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Formerly Special Art School

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

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ABSTRACT

Over the last ten years, the popularity of homeschooling has skyrocketed. This group includes brilliant and talented kids, yet despite this expansion, the research literature has not increased much. Investigators questioned 13 parents of talented homeschooled children to get a better understanding of the smart homeschooling family. The data revealed four main themes: (a) parents are the experts, (b) isolation, (c) difficulties, and (d) intimate roles. These parents only

chose to homeschool after repeated efforts to collaborate with the public school, and the women held the main responsibility for homeschooling in these households, according to the findings. Though the transition to homeschooling eased many of the problems that these families had in public school, it also presented a new set of obstacles. This exploratory research aims to learn more about why parents of talented children choose to homeschool their children.

The percentage of children with special needs receiving academic instruction at home has substantially increased since a resurgence of homeschooling during the 1990s. In light of this information, the purpose of this article was to provide an overview of the history and laws related to homeschooling, the characteristics of homeschool families, and the relevant issues that parents of children with disabilities encountered when choosing to homeschool. This is followed by a discussion of the reasons parents chose to homeschool their children with special needs; as well as the current state of research on homeschooling students with disabilities. Finally,

suggestions related to homeschooling students with disabilities were made for future researchers, parents, and public school educators. Over the past 15 years, data from the National Center for Education Statistics have shown an increasing trend in the numbers of children being educated within the home, including students with disabilities.

Objective: Parents play a major role in the life of disabled children by making them learn the art of living and get adjusted to real life situations as independently as possible. Parental participation is vital for the success of inclusion. For effective partnership there is a need of time and appropriate strategies



Methods: Focus on child strength, Set reasonable expectations, maintain consistent discipline, foster intellectual curiosity and help children classify and categorize objects.

Results: Parent/Guardian involvement in all aspects of their child's educational planning is paramount to the success of the child. When parents/guardians are actively involved in the educational activities of their children, the children are more successful in school.

Conclusion: It's important to understand more about parents' perspectives since they may have a significant impact on the special educational programs that children get in schools. In other words, in areas where there is no government requirement for identification and assistance, such as gifted education, Whether or whether extra programming for intellectually gifted kids is given in public schools is usually determined by family and public support. The percentage of mothers and fathers who endorse talented programmers might wane at the juncture of lack of effectiveness if a large number of mom and dad of gifted kids keep moving their young kids to personal or continue to teach setups. This declining public backing is a crucial but often overlooked aspect of the larger challenge of providing a free and sufficient public school to all students.

Keywords: homeschooling; parent satisfaction; school choice; special education

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