achieving a result, their intrinsic satisfaction with the activity increases.
3. Relatedness (a sense of belonging). A sense of social interaction and connectedness that emerges through a caring and supportive relationship.

Based on these theoretical assumptions, the research strategy and methods were selected, a data collection instrument was developed, and data analysis was conducted.

Methodological approach of the study. The research is conducted using a quantitative approach. This approach was chosen to objectively measure the phenomenon under investigation and statistically substantiate factors of parents' empowerment (Williams & Monge, 2001). Insights from the theories of empowerment and self-determination allow for the interpretation of the results of this study not only as statistical correlations, but also as revealing a targeted process of increasing parent empowerment.

Research instrument and its substantiation. A survey research method was used to collect data. To comprehensively explore the phenomenon of parent empowerment, an original questionnaire was developed, the structure of which is directly linked to the methodological axis of the study, i.e., a synthesis of psychological empowerment (Zimmerman, 1995) and self-determination (Deci & Ryan, 1985; Ryan & Deci, 2000).

Following Zimmerman's (1995) empowerment theory, a section of the questionnaire was developed to reveal independent empowerment factors. It is based on three components of empowerment:

- Intrapersonal component: The questions aim to measure parents' attitudes, their internal disposition, and their perception of self-control: the degree to which parents believe in their ability to influence their child's language development.
- Interaction component: The questionnaire statements focus on the quality of cooperation between parents and speech and language therapists. The analysis examines how the support and methodological assistance provided by specialists helps parents understand the educational process and critically evaluate the available resources.
- Behavioural component: part of the survey focuses on concrete parent efforts and actions aimed at nurturing their children's language development.

To evaluate the outcome of empowerment processes (the dependent components of engagement), the questionnaire contains statements based on insights from self-determination theory (Deci & Ryan, 1985; Ryan & Deci, 2000). This part allows for the diagnosis of the quality of parents' intrinsic motivation to engage in their children's language development through the following features:

- Consciousness: the extent to which parents' engagement is a value-based activity of their own choice rather than an external obligation is measured.
- Meaningfulness: questions aim to determine whether parents understand the value of their actions and see a direct link between their efforts and their child's progress.
- Decision-making: assesses parents' autonomy and their ability to make independent decisions about the course of education and the use of tools, taking the initiative from the specialist and becoming active authors of the process.

- Sense of competence: how parents' confidence in their educational skills, acquired through the empowerment process, translates into stable involvement in the child's language development is identified.

This structure of the instrument provides a statistical means of verifying how the empowering factors (independent factors) that arise from the interaction between the speech and language therapist and the parents predict the parents' commitment and quality involvement in education (dependent factors).

The research instrument includes a set of 58 questions structured according to the main theoretical approaches: 37 questions are formulated to identify independent empowerment factors (Zimmerman, 1995) (e.g.: By working together, I got to know my child's language difficulties better; I notice that my child's language improves when we work systematically; It is important to me that I can participate in my child's language development at a time that is convenient for my child and me), and 16 questions focus on diagnosing dependent engagement components based on self-determination theory (Deci & Ryan, 1985) (e.g.: I believe that I can successfully support my child's language development because my child is making clear progress; I started supporting my child's language development because it was important to me to help my child; I can contribute to my child's language development together with specialists and support my child's language development independently). The rest of the questionnaire consists of 4 demographic indicators and 1 question designed to identify the educational toolkit used. A 5-point Likert scale (from "strongly disagree" to "strongly agree") was used to measure the respondents' opinions. The internal consistency of the questionnaire was checked by calculating *Cronbach's alpha* coefficient ($\alpha = 0.801$), and its structural validity was confirmed by expert evaluation and pilot testing (the questionnaire was piloted with seven parents engaged in their children's language development and was revised based on their recommendations). Methodological recommendations were used in the preparation of the instrument (Bitinas, 2006; Creswell, 2008; Dillman, 2008).

The language education toolkit "Galiu kalbėti" [I Can Speak].

To identify factors that empower parents and encourage their targeted involvement, a language education toolkit called "I Can Speak" was created. During the modelling stage of the toolkit and when evaluating its practical application, the speech and language therapists' diary method was employed (Hoppe-Graff & Lammm-Hanel, 2006). On the basis of inductive content analysis, this method allowed for empirical verification of the toolkit's accessibility to parents and its emotional appeal to children who experience language difficulties. Official approval for the implementation of the methodological toolkit was obtained from the Child Welfare Commission of a preschool educational institution.

Characteristics of the quantitative study sample. The study sample was formed using criteria-based selection.

Parents were invited to participate in the study if their child or children attended a kindergarten that implemented activities to empower parents to develop their children's language skills, and if parents developed their child's language skills using the language education toolkit "I Can Speak" independently, consulting a speech and language therapist as needed (asynchronously) or systematically (synchronously). A total of 162 parents and guardians of children who experienced language developmental difficulties participated in the study. By gender, the participants included 125 women (77.2%) and 37 men (22.8%). Parents' ages ranged from 18 to 56 years (M = 33.8, SD = 6.7).

Organisation of the quantitative study. An invitation to complete the questionnaire on the website www.manoapklausa.lt was sent by email to parents who met the sampling criteria.

Data analysis methods. Statistical data analysis was performed using IBM SPSS Statistics software. To answer the research questions about the factors that predict parents' empowerment, the following methods were used:

Exploratory Factor Analysis (EFA) was applied to identify latent factors structuring the process of parents' empowerment. Since latent factors in educational research are typically correlated, a Promax oblique rotation was used (Brown, 2015; Costello & Osborne, 2005; Finch, 2006; Schreiber et al., 2006). To determine the number of factors, the Kaiser criterion was first used, which recommends retaining only factors with eigenvalues greater than 1. Additionally, the model was selected to ensure that the factors accounted for at least 50% of the total variance. The results of the conducted study indicate that the data were suitable for exploratory factor analysis: KMO = 0.717; $\chi^2 = 1072.772$; df = 190; $p < 0.001$.

1. *Linear Regression Analysis* was used to identify predictors that statistically significantly forecast parents' readiness and success in participating in their child's language development. A multiple linear regression analysis was conducted, allowing the prediction of the most influential empowerment predictors when parents are engaged in their children's language learning. Since more than one factor was evaluated, a multiple linear regression model and multivariate correlation analysis were applied. In the multiple linear regression model, the standardised β coefficients (βs) indicate the proportion of the dependent factor explained by each independent factor. Factors were considered significant if their $\beta s > 0.20$ and $p < 0.05$.
2. *Descriptive Statistics*. Means, standard deviations, and frequency distributions were calculated to describe respondents' attitudes. The normality of the data was assessed using the Kolmogorov–Smirnov and Shapiro–Wilk tests. Additionally, the absolute values of skewness and kurtosis coefficients were examined. Since the data distributions in all cases met the assumptions of normality, comparisons between two groups were conducted using independent-samples

t-tests, while comparisons among three or more groups were performed using one-way analysis of variance (ANOVA).

Research ethics. The study was carried out following the principles of anonymity, voluntariness, and confidentiality. Ethical approval for the study was obtained from the Ethics Committee of the Institute of Educational Research at Vytautas Magnus University on January 31, 2023, permission No. SA-EK-23-24.

Research Results

To identify the essential components of parent empowerment, an exploratory factor analysis was performed to distinguish between independent and dependent latent factors.

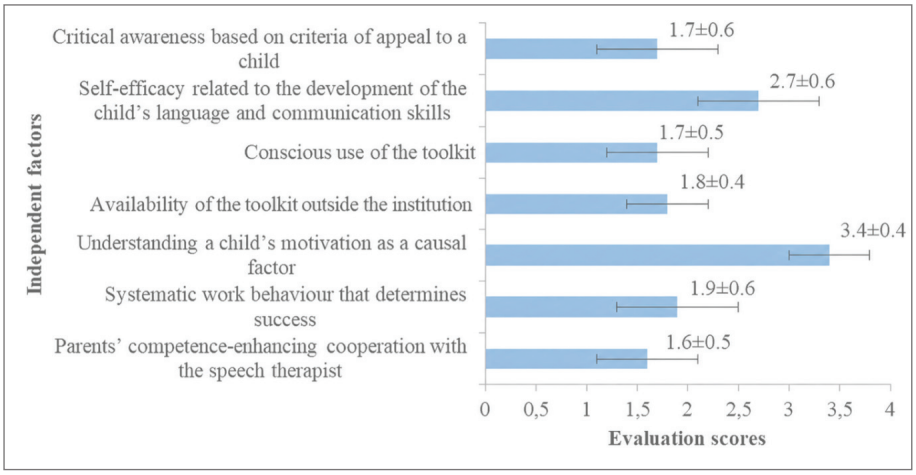
Analysis of empowerment prerequisites. Exploratory factor analysis revealed seven latent independent factors (IF) that characterise parental attitudes and environmental conditions. IF1: Parents' competence-enhancing cooperation with the speech and language therapist; IF2: Systematic work behaviour that determines success; IF3: Understanding a child's motivation as a causal factor; IF4: Availability of the toolkit outside the institution; IF5: Conscious use of the toolkit; IF6: Self-efficacy related to the development of the child's language skills; IF7: Critical awareness based on criteria of appeal to a child. The selected factors explain 68.44% of the total variance, and the overall internal consistency of the independent factors is sufficient, as Cronbach's alpha equals 0.688.

When analysing the factors that encourage parents to get engaged in their child's language development, the five-point scale scores revealed that, in the parents' opinion, the dominant factor is understanding a child's motivation as a causal factor (3.4±0.4 points). Self-efficacy related to the development of the child's language skills (2.7±0.6 points) is also considered to be particularly important (see Fig. 1). These results indicate that parents' motivation to act is most strongly stimulated by the child's direct, positive response and the progress demonstrated by the child.

Exploratory factor analysis revealed three latent dependent factors (DF): DF1: Meaningfulness based on activity results; DF2: Sense of competence and self-confidence; DF3: Conscious decision-making after receiving encouragement. The identified factors account for 68.44% of the total variance. The study revealed sufficient internal consistency of the dependent factor statements, as the Cronbach Alpha value is > 0.753.

Figure 1

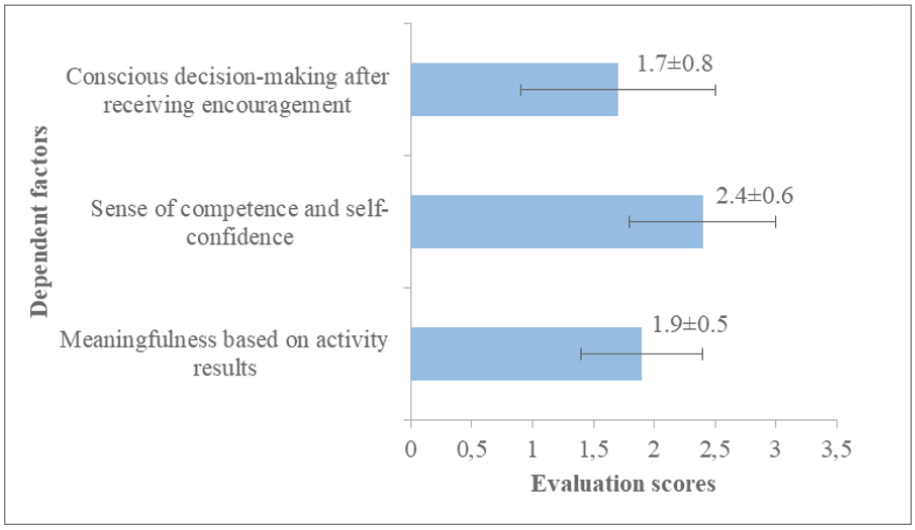
Mean Values and Standard Deviation of Independent Factors



The analysis of dependent factors reflecting the results of parents' empowerment revealed a tendency for parents to rate their internal changes highest. According to the respondents, the most significant achievement in empowerment is a sense of competence and self-confidence (2.4±0.6 points). Other factors in the study were rated relatively lower and similar to each other. The meaningfulness of the activities based on their results received a score of 1.9±0.5, while conscious decision-making after receiving encouragement was rated at 1.7±0.8 (see Fig. 2).

Figure 2

Mean Values and Standard Deviation of Dependent Factors

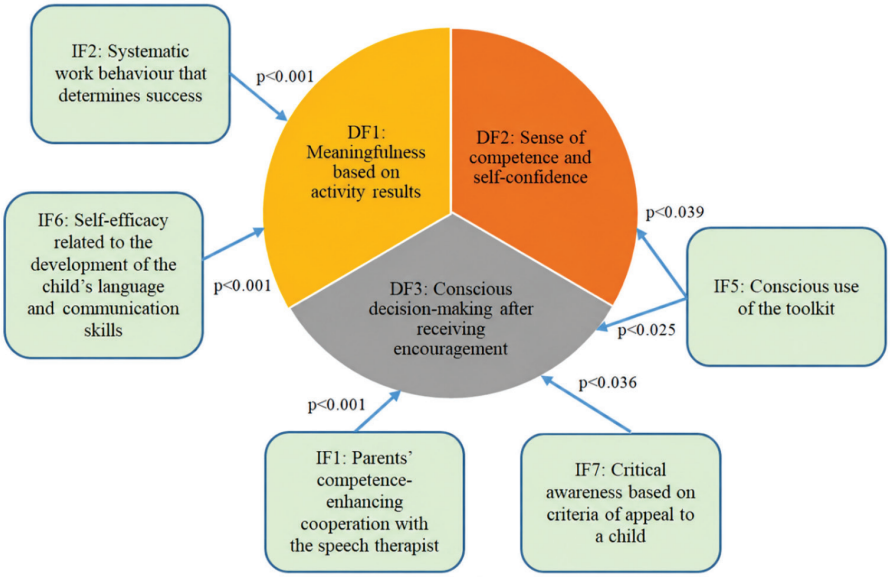


Analysis of the effects of independent factors significant for parents' empowerment.

Using multiple linear regression analysis, the independent factors with the greatest impact on parent empowerment were identified (see Fig. 3).

Figure 3

Results of the Multiple Linear Regression Analysis



It was determined that the independent factors (hereafter IF) IF2: Systematic work behaviour that determines success ($\beta s = 0.440$; $p < 0.001$) and IF6: Self-efficacy related to the development of the child's language skills ($\beta s = 0.264$; $p < 0.001$) are statistically significant predictors of the dependent factor (hereafter DF) DF1: Meaningfulness based on activity results, while the effects of the remaining independent factors on this factor were not statistically significant (in all cases $p > 0.05$).

IF5: Conscious use of the toolkit ($\beta s = 0.180$; $p = 0.039$) is the only statistically significant predictor of the dependent factor DF2: Sense of competence and self-confidence.

It was also determined that IF5: Conscious use of the toolkit ($\beta s = -0.169$; $p = 0.025$), IF7: Critical awareness based on criteria of appeal to a child ($\beta s = 0.167$; $p = 0.036$), and IF1: Parents' competence-enhancing cooperation with the speech and language therapist ($\beta s = 0.499$; $p < 0.001$) are statistically significant predictors of the dependent factor DF3: Conscious decision-making after receiving encouragement, while the other independent factors do not have a statistically significant effect on this factor (in all cases $p > 0.05$). The indicator IF1: Parents' competence-enhancing cooperation with

the speech and language therapist is the statistically strongest predictor, highlighting the particular importance of specialist support.

Analysis of factors significant for parent empowerment and engagement from the perspective of parents.

Percentage analysis of the data, evaluating responses to the questionnaire statements on the Likert ordinal scale "strongly agree" and "agree," allows for the characterisation of factors predicting parents' empowerment and reflecting engagement from the parents' perspective.

Analysis of independent factors (predictors) significant for parents' empowerment.

Parents' attitude towards *Systematic work behaviour that determines success (IF2)* is reflected in their opinion that their child's language improves when they dedicate more time to activities with the child at home (41.4% and 40.1%) and when systematic activities are carried out with the child at home (37.0% and 53.1%).

Self-efficacy related to the development of the child's language skills (IF6). For parents' self-efficacy in developing their child's language, it is particularly significant that children willingly participate in language development activities at home (13% and 63%). It is also important for parents that their child feels that others understand their language better, which increases the child's willingness to engage in activities (12.3% and 31.5%).

Parents' competence-enhancing cooperation with the speech and language therapist (IF1). The research data indicate that, for parental empowerment, it is important that working with a speech and language therapist helps parents understand the meaning of assistance provided to their child (57.4% and 38.9%). The majority of respondents (55.6% and 37.7%) also emphasise that collaboration with a speech and language therapist helps them better understand the language difficulties their child faces. Parents report that by working together with the speech and language therapist, they learn how to purposefully support their child's language development (52.5% and 45.1%). Parents' engagement in their child's language development process is also reinforced by feedback from others confirming the success of their efforts (42.6% and 50.0%). Parents highlight the importance of being able to understand the goals of their child's language development while working collaboratively with the speech and language therapist (38.3% and 55.6%).

Critical awareness based on criteria of appeal to a child (IF7). When supporting their children's language development, parents critically evaluate whether the language education toolkit is sufficiently appealing to the child and supports the child's motivation to use it. The research results show that parents' empowerment is strengthened when the toolkit is convenient for the child's language development (34% and 63%) and when it is interesting to the child (37.7% and 47%).

Conscious use of the toolkit (IF5). For the absolute majority of parents who participated in the survey, having appropriate tools for supporting their children's language

development is important for their empowerment. Parents' participation is further strengthened when the toolkit they use is easily accessible and can be used anywhere and at any time (43.2% and 51.2%). Parents are also encouraged to take action because the toolkit allows them to purposefully select tasks that are specifically important for their child's language development (25.3% and 63.6%).

Analysis of factors reflecting parents' engagement.

Meaningfulness based on activity results (DF1). Percentage frequencies reflecting parents' attitudes reveal the motives that are most meaningful to them in supporting their children's language development. Parents are motivated by the opportunity to help their child overcome language difficulties (53.1% and 13.8%) and are inspired by the child's pleasing achievements (33.3% and 53.7%) and the obvious progress that the child makes (25.9% and 54.3%). Parents report that they pay attention to their children's language development in daily life (24.7% and 71.6%) and to the fact that their child's language increasingly corresponds to the linguistic abilities of their peers (18.5% and 54.9%) and that the whole family notices the child's improving language skills (21.6% and 46.9%)

Sense of competence and self-confidence (DF2). The study results indicate that parents are determined to continue independently supporting their child's language development (39.5% and 50.6%). Although the child receives additional professional support from a speech and language therapist, the vast majority of parents (23.5% and 53.1%) are willing to continue language activities at home to improve their child's verbal skills.

Conscious decision-making after receiving encouragement (DF3). An analysis of the questionnaire results identified one significant criterion for this factor – the intention to support their child's language development at home (47.5% and 40.7%).

The results of the analyses indicate the motivating factors for parents' empowerment to engage in their child's language development at home, as well as parents' decision to independently strengthen their child's language skills.

Discussion

The data analysis revealed that the factors "Systematic work behaviour that determines success" and "Self-efficacy" are the main predictors of the perceived meaningfulness of the activity. Parents' belief in their ability to act is not just a declaration. It directly correlates with their capacity to observe the results of their systematic work. When parents practically experience that their efforts produce tangible benefits for their child's language development, a sustainable intrinsic motivation emerges. Parents' confidence in their abilities is directly influenced by the child's attitude and success. The child's ability to communicate outside the home becomes a "social mirror" for parents and confirms their competence. These results of the study on parents' empowerment in supporting

their children's language development are consistent with the general principles of the theories of psychological empowerment and self-determination. This corresponds to the statement that visible progress strengthens intrinsic motivation and increases the sense of responsibility (Lai et al., 2026). In this context, the perceived meaningfulness of the activity functions as the primary behavioural driver that encourages parents to move from episodic involvement to consistent and independent language development activities at home. These findings confirm the insights of the self-determination theory by Ryan and Deci (2017) and extend the results of Heidlage et al. (2020) and Klatte and Roulstone (2016), who identify parental engagement, understanding of the educational process, reflection on it, and specialists' competences as the foundation for systematic parental participation.

It was found that "Conscious use of the toolkit" is the only statistically significant predictor of "A sense of competence and self-confidence." This finding is particularly important from a practical perspective, as the self-esteem of parents as educators directly depends on the tools available to them and the clarity of methodological guidance. Following Bruner's (1990) concept of scaffolding, an appropriate tool reduces uncertainty (Klatte & Roulstone, 2016), allowing parents to feel confident in the home environment that their actions are pedagogically appropriate. In this context, self-efficacy functions as an intermediate factor: methodological tools provide the instruments, while self-confidence provides the motivation to use these instruments over the long term, transforming parental engagement into a sustainable daily practice.

The statistically strongest predictor is "Parents' competence-enhancing cooperation with the speech and language therapist." Together with "Critical awareness," it predicts the conscious decision to accept support. Although the scientific literature (Zimmerman, 1995; Espe-Sherwindt, 2008; Schertz et al., 2025) warns about the risk of becoming "dependent on the expert," this study demonstrates the opposite tendency. Parents stop being passive implementers of the speech and language therapist's instructions and become active partners in the educational process. This conclusion is supported by the findings of Klatte and Roulstone (2016) and Zhou et al. (2023), who interpret professional support not as a factor limiting independence, but as a necessary precondition for the emergence of autonomy. Availability of the toolkit outside the institution ensures parents' autonomy, reduces experienced stress, and allows language development activities to be integrated into the natural rhythm of family life. The growth of parental autonomy and the reduction of experienced stress through the application of telepractice are also confirmed by the results of the study by Pan et al. (2023). Language development is no longer associated solely with the specialist's office but becomes an integral part of family life. This indicates successful empowerment of parents, achieved when a balance is established between external professional support and parents' internal confidence in their competence. Only when parents feel supported by a professional and possess a solid methodological foundation do they evolve

from "recipients of support" into conscious and independent creators of the educational process. This aligns with the insights of other authors (Klatte et al., 2020; Klatte et al., 2024) that empowerment begins with the establishment of an equal partnership.

Research context and limitations. It is important to emphasise that the obtained results reflect the specific context of educational support in Lithuania. In the discussion, it is necessary to consider that the quantitative study sample was dominated by women (77.2%) and parents with higher education (88.3%). This suggests that the empowerment process may differ in other social groups, where parents' ability to interpret methodological guidelines may vary due to lower informational literacy or different cultural attitudes.

Conclusions

The results of the quantitative study revealed that parents' conscious decision to participate in the language development process is most strongly predicted by competence-enhancing cooperation with the speech and language therapist. This demonstrates that the transformation of the specialist's role from expert to collaboration facilitator forms the foundation of parental motivation. Another significant factor is parents' self-efficacy, which predicts their perceived meaningfulness of language development activities.

Appropriately structured methodological material functions as an empowerment instrument, providing parents with a sense of security. The study showed that Conscious use of the toolkit directly strengthens parents' sense of competence and enables them to flexibly personalise tasks according to the individual needs of their child.

The empowerment process becomes most effective when parents move from passive compliance with instructions to active reflection and interpretation. Consultations with the speech and language therapist, based on the principles of dialogue and support, help parents develop critical awareness, which enables them to independently continue the language development process in the home environment even after the direct specialist work has ended.

To promote parents' conscious engagement, speech and language therapists are recommended to transform their role towards collaborative facilitation and structure their work around the principles of equal partnership and dialogue, grounding consultations in reflection with and support for parents. Parents' self-efficacy can be strengthened by emphasising their agency, recognising even the smallest signs of the child's progress, and focusing on the child's strengths. Speech and language therapists should explain the methodological rationale underlying educational tools and teach parents to adapt activities flexibly to their child's individual needs, enabling them to continue supporting their child's education independently in everyday environments.

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Tėvų įgalinimo dalyvauti ugdant savo vaiko kalbą prielaidos

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Santrauka

Straipsnyje analizuojamos tėvų, auginančių kalbos sunkumų turinčius vaikus, įgalinimo prielaidos. Remiantis Zimmermano įgalinimo bei Deci ir Ryan apsisprendimo teorijomis, atliktas kiekybinis tyrimas atskleidė, kad bendradarbiavimas su logopedu yra stipriausias tėvų sąmoningo sprendimų priėmimo prediktorius. Taip paneigiama „priklausomybės nuo eksperto“ rizika ir įrodoma, kad profesionalo parama veikia kaip „metodiniai pastoliai“, būtini tėvų autonomijai atsirasti.

Rezultatai atskleidžia tris tėvų įsitraukimo į vaiko kalbos ugdymą komponentus, ir penkis įgalinimo veiksnius, kurie prognozuoja kryptingą tėvų dalyvavimą ugdant savo vaikų kalbą. Įsitraukimo komponento *Prasmingumo, pagrįsto veiklos rezultatais pajauta,* atsiradimą ir veiksmingumą prognozuoja du įgalinimo veiksniai: su vaiko kalbos ir komunikacijos ugdymu susijęs saviveiksmingumas ir sėkmę lemianti sistemingo darbo elgsena. Komponentas *Kompetencijos pajauta ir pasitikėjimas savimi* sąlygojamas ir prognozuojamas įgalinimo veiksnio – sąmoningas priemonės naudojimas. *Sąmoningą sprendimo priėmimo gavus paskatinimą* komponentą prognozuoja kompetenciją didinantis tėvų bendradarbiavimas su logopedu, kritinis sąmoningumas, remiantis patrauklumo vaikui kriterijais, ir sąmoningo priemonės naudojimo įgalinimo veiksniai.

Daroma išvada, kad į įgalinimą orientuota praktika transformuoja tėvų vaidmenį iš pasyvių stebėtojų į konstruktyvius veikėjus, gebančius savarankiškai priimti ugdymo sprendimus ir prisiimti asmeninę atsakomybę.

Esminiai žodžiai: *tėvų įgalinimas, kalbos sunkumai, įsitraukimas į ugdymo veiklą, saviveiksmingumas, bendradarbiavimas, dalyvavimas.*

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