



Ashtavakra Institute of Rehabilitation Sciences & Research

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Topic- Parental perspectives of home schooling with children with special educational need.

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ABSTRACT

Objective: To analysis the parental perspectives of home schooling with children with special educational needs.

Methods: A systematic review on what research has been conducted and what is required to be conducted in future.

Results: Although current research portrays the variety of families involved in home schooling, reviews of home school studies (Pitman, 1986; Ray, 1986) indicate that they are limited by extremely small samples or by sampling procedures that greatly limit the extent to which their findings can be generalized. Moreover, while the existing studies provide general demographic, religious, and educational information about home school families, they fail to address this group as a particular segment of the population making a unique educational choice. It is important that researchers assess the characteristics of home school parents in relationship to the general public in order to gain an understanding of the distinctiveness of this group.

In many European countries and in North America, home education is a viable alternative for education at school. Parents who want to home school their child are legally allowed to do so, although some countries impose rather strict conditions. This article concentrates on the way authorities supervise or inspect the quality of home education. A comparison is made of inspection regulations in 14 European countries. Substantial differences were found, regarding among other things the function of inspection, inspection methods and the outcomes. Most countries do not have data on the effectiveness of inspection. It is recommended that governments screen their procedures for the inspection of home education using criteria such education.

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This article reports on my 1987-88 Oregon Home School Study, which contained a number of items that bear directly on these issues. The study provided results from a state-wide Oregon survey and in-depth interviews with 15 families whose reasons for home schooling represent the variety of reasons identified in previous home school research (Gustavsen, 1981; Pitman, 1986; Van Galen, 1986; Wartes, 1987). A return of 35% was obtained from the 1600 questionnaires mailed. The survey examined the variety of demographic characteristics and religious, political, and educational attitudes held by families who home school. It was designed specifically to provide a comparison of attitudes between home school parents and the general population. Questions comparable to the National Opinion Research Center General Survey (1987), the "Gallup Poll of the Public's Attitudes Toward the Public Schools" (Phi Delta Kappan, 1987), and the Oregon Census Bureau (US Department of Commerce, 1983) were used to provide these comparisons. Complementary in-depth interviews were employed to learn something about the experiences. Special educational needs are here defined as the learning difficulties of children that make it necessary to create additional special educational provision for them (Gordon-Gould and Hornby, 2023). Children have learning difficulties if they have significantly greater learning difficulties than most children of the same age or have a disability that makes it impossible or difficult to access the types of education that are usually intended for children of the same age (Hornby, 2014). Many children with special educational needs, due to their emotional, mental, physical or social condition, require therapeutic intervention from qualified specialists following an appropriate diagnosis. However, the terms 'disability' and 'special educational needs'.

Conclusion: Increased cognitive development, improved motivation, stronger parent-child relationship, and increased academic achievement.

Keywords: Home-Schooling, Parental Perspectives, Special Educational Needs, Disabilities

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