

Exploring Parent-Led Arabic Literacy Development in a Child with Autism Spectrum Disorder: A Case Study of Al-Qaida Nooraniah

Zahra Hassan Abdul Khaliq^{1*}, Faizah binti Abd Majid²,
Shireena Basree Abdul Rahman³

¹Faculty of Education, Universiti Teknologi MARA, 40450 Shah Alam, Selangor, Malaysia & National Museum, Al Saiduia St, Muscat, Sultanate of Oman

²Institute of Continuing Education & Professional Studies, Universiti Teknologi MARA, 40450 Shah Alam, Selangor, Malaysia.

³Faculty of Education, Universiti Teknologi MARA, 40450 Shah Alam, Selangor, Malaysia.

ARTICLE INFO

Article history:

Received 17 April 2026
Revised 25 June 2026
Accepted 03 July 2026
Online first 15 July 2026
Published 31 October 2026

Keywords:

Autism Spectrum Disorder
Al-Qaida Nooraniah
potential instructional strategies for
ASD learners
potential instructional challenges
for ASD learners
Sociocultural Theory

DOI:

<https://doi.org/10.24191/gading.v29i2.989>

ABSTRACT

This study explores a parent-led Arabic reading intervention using Al-Qaida Nooraniah to support the literacy development of a child diagnosed with autism spectrum disorder in a home-based setting. Despite growing research supporting parent-mediated interventions, research on Arabic reading instruction for children diagnosed with ASD remains limited. Furthermore, the linguistic difficulty of the Arabic language causes additional challenges that require structured teaching approaches. A qualitative single-case study was used, involving one parent and one child diagnosed with ASD. Data were collected through 18 reflective journal entries throughout a six-week intervention. The data were analysed using Braun and Clarke's (2006) six-phase thematic analysis. In addition, trustworthiness was enhanced through prolonged engagement, reflexive journaling, and peer debriefing. The analysis generated four themes: Structured Teaching Activities, Instructional Strategies, Instructional Challenges, and Parental Emotional Reflective Practice. Overall, the findings suggest that responsive parent-led intervention supported the child's engagement and Arabic reading development. The findings also confirm the value of parental reflective practice in informing instructional decisions. This practice also helped strengthened parental confidence throughout the intervention. Although the findings are limited to a single case, they suggest that structured and individualised instructional methods may support Arabic reading development. It also informs future research and practice in autism education.

1. INTRODUCTION

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder characterised by persistent deficits in social communication and interaction, as well as restricted and repetitive patterns of behaviour (American Psychiatric Association, 2022). Research indicates that children with ASD may experience increased difficulty when learning languages compared to their peers (Human et al., 2025), especially languages with

^{1*} Corresponding author. Zahra Hassan Abdul Khaliq. E-mail address: najwania@gmail.com

complex phonological and orthographic systems, as such systems place higher demands on auditory discrimination, working memory, and sustained attention. In addition, pragmatic communication skills represent a core area of difficulty for children with ASD who frequently demonstrate pragmatic impairments and limitations in executive functioning compared to typically developing peers (Sudrajad et al., 2025). Such difficulties can negatively affect language comprehension and reading development, especially in linguistically demanding learning contexts. Foundational literacy research highlights the link between effective reading acquisition to many causes. This includes factors like oral language development, phonological awareness, deep engagement with the print, and decoding skills. For example, Snow (1991) emphasised the theoretical connection between language and literacy development. Moreover, he suggested that early language capabilities provide a great foundation for a child's later reading success. Likewise, Share's Self-Teaching Theory suggests that phonological decoding allows the child to acquire orthographic understanding. This happens within a child's repeated exposure to the print (Share, 1995). Together, these foundational viewpoints suggest that learners who experience communication and language difficulties may require systematic reading training. This also confirms that the mentioned children can benefit from methods that support phonological processing as well as steady skill gain.

Arabic is a linguistically rich language with distinctive features including the use of diacritical marks (*harakat*), multiple letter forms depending on position, and fine phonemic distinctions between similar sounds. While these features contribute to the precision and depth of the language, they may pose additional challenges for children with special needs, including children diagnosed with ASD during early reading instruction (Mustofa et al., 2025). Therefore, learning strategies used to teach the language must be more flexible and adaptive (Nufus & Azis, 2025). In addition, reading strategies used with typical developing children may not necessarily be effective for learners with ASD who often require structured and individualised instructional approaches. Al-Qaida Nooraniah is a structured and sequential approach to Arabic reading instruction that focuses on letter recognition, phonemic awareness, vowel sounds, and gradual blending (Ali et al., 2024). Its emphasis on repetition, incremental progression, and explicit phonics aligns with evidence-based instructional practices recommended for learners with ASD. This includes structured teaching, predictability, and multisensory engagement. Moreover, learners with ASD also benefit from explicit instruction paired with visual supports to strengthen their comprehension skills (Walker et al., 2023). Despite its wide usage in Arabic literacy education, limited research has examined its application within parent-led interventions for children diagnosed with ASD.

Recent studies highlight the critical role of parents in early intervention and home-based education for children diagnosed with ASD (Abdat et al., 2022; Amsbary et al., 2023; Frugone-Jaramillo et al., 2023). Parent-led interventions are shown to support communication, learning engagement, and skill generalisation when parents are actively involved in structured instruction (Green et al., 2024). However, such interventions also require parents to manage instructional challenges and a child's emotional demands. Therefore, reflective qualitative approaches are essential for capturing the complexity of these lived experiences and instructional adaptations. Vygotsky's Sociocultural Theory presents the theoretical framework of this study. As the theory highlights that learning occurs through directed social interaction with someone more knowledgeable, parents can be seen as undertaking this task. Moreover, the theory highlights the importance of scaffolding techniques, as well as the Zone of Proximal Development (ZPD). The theory also confirms that instructional support to the learner should be adjusted to match their developing skills (Vygotsky, 1978). Therefore, in the context of this study, the parent plays the role of the more knowledgeable other. This includes providing structured guidance and gradually promoting the child's independent reading skills. This study explores a parent-led Arabic reading intervention using Al-Qaida Nooraniah for a child diagnosed with ASD for a period of six weeks through a qualitative reflective design. By documenting instructional strategies, instructional challenges, and parental emotional experiences, the study contributes to the growing body of research on parent-centred reading interventions.

Despite the importance of early intervention and parental involvement for children with ASD, research on Arabic reading intervention remains limited, specifically in home-based contexts (Mustofa et al., 2025). Moreover, many existing literacy interventions are designed for teaching the English language and may not

address the linguistic and cognitive demands of Arabic. Additionally, children with special needs, including those diagnosed with ASD, often face challenges when learning Arabic due to its complex structure, which can possibly exacerbate difficulties in attention, memory, and language processing (Mustofa et al., 2025). Furthermore, several conventional reading strategies commonly used with typically developing children, such as fast-paced verbal instruction, group reading practices, and implicit phonics approaches, may not be effective for learners with ASD who often require structured and individualised teaching methods. In addition, although parent-led interventions have demonstrated positive outcomes for children diagnosed with ASD, little qualitative research has examined parents' roles as instructors in Arabic literacy (Gabriela et al., 2022). In other words, there remains a lack of insight into how parents implement structured learning strategies and approaches such as Al-Qaida Nooraniah, adapt strategies to individual learning needs, and manage the instructional and emotional challenges of home-based teaching. Therefore, this study will address the following research questions:

- i. What instructional challenges does the parent face when teaching Arabic reading to a child diagnosed with ASD?
- ii. How does the parent reflect on the emotional experiences during the parent-led Arabic reading intervention?
- iii. What instructional strategies does a parent employ when using Al-Qaida Nooraniah to teach Arabic reading to a child diagnosed with ASD in a home-based setting?

2. LITERATURE REVIEW

2.1 Al-Qaida Nooraniah

Al-Qaida Nooraniah is one of the common foundational methods for teaching Arabic literacy, especially in early childhood education. Its systematic approach to teaching letters and pronunciation allows learners to acquire introductory literacy skills in a structured and consistent method (Ali et al., 2024). The approach is designed to gradually introduce Arabic letters, combining visual recognition with oral practice, which helps learners internalise both the form and sound of each letter. In addition, studies indicate that using structured texts such as Al-Qaida Nooraniah improves students' ability to recognise letters accurately, develop proper pronunciation, and improve early reading fluency, laying a solid foundation for subsequent language learning, as well as improving learners' confidence in their reading abilities. Alwedey and Almaghrabi (2020) argue that this method not only facilitates the development of core language skills but also promotes cognitive growth by strengthening abilities such as analysis, logical deduction, precision, discrimination, sequencing, and integration of concepts. Although the method has been used for Arabic literacy with typically developing children, its structure matches evidence-based literacy practices suggested for autistic learners. For example, studies suggest that explicit repetition and visual support assist reading acquisition among autistic learners. This happens by reducing cognitive demands as well as supporting phonological practices. However, despite these characteristics, few studies have assessed the efficiency of Al-Qaida Nooraniah in a parent-mediated intervention for children diagnosed with ASD in a home-based setting. Therefore, its potential to support Arabic reading development in this population remains minimally explored. Overall, Al-Qaida Nooraniah serves not only as a pedagogical tool for letter recognition but also as an essential resource in developing oral literacy skills, bridging the gap between spoken and written Arabic, and facilitating smooth progression into reading comprehension. For children diagnosed with ASD, combining visual and auditory with repetitive elements serves as a valuable tool for supporting early Arabic literacy development. Therefore, within this study, the integration of visual, auditory, and repetitive reading activities may provide a promising approach for Arabic literacy development for a child diagnosed with ASD.

2.2 Autism Spectrum Disorder

As stated earlier, ASD is a neurodevelopmental disorder characterised by deficits in social communication and the presence of repetitive behaviours (American Psychiatric Association, 2022). It is caused by differences in brain development, which can lead individuals with ASD to behave, communicate, interact, and learn differently from most people. Often, there are no outward physical characteristics that distinguish them from others. The abilities of individuals diagnosed with ASD vary widely: some individuals require significant support in daily life, whereas others can live and work independently. The 5th edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) states that individuals with ASD must show persistent deficits in social communication and social interaction across multiple contexts, as well as restricted and repetitive patterns of behaviour, interests, or activities to be diagnosed with ASD (American Psychiatric Association, 2022). Other than these diagnostic characteristics, ASD learners show various literacy abilities. This includes significant differences in the development of reading skills. While some acquire word recognition and decoding skills, many of them face challenges in areas like oral language and reading comprehension. This impact their ability to conclude meaning from texts even if they can read well (Andreou & Raxioni, 2022). Thus, children with ASD require systematic reading instruction that improves their phonological awareness. Such approaches also improve language comprehension, especially when learning linguistically difficult languages (Andreou & Raxioni, 2022).

2.3 Strategies for Teaching Reading Skills to Typical Learners

Research suggests that several conventional reading strategies generally used with typically developing children may not be effective for learners with ASD. For example, fast-paced verbal instructions and group reading practices such as ‘round robin’ or ‘popcorn’ reading, where students are asked to read aloud unpredictably, can increase anxiety and sensory overload for learners diagnosed with ASD who often need additional processing time following verbal prompts. Likewise, traditional auditory-based phonics instruction, which emphasises listening to and blending sounds, may disadvantage children with ASD who experience auditory processing problems and prove ‘strong preference for images and symbols’ (Andreou & Raxioni, 2022). This is due to the cognitive effort involved in decoding words in sequence, which may overload working memory and therefore limit comprehension. Furthermore, standardised spelling lists that ignore a child’s individual interests may lower engagement, as many autistic learners show strong motivation toward specific topics (Bayoumi et al., 2025). These findings emphasise the need for structured, individualised, and visually supported reading methods rather than standard whole-class literacy practices. Together, these strategies confirm that standard literacy interventions are designed for whole-class teaching. Moreover, the strategies mentioned expect a standardised language learning approach, as well as bigger chances for repeated training. Therefore, strategies that are classified as successful for typical learners cannot be assumed to be the same for children with ASD. This further highlights the importance of adjusting instruction to their individual learning needs.

2.4 Potential Strategies for Teaching Arabic Reading Skills to Children Diagnosed with Autism Spectrum Disorder

Effective reading instruction for children diagnosed with ASD should focus on clear structure, strong visual supports, and individualised engagement (Andreou & Raxioni, 2022). For example, structured and predictable reading sessions, particularly in one-to-one or small-group settings, can reduce anxiety levels and allow enough processing time, which is essential for learners who may experience sensory difficulties and slower verbal processing. Moreover, visual and multisensory phonics approaches are beneficial interventions, as many autistic learners prove relative strengths in visual processing compared to auditory processing. Also, Tar (2024) argues that using flashcards offers flexible learning options, as they can be rearranged, grouped, and prioritised according to ASD learners’ needs. Thus, such strategies reduce working memory needs and support clearer sound–symbol correspondence. Additionally, integrating interest-based reading materials can improve motivation and sustained attention, leveraging the interests often examined in children diagnosed with ASD (Bayoumi et al., 2025). Together, these strategies highlight

the importance of individualised, visually supported, and clearly structured instructions to encourage reading comprehension among children diagnosed with ASD. Although most evidence-based literacy strategies are assessed in institutional settings, growing evidence proposes that parents can apply structured reading interventions within the home settings as well (Kahveci et al., 2024). This can succeed when applied with instructional resources. Moreover, parent-mediated instruction offers chances for following the child's individualised pacing, making it very suitable for children with ASD. In other words, compared with a classroom setting, home-based learning allows parents the opportunity for flexibility to adjust the pace of instruction provided. Such flexibility can create a more supportive environment for a child's early literacy development.

2.5 Potential Challenges for Teaching Arabic Reading Skills to Children Diagnosed with Autism Spectrum Disorder

Reading interventions for children with ASD may involve several challenges that may influence the effectiveness of instruction. One of the main challenges relates to communication difficulties, as autistic learners often experience impairments in language comprehension and expression, which can limit their ability to understand instructions and engage with reading tasks (Khalid et al., 2024). In addition, sensory overload and attention-related challenges also play a significant role in learning. Research indicates that children diagnosed with ASD can experience sensory processing difficulties, which affect their ability to sustain attention and remain engaged during instructional activities (Crasta et al., 2020). Additional challenges also include confusion between visually similar Arabic letters, difficulty differentiating harakāt, working memory limitations during phonetic decoding, and fluctuations in attention. As reading tasks progress from letters to syllables and words, increased cognitive load may lead to mental fatigue and reduced performance. Together, these challenges highlight the need for structured and individualised instructional approaches that are responsive to both the linguistic demands of Arabic and the cognitive and sensory profiles of learners with ASD.

2.6 Sociocultural Theory

Vygotsky's Sociocultural Theory highlights that cognitive development occurs through social interaction. Moreover, the theory is shaped by cultural influences rather than independent learning alone (Vygotsky, 1978). According to the theory, children develop knowledge and skills through support from a More Knowledgeable Other (MKO). Another important aspect in this theory is the Zone of Proximal Development (ZPD) which describes to the gap between what a child can achieve currently and what can be achieved with guidance and support of the (MKO). Therefore, this support is provided through scaffolding in which assistance to the child is gradually adjusted and withdrawn as independence is developed (Vygotsky, 1978). In the context of this study, the parent presumed the role of the MKO by providing structured guidance and adapting instructional strategies to the child's learning needs. The parent also gradually promoted independent Arabic reading skills throughout the intervention.

3. METHOD

This study adopts a qualitative case study methodology with elements of participant observation in which the researcher is directly involved as both the participant and the primary instructor. This approach was selected to provide an in-depth understanding of a parent-led Arabic reading intervention for a child diagnosed with ASD within a home-based setting. Therefore, a case study design was suitable for examining the intervention in detail, allowing for a comprehensive exploration of instructional strategies, learning challenges, and the parent's emotional experiences over time. Furthermore, the use of participant observation enabled the researcher to engage directly in the instructional process while documenting real-time experiences through reflective journaling. Additionally, to ensure the trustworthiness of the findings, the study incorporates systematic strategies such as prolonged engagement, reflexivity, peer debriefing, and structured data collection and analysis procedures. The following sections present a detailed description of

the research design, participant, data collection instrument, validity and reliability measures, and data analysis methods used in this study.

3.1 Participant

The participant in this study was the researcher, who is also the parent of a 10-year-old child diagnosed with ASD. In line with the case study, the researcher assumed a dual role as both the instructor and a parent, enabling close engagement with the instructional process. The parent (researcher) has experiences in educational support and formal teaching, which provided the knowledge and skills necessary to effectively deliver academic content to the child. These experiences informed the design and implementation of home-based Arabic reading instruction. Furthermore, the intervention was delivered using Al-Qaida Nooraniah: a structured program for teaching Arabic reading. The parent also provided personalised scaffolding and emotional support to address the child's individual learning challenges and maintain engagement throughout the sessions. In addition, the intervention was informed by professional guidance from Abdullah Al Aisarry's programme: Al-Qari' Al-Abqari (the little reader), a structured Arabic reading intervention programme based on Al-Qaida Nooraniah. The guidance worked as an external instructional reference during the intervention weeks. This helped to support instructional sequencing as well as the steady implementation of teaching strategies.

Given the researcher's dual role as parent and researcher, certain considerations were given to minimise any bias throughout the study. For example, reflexive journaling was used to examine personal statements. This helped to enhance the trustworthiness of the findings. In order to promote consistency across the reflective journals, each entry was guided by structured prompts such as: Which potential instructional strategies best supported my child's learning during the session? What potential learning challenges did my child experience during the session? These prompts supported systematic reflection while allowing flexibility for descriptive responses aligned with the case study design. Following an established instructional methodology helped standardise the delivery of the intervention. It also reduced potential bias related to the researcher's dual role and hence enhanced the credibility and trustworthiness of the process.

The child had previously received early intervention services focused on general communication and social skills. However, Arabic reading skills remained limited, especially in recognising letters, syllables, and words. The child attends a school following an American curriculum and has limited exposure to Arabic. Additionally, the child has been diagnosed with delayed communication and language skills and has received English speech therapy sessions since starting school due to the availability of services only in the stated language in the surrounding environment. Consequently, the child's exposure to the Arabic language in terms of speaking and reading is limited compared to the English language. On the other hand, as the participant is a minor, special attention was given to protecting the child's well-being and privacy. For example, all 18 instructional sessions were conducted within the child's home environment. The activities were adjusted according to the child's physical and emotional states. Activities were modified whenever signs of frustration or distress were observed. The child's identity was also protected by eliminating any personal information from the study. Photographs, video recordings, or audio recordings of the instructional sessions were not collected or published as part of the research data. Finally, the intervention occurred with the knowledge and agreement of both parents.

3.2 Instrument

A reflective journal was used as the primary data collection instrument in this study to capture the parent's lived experiences. Within the context of a case study design, reflective journaling supported the detailed documentation of the instructional process over time. Reflective journaling is broadly recognised as an efficient qualitative tool for studying participants' reflections, emotions, and decision-making processes over time, particularly in social and educational research. In the context of this study, reflective journals allowed for in-depth documentation of instructional strategies, learning challenges, and emotional responses as they naturally developed during the parent-led Arabic reading sessions.

Ensuring validity and reliability in qualitative research requires the application of systematic strategies that enhance the trustworthiness of the findings, particularly in case study research involving participant observation. Unlike quantitative research, where validity and reliability are established through statistical measures, qualitative research relies on criteria such as credibility and confirmability to ensure rigour (Baxter & Jack, 2008). In the context of this study, it was essential to implement strategies that preserve the researcher's close participation in the instructional process. Although the researcher played the dual role of parent and instructor, interpretation bias was minimised through several strategies. These included prolonged engagement, reflexivity, guided reflective prompts, peer debriefing with the research supervisors, and external instructional guidance to support the implementation of the intervention.

- i. Prolonged engagement refers to the researcher's continuous involvement with the research context to develop an in-depth understanding of the phenomenon under study and to enhance credibility (Earnest, 2020). Moreover, in qualitative research, prolonged engagement allows for the observation of patterns, variations, and changes in lived experiences over time. In the present study, prolonged engagement was accomplished through the maintenance of reflective journals over a six-week period, with three entries recorded each week. While Arabic language teaching practices continued throughout the six-week period (on an almost daily basis inside and outside the home environment), the sessions were formally documented as only three structured instructional sessions per week, which were conducted as structured learning sessions. This comprehensive duration enabled the researcher to capture ongoing instructional strategies, evolving learning challenges, and emotional responses related to the reading intervention.
- ii. Reflexivity involves the researcher's continuous consideration of personal assumptions, positionality, and emotional reactions and how these may influence the research process and interpretations (Alejandro & Stoffel, 2024). Moreover, reflexivity is critical in qualitative case study research involving participant observation, where the researcher is closely involved in the topic being studied. In this research, reflexivity was addressed through ongoing self-reflection documented within the reflective journals, in which the researcher critically observed instructional decisions, emotional reactions, and potential biases resulting from the dual role as parent and instructor. This reflexive practice improved confirmability by ensuring that interpretations were grounded in the data rather than personal expectations, hence strengthening the trustworthiness of the study's findings.
- iii. Peer debriefing refers to the process of discussing the research process and findings with experienced researchers. This is to examine interpretations, any potential challenges, and to improve the credibility of qualitative research. For the present study, the emerging codes, themes, and interpretations were reviewed with the research supervisors throughout the analysis process. Therefore, their feedback encouraged interpretation and reduced any potential influence of bias linked with the researcher's dual role as parent and instructor. Hence, this enhanced the credibility and confirmability of the findings.

3.3 Data Analysis

The reflective journal entries were analysed using thematic analysis guided by the six-phase framework proposed by Braun and Clarke (2006), as shown in Figure 1. This analytical method was selected as it is consistent with qualitative case study research, allowing for the systematic identification and interpretation of patterns within a bounded dataset. Moreover, it enabled the identification and interpretation of patterns of meaning in the data related to the parent's instructional experiences, as outlined in the following steps

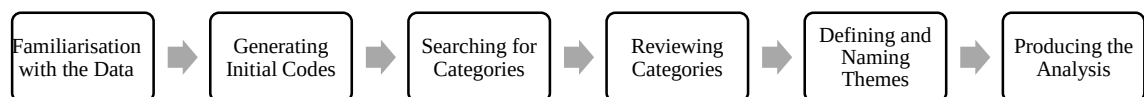


Fig.1: Thematic Analysis Following Braun and Clarke's (2006) Six Phases

4. FINDING & DISCUSSION

4.1 Thematic Analysis

In this research, thematic analysis was conducted following Braun and Clarke (2006) six-phase framework to systematically identify and interpret patterns across 18 parent-reflective journal entries. This documented the Arabic reading intervention, as follows:

Phase 1: Familiarisation with the Data

Familiarisation involves ‘developing deep and intimate knowledge of your data set’ and ‘critical engagement with the information as data’ (Braun and Clarke, 2021, p. 42). Guided by this approach, the researchers began the analysis by engaging in reading all 18 reflective journal entries. This familiarisation stage is meant to develop an understanding of the instructional experiences of the parent and the child’s responses throughout the six-week Arabic reading intervention using the Al-Qaida Nooraniah method. In other words, by reading the journal, the researchers were able to engage in the context of the home-based intervention, identifying repeated behaviours, the child’s response patterns, and parent’s insights that informed the following coding. Therefore, this foundational phase ensured that the following coding and thematic analysis were grounded in a comprehensive understanding of the intervention.

Phase 2: Generating Initial Codes

Codes represent the smallest units of analysis, capturing meaningful characters of the dataset relevant to the research questions. The researchers generated initial codes across the eighteenth reflective journal entries. The coding method, as shown in Table 1, was shaped around the four reflective prompts that guided data collection. The coding captured the instructional practices alongside their alignment with the instruction focuses of Al-Qaida Al-Nooraniah. The first reflective question, “What teaching strategies and approaches did I use during today’s session?” generated codes related to instructional structuring within the Al-Qaida Al-Nooraniah framework. These included structured session review (revisiting previously learned letters), gradual pacing (adjusting speed based on the child’s needs), progressive content sequencing (moving from letters to syllables and then to simple words), task segmentation, repetition for mastery, and others.

The second question, “Which potential instructional strategies best supported my child’s learning today?” created codes related to learning techniques used to support the structured progression of Al-Qaida Al-Nooraniah. Therefore, these included visual supports (flashcards for letter–sound correspondence), multisensory tracing (sand tracing and air writing to reinforce character recognition), role reversal (child acting as instructor during word reading), wait time, environmental modification, movement breaks, and others. On the other hand, the third question, “What potential learning challenges did my child experience during the session?” focused on codes connected to the educational challenges. Accordingly, these included letter confusion (similar looking Arabic letters), vowel confusion (Harakat differentiation), letters blending difficulty, working memory strain during decoding, sensory sensitivity, and others. Finally, the fourth question, “What did I notice about my child’s learning, and how do I feel about the session and the strategies used?”, created codes showing parental responses within the intervention. This included feeling anxiety (when introducing new vowel rules), feeling relief (following the child’s successful syllable blending), growing instructional confidence, reflective adjustment of strategies, and others. The coding phase documented instructional activities, child responses, and parental reflections. This supported alignment with the structure of Al-Qaida Al-Nooraniah and established a clear core for the following analysis.

Table 1. Coding Process Aligned with the Reflective Journal

Question	Code	Extract from the Reflective Journal
What teaching strategies and approaches did I use during today's session?	Structured review of previously mastered letters	Entry 1: "I started by reviewing the letters we practised last session before introducing new ones."
	Gradual pacing during syllable blending	Entry 3: "He was able to follow along when I slowed down the reading of syllables."
	Progressive sequencing from letters to vowels and words	Entry 5: "We completed all letters and then moved to simple words with vowels."
	Segmentation of blending tasks	Entry 10: "We worked on blending for a few minutes, then took a short break."
	Repetition of Harakat patterns for vowel mastery	Entry 7: "We repeated the Kasra examples several times."
Which potential instructional strategies best supported my child's learning today?	Visual reinforcement of letter-sound correspondence	Entry 2: "I showed him the flashcards for each letter while saying the sound aloud."
	Multisensory tracing to strengthen visual recognition	Entry 6: "He traced the letters in sand while saying the sounds."
	Air writing for phonetic encoding	Entry 8: "We practised writing the letter in the air together."
	Interest-based application of phonetic reading	Entry 4: "He was excited to read the names of his family members."
	Role reversal	Entry 17: "I asked him to become the teacher and point to the word."
	Wait time to support phonetic decoding	Entry 11: "I gave him a few seconds before repeating the question."
	Environmental adjustment to support focused phonetic practice	Entry 3: "He seemed more focused sitting on the floor with cushions."
	Movement breaks to regulate attention during blending tasks	Entry 9: "We paused for a short movement break when he became restless."
What potential learning challenges did my child experience during the session?	Confusion between visually similar Arabic letters	Entry 2: "He kept mixing Jeem and Haa."
	Difficulty differentiating Harakat	Entry 7: "He confused Fatha with Kasra."
	Difficulty blending letters into syllables	Entry 10: "He struggled to blend two letters into a syllable."
	Working memory strain during decoding	Entry 11: "He forgot the first sound before finishing the word."
	Attention fluctuation during phonetic drills	Entry 9: "He looked away and started fidgeting halfway through."
	Sensory sensitivity	Entry 9: "He covered his ears when I clapped."
	Mental fatigue during extended decoding	Entry 13: "There was mild distraction toward the end of the session."
What did I notice about my child's learning, and how do I feel about the session and the strategies used?	Pride following independent word decoding	Entry 18: "I felt proud when he read the word correctly without help."
	Anxiety when introducing new vowel rules	Entry 7: "I worried he might not remember the Kasra rule."
	Relief after successful syllable blending	Entry 14: "I was relieved when he blended the three-letter syllable smoothly."
	Growing instructional confidence within phonetic teaching	Entry 16: "Seeing his progress made me more confident in the way I am teaching him."
	Reflective adjustment of phonetic activity to sustain engagement	Entry 12: "I decided to change the activity when I saw he was losing focus."
	Motivation to continue cumulative phonetic practice	Entry 16: "His improvement encouraged me to keep practising daily."

Phase 3: Searching for Categories

The analysis showed that single codes rarely appeared in isolation. In other words, instructional strategies regularly co-occurred with learning challenges. This confirms that parental instructional decisions were shaped by the child's instant responses during the activity. Moreover, parental emotional reflections were also linked to the learning progress. This again suggests that instructional adjustment and emotional reflection produced a connected process. Based on these relationships, codes reflecting structured session review, gradual pacing, and multisensory approaches were grouped under Instructional Strategies. On the other hand, codes relating to attention fluctuation, confusion between letters, working memory demands, and sensory sensitivity modelled the Instructional Challenges category. In addition, parent emotion-related codes describing confidence, anxiety, and reflective adjustment were grouped into Parental Emotional Reflection; finally, structured lesson activities were gathered under Structured Teaching Activities. Together, these relationships are consistent with previous studies showing that parent-mediated interventions involve continuous instructional adjustment in response to children's learning needs (Green et al., 2024).

Phase 4: Reviewing Categories

During this phase, codes generated in phase two may be revised, refined, expanded, narrowed, or occasionally restructured to ensure they accurately represent patterns and categories within the dataset (Braun & Clarke, 2021). Therefore, the researchers critically reviewed each category to ensure it represented patterns within the data captured in all 18 entries of the journal. Consequently, categories were examined for their internal coherence, confirming that they contained codes that belonged together. Table 2 provides examples of how initial codes resulting from the reflective journals were reviewed and organised into categories before the final themes were developed. For example, the category instructional challenges were validated by repeated observations of attention variations, letter confusion, and processing time needs by child, confirming the strength of this grouping. Likewise, the categories Structured Teaching Activities, Instructional Strategies, and Parental Emotional Reflective Practice present strong conceptual boundaries with their codes. Therefore, this proved consistent throughout the intervention. This stage ensured that the four suggested categories were representative of the instructional and emotional aspects observed throughout the intervention.

Table 2. Example of Initial Codes and Category Development

Reflective journal extract	Initial code	Category
"He confused Jeem and Haa again today"	Confusion between similar letters	Instructional Challenges
"Sand tracing helped him remember the letter"	Positive response to multisensory activity	Instructional Strategies
"We always reviewed the previous lesson first"	Lesson review	Structured Teaching Activities
"I realised he needed more time before answering"	Extended wait time	Parental Reflective Practice

Phase 5: Defining and Naming Themes

This stage allows the organisation of themes and any sub-themes into a coherent narrative, creating a refined thematic map that represents the dataset meaningfully. The analysis resulted in four consistent themes: Structured Teaching Activities, Instructional Strategies, Instructional Challenges, and Parental Emotional Reflective Practice. Moreover, the themes were theoretically distinct, but at the same time closely interconnected. They provided a comprehensive interpretation of the parent's instructional and reflective experiences documented across the 18 reflective journal entries. The conceptual relationships between the themes and their underlying codes are presented in Table 2.

Table 3. Final Themes and their Underlying Codes

Theme	Definition	Underlying Codes
1-Structured Teaching Activities	The systematic organisation and sequencing of instructional sessions to scaffold Arabic phonetic reading skills in a coherent and progressive manner.	-Structured review: Reviewing known letters to consolidate prior learning. -Gradual pacing during syllable blending: Adjusting the speed of instruction to match the child's processing ability. -Progressive sequencing from letters to vowels and words: Structuring lessons from basic letters to more complex phonetic units. -Segmentation of blending tasks: Breaking down syllable blending into manageable steps. -Repetition of Harakat: Reinforcing vowel sounds through repeated practice.
2-Instructional Strategies	Covers techniques and approaches used to enhance engagement, facilitate learning, and support phonetic skill acquisition in alignment with the intervention's sequential framework.	-Visual reinforcement: Using visual cues to strengthen recognition of letters and sounds. -Multisensory tracing: Combining tactile and visual input to support memory. -Air writing: Using hand movement to encode sounds and letters. -Interest-based reading: Integrating personal interests to motivate and contextualise learning. -Role reversal: Allowing the child to lead reading to enhance engagement. -Wait time: Providing pauses to allow processing and reading. -Environmental adjustment: Modifying surroundings to reduce distractions. -Movement breaks: Incorporating physical activity to maintain focus.
3-Instructional Challenges	The barriers or difficulties experienced by the child in the acquisition of Arabic phonetic skills affect learning progression.	-Confusion between similar Arabic letters: Difficulty distinguishing letters with similar shapes. -Difficulty differentiating Harakat: Challenges in identifying vowel markings. -Difficulty blending letters into syllables: Struggling with combining letters to form sounds. -Working memory strain: Cognitive load affecting retention of phonetic sequences. -Attention fluctuation: Inconsistent focus during tasks. -Sensory sensitivity: Overreaction to auditory or tactile stimuli. -Mental fatigue: Reduced performance due to cognitive effort.
4-Parental Emotional Reflective Practice	Captures the parent's affective responses, reflection, and adaptive teaching decisions during the intervention, highlighting their influence on the child's learning.	-Pride: Satisfaction at child's autonomous success. -Anxiety: Concern about the child mastering new content. -Relief: Emotional reassurance following correct performance. -Instructional confidence within phonetic teaching: Increased self-assurance in teaching ability. -Reflective adjustment of phonetic activity: Modifying instruction in response to the child's attention and learning needs. -Motivation to continue phonetic practice: Drive to maintain consistent teaching efforts.

Phase 6: Producing the Analysis

Findings Related to Research Question 1

The findings addressing Research Question One identify the instructional challenges faced during the parent-led Arabic reading intervention. The analysis showed a range of instructional challenges associated with both the linguistic aspects of Arabic reading and the neurodevelopmental characteristics of ASD within the structured phonetic progression of Al-Qaida Nooraniah. These challenges included confusion between visually similar letters (e.g., Jeem and Haa), difficulty distinguishing between Harakat (Fatha, Kasra, Damma), and increased cognitive load during syllable blending and word decoding. In addition, the child demonstrated attention fluctuations and occasional sensory sensitivities, such as discomfort with auditory stimuli or restlessness during extended tasks (Entries 2, 7, 9, 10, 11, 13).

Beyond these challenges, autism-related characteristics also affected the instructional process. These included a preference for routine and resistance to transitions when moving to more complex tasks, which can be explained by difficulty adapting to change that is regularly connected with ASD. The child also demonstrated a tendency to rely on memorisation rather than flexible decoding strategies. In addition, the child had moments of self-regulation (e.g., rocking or fidgeting), as well as sensitivity to environmental stimuli, which required adjustment of the learning environment. Additionally, the need for extended wait time occasionally slowed the instructional pace but was necessary to support the child's responses. These observations are consistent with previous studies mentioning that children diagnosed with ASD face challenges related to cognitive flexibility, language processing, and adapting to changes in instructional routines. This also highlights the importance of structured and fixable teaching methods (Andreou & Raxioni, 2022; Walker et al., 2023). On the other hand, within the Al-Qaida Nooraniah framework, while the structured progression supported gradual learning, it also revealed critical points of difficulty during transitions from letters to vowels and from syllables to words. Addressing these challenges required continuous adaptation of pacing and scaffolding strategies.

The reflective journals also showed that the child sometimes displayed sensory sensitivities and attention fluctuations, such as covering his ears during loud sounds or becoming restless during long periods of sitting (Entries 3, 9, 11, 13, 17). Therefore, the parent adjusted these situations by introducing movement breaks, flexible seating (table-and-chair, therapy ball, floor seating, and floor reading path), role reversal, and other instructional adaptations. Hence, this adaptive approach reduced overstimulation and enabled smoother transitions between different activities. Research in autism education shows that factors such as seating arrangements and background noise can influence task engagement among learners diagnosed with autism spectrum disorder, particularly in educational settings (Dargue et al., 2022). Together, these findings display that the instructional challenges extend beyond the linguistic complexity of Arabic reading. It also included cognitive, sensory, and behavioural characteristics associated with ASD. Therefore, effective Arabic reading instruction requires instructional adaptation to the child's learning profile. This confirms the importance of responsive teaching approaches for learners diagnosed with ASD (Andreou & Raxioni, 2022; Khalid et al., 2024).

Findings Related to Research Question 2

The findings addressing Research Question two explore the parent's emotional experiences throughout the intervention. They demonstrate how continuous reflection shaped instructional decision-making, strengthened parental confidence, and supported the child's learning progression. This included examples like independent reading and accurate syllable blending, and the challenges encountered, including momentary frustration, attention fluctuations, and sensory sensitivities (Entries 1–18). Moreover, this reflective process was closely connected with the parent's emotional engagement, which included feelings of pride, satisfaction, and occasional anxiety, all of which actively shaped instructional decisions throughout the intervention. Notably, the parent expressed a deep sense of pride not only in the child's reading progress but also in the child's emotional growth and increasing confidence. The reflective journals also demonstrated that the intervention strengthened the parent–child relationship while increasing the parent's confidence and self-efficacy in supporting future learning goals. This supports previous research highlighting reflective parental engagement as a key element of effective parent-mediated interventions (Green et al., 2024; Frugone-Jaramillo et al., 2023). In addition, from a sociocultural viewpoint, these findings strengthen parent's role as the More Knowledgeable Other. This includes the process of continuous observation and instructional adaptation that supported the child's learning within the ZPD.

The analysis also showed that while some reading strategies are efficient for mainstream learners, they may not be appropriate for children diagnosed with ASD within a structured phonetic intervention. For example, methods like fast-paced verbal delivery and group-based reading can increase anxiety and reduce decoding accuracy for autistic learners (Entry 12). On the other hand, the findings suggest that individualised teaching alongside scaffolded characteristics embedded within the Al-Qaida Nooraniah method is more responsive to sensory and working memory differences in children. This can be seen as

aligning with research emphasising the importance of structured and explicit instruction for students diagnosed with ASD (Andreou & Raxioni, 2022). The reflective journal also showed that the child benefited from sessions that followed a predictable structure. In other words, each session integrated a clear sequence: first, it started with a review of previous content. This was followed by modelling of new skills and guided practice by the parent. Finally, the session ended with independent application by the child and a short sensory or movement break (Entries 1–18). Hence, this predictability helped reduce cognitive load and anxiety, allowing the child to focus more on the task and predict the learning flow. This steady progression shows Vygotsky's concept of scaffolding, where instructional support is adapted to the learner's current level of development. Moreover, throughout the intervention process, the parent played the role of the More Knowledgeable Other in terms of providing scaffolded instruction within the child's Zone of Proximal Development (ZPD). Therefore, this enabled the child to progress from identifying Arabic letters to independently being able to read syllables and simple words.

Furthermore, the structured development of the Al-Qaida Nooraniah method from single letters to syllables and short words helped the child strengthen prior knowledge before progressing to more advanced material, which confirmed the importance of scaffolded learning. These findings further support the value of structured teaching activities in promoting gradual skill acquisition for children diagnosed with ASD.

Findings Related to Research Question 3

The findings addressing Research Question three describe the instructional strategies implemented throughout the intervention. They focus on the structured teaching activities and individualised approaches that supported the child's engagement. These strategies were implemented according to the child's learning needs and responses. For example, the journal also showed that multisensory approaches used by the parent, such as sand tracing, air writing, wooden letter puzzles, magnetic letters, and colour-coded vowel markers, improved the child's letter recognition and word blending skills. Moreover, these techniques engaged several sensory systems, supporting memory encoding (Entries 3, 7, 10, 13, 14). For example, combining visual signs with tactile tracing strengthened the child's ability to differentiate visually similar letters and vowels: a challenge commonly reported in Arabic reading instruction. Research supports the use of multisensory instruction with autistic learners as this can improve their attention and learning outcomes in early literacy (Tar, 2024).

In addition, the parent used the child's personal interests, such as playing with bubbles, small toys, sticker games, animal names, favourite songs, and movement games, to strengthen the child's engagement and achievement. Journal entries highlighted that these reinforcements-maintained focus during challenging tasks. Moreover, they increased motivation and enjoyment of learning (Entries 3, 4, 5, 6, 8, 12, 14, 16). This aligns with evidence that applying a child's preferred activities can improve learning outcomes for children diagnosed with ASD (Bayoumi et al., 2025). In addition, the pairing of preferred interests with instructional activities allowed the child to sustain attention and reduce potential behavioural challenges during difficult tasks.

Visual supports also modelled an important factor of the instructional approach. For example, a hand mirror, visual timer, flashcards, comparison charts, visual schedule boards, Arabic letter videos, and colour-coded whiteboard markers were used by the parent to help the child differentiate between visually similar letters (Jeem, Ha and Kha), (Fa and Qaf), and vowels (Fatha, Kasra, and Damma). Furthermore, some journal entries indicated that this enabled the child to visually compare letters and strengthen recognition patterns, which is very important given the visual complexity of the Arabic orthography (Entries 2, 4, 5, 6, 11, 13). Research shows that visual supports are very useful for autistic learners, as they decrease the child's reliance on auditory memory and therefore improve clarity in information processing (Tar, 2024).

To further accommodate the child's sensory and attentional needs, the parent also adapted the learning environment throughout the intervention. The reflective journals showed that the child sometimes displayed sensory sensitivities and attention fluctuations, such as covering his ears during loud sounds or becoming restless during long periods of sitting (Entries 3, 9, 11, 13, 17). Therefore, the parent adjusted these

situations by introducing movement breaks, flexible seating (table-and-chair, therapy ball, floor seating, floor reading path), role reversal, and other methods. Hence, this adaptive approach reduced overstimulation and enabled smoother transitions between different activities. Research in autism education shows that factors such as seating and background noise can influence task engagement among learners diagnosed with ASD, especially in educational contexts (Dargue et al., 2022).

3.4 Frequency Counts

Frequency counts were also employed as an additional descriptive technique to support qualitative data analysis by identifying recurring patterns across the dataset, as shown in Table 3. Therefore, they were used to examine the occurrence of instructional challenges and the application of instructional strategies during the six-week intervention period. The analysis showed that attention fluctuation was the most frequently observed challenge (10 out of 18 entries), followed by hyperactivity and self-stimulatory behaviours (7 entries) and confusion between similar Arabic letters (7 entries). Additional challenges included difficulty differentiating harakāt, blending letters into syllables, and working memory strain, reflecting the increasing cognitive demands of the intervention.

In terms of instructional strategies, visual reinforcement and multisensory tracing were consistently applied across all entries (18 out of 18), highlighting their central role in supporting Arabic reading development. In addition, other frequently used strategies included movement breaks, interest-based reading, and extended wait time, which contributed to maintaining engagement. However, less frequently applied strategies such as role reversal reflect adaptive instructional flexibility based on the child's responsiveness. Overall, these descriptive counts supported the identification of key patterns by demonstrating that themes were grounded in recurring evidence.

Table 4. Frequency Counts of Challenges and Instructional Strategies

Learning Challenges	Frequency (Entries)	Description
Confusion between similar Arabic letters	7 / 18	Difficulty distinguishing visually similar letters
Difficulty differentiating Harakat	5 / 18	Confusion between Fatha, Kasra, and Damma
Difficulty blending letters into syllables	6 / 18	Challenges combining sounds into syllables
Working memory strain	5 / 18	Difficulty retaining phonetic sequences
Attention fluctuation	10 / 18	Inconsistent focus and distraction
Sensory sensitivity	3 / 18	Reaction to sound or sensory input
Mental fatigue	4 / 18	Reduced performance due to cognitive effort
Instructional Strategies	Frequency (Entries)	Description
Visual reinforcement	18 / 18	Use of visual cues (flashcards, colour coding, etc)
Multisensory tracing	18 / 18	Sand tracing, tactile cards
Air writing	10 / 18	Hand movement to reinforce letter formation
Interest-based reading	11 / 18	Use of preferred activities or meaningful content
Role reversal	1 / 18	Child acting as "teacher"
Wait time	10 / 18	Allowing processing time before response
Environmental adjustment	9 / 18	Reducing noise, flexible seating
Movement breaks	12 / 18	Physical activity to maintain engagement

4. CONCLUSION

This study explored a parent-led Arabic reading intervention using Al-Qaida Nooraniah for a child diagnosed with ASD within a home-based setting through a qualitative reflective case study. The findings highlight that a structured and phonics-based instruction can support early Arabic literacy development for children with ASD when delivered through individualised teaching practices. The results confirmed that instructional efficiency was linked to the use of structured teaching strategies, including gradual pacing, repetition, and clear progression from letters to syllables and words. In addition, the integration of multisensory strategies, visual supports, and interest-based activities played a significant role in enhancing the child's engagement and facilitating phonetic decoding. These strategies aligned closely with the learning needs of children with ASD, especially in addressing differences in sensory processing and working memory. The findings also suggest the value of Al-Qaida Nooraniah as an effective instructional approach for children with ASD, as its structured progression aligns well with evidence-based practices recommended for ASD learners.

On the other hand, the study detected few instructional challenges related to both the linguistic complexity of the Arabic language and the characteristics of ASD. These included confusion between visually similar letters, difficulty differentiating vowel markings (*harakāt*), challenges in blending sounds, and fluctuations in attention. Such challenges required continuous instructional adaptation and responsive teaching approaches. Furthermore, the study highlighted the importance of parental reflective practice. In other words, parent's ongoing cycle of observation and adjustment supported the child's learning progression as well as contributed to increased parental confidence and a strengthened parent-child relationship. This reflects Vygotsky's Sociocultural Theory, where the parent assumed the role of the More Knowledgeable Other (MKO). Hence, the findings reinforce the value of parent-led interventions where emotional engagement and instructional decision-making are closely connected. Overall, this study contributes to the limited body of research on Arabic reading interventions for children diagnosed with ASD, particularly in home-based settings. It demonstrates that when structured methods are implemented through reflective and individualised approaches, they hold strong potential to support literacy development.

5. LIMITATIONS OF THE STUDY

A few limitations could be seen within the context of this research. First, the findings are based on one parent-child case study. Hence, they are not intended to be generalisable to the larger population of autistic learners. Second, the researcher's dual role as parent and instructor may have introduced subjective bias, although the use of methods like prolonged engagement, peer debriefing with research supervisors, and reflective prompts to enhance the trustworthiness of the results. Finally, the intervention was conducted only over a six-week period providing a limited outline of the child's learning experiences and parental reflections. Therefore, future studies involving multiple participants or longer intervention periods would improve the evidence base for parent-led Arabic reading interventions for children diagnosed with ASD.

6. SUGGESTION FOR FUTURE RESEARCH

While this study provides valuable insights, several areas deserve further study by researchers to expand understanding in this field. First, future research could involve larger sample sizes and multiple participants to enhance the generalisability of findings. This can include children across varying ages, language backgrounds, and ability levels, as this may provide a broader understanding of how Arabic reading interventions can be adapted to diverse learner profiles. Moreover, there is a need for studies that compare parent-led interventions with teacher-led interventions, as such research can help identify the effectiveness of different instructional contexts and clarify the unique contributions of parental involvement in literacy development compared to organisational interventions.

Future research could also explore the long-term impact of using Al-Qaida Nooraniah on reading fluency and overall language development. In other words, extended-duration studies would be valuable in examining whether early phonetic skills acquired through this method lead to sustained literacy outcomes over time, as well as how learners progress toward more advanced Arabic reading skills such as mastering long vowels (mad), tanween patterns, and reading more complex words and sentences. Finally, future studies could examine parental training and support methods to better prepare parents for implementing structured interventions at home, as understanding how to prepare parents with instructional strategies can strengthen the sustainability of parent-led learning models.

7. ACKNOWLEDGEMENTS/FUNDING

The authors acknowledge the support of the Faculty of Education, Universiti Teknologi MARA (UiTM), Shah Alam, Malaysia, for providing the academic environment that supported this research. The authors also express their appreciation to Mr. Abdullah Al Aissary for his valuable instructional guidance related to Al-Qari' Al-Abqari Arabic reading programme. This research did not receive any specific grant from funding agencies.

8. CONFLICT OF INTEREST STATEMENT

The authors agree that this research was conducted in the absence of any self-benefits, commercial or financial conflicts.

9. AUTHORS' CONTRIBUTIONS

Zahra Abdul Khaliq: conceptualised the study, conducted the intervention, collected and analysed the data, and prepared the original draft. **Faizah Abd Majid** and **Shireena Basree Abdul Rahman:** supervised the research, contributed to refining the study design, reviewed the analysis to strengthen the study's credibility, and critically reviewed the final manuscript. All authors contributed valuable comments and approved the final version.

10. DECLARATION OF GENERATIVE AI AND AI-ASSISTED TECHNOLOGIES

Taguette supported the identification of initial codes from the 18 reflective journal entries. The authors independently reviewed all coded segments, refined the coding framework, and developed the final four themes.

11. DATA AVAILABILITY/SUPPLEMENTARY MATERIALS

The datasets used and/or analysed during the current study are available from the corresponding author on reasonable request.

12. ETHICS STATEMENT

Informed consent was obtained from the guardians, and data anonymity was strictly maintained throughout the study.

REFERENCES

- Abdat, Rawhi & Safi, Mohammed & Sartawi, Abdelaziz. (2022). Parental Outcomes in Early Intervention for Children with Special Educational Needs and Disabilities. *International Journal of Early Childhood Special Education*. 14. 908-915. 10.9756/INT-JECSE/V14I1.221105.
- Amsbary, Jessica, Able, Harriet (2023). Exploring Parents' Perceptions of an Early Intervention for Toddlers with Autism. *Infants & Young Children*, 36 (3):p 228-246
<https://doi.org/10.1097/IYC.0000000000000242>

- Ali, A., & Buobaid, S. (2024). The impact of using the Noorani Qaida on developing young children's language skills at kindergartens in Al-Ahsa Governorate from the Noorani Qaida teachers' perspective. *Journal of Curriculum and Teaching*, 13(1), 224–235. <https://doi.org/10.5430/jct.v13n1p224>
- Andreou, G., & Raxioni, K. (2022). Language development, reading and word learning in autism spectrum disorder (ASD): A review on eye tracking studies. *International Journal of Developmental Disabilities*, 70(1), 2–19. <https://doi.org/10.1080/20473869.2021.2024404>
- Alwedey, W. H., & Almaghrabi, S. A. (2020). The effectiveness of teaching reading to first-grade primary students using the Al-Qaeda Al-Noorania method from the specialists' point of view in the Kingdom of Saudi Arabia: An exploratory study. *Journal of Educational and Psychological Sciences*, 4(42), 105–117. <https://doi.org/10.26389/AJSRP.W150520>
- Alejandro, A., & Stoffel, A. (2024). Reflexivity for qualitative research quality and the quality of reflexivity. In U. Flick (Ed.), *The SAGE handbook of qualitative research quality* (pp. xx–xx). SAGE Publications. <https://doi.org/10.4135/9781529674354.n22>
- American Psychiatric Association. (2022). *DSM-5-TR: Diagnostic and statistical manual of mental disorders* (5th ed., text rev.). APA Publishing.
- Bayoumi, S. C., Kim, G. Y., Dwyer, P., Srinivasan, H., & Smith, K. (2025). Promoting classroom engagement of autistic students using focused interests. *TEACHING Exceptional Children*. Advance online publication. <https://doi.org/10.1177/00400599251346719>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Crasta, J. E., Salzinger, E., Lin, M.-H., Gavin, W. J., & Davies, P. L. (2020). Sensory processing and attention profiles among children with sensory processing disorders and autism spectrum disorders. *Frontiers in Integrative Neuroscience*, 14, Article 22. <https://doi.org/10.3389/fnint.2020.00022>
- Cameron, T., Schaughency, E., Taumoepeau, M., McPherson, C., & Carroll, J. M. (2023). School-entry skills and early skill trajectories predict reading after 1 year. *School Psychology*, 38(3), 199–214. <https://doi.org/10.1037/spq0000544>
- Dargue, N., Adams, D., & Simpson, K. (2022). Can characteristics of the physical environment impact engagement in learning activities in children with autism? A systematic review. *Review Journal of Autism and Developmental Disorders*, 9(2), 143–159. <https://doi.org/10.1007/s40489-021-00248-9>
- Earnest, Devakirubai. (2020). Quality in Qualitative Research: An Overview. *Indian Journal of Continuing Nursing Education* 21(1):p 76-80. | DOI: 10.4103/IJCN.IJCN_48_20
- Frugone-Jaramillo M, Gràcia M. (2023) Family-centered approach in Early Childhood Intervention of a vulnerable population from an Ecuadorian rural context. *Frontiers in Psychology*. 1;14:1272293. doi: 10.3389/fpsyg.2023.1272293. PMID: 38106379; PMCID: PMC10722162.
- Gabriela, M., Cicerchi, G., Colin, H., & Ana, C. (2022). The role of parents in helping Arabic teachers to improve students' vocabulary. *Journal International of Lingua and Technology*, 1(2), 131–139. <https://doi.org/10.55849/jiltech.v1i2.83>
- Green, Cherie & Bent, Cathy & Smith, Jodie & Chetcuti, Lacey & Uljarevic, Mirko & Pye, Katherine & Toscano, Gabrielle & Hudry, Kristelle. (2024). An Evaluation of Child and Parent Outcomes Following Community-Based Early Intervention with Randomised Parent-Mediated Intervention for Autistic Pre-Schoolers. *Child & Youth Care Forum*. 1-21. 10.1007/s10566-024-09792-x.
- Human, H. J. W., Graham, M. A., & Bornman, J. (2025). Teachers' perceptions of literacy instruction for their learners with autism spectrum disorder. *South African Journal of Childhood Education*, 15(1), 1–16. <https://doi.org/10.4102/sajce.v15i1.1722>

- Kahveci, G., Caylak, E., & Kara, D. N. (2024). The effect of the home environment on children with autism spectrum disorder. *International Journal of Developmental Neuroscience*, 84(1), 14–21. <https://doi.org/10.1002/jdn.10304>
- Khalid, P. Z. M., Kussin, H. J., & Zulkepli, N. (2024). Challenges and facilitators in the instruction of ESL reading comprehension to autistic students. *Arab World English Journal*, 15(3), 18–30. <https://doi.org/10.24093/awej/vol15no3.2>
- Mustofa, M. A., & Rini, R. (2025). Learning Arabic for children with special needs. *Ijaz Arabi Journal of Arabic Learning*, 8(2), 644–661. <https://doi.org/10.18860/ijazarabi.v8i2.31843>
- Nufus, N. A., & Azis, A. (2025). Innovations in Arabic language learning: A systematic literature review of teaching strategies and technological integration. *An Nazhair: Journal of Arabic Education*, 2(1), 1–12. <https://doi.org/10.20414/nazhair.v2i1.40>
- Share, D. L. (1995). Phonological recoding and self-teaching: *Sine qua non of reading acquisition*. *Cognition*, 55(2), 151–218. [https://doi.org/10.1016/0010-0277\(94\)00645-2](https://doi.org/10.1016/0010-0277(94)00645-2)
- Snow, C. E. (1991). The theoretical basis for relationships between language and literacy in development. *Journal of Research in Childhood Education*, 6(1), 5–10. <https://doi.org/10.1080/02568549109594817>
- Sudrajad, K., & Purnaningrum, W. (2025). Pragmatic language in children with autism spectrum disorder: A systematic review. *Jurnal Terapi Wicara dan Bahasa*, 4(1), 231–237. <https://doi.org/10.59686/jtwb.v4i1.247>
- Suhaila, J., Aisyah, S., Harahap, E., & Lubis, Y. (2025). Improving reading comprehension skills in reading. *Invention: Journal Research and Education Studies*, 6(2), 477–487. <https://doi.org/10.51178/invention.v6i2.2564>
- Tar, L. (2024). How do they do it? Vocabulary learning strategies used by Hungarian EFL learners with autism spectrum disorder: An interview study. *Folia Humanistica et Socialia*, 1(2), 257–268. <https://doi.org/10.69705/FHS.2023.1.2.22>
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press.
- Walker, S., Clendon, S., Paynter, J., Flückiger, B., Bowen, R., Sullivan, R., & Westerveld, M. F. (2023). Observing the classroom literacy environment of children on the autism spectrum in specialist classrooms. *Australian Journal of Education*, 67(1), 28–45. <https://doi.org/10.1177/00049441221107424>



© 2026 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution (CC BY-NC-ND) license (<http://creativecommons.org/licenses/by/4.0/>).

About the Authors

Zahra Hassan Abdul Khaliq, is the Director-General of Museums Affairs at the National Museum, Sultanate of Oman, and a PhD candidate at the Faculty of Education, Universiti Teknologi MARA, Malaysia. She holds an MA in Arts Administration and Cultural Policy from the University of London, and a Postgraduate Certificate in Inclusion and Special Educational Needs from the University of Birmingham. Her research interests include EI, art education, and parent-mediated interventions. She is also the author of *His Own Normal: Educational and Social Inclusion for Individuals with Disabilities*. She can be contacted at najwania@gmail.com.

Faizah Abd Majid, PhD, is a Professor and serves as the Chief Executive Officer of the Institute of Continuing Education & Professional Studies (iCEPS) at Universiti Teknologi MARA, Malaysia. She earned her PhD in Education from Universiti Kebangsaan Malaysia. Her research interests include adult and higher education, TESL, ESL reading and writing, professional development, and lifelong learning. She has also been involved in research on the use of technology in teaching children with autism. She can be reached via email at faiza404@uitm.edu.my.

Shireena Basree Abdul Rahman, PhD, is an Associate Professor and Dean at the Faculty of Education, Universiti Teknologi MARA, Malaysia. She earned her PhD from University of Reading, UK. Her research interests include TESL, teacher education, teaching literature in ESL/EFL classroom, values-based education. She has been involved in an ethnographic study on the learning development of an individual with autism and the use of technology with autistic children. She can be reached via email at shire417@salam.uitm.edu.my.

Appendix

A. Reflective Journal

Week 1- Entry 1

Time: 4:00–4:45 PM	Duration: 45 minutes
Al Qaida Nooraniah Focus: Introduction to Arabic letters (Alif–Tha)	

1. What teaching strategies and approaches did I use during today's session?

Today marked the beginning of our Arabic reading intervention using Al Qaida Nooraniah at home. I introduced the first four Arabic letters (Alif, Ba, Ta, and Tha) using large flashcards and a clearly displayed visual chart placed directly in front of my child to reduce distraction. I modelled each letter's name and sound slowly, in order to encourage my child to repeat after me while pointing to the correct symbol. To increase his recognition, I included tracing activities using textured cards and sand tracing so my child could feel the letter shape while pronouncing the sound. I limited the number of letters introduced to only four letters today, to avoid overwhelming working memory and to allow time for repetition and guided practice.

2. Which potential instructional strategies best supported my child's learning today?

The session followed a structured and predictable routine, beginning with preferred joint attention activity, then modelling, guided practice, short breaks to move around, and finally, a short review. I relied on visual supports and multisensory learning, combining visual, auditory, and tactile input to strengthen the letter–sound connection. Extended wait time was given to him after each try to allow processing without stress. Moreover, I reduced background noise and presented flashcards one at a time to minimise sensory overload and maintain his attention. I also used verbal praise to reinforce his effort and encourage confidence.

3. What potential learning challenges did my child experience during the session?

My child showed curiosity but also some hesitation when asked to pronounce letters independently. There were brief moments of distraction, including looking away from the materials which is commonly observed in autistic children. However, direct eye contact is not always required, as I know that it may be distracting rather than supportive for his engagement. In addition, tactile tracing enhanced engagement, and my child appeared more focused when physically interacting with the letters. His emotional responses remained generally calm, and participation was sustained throughout most of the session.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

As a parent, I felt both positive and slightly anxious about beginning this instructional journey. I realised that patience and structure would be important. The predictable routine appeared to provide comfort, and multisensory strategies seemed effective in supporting early letter recognition. Although progress was gradual, I felt encouraged by my child's willingness to participate. This first session confirmed that reduced distractions and supportive pacing are initial for successful learning experiences. It also highlighted that parents possess deep knowledge of their child's individual challenges and strengths, which enables them to support and teach effectively within home environment.

Week 1- Entry 2

Time: 4:10–4:55 PM	Duration: 45 minutes
Al Qaida Nooraniah Focus: Review of Alif–Tha and introduction of Jeem–Kha	

1. What teaching strategies and approaches did I use during today's session?

I began today's session with a review of the previously introduced letters (Alif–Tha) before slowly introducing new three letters: Jeem, Haa, and Kha. I started by presenting the earlier flashcards in random order to encourage independent recognition rather than memorisation the letters by sequence. After reviewing sounds and names of the letters, I introduced each new letter one at a time modelling pronunciation clearly and asking my child to repeat after me. We also practiced tracing the new letters using textured cards and sand tracing while saying the sounds aloud. Moreover, to strengthen sound discrimination, I pronounced two different letters and asked him to identify the correct one visually. I limited the pace and ensured letters repetition before moving forward.

2. Which potential instructional strategies best supported my child's learning today?

I maintained the same predictable routine as the previous session, knowing that structure helps reduce anxiety and supports attention for my child. We started the session with blowing bubbles as a short, preferred warm-up activity. Visual support remained central in this session, with large clear print and minimal white background distraction. I also used multisensory techniques, combining visual exposure, auditory repetition, and tactile tracing to strengthen learning. Extended wait time was consistently provided, especially when introducing new letters, to allow processing without any pressure. When errors occurred in his responding, I gently modelled the correct response instead of instantly correcting verbally, which seemed to reduce frustration. Short movement breaks were included through the session with simple physical activities to support his regulation.

3. What potential learning challenges did my child experience during the session?

My child showed some difficulty distinguishing between Jeem and Haa, possibly due to visual similarity in shape and the introduction of many new symbols. In addition, there were brief moments of restlessness during the second half of the session including shifting positions and tapping fingers which may show increased sensory load. Nevertheless, his engagement improved during tracing activities, and there were clear signs of happiness when he correctly identified the letters.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

I realised today that adding new letters increases both cognitive load and emotional sensitivity. In other words, gradual pacing and immediate reinforcement are important for maintaining confidence. I felt more aware of how attention and giving processing time influence his performance, and I saw the importance of monitoring his sensory cues closely. The structured routine continues to provide stability, and multisensory strategies seem very effective. Although learning continues gradual, I feel encouraged by the small improvements we made.

Week 1- Entry 3

Time: 1:00–1:45 PM	Duration: 45 minutes
Al Qaida Nooraniah Focus: Reinforcement of first seven letters	

1. What teaching strategies and approaches did I use during today's session?

Today's focus was reinforcement and revision rather than introducing new letters. I reviewed all previously taught letters (Alif - Kha) using flashcards presented in mixed order to review independent recognition. After reviewing names and sounds, I integrated a matching activity where my child paired individual letter cards with a larger visual chart. Sand tracing was also incorporated with vocalising each sound to expand the sensory connection. Additionally, to increase his motivation, I turned part of the session into a simple game where correct answers allowed my child to place different stickers on a chart. We concluded the session with independent naming of the letters without modelling to evaluate his memorising.

2. Which potential instructional strategies best supported my child's learning today?

Repetition with variation was the main strategy today, as I wanted to strengthen memorising. Visual supports remained consistent, and the learning space was kept quiet and organised. I also noticed that my child preferred sitting on the floor rather than using the table and the chair, which seemed to provide greater comfort and regulation for him, as when we switched to sit on the floor, his attention and engagement improved. This change reminded me of the importance of flexible seating and respecting his sensory preferences. I also provided him extended processing time and avoided rushing responses. The session followed the same expected structure as previous days, reinforcing routine and emotional security. The addition of a sticker chart served as structured support to sustain his attention and increase his engagement.

3. What potential learning challenges did my child experience during the session?

My child showed some confusion between similar letters (Jeem, Haa, and Khaa) or (Ba, Ta, and Tha), especially when presented out of sequence. He also had brief pauses and hesitation before answering. However, his engagement increased during the matching activity and sticker game, showing that interactive components support attention, although some sensory difficulty was showed when he handled the stickers. My child usually struggles slightly with peeling stickers from the sheet, so I helped in removing them before he places them on the chart. Emotional responses were mostly calm, with visible satisfaction after successful recognition of the letter.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

Today confirmed that consolidation sessions are essential for building confidence and repeated recognition of the knowledge. I observed that revision strengthen his familiarity to the letter. The predictable routine we followed continues to support his emotional comfort, while multisensory strategies enhance memorising of the shape of each letter. Today I felt relieved seeing small improvements in his independent identification. This experience reminds me that steady reinforcement and patience are just as important as introducing new content.

Week 2 – Entry 4

Time: 4:00–4:50 PM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Introduction of letters Dal–Dha	

1. What teaching strategies and approaches did I use during today's session?

Since the beginning of last week, I had introduced some videos related to Arabic letters outside of structured training times, and I was recently surprised to find that my child had memorised most of them including their shapes and sounds. Therefore, I decided to present a larger number of letters during the coming two sessions, reviewing all of them before beginning the Harakat, so he could consolidate what he had learned. Today, I focused on revising the letters Dal, Thal, Ra, Zay, Seen, Sheen, Sad, Dad, Tah, and Dha. Each letter was presented individually on a large flashcard while I pronounced its sound slowly, asking my child to repeat. Sand tracing and air writing were incorporated as usual, allowing my child to feel the shape of each letter while vocalising its sound. Flashcards were grouped by visually similar letters, such as Seen and Sheen or Dal and Thal, to strengthen discrimination. Short repetition sequences and brief movement breaks helped him maintain engagement. At the end of the session, my child practiced identifying letters independently in random order which allowed me to note the letters that might require extra review.

2. Which potential instructional strategies best supported my child's learning today?

The session followed a predictable routine with clear transitions between review, modelling, guided practice, and independent identification. Visual supports remained central. Moreover, multisensory strategies including tactile cards, sand tracing, air writing, and whiteboard writing supported letter- sound connections. Flashcards were grouped according to letters previously confused to reduce working memory load. In addition, interest-based reinforcement was applied by writing the letters of each family member and cousins on the whiteboard, while my child pronounced each name aloud which helped motivate his engagement and attention.

3. What potential learning challenges did my child experience during the session?

Some letters, particularly similar ones such as (Seen and Sheen), (Dala and Thal) were challenging for his independent recognition. Moreover, hyperactivity appeared briefly including jumping with hand flapping, or shifting positions, but his attention improved during multisensory tracing activities. My child showed happiness when correctly naming a letter.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

I realised visual aid and multisensory tools support recognition. Flexible seating (that we started last session) and interest-based reinforcement also enhanced his engagement, and short breaks prevented tiredness. I similarly noticed my child's strong memorisation ability, as he could recognise most of the letters and recall their shapes particularly well, especially after introducing the educational video materials. Emotionally, I felt very encouraged by his willingness to attempt new letters and confident in our plan to continue introducing the remaining letters in the next session.

Week 2 – Entry 5

Time: 4:00–4:50 PM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Introduction of letters Ayn–Ya	

1. What teaching strategies and approaches did I use during today's session?

In this session, we completed the remaining letters from the Noorani Qaida: Ayn, Ghain, Fa, Qaf, Kaf, Lam, Meem, Noon, Ha, Waw, and Ya. I started with a brief review of the letters introduced in the previous session to strengthen memorising. Each letter was briefly reviewed using flashcards, as my child was at this stage already familiar with all the Arabic letters through the educational videos. Multisensory activities included sand tracing, air writing, and writing on a whiteboard. Moreover, similar letters, such as Kaf and Qaf were highlighted with coloured markers for clear differentiation. I also used short repetition cycles with movement breaks to maintain his attention. My child practiced identifying letters independently, arranging flashcards in order and naming each letter aloud. At the end, we also played a movement-based letter game, where I placed the letters on the floor all around the room, and my child jumped on the correct letter as I called its name, making the revision active and engaging.

2. Which potential instructional strategies best supported my child's learning today?

Structured routines continued to support my child's attention and reduce any possible anxiety. Visual supports and multisensory activities also remained central. Extended wait time allowed independent responses, while brief breaks prevented exhaustion. Likewise, activities that involved movement such as stepping on letters during review served as a very helpful strategy for engagement and helped maintain attention while supporting letter recognition.

3. What potential learning challenges did my child experience during the session?

My child did not have any major difficulties with attention or remembering the letters in today's session. He seemed to feel in control of the session, as he was already familiar with all of the letters. The nature of the session was closer to a playful review rather than introducing new material, which allowed him to lead the activities and engage very confidently. Engagement remained strong throughout, and he showed visible enjoyment while participating in the review and interactive exercises we did.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

Completing all letters in five sessions highlighted the importance of pacing, repetition, and multisensory support. Visual aids and flexible seating improved comfort and attention, while interest-based activities maintained his motivation throughout the sessions. Emotionally, I felt encouraged seeing my child master these letters and confident that we were ready to introduce Harakat (Fatha) in the next session.

Week 2- Entry 6

Time: 4:00–4:40 PM	Duration: 40 minutes
Al Qaida Nooraniah Focus: Introduction of Harakat: Fatha with previously learned letters	

1. What teaching strategies and approaches did I use during today's session?

This week we transitioned introducing Fatha (the short vowel that is placed above the letter). I began the session by reviewing all the letters, asking my child to point to each letter as I pronounced it aloud. After the review, I showed him the placement of Fatha above each letter, explaining that the sound of the letter changes slightly when the vowel is added turning it into a consonant-plus-short vowel combination (for example, ﻝ becomes ﻝَ). I allowed him to watch and listen carefully before encouraging imitation with showing the correct pronunciation multiple times. The practice included individual letters only, without blending into syllables to ensure mastery of the vowel first. We used tactile support, tracing the letters and vowel marks in sand. I also added the Fatha on the cards using a whiteboard marker with different colour which provided a clear visual cue for him to link the symbol with its sound

2. Which potential instructional strategies best supported my child's learning today?

The session followed a visual schedule: shared preferred activity, review, introduction of the new vowel, short break, guided practice, another short break, and closing review. I relied on visual supports, enlarging the Fatha symbol and using bright red color to make it visually distinct from the letter itself. I also incorporated multisensory phonics, allowing my child to trace the vowel symbol in sand while vocalising the sound, linking tactile, visual, and auditory input simultaneously. I also gave him extended processing time after each prompt, avoiding immediate correction. Interest-based reinforcement was also included, as I chose the names of animals my child loves and we wrote the first letter of each with a Fatha on a small whiteboard.

3. What potential learning challenges did my child experience during the session?

At the beginning of the session, my child experienced moderate difficulty understanding that a letter's sound changes when a vowel is added. There was mild frustration expressed through facial tension when the vowel changed the expected sound of a letter. His attention also changed slightly at times, maybe because of sleep disruption last night. Despite these minor challenges there was no sensory distress. My child showed visible enjoyment when correctly identifying the letter-vowel combination and received direct positive feedback reinforcing his motivation and confidence.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?
I observed that visual differentiation using color-coding allowed my child to quickly distinguish Fatha from the base letter. As a parent, I felt pride recognising the progress achieved in such a short session. I am also considering adding a permanent visual schedule board to reinforce predictability and independence in future sessions.

Week 3 – Entry 7

Time: 6:00–6:50 PM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Introduction of Kasra (ِ)	

1. What teaching strategies and approaches did I use during today's session?

Today I introduced Kasra, the short vowel placed under the letter, after mastery of Fatha. I began with a review of some letters combined with Fatha to ensure a clear difference before adding the new symbol. I showed my child the visual placement of Kasra under letters highlighting the change in pronunciation (such as َ becoming ِ). My child first observed me tracing the vowel under letters on a textured card while I vocalised the sound clearly. Next, I guided him through sand tracing reinforcing both the shape and the sound. However, to reduce cognitive load, I focused on only few letters today using repetition and modelling multiple times before moving forward to other letters. I also presented a side-by-side visual comparison of Fatha and Kasra symbols highlighting their position relative to the letter.

2. Which potential instructional strategies best supported my child's learning today?

The session was structured with predictable steps: reviewing previous skills, introducing new vowel, practicing, short break, and closing assessment. Visual supports were central, as Kasra was written in blue differing with the red Fatha (to make the positional change immediately clear). Multisensory phonics strategies were also used including sand tracing while vocalising and tactile tracing on textured cards. Interest-based motivation was also incorporated using wooden letter puzzles. Each time my child pronounced a letter correctly, he was inserting it into the puzzle. This reinforced letter recognition, supported his fine motor skills and added a playful element to today's session which kept him motivated and focused.

3. What potential learning challenges did my child experience during the session?

During this session, my child showed some confusion between Fatha and Kasra. There were brief moments of mild frustration, especially as he wanted to continue playing with the letters only since he had enjoyed the previous sessions so much, as well as when switching from the familiar Fatha to the new Kasra symbol. Moreover, attention fluctuated at times, and mild self-stimulatory movement (rocking in place) was shown. I gave him a beanbag to help him feel more comfortable and regulated during the session. Despite these challenges, engagement remained overall the session, particularly during sand-tracing activities. My child displayed pride when correctly identifying letters with Kasra. Emotional responses were generally positive.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

I felt a bit worried during today's session after introducing the Kasra. I wondered if we would be able to continue following our reading intervention as planned. To help, I decided to review Kasra again in the next session to make sure he can clearly distinguish it from the Fatha. I will also continue using supportive materials, like the wooden letter puzzles, tactile tracing, beanbag, and whiteboard writing to make learning multisensory and more comfortable for him. This approach should help him build confidence while keeping the learning process enjoyable and structured.

Week 3 – Entry 8

Time: 4:30–5:20 PM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Reinforcement of Kasra across letters	

1. What teaching strategies and approaches did I use during today's session?

The focus of today's session was enhancing Kasra's knowledge across all the previously learned letters. We reviewed each letter first with Fatha and then with Kasra to highlight differences. I asked my child to pronounce the correct vowel for each letter using flashcards and tactile tracing. I also introduced simple auditory exercises, where I

pronounced either the Fatha or Kasra combination and my child identified the corresponding letter on a visual card. I limited repetition cycles to avoid frustrating him as happened at the end of the last session but were frequent enough to strengthen mastery. I provided visual cues for letter placement and used a side-by-side comparison chart of Fatha and Kasra, allowing my child to check for differences.

2. Which potential instructional strategies best supported my child's learning today?

Structured times were maintained to accommodate his attention and minimise hyperactivity. Flashcards were arranged according to previous confusion patterns. Multisensory support remained central, including sand tracing and air writing to reinforce the visual-symbol-sound connection. I also incorporated a clapping strategy while reading letters today, pairing it with its corresponding short vowel movement (either fatha or kasra). My child greatly enjoyed this interactive approach.

3. What potential learning challenges did my child experience during the session?

Attention fluctuated slightly during the session, and mild hyperactivity was observed including jumping or shifting positions (mainly during the clapping strategies). However, this did not present a significant concern as it reflected his enjoyment and increased engagement with the activity. No sensory distress was shown today, and emotional regulation was maintained throughout most of the session. Overall, his performance showed clear improvement compared to the previous session.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

Today confirmed the importance of predictable structure and multisensory reinforcement. Visual comparisons between Fatha and Kasra were particularly effective in reducing confusion and supporting independent recognition. I observed that even brief breaks and interest-based rewards greatly improved attention. As a parent, I felt encouraged by the gradual but visible progress he is showing, and I realised that consistent structure combined with small motivators and changes in strategies can significantly enhance learning outcomes.

Week 3 – Entry 9

Time: 10:30–11:20 AM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Introduction of Damma (◌ُ)	

1. What teaching strategies and approaches did I use during today's session?

Today we introduced Damma, the short vowel placed above the letter, representing the “u” sound. I began by reviewing Fatha and Kasra, asking my child to identify each and vocalise their sounds. Then, I introduced Damma showing placement above letters (such as ب becoming بُ). Tactile tracing on textured cards and sand tracing were employed with vocalisation to highlight the sound-symbol connection. I introduced the letters with Damma gradually to prevent cognitive overload. I also used Flashcards with coloured markings, and a visual comparison chart showing all three vowels presented to allow side-by-side differentiation. Moreover, session length and attention demands were balanced to maintain his engagement.

2. Which potential instructional strategies best supported my child's learning today?

The session remained structured and predictable to my child as usual. Visual cues were central with Damma written in green to contrast with red Fatha and blue Kasra creating an immediate visual distinction. Multisensory approaches including tactile tracing supported learning. We also continued using the clapping strategy for the Harakat (ب ب ب). My child clapped once for each sound while saying it loud, and he really enjoyed this activity. It seemed that adding movement helped him better understand the different vowel sounds. The rhythm and repetition made the practice more engaging and supported his comprehension of the Harakat in a playful way. Structured repetition was important today, as adding a third vowel increased cognitive complexity.

3. What potential learning challenges did my child experience during the session?

Introducing Damma went generally well today. At the beginning of the activity, I noticed that my loud clapping disturbed my child, and he covered his ears saying the word (loud). This helped me realise that I needed to lower the volume of my voice as well as clap more softly. After adjusting my tone and reducing the intensity of the clapping, the situation improved.

Once the sound level was more comfortable for him, he began to enjoy the activity and participated in saying the sounds with me. He appeared more relaxed and engaged. Emotional regulation remained stable after this adjustment, and the session stayed in a positive and enjoyable way.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

Today reminded me how sensitive my child is to sound and how small adjustments can make a big difference in any intervention. When he covered his ears after my loud clapping, I realised that I need to be more aware of his sensory triggers during learning.

This experience showed me that teaching is not only about delivering the knowledge, but also about observing and responding to my child's needs as they appear. It supported that flexibility and sensitivity are just as important as the academic goals I plan for him.

Week 4 – Entry 10

Time: 5:00–5:50 PM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Blending two-letter syllables with Fatha	

1. What teaching strategies and approaches did I use during today's session?

Today marked the transition from single letters with vowels to blending two-letter syllables, beginning with simple combinations using Fatha, such as (بَ). I started with a review of aa letters and vowels learned quickly to ensure his foundation was solid. Next, I demonstrated blending by slowly pronouncing each syllable exaggerating the transition between letters while pointing to the corresponding card. I then asked my child to imitate, first following my modelling and later independently. Tactile tracing on sand was used allowing my child to link the visual shape and vowel placement with the correct sound sequence. Moreover, flashcards were rearranged into pairs to support sequential processing, and I also provided repeated cycles of practice to reinforce recognition of syllables. The session concluded with a short review of all syllables practiced providing positive feedback and bubbles for successful attempts.

2. Which potential instructional strategies best supported my child's learning today?

The session followed a structured routine as usual to reduce his anxiety. Visual supports were central, including paired flashcards and a colored sequence board highlighting each syllable. Furthermore, Multisensory reinforcement continued with sand tracing and tactile letter matching. Extended processing time was provided after each prompt allowing my child to show his responses without pressure. I believe that interest-based reinforcement with bubbles sustained my child's attention, and using task division any potential cognitive overload.

3. What potential learning challenges did my child experience during the session?

Blending two-letter syllables proved some challenging particularly holding the first sound in working memory while producing the second sound. My child's attention fluctuated during first attempts, and brief self-stimulatory movement was there. Mild frustration was also evident particularly as the level of difficulty increased. However, I have observed that once my child masters a specific skill level, he appears comfortable and confident. On the other hand, he showed some resistance when transitioning to a more advanced level. This frustration was relieved through hugs and visual prompts. His motivation improved when bubbles were awarded for correct pronunciation. By the end of the session, my child displayed growing confidence and there were multiple instances of smiles and jumps following successful combining of letters.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

I observed that blending significantly increased cognitive load, requiring more patience. Visual supports and multisensory activities were critical in helping my child maintain accuracy and attention. Interest-based reinforcement with using bubbles encouraged continuity of his attention. Emotionally, I felt proud of the progress and confirmed that careful scaffolding and predictable routines continue to support my child's learning and emotional regulation simultaneously.

Week 4 – Entry 11

Time: 5:10–6:00 PM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Continued practice of two-letter blending	

1. What teaching strategies and approaches did I use during today's session?

Today's session was dedicated to reinforcing two-letter syllables combining Fatha, Kasra, and Damma this time. I displayed syllables in random order to encourage my child's independent recognition and to avoid reliance on sequence memory. My child practiced both visually and tactually tracing letters and vowel. I incorporated a syllable matching game using a digital Arabic alphabet app, where my child matched a pronounced syllable with its

corresponding picture. Short repetition cycles with interspersed breaks maintained his engagement. I concluded the session with a review of all syllables practiced consolidating learning with playing with bubbles.

2. Which potential instructional strategies best supported my child's learning today?

Predictable structure of the session and visual supports remained central, and the use of multisensory reinforcement strengthened symbol-sound correspondence. Moreover, the interactive App that was included to review letters with their corresponding vowel marked in an engaging and motivating format. I also used a therapy ball today to support his regulation. Task breakdown allowed sufficient cognitive processing time for blending the letters.

3. What potential learning challenges did my child experience during the session?

Mild challenge was observed when blending letters with similar visual paired with different vowel marks. However, the steady use of visual supports and multisensory reinforcement helped clearer it. The interactive app further supported review in a joyful way. Interest-based motivation, particularly through the use of bubbles helped sustain his attention during longer practice segments. In addition, the therapy ball provided additional regulation support.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

I was assuming that introducing an electronic APP into my child's learning routine might become a source of distraction. However, I observed the opposite effect today as it enhanced his engagement, supported letter-vowel recognition and also increased his motivation to participate. Additionally, the use of the therapy ball confirmed the importance of a flexible learning environment. Moving away from the traditional table-and-chair setup always allow him greater freedom of movement which sustained his regulation and attention.

Week 4 – Entry 12

Time: 9:00–9:50 AM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Mixed vowel blending with two-letter syllables	

1. What teaching strategies and approaches did I use during today's session?

Today's focus was blending two-letter syllables using mixed vowels, including Fatha, Kasra, and Damma. I began by reviewing all previously learned letters and vowels separately to refresh recognition and ensure readiness. Then, I demonstrated syllables such as *بَت* and *بُت*, clearly articulating each sound while tracing them on the light board to support visual attention and sound-symbol connection. I also wanted to try something new today, so I introduced a small group reading activity with two of his cousins who are the same age. The idea was to practice reading together in turns. Each child read loudly when it was his turn. However, the activity became like fast-paced group reading practices (popcorn reading) where learners are asked to read aloud. The quick pace and overlapping voices created a more stimulating environment than our usual one-to-one sessions. After observing my child's reaction, I slowed the pace to reduce unpredictability.

2. Which potential instructional strategies best supported my child's learning today?

The initial individual review with the light board was very effective. The visual tracing helped him blend the sounds more accurately. Slowing down the group transitions and lowering background noise improved his focus. Also, returning to individual reading within the session restored some of his confidence and allowed him to show his actual skill level.

3. What potential learning challenges did my child experience during the session?

The main challenge today was during the group reading activity. Each time it was his turn, he showed signs of anxiety and hesitation. This was very different from previous individual sessions, where he used to read with more confidence. Fast-paced instructions and group reading practices can increase anxiety and sensory overload for learners diagnosed with ASD, and I observed this clearly today with my child. His performance decreased slightly in the group setting because of anxiety rather than lack of understanding.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

Today's session confirmed that my child's reading ability is stronger in a calm one-to-one environment. However, it was obvious that faster group setting and anxiety affects his confidence and fluency. Although the group experience was not very successful, it was a valuable learning practise for me. It reminded me that emotional safety and sensory regulation are just as important as growing in academic skill.

I now understand more clearly that while social learning experiences can be beneficial for autistic children, they need to be carefully structured and adapted to suit their special needs. Moving forward, I will prioritise gradual exposure to group formats if introduced again.

Week 5 – Entry 13

Time: 1:15–2:00 PM	Duration: 45 minutes
Al Qaida Nooraniah Focus: Introduction of three-letter syllables	

1. What teaching strategies and approaches did I use during today's session?

Today we moved into three-letter syllables, such as (ثَّث). I began with a review of two-letter syllables and then showed the three-letter combinations. I also introduced magnetic Arabic letters beside sand tracing and tactile letter cards for multisensory reinforcement. My child initially imitated each sequence after modelling and then tried independent pronunciation. Repetition was emphasised, but the session was divided into manageable periods with movement breaks to accommodate his attention variability. I also used a hand mirror as a visual articulation cue (makharij) to allow him observe tongue and lip placement while producing sounds of the three-letter syllables.

2. Which potential instructional strategies best supported my child's learning today?

Structured routines and visual supports continued to control any possible anxiety and working memory load. I focused today on improving his speech accuracy through the use of a hand mirror allowing him to visually observe his tongue placement, lip movement, and jaw positioning while producing the sounds of letters (makharij). Thus, this immediate visual feedback increased his self-awareness and supported more pronunciation without adding pressure. Additionally, magnetic Arabic letters were incorporated to provide hands-on control of characters during blending tasks. Moreover, physically moving and arranging the letters on the whiteboard increased symbol–sound correspondence and reduced cognitive overload by making abstract phonetic patterns and visually organised.

3. What potential learning challenges did my child experience during the session?

Three-letter blending increased cognitive demand requiring my child's sustained attention. The introduction of magnetic Arabic letters provided a helpful change in routine and increased his engagement. However, the different positional forms of the letters (beginning, middle, and end of words) caused some confusion, as their shapes differed from the single forms that he is familiar to. The use of the hand mirror was very important for focusing on articulation (makharij). Nevertheless, it sometimes became a source of distraction due to his interest in playing with it. Brief hyperactivity, such as rocking or shifting positions was observed during longer blending sequences.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

I observed that increasing sequence length highlights the need for structured support, multisensory reinforcement, and visual tools. Steady introduction of complexity, all together with interest-based motivation and predictable routines can support my child's learning and emotional regulation. I felt proud seeing my child navigate three-letter syllables with increasing confidence and satisfaction. It's really a big achievement for both of us.

Week 5 – Entry 14

Time: 3:00–3:50 PM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Reinforcement of three-letter syllables	

1. What teaching strategies and approaches did I use during today's session?

The session focused on consolidating three-letter syllables, with repeated practice using Fatha, Kasra, and Damma. I presented sequences randomly, asking my child to pronounce each independently. In addition, tactile tracing, hand mirror, and flashcard recognition were used for reinforcement. I also incorporated brief movement breaks as usual to maintain his engagement.

2. Which potential instructional strategies best supported my child's learning today?

Structured routine, visual cues, color-coded vowels, multisensory activities, and interest-based reinforcement remained central. Processing time was extended to support my child's independent responses. Moreover, task breakdown helped prevent cognitive overload and supported sustained attention. I also used a visual timer today to structure the session into clearly defined activity blocks making the duration of each task predictable for my child. Seeing the remaining time reduced his uncertainty and helped him prepare for transitions between activities. In addition, short physical movement breaks with his preferable songs were combined to support his regulation and reset attention before beginning the next task.

3. What potential learning challenges did my child experience during the session?

My child's performance was stronger than in previous sessions, with only fewer errors and clear higher confidence. Mild hyperactivity was observed when the visual timer was showing the end of a work segment. However, this increase in movement reflected his participation in the singing and physical activities, which positively supported his regulation and re-energised him for the next tasks. Sometimes, transitioning back from the movement break to the task required

additional prompting. Overall, his motivation remained high with pride and smiles accompanying successful attempts of reading.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

This session confirmed the efficacy of structured timing and planned movement breaks in supporting my child's learning and regulation. I observed that the visual timer helped him understand that tasks have a clear beginning and end. I think I should use it more often in the coming sessions. Moreover, his expectation of the singing and movement activity showed positive emotional engagement. At the same time, I recognised the importance of carefully supporting transitions back to structured tasks. Overall, I am aware that balancing cognitive demand with movement and motivation creates a more productive learning environment for my child.

Week 5 – Entry 15

Time: 9:00–9:50 AM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Introduction of simple Noorani words	

1. What teaching strategies and approaches did I use during today's session?

Today we began reading simple words, combining letters and vowels into meaningful units. Words were selected from the Noorani Qaida progression including short and familiar patterns. I also used few small books which I previously bought him from Muscat Book Fair, with each page containing a three-letter word with vowel markings (Harakat) and an accompanying picture to support his comprehension. Repetition cycles reinforced accuracy and we used the clapping strategy that we introduced earlier with reading each word. Moreover, breaks were combined throughout to maintain engagement and attention by using the timer I introduced last time.

2. Which potential instructional strategies best supported my child's learning today?

Predictable routines and visual supports were continued to reduce anxiety. In addition, the small three-letter books with vowel markings and relating pictures were used to support comprehension. The clapping strategy was applied (a clap for each letter and vowel) to strengthen sound-symbol correspondence through multisensory input. I divided the session into structured blocks using a visual timer, with short breaks of physical activity and using bubbles in between tasks to maintain his attention and engagement.

3. What potential learning challenges did my child experience during the session?

The main challenge at the start of the session today was my child's tendency to flip through the pages of the books independently, focusing on handling them rather than reading the words due to sensory enjoyment. Through modelling, I guided him to focus on reading the words rather than just turning the pages and he gradually engaged with the activity as intended.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

The small book I used today combined with the clapping strategy helped strengthen letter-sound connections and maintained his interest to reading the words. I also noticed a big increase in his confidence after reading directly from an Arabic book, as this was the first time he reads a book in Arabic independently (despite having been able to read in English since he was four years old). Arabic books were always around him, but he had not been able to read them without my help. In addition, the visual timer and scheduled breaks allowed him to predict transitions and stay focused, and movement activities refreshed his energy.

Week 6 – Entry 16

Time: 8:15–9:00 AM	Duration: 45 minutes
Al Qaida Nooraniah Focus: Word fluency practice	

1. What teaching strategies and approaches did I use during today's session?

Today's session was an extension of previous simple word reading session. Since my child is already familiar with reading short Noorani words, the focus here was on improving his fluency, and smooth blending of the letter. I began with a short warm-up by revising previously mastered words to activate his confidence. Then, I introduced other word combinations with different vowel patterns to strengthen his flexibility in reading. Instead of heavy modelling, I allowed more independent reading first followed by helping him only when needed. To deepen recalling, my child wrote two of the words on the whiteboard after reading them reinforcing the visual structure of each word.

2. Which potential instructional strategies best supported my child's learning today?

Since this was not a new skill, increasing independence was very effective. I noticed that giving him the opportunity to attempt reading strengthened his confidence. I also used "slow then smooth" reading strategy, which helped him balance accuracy of pronunciation and fluency without creating pressure. Moreover, using whiteboard for writing reinforced word structure and supported his visual memory. Verbal encouragement and calm pacing helped maintain his motivation to reading.

3. What potential learning challenges did my child experience during the session?

Challenges were mild today. Sometimes, I noticed that he relies on memory instead of fully decoding the word, especially when the structure looked familiar (similar looking letters). When I changed one vowel, he needed a moment to adjust and reread the word carefully.

He also showed brief signs of mental effort when blending faster by slight pauses, but no visible disturbance. Overall, his self-regulation remained stable during the session and his attention was continuous most of the time.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

I noticed growth in his ability for smooth reading compared to earlier sessions. Reading is becoming less effortful and more connected. Moreover, he no longer reads each letter in isolation but blends them more naturally. I am sure that repetition across sessions helped him strengthening fluency in reading. This stage feels like consolidation, which is important before moving to more advanced reading elements. I am confident that continued structured practice will create a strong foundation for upcoming skills such as Shadda, Tanween, and Madd.

Week 6 – Entry 17

Time: 3:00–3:50 PM	Duration: 50 minutes
Al Qaida Nooraniah Focus: Mixed review of letters, vowels, syllables, and words	

1. What teaching strategies and approaches did I use during today's session?

Today's session combined all the learned skills into one structured review. I introduced a "reading path" on the room floor. I placed papers in sequence: single letters, syllables, then short words. We moved step by step along the path, with my child reading each item aloud before moving forward. I also introduced a simple sorting game, where I asked him to group words based on vowel type (Fatha, Kasra, Damma). This encouraged his visual comparison. To increase his independence, I used a role reversal and asked him to become the "teacher" for a few minutes. He enjoyed pointing to a word and I was reading it for him.

2. Which potential instructional strategies best supported my child's learning today?

The movement-based reading path kept my child physically active while reviewing multiple concepts. It really supported his attention. Moreover, sorting words by vowel also strengthened contrast between letters' sounds. It shifted learning from passive repetition to active thinking. In addition, allowing him to take the role of "teacher" increased his confidence and ownership. I noticed that when he felt in control, his reading became much clearer.

3. What potential learning challenges did my child experience during the session?

There was mild distraction toward the end of the session, likely because he didn't sleep enough last night due to the sleep disorder he sometimes experiences. Mental fatigue from reviewing many skills at once could also be a reason. However, a short stretch break with having few dates helped return his focus. Emotionally, he remained stable and generally positive throughout the session.

4. What did I notice about my child's learning, and how do I feel about the session and the strategies used?

Today's mixed review showed how much my child progressed over almost six weeks. He showed increased independence and stronger blending skills. I felt proud watching him move confidently through letters, syllables, and now reaching full words level. The integration of movement, sorting, and role-play supported my belief that autistic learners thrive when learning is interactive.

Week 6 – Entry 18

Time: 1:15–2:00 PM	Duration: 45 minutes
Al Qaida Nooraniah Focus: Consolidation and independent reading	

1. What teaching strategies and approaches did I use during today's session?

The final session focused on combining all learned skills. My child can read multiple Noorani words independently, applying his knowledge of letters, vowels, and syllable blending skills. I used Flashcards, small books, and tactile

tracing. I also included a small “reading challenge,” in the session where my child read ten words in sequence without asking my support. Moreover, positive reinforcement was provided through verbal praise, clapping and bubbles, reinforcing his independence and accomplishment.

2. Which potential instructional strategies best supported my child’s learning today?

Continuing with Structured routine, visual differentiation, and multisensory support through the eighteenth sessions remained central. Today I didn’t have to provide much extended processing time, as my child responded more quickly and confidently to the letters and Harakat, showing increased familiarity and understanding of the reading skill. Interest-based reinforcement promoted his attention and motivation. Task division ensured cognitive load stayed manageable despite any increasing in words difficulty.

3. What potential learning challenges did my child experience during the session?

Minimal challenges were observed today. My child applied all previous learning independently, with very few errors. Confidence was clear throughout the session, and attention remained steady. Mild self-stimulatory movement appeared and did not affect his performance. This was expected when as he feels excited or motivated when engaging in activities he enjoys.

4. What did I notice about my child’s learning, and how do I feel about the session and the strategies used?

This session marked the conclusion of six weeks of structured, visually supported, and multisensory Noorani Qaida instruction tailored to suit my child’s learning needs. I felt deeply proud (not only because of his reading progress), but also because of the emotional growth and confidence I saw in him. Our relationship has become stronger during this journey, and I now feel more confident that I can help him achieve other educational goals as well. Steady routines, clear visual support, multisensory activities, and motivation through his interests were all essential for this success. This experience reminded me that patience, gradual progression, and individualised strategies are very important when teaching a child with (ASD). Seeing him read three letters’ words independently and confidently was rewarding and marked a successful end to this stage of the intervention. I believe that my child is now ready to move to a more advanced stage of reading, (reading words that include Shadda, Tanween, and Madd).