

HOME SCHOOL EDUCATORS' PERSPECTIVE OF THE IMPACT OF HOMESCHOOLING ON CHILDREN WITH INTELLECTUAL DEVELOPMENTAL DISABILITY IN ABUJA

Abdulwahab Rafiu, Ph.D, Isaac Oluoma Princess & Jimoh Iyabode Aishat

Abdulwahab.r@unilorin.edu.ng; oluomaisaac@gmail.com; Jimohaisha118@gmail.com

Department of Adult and Primary Education,
Faculty of Education,
University of Ilorin, Nigeria

Abstract

Homeschooling in recent times has started gaining global recognition. However, its practice in Nigeria is very limited. Hence, its benefits remain rarely tapped especially for children with Intellectual Developmental Disability. This study investigated homeschool educators' perspectives of the impact of homeschooling on children with Intellectual Developmental Disability (IDD) in Abuja Municipal. Through a qualitative research approach, eight (8) participants who are homeschool educators of children with Intellectual Developmental Disability were selected using purposive and snowball sampling techniques; and their perspectives studied. The instrument for data collection was a researcher constructed semi-structured interview. The validity and reliability of the instrument was established through face, content and intra-coder validity and reliability methods respectively. Three research questions were raised; six themes emerged from the data analysis with "optimal child centered approach" as the dominant theme and five other sub-themes. The study is hinged on the universal design for learning theory as it focuses on the elimination of all barriers to learning. Findings from the study showed that homeschooling is an effective educational alternative approach with very positive impact on the intellectual, practical and social skills of children with Intellectual Developmental Disability. Thus, it was recommended that advocacy should be made by stakeholders so that homeschooling gains recognition in Nigeria. Also, there should be a system of financial support for families homeschooling their children with Intellectual Developmental Disabilities by the government, non-governmental organizations (NGOs) and philanthropists.

Keywords: Children, Education, Homeschooling, Homeschool Educator, Intellectual Developmental Disability (IDD).

Introduction

Every child is special with unique abilities. While school-based learning is excellent for many children, it has its limitations for those with additional learning needs especially those with intellectual developmental disability. This is because there's never a one size fits all solution, which will successfully benefit the entire population equally. Hence homeschooling is gradually becoming an increasingly popular alternative to mainstream education especially for children with intellectual developmental disability as the home which is the first contact of every child has from time immemorial been the natural learning environment of the child.

Homeschooling also known as home education, elective home education or home learning has been in existence even before the advent of formal or school-based education, though overshadowed by the emergence and rapid adoption of institutionalized education, formal homeschooling is regaining popularity in recent years as a result of the Covid-19 lockdown globally. (Ray, 2020; Adeleke, 2020). Home-schooling is schooling at home. Here, all the learning experiences of the child takes place at home. According to Ray

(2015), homeschooling basically refers to a form of private education programme that is home-based and usually parent-led. Ayinde (2018) defines homeschooling or home education as the education of children outside a school setting. This simply means that a child does not attend a regular school and in the case of a family with a special need child, the child is not attending a special school but a parent or teacher undertakes the teaching of the child at home. When a child is home educated, parents take full responsibility for their child's education and the associated costs, children may be home educated for their whole education without ever attending a school, or they may be de-registered from school after a period of school education (Schoeneberger, 2012).

A homeschool educator is a parent or certified tutor who teaches children at home outside of a traditional school setting. The homeschool educator plans personalized curriculum, provide individualized instruction and integrate experiential learning opportunities as well as nurture the child's skills. Homeschool educators interact very closely with their learners hence they have in-depth knowledge and experiences of their learners. Homeschool educators may teach in person (face to face) or online (virtually).

Several factors have been identified to be the reasons for homeschooling such as dissatisfaction with academic instruction and performance in the regular schools, concerns on child's security and safety at public schools, desire to impart moral values unto their children and affordability of homeschooling over school-based education i.e interest in utilizing more affordable educational materials via the internet, the desire of parents wanting to teach their children from religious perspective and to provide better instruction or individualization for their them. (The Guardian, 2018; Ray, 2013; Hurlbutt, 2011; Parsons & Lewis, 2010). In Nigeria, issues such as abuse of school children, insecurity, rising cost of education and decline in quality of education mostly in the public schooling system are reasons for the choice of homeschooling. (Adeleke, 2020; Nwokeocha, 2019; The Guardian, 2018)

Empirical evidence abounds showing significantly higher scores of homeschooled children in standardized achievement tests and higher achievement records in college compared to their counterparts who had school-based education (Ray,2013; Medlin, 2013). In agreement, Sameer (2020) asserted that homeschooling generally enables children to acquire good morals and values, which are essential in social interactions and as such homeschooling can enhance a child's social skills. Adeleke (2020) included that the social skills of homeschooled children are developed through regular involvement activities such as field-trips, religious organizations, community volunteer work, visitations to grandparents e.t.c Medlin (2013) asserted that homeschooled children are socially well adjusted and capable of acquiring social skills needed to become productive citizens. The benefits of homeschooling as identified by Ahmed (2023) include customized and individualized learning, flexible scheduling, closer family bonds, enhanced safety, reduced peer pressure and bullying, fostering independence and self-motivation, one-on-one academic instruction and supervised social interactions. Majority of parents across several studies reported satisfaction with their children's progress in homeschools (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 (Hurlbutt, 2011). Homeschooling has also been discovered to benefit children with special needs and disabilities. Kidd and Kaczmarek, (2010); Parsons and Lewis, (2010); Kendall and Taylor, (2016); O'Hagan et al., (2021) carried out qualitative study on parents of children with SEND (special needs and disabilities). The parents reported that after choosing to educate their children at home, their children appeared to be less anxious, happier, and more confident, there was increase in children's social skills and academic achievement attributing to the fact that the education provided at home was flexible and individualized. In the same vein, Stacey Lynn (2019) opined that real One-on-One academic instruction, supervised social interactions, a safer environment, flexibility and truly knowing the special needs child are benefits of homeschooling the special needs child.

As enticing as homeschooling is, it is not without constraints. In a study by Paulauskaite, et al (2022), the barriers of elective home education as reported by parents are lack of support or understanding from others, difficulties due to child's needs in terms of physical and mental health, behavioural issues, or learning

problems, difficulties accessing resources to support child's learning (resources that are typically available in schools including learning/assessment materials, sports/social activities, teachers and the internet), the home being an unsuitable environment for learning e.g., distractions or/and lack of space and finance. Similarly, difficulty in balancing time and dedication of homeschooling and work, lack of legal recognition and regulation, high cost of and difficulty in selecting the right curriculum and teaching resources, lack of awareness i.e insufficient knowledge of homeschooling, limited social interaction, lack of support, parental qualifications, lack of standardized testing and assessments, isolation i.e both children and parents and lack of specialized resources were identified as challenges of homeschooling in Nigeria by Ahmed (2023); Success (2023).

Hurlbutt (2012 & 2011) recorded that the disabilities of the child and the inability of the regular school or teachers to adequately facilitate learning for children with disabilities is a motive for parents to homeschool their children. Children with intellectual disability, who make up about 3% of the school-age population have complex issues and so need extra help during all phases of learning. (Petretto, Masala & Masala, 2020).

According to the Diagnostic and Statistical Manual of Mental Disorders, 5th Edition (DSM-5) Intellectual Disability (ID) also called Intellectual Developmental Disorder (IDD) is characterized by deficits in intellectual functioning (reasoning, problem solving, planning, abstract thinking, judgment, academic learning, and learning from experience); and adaptive functioning that significantly hamper conforming to developmental and socio-cultural standards for the individual's independence and ability to meet their social responsibility in comparison to others of a similar age and socio-cultural background and it begins during the developmental period. These deficits manifest in conceptual domain i.e skills related to academic learning, such as reading, writing, and math; Social domain i.e interpersonal communication, empathy, and relationships and practical domain i.e daily living activities, such as personal care, job responsibilities, and financial management. (American Psychiatric Association, APA, 2013). Intellectual disability is ascertained through clinical diagnosis. Individuals who are intellectually disabled are two standard deviations below the average (IQ below 70). Average Intelligence Quotient is 70-100. Intellectual disability is classified according to severity into mild, moderate, severe, and profound. In this grouping, more focus is on daily skills than on specific IQ range.

Children with intellectual disabilities have very slow mental processes. They experience significant delays in developmental milestones such as sitting, crawling, and walking; they often have trouble with things like learning, communicating, thinking rationally, making judgments, and planning. They often struggle in school and may also have problems with friends and day-to-day tasks like bathing or getting dressed and feeding themselves. They also have difficulty in remembering things. These may appear during infancy, or they may not be noticeable until a child reaches school age. Children with severe or profound ID may have severe health problems such as seizures, mood disorders, motor skills impairments, vision or hearing problems. 2-3% of children have an intellectual disability. (Byrd, 2022). Environmental factors such as prenatal and postnatal exposure to toxic substances, nutritional deficiencies as well as different genetic causes may lead to ID. However, in two-thirds of all children who have intellectual disabilities, the cause is unknown. (Byrd, 2022) The disorder is considered chronic and often co-occurs with other mental conditions like depression, attention-deficit/hyperactivity disorder, and autism spectrum disorder (APA, 2013).

International guiding documents such as the United Nations Convention on the Rights of Persons with Disability (UNCRPD) (2016), The Individuals with Disabilities Education Act (IDEA) (2007) as well as Nigerian National Policy on Education (2007) all emphasize inclusive and equitable quality education for all children of school going age irrespective of ability or disability. However, all these seem to only appear on paper in Nigeria as children with intellectual disability are often denied equitable quality education in the regular schools. Fakolade and Adeniyi (2009) observed that children with intellectual disability are oftentimes excluded from the regular classroom by the regular teachers in Nigeria and in situations where

they are not excluded, they are merely neglected in the classroom while teachers concentrate on regular pupils. Similarly, Eniolorunda and Temitayo (2014) asserted that teachers exclude children with intellectual disability from the regular classrooms in Nigeria because they could not cope with their learning difficulties. Also the very scanty special needs schools in Nigeria results to very limited access to special education for children with IDD. Obaseki and Osagie-Obazee (2009) lamented that the relatively few number of special schools in the country means that many intellectually disabled children will have no access to formal education. Additionally, these schools are also faced with challenges such as shortage of special educators and resources therefore resulting in the classes being overcrowded hence leaving the learning needs of children with IDD unmet. Hence, the need for an alternative educational system that will best meet the needs of children with Intellectual Developmental Disability in Nigeria. Homeschooling offers numerous benefits as a viable educational option but it remains a scarcely treaded path in Nigeria. It is in this light that this study seeks to investigate homeschool educators' perspective of the impact of homeschooling on children with Intellectual Developmental Disability in Abuja Municipal.

This study is hinged on the Universal Design for Learning (UDL) theory. This framework was introduced in the 1984 in the United States of America by David Rose and Center for Applied Special Technology (CAST). It is an educational planning and guidance framework that aims to increase beneficial access to learning by reducing physical, intellectual, organizational barriers and other obstacles to learning for students with special educational needs therefore meeting the needs of learners that require individualization. (CAST, 2018). This framework is based on three core principles i.e Multiple Means of Engagement which entails keeping learners engaged through a variety of methods and real-world learning experiences to tap into their interests, challenge them appropriately, and motivate them to learn; Multiple Means of Representation which refers to utilizing multiple media (visual, auditory, kinesthetic i.e body, limbs and muscles movement), and pedagogic approaches to ensure that the material is presented in a way the learner can best understand; Multiple Means of action and Expression which entails providing learners with alternative ways for demonstrating their acquired knowledge and skills such as through projects, oral presentations, or creative activities. It also includes providing the flexibility to assess progress through methods that align with the child's strengths. (Rose & Meyer, 2002; Meyer, Rose, & Gordon 2014; CAST 2018).

The Universal Design for Learning Theory is relevant to the study because it focuses on eliminating all barriers to learning thereby making learning accessible for children with Intellectual Developmental Disability, it also emphasizes the use of multiple means of engagement, representation and expression which supports flexibility, personalization, individualized pacing and promotes holistic development which homeschooling offers and it aligns perfectly with the needs of children with IDD.

Several related have been conducted with respect to homeschool educators' perspective of the impact of homeschooling on children with Intellectual Developmental Disability. For instance, Maxwell, Doughty, Slater, Forrester and Rhodes (2018) Investigated on home education for children with additional learning needs – a better choice or the only option? Findings revealed that home educators had children with additional learning needs who were removed from school due to what parents reported as negative experiences. These experiences included the suitability of a school system based upon assessment and attainment for children with additional learning needs and a failure to provide adequate support. Similarly, Dewi (2018) conducted a study on the effect of homeschooling on cognitive development and learning motivation participants and it was discovered that homeschooling positively affects both academic and non-academic abilities of children; student achievement increased and there was good learning motivation pointing to the fact that homeschooling education is more flexible than in formal schools. Okyere, Heather and Lysaght (2019) carried out a study on the experiences of children with intellectual and developmental disability in inclusive schools in Accra, Ghana and findings showed that children with IDD experience challenges including corporal punishment for slow performance, victimization and low family support relating to their learning. Houwen, Visser, van der Putten, and Vlaskamp (2016). Examined the inter-relationships between motor, cognitive, and language development in children with and without intellectual and developmental disabilities. Results showed that correlations between the motor, cognitive,

and language domains were strong. Conclusions are that both fine and gross motor development are more strongly associated with cognition, and consequently language, in children with IDD than in children without IDD.

From the above review, researchers investigated either homeschooling or intellectual disability with different focus. Literature has shown that there is insufficient local empirical studies on homeschooling; also, there is non-existent empirical studies connecting homeschool educators' perspective, homeschooling and children with IDD in a single study. More so, no empirical study has been undertaken to find out homeschool educators' perspectives of the impact of homeschooling on children with intellectual developmental disability in Abuja Municipal. Thus, leaving a gap which this study intends to fill.

Quality education is paramount to the development of any society and it is the right of all children irrespective of ability or disability. Investigating the impact of homeschooling on children with intellectual developmental disorder as perceived by homeschool educators will provide knowledge and adequate information on homeschooling as an alternative educational system for children with IDD which will be useful to parents of children with IDD who may want to consider the option of homeschooling. It will also aid current and prospective homeschool educators make informed decision about their children's education. The study will provide empirical evidence that can be used by educators, researchers and advocacy groups as well as provide useful to policy makers especially as homeschooling has not yet gained legal recognition in Nigeria. Generally, this study will serve as a tool for awareness on the impact of homeschooling children with intellectual developmental disability.

Purpose of the Study

The general purpose explored the perspectives of homeschool educators on the impact of homeschooling on children with Intellectual Developmental Disability (IDD).

Specifically, the objectives of this study were to:

- I. Determine the impact of homeschooling on the intellectual development (learning and language) of children with Intellectual Developmental Disability from the perspective of homeschool educators.
- II. Find out the impact of homeschooling on the development of the adaptive skills (practical and social skills) of children with Intellectual Developmental Disability from the homeschool educators' perspective.
- III. Examine the constraints of homeschooling for children with Intellectual Developmental Disability from homeschool educators' perspective.

Research Questions

For this study, these research questions were stated:

- I. How does homeschooling impact the development of intellectual skills (learning and language) of children with Intellectual Developmental Disability from homeschool educators' perspective?
- II. How does the homeschool impact the development of adaptive (practical, that is, self- help and social) skill of children with Intellectual Developmental Disability from the homeschool educators' perspective?
- III. How do various constraints impede the progress of homeschooling children with Intellectual Developmental Disability from the homeschool educators' perspective?

Methodology

This research adopted a phenomenological qualitative design. The population comprised homeschool educators who homeschool children with Intellectual Developmental Disability in Abuja Municipal; the sample size is eight (8) homeschool educators of children with IDD. Purposive and snowball sampling technique was employed. Special needs centers and homeschool groups in Abuja Municipal were contacted via e-mails, phone calls and WhatsApp messages. Five participants gave their consent while three

participants were gotten through snowball technique. Anonymity and confidentiality of participants were maintained in this study. The instrument for data collection used in this study was an interview.

The interview was done via phone calls, WhatsApp video and audio calls, participants gave the date and time that was best convenient for them which the researcher strictly adhered to.

Each participant was interviewed for 30-45 minutes, the interview was audio recorded, transcribed and coded; and emerging themes were identified. Interview questions were semi-structured and self-designed. Face and content validity were employed in validating the instrument; intra-coder reliability was employed to ensure reliability. Framework method of qualitative data analysis was employed.

Results

Research question 1- How does homeschooling impact the development of intellectual (learning and language) skills of children with IDD from homeschool educators' perspective?

All participants shared their perspectives on the impact of homeschooling on the intellectual development of children with IDD. They all responded affirmatively that the intellectual skills of children with IDD are developed and effectively so through homeschooling. They gave responses such as “yes it can”, “It sure can” “it is very effective”. Two participants attached the conditions of consistency and method used as determinants of the effectiveness of homeschooling for children with IDD: “It is very effective if there is consistency”, “It is very effective depending on the method used”.

The participants in this study also reported that the one-on-one instructional setting of the homeschool positively impacts the intellectual functioning of children with IDD. They gave also gave various ways and reasons. “Through the use of IEP (Individualized Educational Plan)”, “through the use of multiple methods and resources”, “the use of more hands-on activities”, “the learning is tailored to the child’s needs, interests and peculiarities”, “learning is individualized”, “it is self-paced and flexible”, “the child gets all the attention”, “lesson is repeated until mastery is gained”, “focus is on the child, adequate time is given and there is intensity of instruction”, “the child has enough learning opportunities”, “attention is concentrated on the areas of the child’s strength while helping to develop areas of weakness”, “It is nature-based learning, it is learning without borders and the child is not restricted to a classroom”.

The themes that emerged here are: ‘Positive effect’ and ‘optimal child centered approach’.

Research Question 2- How does the homeschool impact the development of adaptive (practical i.e self-help and social) skills of children with IDD from the homeschool educators' perspective?

All participants shared their perspectives on the impact of homeschooling on the development of adaptive skills of children with IDD. They all responded affirmatively that homeschooling positively and effectively impacts the development of practical skills (self-help skills) of children with IDD leading to independence. Their reasons are: “lessons are practicalized”, “learning is constantly repeated and independence is built”, “it is very beneficial, learning is done slowly and steadily”. “very effective, it fosters self-reliance”. A participant stressed that practical skills are not learnt in school. “practical skills are better learnt and developed at home”.

The participants also gave various strategies that can be put in place to provide for the social development of children with IDD which include joining a homeschool group or community where homeschool activities can be done collectively on a periodic basis, organizing field trips, play dates and visiting recreational centers, visiting family members and relatives. Some participants stressing the importance of family and religious organizations on social development responded thus “the child belongs to a family and may have siblings, social development begins from the home”, “the religious organizations is a good ground for socialization”. Three participants already employ some of these strategies. They responded thus: “I belong to a homeschool community, we organize a homeschool day where all homeschoolers come together and learn, we go on excursions and we also organize homeschoolers hangout. I personally use these as

reinforcement strategies”. “I belong to a homeschool community, the children go on play dates”, “I belong to a homeschool community, we organize field trips every month, we also organize play dates where children come together to play and socialize”. A participant stressed that the child’s social skills are better developed through homeschooling because they meet and interact with people of various age range (elderly, adults, young people, peers).

All participants affirmed that homeschooling adequately prepares children with IDD to demonstrate age appropriate life skills progressively considering their peculiarities. Their responses are “yes, to a large extent”, “yes, they learn while living”, “homeschooling is done with the consciousness that the learners demonstrate life skills”. Other responses are “yes, to a certain degree”, “yes, but there has to be blended with the appropriate social skills”, “yes, in some ways, but it does not adequately develop social skills”.

The themes that emerged here are: Effective practical skills development approach; progressive social and age appropriate life skills development.

Research Question 3- How do various constraints impede the progress of homeschooling for children with Intellectual Developmental Disability from the homeschool educators’ perspective?

All the participants shared their distinct perspectives on various constraints and how they impede the progress of homeschooling for children with IDD. Financial constraint was on the top of the list and it could lead to the use of inadequate learning resources also the outings cost a lot of money. A responded stressed that “homeschooling is not cheap, it is expensive”. Others responses are “Insufficient supervision and parental involvement which could lead to abuse I.e where professionals are employed”, “teaching ability doubts (where the parent is the homeschool educator”, “There could be distractions from neighbor and visitors sometimes could disrupt the lesson”, “the emotional state as well as health of the homeschool educator can impede learning”, “the expertise of the homeschool educator because an amateur may not be equipped skill wise to produce the desired result”.

Summarily, the participants attest positively to the fact that homeschooling is an effective education option for children with IDD. However, the right approach should be used and it should be blended with the right social opportunities. Two participants responded thus: “100% effective! I recommend it for anyone whose child is diagnosed with IDD, homeschooling caters more and is best suited for children with IDD”, “with homeschooling, no child is impossible” “Homeschooling is the best! It is better than even the special schools by far”.

Themes that emerged here are ‘homeschool constraints’ and ‘overall effective educational alternative’.

Discussion of findings

The study explored homeschool educators’ perspectives on the impact of homeschooling on children with Intellectual Developmental Disability in Abuja Municipal. All eight home educators of children with IDD shared their perspectives on the impact of home schooling on their learners. Findings revealed that homeschooling is very effective in developing the intellectual skills (learning and language) of children with IDD as learning is highly personalized and tailored to meet the child’s needs, interests and peculiarities. Also, homeschooling positively and effectively impacts children with IDD in the development of their practical (self- help) skills and aids them demonstrate age appropriate life skills in their capacities. This concurs with the findings of Dewi (2018) that homeschooling positively affects both academic and non-academic abilities of children.

It was also revealed that socialization concern which is referred to as “the big S of homeschooling” is presently being taken care of as there are now various means through which children with IDD develop social skills. These include joining a homeschool group or community where homeschool activities can be

done collectively on a periodic basis, organizing field trips, play dates, visiting recreational centers, visiting family members and relatives.

This is supported by the views of Adeleke (2020) that the social skills of homeschooled children are developed through regular involvement activities such as field-trips, religious organizations, community volunteer work, visitations to grandparents' e.t.c.

In addition, it was also discovered from this study that constraints such as finance, insufficient supervision and parental involvement (where professional tutors are employed) and distractions from neighbors and visitors can impede the progress of homeschooling. This supports the view of Paulauskaite et al (2022) that the home being an unsuitable environment for learning in terms of lack of space and distractions as well as financial constraints are the barriers of elective home education.

Summarily, findings from participants' responses showed that homeschooling is an effective educational option for children with IDD. This finding agrees with the universal design for learning theory on eliminating barriers to learning (Rose, Meyer & Gordon 2014) and the views of Ahmed (2023) that flexibility, personalization, individualized pacing and promotes holistic development are benefits of homeschooling.

The dominant theme that emerged from this study is "optimal child centered approach". Other sub-themes are 'positive effect', 'effective practical skills development approach', 'progressive social and age-appropriate life skills development', 'homeschool constraints' and 'overall effective educational alternative'.

Conclusion

Education is the right of every child as enshrined in the National Policy on Education and Universal Basic Education Act irrespective of abilities or disabilities but conventional schools do not adequately meet the need of children with intellectual developmental disability. However, it has been established that homeschooling is an effective educational alternative for children with IDD as learning is highly personalized and flexible. Homeschooling offers optimal child centered learning and positively impacts the intellectual, practical and social development of children with IDD to a large extent thus adequately preparing them to demonstrate age appropriate life skills in their unique capacities and progressively maximize their developmental potential. Homeschooling requires dedication, discipline, and a well-rounded educational approach to succeed.

Recommendations

In view of the findings of this study, the researchers put forward these recommendations:

- 1- Given the benefits of homeschooling for children with IDD such as optimum personalized learning, flexibility and self-paced learning, advocacy should be made by stakeholders so that it gains recognition in the country's legal framework.
- 2- There should be a system of financial support for families homeschooling their children with disabilities especially those with IDD by the government, Non-governmental organizations (NGO) and well-meaning individuals.
- 3- Parents who are considering the option of homeschooling but are skeptical about the financial cost and balancing homeschooling and work can navigate through using the means of remote (online) jobs.
- 4- Home-school educators should ensure that diverse suitable methods as well as adequate learning resources should be actively engaged to ensure maximum progress.
- 5- Parents of children with disabilities especially IDD should ensure that the child's learning should be blended with adequate social skills.

- 6- Parents of children with IDD should be well involved in their children's academic and social progress, as well as undertake for adequate supervision.

References

- Adeleke, A. G. (2020). Home education as alternative to institutional schooling in Nigeria: Lessons from COVID-19. *Journal of the Commonwealth Council for Educational Administration & Management*, 48. 1. 66-71.
- Ahmed Mohammed (September 29 2023)The Impact of "Learning at Home" on Educational Outcomes. <https://blogs.oregonstate.edu/edunews/2023/09/29/the-impact-of-learning-at-home-on-educational-outcomes/>
- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders (5th ed.)*. APA. DOI:10.1176/appi.books.9780890425596 Washington, DC: APA; 2013. American Psychiatric Publishing.
- Ayinde, Bukola. (October 15, 2018)*Homeschooling Your Special Needs Child*<https://www.bellanaija.comwww.diaryofaspecialneedsnum.orgwww.diaryofaspecialneedsnum.org>
- Byrd F.(September 28, 2022) Intellectual Disability. webmd.com
- CAST (2008) Universal design for learning guidelines 1.0. Wakefield, MA: CAST. Retrieved July 1, 2008 from "*CAST: Universal Design for Learning (UDL) Guidelines - Version 1.0*". Archived from the original on 2008-05-18. Retrieved 2008-07
- CAST. (2018). *Universal Design for Learning Guidelines version 2.2*. Available at: CAST UDL Guidelines
- Dewi, S.E (2018)The Effect of Homeschooling on Cognitive Development and Learning Motivation Participants (Case Study in One Family Applying Homeschooling) *Journal Empowerment* Volume 7(1) ISSN : 2580-7692 p-ISSN : 2252-4738 1
- Eni-olorunda,T. &Temitayo, K.A. (2014) Exclusion of children with intellectual disabilities from the regular classroom: Nigerian perspective. *African Journal for the Psychological Studies of Social Issues*. Vol.17(3)
- Fakolade, O. A. &Adeniyi, S.O. (2009). Attitude of Teachers towards the Inclusion of Children with Special Needs in the General Education Classroom. *The Journal of the International Association of Special Education* Vol 10 (1) pp 63-64 ISSN 1555-6913
- Houwen, S., Visser, L., van der Putten, A., & Vlaskamp, C. (2016). The interrelationships between motor, cognitive, and language development in children with and without intellectual and developmental disabilities. *Research in Developmental Disabilities*, 53-54(June-July), 19-31.
- Hurlbutt, S. K. (2011). Experiences of Parents Who Homeschool Their Children With Autism Spectrum Disorders.*Focus on Autism and Other Developmental Disabilities*, 26, (4) 239-249. <http://dx.doi.org/10.1177/1088357611421170>
- Hurlbutt S .K.(2012) Special Education Teachers' Perceptions and Beliefs Regarding Homeschooling Children with Autism Spectrum Disorders. *Homeschool Researcher Journal*. Volume 27, No. 1, p. 1-9
- Individuals with disabilities Education Act (IDEA) (2007). Retrieved February 9, 2009 from www.ed.gov/policy/speced/guid
- Kidd, T., & Kaczmarek, E. (2010). The Experiences of Mothers Home Educating Their Children With Autism Spectrum Disorder. *Issues in Educational Research*, 20(3). 257-275.
- Kendall L., & Taylor E. (2016). 'We Can't Make Him Fit Into The System': Parental Reflections on The Reasons Why Home Education is The Only Option For Their Child Who Has Special Educational Needs. *Education* 44, (4) 297-310. doi: 10.1080/03004279.2014.974647
- Maxwell, N., Doughty, J., Slater, T., Forrester, D. and Rhodes, K. (2018). Home education for children with additional learning needs – a better choice or the only option? *Educational Review*, DOI: 10.1080/00131911.2018.1532955
- Medlin, R. G. (2013). Home schooling and the question of socialization revisited. *Peabody Journal of Education*, 88(3), 284-297. <https://doi.org/10.1080/0161956x.2013.796825>

- National Policy on Education (2007). Nigeria Educational Research and Development Council, Federal Republic of Nigeria.
- Nwokeocha, S. (2019). The building blocks of a model learning system for Nigerian schools. *Journal of Education and Learning*, 8, (3). 147-157.
- Obaseki F.N. & Osagie-Obazee G.E (2009) The Intellectual Disabled (Mentally Impaired) In The Inclusive Type Of Education: Problems And Implications. *Edo journal of counseling* Vol. 2, No. 2,
- O'Hagan S., Bond C., & Hebron J. (2021). What do we Know About Home Education And Autism? A Thematic Synthesis Review. *Research of Autism Spectrum. Disorder*. Vol 20 80:101711. doi: 10.1016/j.rasd.2020.101711
- Okyere C., Heather M. A. & Lysaght .R. (2019) The experiences of children with intellectual and developmental disabilities in inclusive schools in Accra, Ghana . *African Journal of Disability (Online)* vol.8 <http://dx.doi.org/10.4102/ajod.v8i0.542>
- Parsons S., & Lewis A. (2010). The home-education of children with special needs or disabilities in the UK: views of parents from an online survey. *International Journal of Inclusive Education*. 14, 67–86. doi: 10.1080/13603110802504135
- Paulauskaite L., Timmermen A., Kouroupa A., Allard A., Gray K.M., Hastings R.P, Heyne D., Melvin G.A., Tonge B., & Totsika V., (2022). Elective home education of children with neuro-developmental conditions before and after the COVID-19 pandemic started. *Frontiers in Psychology*. Vol 13 (995217). doi: 10.3389/fpsyg.2022.995217
- Petretto, D.R., Masala, I., & Masala, C. (2020). Special educational needs, distance learning, inclusion and covid-19. *Education Science*, 10, 154. doi:10.3390/educsci10060154
- Ray, B.D. (2013). Homeschooling associated with beneficial learner and societal outcomes but educators do not promote it. *Peabody Journal of Education*, 88(3), 324-341. <https://doi.org/10.1080/0161956x.2013.798508>
- Ray, B. D. (2015, January 6). Research facts on homeschooling. *Publication of National Home Education Research Institute*. Retrieved from <http://www.nheri.org/research/research-facts-on-homeschooling.html>
- Ray, B. D. (2020). What is 'Good' Research? A Home Researcher Responds to Havard Professor's Criticism. *Research Methods National Home Education Research Institute*. retrieved from <https://nheri.org>.
- Rose, D. H & Meyer, A. (2002). Teaching every student in the digital age: *universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development. ISBN 0-87120-599-8. OCLC 49994086.
- Rose, D. H, Meyer, A., & Gordon, D. T. (2016). *Universal Design for Learning: Theory and Practice*. CAST Professional Publishing.
- Rothermel, P. (2011). Setting the record straight: Interviews with a hundred British home educating families. *Journal of Unschooling and Alternative Learning*, 5, 20–57.
- Sameer Abuzandah (2020), Social Skills for Homeschooling Students. *Creative Education* Vol.11 No.07(2020), Article ID:10165510.4236/ce.2020.117078 www.scirp.org
- Schoeneberger J. A. (2012). Longitudinal attendance patterns: developing high school dropouts. *Clear House: Journal of Educational Strategic Issues and Ideas* 85, (1) 7–14. doi: 10.1080/00098655.2011.603766
- Stacey Lynn (October 23, 2019) Benefits of Homeschooling Your Special Needs Child. Greathomeschoolconventions.com
- Success Olagboye (October 12, 2023) Exploring the rise of homeschooling in Nigeria. www.statmetrics.ng
- The Guardian (2018). Rising cases of child rape in Nigerian schools. Cited 20th August, 2021. Retrieved from <https://m.guardian.ng/news//rising-cases-of-child-rape-in-nigerian-schools/amp>
- United Nations, 2006, Convention on the rights of persons with disabilities, viewed 20 June 2016, from <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>.