

Breaking Barriers: An Innovative Parent-Child Reading Approach for Language Development in Children with Delays in East Jerusalem

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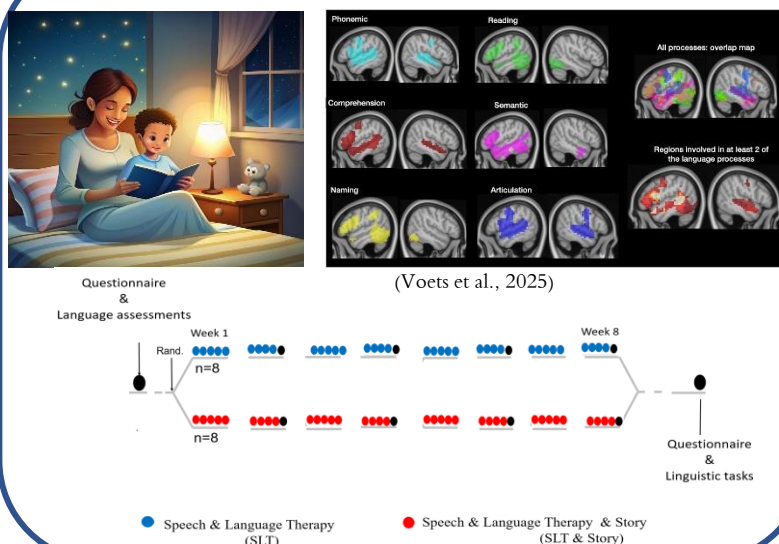
Background

- Language development delays are a significant health issue worldwide, impacting children's long-term learning and social integration.
- In East Jerusalem, these challenges are exacerbated by barriers in the treatment continuum, leaving many children without adequate intervention.
- Limited access to child development centers, particularly for families with low socioeconomic status and many children, further restricts early intervention.

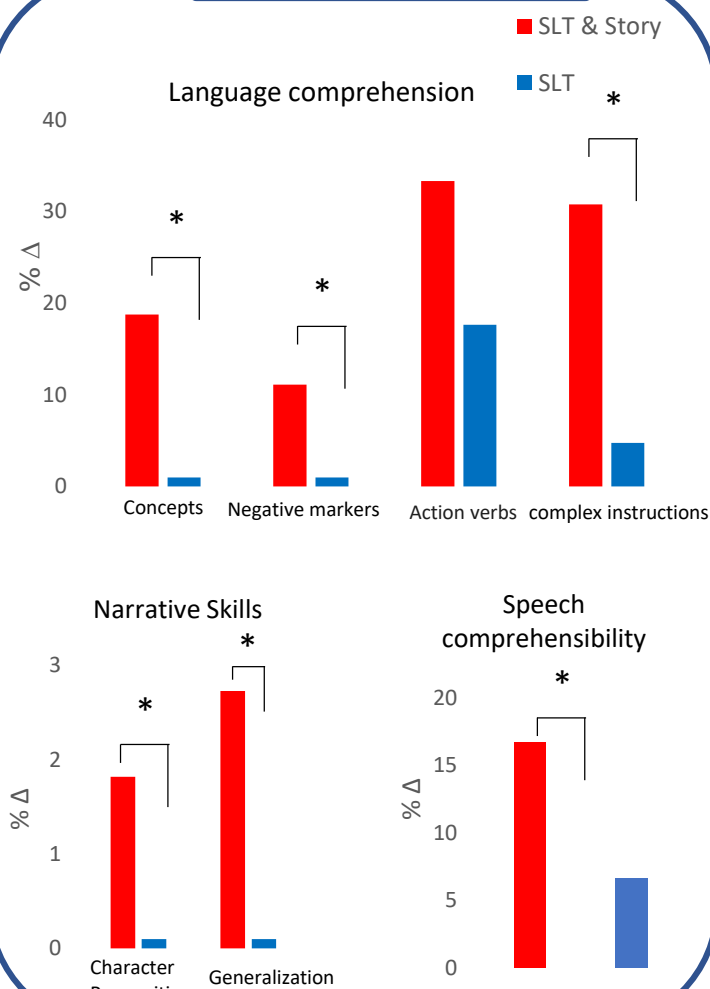
Aims

The current study examines the impact of interactive parent-child reading as an accessible solution to these barriers.

Methods



Results



Conclusions

- The study highlights the role of parent-driven strategies in overcoming systemic barriers to language support.
- By integrating culturally relevant, home-based interventions into healthcare, it presents a scalable, accessible, and cost-effective model for bridging treatment gaps.

Bibliography

Claire Noble et al, The impact of shared book reading on children's language skills: A meta-analysis, Educational Research Review, Volume 28, 2019; Jorge E. et al, Enhancing preschool children's vocabulary: Effects of teacher talk before, during and after shared reading, Early Childhood Research Quarterly, Volume 29, Issue 2, 2014; Voets NL et al. Consensus recommendations for clinical functional MRI applied to language mapping. *Aperture Neuro*. 2025;5