



**Ashtavakra Institute of Rehabilitation Sciences & Research**  
Formerly Special Art School

App. by Rehabilitation Council of India, Ministry of Social Justice & Empowerment, Govt. of India  
Affiliated to GURU GOBIND SINGH INDRAPRASTHA UNIVERSITY  
PSP, Institutional Area, Madhuban Chowk, Rohini Delhi-85, Ph : 011-27550012/13  
Fax : 011-27550018 • Email : inforehab@tecnia.in Website : www.rehab.tecnia.in

**ASHTAVAKRA JOURNAL CLUB**  
**SESSION 2022-23**  
**B.Ed. Spl. Edu.ID**

Date: 28/4/23

Time: 01:30 AM

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

**Author -** Kathleen B. Cook, Katie E. Bennett, Justin D. Lane, and Theologia K. Mataras

**Name of the Journal (APA)-** Parental perspective of home schooling with children with special educational needs, Georgia general of special education 335-410(2018)

**ABSTRACT**

Many parents reported success homeschooling their children with disabilities, but others described the difficulties and the lack of support from the schools and the community. Some school systems provide part time services for students with disabilities, but many states do not support students that are in a homeschool setting. Parents need to be aware of the regulations and services available in their locales, and they need to explore the benefits and challenges of homeschooling before making the decision to homeschool a student with disabilities.

A common conclusion among studies was that a collaborative relationship between homeschools and school systems would be beneficial for students with disabilities. Other researchers concluded that public schools might prevent some loss of students to homeschools by increasing individualized instruction. Of special concern are families whose children have severe disabilities. Obeng (2010) concluded that parents who homeschool children with extensive medical needs would also benefit from psychotherapy and other support to maintain their own health. Kunzman and Gaither (2013), in their review of homeschools, reported that the trend seems to be moving in favor of greater access to public schools, with 22 states reporting some accommodations for homeschoolers and only six states refusing to support homeschools. Offering part time special education services might facilitate connection with the homeschool community, and may result in the decreased exodus of students with disabilities due to parental dissatisfaction.

**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:** In conclusion, making the decision to homeschool a child with a disability requires thoughtful deliberation. Some of the many benefits of homeschooling are greater parent involvement, a strengthening of the family unit, opportunities for more natural learning experiences, increased self esteem in students with disabilities, increased individualization and student paced learning, and increased flexibility with family schedules. However, the challenges include making curriculum decisions, managing finances, accessing special education services, facilitating socialization opportunities, and finding connections with other parents for support. In light of the increasing number of families choosing to homeschool, increased support in the form of special education services from the public schools would serve to improve the homeschooling experiences of many students with disabilities. In addition, if quality research begins to indicate that homeschooling can be done effectively, our legal and educational systems may become more willing to provide a continuum of special education support services.

Furthermore, with improved relationships between public schools and families of children with disabilities, parents will choose to homeschool for the right reasons—not as an escape from the school system. The end result will be considered a win for both sides, and more importantly, for the children.

**Keywords:** curriculum, home schooling, disabilities, strengthening, psychotherapy, Collaborative ,homeschooling; parent satisfaction; school choice; special education

**Presenter:** Vaishali

**Deepak Kumar**  
Ashtavakra Journal Club Incharge

**Sanjana Mittal**  
Deputy Director

