



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 : info rehab@tecna.in Website : www.rehab.tecna.in

ASHTAVAKRA JOURNAL CLUB

SESSION 2022-23

B.Ed. Spl. Edu.LD

Date: 28/4/2023

Time: 01:30 PM

Topic- Parental Perspective of Home-Schooling Children with Special Educational Need

Author- Kathleen B Cook

Name of the journal – Beyond The Brick Walls Home Schooling Students With Special Needs
University of Georgia)

ABSTRACT

Objective: To satisfied and understand parental role of home schooling with children with special educational needs.

Methods: A systematics 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 home-schooling 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 home-schooling, the characteristics of home-school families, and the relevant issues that parents of children with disabilities encountered when choosing to home-school. This is followed by a discussion of the reasons parents chose to home-school their children with special needs, as well as the current state of research on home schooling students with disabilities. According to these surveys, home-schooling has increasingly become an educational option for parents with exceptional children. As more parents of children with disabilities consider home schooling, this article provides information related to that decision-making process. Next, relevant issues for parents considering home-schooling are discussed, including characteristics of home-school students and families, reasons that families have chosen to home-school 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 HOME-SCHOOL CONSIDERATIONS STUDENT AND FAMILY CHARACTERISTICS The research literature on home-schooling has shown that students with many different types of disabilities and with varying levels of need have participated in home-schools well as for parents and public school educators, to consider when planning for the educational needs of children with disabilities at home.

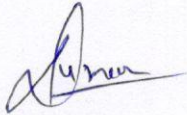



REASONS FOR HOME-SCHOOLING Two main philosophical perspectives for home-schooling have traditionally been described as ideological and pedagogical (Higgins, 2008). Initially categorized by Van Galen in 1988 (as cited in Higgins, 2008), Higgins attempted to verify whether home-school parents could be divided into Van Galen's two discrete groups: ideologues, home-schooling because of religious reasons; or pedagogues, home-schooling to provide different methods of instruction than the schools

Conclusion: Considering the limited research on the efficacy of home-school students with disabilities—physical disabilities, in particular—there is a need for further study on the effects of home-schooling on the academic, social, and quality of life of students with disabilities. Although there may be challenges to conducting true experimental research, more research using systematic and tightly controlled quasi-experimental designs is warranted. Valuable information can be gleaned from evaluating home-school variables such as student disabilities, level of parent education and training, curriculum, online programs, BEYOND THE BRICK WALLS 99 100 PHYSICAL DISABILITIES: EDUCATION AND RELATED SERVICES and professional supports (e.g., tutors, therapists) on student outcomes. More qualitative and quantitative research is warranted to describe and evaluate programs such as the Des Moines Public Schools Home Instruction Program (Des Moines Public Schools, 2013), including the participating students, the services offered, parent satisfaction, and student progress. A comprehensive list of states and local systems that offer services to home-school students with disabilities would be also be of value to parents of students with disabilities. Furthermore, more research is needed on student perspectives and on longterm academic and social outcomes. (Arora, 2006; Duvall et al., 2004; Duvall et al., 1997; Parks, 2009). Lastly, more research is necessary on home-school children with specific disabilities, such as children who are deaf or hard of hearing (Parks, 2009), and children with physical, health, and multiple disabilities.

Keywords: Home-schooling, Special Education, Quality of life

Presenter: Neha


Deepak Kumar
Ashtavakra Journal Club Incharge


Sanjana Mittal
Deputy Director

