



Ashtavakra Institute of Rehabilitation Sciences & Research
Formerly Special Art School

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ASHTAVAKRA JOURNAL CLUB

SESSION 2022-23

B.Ed. Spl. Edu.ASD

Date: 28/4/2023

Time: 1:30 pm

Topic:- Parental perspective of home schooling of children with special education needs.

Author:- Dagmara Dobosz, Marcin Gierczyk, and Garry Hornby.

Name of the journal APA :- Dobosz Dagmara, Gierczyk Marcin and Hornby Garry parental perspective of home schooling of children with special education needs vol 19, No.4 (September 2022), pp.151-166.

ABSTRACT

Objective:- This abstract of this paper is to review recent literature on parental perspective of the impact of COVID -19 pandemic on the home schooling of children with special educational needs and disabilities, as well as to consider implications for their education and well being. Eleven papers were reviewed, published between 2020 and 2021, selected according to a systematic protocol from three widely used online databases. Analysis of the reviewed papers found that transitioning to Home schooling during the pandemic had negative consequences for most of the children, as well as for their parents, though a small but significant number reported positive consequences. Three key areas of concern were identified in the analysis: balancing home schooling with parent work activities; parents relationship with schools and support services and agencies and home schooling effects on the well-being and mental health of parents and children.

Methods:- The methods use in this research is mainly qualitative base data.



Result:- All papers were found to focus mainly on parental experiences and specific impacts of the pandemic on home -schooling of children with send.

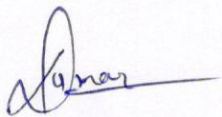
All papers reported on qualitative studies and on quantitative studies. The qualitative studies made it possible to gain access to data on the parents' experience in the context of complex environmental, situational and structural conditions, resulting in some valuable insight (Vissak,2010). Qualitative studies employed various approaches, for example, Canning and Robinson. (2021) used an ethnographic narrative design and Vincent et al. (2021) used a case study approach. The quantitative studies employed various questionnaires, for example, Greenway and Eaton- Thomas (2020) used questions posed by Parsons and Lewis (2010).

Conclusion:- The COVID-19 pandemic negatively affected the mental health and wellbeing of parents across the world (Holmes et al., 2020) with children being affected as (Mantovani et al., 2021). Additionally, the pandemic and related lockdowns have forced a change in educational systems worldwide, as was shown in the analyses of studies reported in this paper. Children with SEND were faced with additional challenges in adapting to the form of home – schooling necessitated by the COVID-19 pandemic. From the beginning, significant struggles were noted by parents during their attempts to support their children's home learning (O'Hagan and Kingdom, 2020).

Keywords:- home -schooling, parental perspectives, COVID-19, special educational needs, disabilities.

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