

# Practices and Reflections on Homebound Education of Disabled Children

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**Abstract:** Homebound Education of Disabled Children is a way to ensure that children with severe disabilities receive appropriate education. The target group of Homebound Education of Disabled Children is children and with disabilities who, for various reasons, are unable to receive compulsory education in ordinary schools or special education schools. Homebound Education of Disabled Children is an important way of ensuring equal access to compulsory education for children and adolescents with disabilities, and it plays an indispensable role in promoting the integration of children with disabilities into society and maintaining social and educational equity. This paper is based on the concept of individualized education, for the current special education in China there are some problems to think about and put forward proposals, the purpose is to improve the quality of education in China, and to promote the high-quality development of special education.

**Keywords:** Special Education; Homebound Education of Disabled Children; Individualized Education.

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## 1. Introduction

In 1994, it was first proposed in the document "Regulations on Education for Persons with Disabilities" that school-age children and adolescents with disabilities who are unable to attend school should be provided with compulsory education in an appropriate form. In 2006, the Government ratified the Convention on the Rights of Persons with Disabilities, reaffirming that disability cannot be used as a reason to exclude children from the general education system. Homebound Education of Disabled Children is an important initiative in China to further promote educational equity and guarantee the right to education for children with severe disabilities, and is closely linked to the high-quality implementation of integrated education and the guarantee of educational equity for children with severe disabilities[1]. The importance of Homebound Education of Disabled Children needs no elaboration, but in practice, the implementation of this work is often hindered by a number of factors, including teachers' lack of professionalism, single teaching method, teaching content detached from life, and closed teaching space. In order to improve the quality of education, researchers and front-line teachers should pay attention to it, think about it from multiple perspectives, and put forward practical strategies for improvement.

## 2. Strengthening Teacher Training

As an important force in the field of special education teachers, the development of the teacher team is of great significance to the development of special education. At present, there are mainly three different components in the delivery teams in different parts of China. One is that special education teachers undertake the educational work: in most regions of China, the homebound education of disabled children work is undertaken by local special education schools, and special education teachers naturally become the main force of the homebound education of disabled children team. Full-time special education teachers have enough professional knowledge and skills to ensure the development of homebound education of disabled children. The second is

the joint delivery of education by general education schools and special education schools. In economically underdeveloped areas, the scarcity of special education schools makes it impossible to meet the needs of local students with disabilities. Therefore, the joint participation of general education teachers and special education teachers helps to safeguard every student's right to education. Third, there is the "combined medical and educational" mode of delivery. As some special needs students require specialized rehabilitation training, some regions have promoted the "medical-teaching" model, whereby doctors are introduced into the teaching staff to provide each student with the support he or she needs as far as possible. The homebound education of disabled children team is a diversified educational team. Educators provide individualized and diversified education to meet the needs of special-needs students, develop their potentials, compensate for their deficiencies, and promote their integration into society. However, there are some issues. On the one hand, different educators have different professional backgrounds and training, and there may be differences in their educational philosophies, methods and strategies. On the other hand, some of the teachers have a non-special education background and have not received systematic training in special education before carrying out their educational work, which makes it possible for them to feel powerless in dealing with students with special needs and difficult to cope with a variety of complicated situations, which will affect the quality and effectiveness of the homebound education of disabled children work. Therefore, it is essential to provide systematic professional training for workers before carrying out homebound education of disabled children work. The schools or organizations concerned should provide training in various aspects, such as educational concepts, professional knowledge and educational skills, so as to help teachers better understand the target group of their education and master more effective educational methods and skills, so as to enhance their professionalism and ability.

## 3. Enriching Teaching Strategies

In the traditional teaching mode, teachers mostly use the

lecture method for teaching, in which teachers play the role of knowledge transmitters and students are the recipients of knowledge. To some extent, this model does effectively ensure the rapid circulation and wide dissemination of knowledge. However, this mode of teaching is not applicable to disabled children. Due to physical differences, students with disabilities are unable to understand and master the relevant knowledge as fast as ordinary students, and their long-term frustration makes their interest in learning diminishing and their learning effect deteriorating[2]. In order to stimulate students' interest in learning, teachers should adjust their teaching strategies in a timely manner:

### **3.1. Rational Design of Teaching Objectives**

Teaching objectives are the compass for teachers to carry out teaching activities. Reasonable and clear teaching objectives can help teachers to clarify the teaching methods and means and guarantee the teaching effect[3]. Teachers should establish long-term goals, which are what students are expected to achieve in the lesson or in a particular section of instruction, and short-term goals, which are what students are expected to achieve by the end of the semester or the end of the school year. Through the continuous realization of short-term goals, students gradually build up self-confidence in learning, thus paving the way for the realization of long-term goals. In addition, in the teaching process, teachers should pay attention to students' knowledge mastery at any time and make timely adjustments. Before teaching activities, teachers should analyze the learning situation and design teaching objectives according to the characteristics of different students to ensure that the teaching objectives are in line with the learning situation of the students; during the teaching activities, teachers should adjust the teaching objectives according to the classroom performance of the students in a timely manner, so that the students can fully participate in the classroom to master the knowledge taught; after the teaching activities, the teacher should use the evaluation form to assess the teaching objectives of the lesson. After the teaching activities, teachers should assess the achievement of the teaching objectives of the lesson with the help of the assessment form.

### **3.2. Enrichment of Teaching Methodology**

Teachers are the leading actors in the teaching process and play a key role in teaching. Teaching strategies and methods used by teachers are the key to enhancing teaching effectiveness, and have an irreplaceable and positive role in stimulating students' enthusiasm for learning and enhancing learning results[4]. Therefore, teachers should continue to explore and optimize teaching methods to achieve the overall improvement of education and teaching quality. First of all, use positive reinforcement and integrate the token system into the classroom; the token system is a kind of education method mainly based on symbolic rewards, which gives children tokens as rewards and allows them to exchange for prizes after completing learning tasks. Secondly, methods such as life teaching method and situation teaching method are integrated into the classroom; in teaching, teachers closely integrate the educational content with students' daily life, and through simulating various situations in real life, students can feel, experience and understand life in role-playing. This teaching method can help send students to better understand social rules and improve their social skills, so that they can better integrate into society.

### **3.3. Use of Diverse Teaching Aids**

Teaching aids have an important role in the education process, teaching aids are not only the carrier of knowledge, but also a medium to connect students with knowledge, the rational use of teaching aids will make the teaching effect twice as effective with half the effort. In the traditional teaching mode, teachers usually rely on textbooks and multimedia as the tools to impart knowledge. However, for students with disabilities, they have certain difficulties in imagination. In order to enhance the learning effect, teachers should use life-like teaching aids as much as possible to help them better understand and master the knowledge.

## **4. Enrichment of Teaching Content**

As there is a great disparity between groups of students with disabilities, teachers should fully understand the needs of the students and their families, and select different teaching contents according to the needs and characteristics of each student in the actual teaching work[5]. In order to meet the needs of each student and to truly realize the full development of each student, teachers should start preparing in the following areas. Firstly, the concept of "combining education and rehabilitation" should be adhered to; in order to give better play to the role of education in individualized teaching, the combination of education and rehabilitation has become an important way of individualized teaching. The combination of education and rehabilitation is an educational model that integrates the concept of rehabilitation into the educational process. In traditional teaching, teachers pay more attention to students' academic achievement and neglect the development of students' abilities. The combination of education and rehabilitation promotes us to re-examine the real meaning of education, the purpose of education is not only to achieve academic achievement, but also to promote the overall development of students. Teachers should not only pay attention to the academic achievement of students, but also to the development of students' abilities. The combination of education and rehabilitation not only enhances students' interest in learning and stimulates their learning potential, but also enables them to enhance their capacity development while acquiring knowledge and skills. Secondly, the teaching content should be centered on life. Students with disabilities often face challenges in integrating into society, mainly because of their relative lack of social interaction and self-care skills. As a result, families and schools often lead them to participate in fewer external activities, and the lack of communication with the external environment is not conducive to the development of students' adaptive living skills, which exacerbates a vicious cycle. In order to break this cycle, teachers must closely link the teaching content with life, and help special needs students gradually improve their life skills and enhance their social skills, so as to help them better integrate into the society. In teaching, teachers can choose some themes closely related to students' lives, such as personal hygiene, trading goods, and recognizing traffic rules, etc., and help students master basic life skills through situational simulation and physical operation. At the same time, the teaching content should also focus on developing students' social skills, such as polite language, facial expressions, body language, etc., in order to improve their self-confidence and communication skills in social interactions.

## 5. Expanding the Teaching Space

As a special form of education, homebound education of disabled children is mainly led by teachers arriving at the home to provide guidance, and the home is the main place where special-needs students receive education. For special-needs students, receiving education in their own familiar environment is conducive to stabilizing their emotions and improving their learning results, but there are also drawbacks to this move. Restricted by the family environment, students often lack communication and exchange with the outside world, and their prolonged isolation has led to deficiencies in their social awareness, which is not conducive to their mastery of the rules of the society and interpersonal interactions. In order to make up for this shortcoming, teachers should strive to expand the teaching space and extend the place of education from the family to the community, so as to strengthen the communication and exchange between students with special needs and the outside world. At the same time, teachers should also design colorful social practice activities, so that students can learn by doing, discover knowledge, experience knowledge and learn knowledge, thus improving their knowledge mastery and helping them better integrate into society.

## 6. Adherence to Home-School Cooperation

Compared with school education, homebound education of disabled children work is more closely linked to the family, and the communication between teachers and parents is more important. Due to their impaired functions and developmental disorders, the developmental speed of children with special needs is much slower than that of ordinary children, and their parents are under greater pressure in the process of raising their children, and they are prone to two extreme attitudes: one is to do nothing to their children, lacking expectations and concerns; the other is to be overly anxious. The mental health of parents is crucial to the healthy physical and mental development of their children and the quality of their education. For teachers, their role is not only to provide support to the special students themselves, but also to master the skills of communicating with the parents effectively, guiding them to set up the concept of scientific parenting, and carrying out effective parenting programs based on the laws of growth of the children with special needs and the laws of development of special education. They also need to master

effective communication skills with parents, guide parents to establish scientific concepts of parenting, and provide effective and targeted guidance on special education for families based on the laws of growth of children with special needs and the development of special education.

## 7. Conclusion

At present, the cause of special education in China has made historic achievements, with the compulsory education enrollment rate of school-age children with disabilities exceeding 96%, and as of the end of 2022, there were a total of 2,314 special education schools nationwide, with a total of 918,500 students enrolled, and 72,700 full-time teachers, making it an important part of China's education system. However, against the backdrop of a promising education situation, some students are unable to go to school normally like other children due to physical barriers or transportation inconveniences. Compared with other children who go to school normally, the number of children who receive homebound education of disabled children service is relatively small, and has long lacked the attention of society at large. With the continuous development of China's economy, more and more people have begun to pay attention to this corner group, calling for the guarantee of every child's right to education. Through homebound education of disabled children, a bridge has been built between students with disabilities and society to help them learn knowledge and skills and integrate into society.

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