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Reimagining School-Family Partnerships: A Key Condition for Secondary Prevention and Remediation of Developmental and Speech Delays

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Abstract

Addressing developmental and speech-language delays in early schooling requires moving beyond isolated clinical interventions toward systemic, inclusive educational ecosystems.

This paper explores the reimagining of school-family partnerships as a pivotal condition for the secondary prevention and remediation of cognitive and communicative delays. Grounded in L. Vygotsky's cultural-historical psychology—specifically the zone of proximal development (ZPD)—and the reflexive-activity approach (RAA) to overcoming learning difficulties, alongside contemporary models of parent-implemented interventions, we examine the transformative potential of school-based parent academies.

Rather than treating parents merely as homework monitors, this innovative model repositions them as collaborative mediators trained in reflexive scaffolding. By guiding families to identify the child's "problem epicenter," de-escalate academic anxiety, and stimulate reflection on problem-solving strategies rather than dictating ready-made answers, schools can effectively dismantle learned helplessness and cultivate learner agency. Drawing on empirical parent-training initiatives, this paper demonstrates how structured home-school synergy prevents secondary emotional-behavioral complications and accelerates cognitive and linguistic development.

Ultimately, integrating the reflexive-activity approach into family-school collaboration offers a sustainable, proactive pedagogical strategy that aligns with the future of inclusive education, transforming perceived developmental barriers into authentic opportunities for cognitive and personal empowerment.

Keywords: Inclusive Education; Learner Agency; Reflexive-Activity Approach; Scaffolding; Zone Of Proximal Development