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Supporting parents of adolescents in the digital era: building a parent training program to promote positive parenting practices and responsible use of digital devices

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ABSTRACT

The increasing digitalization of school-family communication has reshaped parental involvement in adolescents' academic lives. In particular, electronic gradebooks provide parents with continuous access to grades, homework, absences, and school information, but may also encourage excessive monitoring, reduce students' autonomy, and intensify homework-related stress. Grounded in Self-Determination Theory (SDT), this article describes the development of S.O.S. Homework, a parent-training program designed to promote autonomy-supportive parenting practices and the responsible use of digital school tools among parents of lower-secondary school students. The program aims to help parents support adolescents' autonomy, competence, and relatedness during homework while reducing controlling behaviors associated with the use of electronic gradebooks. S.O.S. Homework consists of five 90-minute sessions combining psychoeducation, guided reflection, group discussion, role-playing, practical activities, and at-home exercises. The sessions address parents' difficulties in homework management and digital monitoring, emotional awareness and validation, motivation and competence support, autonomy-supportive communication, planning strategies, and critical reflection on the educational use of the electronic gradebook. The intervention materials were organized into an A5 booklet containing theoretical content, session activities, worksheets, and homework assignments, allowing parents to review the strategies between and after the sessions. The program underwent a preliminary implementation with a small group of parents to assess the clarity, feasibility, timing, and accessibility of the materials. Feedback from this phase informed the refinement of the final version of the intervention. This work contributes to the development of evidence-informed interventions aimed at supporting parents in digitalized educational contexts and promoting adolescents' well-being, autonomy, and responsible school engagement within increasingly technology-mediated school-family relationships.

Keywords: parental practices; homework stress; digital devices; self-determination theory; parent-training.

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Introduction

Digital devices in learning process and electronic gradebook

In recent years, the use of intelligent digital technologies in education has increased dramatically, and their widespread diffusion and the opportunities they provide are reshaping teaching and learning environments and practices (Mhlongo et al., 2023; Srivastava & Dey, 2018). Several studies report positive effects of digital devices use in general learning process (Bouton et al., 2021; Liao et al., 2007) and also in specific domains as language learning (Chen et al., 2022; Savva et al., 2022), reading comprehension (Schwabe et al., 2022). Information and Communication Technologies (ICT) have also been shown to improve students' achievement in STEM subjects, including science, technology, engineering, and mathematics; when used appropriately, digital technologies can enhance and speed up learning by enabling the sharing and exchange of information both between teachers and students and among peers (Eid & Al-Jabri, 2016). This is made possible by the growing availability of online content and the wide range of tools that support the creation, use, management, and dissemination of knowledge (Bouton et al., 2021). In recent years, within the school context, in addition to the technologies used directly by students and teachers, new digital solutions have been introduced that have reshaped parental involvement in their children's school life; in particular, the adoption of electronic gradebooks in schools has significantly transformed the relationship between families and educational institutions (Orhani et al., 2022; Mihaylova, 2023). The electronic school register or electronic gradebook is an online platform that schools use to manage administrative tasks and facilitate teaching and learning (Albanese, 2023; Jasińska-Maciążek, 2020). It organizes workflows and mediates communication among key actors such as teachers, parents, and school leaders; through its digital structure, it is arranged into different modules as Absences, Grading/Assessment, Lessons, Teaching Materials, Calendar and allows information to be recorded and/or consulted according to each user profile (Albanese, 2023; Decuypere et al., 2021).

The electronic school register therefore serves multiple functions: administrative purposes (recording absences, late arrivals, and early departures), teaching-related activities (documenting classroom work, assigning homework, and recording assessment outcomes), and communication between subjects; as a digital database that stores information on students' educational trajectories, the electronic register is embedded within a broader infrastructure: it interfaces with the administrative management software used by school offices and with the Ministry of Education's digital portals, including the Education Information System (SIDI; Williamson, 2019). In Italy, the introduction of the electronic school register stems from Legislative Decree n. 95 (2012), aimed at reducing public expenditure by dematerialising administrative procedures and relationships among

schools, staff, students, and families; its adoption was also driven by more specific goals: greater transparency, reduced bureaucratic workload for teachers, and more effective communication between school and family, enabling quick access to information and real-time monitoring of students' progress (Albanese, 2023; D'Addelfio & Tempesta, 2023).

Electronic gradebooks and parental involvement in homework

Regarding the use of electronic gradebooks, the study of Meuleman and colleagues (2025) highlight some possible negative effects, including an excessive focus on school and academic performance, fostered by the system's continuous accessibility, and students' fear of their parents' reactions to low grades. The evaluation and grading process, is a crucial and sensitive moment in students' school activity, in which teachers engage in a cognitive process that results in a grade (Pentucci, 2018), in this context, the electronic register plays a particularly significant role: compared with the paper register which allowed for more personalized and flexible practices the digital format introduces greater directiveness and standardization. Instead, the assessment is addressed to a third party, the parent, who, not being present during the evaluative moment in the classroom, can only read it through a number and therefore interpret it as an absolute value attributed to the student, without grasping all the implications that the number carries (Pentucci, 2018). During the interviews conducted in this study of Meuleman and collaborators (2025), both parents and teachers expressed concern about the potential reduction in students' autonomy resulting from parents' direct access to grades; although this access was considered useful because it prevents students from hiding their academic results, it may also reduce their sense of responsibility by limiting their opportunities to communicate their performance independently, reflect on their mistakes, and learn to take responsibility for their own progress. Use of electronic gradebook has become widespread without sufficient consideration of its potential relational effects on parents, teachers, and students; although it was introduced to facilitate communication, it carries broader implications for assessment and homework management (Albanese, 2023). Especially in relation to the parent-child relationship in homework management, studies point to the risk that students may no longer perceive the need to monitor their academic commitments independently, given that all relevant information is continuously accessible online. In addition, some parents report intervening to support their children's planning (for example, by reminding them about homework or tests) which may further undermine students' sense of responsibility and their ability to manage their school schedule independently (Meuleman et al., 2025).

Given the importance of homework in students' educational trajectories, it is essential to further investigate how the electronic gradebook may reshape parental involvement. Homework, defined as tasks assigned to be completed outside regular school hours with the purpose of enhancing

learning skills (Cooper et al., 2006), represents an educational practice that involves students, parents, and teachers worldwide (Guo et al., 2024). In the absence of mutual trust and shared agreements, the use of the system may foster forms of parental overprotection, characterized by excessive monitoring and control, invasion of privacy, and parents taking over the management of problems on behalf of their children (Nakayama, 2011). This may turn homework time into a source of stress for both parents and children, while preventing students from developing the ability to manage and regulate their out-of-school commitments independently (Meuleman et al., 2025; Nakayama, 2011).

Parental Involvement and Homework-Related Stress

According to Self-Determination Theory (SDT; Deci & Ryan, 2000), educational contexts that support the basic psychological needs for autonomy, competence, and relatedness promote the internalization of school values, autonomous behavioral regulation, and student well-being. In the context of homework, parents can support these needs by acknowledging the child's perspective, providing clear guidance, encouraging independent problem-solving, and strengthening the child's sense of competence. Conversely, pressure, control, and an excessive focus on performance may undermine engagement and well-being (Grolnick & Pomerantz, 2022; Pomerantz et al., 2007). Need-supportive parental behaviors are associated with greater autonomous motivation toward homework and are more likely when parents themselves feel autonomously motivated, competent, and positively oriented toward homework (Katz et al., 2011). In turn, students who complete homework out of interest, enjoyment, or a desire to learn tend to show deeper engagement, stronger self-regulation, better academic achievement, and greater well-being. Motivation based primarily on external pressure, approval, performance, avoidance of inadequacy, or punishment is instead associated with less favorable outcomes (Vansteenkiste et al., 2005). Homework is also a significant source of stress for many families (Agha et al., 2020; Holland et al., 2021), potentially reducing students' academic engagement and increasing procrastination (Katz et al., 2011; Shih, 2019) and negative emotions regarding homework context (Galloway et al., 2013). Several studies suggest that emotions play a central role in learning: positive emotions may support motivation and engagement, whereas negative emotions can interfere with attention and academic outcomes (Galloway et al., 2013; Pekrun et al., 2023). Moreover, when homework is experienced as stressful by both children and parents, this activity may become associated with negative emotional states, potentially undermining students' autonomy and well-being (Pekrun, 2006). Among these, homework-related stress may also involve tension, irritability, concentration difficulties, confusion, fatigue, headaches, gastrointestinal problems, and sleep disturbances (Yeo et al., 2020). Parents who perceive homework as burdensome tend to feel less competent in supporting their

children (Di Stefano et al., 2020) and may become involved for predominantly extrinsic reasons, including the use of rewards (Grolnick, 2015; Pomerantz et al., 2007). Within the SDT framework, stress experienced by both parents and children is primarily linked to the frustration of autonomy, competence, and relatedness (Moè et al., 2020). Parents' stress increases when they feel unable to provide effective help, compelled to intervene, deprived of choice, or embedded in a negative family climate. Under these conditions, they are more likely to adopt controlling rather than supportive practices (Katz et al., 2022). Pressure to intervene may therefore negatively affect children's motivation, academic achievement, and school well-being (Lerner et al., 2022). The effectiveness of parental involvement depends less on its frequency than on its quality and underlying motivation (Grolnick & Ryan, 1989; Pomerantz et al., 2007; Lerner et al., 2022). Supportive involvement is sensitive to the child's needs and promotes autonomy and competence, whereas controlling involvement is directive, pressuring, and focused on performance and behavioral regulation (Moè et al., 2020; Katz et al., 2022; Lerner et al., 2022). The former is associated with stronger competence beliefs, autonomous motivation, academic achievement, and lower school-related stress; the latter is linked to anxiety, lower motivation, poorer achievement, and greater conflict during homework. More broadly, parental psychological control represents a risk factor for development and well-being (Soenens et al., 2008; Costa et al., 2019; Liu et al., 2024). When students perceive little control over their efforts, they are less likely to engage in learning activities (You et al., 2011), while high levels of perceived parental control are associated over time with lower academic achievement and well-being (Shek, 2007). The widespread adoption of electronic gradebooks raises further questions about parental involvement. Although these systems facilitate school–family communication, they may also encourage increased monitoring, controlling behaviors, and reduced student autonomy (Meuleman et al., 2025). In the absence of mutual trust and shared agreements, they may foster parental overprotection and excessive supervision (Nakayama, 2011). This risk is particularly relevant to homework, a central educational practice that is already a frequent source of parental stress (Fan et al., 2017; Katz et al., 2014). Inappropriate use of electronic gradebooks may therefore intensify homework-related stress and reinforce controlling forms of parental involvement.

Parent-training as a support tool

Parent training is an important intervention because it helps parents develop more positive, consistent, and responsive educational practices toward their children; moreover, these interventions improve parenting practices, parent-child interactions, and various child developmental outcomes (Jeong et al., 2021). In addition, this type of intervention is associated with a reduction in negative parenting and is useful in strengthening family protective factors

(Doffer et al., 2023). For this reason, parent training represents a key tool for promoting supportive parental involvement and fostering children's well-being and adjustment. Joussemet and colleagues (2018), in their studies highlight the importance of supporting autonomy and identify the behaviors that can foster it: empathic listening, acknowledging the child's point of view, non-controlling language, offering choices, and encouraging personal initiative. Moè and colleagues (2020) found that the more parents perceive homework as frustrating with respect to their own psychological needs, the higher the levels of stress reported by their children. Furthermore, the authors showed that a brief intervention aimed at supporting parents' need satisfaction can reduce both parental and children's stress, while also promoting parents' adoption of practices that are more oriented toward need support.

Although existing SDT-based parent-training interventions have demonstrated their effectiveness in promoting autonomy-supportive parenting practices, no intervention has specifically addressed parents' use of electronic gradebooks or provided guidance on how to use these digital tools in ways that support adolescents' autonomy, competence, and responsible engagement with homework. This represents an important gap, given the increasing role of digital school communication in shaping parent–child interactions around academic activities.

Rationale and Objectives of the Program

The present article describes the development of *S.O.S. Homework*, a theory-driven parent-training program grounded in Self-Determination Theory (SDT). The program was designed to promote autonomy-supportive parenting practices during homework while encouraging a functional and educational use of electronic gradebooks. Drawing on empirical evidence regarding parental involvement, homework-related stress, and basic psychological needs, the intervention integrates psychoeducation, guided reflection, experiential activities, and practical strategies aimed at supporting parents in managing homework without undermining adolescents' autonomy.

The article describes the theoretical rationale underlying the intervention, its structure and educational contents, and the development process through which the training materials were refined before future implementation. To support the refinement of the intervention, the program underwent a preliminary implementation with a small group of parents. This phase was intended solely to evaluate the clarity, feasibility, timing, and usability of the materials and activities. Informal feedback was used to refine the final version of the program; therefore, the present article focuses on the development of the intervention rather than on its empirical evaluation.

To our knowledge, no previous parent-training program has specifically addressed parents' use of electronic gradebooks while integrating SDT principles to promote supportive parental involvement during homework. By addressing this gap, *S.O.S. Homework* provides an evidence-

informed framework that may support future intervention research and educational practice in increasingly digitalized school-family contexts.

Intervention Development

Procedure

During the development phase, the parent-training program underwent a preliminary implementation with a small group of parents of lower-secondary school students. This phase was intended solely to evaluate the clarity, feasibility, timing, and usability of the training materials and activities. Informal feedback from participants was used exclusively to refine the content and improve the organization of the program before its future implementation. Accordingly, the present article focuses on the development and refinement of the intervention rather than on its empirical evaluation.

Structure of the parent training program

The structure of the parent training program entitled “S.O.S. Homework” is based on previous work conducted within the SDT framework, drawing on an approach that has proven effective and that organizes sessions according to the different topics addressed (Moè & Friso, 2014; Moè et al., 2020). The training program, designed for parents of students attending lower secondary school, consists of five 90-minute sessions. The material for the S.O.S. Homework parent-training program was organized into an A5 booklet (14.8 × 21.0 cm) containing all the necessary information. The text includes the schedule of meetings, psychoeducational content on the various topics addressed, and the bibliographic references for the theories and techniques employed. In addition, the same booklet contains the activities parents completed during the sessions, as well as the homework assignments. The rationale for collecting all the material in a booklet-like format was to provide parents with the opportunity to consult it whenever they found it useful.

The first session includes an initial welcome, the introduction of the psychologists and tutors involved, and an overview of the structure and aims of the training. Subsequently, parents are given the opportunity to introduce themselves and to share spontaneously the difficulties they encounter during homework. In addition, the use of technology in the school context is addressed, with particular reference to the electronic gradebook. The first session may also include the administration of standardized questionnaires for future evaluations of the intervention. A brainstorming activity is then proposed, during which participants are invited to write anonymously the main difficulties they encounter in managing homework and, more generally, their children’s school-related activities. They are also asked to state their expectations regarding participation in the training. The anonymous responses are then collected and read aloud without

revealing the author, in order to encourage group involvement in the subsequent discussion. The session continues with a psychoeducational component concerning the way the parent training is conducted and the techniques used during the meetings, including guided reflection, which will support parents throughout the entire program (Pomerantz et al., 2012). After a summary of the main contents, the first session concludes with a final discussion and the assignment of take-home activities. The homework assigned to parents is essential for enabling participants to monitor their understanding and application of the techniques learned during the training. In addition, the worksheets provided allow them to note any reflections or difficulties that emerge, which can later be discussed within the group.

The subsequent sessions all follow the same structure (differing only in the topic addressed during the psychoeducational phase): brainstorming about the previous week and sharing homework activities, psychoeducation, questions and reflections, a summary of the content and key points, a concluding discussion and the assignment of at-home activities.

The second session of the parent-training focuses primarily on emotions. These are initially explored in a general sense and are then examined more specifically in relation to the emotional processes involved in children's homework, which, as previously noted, can often represent a source of stress for parents as well. The general principles guiding the session on emotions refer to understanding children's emotional experiences at a deeper level, so as to foster behaviors of acceptance and support rather than punishment or control. More specifically, the second session is intended to support parents in acquiring a number of fundamental principles relating, first of all, to their own emotions: paying mindful attention to and observing their emotions, attempting to describe and contextualize them within the moment they are experiencing, refraining from reacting immediately to their inner experience, and accepting their emotions. Subsequently, attention shifts to the child's emotions, putting themselves in their child's shoes by mentally representing their experiences and the different situations they encounter. Parents were encouraged to show understanding of their children's emotions, help their child label them and to support them in a mindful way, to communicate positively, to listen actively, to become involved in their child's activities, and to take an interest in their child's school experiences and feelings. One example of the activities designed to foster parents' understanding of their children's emotions involves presenting a series of ad hoc images (Figure 1) and asking participants the following questions: (1) When looking at these illustrations, what do you think or feel? (2) Have you ever been in a situation where you paid limited attention to your child's emotions because you were distracted by digital devices? (3) Try to put yourself in your child's shoes: what do you think they may have felt while attempting to communicate with you?



Figure 1. Example of an activity designed to promote parents' understanding of their children's emotions.



Figure 2. Example of an activity designed to promote autonomy-supportive planning strategies.

The topic of the third training session concerns motivation. Intrinsic motivation is a key element of academic success, as it drives students to learn with interest, curiosity, and personal engagement; when teachers and parents support autonomy, a sense of competence, and positive relationships, they enhance students' engagement, self-regulation, and quality of learning (Ryan & Deci, 2000). Research has indeed shown that self-determined motivation is associated with greater well-being, persistence, and academic achievement; within this framework, the role of parents appears to be particularly important in the development of intrinsic motivation toward homework (Katz et al., 2011). Several studies indicate that perceiving oneself as competent and self-efficacious is a highly important factor in motivation to engage in an activity (Bandura, 2000; Ryan & Deci, 2000); this also applies to learning activities and homework (Moè & Friso, 2014; Moè et al., 2020). Parents who perceive themselves as effective in supporting homework and attribute positive value to it tend to be more involved and supportive toward their children (Katz et al., 2011; Ryan & Deci, 2000). To structure original activities consistent with SDT and able to provide parents with clear reference points on which to base their actions in order to foster their children's motivation, the seven points identified in the study by Teixeira and colleagues (2020) were used. The group of scholars working within SDT developed a classification system for the techniques that make up interventions based on this theory, adopting the satisfaction of psychological needs as the organizing principle. The candidate techniques were identified through a broad review of SDT-based interventions and through consultation with experts. The research team then developed a preliminary list of techniques, accompanied by labels, definitions, and descriptions. Each technique was associated with the psychological need satisfaction construct to which it was most closely related, namely autonomy, competence, or relatedness. The procedure ultimately led to the definition of a final classification of 21 motivation and behavior change techniques (MBCTs), seven for each basic psychological need (autonomy, competence, and relatedness). Table 1 presents the seven points identified by Teixeira and colleagues to support competence, adapted to the homework context and used as the basis for the activities carried out during the third meeting. The aim is to help parents acquire useful strategies to support their children's sense of competence and to foster their motivation in completing homework. One of the activities carried out during the session consisted of presenting a situation in which the child felt poorly motivated because they perceived themselves as not very competent; parents were asked to support the child's sense of competence by applying the seven points identified to foster competence. At the end of the activities, a debriefing with the group was always conducted, followed by an open discussion. Another key element of the meeting on motivation concerns the value attributed to homework. Studies show that parents' attitudes toward homework, as well as the value they assign to this

activity, can influence both the level and the quality of their involvement in supporting their child, with possible repercussions on the child's motivation (Katz et al., 2011).

Table 1. Competence-support techniques (Teixeira et al., 2020).

Label	Definition	Function description
1. Address obstacles for change	Identify likely barriers to behavior change based on previous attempts and explore how to overcome them.	Increases confidence and reinforces existing skills.
2. Clarify expectations	Prompt individuals to express their expectations regarding behavior change by identifying a clear goal or learning objective, both in terms of process and outcomes.	Provides structure and minimizes future failure (and perceived incompetence).
3. Assist in setting optimal challenge	Help identify goals that are realistic, meaningfully challenging, and achievable.	Provides structure and minimizes future failure (and perceived incompetence).
4. Offer constructive, clear, and relevant feedback	Provide tailored, non-evaluative, and relevant feedback on progress toward the goal or behavior, including specific process-focused feedback.	Provides encouragement and information to guide future behavior.
5. Help develop a clear and concrete plan of action	Develop and provide a summary of an action plan to work toward a behavioral goal.	Provides structure, increases confidence, and minimizes future failure (and perceived incompetence).
6. Promote self-monitoring	Encourage monitoring of progress, skill level, or performance by suggesting tools, methods, and indicators of success, including steps in the direction of behavior change.	Provides structuring information that reinforces success and self-awareness.
7. Explore ways of dealing with pressure	Provide information on how to manage and limit the effects of controlling pressures that may undermine competence, such as extrinsic rewards, criticism, or negative feedback.	Increases confidence in dealing with sources of controlling pressure from others and oneself.

The fourth session focused on autonomy and planning. With regard to autonomy, the aim was to help parents acquire useful techniques to support their children's autonomy in school-related activities. To this end, the seven techniques proposed by Teixeira and colleagues (2020) to foster autonomy were used. Table 2 presents the seven points, their definitions, and the behaviors to be adopted in order to put each technique into practice. The activities planned for this session focused on applying the seven points to situations represented through role-playing or through the analysis of an imagined situation presented by images and illustrations (Figure 2). After observing the image, parents were asked to apply the seven techniques to promote autonomy. Finally, part of the session was devoted to planning and to the use of organizational worksheets designed to help

children organize their homework independently and according to their own needs. The fifth and final session opened with a brainstorming activity on the previous meeting, the sharing of at-home activities, and a discussion of any difficulties encountered in applying the techniques. The final session may include the administration of standardized questionnaires to support future evaluations of the intervention. In the third phase of the session, the anonymous notes written during the first parent training session were read; in this way, parents were able to reflect on the difficulties and expectations they had before the beginning of the program. Finally, the session concluded with a final discussion and farewells.

Table 2. *Autonomy-support techniques (Teixeira et al., 2020)*

Label	Definition	Function description
1. Elicit perspectives on condition or behavior	Encourage exploration and sharing of perspectives on current behavior (e.g., causes, perpetuating factors, etc.).	Allows exploration of behavior in more depth (self-knowledge), which can inform the program and personal choices.
2. Prompt identification of sources of pressure for behavior change	Prompt identification of possible sources of external (or partially internalized) pressures and expectations, and explore how they may relate to client's desired goals and outcomes.	Explores locus of causality and potential sources of external/introjected regulation and its consequences.
3. Use non-controlling, informational language	Use informational, non-judgmental language that conveys freedom of choice, collaboration, and possibility when communicating (avoiding constraining, pressuring, or guilt-inducing language). For example, use "might" or "could" instead of "should" and "must".	Avoids being a source of pressure or creating internal pressure, countering external locus of causality for actions.
4. Explore life aspirations and values	Prompt identification and listing of important life aspirations, values, and/or long-term interests, and explore how changes in behavior (or maintaining the status quo) could be linked to them.	Explores integrity and internal coherence between aspirations, values, and goals/behaviors, which can sustain autonomous regulation.
5. Provide a meaningful rationale	Prompt client to identify rationale for behavior change and its maintenance that is tailored, explanatory, and personally meaningful or valuable.	Highlights and reinforces motives/reasons that could form the basis of autonomous motivation.
6. Provide choice	Provide opportunities to make choices from a collaboratively devised menu of behavioral options and autonomous goals. It includes the decision not to change, delay change, select focus/intensity of change, personally endorsed intrinsic goals and standards for success, including the timing or pace for certain outcomes.	Promotes personal input and ownership over behavior change and responsibility through choice.
7. Encourage the person to experiment and self-initiate the behavior	Prompt the person to experiment and self-initiate (new) target behavior that could be fun and enjoyable, is experienced as a positive challenge, opportunity for learning or personal expression, and/or is associated with skill development, all of which provide experiential/immediate positive reinforcement.	Supports autonomous action via intrinsic motivation.

Conclusion

The aim of this article was to describe the development of a parent-training program designed to promote autonomy-supportive parenting practices during homework and the functional use of electronic gradebooks among parents of lower-secondary school students. A distinctive feature of this parent-training program concerns the use of parenting-support techniques, which were also adapted to the use of the electronic gradebook across different situations. Parents were invited to reflect on how their use of this technology might influence their parenting behaviors. In particular, efforts were made to foster guided reflection on the emotions elicited by the use of the electronic gradebook when outcomes were not as hoped. Moreover, in order to help them support their children's autonomy, critical reflection was encouraged regarding the influence of the electronic gradebook on the organization of their children's activities. As reported in the literature, the electronic gradebook often risks to become a tool for monitoring and controlling children's activities (Mihaylova, 2022) and to reduce the student's profile to a mere numerical grade (Albanese, 2023), with the potential to increase family stress rather than reduce it. A preliminary implementation of the program was conducted to verify the feasibility and usability of the intervention and to refine its contents before future evaluation. The preliminary implementation also provided useful information regarding the timing, clarity, usability, and organization of the training materials and activities. The feedback received from the parents proved very useful in optimizing the training content and making it more easily accessible. This work contributes to the conceptualization and development of practical interventions that can support parents in managing issues related to their children's school path. Moreover, the parent-training program aims to increase parents' awareness and provide useful tools to implement parenting behaviors that are more supportive of their children's autonomy. In an increasingly digitalized world, this training program represents a useful tool for promoting well-being within families with an adolescent child.

Authors' contribution: FP assisted with generation of the initial draft of the manuscript, study concept, methodology, data analysis and interpretation, manuscript editing, MG assisted with manuscript editing, data interpretation, MCG assisted with data interpretation and manuscript editing, FC assisted with methodology, data interpretation, manuscript editing and study supervision. All authors take responsibility for the integrity of the data. All authors contributed to and have approved the final manuscript.

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Ethical standards: this study was conducted in accordance with the ethical principles of the Declaration of Helsinki and complied with the ethical guidelines of the Italian Psychological Association (AIP). Ethical approval was obtained from the ethics committee of University of Campania Luigi Vanvitelli (Protocol No. 19/2024).

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