



Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School

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SESSION 2021-2022

B.ED SE ID

DATE- 16/8/22

TIME- 2:00 PM

TOPIC: Role of Parents in educating children with disabilities

Author: Bernadette Knoblauch

Name of the journal(APA): Bernadette Knoblauch., Role of Parents in Educating Children with Disabilities, 1993., National Information Center for Children and Youth with disabilities, vol. 3, number 2.

ABSTRACT

Parents have been known to be a child's first teacher from the moment a child is born and as they mature into adults, the traditional role of parents involve teaching, guiding and raising children to become strong standing members of their communities. The community at large is often unaware of the potential of children with special needs.

"With a special needs child, a parent has to learn to be patient, to be a nurse, to be a lawyer because I have to be a good mediator for all the things that happen to my child." -said mother of a special child.

Parents of children with disabilities have a vital role to play in the education of their children. The parents should always bear in mind that all the children have strengths and competencies, and these strengths must be identified and reinforced. Parents should foster feelings of self-esteem in their child. Parents participation in the *special education* decision-making process is vitally important. Understanding the needs of their children and depending on the severity of disability, Parents should look for School. The most important things parents of disabled kids can do is take an active role as a member of the *Individual Education Program* (IEP) team that determines a child's path. Parents know their kids better and should be very involved in the IEP process.

Parents have a more complete understanding of a child's physical, social, developmental and family history. They are the only adults in the educational process who have been and will be deeply involved throughout the child's school career. That continuity is very valuable. Parents may not be educators themselves, but they bring their years of experience in other professions and aspects of life to the process, along with their experience with their own child.

Parents often know their children better as kids attend school for about six hours a day, they may only have few minutes of a teacher's undivided attention in a class while parents stay whole day by their side.

Guardians are vital to the IEP team process. They provide information on the child's strengths and weaknesses at home, background information on the child's history and development and information on any family factors that may affect the child's learning. Parents should be prepared to offer insight into whether current strategies and instruction are helping the child learn and provide suggestions for change and improvement.

Parents are their child's best advocate. There is no one as interested in and motivated to see a child succeeds and thrives than their own guardian.

The *Individuals with Disabilities Education Act* is a law that ensures certain rights for children with disabilities and their families. The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.

Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.

Objective: The main objective is to make parents more aware regarding their role in their children's education and to provide educational opportunities for the disabled children so as to facilitate their retention in the school system.

Methods: The ministry of Human Resource Development (Department of Secondary and Higher Education) has been implementing a scheme of "integrated education for the disabled children" (IEDC) in formal schools since 1982.

The SDGs call for access to quality education for all children by 2030, which requires strong action on inclusion of disadvantaged children, including those with disabilities.

Results: Indicates that parents of children with disabilities involved better in parenting activities to support the education of children with disabilities. However, communication of parents with teachers and school principals was found to be minimal.

Conclusion: The importance of special education cannot be stated enough, kids with special needs can grow up to be productive, happy, fully functioning members of society. Or they can fall behind and slip through the cracks. Inclusion is essential for forming lasting relationships, experiences and development of their cognitive and social skills. Having knowledgeable, well trained and accredited teachers are imperial for the success of students. Cross collaboration among principals, staff, parents and the community can help students meet and exceed inclusion spread past general classrooms and into all classroom and schools.

Keywords: Role of Parents in educating children with disabilities, special education, Individual Education Program, guardian, individuals with disabilities education act, disability

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