



Notice for the PhD Viva Voce Examination

Ms Christina Francis, Registration Number: 1850078, PhD Scholar at the Department of Social Work, School of Psychological Sciences, Education and Social Work, CHRIST (Deemed to be University) will defend her PhD thesis at the public viva-voce examination on Monday, 12 January 2026 at 10.00 am in Room No. 044, Ground Floor, R&D Block, CHRIST (Deemed to be University), Bengaluru - 560029, Karnataka, India.

Title of the Thesis : **Parent-Mediated Home Interventions for Families Having Children with Specific Learning Disabilities**

Discipline : **Social Work**

External Examiner - I : **Dr Henry Poduthase**
Associate Professor
Social Work Programme
Marymount University
2807 North Glebe Road
Arlington, Virginia - 22207
USA

External Examiner - II : **Dr Kavita V Jangam**
Additional Professor
Department of Psychiatric Social Work
NIMHANS
Bengaluru - 560029
Karnataka

Supervisor : **Dr Mathew P M**
Associate Professor
Department of Social Work
School of Psychological Sciences, Education and Social Work
CHRIST (Deemed to be University)
Bengaluru - 560029
Karnataka

The members of the Research Advisory Committee of the Scholar, the faculty members of the Department and the School, interested experts and research scholars of all the branches of research are cordially invited to attend this open viva – voce examination.

Place: Bengaluru
Date: 01 January 2026

Registrar

ABSTRACT

Family dynamics can become increasingly complex when raising a child with specific learning disabilities (SLDs), often leading to heightened stress levels. While a child's difficulties may initially manifest in the academic setting, they quickly extend into the family environment. The functioning of the family unit influences each child individually, just as each child's experiences and challenges reciprocally impact the overall family system. The study aimed to develop and determine the feasibility of Parent-Mediated Home Interventions (PMHI) for enhancing relationship, personal growth and system maintenance and change in families having children with SLDs. An explanatory sequential design was used in this study. For the quantitative approach, 200 parents of children with SLDs in the age group of 7 to 11 years were selected through purposive sampling and were administered the Family Environment Scale (FES). After computing the FES raw score for each participant, they were divided into high, average and low-score groups. For the qualitative approach, the study adopted a purposive sampling method to select the sample. The in-depth interviews were conducted with 10 participants who represented the high, average and low FES score groups, from the sampling frame of 200 parents of children with SLDs. The data obtained were analysed using Braun and Clarke's (2006) six-phase thematic analysis framework. The review of the literature, analysis of pretest data from FES and the emerging themes from the analysis of in-depth interviews were used to arrive at the components for developing PMHI. PMHI consists of 107 activities and 93 points for consideration to improve relationships, personal growth, system maintenance and change in families with children with SLDs. The feasibility study of PMHI was conducted with 13 participants who were engaged for two months, with 8 sessions. After the completion of the feasibility study, the FES was administered to the 13 participants at three time points (after 1 week - posttest, 4 weeks - post-posttest I and 12 months - post-posttest II) to assess the level of relationship, personal growth and system maintenance and change in families having children with SLDs and repeated measures ANOVA was used to investigate the changes in mean scores obtained from FES over the four time points (pretest to post-posttest II). The study concluded that PMHI enhanced the family environment of families having children with SLDs over time.

Keywords: children, specific learning disabilities, family environment, parent-mediated interventions

Publications

1. **Francis, C., & Mathew, P. M. (2025).** Family environment of children with specific learning disabilities: Implications of parent-mediated home interventions in family-centred social work practice. *Aotearoa New Zealand Social Work*, 37(1), 142–156. <https://doi.org/10.11157/anzswj-vol37iss1id1224>
2. **Francis, C., Cherian, R. M., & Alex, R. G. (2022).** Understanding the personality of single and married women: Implications for women-centred social work practice. *Aotearoa New Zealand Social Work*, 34(1), 100–112. <https://doi.org/10.11157/anzswj-vol34iss1id815>
3. **Cherian, R. M., & Francis, C. (2021).** Factors Influencing Student Mentoring: Insights from Higher Education Institutions. *SCMS Journal of Indian Management*, XVIII(2), 106–119. <https://www.scms.edu.in/uploads/journal/April-June-2021.pdf>
4. **Francis, C., & Mathew, P. M. (2021).** Case Studies of Behaviour Modification in Schools: A Counselling Perspective. *Journal of Social Work Education and Practice*, 6(2). <https://www.jswep.in/index.php/jswep/article/view/102/97>