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Formerly Special Art School

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

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ABSTRACT

Objective: To analysis the Parental perspective 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: The percentage of children with special needs receiving academic instruction at home has substantially increased since a resurgence of homeschooling during the 1990s.

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 (Bielick, 2008). During the period from 1999 to 2007, the percentage of students with disabilities who were homeschooled increased from 1.8 to 2.6% (National Center for Education Statistics, 2010). The 2007 National Household Education Surveys Program found that approximately 21% of homeschooling parents reported "other special needs" and 11% reported "physical or mental health problems" as important reasons for homeschooling (National Center for Education Statistics, 2007). According to these surveys, homeschooling has increasingly become an educational option for parents with exceptional children. As more parents of children with disabilities consider homeschooling, this article provides information related to that decision-making process. First, an overview of homeschooling is provided, including a brief history of homeschools in the United States and a summary of laws related to homeschools and special education. Next, relevant issues for parents considering homeschooling are discussed, including characteristics of homeschool students and families, reasons that families have chosen to homeschool their children with disabilities, the benefits and challenges encountered, and the role of the public schools. Then, the current state of research on home-school students with disabilities is explored. Finally, suggestions are made for future researchers, as well as for parents and public school educators, to consider when planning for the educational needs of children with disabilities at home.



STUDENT AND FAMILY CHARACTERISTICS

The research literature on homeschooling has shown that students with many different types of disabilities and with varying levels of need have participated in homeschools. Duffey (2002) conducted a national survey of parents who homeschooled their children with disabilities. The top diagnoses of homeschool children reported from 121 surveys were attention deficit hyperactivity disorder (ADHD), learning disabilities (LD), autism spectrum disorder (ASD), and speech-language impairment (Duffey, 2002). However, studies have also chronicled homeschool children with epilepsy (Arora, 2006; Reilly, Chapman, & O'Donoghue, 2002), visual impairments (Arora, 2006; Parsons & Lewis, 2010), intellectual disabilities (Kidd & Kaczmarek, 2010; Parsons & Lewis, 2010), hearing impairments and deafness (Parks, 2009), and physical disabilities (Loten, 2011; Parsons & Lewis, 2010; Reilly et al., 2002). In addition, Obeng (2010) reported qualitative interviews with two parents of pre-adolescents with severe multiple health problems. Furthermore, a study by Duffey (2002) indicated that parents of students with disabilities tended to take a longer time deciding to remove their children from public school than other homeschool parents. However, once removed, the homeschool students with disabilities were also more likely to receive part time services from public schools than other homeschool students (Duffey, 2002). Another attribute of some homeschool families was that only their children with disabilities were homeschooled, while the siblings continued to attend public school (Olsen, 2008).

Homeschool children with disabilities come from families that are similar to all homeschool families. In a national survey of families who homeschooled children with disabilities, most families were described as white, two-parent (working father and stay-at-home mother), suburban, and with 3.5 children with 1.5 identified as having special needs (Duffey, 2002). In addition, most homeschool students with disabilities received the majority of instruction from their mothers (Arora, 2006; Duffey, 2002; Parks, 2009), even though fathers or other instructors have been reported (Arora, 2006). Duffey (2002) also found that 12% of mothers were certified teachers, 30% of which had some training in special education. Parents reported a wide range of educational levels, from high school through master's degrees (Parks, 2009; Parsons & Lewis, 2010). A very small number of homeschool parents reported having a physical or mental disability themselves (Rothermel, 2011). Collectively, these studies provided a picture of homeschoolers with disabilities and their families; nevertheless, there are many homeschool students and families that will not fall under these broad descriptors.

BENEFITS AND CHALLENGES OF HOMESCHOOLING

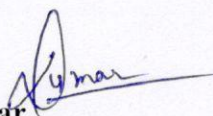
A majority of parents across several studies reported satisfaction with their children's progress in homeschools (Duffey, 2002; Kidd & Kaczmarek, 2010; Rothermel, 2011). Parents specified the benefits of freedom in selecting curriculum, pace of instruction, and daily routines that met their family's and individual children's needs (Ensign, 2000; Hurlbutt, 2011; Loten, 2011). In this era of increased access to technology, many parents reported reliance on Internet sources for instructional support (Parsons and Lewis, 2010). In addition, educational consultants were often used at some point in the home-school planning process, especially when the child had special needs (Ensign, 2000). Some students were unschooled, meaning they had an unstructured schedule guided by the student's day-to-day learning interests (Loten, 2011). However, Arora (2006) found that most of the interviewed families followed a structured daily routine for their children with disabilities. Furthermore, Higgins (2008) related that parents of children with disabilities were significantly more likely to use traditional teaching methods (i.e., parent directed) in homeschooling rather than more loosely structured




instruction. Although there has been some indication that homeschool families shift from original values and attitudes over time, becoming more nontraditional the longer they homeschooled (Rothermel, 2011), it is unclear whether families whose children have special needs follow this progression. However, no matter the degree of structure or the method of instruction, parents reported enjoying much more control over their children's education when they homeschooled.011).

Keywords: Resurgence, Unschooled, Relevant, Nontraditional.

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