

**PARENTS' INVOLVEMENT AND PSYCHO-EDUCATIONAL
DEVELOPMENT OF LEARNERS WITH SPECIAL EDUCATIONAL
NEEDS (SENS): AN EMPIRICAL REVIEW**

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Abstract

There is mounting evidence that parental involvement paradigm is a major strategy that supports positive learning outcomes and it is vital for educating learners with special educational needs (SENs). To illuminate the concept and potential of parental involvement this paper (1) reviews and analyses the empirical literature that explains the interaction between parental involvement, inclusive education and learners educational achievement, (2) synthesizes findings that relate parental involvement paradigms with psycho-educational development of children, and (3) uses both developmental ecological perspectives and Hoover-Dempsey and Sandler's model (1995) to analyze and explain the interaction amongst parents' involvement, school ecology and student's academic success. Findings reveal a strong and meaningful relationship between parental involvement and academic achievement; also, parent's beliefs, expectations and experiences are important ingredients that support better learning outcomes for children.

Keywords: parental involvement; learners with special educational needs; inclusive education; academic achievement; learning outcomes

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