## Supplementary Material 1: Description of Parent Involvement Intervention Format and Characteristics

| Study | Intervention format and place | Intervention description |
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| **Communicating** | | |
| Cenk et al. (2016) | Face-to-face parent and teacher groups (School) | Three training sessions with parents meeting once a week for 75–90 minutes. Groups of 15–20 individuals, made up of family members with ID children that had accepted to participate in the education program, were formed. An educational booklet included in the content of the program was given out. |
| Floyd & Vernon-Dotson (2009) | Face to face with parents and family members (Home and school) | A collaborative project involving teachers at a local elementary school and Parent-Teacher Association members. Home Learning Tool Kits were developed collaboratively, and parents were trained on the purpose and use of the kits. Parents used the kits at home. |
| Goldman et al. (2019) | Face to face parent and teacher groups (Community) | Planning is done at the school between parents and teachers. Joint intervention training meetings are conducted for teachers, parents and paraprofessionals. School-home notes and Home Reward Planning Sheet were developed for parents to reward children. The teacher monitored progress and measured off-task behaviours. |
| Kurani et al. (2009) | Face to face parent groups (Home and school) | Training for parents, children, and special education teachers for 2 to 3 hours per day over five days weekly. After the training in the classroom, parents were asked to carry out the same training method and provide therapeutic programmes at home daily with their children. |
| Lendrum et al. (2015) | Distant support with home tasks/assignments (School) | Structured conversations with parents alongside other school strategies and key actions to support progress for children with disabilities in areas such as attendance, behaviour, and participation in extended services provision. |
| Mautone et al. (2011) | Face to face parent and child groups (Home and school) | Strengthening parent-child relationship, promoting family involvement in education at home, and fostering family-school collaboration using strategies such as group sessions for parents with concurrent child groups, individual family behaviour therapy sessions, and conjoint behavioural consultation sessions at the school. |
| Mortier et al. (2009) | Face to face parent and teacher groups (School) | Creative partnerships involving parents and teachers were formed to develop individualized support for children with disabilities in mainstream schools. Regular educational team meetings: support to increase the focal student’s academic and social participation in general education instructional activities established, accompanied by a built-in accountability system and the flexibility to change ineffectual supports. |
| Norwich et al. (2005) | Face to face with individual parents (Home and school) | Activities supported parents of children with dyslexic difficulties experiencing problems in obtaining appropriate provisions in mainstream schools. A development officer visited homes and talked to the parents. |
| Panerai et al. (2009) | Face to face parent and teacher groups (Home and school) | Psychoeducational training provided to parents for four weeks. Activities: (1) TEACCH information meetings with families; (2) Parents directly observe children perform schoolwork with staff members; (3) Parents work with their child on the program goals with support and supervision by the team staff; and (4) parents work with their child without constant staff supervision. Aids and materials provided. |
| **Learning at home** | | |
| Benitez & Domeniconi (2016) | Face to face parent and teacher groups (Home) | Family members were trained on the basics of the computerized teaching program, first in groups and then individually. Supervision visits were made to the residences of the families one to three times per week, depending on the student’s progress. |
| Evans et al. (2002) | Face to face with parents and family members (Home) | The parent received training to implement a sight word flashcard drill and address word knowledge out of context, implement an overcorrection procedure for errors while reading in context, and utilize rewards for reading. The implementation and progress monitoring of the sight word flashcard procedure involved modelling, feedback, and adding new words. |
| Gortmaker et al. (2007) | Face to face parent and child groups (Home) | Parents trained individually in one session at the children’s homes, i.e., to use the intervention strategies with their children. Parents used the parent-tutoring sessions to implement the procedures at home. Results were continuously measured in high-word-overlap and low-word-overlap passages to determine the occurrence of generalization. |
| Grindle et al. (2019) | Face to face parent and teacher groups (Home) | The initial training session with parents was followed by parents conducting the entire programme without further opportunities for modelling and feedback on implementation. Teaching sessions were conducted in the child’s home; the children usually practised HER with a parent sitting next to them. |
| Hampshire et al. (2016) | Face to face parent and teacher groups (Home) | Conducted at students homes. Parents received three one-hour training sessions. They collaboratively planned and discussed with teachers on the self-management system. Participating students, parents and teachers receive study materials, and parents monitor the child’s use of the system. The study was also conducted at school, where homework completion and accuracy were documented, students were observed during instructional times, and meetings between the teacher, researcher, and parent. |
| **Decision-making** | | |
| Burke (2013) | Distant support with home tasks/assignments (Community) | The Volunteer Advocacy Project was designed to provide instrumental and affective support to parents of children with disabilities through training. Each advocate works with four families of students with disabilities to ensure that their children receive appropriate educational services. |
| Burke et al. (2018) | Distant support with home tasks/assignments (Community) | A 36-hour advocacy training aimed at enabling families to become advocates for their children and other families of children with disabilities. Training followed by a proxy IEP transcript designed to gauge their participation and advocacy in IEP meetings. |
| Burke et al. (2019) | Face to face parent groups (Community) | The intervention group (parents) were trained to become special education advocates for their children with disabilities (if they have) and other families. The training was 36 hours and included 12 weekly 3 hr sessions. Within one week of the intervention group completing the advocacy training, all participants completed the post-survey via a hard copy of the online survey platform. |
| **Collaborating with the Community** | | |
| Carter et al. (2012) | Distant support with home tasks/assignments (Community) | Five day-long trainings to parents and collaborating community partners. Parent-led planning and implementation of community conversations: facilitated large-group dialogues (community conversation events) around issues of central concern. A feedback meeting was then held after four months. |
| Kutash et al. (2002) | Face to face with parents and family members (School) | Formation of School, Family, and Community Team. Together they developed the School, Family, and Community Plan. A 12-hour training program consisting of six content sessions and a role-playing session. The fidelity of program implementation was evaluated. |
| **Parenting** | | |
| Buelow (2007) | Distant support with home tasks/assignments (Community) | Four training modules were presented in a 1-day session and four follow-up sessions. The modules were designed to build knowledge, help parents identify goals, and help them develop action plans to meet their goals in working with health care providers and school professionals and seeking community resources. |
| Wang (2008) | Distant support with home tasks/assignments (Home) | Parents received 20 hours of training through sessions for groups and individuals. The interactive skills of parents during free play with their children with autism were examined using videotaped observations at their homes. |

## Supplementary Material 2: Sample Search Strategy for a Systematic Review for Parental Involvement in the Education of Children With Disabilities: MEDLINE Via Ovid

Search for: limit 31 to (English language and yr.="2000 - 2021" and ("child (6 to 12 years)" or "adolescent (13 to 18 years)") and English and Medline and last 20 years)

1 ((parent\* or stepparent\* or caregiver\* or carer\* or famil\* or guardian\* or father\* or mother\* or grandfather\* or grandmother\* or grandparent\* or mom\* or dad\*) adj3 (involv\* or engag\* or program\* or project\* or support\* or train\* or interven\* or connect\* or partner\* or interven\* or promot\* or encourag\* or enabl\*)).ti,ab,kf,kw. (94671)

2 exp Parents/ (113198)

3 Caregivers/ (36819)

4 family/ or grandparents/ (76432)

5 2 or 3 or 4 (213421)

6 (nvolv\* or engag\* or program\* or project\* or support\* or train\* or interven\* or connect\* or partner\* or interven\*

or promot\* or encourag\* or enabl\*).ti,ab,kf,kw. (4481341)

7 5 and 6 (88397)

8 1 or 7 (151664)

9 ((disable\* or Disabilit\* or Handicap\*) adj3 (child\* or learner\* or student\* or pupil\* or adolescent\* or

schoolchild or youth\* or teen or teens or teenager\* or young person\*)).ti,ab,kf,kw. (16411)

10 (Physical\* adj2 (impair\* or deficienc\* or disable\* or disabili\* or handicap\*) adj3 (child\* or learner\* or

student\* or pupil\* or adolescent\* or schoolchild or youth\* or teen or teens or teenager\* or young person\*)).ti,ab,kf,kw.

(1069)

11 ((Cerebral pals\* or Spina bifida or Muscular dystroph\* or Arthriti\* or Osteogenesis imperfecta or Muscul\*

abnormalit\* or Skeletal abnormalit\* or Limb abnormalit\* or Amputation\* or Clubf$$t or Poliomyeliti\* or Paraplegi\* or

Paralys\* or Paralyz\* or Hemiplegi\*) adj3 (child\* or learner\* or student\* or pupil\* or adolescent\* or schoolchild or

youth\* or teen or teens or teenager\* or young person\*)).ti,ab,kf,kw. (15041)

12 ((Hearing or Acoustic or Ear$3) adj2 (loss\* or impair\* or deficienc\* or disable\* or disabili\* or handicap\*) adj3

(child\* or learner\* or student\* or pupil\* or adolescent\* or schoolchild or youth\* or teen or teens or teenager\* or young

person\*)).ti,ab,kf,kw. (4778)

13 ((Visual\* or Vision or Eye$3) adj2 (loss\* or impair\* or deficienc\* or disable\* or disabili\* or handicap\*) adj3

(child\* or learner\* or student\* or pupil\* or adolescent\* or schoolchild or youth\* or teen or teens or teenager\* or young

person\*)).ti,ab,kf,kw. (1529)

14 ((Deaf\* or Blind\*) adj2 (child\* or learner\* or student\* or pupil\* or adolescent\* or schoolchild or youth\* or teen

or teens or teenager\* or young person\*)).ti,ab,kf,kw. (5970)

15 ((Intellectual\* or Mental\* or Psychological\* or Developmental) adj2 (impair\* or retard\* or deficienc\* or disable\*

or disabili\* or handicap\* or ill?6) adj3 (child\* or learner\* or student\* or pupil\* or adolescent\* or schoolchild or

youth\* or teen or teens or teenager\* or young person\*)).ti,ab,kf,kw. (7065)

16 ((Cogniti\* or mental\*) adj2 (impair\* or deficienc\* or disable\* or disabili\* or handicap\*) adj3 (child\* or

learner\* or student\* or pupil\* or adolescent\* or schoolchild or youth\* or teen or teens or teenager\* or young

person\*)).ti,ab,kf,kw. (1490)

17 ((communication or language or speech or learning) adj2 (impair\* or deficienc\* or disable\* or disabili\* or

handicap\*) adj3 (child\* or learner\* or student\* or pupil\* or adolescent\* or schoolchild or youth\* or teen or teens or

teenager\* or young person\*)).ti,ab,kf,kw. (4388)

18 9 or 10 or 11 or 12 or 13 or 14 or 15 or 16 or 17 (48249)

19 exp Hearing impairment/ or exp vision disorders/ or exp Blindness/ (138540)

20 (epilepsy or seizure\*).tw. (155045)

21 (Autis\* or Dyslexi\* or Down\* Syndrome or Mongolism or Trisomy 21).tw. (67402)

22 19 or 20 or 21 (356061)

23 adolescent/ or child/ (2812940)

24 (child\* or learner\* or student\* or pupil\* or adolescent\* or schoolchild or youth\* or teen, teens, or teenager\*

or young person\*).mp. [mp=title, abstract, original title, name of substance word, subject heading word, floating

sub-heading word, keyword heading word, organism supplementary concept word, protocol supplementary concept word, rare

disease supplementary concept word, unique identifier, synonyms] (3555104)

25 23 or 24 (3555104)

26 22 and 25 (143825)

27 18 or 26 (179799)

28 (school\* or highschool\* or educat\* or learn\*).mp. (1410133)

29 education/ or schools/ or learn/ (58075)

30 28 or 29 (1410133)

31 8 and 27 and 30 (2898)

32 limit 31 to (English language and yr="2000 - 2020" and ("child (6 to 12 years)" or "adolescent (13 to 18 years)")

and English and Medline and last 20 years) (1685)