2021

Parent Practices in Homeschooling Children with Autism Spectrum Disorder Who Demonstrate Problem Behaviors

Cymantha Jewel Channey-White
Walden University

Walden University

College of Education

This is to certify that the doctoral study by

Cymantha Channey-White

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Judy Shoemaker, Committee Chairperson, Education Faculty
Dr. Tammy Hoffman, Committee Member, Education Faculty
Dr. Leslie Vangelder, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2021

Abstract

Parent Practices in Homeschooling Children with Autism Spectrum Disorder Who

Demonstrate Problem Behaviors

By

Cymantha Channey-White

MS, Walden University, 2011

BS, Western Michigan University, 1986

Doctoral Study Submitted in Partial Fulfillment

Of the Requirements for the Degree of

Doctor of Education–Special Education

Walden University

October 2021

Abstract

There is a gap in literature regarding parent practices in homeschooling children with autism spectrum disorder (ASD) who demonstrate problem behaviors during instructional sessions. Research literature showed that children with ASD demonstrate problem behaviors during instructional sessions in educational environments. The problem is a gap in the literature regarding how parents who homeschool their students with ASD address the same behaviors. The conceptual framework—social learning theory. The research questions were focused on parent practices of managing problem behavior during homeschool instructional sessions and the support they received. Qualitative research was used to explore the experiences of homeschool parent practices in a specific social environment. Open-ended interview questions were used to gain understanding of the parents' perspectives regarding the management of problem behavior in homeschooled students with ASD. Thematic analysis, which emphasized patterns of meaning within qualitative data, depicted themes that developed from the interviews of the parents. Data showed that these parents experienced the same student behavioral challenges as educators in public/private schools, but often get different results using different behavior management strategies. The results of this study filled three gaps in the literature: 1) understanding the reasons behind parents' choice to homeschool, 2) understanding the practices these parents use to manage their child's behavior, and 3) the generalization of this data to practices in the discipline. Social change aspects include providing information regarding more effective instructional planning, increased student engagement, and improved behavior management for children with ASD.

Parent Practices in Homeschooling Children with Autism Spectrum Disorder Who

Demonstrate Problem Behaviors

By

Cymantha Channey-White

MS, Walden University, 2011

BS, Western Michigan University, 1986

Doctoral Study Submitted in Partial Fulfillment

Of the Requirements for the Degree of

Doctor of Education–Special Education

Walden University

October 2021

Table of Contents

List of Tables

Chapter 1: Introduction to the Study

Students with autism spectrum disorder (ASD) demonstrate both internalizing and externalizing behaviors. Internalizing behaviors include anxiety, depression, and negative self-image. Externalizing behaviors include being verbally disruptive, being noncompliant with rules or instructions, and being physically destructive to themselves, others, or property (Guterman & Neuman, 2017; Zakaria & Tahar, 2017). These behavior problems are demonstrated by students in public schools and in homeschool settings (Susilowati & Azzyasyofia, 2020; Windish, 2016; Yildiz, 2017). In the public-school setting, problem behaviors are often addressed using a school-wide behavior management policy outline (Yildiz, 2017).

Conversation with a local administrator of an intermediate school district revealed concerns about parents of children with special needs who do not participate with the special education programs being offered (Personal communication, May 3, 2017). Approximately 1,700 students throughout nine local school districts who qualify to receive special education services, which include speech and language therapy, occupational therapy, physical therapy, social worker services, teacher consultants for visually, hearing, physically and otherwise health impaired, did not participate. Although parents described their children's special needs, including behavior problems associated with ASD, as being anywhere from moderate to severe, less than 1% participated in the special education programs offered (School district administrator, personal communication, May 3, 2017). Even though parents refrain from participating in the special education programs being offered, they are somehow addressing their children's

problem behaviors. Having the opportunity to speak with these parents increased understanding about the strategies used by parents to manage problem behaviors. The administrator expressed an openness to the idea of exploring why these families were dissatisfied with special education, what services parents would like to receive, and their reasons for turning to homeschool for their children with special needs.

Background

A brief summary of research literature shows that children with ASD do demonstrate problem behaviors during instructional sessions in educational environments (McRae, 2017). There is an extensive amount of information regarding behavior management strategies in public school settings (Flanagan & DeBar, 2017; Iniesta-Sepulveda et al., 2018). However, homeschool behavior management strategies (Dolan, 2017; Kennedy et al., 2017; Kula, 2018) are less noted in research literature (Daniels, 2017). The problem is that there is a gap in the literature regarding how parents who homeschool their students with ASD address problem behavior during instructional sessions. This gap in literature was the problem this study addressed. Profound insight to educators who work with students who have ASD are provided from the findings of this basic qualitative study.

Research is important to education because of the necessity of evidence-based driven decisions that must be made in instructional environments. This includes public, private, and homeschool (Baidi, 2019). The goal of this study was to impact positive social change through qualitative research by understanding the management practices of homeschooling parents (see Baidi, 2019; LaMorte, 2016) and providing information

regarding more effective instructional planning, increased student engagement, and improved behavior management for their children with ASD.

Problem Statement

The problem this basic qualitative study addressed was the gap in literature regarding how homeschool educators manage the behaviors of students with ASD during academic instruction. Little information was available about how parents who homeschool their children with ASD manage problem behaviors during academic instructional sessions (Haley et al., 2018; Amran & Majid, 2019). According to a local homeschool group (No Place Like Home [NPLH] Homeschool Group, group conversation, May 21, 2016), parents who homeschool their children with ASD are confronted with behavior problems daily. These parents choose to homeschool their children for various reasons including their dissatisfaction with behavior management strategies used in public schools (NPLH Homeschool Group, group conversation, May 21, 2016; president of a local homeschool support group, conversation, September 21, 2018; secretary of a local homeschool support group, conversation, October 19, 2018; a member of a local homeschool support group, conversation, March 16, 2019).

School-wide policies are often ineffective for children with ASD (Amran & Majid, 2019). Parents who choose to homeschool their children with ASD may believe they can address these problem behaviors by providing appropriate learning environments (Such, 2019), engaging the child in learning, and providing interventions for the behavior (Guterman & Neuman, 2017; Thompson-Hodgetts & Magill-Evans, 2018). Although there is research evidence pertaining to behavior issues in the traditional

setting, there is little known about the behavior management practices of parents who homeschool children with ASD (Suprihatin & Tarjiah, 2019). There is a gap in literature regarding how homeschool educators manage the behaviors of students with ASD during academic instruction (Baidi, 2019; Reed et al., 2017; Suprihatin & Tarjiah, 2019). The implications for possible project directions based on findings of the data collection and analysis are complementary to professional development trainings for public, private, and homeschool educators learning how to manage the behaviors of their children with ASD during instruction (Baidi, 2019). An understanding of parent practices has been obtained and documented through this research study based on the experiences shared by the participants.

Purpose of the Study

The purpose of this qualitative study was to gain understanding about how parents who homeschool their children with ASD manage problem behaviors during academic instructional sessions. Exploring parent perceptions and experiences included discovering the practices of preparing the learning environment for academic instruction, engaging the child in the instructional activities (Hert, 2016), and administering interventions for the problem behaviors of their child with ASD during instructional sessions (Lloyd et al., 2019; Pas et al., 2016; Reed et al., 2017; Singh et al., 2017). The results of this study may provide recommendations for homeschooling parents regarding possible interventions for managing problem behaviors of ASD students during academic instruction sessions and other education settings.

Research Questions

The following questions were used to guide this study:

RQ1: How do parents of students with ASD manage problem behavior during homeschool instructional sessions?

RQ2: How do parents who homeschool students with ASD receive support for managing problem behaviors?

Conceptual Framework for the Study

Social learning theory (SLT) was the conceptual framework that informed the components of this study. Social interaction is key to student learning, especially in students with ASD (Schertz et al., 2018). Schertz et al. (2018) conducted a qualitative study of three parents and their toddlers who had ASD. The purpose of their study was to investigate the parent-child communication and how social interactions positively affected behavioral outcomes. A robust intervention strategy to address core social communication challenges in children with ASD during their early development was the result following a complementary interactional sequential analysis. In this analysis parents were actively supported to interact with their toddlers socially rather than prescriptively or instrumentally. Schertz et al. (2018) summarized their study as follows:

> The designation of social communication as a core area of concern in autism spectrum disorders, together with findings of distinctive social challenges for young children on the spectrum, points to the importance of a clearly targeted social agenda in early intervention for toddlers with autism.

Therefore, SLT was the appropriate conceptual framework for this study.

SLT framed the research questions as they were used to gain understanding about how homeschooling parents manage maladaptive and other problem behaviors of students with ASD (Nardi, 2017; Schertz et al., 2018; Spiegler, 2017). The related elements of SLT and their connection to the phenomenon under investigation supported the assumption that social initiations in learning environments should benefit students with ASD (Schertz et al., 2018). In this study, I explored the practices of instructional planning, engagement of the child in an instructional session, and administering interventions for the problem behaviors of the child with ASD. Data collection was guided by SLT because the semistructured interview protocol was constructed from the most relevant tenets of the framework. Learning is not purely behavioral, it is a cognitive process that takes place in a social context (Schertz et al., 2018; Rispoli et al., 2019). The framework related to this basic qualitative study because learning can occur by observing a behavior and by observing the consequences of the behavior (Schertz et al., 2018; Taylor, 2017). I used SLT to gain an understanding about how homeschooling parents address problem behaviors of students with ASD during instructional sessions.

Nature of the Study

Research is important to education because of the necessity of evidence-based decisions that must be made in instructional environments. This includes public, private, and home education (Baidi, 2019). The nature of this study was to impact positive social change through qualitative research by understanding the management practices of homeschooling parents (see Baidi, 2019; LaMorte, 2016) and providing information regarding more effective instructional planning, increased student engagement, and

improved behavior management for their children with ASD.

Definitions

The nation was experiencing critical results from a coronavirus (COVID-19) pandemic since December 2019, at the time this research was conducted. This research has undergone a number of modifications due to the governor's mandates for quarantine as a result of COVID-19. New ideologies about home education have emerged and are defined here along with traditional definitions of homeschooling individuals. Differentiation is made between traditional home education known as homeschool, and nontraditional home education (i.e., distance learning and cyber school) brought about as a result of forced protocols or other public education initiatives. The circumstances of the time at which this study took place have warranted additional modifications to be made to present this study with intentional clarity. I utilized the term of *homeschool* in its general sense of meaning throughout this written presentation of the data, which is to educate students in their homes. However, I will make differentiations where and when it is necessary for the sake of maintaining clarity in this study.

Cyber school: Cyber school is an alternative to public school education and is typically carried out in the student's home. Cyber school can be mandated through the auspices of public education or voluntarily sought through negative entry or positive exit personal communication with professional homeschool evaluator on May 18, 2020). Curriculum and practice through cyber school generally entails electronic and/or online participation from the student. It is typically guided by public school authority. However, cyber school parents may also find online curriculum to use without online teacher

involvement, which allows students to learn at their own pace using the guided lessons.

Distance learning: Distance learning, which is mandated at the time of this study, is the forced result stemming from the COVID-19 pandemic. Distance learning refers to instruction of children in the home under the informed guidance of public/private school procedures. It is a forced educational environment used in crisis situations such as quarantine. The governing agent in distance learning is typically the head of public education or whatever facilitating agent is in charge of the mandate to evacuate and quarantine, e.g., district school superintendents, principals, and so forth. Curriculums may remain the same or undergo necessary modifications to continue the previous course of learning for the student in the new home educating environment.

Homeschool: Traditional homeschool refers to the educational instruction of children in the home, usually by parents, as opposed to education in a public or private school. Homeschooled children generally follow a course of individual instruction governed by parents and tailored to the interests and abilities of the child. They are generally able to move at their own pace and achieve specific academic goals before moving forward through their curriculum (Gaither, 2017a). The differentiating piece here is that the parental figure is the main (or in some cases the exclusive) governing agent in guiding the course of the student's curriculum.

Homeschool support group: A homeschool support group is a community of local homeschoolers who gather together. These groups offer encouragement, advice, fellowship, and accountability to other families who homeschool their children. The homeschool group does not have authority over any of its members' choices or decisions

regarding their individual education practices. However, the group can provide resources that may enhance and inform the homeschool experience of its members (NPLH homeschool group president, personal conversation, May 21, 2016).

Partnership: Partnerships in relation to homeschool are nonprofit organizations that provide government funds and supplemental educational opportunities for homeschooled and privately schooled students. The partnership that was used in this study is in a small city in lower Southwest Michigan (Local partnership president, personal communication, January 16, 2018).

Problem behavior: Problem behavior refers to a behavior that is undesirable by the social and/or legal standards of conformable society and its institutions of authority; it is behavior that usually elicits some form of social control response, such as a declaration of disapproval or confinement (Williams et al., 2017).

Social environment: In this qualitative research study, the social environment referred to the homeschool setting where meaningful interactions, engagement, and active learning take place between homeschooling parents and their children with ASD (see Cincera et al., 2020; Lubas et al., 2016; McMahon & Cullinan, 2016; Morse & Bell, 2018). For the parents who homeschool their children with ASD, the daily challenges of disruptive behavior may be a part of their daily routine and just as disruptive to the learning process as in the public-school setting.

Social learning theory: For the purposes of this study, SLT referred to a cognitive process that takes place in a social environment or social construct and includes processes related to engagement, attention, memory, and motivation (Chen et al., 2017; Goodman

& Goodman, 2016; Ismail & Al Allaq, 2019). According to Nardi (2017), these processes affect the social environment in which learning takes place.

Assumptions, Delimitations, and Limitations

It is important that all data acquired through research be credible (Fleming et al., 2021; Gehlbach & Robinson, 2021; Patall, 2021). However, assumptions have a way of bringing about a distortion to the truth. This qualitative study, as with any research study, has its share of assumptions and limitations. The following information is presented to identify the assumptions, limitations, and delimitations of this study.

Assumptions

It is believed to be true that parents choose to homeschool due to their children's lack of positive socioemotional involvement and academic development at school once their children leave the house (NPLH Homeschool Group, group conversation, May 21, 2016). When parents are viewed as their children's primary educator, teachers in public/private school settings question the parents' ability to educate their children (McWayne et al., 2019). The importance of having a clear understanding about the causes for homeschooling are crucial to the establishment of supports, to both homeschool and public/private school educators, that will enhance parents' involvement with the academic development of students with ASD. This qualitative study provided parents with the opportunity to share their viewpoints regarding their practices of homeschooling their children with ASD. By identifying these causes, the assumptions for homeschooling students with ASD can be replaced with evidence-based data that can be used to substantiate improved behavior management practices for these students.

Delimitations

The scope of this qualitative study has the potential of extending into district-wide learning environments. It would be beneficial if the findings could be generalized to include local, district, and state-wide best practices (Tzivinikou & Papoutsaki, 2016; Wang & Li, 2020). This study was centralized to include only a local school district. The potential transferability would include presenting the results in professional development gatherings and conferences that target educators from all segments of various learning environments.

Limitations

Qualitative designs are used to develop sensitizing concepts, which can be useful in developing a deeper understanding; however, the data obtained lack structured, formal, specific details that can be tested through predication or planned operations, such as with quantitative designs (Sale & Thielke, 2018). Without testable theory, statistical descriptions, or relative hypotheses to prove (through quantitative methods), the grounded theory of qualitative study is nothing more than speculative. Therefore, to overcome this limitation, an extensive literary review was conducted that substantiated the topic's value and the importance of this study (Burnside et al., 2017).

Significance

Children with ASD demonstrate maladaptive behaviors including self-injury, aggression to others, repetitive tapping, and vocalizations that require management from the educator that surpass any skill or academic concerns (Farmer et al., 2016; O'Hagan et al., 2021; Rispoli et al., 2019). There is much information about the difficulties public

school educators face while dealing with problem behaviors of children who have ASD and the negative impact these problem behaviors have on academic progress during academic instructional sessions (Singh et al., 2017). Homeschooling parents report they experience similar challenges with their children with ASD and often believe they can provide a better education at home for children. Researchers (Collier et al., 2020; Griffiths et al., 2021; Huggins, 2016; Hurlbutt-Eastman, 2016; Kendall &Taylor, 2016; Kim & Hachey, 2020; O'Hagan et al., 2021) reported that little is known concerning what practices homeschooling parents use during academic instructional sessions to meet the specific behavioral needs of their children with ASD.

This study was significant to educators and local homeschooling parents of students with ASD as I documented evidence-based practices in education. Any strategies that homeschool parents are using with any level of success to manage problem behaviors with their students who have ASD will be useful in both public school and homeschool learning environments. The research information that was gained regarding instructional planning, increased student engagement, and improved behavior management for students with ASD have the potential to enhance education practices. These enhancements include providing substantive data for the development of potential support models for parent-educators, as well as presenting information that will increase parent-educators' awareness of available behavior management strategies and resources. The establishment of training opportunities can also enhance parent-educator involvement with their students' academic development.

Summary

Children with ASD do demonstrate problem behaviors during instructional sessions in educational environments (McRae, 2017). There is an extensive amount of information regarding behavior management strategies in public school settings (Flanagan & DeBar, 2017; Iniesta-Sepulveda et al., 2018). However, homeschool behavior management strategies (Dolan, 2017; Kennedy et al., 2017; Kula, 2018) are less noted in research literature (Daniels, 2017). The problem is that there is a gap in the literature regarding how parents who homeschool their students with ASD address problem behavior during instructional sessions. This gap in literature was the problem this study addressed. Profound insight into educators who work with students who have ASD was provided from the findings of this basic qualitative study.

The purpose of this qualitative study was to understand research on evidence-based practices of behavior management for students with ASD during instructional sessions in homeschool settings (see Lloyd et al., 2019; Pas et al., 2016; Reed et al., 2017; Singh et al., 2017). A cognitive process that takes place in a social environment or social construct known as SLT (Chen et al., 2017; Goodman & Goodman, 2016; Ismail & Al Allaq, 2019; Taylor, 2017) was used as the framework for this study. The conceptual framework of SLT was used to explore the practices of instructional planning, engagement of the child in an instructional session, and administering interventions for the problem behaviors of the child with ASD. SLT was suitable for this study because social interaction is key to student learning and affects behavioral outcomes (Schertz et al., 2018). Processes related to engagement, attention, memory, and motivation were

observed through SLT to gain an understanding of parent practices with students who have ASD.

A qualitative method was suitable for this study because the objective of the study was to gain deeper insight concerning behavior management processes (see Sale & Thielke, 2018). This qualitative research process of posing a research question, collecting data, and presenting an answer to that research question is fundamentally essential to the provision of supportive information and resources that enhance practices in pedagogy and contribute to social change. The data received in this study can be used to address students with ASD who demonstrate problem behavior during instructional sessions and to better understand the need for effective behavior management strategies in education practices.

Chapter 2: Literature Review

In the problem statement I noted a gap in literature regarding the behavior management practices of homeschooling parents with children who have ASD and who demonstrate problem behavior during instructional sessions. The purpose of this study was to impact positive social change by understanding the management practices of homeschooling parents and to gather information regarding more effective instructional planning, increased student engagement, and improved behavior management for children with ASD. The following synthesized review provides literature sources related to homeschooling children with ASD who demonstrate maladaptive and other problem behaviors. A search of the literature resulted in few sources directly linked to homeschooling and ASD. The sources found were related to homeschooling of children with special educational needs, which may be applicable to ASD as a specific area of special need. Common themes addressed in these sources were related to reasons why parents homeschool. Themes such as lack of program availability, school disciplinary policies, and poor teaching methods were among the reasons for homeschooling. Other themes addressed were the parents' perceived levels of knowledge, training, and academic involvement in their child's development. Sources that included information about understanding student behavior related to specific special needs and various strategies for managing challenging behavior were helpful but did not exclusively address them as homeschool practices (Abuzandah, 2020; Craft, 2016; Daniels, 2017; Purwaningsih & Fauziah, 2020).

Literature Search Strategy

I used the Swain Education Library and Waldo Library on the campus of Western Michigan University, along with Google, Google Chrome, and Google Scholar search engines for my first literary search. A detailed list of the accessed databases, search engines, and search terms are listed in Table 1.

Table 1

List of Databases and Searches

Databases	Search engines	Search terms & combinations
Education Source	Google, Google Chrome, Explorer	Homeschooling, autism spectrum disorder, ASD, behavior
ERIC	Google, Google Chrome, Explorer	Homeschooling, variations of ASD
SAGE	Google, Explorer	Same as above & special needs, problem behavior
Academic Search Complete	Google	Same as above & special needs, problem behavior
Teachers Reference Center	Google Chrome	Same as above & special needs, problem behavior
Academic journals	Google Chrome	Same as above & special needs, problem behavior

The Walden University Library databases and search engines were my most recent resources utilized for the finalization of my literary search. The topic of my research contained several concepts, which made my search more refined. Topics with too many or too few concepts create challenges in the searching process. Walden

University Librarian, Kim Burton, assisted me in the process and procedures of good library research. Search terms and keywords were inserted into various databases leading to results found in the chart below:

Table 2

List of Databases and Searches

Databases	Search engines	Search terms & combinations
Education Research, Education Source	Google, Google Chrome	Home-schooling, parent practices, ASD, behavioral issues
Academic Search Complete	Google, Google Chrome	Home!schooling, home!school, home education
APA PsycINFO, MEDLINE with Full Text	Google, Explorer	Problem behavior, variations of ASD,
CINAHL Plus with Full Text (this is a nursing database)	Google	Same as above & special needs, problem behavior
SocINDEX with Full Text, Teachers Reference Center	Google	Same as above & special needs, problem behavior

What follows is an example of a search that I did in the Education Source database using Google Chrome as the search engine. From the Walden University Library homepage, I clicked on the Research by Subject box and selected Education. In the Education article, journals & books box I clicked on Education databases and selected Education Source from the drop-down menu. In the search box I typed in the search words using the exact spacing and characterization *Home!schooling* or *home!school* or *home education*.

In the second search box I typed *parents or guardians*, and in the third search box I typed *autism spectrum disorders* or *ASD* or *autistic*. Using the OR in the search words informs the database to search for either of these terms. The exclamation mark informs the database to search for these words as a single word, as two words, or as a hyphenated word. After I unchecked the Full Text button and checked off the Peer Reviewed Scholarly Journal button, I hit the search key. Thirty-five results were produced. I used those results to look in the titles, abstracts, and subject lines for additional terms to add to my search. I also expanded my search by adding multidisciplinary and related subject databases. My expanded search produced 183 results. In cases where there was little current research, I continued to modify my search words and databases to broaden my findings. Regardless of the number of modifications made to my searches, it was apparent that there is a gap in the literature regarding parent practices of managing problem behaviors from homeschooled students with ASD.

Conceptual Framework

The conceptual framework of SLT framed the research questions as they were used to gain understanding about how homeschooling parents managed maladaptive and other problem behaviors of students with ASD (see Nardi, 2017; Schertz et al., 2018; Spiegler, 2017). The related elements of SLT and their connection to the phenomenon under investigation supports the assumption that social initiations within learning environments should benefit students with ASD (Schertz et al., 2018). I explored the practices of instructional planning, engagement of the child in an instructional session, and administering interventions for the problem behaviors of the child with ASD. Data

collection was guided by SLT because I constructed the semistructured interview protocol from the most relevant tenets of the framework. Learning is not purely behavioral, it is a cognitive process that takes place in a social context (Rispoli et al., 2019; Schertz et al., 2018). The framework related to this basic qualitative study because learning can occur by observing a behavior and by observing the consequences of the behavior (Schertz et al., 2018; Taylor, 2017). I used SLT to gain an understanding about how homeschooling parents address problem behaviors of students with ASD during instructional sessions.

Literature Review Related to Key Variables and Concepts

The following synthesized review provides literature sources related to homeschooling children with ASD who demonstrate maladaptive and other problem behaviors. A search of the literature resulted in few sources directly linked to homeschooling and ASD. The sources found were related to homeschooling of children with special educational needs, which may be applicable to ASD as a specific area of special need. Common themes addressed in these sources were related to reasons why parents homeschool. Themes such as lack of program availability, school disciplinary policies, and poor teaching methods were among the reasons for homeschooling. Other themes addressed were the parents' perceived levels of knowledge, training, and academic involvement in their child's development. Sources that included information about understanding student behavior related to specific special needs and various strategies for managing challenging behavior were helpful but did not exclusively address them as homeschool practices (Abuzandah, 2020; Craft, 2016; Daniels, 2017;

Purwaningsih & Fauziah, 2020).

Conceptual Framework

      The conceptual framework of SLT framed the research questions as they were used to gain understanding about how homeschooling parents managed maladaptive and other problem behaviors of students with ASD (Nardi, 2017; Schertz et al., 2018; Spiegler, 2017). The related elements of SLT and their connection to the phenomenon under investigation supported the assumption that social initiations in learning environments should benefit students with ASD (Schertz et al., 2018). I explored practices of instructional planning, engagement of the child in an instructional session, and administering interventions for the problem behaviors of the child with ASD. Data collection was guided by SLT because I constructed the semistructured interview protocol from the most relevant tenets of the framework. Learning is not purely behavioral, it is a cognitive process that takes place in a social context (Rispoli et al., 2019; Schertz et al., 2018). The framework related to this basic qualitative study because learning can occur by observing a behavior and by observing the consequences of the behavior (Schertz et al., 2018; Taylor, 2017). I used SLT to gain an understanding about how homeschooling parents address problem behaviors of students with ASD during instructional sessions.

      Dr. Gray developed something known as social stories in 1990 (Wright et al., 2020), which were found to be a big part of the parent strategies recognized in this study. Social stories are simulated examples used to teach particular social skills like identifying cues in given situations, accepting another's point of view, and understanding rules,

routines, and expectations in specific situations (Wright et al, 2020). This data aligned well with the conceptual framework of SLT and supported the use of social cues to improve behaviors of students with ASD.

Choosing Homeschool

Prior to March of 2020, homeschool could be understood as having school, or the education of a student, at home. Many of the resources about homeschooling covered topics such as why parents homeschool and the differences between students who are homeschooled and those who receive public school education. In a study that included surveys from the National Household Education Program and the Department of Education's National Center for Education Statistics in the Institute of Education Sciences, it was reported that nine, out of 10 homeschooled students were homeschooled because of their parents' concern with special education services, disciplinary methods at school, and negative social encounters with other students in the school environment (Ray, 2017; Redford et al., 2016). Most of the students were White (83%), lived in suburban areas, and were nonpoor (89%). The learning context of these homeschooled students included sources of curriculum stemming from websites, public libraries, bookstores, and homeschooling catalogs (Ray, 2017; Redford et al., 2016). The report included information on the percentages and characteristics of homeschooled students in the United States from 1999 to 2012, which is useful for understanding the reasons behind parents' choice and practices for homeschool. However, none of the information covered specific behavior management strategies for homeschool students and families with children who have ASD (Ray, 2017; Redford et al., 2016).

Management strategies may be difficult to detect when so many parents are choosing to homeschool due to lack of programming for their child with special needs. Historically, students with ASD and other special needs have received school placements only in facilities that provided specialized programs, which limited their available schooling option (Carlson, 2020; Cheng et al., 2016; Greenway & Eaton-Thomas, 2020). Using a nationally representative household survey, parents noted more satisfaction with special education services while homeschooling rather than from a variety of private and public schools. Based upon the research, homeschooling is a potentially beneficial option for serving students with disabilities, but there was no in-depth discussion regarding challenging behaviors and behavior management practices (Carlson, 2020; Cheng et al., 2016; Greenway & Eaton-Thomas, 2020). Again, management strategies were lacking along with suitable programs in schools of choice for families with special needs (Carlson, 2020; Cheng et al., 2016; Greenway & Eaton-Thomas, 2020).

Challenging Behavior

Researchers studied the assessment and intervention of self-injurious behavior (SIB) of individuals with ASD (Kildahl et al., 2020; Moskowitz et al., 2016). They focused on using positive behavior support (PBS) as an effective intervention because SIB was noted as being one of the most challenging and debilitating forms of behavior displayed by individuals with ASD. As we will discuss later, without enough parent knowledge, these kinds of behavior management strategies may be unknown, and therefore unused in homeschool settings (Kildahl et al., 2020; Moskowitz et al., 2016).

It is clearly noted that students with special needs often have challenging

behavior, and teachers are not always equipped to handle such behavior (Hyman et al., 2020; Lieneman et al., 2017. Poor teaching methods and behavior management skills may very well be two of the reasons for parental decisions to homeschool (Abuzandah, 2020; Craft, 2016; Hyman et al., 2020; Purwaningsih & Fauziah, 2020). Regardless of having an individual education plan (IEP), standard teaching methods do not always *fit* the special needs of the student (Abuzandah, 2020; Craft, 2016; Hyman et al., 2020; Purwaningsih & Fauziah, 2020). Parents who receive training in methods of parent-child therapy that combine visual supports can improve student behaviors and support parent-mediated interventions (Hyman et al., 2020; Lieneman et al., 2017). Parents trained in managing problem behavior in their students with special needs are depicted using multiple themes such as individualized teaching methods that accommodate a child's disability, supervised socialization through co-op, church and other activity groups, nutritional diets complete with reduced sugars, colors, and preservatives tailored to energize the brain for learning. These are just a few of the practices used by homeschooling parents (Lieneman et al., 2017) to address their students' challenging behavior.

It is important to address the broad scope of what denotes behavior that is challenging and how the above-mentioned strategies used by parents are applied. Challenging behavior can be physically challenging—such as hitting, biting, spitting or pulling hair. Behaviors that are more specific to ASD might be struggles with focusing, attention, transitioning, organizing, remembering, managing time, or controlling one's emotions (Adams et al., 2019; Hyman et al., 2020; Lieneman et al., 2017). They can also

be related to difficulties with communication and language, or the use of appropriate social skills. These challenging behaviors often exhibited by individuals with ASD in public school and homeschool settings are reported to be found in one out of six children who have disabilities (Adams et al., 2019; Lieneman et al., 2017). These behavioral as well as developmental challenges can be difficult for caregivers to manage, (Hyman et al., 2020; Lieneman et al., 2017).

Ung et al. (2017) examined the prevalence and severity of behavioral problems in youth with ASD through a comparison study. The study included parents and teachers of more than 50 youth with ASD, and 42 youth who did not have an ASD diagnosis. Although all youth demonstrated some problem behaviors, behaviors of youth with ASD were reported to be severe. However, Ung et al. suggested that behavior problems in youth may depend on variables that include the severity and prevalence of the behavior problems, as well as the context, and reporter of the symptoms (Hyman et al., 2020; Ung et al., 2017).

These challenging behaviors in students with ASD are notable but have been scantly covered in research. At least 50% of students on the spectrum experience clinical or subclinical levels of anxiety, while teacher knowledge about how to handle anxiety-related behaviors in these students is limited (Adams et al., 2019). A survey of 64 teachers predominantly from mainstream primary schools concluded that teachers respond differently to anxiety-related behaviors of students on the spectrum and found their responses may even promote rather than reduce anxiety and autonomy. This kind of response can result in reduced learning opportunities. Effective and efficient

interventions that address behavioral issues are necessary to improve overall outcomes for children with or without developmental or behavioral disorders. If increased knowledge and training in areas of evidence-based behavior management strategies is presented to educators—both parent-educators and otherwise—improved learning opportunities can be accomplished (Lieneman et al., 2017). Research supports those interventions such as parent-child interaction therapy (PCIT) combined with visual supports (VS) improved behavioral functioning in home, school, and community settings, and provided evidence for the effectiveness of parent-mediated intervention (Adams et al., 2019; Hyman et al., 2020; Lieneman et al., 2017). These challenges of maladaptive behaviors including self-injury, aggression to others, repetitive tapping, and vocalizations, along with research-based outcomes are only a few of the reasons why further research about parent practices—and even parent knowledge—in homeschooling children with ASD is necessary.

Parent Knowledge and Parent Training

Parent knowledge can be described as the self-efficacy the parent feels about having the appropriate familiarity or ability to engage in teaching their child (Benson et al., 2017; Gaines & Barnes, 2017; Hyman et al., 2020). Parent knowledge can also include the amount of information, understanding, and/or resource availability the parents perceive they must advocate for their child's developmental/academic needs. Parent training involves the acquiring of skills, or abilities gained through instruction, and increasing one's knowledge base (Benson et al., 2017; Gaines & Barnes, 2017; Hyman et al., 2020). Studies support that increased parental knowledge about the learning needs of

their children may influence parent practices regarding their children who qualify for special education services. The inference is that a lack of professional knowledge on the part of the parent can directly affect the learning outcomes of the student (Benson et al., 2017; Gaines & Barnes, 2017; Hyman et al., 2020). Parents who acquire professional knowledge about educational terminology and official policies were often found to be better advocates for their children with special needs (Benson et al., 2017; Gaines & Barnes, 2017; Hyman et al., 2020).

Therefore, parent knowledge, or self-efficacy, does play an important part in parents' ability to teach their child (Gaines & Barnes, 2017; Hyman et al., 2020; Spain et al., 2017). Self-efficacy can affect the way parents manage child behavior problems based on their own previous data, and experiences dealing with their child (Gaines & Barnes, 2017; Spain et al., 2017). Research shows that solution focused brief therapy (SFBT) and structural family therapy (SFT), which are therapeutic models that focus on the caregivers of children with ASD rather than directly on the diagnosed child, reduce parental stress, and increase parental self-efficacy to manage child behavior problems (Gaines & Barnes, 2017; Spain et al., 2017).

When parents feel equipped with knowledge specific to their challenges their stress is reduced. Reduced stress can increase parent efficacy to more effectively manage problem behaviors. When parents feel stressed out about the daily challenges of dealing with their child's problem behaviors, tendencies for behavior management intervention consistencies can be reduced by feelings of despair, unproductivity, and hopelessness (Drogomyretska, et al., 2020; Gaines & Barnes, 2017). Families with children who have

ASD can experience greater levels of stress and challenges than the children's typically

developing peers. It is supported that the most basic universal needs that can reduce stress

levels among family members with ASD are access to quality information and services,

parent skills training, coordinated services, and transitional supports (Blackman et

al.2020; Crone & Mehta, 2016; Drogomyretska et al., 2020; Fisher et al., 2020; Gaines &

Barnes, 2017; Morris et al. 2021).

The effect of parent knowledge about the special needs of their children must be

consistent with the individual child's condition. The dramatic rise in the population of

children diagnosed with various types of neurodevelopmental, psychiatric, and medical

syndromes is testament that various training is necessary (Gaines & Barnes, 2017;

Hyman et al., 2020; Kaufman & Pickar, 2017). Specific learning disorders and cognitive

impairment, chronic developmental disorders, physical disabilities, serious medical

conditions, and severe psychiatric and behavioral disorders (including ASD) were all

categorized under the term "special needs children" according to definitions found on the

Michigan Department of Education website (https://www.michigan.gov/mde/0,4615,7-

140-6598---,00.html). Due to the required specialized parenting approaches that are

needed for many such children, ordinary parenting skills are deemed insufficient for the

extraordinary demands upon the adults who provide them with care (Gaines & Barnes,

2017; Kaufman & Pickar, 2017). Again, proper parent knowledge is necessary for

appropriate parents' involvement as an advocate for their children's special needs.

Learning can be severely hindered if there is a lack of understanding or poor

communication regarding the needs of their children (Gaines & Barnes, 2017; Kaufman

& Pickar, 2017).

So, various types of parent knowledge can include training in advocacy, legal policies and procedures of law, evidence-based treatment strategies, teaching methodology, digital-based and behavior analytic strategies. Training designed to provide behavior analytic strategies for decreasing problem behaviors of children with ASD can only be effective if parents are able to participate in its implementation (Blackman et al.2020; Crone & Mehta, 2016; Fisher et al., 2020; Hyman et al., 2020; Morris et al. 2021). Studies conducted to evaluate the effectiveness of parent knowledge compared home-based as opposed to clinic-based training. The increase of parents' use of trained strategies and the decrease in students demonstrating problem behaviors was documented and data reported that function-based behavior intervention plans implemented within various parent-child dyads appeared to be most effective (Blackman et al.2020; Crone & Mehta, 2016; Fisher et al., 2020; Morris et al. 2021). These learned strategies were beneficial to parents in both managing behaviors as well as appropriately advocating for the necessary supports and resources for their students (Hyman et al., 2020; Maddocks, 2018).

Research findings denote advocacy experiences of parents of elementary-age and twice-exceptional children—or children having more than one exceptionality or special need—have been less effective with lack of knowledge (Hyman et al., 2020; Maddocks, 2018). Parents reported feeling intimidated and overwhelmed with advocating for their twice-exceptional child due to their lack of professional knowledge. All the parents wanted their children to maximize their potential and not be limited by their disabilities.

However, the parents did not know all of the necessary information regarding official policies and procedures, educational terminology, and depth of understanding about the child's disabilities. The lack of readily available resources focused on these children was the reason parents were unsuccessful in the advocacy of their child (Maddocks, 2018). Professional development for parents on appropriate practices of educators who deal with students with ASD and on collaboration for further research is essential.

The effectiveness found in parent-training programs have demonstrated the potential for scalable evidence-based treatment for children who demonstrate disruptive behaviors, including children with ASD (Baumel et al., 2017). Although typical research is recommended (Baumel et al., 2017), it is supported that parent training in regard to children with ASD must include a wide range of interventions like language and social development, as well as how to address maladaptive behaviors (Prata, et al., 2018). It is believed that parent training is a valuable evidence-based treatment for dealing with typically developing children with disruptive behavior. Prata et al. (2018) summated that, "The uncertainty of the meaning of 'parent training' in ASD warrants the necessity of continued research on homeschool parent practices for behavior management strategies" (p. 170).

Homeschool Daily Practices

Knowing the daily activities involved during homeschool instructional sessions can also be beneficial in understanding the behavior management practices of parents. Studies on the typical daily educational activities of homeschooling families with high school students with ASD and other special needs included such tasks as online courses,

private tutors, and self-taught classes. Parents were reported to be more of a director of

activities rather than an instructor of any subject (Carpenter & Gann, 2016; Damayanti et

al., 2020; Lewis, 2020; Tett & Macleod, 2020). Flexibility seemed to be one of the

prominent benefits of most daily schedules as the allowance for off-task activities and

breaks were sometimes included for strategic purposes of managing behaviors.

Understanding the daily practices of homeschooling parents of children with ASD may

also provide insight into specific behavior problems related to planning and student

engagement (Carpenter & Gann, 2016; Damayanti et al., 2020; Lewis, 2020; Tett &

Macleod, 2020).

Another part of home school daily practices would be the quality of life of the

parent (McAuliffe et al., 2017). A study on the quality of life of parents who have

children with ASD noted that, as stated earlier, daily parent practices related to their

involvement with their child with ASD were associated with the parents' overall self-

perspectives of value, worth, and capability (McAuliffe et al, 2017). The World Health

Organization's Quality of Life Questionnaire—a research survey tool used in many

studies targeting parents of children with ASD—was used to gain the required validity

with parents of children with ASD (McAuliffe et al. (2017). The data supported that

parents with higher levels of positive self-perspectives tended to feel more capable of

engaging with their students, even into higher learning environments such as college.

Parent Involvement and Student Development

Clancy (2017) conducted a study that focused on understanding parent

involvement, and their practices of behavior intervention with their children who have

autism. The data supports that early, intensive instruction using the methods of applied behavior analysis, also known as early intensive behavioral intervention or simply intensive behavioral intervention, can result in dramatic improvements for children with ASD. Clancy emphasized the necessity of parents' implementation of early intensive behavioral intervention for their children with ASD due to the frequent severity of problem behavior. They concluded that little research has explored this involvement or what it entails.

Parental involvement is recognized by researchers to be advantageous in various aspects of a child's life. The quality of classroom instruction and the success of students' academic development are just two of the outcomes of parents who are directly and indirectly involved in the student's development (Lerner et al., 2018). The scope of healthy behavior is predicated upon the basic systems of engagement or ecological systems theory of child development as noted by psychologist Urie Bronfenbrenner Lerner et al. (2018). Although positive results of parent involvement during academic development can be found in literature, limited empirical evidence exists supporting the same level of benefit from parent engagement in a homeschool environment with children who have special needs (Lerner et al., 2018).

Research that observes correlations between parent involvement and student development in homeschool settings are both necessary and beneficial for establishing behavior management strategies (Dolan, 2017; Goldman et al., 2019). Not only has homeschooling become more evident, but an increasing number of homeschool individuals with ASD are attending college, too. The data supports that more

homeschooled students will eventually attend college because of the positive results of parent engagement during their academic development (Dolan, 2017). Understanding the experiences of homeschool students who have ASD as well as the engagement of parental involvement in their development can benefit further research on behavior management strategies (Goldman et al., 2019).

Much of the literature denotes parent involvement regarding parent-teacher communication (Azad et al., 2018; Goldman et al., 2019). Most teachers and parents can agree that the improved communication between school and home and the implementation of parents' contingent reinforcement is effective in moderately decreasing off-task behaviors in both typical and ASD diagnosed students (Azad et al., 2018; Goldman et al., 2019). While parent involvement through school-home communication is important, the data is lean in regard to specific evidence of the type and effectiveness of parent involvement with students with ASD in homeschool settings.

Avid supporters of parent-teacher collaborations regarding student development believe that the collaborative efforts of parent and teacher working together to problem-solve concerns about students are beneficial. A study of 18 teachers and 39 parents of children with ASD resulted in discussions of solutions for behaviors that a student demonstrated both at home and school. It was interesting to find that not all of their problem-solving strategies were the same (Azad et al., 2018). Another study focusing on various forms of parental involvement noted the necessity of what was called "enhanced parental involvement" (Goodall, 2018). Enhanced parental involvement included such things as demonstrating good parenting skills that reflect security and stability at home,

stimulating intellectual development, and encouraging healthy parent-child discussions (Goodall, 2018). This style of parent involvement was believed to produce better attainment, and other outcomes in students.

Parents who established association, the correct sequence of events, sensitivity to intervention, and an explanatory mechanism were more likely to experience positive outcomes from their students with maladaptive behaviors than parents who did not (Goodall, 2018). Research also denoted that parents who were productively involved with their children were good role models of constructive social and educational values and influence high aspirations of personal fulfillment and good citizenship among their children (Goodall, 2018).

There was one study that focused on parent involvement in a comparative analysis between students with ASD and those with ADHD during homeschool instructional settings (McRae, 2017). In this study behavior management strategies used during homeschool instructional settings were affected by parent-related and environmental factors. These factors were noteworthy variables in predicting and understanding internalizing and externalizing child behaviors. The data depicted those increased demands placed on the parent that result from the child's disorder are in direct correlation with the parent factor (Darling et al., 2019; McRae, 2017). The Conscious Discipline website listed seven conscious skills that encompass the concept shared in the research data (https://consciousdiscipline.com/methodology/seven-skills/). Based on the results, parent responses are what is known as *conscious discipline*, which is a comprehensive social-emotional and classroom management program that uses everyday life events to

teach children and adults self-control and conflict resolution (Darling et al., 2019). This data supported the purposes of my study and further research toward collaborative approaches to problem-solving the management of disruptive behavior.

McRae et al. (2018) conducted the same ASD/ADHD comparison study as McRae (2017) with a new focus on evaluating a comprehensive model that examined relations between child and parent. Parent adjustment and behaviors, as well as child routines, had a direct effect on the internalizing and externalizing behaviors of both the child with ASD and the child with ADHD. These findings were based on Sameroff's Transactional Model of Development, which asserts that children and contexts shape each other.

Understanding Student Behaviors

Understanding student behaviors can be beneficial to broadening insights on developing behavior management strategies. Three core elements associated with the Theory of Mind in children who have ASD are key to understanding student behaviors (Burnside et al,, 2017). Those three elements are intentions, desires, and beliefs. According to Burnside et al., "intention understanding involves acknowledging the relation between physical action and the goal of the actor, desires motivate behavior, [and] beliefs govern actions" (pp. 1834-1844). An understanding of the intentions, desires, and beliefs of children with ASD may provide insight into specific behavior problems related to planning and student engagement during homeschool instructional sessions.

The synchronous understanding of the intentions, desires, and beliefs of students

can enhance the effects of a multicomponent function-based intervention used on students with ASD (Cho & Blair, 2017). In a study using a multiple-baseline design across academic subjects the data revealed that target problem behaviors decreased, and academic engagement increased in reading, writing, and mathematical activities for students (Cho & Blair, 2017). The focus was on interventions that prevent problem behaviors and increase academic engagement. The strategies used in the study included modifying classroom activities, teaching replacement skills, and changing behavior consequences (Cho & Blair, 2017). Similar strategies that included implementations of visual supports, such as posters, to encourage students to properly engage during instructional sessions also benefitted behavioral outcomes. These visual strategies positively affected social deficits and increased the development of problem-solving skills during academic instruction in early years of education (Diamond, 2018).

Studies linking atypical behaviors of individuals with ASD and sensory processing and attention have shown that interrelations between sensory processing and attention skills have notable similarities on adaptive behaviors of individuals with ASD (Diamond, 2018; Dellapiazza et al., 2018). Eleven studies about sensory processing, attention and their association with adaptive behaviors uncovered a significant impact of sensory abnormalities on adaptive behavior. Results showed 82-97% of participants with ASD, depending on the study, reported atypical sensory processing behavior. These sensory processing behaviors associated with ASD impacted student learning (Jones et al., 2020). In the study of 57 parents and 70 teachers, both teachers and parents reported sensory experiences as being negative triggers to problem behaviors such as

distractibility, anxiety, and limited participation. Only five teachers reported positive

outcomes from sensory experiences, but they were effective after the students' sensory

needs had been met (i.e., using weighted blankets, producing fidgets, etc.) (Jones et al.,

2020). Factors including predictability of sensory input, resources, and parent/teacher

knowledge can minimize sensory disruption, as well as inform training and intervention

development. These sensory experiences significantly impacted student learning for

pupils with ASD (Jones et al., 2020). Perhaps these same strategies can be applied to the

homeschool setting to decrease incidents of problem behavior during instructional

sessions.

A final note to parent involvement is a focus on parenting skills (Collier-Meek et

al. 2019). An investigation on various parenting skills as a factor in parent involvement

showed that such things as disciplinary measures can cause great concerns among parents

that may result in their decline in parental involvement with their children and their

children's academic achievement (Collier-Meek et al. 2019). Various parent skills with

specificities on disciplinary methods depicted that parents who use threats and strong

coercions, as opposed to more conscientious methods of discipline may obtain different

results than if a public school educator used the same methods (Collier-Meek et al. 2019).

Behavior Management

Other literature which included various behavior management strategies was not

indicative of homeschool settings, but they did notably specify students with special

needs who display problem behavior (Iniesta-Sepulveda et al., 2018). A study of youth

with ASD having obsessive-compulsive disorder (OCD) reported that the use of

cognitive-behavioral therapy (CBT) resulted in preliminary effectiveness in treating OCD in children with ASD. Only preliminary effectiveness of an individualized intensive CBT protocol for OCD in adolescents with ASD were examined (Iniesta-Sepulveda et al., 2018).

Daily Behavior Report Cards (DBRC) used as an intervention to manage classroom behaviors of students who had attention deficit hyperactivity disorder (ADHD) were reported to effectively reduce the frequency and severity of ADHD symptoms in classroom settings (Iznardo et al., (2017). Although ADHD is not a spectrum disorder, many of the same symptoms are shared with ASD. A similar study reported the effectiveness of using tablet applications for children with ASD (Esposito et al., 2017). Fifteen children during a 4-week training were subjected to computer-based intervention and electronic tablets to evaluate attention, vocabulary, and imitation in students following applied behavior analysis treatment (ABA). The data supported individuals with ASD demonstrate increased independence, academic and cognitive skills, social communication, and leisure time with the use of tablet applications. They found that graphic features of the applications influenced the motivation of students during instructional sessions. The conclusion of their study suggests a behaviorally manageable strategy for training students with problem behavior. The data supports the capability of tablet applications to reproduce effective educational training for children with ASD (Esposito et al., 2017).

Other uses of technology as behavior management tools include flat screen computers that delivered virtual reality images (Maskey et al., (2019). This electronic

device was used as an intervention for young people with ASD. Researchers "established that delivering graded exposure through computer generated scenes in a fully immersive virtual reality environment (the Blue Room) is an effective intervention for some" individuals with ASD and specific fears/phobias (p.3). The same traditional treatment methods were delivered using flat screen computer-delivered virtual reality graded exposure with cognitive behavioral therapy (CBT). Eight participants with ASD received one psychoeducation session followed by four 20-minute sessions of flat screen computer-delivered virtual reality graded exposure with CBT sessions with a psychologist. Four of those eight participants were classified as responders to intervention and maintained improvements for 12 months post-intervention (Maskey et al., 2019).

Specific programs used in conjunction with technology have proven to be effective in developing communication skills during instructional sessions with students who have ASD (Muharib et al., 2019; Williams et al., 2017). Researchers investigated the effects of functional communication training intervention consisting of systematic prompting and natural reinforcement on the challenging behaviors of two children with ASD. Children aged 5 and 6 years old were taught to request their preference of stimuli through an iPad application called GoTalk Now. Their findings showed a functional correlation between functional communication training with the use of the application and a decrease in the levels of challenging behaviors (Muharib et al., 2019). In another study, the relationship between problem behaviors and verbal ability were evaluated (Williams et al., 2017). These researchers noted that, although behavior problems and

verbal ability have generally been associated with each other, in a comparison study of 169 minimally-verbal and 177 fluently-verbal, 4 to 20-year-old patients with ASD, verbal ability was not strongly related to the severity of problem behaviors. In conclusion, interventions to develop adapting/coping mechanisms were believed to be important for mitigation of problem behaviors across the spectrum of individuals with ASD.

Electronic behavior management programs (eBMPs) are another form of technology-based programs using smartphone applications and/or websites to support teachers in managing their classrooms (Riden et al., 2019). They are designed to use strategies based in research that are shown to reduce challenging behavior and encourage positive behavior. Programs like ClassDojo and Premack (known as Grandma's Law) are two of the programs that were used to provide rewards to students following desired behavior that resulted in the desired behavior recurring again in the future. The results depicted a reduction in the use of undesirable behaviors associated with students who have ASD (Riden et al., 2019).

The evidence-based practice of video self-modeling (VSM) has been used to prove its impact on modifying and treating aggressive behaviors displayed by students with ASD (Rutherford et al., 2019; Sadler, 2019a, 2019b). It was noted that individuals with greater symptom severity and/or low cognitive abilities are at the greatest risk of developing aggressive behaviors that tend to be resistant to treatment. It was reported in the data that all participants of the study demonstrated a decrease in aggressive behavior and maintained that decrease postintervention (Rutherford et al., 2019; Sadler, 2019a, 2019b). Visually based behavior management methods are often used to reduce anxiety,

increase predictability, support communication, and improve participation with individuals diagnosed with ASD (Rutherford et al., 2019; Sadler, 2019a, 2019b). Additional themes of accessibility, participation-focus, individualization, teaching methods, consistency, and information and training are also used in visual management strategies (Rutherford et al., 2019).

Various types of therapy are also used for behavior management. Clark et al. (2020) discussed how social skills, peer play, and problem behaviors were atypical in students with ASD and investigated 45 parents and 35 teachers of children with ASD between the age of 7 and 9 years. Using the Social Skills Improvement System (SSIS) and the Penn Interactive Peer Play Scale (PIPPS), they observed interaction, disconnection, and disruption during play sessions. The informants reported similar social and peer interaction skills, as well as similar levels of disruption during play. However, parents reported higher levels of disconnection and problem behaviors, which indicated that these outcomes may have been within the home. The parent teacher disparity found in relation to home-school collaboration contributed to the understanding and more effective collaboration between parents and teachers to improve learning outcomes for students with ASD.

King et al. (2019) identified strategies used by facilitators during problem-solving interventions with teens. The intervention, known as Project "Teens making Environment and Activity Modifications" (TEAM), was used to evaluate the alignment of the strategies with the interventions. The pairings ensured universal designs for learning and maximized and maintained a safe and encouraging environment (King et al., 2019).

Occupational therapy (OT) is another method used by practitioners on the topic of play-based interventions to cooperative behaviors in children with ASD (Kelder et al., 2016). OT practitioners use a variety of interventions involving play to enhance skills related to social, self-regulation and communication. The concept of how play affects cooperative behavior, specifically in children with ASD, has not been readily identified. The intent of Kelder et al. was to gain insight as to the kinds of play-based interventions (sensory integration, modeling, behavioral, and so forth) that are being employed with elementary school-aged children, and how they are impacted. Research indicates play-based interventions have a positive impact on problem behavior (Kelder et al., 2016). However, more research is required to determine the role of OT in addressing cooperative play behavior in children with ASD.

Literature Gap Necessitates Research

The data support that diverse learners or children with disabilities have difficulty learning. Educators have the unique responsibility of presenting opportunities to students that will enhance their academic development. The importance of implementing the right educational tools, and in this case a behavioral management model, is crucial to the provision of such necessary learning opportunities, especially to students with special needs. Effective educational tools, such as the use of conspicuous strategies, mediated scaffolding, strategic integrations, and primed background knowledge, can be easily implemented using evidence-based practices (EBP). However, choosing the right EBP can be challenging, especially when there is a gap in literature that addresses the current need and practices.

Behavior management strategies practiced by parents who homeschool students with ASD are the focus of my study because there is a gap in the literature. Themes that address problem behaviors in children with ASD, behavior interventions and management, homeschool daily practices, parent involvement, and the like are all easily found in current literature (Acar et al.2017; Adams et al.2019; Cho & Blair, 2017; Daniels, 2017; Jolly & Matthews, 2018; Rosário et al., 2018). However, there is little data that cumulatively addresses the topic of homeschool parent practices for problem behavior intervention and management for their students with ASD (Maskey et al., 2019). Data affirmed the problem of the lack of research on homeschooling instructional daily practices (Dennison et al., 2020; Mazama, 2016). In efforts to present empirical evidence regarding homeschool practices, studies focus on specific groups of American homeschooling practices. Parent teaching, learning philosophies, and objectives were evaluated. Data supports that, contrary to claims of being overly structured and rigid, some American homeschooling practices vary based on parents' teaching and learning philosophies. The tendency is that curriculum included more culture-specific American history and culture than typical homeschool families. Although the data is rich regarding homeschooling practices, it does not have the comparative support of other research data from other regions to use (Dennison et al., 2020; Mazama, 2016).

Prevalence rates of autistic individuals in the U.S. and its relevance to homeschool is a subject that could be a benefit to pedagogy (Daniels, 2017; Ramsey et al., 2016; Simmons & Campbell, 2019; Zeleke et al., 2019). Due to various methodologies and differing ASD prevalence rates of the research, the consistency

among states is difficult to determine. State-wide data is necessary for increasing advocacy and awareness of groups that are more at risk for ASD based on their location and environmental factors.

Data that is specific to individuals who have autism and are being homeschooled is necessary for understanding general facts and trends of homeschooling practices. These facts and trends may even be generalized to international levels of understanding pedagogy. Such details as the reasons for homeschooling (Simmons & Campbell, 2019), child-centered education practices using Vygotsky's Zone of Proximal Development (ZPD) (Daniels, 2017), socio-emotional and psychological development of the student (Ray, 2018) are all relevant to deeper understandings about academic performance. Further research is essential to increasing evidence-based data regarding these areas (Daniels, 2017; Ramsey et al., 2016; Ray, 2018; Simmons & Campbell, 2019; Zeleke et al.,, 2019).

The homeschooling movement in the 1970s has been noted by various researchers (Gaither, 2017b; Garbacz et al., 2018; Kendall & Taylor, 2016; O'Hagan et al., 2021). Earlier research has focused on the reasons behind parents' choosing to homeschool (Garbacz et al., 2018; Kendall & Taylor, 2016). The alternative education settings and increased diversity among homeschool families has taken on new structure since the beginning of the homeschool era. The emergence of new technological means of administering increased curricular options and social connections, as well as the plethora of institutions, magazines, and conferences that have developed from the homeschool movement are self-evident that homeschooling can be a benefit to pedagogical research

(Garbacz et al., 2018; Kendall & Taylor, 2016; O'Hagan et al., 2021).

Data collected from government-commissioned review of home education in 2009 depicted issues, such as the lack of understanding by staff within school settings around the issues of special needs. This was particularly apparent in the area of ASD. Alternative education (AE) settings such as residential and juvenile justice facilities and self-contained schools who use the schoolwide positive behavioral interventions and support (SWPBIS) strategy for addressing behavioral needs reported that students with unique academic and behavioral needs respond well to SWPBIS. The problem, however, was that they were limited in finding research that existed to inform them of their implementation of SWPBIS with similar AE settings such as homeschool (Garbacz et al., 2018; Kendall & Taylor, 2016). The data is clear in that there was no empirical evidence regarding practices of homeschooling parents that have children with ASD or other diagnosis. The need for continued research regarding parents' choice to homeschool, and their practices with children who have ASD is ongoing (Gaither, 2017b; Kendall & Taylor, 2016; O'Hagan et al., 2021).

Understanding behavior management strategies are important when dealing with homeschooled individuals with ASD. However, many of the less problematic characteristics of some individuals with ASD are also worth giving our attention (Kula, 2018). Heightened abilities in areas such as remembering, attention to detail, deep focus, observational skills, absorbing and retaining factual information, and extreme creativity are some of the positive behaviors of individuals with autism (Jolly & Matthews, 2018). Understanding these behaviors may also bring deeper understanding to the triggers of the

problematic behaviors or even why parents choose to homeschool their twice-exceptional

children (Kula, 2018; Simmons & Campbell, 2019). These gifted learners are recognized

as high performing individuals in areas of intellect, creativity, artistic ability, leadership,

and specific fields of academia, but require services (Jolly & Matthews, 2018; Kula,

2018) to fully perform these abilities.

Traditional school environments that do not meet the needs of gifted learners

(Jolly & Matthews, 2018) or twice-exceptional individuals often lose these students to the

viable option of homeschool (Kula, 2018). Curriculum pivoting, and reflection as

progress are significant practices that have been implemented successfully with

homeschooled students with ASD. Unfortunately, the amount of research available on the

homeschooling practices for families with children who are gifted and/or have some form

of disability, or twice-exceptional children (Jolly & Matthews, 2018; Kula, 2018) is

limited.

Parent expectations and training are two areas that warrant further research

because studies have shown that parents who chose to homeschool were not

implementing evidence-based practices or were utilizing methods that directly contradict

best-practice standards (Preece et al., 2017; Ramsey et al., 2016; Simmons & Campbell,

2019; Zeleke, Hughes & Drozda, 2019). Parent training that is universally accessible is

difficult to provide due to the lack of research on the specific practices of homeschooling

parents with children who have ASD. There must be an understanding of themes

including strategies for enhancing student communication, facilitating interaction with

other children, integration and development, behavioral management, and identifying

and/or developing socialization opportunities in order to support these families (Preece et al., 2017; Simmons & Campbell, 2019).

Parent expectations for parents who homeschool students with ASD are equally difficult to understand without further comparative research data (Preece et al., 2017). Despite the history of increased parental involvement in the education of children with ASD when compared to parents of children without ASD, there is little research on the educational expectations that parents hold for their children with ASD and how they are formed. Typically developing students are influenced by the educational expectations their parents hold for them. This phenomenon is unknown for parents with students who have ASD due to limited information being available. The necessity for continued research regarding parent practices for their children with special needs including ASD is summated.

Summary and Conclusions

The major themes in the literature are mostly related to ASD but only minimally related to homeschool environments. The common theme is behavior management in students with ASD. What is known in the discipline related to the topic of study is that challenging behaviors are atypical of students with ASD. These behaviors are inclusive of internalizing and externalizing behaviors. Internalizing behaviors include anxiety, depression, and negative self-image. Externalizing behaviors include being verbally disruptive, being non-compliant with rules or instructions, and being physically destructive to themselves, others, or property (Guterman & Neuman, 2017; Zakaria & Tahar, 2017). What is not known in the discipline related to the topic of study is how

parents who homeschool their children with ASD practice behavior management during instructional sessions.

The present study fills at least three gaps in the literature that will extend knowledge related to practice in the discipline. The first gap filled was to understand the reasons behind parents' choice to homeschool rather than send their children with ASD to public schools. The second gap filled was the discovery and understanding of the practices these parents use to manage their child's behavior during homeschool instructional sessions. The third gap is the generalization of this data to be used across various contexts in pedagogy.

Parent choices to homeschool are increasing due to several reasons, including parent dissatisfaction with public and private school programs and the lack of special services offered for their child with special needs (Ray, 2017; Redford et al., 2016). Research supports that children with special needs such as ASD demonstrate challenging behavior during instructional sessions in academic settings. Research also supports that greater parent knowledge about their child's disability, and understanding the reasons behind their behavior, along with parent training on evidence-based behavior management strategies, can improve student outcomes during episodes of challenging behavior from children with ASD. Parents believe that with their greater knowledge about their child's behaviors, they are better suited to handle episodic behavior challenges (Ray, 2017; Redford et al., 2016). Research also supports that positive parent involvement can substantially improve student development (Clancy, 2017). Parents tend to exercise more patience with their child than would the educators in public school

settings due to time restrictions and staff limitations (Ray, 2017; Redford et al., 2016).

The literature depicts a notable gap regarding parent practices of behavior management interventions used in homeschool settings with children diagnosed with ASD (Haley et al., 2018; Amran & Majid, 2019). The data from the present study depicts several strategies used by parents that were effective in improving episodic behavior challenges. LaMorte (2016) noted that additional research is necessary for gaining a deeper understanding of the behavior management interventions and homeschool daily practices of parents with children who have ASD. The use of interview questions that allowed parents to freely express their experiences without limitation was beneficial to understanding the strategies parents deemed useful in managing student behaviors during instructional sessions. Literature supports reasons for choosing qualitative research as the methodology to use for this basic qualitative study (Haley et al., 2018; LaMorte, 2016; Amran & Majid, 2019).

Considering qualitative research assumptions, paradigms, and frameworks, the choice of SLT as the conceptual framework aligned appropriately with my practice of qualitative research. SLT aligned with ontological assumptions in that quotes and themes, in the words of the participants, were collected to provide evidence of different perspectives of parents who homeschool their children with ASD. The qualitative paradigm of social constructivism aligned with the SLT in that the elements of seeking to understand experiences and meanings through phenomenological study of personal perspectives of participants in the context where they work and live were performed (Chen et al., 2017; Creswell, 2017; Goodman & Goodman, 2016; Ismail & Al Allaq,

2019; Taylor, 2017).

The conceptual framework of SLT aligned interpretive communities in this qualitative research. The aim of the SLT conceptual framework was to understand specific issues of parent practices of behavior management interventions in homeschool settings with their children who have ASD. The gap in literature is evidence that homeschool cultures with children who have ASD are marginalized in their access to evidence-based practices for dealing with problem behaviors during instructional sessions (Baidi, 2019; LaMorte, 2016).

Qualitative research was the appropriate methodology to use because an understanding of the experiences of homeschool parent practices within a specific social environment was sought. The original method of data collection was to include semi-in-depth interviews and an extensive review of recorded statistical data regarding parent involvement. However, due to COVID-19 CDC Requirements, distance protocols were offered, provided, and used in this qualitative study for the safety of all parties involved. I used data collection and data analysis procedures with an interpretive stance, which respectfully engaged the participant so as not to further marginalize them through research. The opinions of the participants are fundamental in this research study due to the authenticity of the school-parent relationships, which is supported by current research (Ho et al., 2018). Ho et al. (2018) studied the experiences parents have of raising children with ASD. Semi-structured in-depth interviews were conducted with nine families with children who had ASD, and parent narratives were analyzed using thematic analysis.

The limitations specific to my research are the purposes of generalizing and

transferring of the data. Any evidence-based strategies that may be effective for homeschool students with ASD may not be effective in public school settings. Additionally, homeschool settings may produce a variety of outcomes using the same evidence-based strategies of another homeschool family. Even though ASD maladaptive behaviors can be generalized, the strategies by which these problem behaviors are managed may have different results based on their social contexts. However, the data from this present study has depicted thematic strategies that can be compared with the literature. These strategies could be effective in bridging the gap in dealing with generalized maladaptive behaviors.

In conclusion, the purpose of this study was to impact positive social change by understanding the management practices of homeschooling parents. Further, the research data will be used in providing information regarding more effective instructional planning, increased student engagement, and improved behavior management. The focus for all these findings were specific to dealing with students with ASD.

Due to the gap in literature, and the inability to provide rich data available about evidence-based practices for homeschool behavior management strategies, it is imperative for further research to be conducted on the subject. Determining the unique population of homeschooling parents who have one or more children with ASD in my local area is only the beginning of understanding, through my research, the daily practices of homeschool families in general. The appropriate qualitative research methodology, and aligned conceptual framework, were useful in guiding the research questions, and collecting rich data that can be used to obtain profound insights on how

homeschooling parents manage the behaviors of their children with ASD during instruction. It is necessary to further research the experiences of these parents, so that an understanding of their practices can be obtained and documented for future development in pedagogy.

It is noteworthy to include a brief statement concerning the time of this study and the effects of the Covid-19 pandemic. Due to the extended needs for quarantine, there have been at least a 90% change in the view and concept of homeschool (Greenway & Eaton-Thomas, 2020; Majoko & Dudu, 2020; Susilowati & Azzasyofia, 2020). What was once described as the alternative to public school has now become the mandate for almost every home across America. Students, both typical learners and students with ASD, have been mandated to learn virtually using computer devices and other materials provided by the school. One of the main differences has been the curriculums are provided by the public schools rather than parents choosing their student's learning materials (Greenway & Eaton-Thomas, 2020; Susilowati & Azzasyofia, 2020). The similarity is that parents are still involved with their child's learning. The added component is that teachers are doing the instruction via online classes, while parents are the ones who "make sure" the students are held accountable for their learning responsibilities. Again, there is need for research concerning how parents are managing the behaviors of their students with ASD. More research is necessary for deeper understandings about parental practices in behavior management during instructional sessions with their students who have ASD (Majoko & Dudu, 2020).

Chapter 3: Research Method

The research design for this study was derived logically from the problem statement in that I used qualitative research to gain deeper insight from the soft data rich in descriptions of persons, dwellings, and conversations. The problem statement notes a gap in literature regarding the behavior management practices of homeschooling parents with children who have ASD and who demonstrate problem behavior during instructional sessions. To identify the behavior management practices of homeschooling parents, I implemented a qualitative study research approach for exploring their experiences. The choice of quantitative research would have been less effective to produce such data.

In quantitative approaches, research questions are framed by operationalizing variables. Quantitative research is approached with specific questions to answer or hypotheses to test, which was not the goal of the research at hand. Instead, qualitative research questions were formulated to investigate topics in all their contextual complexity. The goal of this study was focused on understanding behavior from the informant's frame of reference, which could not be derived from statistical procedures .

The purpose of this qualitative study was to gain understanding about how parents who homeschool their children with ASD manage problem behaviors during academic instructional sessions. Exploring parent perceptions and experiences included discovering the practices of finding the right supports, preparing the learning environment for academic instruction, engaging the child in the instructional activities (Griffiths et al., 2021; Hert, 2016; Majoko & Dudu, 2020), and administering interventions for the problem behaviors of their child with ASD during instructional sessions (Lloyd et al.,

2019; Pas et al., 2016; Reed et al., 2017; Singh et al., 2017). The results of this study may provide recommendations for homeschooling parents regarding possible interventions for managing problem behaviors of ASD students during academic instruction sessions and other education settings.

The major intent of this research was the enhancement to current literature regarding evidence-based best practices for managing problem behaviors of students with ASD who are homeschooled. Research is important to education because of the necessity of evidence-based decisions that must be made in instructional environments. This includes public, private, and homeschool (Baidi, 2019; LaMorte, 2016). The goal of this study was to impact positive social change through qualitative research by understanding the management practices of homeschooling parents and providing information regarding more effective instructional planning, increased student engagement, and improved behavior management for their children with ASD
 (Baidi, 2019; LaMorte, 2016).

The problem this basic qualitative study addressed was the gap in literature regarding how homeschool educators manage the behaviors of students with ASD during academic instruction. Little information was available about how parents who homeschool their children with ASD manage problem behaviors during academic instructional sessions (Amran & Majid, 2019; Haley et al., 2018). According to a local homeschool group (NPLH Homeschool Group, group conversation, May 21, 2016), parents who homeschool their children with ASD are confronted with behavior problems daily. These parents choose to homeschool their children for various reasons including

their dissatisfaction with behavior management strategies used in public schools (NPLH Homeschool Group, group conversation, May 21, 2016; president of a local homeschool support group, conversation, September 21, 2018; secretary of a local homeschool support group, conversation, October 19, 2018; a member of a local homeschool support group, conversation, March 16, 2019). Closing the gap in the literature regarding behavior management practices for these students is the problem that was addressed in this study.

Research Design and Rationale

The research questions guided the data collection through interviews of a purposeful sample of seven participants. The data received in this study can provide insights on how homeschooling parents manage the behaviors of their children with ASD during instruction. It was necessary to research the experiences of these parents so an understanding of their practices could be obtained and documented.

RQ1: How do parents of students with ASD manage problem behavior during homeschool instructional sessions?

RQ2: How do parents who homeschool students with ASD receive support for managing problem behaviors?

The information that was gained regarding instructional planning, increased student engagement, and improved behavior management for students with ASD has the potential to enhance education practices. These enhancements include providing substantive data for the development of potential support models for parent-educators, as well as presenting information that will increase parent-educators' awareness of available

behavior management strategies and resources. The establishment of training

opportunities can also enhance parent-educator involvement with their students'

academic development.

SLT was the conceptual framework that informed this study. Social interaction is

key to student learning, especially in students with ASD (Schertz et al., 2018). Schertz et

al. (2018) conducted a qualitative study of three parents and their toddlers who had ASD.

The purpose of their study was to investigate the parent-child communication and how

social interactions positively affected behavioral outcomes. A robust intervention strategy

to address core social communication challenges in children with ASD during their early

development was the result following a complementary interactional sequential analysis.

In this analysis parents were actively supported to interact with their toddlers socially

rather than prescriptively or instrumentally. Schertz et al. (2018) summarized their study

as follows:

> The designation of social communication as a core area of concern in autism
>
> spectrum disorders, together with findings of distinctive social challenges for
>
> young children on the spectrum, points to the importance of a clearly targeted
>
> social agenda in early intervention for toddlers with autism.

Therefore, SLT was the appropriate conceptual framework for this study.

SLT framed the research questions as they were used to gain understanding about

how homeschooling parents manage maladaptive and other problem behaviors of

students with ASD (Nardi, 2017; Schertz et al., 2018; Spiegler, 2017). The related

elements of SLT and their connection to the phenomenon under investigation supported

the assumption that social initiations in learning environments should benefit students with ASD (Schertz et al., 2018). I explored the practices of instructional planning, engagement of the child in an instructional session, and administering interventions for the problem behaviors of the child with ASD. Data collection was guided by SLT because the semi structured interview protocol was constructed from the most relevant tenets of the framework. Learning is not purely behavioral, it is a cognitive process that takes place in a social context (Rispoli et al., 2019; Schertz et al., 2018). The framework related to this basic qualitative study because learning can occur by observing a behavior and by observing the consequences of the behavior (Schertz et al., 2018; Taylor, 2017). I used SLT to gain an understanding about how homeschooling parents address problem behaviors of students with ASD during instructional sessions.

Traditionally, researchers have collected data regarding the problem behaviors in school settings and home settings of students who were diagnosed with ASD. The tradition has included the gathering of information related to internalizing behaviors such as anxiety, depression, negative self-image, and externalizing behaviors such as verbal disruptiveness, noncompliance with rules or instructions, and being physically destructive to themselves, others, or property (Gutermran & Neuman, 2017; Zakaria & Tahar, 2017). I have chosen to start a new tradition that explores the unique combination of both environments of home and school—homeschool. Traditional research has an abundance of literature that uncovers evidence-based practices of behavior management strategies, such as SWPBIS, used for students with ASD (Garbacz et al., 2018). Simmons and Campbell (2019) studied reasons why parents homeschool their children who have ASD.

Results suggested that parents were not implementing evidence-based practices or were using methods that directly contradict best practice standards. Simmons and Campbell concluded by noting the importance of developing further research on the subject. My rationale for choosing to explore the same environments of home and school practices as a unique combination known as homeschool is so that homeschool practices can be explored, understood, and documented for the purposes of developing and disseminating evidence-based practices of managing problem behaviors of students with ASD in all settings.

Role of the Researcher

There are six methods of observation: testing method, cross-sectional method, naturalistic-observation method, laboratory method, longitudinal method, and project study method. The latter was my choice o using the basic qualitative approach. Qualitative observers use in-depth investigation of persons or groups to collect data to gain a deeper understanding of a topic. My role as an observer was to invite participants to be my sample audience, coordinate and conduct in-depth interviews with the sample group, record, collect, and transcribe notes, and review and present data analysis to Institutional Review Board (IRB) for approval.

Although I am a former homeschool parent who took courses through local homeschool parent partnerships and support groups in Michigan, I have had no connection with these entities for several years. There was no way of knowing whether I had any personal or professional relationship with the participants until after the surveys were conducted and information was gathered. Fortunately, there were no incidents

where I had any supervisory or instructor relationships involving power over any participant. Any researcher biases and/or power relationships were addressed at the beginning of the research by offering the participant the opportunity to stop participating. There were no other ethical issues applicable to this research.

Methodology

I used qualitative methodology for this study because qualitative research is often used when the objective of the study is to gain deeper insight and meaning concerning a process (Sale & Thielke, 2018). Descriptive data such as words or pictures, rather than numbers, that illustrate behaviors and processes could be gathered using interview transcripts, fieldnotes, personal documents such as behavior charts, and student reminder memos (Martens et al., 2017). However, none of the additional visuals listed (personal documents, behavior charts, student reminder memos, etc.) were gathered during this research study. Only interview transcripts and fieldnotes were gathered due to the COVID-19 pandemic.

Qualitative research was an appropriate methodology because the researching was conducted to seek an understanding of experiences of parent practices within a specific social environment (Sale & Thielke, 2018). The practices of the parents are fundamental in this research study due to the authenticity of the homeschool-parent-student relationships. Fixed, quantitative results were not obtained using this method. Data was collected through survey and semi-in-depth interviews.

SLT was the conceptual framework used in this research. Social learning designs are used when an attempt to understand interactions, and the meaning of events to

individuals' social environments or social contexts is warranted (Chen et al., 2017;

Goodman & Goodman, 2016; Ismail & Al Allaq, 2019). The goal of this study was to

gain, from participant perspectives, clarity about the impact of proficient behavior

management practices on the quality and level of student engagement during homeschool

instructional sessions.

Participant Selection

Prior to collecting data, the local partnership and homeschool support group

within the district received a written letter to present, discuss, and explain all aspects of

the intended *evaluation* to be conducted requesting that their members be made aware of

the opportunity to participate in this study. I invited parents interested in participating to

complete an online qualifying survey (Appendix A) through SurveyMonkey. In the

survey parents were asked to signify that they were currently homeschooling students

with ASD ages 5 to 18 years of age within a local Michigan school district. Once this

procedure was implemented, a national pandemic was announced, and all non-essential

businesses were mandated to quarantine. The local partnership and homeschool support

group were closed from any physically interactive business and, through much

deliberation between myself and them, decided not to continue as my partnering

organizations.

Modifications were made to the procedures for obtaining research participants. As

a result of the COVID-19 pandemic and quarantine there was an increase in distance

learning. This caused an equally increased usage of internet in homes. Many families

experienced limited availability of internet access and electronic devices to conduct

virtual interviews with individuals. Therefore, all participant invitations were revised to be sent out through United States Postal Service mail. Announcements promoting this research opportunity were shared by word-of-mouth amongst colleagues, business and community settings. Any individuals that demonstrated a willingness to participate were asked for their address (not their name) in order to receive a research packet via U.S. Postal mail.

The anticipated participants received a letter of invitation to participate as the introductory page of the research packet. Once their eligibility was confirmed via the survey questions at the bottom of the letter, the participant proceeds to the next page of the research packet—the consent form. Participants choosing not to consent to the research were able to discontinue their participation at that time. Those who consented to participate checked the appropriate box signifying consent and proceeded to complete the interview questions. The instructions at the end of the interview were specifically listed so that no chance of breaching the individual's identity would occur. The research packet included a self-addressed stamped envelope that included my mailing address in both the return address and the recipient address spaces. A random sampling of 10 to 12 parents who would participate in the study interviews was selected (Martens et al., 2017).

The local setting was a Southwest Michigan community whose school districts were quarantined and mandated by the Governor to commence an emergency distance learning protocol. Participants were derived from a purposeful sampling, which included the homeschooling parents of students with ASD or who demonstrated symptoms of ASD ages 5 years to 18 years. Partnering organizations were contacted but were not used as the

vehicle for contacting the target audience due to the national COVID-19 pandemic. Word-of-mouth was the vehicle for contacting the target audience. Research questions guided the data collection through interviews from a purposeful sample of ten to twelve participants. The data received in this study can be used to obtain profound insights on how homeschooling parents manage the behaviors of their children with ASD during instruction. It is necessary to research the experiences of these parents so an understanding of their practices can be obtained and documented.

Instrumentation

Data collected included fieldnotes and interview transcripts. These materials are both evidence about the aspects of life explored. The details that follow will include descriptions of how the data was collected for this research study.

Interview Protocol: Questions

All participants were given the option to complete the interview in written form via the research packet or verbally via telephone call. The interview protocol or list of the questions that were asked at the interview was provided prior to scheduling any telephone interviews. The advantage of having such a guide allowed for clear and succinct coding to be produced through the aid of topics, sub-topics, and themes (Martens et al., 2017). The research question that was instrumental in keeping the interview focused on the topic was: What barriers do parents of students with ASD perceive as inhibiting homeschool instructional sessions? Martens et al. suggested that having a suitable research topic helps facilitate discussions moving with flexibility and ease.

Although conversations flowed smoothly, there were challenges that arose during

the interview process. One challenge was that participants had large amounts of

information to share that were indirectly relevant to the topic. However, relevancy is not

the point. Rather, the point was that the participant was free to talk about the topic of

interest in his or her own way. Considering the occasional veering from a topic, a few

probing questions were needed to tie the information together and bring focus back to the

original research question within the time limitations (Martens et al., 2017).

Interviews

Qualitative research was the appropriate methodology to use for collecting this

type of data because an understanding of the experiences of homeschool parent practices

within a specific social environment was sought (Sale & Thielke, 2018). The method of

collection included semi-in-depth online interviews and an extensive review of related

literature substantiating evidence-based practices regarding parent involvement. The

opinions of the participants are fundamental in this research study due to the comparison

of the school-parent relationships to the parent-child relationship using the parent as the

school.

Record Review

Field notes are generally used as a means of documenting contextual information.

It is suggested that the use of field notes in qualitative research can make reviewing

records easier (Phillippi & Lauderdale, 2018). The records will include basic information

such as the title of the study, the primary investigator, and the dates that the data was

collected. Information such as the geographic setting, demographics, societal pressures,

and cost of living may also be included in the records to be reviewed. However, the use

of field notes allows more descriptive details to be included in the records, such as the description of the room, the details about each participant, and even pertinent nonverbal behaviors not captured by recording or previous notes (Phillippi & Lauderdale, 2018). The inclusion of field notes and the thorough review of records are crucial to this basic qualitative study because research that includes critical reflection can be useful in guiding future data collection efforts on this subject. However, due to the untimely national pandemic of the coronavirus (COVID-19), all close contact with individuals have been banned. This quarantine condition has resulted in the exclusion of this portion of my research study. Any pertinent information received from the participants will be destroyed at the completion of the research for the protection of participant's rights including confidentiality, informed consent, and protection from harm.

Online Interview Device

A challenge for me was having to replace face-to-face interviews with an online interview strategy. All the nuances of having the audio and visual stimuli during in-person-interviews were restricted due to covid-19 mandates. The only way to receive the uninhibited perceptions of the parent participants was to allow them unlimited time and space to respond to the open-ended research questions via online written responses. Having the mental agility to switch from notetaking to question formulating, to attentive listening, and back again throughout an interview of 10-20 minutes could have been very confusing (Martens et al., 2017). This kind of multi-tasking is disadvantageous in that valuable data can be potentially lost if there is no safety device in place, such as a tape recorder to record the interview. Incorporating the online interview device (with no time

or space limitations) proved to be very advantageous. Conclusively, regardless of the disadvantages of covid-19 restrictions hindering the original face-to-face interviewing of research participants, the advantages of conducting online interviews made interviewing still one of the most comprehensive ways of obtaining rich thick data (Martens et al., 2017), and will continue to be valuable in qualitative research.

The data was collected from homeschooling parents using a study (Martens et al., 2017). A general explanation that explains the process, action, or interaction between the parents' behavior management practice with their children with ASD, the student's engagement related to the implementation of the behavior management practice, and the perceived amount of support received by the homeschool parent was obtained. A basic qualitative study was a suitable choice due to the magnitude of information that was obtained from the participants.

Data Analysis Plan

Data analysis is the process of systematically searching and arranging interview transcripts, fieldnotes, and other materials that are accumulated during research data collection. Analysis is related to working with the data, organizing them, breaking them into manageable units, coding, synthesizing, and searching for themes (Martens et al., 2017). Interpreting the data involves the development of ideas about the findings and relating them to the literature and broader concerns. The end results of data analysis are the production of dissertations, books, papers, presentations, or plans for action in the case of applied research (Creswell, 2017; Sale & Thielke, 2018; Martens et al., 2017).

Data collected through interviews (Martens et al., 2017) supported the research

question through the personal testimonies gleaned from the personal experiences of the participants. However, to analyze the data without jeopardizing its validity, there are several instruments that were utilized (Martens et al., 2017). The use of an interview protocol, and a list of probes to help guide the course of the open-ended questions made collecting of personal data less demanding.

Computer Assisted Qualitative Data Analysis Software (CAQDAS) or Qualtrics compliance management software systems may be used to facilitate the analyzing of field notes, transcriptions, and the depicting of themes that align with the RQ (Martens et al., 2017). However, the online interview system known as Survey Monkey (www.surveymonkey.com) was utilized for this research study. Rich thick data collected through online interviews was coded based on the online interview device's analyzing system.

Each online survey was checked for initial requirements of the research. Participants who did not align with the sample criteria were disqualified via their own choice of their response. Only participants who willfully agreed to answer the qualifying questions and agree to the consent form participated in the research. This written data is verifiable. Each response was verified to include specific content of the collected data. The procedures for dealing with discrepant cases was performed in compliance with Education Doctoral Research Competencies specific to qualitative research methodology. Each component was analyzed to ensure quality in the producing of accurate, credible findings as is required in Education Doctoral Research Competencies.

Interviews are a useful way of obtaining rich data in qualitative research (Martens

et al., 2017). Rich narratives from research participants who share their experiences about a topic can give insight that can never be derived from mere numerical information (Martens et al., 2017). As a researcher, the key to obtaining such data depends much upon the coding of fieldnotes, which can be very challenging. Interpretations of descriptive data must include an accurate portrait of the subject, and a reconstruction of the dialogue shared, as well as a vivid description of the setting, event, and activities that took place during the observation or interview (Martens et al., 2017). Qualitative research coding is used to define what the data being analyzed is about. This coding process includes identifying passages of text, searching concepts, and finding relations between them.

An estimated timetable for the implementation of this basic qualitative study was proposed to be no less than two months and no more than one year from its start date. Participants were contacted through postal mail and emails one week before the COVID-19 national declaration was ordered. A modified IRB approved notification was sent a week later. The timetable variances anticipated were response times for surveys, mail and email deliveries, authorization granting based on requests, and any other necessary approvals. A third IRB approved data collection modification resulted in the final method used for the remainder of the data collection for this research—online survey. Therefore, the original time schedule was speculative and subjected to change.

Trustworthiness

Data collected through interviews (Martens et al., 2017) supported the research

question through the personal testimonies gleaned from the personal experiences of the participants. However, to analyze the data without jeopardizing its validity, there are several instruments that were utilized (Martens et al., 2017). The use of an interview protocol, and a list of probes to help guide the course of the open-ended questions made collecting of personal data less demanding. An audio recording device was unable to be used to obtain the nuances of the interviews, or observations that could potentially be missed during verbal exchanges and writing notes due to covid-19 restrictions.

Strategies such as prolonged contact, member checks, and saturation for the sake of confirming the credibility of data for this study were not available. However, peer reviewed literature was one of the key elements used to substantiate credible data. Although the literature was limited, the few that were obtained were significant. Also, my previous experience as a homeschool parent resulted in opportunities for self-reflection, which afforded me the chance to unsettle comfortable viewpoints and familiar concepts, develop new perspectives through ideological exploration, and use critical dialogue to engage with diversity. Therefore, internal validity was established through peer review and reflexivity.

Rich thick data obtained through in-depth interviews supported the external validity of this study. The thematic responses from the participants displayed similarities that could potentially be transferable to other contexts. The qualitative counterpart to reliability is dependability, which was not able to be established within this research framework through strategies such as triangulation or audit trails. Lastly, the qualitative counterpart to objectivity is confirmability. Reflexivity, as stated above, is the strategy

used to establish confirmability of the data produced through this research study.

Ethical Procedures

The proper treatment of human participants in this research were authorized through the IRB approval. Permissions were granted through the IRB acceptance of a proposal to do this research. Walden University's approval number for this study is 02-13-20-0282113 and it expires on February 12, 2021.

Ethical concerns related to recruitment materials and processes were addressed through the existential guidelines for recruitment listed within the proposal. The steps were followed precisely to adhere to required procedures. All participant recruitment was coordinated in a manner that was non-coercive using surveys and low-pressure communications such as email invitations. These methods permitted potential participants to opt out with minimal fear of retaliation or other negative consequences. Recruitment material (i.e., consent form) listed all exclusionary criteria upfront so as to minimize opt outs and prevent situations of rejection by me of volunteers in a stigmatizing manner.

The vulnerable population of pregnant, mentally/emotionally disabled, victims of crisis, or elderly individuals' perspectives were included in this study with no injustices. The benefits of including these individuals outweighed any risk from participating in this study. Any potential risks that were involved did not include any stress greater than what one would experience in daily life. My six years of experience as a homeschool parent was helpful in recognizing sensitive topics targeted toward vulnerable populations. I minimized the potential for conflict of interest or perceived coercion to participate by including all limits to confidentiality and any potential risks in the consent form.

There were no ethical concerns related to data collection and/or intervention activities. All confidential information such as educational or medical records was not requested in this study. Any use of such information was at the sole discretion of the participant. In-depth interviews were conducted using online mediums (Google Meet, Facebook Zoom, etc.) due to the current civil order by the governor of the State of Michigan due to coronavirus (COVID-19) pandemic. Only I and the participant were engaged on the interview.

Ethical protocol was followed in the treatment of data (including archival data) for this research study. All data is stored securely on a password protected electronic device. All hand-written notes are kept in my sole possession until transmitted into electronic format, which was immediately following the interview sessions. Physical data was stored in locked files. All recordings and electronic data were securely stored on password protected electronic file. All data collected for this study is 100% confidential and will be stored for the length of time required by Walden University's IRB/URR standards and procedures for Doctoral Studies.

All possible measures to ensure that participant identities were not directly or indirectly disclosed were adhered. All specific details or site description that might permit a reader to deduce the identity of a participant was withheld. Appropriate demographic descriptors were only included if a combination of at least 3 people have the same demographic details. Only non-identifiable demographic details will be used in the presentation of the final results of this study. In accordance with the Walden Capstone Doctoral requirements for ethical standards, all measures have been taken to protect the

identities of individual participants who provide survey or interview data for analysis, so that they are not subject to risks such as professional relation or perceptions of that threat. Masking the partnering organization's identity was one of the ways that individual participant identification was protected.

Summary

All potential risks were minimized as much as possible to provide participants with reasonable protection from loss of privacy, psychological distress, relationship harm, legal risks, economic loss, and damage to professional reputation. The possibility of data being linked to participants' identities or that anyone could possibly see/hear responses during data collection was no greater than what one would experience in daily life, so there were no substantial privacy risks. Any materials or topics that could have been considered sensitive, offensive, threatening, or degrading did not include any psychological risk or stress greater than what one would experience in daily life. There were no legal risks. If there were participants who disclosed data in violation of laws, they would have been addressed according to appropriate procedures of reporting abuse that denoted as a substantial risk. The risks to professional relationships between me and participant knowing one another, which, if known, the participant would have been given the opportunity to decline participation, was no greater than what one would experience in daily life. There were no economic/professional risks as the participants were not disclosing violation of workplace policies, or disagreement with leadership decisions, as they were the leaders of their own establishments.

Chapter 4: Results

It was necessary to modify portions of my original intent for this research project due to an unprecedented historical event, the COVID-19 pandemic. The original purpose of this research was to understand the parent practices in home schooling children with ASD who demonstrate problem behaviors. My intent was to conduct in-depth interviews using research questions that probed the day-to-day practices that parents followed during home school instruction. The goal was to understand how parents managed problem behavior and how they received support for managing those behaviors. I wanted to specifically target students on the spectrum and document the management of their typical or atypical behaviors. However, once distance learning was put into effect, the partnering organizations that previously agreed to work with me suddenly denied my request. As a result, it was difficult to obtain participant involvement from individuals who were willing to be interviewed even following the CDC social distancing guidelines.

I decided after receiving advisement from my academic authorities to modify my target audience to obtain participant involvement that aligned with my original research outline. Due to the COVID-19 distance learning order, many parents found themselves home educating their children. Many of these children demonstrated problematic behaviors during instructional sessions (conversation with a principal of a public school for students with special needs at an online task team meeting with my coworkers). Although students involved with distance learning may not have been diagnosed with ASD, there were many commonalities related to my study.

Setting

The setting of this study was unprecedented because of the COVID-19 pandemic. The pandemic started in December 2019 and has resulted mandated state-wide school shutdown, in March 2020 by Michigan Governor Whitmer (Michigan schools closed for academic year (wndu.com).Due to the quarantine, there have been many changes that have taken place in the field of education. Distance learning, which is a form of crisis schooling has been adapted by nearly every household in the 50 contiguous states. Forty-two states were under stay-at-home orders at the end of March—a total of 308 million people or 94% of the United States population adhered to this order according to Business Insider (https://www.businessinsider.com/us-map-stay-at-home-orders-lockdowns-2020-3). Arkansas, Iowa, Nebraska, North Dakota, South Dakota, Oklahoma, Utah, and Wyoming never issued statewide stay-at-home orders, though many nonessential businesses closed in most of those states, and some cities within them issued local lockdowns.

Lockdown protocol included things such as resorts, playgrounds, and public parks shutting down. Large public spaces like churches, restaurants, and small businesses were told to reduce their seating/serving capacity to no more then 10-25 people in one gathering at a time. School closings, according to The White House officials (https://www.whitehouse.gov/briefing-room/presidential-actions/2021/02/24/notice-on-the-continuation-of-the-national-emergency-concerning-the-coronavirus-disease-2019-covid-19-pandemic/), were among the many establishments that were shut down under the National State of Emergency, (Federal Register :: Declaring a National Emergency

Concerning the Novel Coronavirus Disease (COVID-19) Outbreak) which resulted in

home education or distance learning procedure being enforced. The number of stay-at-

home orders slowly decreased as the number of fatality cases from COVID-19 declined.

Nearly130 million people or roughly 40% of the U.S. population remained in their homes

even after officials relaxed quarantine restrictions by mid-May 2020.

Data Collection

Two-hundred fifty surveys were mailed to families who were either

homeschooling or educating their student at home under the distance learning protocol.

One-Hundred Seventy-One views were recorded from the online invitation to participate

in this research. The responses that resulted from both endeavors were seven parent

participants who met the criteria required for participation in this research. Each parent

freely expressed their responses to 5 open-ended probing interview questions. The

probing open-ended questions were 1) What is the age of the student with ASD or

symptoms of ASD that you teach, and what kinds of behaviors do they demonstrate

during instructional sessions? 2) How do you respond to problem behavior during

homeschool instructional sessions? 3) How do you receive support for managing problem

behaviors in your student with ASD? 4) What kinds of strategies do you use to manage

the behaviors that your student demonstrates during instructional sessions? 5) How would

you describe the effects that your strategies have on your student's behavior during

instructional sessions? All the data collected was in strict adherence of maintaining

anonymity of participants' identity. In continuance of keeping participants anonymous,

each participant will receive a letter to make referencing information in this chapter

easier. The following information is a summation of the transcriptions gained from these interviews.

Participants

Participant A

The parent, Participant A, did not differentiate their child as being male or female. They seemed to be very conscientious about keeping the student's identity anonymous. I did learn that the student had just turned 15 years old and demonstrated behaviors of obstinance, refractoriness and rebellion. She specifically noted that the student refused to comply to rules and/or authority. The parent informed me that her methods of managing problem behaviors depended on the circumstances and situations at hand. For instance, if there was a deadline to be met regarding assignments, she would try to use coercion or tradeoffs to get the student to complete the work. However, if there was no rush, the parent would "wait it out" and give the student a chance to "regroup," that is, take a break, get a snack, take a walk, and so forth. There were even times when postponing the completion of projects until another day was the best option of choice for managing behavior.

When it came to receiving support for managing student problem behavior, Participant A had several alternatives. Her student received some class instruction from other online instructors. Therefore, she would reach out to those online instructors to engage with the student when her attempts to de-escalate the situation with the student were futile. She mentioned utilizing "any positively connected associations (school counselors, uncles, family/friends)" to bring calm/safety back to the environment of

learning and living. Once there was a time when the student showed no signs of de-escalating, so the parent called law enforcement to intervene.

Strategies used in the past to manage problem behaviors in her student were reward systems/PBIS, point systems/money incentives, multitiered systems of support, conscious discipline, and self-guided/self-directed schedule boards. Although she received good responses from each strategy, she reported that the student does not do well for any long period of time with any of the strategies. She noted that they work for a while—3-4 days at the most—then the student reverts to the same or similar problem behaviors. In conclusion, Participant A recommended that parents should have access to the same resources afforded to public school educators so that homeschool parents can be better equipped to handle the behaviors of their students. Homeschooling is a choice that this parent made because she knows that her child has behaviors, but no one will administer the same level of compassion and care or patience that a parent does with their own child. She stated "teachers in public schools tend to do more damage than good when it comes to handling the problematic behaviors of [their] children". She said that "just because they choose to homeschool doesn't mean they should be slighted in having knowledge and access to the latest in evidence-based practices as any other educator".

Participant B

The next parent, Participant B, had a 10-year-old son whom, she said, mostly demonstrated behaviors related to anxiety. When the student didn't want to complete the work, or if work was too challenging or something new, the student refused to comply to do the work. She reported that sometimes the simple refusal escalated into crying,

eloping (escaping, running away, avoidance), hiding, destruction of property (ripping paper, drawing on desk/wall, drawing on self, etc.). The parent reported that most of the time it was hard to see the trigger before the storm. Therefore, the parent said, management of behaviors were usually situational. Sometimes taking a break, such as leaving the work to take a walk or get a snack to diverge from the current struggle, can be helpful. Other times, especially if it is a repeated behavior during the same subject, disciplinary measures are used to "try" to get the student back on track again. Disciplines can be negative marks on a point system, restricting wanted toys/games for use later (i.e., "if you don't complete this work by…you will not be able to play your video game after dinner", etc.). The last resort sometimes used is to just ignore the behavior (for a period of time) in hopes of giving the student time/space to "get himself together" and calm down. The parent summarized with the comment, "When all else fails, I call for back up" (his father, etc.).

When it came to receiving support for managing problem behavior, Participant B usually didn't get any support when dealing with the student. However, in extreme situations (student will not de-escalate), the parent called in the student's father as "back up". When the student's father was not available, the parent would call the student's grandmother (who had a special bond with the student and was like her "ace" when all else failed).

Strategies used to manage problem behaviors were point-systems, visuals and social stories, nonverbal cues (like signs and schedules), timeouts, conscious discipline, rewards system, PBIS on-the-spot-corrections, notice and comment. Regarding the

effectiveness of the strategies, the social stories worked well for a period of time. Then, the routine got old, and the student went back to behaviors. The greatest victories were had during sessions that the student was excited about the topic. "If the student were learning about something that was particularly interesting, things went well." The parent may only have needed to make mention of something to get the student back on track. Rewards were another strategy that worked well for the student. "It only worked as well as the really great rewards provided in the treasure box to earn". As long as the student had a glimpse or knew what was in the box, they seemed to want to work towards that particular prize. Instructional sessions went smoothly when this was the case.

In conclusion, Participant B recommended that more parents would like to share their story about how they are "making it" with their challenging child in homeschool. "It can be very, very hard to deal with at times. "I am sure that teachers in public schools don't have nearly half the patience with our kids as their own parents do," notedParticpant B.

This parent suggested that support services should look a lot like the professional development workshops that teachers go to keep themselves "on top" of what works and what doesn't work with ASD behaviors. If evidence-based practices are out there and can help, they should be readily available to parents because "we are the student's educators," noted the participant. This parent was open to hear more about new strategies that can help recognize triggers and also that would help to de-escalate situations faster. Participant B stated, "My child does not have ASD, but has demonstrated spectrum behaviors since birth. It would be nice to know if there is anything out there that can help

him self-regulate better without having to use drugs or punishment/discipline".

Participant C

Two sons, aged 17 years old and 10 years old, are both diagnosed with ASD. The 17-year-old demonstrates intermittent eye contact, pacing the house, and lots of self-talk jumping to illogical conclusions. The 10-year-old demonstrates explosive temper, over talking and interrupting—when he wakes up, he talks almost non-stop until he goes to sleep. Also, he has difficulty regulating the loudness of his voice. During educational instruction, both blurt out inappropriately in class, stress their points too emphatically, and self-talk. The 17-year-old makes extreme conclusions, and the 10-year-old looks for ways to argue why something can or cannot happen.

The parent manages problem behaviors by lovingly addressing the behaviors and pointing them out to the child. Over the years, the parent has successfully used a reward system to earn a desired item based on required behavior and achievement. When behavior escalates, allowing the child to escape to bring down emotion has helped. To ensure that no one gets hurt, re-engagement with the parent is done rather quickly so that the child has firm boundaries, expectations and consequences if the behavior continues to escalate. The parent also finds that scratching the students' back while soothingly talking it out greatly helps to calm them.

Participant C relayed that their family's support began with the insurance company—they had to wait a year to change insurances so that their boys could receive services for their ASD. Pediatricians are supportive through making referrals so that services and testing can happen quickly. The boys received occupational therapy (OT),

which was the best therapy for engaging both sides of the brain. When the 17-year-old was a toddler, he had play therapy, speech and language therapy, public school teacher consultant, and private OT (not from the school).

The behavior management strategies used for this family were structure, predictability, and having a schedule to follow. Having the day-to-day routine was helpful in that the students knew what to expect next—sudden changes in plan, new and unfamiliar subjects often resulted in displays of anxiety and afore-mentioned behaviors. Another strategy used was to address aberrant behaviors head-on. There was no subtleness with dealing with the students. Calling out behaviors, correcting them, and moving on was found to be most effective.

Another strategy noted by the parent was to find the time of day when the student is most calm and use that time for instruction. One of the students at the age of 5-years-old did "school" at night after 8:00 p.m. because that was when he was calm and the most tick-free. The effectiveness of these strategies is demonstrated through the boys' achievement and performance at grade level. They stay on task and complete assigned work with excellence. They are verbally and mentally engaged in the subject matter. They quickly pick up on new educational concepts and can articulate understanding in conversational learning. Keeping schedules the same, expectations for behavior and achievement high, and getting lessons and extra tutoring for strengths has greatly benefitted these boys.

In conclusion, there were many suggestions the parent made concerning the kinds of support services they would find helpful. First, it was noted that the boys needed to be

around other students who "do not" have ASD so that they will observe and start to copy

classroom learning etiquette. Being with other ASD students has the propensity to

influence an increase in typical problem behaviors. Second, private providers of OT seem

to work better than school provided services. Play therapy models and using interests of

the child to create reciprocity in conversations is imperative to the brain development in

students with ASD. The occupational therapist needs to be highly skilled in identifying

the weaker-less developed side of the brain and use full body exercises to strengthen

those connections. These special therapy sessions should also integrate interactive

metronome, cross-body exercises, and even ovulation predictor kits (OPK) [test strips

used to detect the ovulation period, which during such times females experience mood

changes such as anxiety, depression, irritability, anger, headaches, fatigue, water

retention, breast sensitivity, bloating, and other discomforting conditions]. These various

therapeutic exercises should be used twice daily to integrate the brain and get it ready for

learning.

The third suggestion was to avoid medications unless student behavior is

potentially harmful to themselves and others. Medications can be easily substituted with

learned strategies to work around the ticks and obsessions that are typical among students

with ASD. Engaging at the interest of the child helps to minimize much of the

problematic behaviors. Lastly, it is highly suggested that no media devices—that means

anything with a screen—should be allowed until the age of 7 or 8-years-old. Even then,

devices should be limited to only 30 minutes a day. Unable to explain what these devices

and games do mentally, the parent profusely stressed that they had seen other ASD

students digress in behavior and cognitively the more they were allowed to use them. The parent ended the interview by stating, "Please tell anyone you know to not give these flashing screens to a suspected ASD child. It becomes visual crack to a child with ASD—obsessive"!

Participant D

This parent had a history of homeschooling experience from watching her mother homeschool her older brother with ASD for two years of high school. It was noted that this parent's mother simply let her brother do whatever he wanted, which worked well for him at that time. As far as this parent's experience with her own son, she used individual instruction and catered to her son's needs. She used isolation when she could not tolerate the distractions presented by her son to her other children. She admitted that she oftentimes argued with him, although she knew it wasn't right and that it only fueled his behaviors. At other times she forced him and gave consequences.

Her son has Asperger's Syndrome (AS) [a condition on the autism spectrum, with generally higher functioning] and has been intermittently homeschooled between preschool and (typically) tenth grade level. The maladaptive behavior that he demonstrated was loud inappropriate talk, argumentativeness, and resistance toward authority (in other words he did not want to do any work, so he refused to do it). "He expected everyone to kowtow to him because his thinking was rigid [meaning that he had an inability to see things from a different point of view]". Her son struggled with effectively socializing and communicating which caused him to be excluded from social groups even homeschool groups.

Managing the problem behaviors of this student was difficult for this parent. Various models of homeschool were tried in order to find something that would help her son to remain focused to complete his studies. She also had two smaller children who both have dyslexia—these presented challenges in balancing motivational/behavioral management for all children at the same time. Conducting class collectively and combining all three students under one subject was impossible due to the distractions of her son with AS. In the fourth, sixth and seventh grades a Christian Homeschool in Michigan was used for instructional purposes. The methodical work and the strict teachers worked well—the son completed his work well with very little behavior outbursts. However, during the unstructured times the other students severely bullied her son causing them to remove him from that environment. When her son was in eighth through tenth grade he was enrolled in a private online school with preselected classes. Having this outside accountability partner worked well since the instructor's expectations were consistent and unmovable. The only involvement the parents had to do was to encourage him to finish the work for the online teachers before the deadline.

When it came to receiving support, the parent reported that they did not have nearly as much support as was needed. For a period of time, they traveled to another country to receive counseling when her son was 14 years old. During that time their son attended a Russian-medium school part-time. Again, he did well in the instructional setting because of the stringent structure that was enforced. It seemed that having an outside accountability structure—teacher/tutor other than parent with assignments which needed to be completed by a set date—shifted the dictatorship role to someone outside of

the student's comfort level. Thereby, limiting the number of episodes for problem behavior. Her son would work well in that setting until the unstructured times happened and allowed opportunities for social involvement, which did not work well for her son.

Perhaps, the greatest support received was the multi-tiered system of disciplinary support that was learned while in the other country. The system required that they put problem behaviors in three different tiers and then to attach a consequence to each tier. This was to help their son see the severity of different problem behaviors. The effectiveness of this support was seen through improvement in the son's behavior. The parent noted that they felt relieved to have finally found a system that worked, but they were also disheartened that it was learned so late in their journey (their son was almost 15 years old at this point).

At the age of 19 years old, the parent says that in retrospect the most effective strategies were to work one-on-one as long as it was a subject that the student enjoyed. One-on-one with tutors/teachers other than parent worked well if they had a no-nonsense attitude coupled with kindness. One-on-one with parent worked for a period of time until student became frustrated, then arguing and debating resulted. However, working with him on an individual basis produced the best results.

In conclusion, the parent recommends that support groups for parents who homeschool children with ASD, or other spectrum disorders be established, made aware to the parents, and available at various times since it is difficult to find time for having these necessary social outlets. Suggestions for establishing advocacy programs for parents to learn how to advocate for their child with AS or ASD were noted. Another

major concern of the parent was that counselors/teachers be trained in expertise about management/treatment of individuals with ASD. The parent complained that the counselors/teachers she dealt with in the early stages of her son's condition were not experts, and all those who had such expertise were outside of their medical insurance coverage. She closed with the remark, "It would …be helpful to point parents with children who have ASD to resources like books, websites, counselors, support groups, etc. I really wanted an outside accountability structure for my child…"

Participant E

This parent had a son aged 13 years old. The behaviors that he demonstrated were sometimes refusing to do a lesson, insisting on having parent type his answers, getting very agitated when misunderstood or being cut off when he didn't finish his sentence/thought. This student has been receiving speech training since the age of 3 years old, when he could say only 6 words. The student was in a public-school early childhood program at age 3 years old and stayed in public school through 5th grade. The speech therapy and training received from the social worker through the Intermediate School District (ISD) while the student was in public school was highly beneficial. Progress was made in speech, reading, and spelling from typing questions and answers on video games. The choice to homeschool was made so that the student would not have to experience worse problems of bullying in middle school.

Upon entering homeschooling, the student had a caseworker through Community Mental Health (CMH) and specialized autism case workers that used to make weekly house visits. However, these services stopped due to inconsistent behavior from the

student. The student has been part of several homeschool groups and currently is with an outreach program from the public school that operates as a partnership. The outreach program provides field trips and learning activities such as working with robots and drones.

The parent manages problem behavior by making all learning sessions short and answers must be oral or typed (not handwritten). The student cannot tolerate the sound of pencils and pens on paper. Reward systems are used for good attention and effort. Rewards include having time on the phone or computer. The student really enjoys Minecraft and Roblox video games. When any problem behavior begins, usually we just stop and restart the lesson again later.

The parent reports that most of the time there is little that can be done at a given time of problem behavior except start later. When the student was in public school during instructional time, he would just sleep. Most of his learning was done with videos and hands-on activities such as the experiments he liked to do in the science program. The effectiveness of the strategies used is noted in the outcomes. The student is completing the given work and improving in areas of speech. "His recall is extraordinary—he remembers everything from a movie!" says the parent. The parent notes that as long as sessions are kept short and there is a lot of hands-on work that the student enjoys, and videos, there will always be another day. The parent noted, "He will never memorize note materials such as timetables, States and Capitals, etc. I try to keep most learning as enjoyable as possible".

Participant F

A male student aged 13 years old has multiple diagnosis—dyslexia, dysgraphia, as well as ASD. The mother notes that she believes the dyslexia and dysgraphia affect his homeschooling more than the behaviors considered to be autistic. Behaviors that he struggles with are attention deficit disorder (ADD) and fixation; he tends to get fixated on one thing and can't walk away from it. Social engagement is also a challenge for the student.

Managing problem behaviors is done by making sure that essentials such as reading and math are completed every day. Once these are out of the way the student can focus on the things that interest him most. For instance, one day he finished his essential school tasks and wanted to finish his flower boxes which he sold to people. It was all he could think or talk about all day. So, his fixation for woodworking was satisfied and he also got a lesson in measuring, sanding, painting, attaching hardware, plus he managed to keep track of his orders. Being creative and letting the student pursue his interests can help to minimize problem behaviors.

Concentrating can be very challenging for the student, so noise-blocking headphones are used to minimize distractions for the student. Positive isolation is also used—meaning that his sister does her school in a different room as not to distract him with her movement. The student wakes up earlier than most of the family so that he can do his work when the house is perfectly quiet. This is more of a self-initiated strategy for the student that works very well.

The social awkwardness is often dealt with using little pep-talks. For instance,

when the student and family go to a homeschool-coop, the parent will give specific

instructions of who to go talk to, how to greet them, and to remember to listen to what the

person says. Once he receives his little pep-talk the parent says, "He will be brave and

approach people, even though it is tough for him".

Strategies that work are to let the student run with things he gets fixated on. The

student is happier and gets to repair or fix something that is on his mind. Essential

reading writing and math are still required of the student (along with science, history,

Bible, etc., but at a slower pace). Other strategies include having shorter class sessions

and incorporating movement activities. One strategy that was used for social

development was to encourage the student to invite friends over. In the comfort of home

in familiar territory, the student was able to play with kids once he gets to know them

better and warm up to them.

This parent was the head of a support group in her local area for moms who

homeschool their kids with learning struggles and developmental delays. The group

members shared stories of hardship as well as triumph regarding their daily teaching

routines with their students. The parents were also able to share resources such as articles

and other support groups on Facebook. One that the parent mentioned was called Autism

Speaks, and she noted that the information helped her better understand her son. She

concluded, "Just having other moms to talk to has been helpful".

Participant G

This parent has a 9-year-old son who has trouble focusing. Other behaviors

include fidgeting to the point of distraction, meltdowns when transitioning or when a

lesson isn't keeping his attention. Managing problem behavior is fairly simple for this parent as she is able to see when something is getting overwhelming, too stimulating, etc. and can easily reduce the input. Lots of warning is given about transitioning so that it does not come too quickly without the student knowing things are about to change. When behaviors are starting to surface the parent reduces volume, turns down lights, increase his physical output, give the student a toy to play with or a spinning chair. Anything for him to get focused on instead of unwanted behaviors is the key to her managing behaviors.

The effects of these strategies are helpful from the parent's opinion. In her words, "On days I am distracted and fail to notice his warning signs, it is a rough day for everyone". As far as support, this family has little need for outside support. The reason for this statement is that this family's ASD experience is secondary to their Deaf experience—their son is deaf and autistic.

Data Analysis

A manual line-by-line categorization process was used to move inductively from coded units to larger representations including themes in this qualitative research. The specific codes that emerged from the data were strategies, goals, behaviors, and support. The themes of strategies used, goals targeted by the parent for each student, support desired and/or received, as well as the problem behaviors experienced by each family were then categorized based on the data.

Strategies

The strategies were classified under two categories—evidence-based and non-

evidence-based interventions. Utilizing the line-by-line categorization process allowed me to observe multiple responses that referred to specific plans of action or protocols they had designed to achieve an overall aim or goal—strategies. I used *strategies* as the prominent theme under which all the other themes were connected. The strategies used by each of the participants guided their interview responses to appropriately discuss their goals and expected outcomes to their objectives for managing their students' problem behavior.

Goals

The goals that each parent targeted for their students all fit into either one or more of the following categories—task completion, growth and development, and de-escalation of problem behavior. A specific condition of a piece of work that needed to be done, such as students working on school assignments or following through with items on a chore chart, were described as goals that parents desired of the student. Once these requirements were successfully accomplished the task was deemed to be completed.

Some parents started out with "task completion" as a goal, but found that when their student demonstrated problem behavior, growth and development became their new goal. One parent stated that when their student did not want to complete the original work provided for them and became distracted by something else, the parent would work around the student's obsessions. If the outcome of their obsessions resulted in any type of growth and development—fine motor skills, mathematics (counting and measuring), etc.—she would allow the student to continue with their task and revisit the original assignment at a later time. The parent noted that when she pressed the issue of staying on

[original] task, the student's behaviors often escalated.

The third and final goal is de-escalation. Some parents used various strategies simply to avoid having to combat with student problem behavior. One parent stated that their only strategy for dealing with the problem behavior was to send the student to their room. She confessed that she didn't think it was the best choice of strategy to use but relented that dealing with problem behaviors was too overwhelming for her to handle. Her goal was to avoid the need for de-escalating problem behavior in her student.

Behaviors

The actual behaviors that were listed could easily be separated into two categories of typical and atypical ASD behaviors. The research invitation was to parents who dealt with students with ASD or demonstrated symptoms of ASD. All of the participants were able to relate to typical behaviors of students with ASD, such as difficulty with social interaction, unusual or obsessive interest in objects, difficulty with routines, repetitive or constant talking, and intense prolonged emotional reactions. A few of the atypical behaviors noted were eloping, anxiety resulting in destruction of property, as well as obstinate refractory disrespect. There were some parents who relayed that their child was not autistic but had other diagnosis or conditions that resulted in similar behaviors associated with ASD.

Support

There were multiple categories under the support theme. Support was either not received/nor requested, received from an outside source (i.e., social services, public school programs, therapy/counseling, online sources, etc.), received from an inside

source (i.e., family member, involvement with a local homeschool support group, etc.), or simply recommended with several suggestions from the parent regarding what could or should be offered to homeschool families with children who have special needs. One participant shared that they received social services as well as participated in public school programs such as field trips and therapy/counseling while homeschooling. This connection was developed prior to their transition to homeschool—their previous public-school enrollment qualified them to continue their interaction for therapeutic reasons.

Other participants received support from their family, such as a spouse, grandparent, uncle/aunt, or friend of the family. It appeared that whenever a student had a positive relationship with a specific family member or friend of the family, that family/friend was instrumental in either coercing or de-escalating problem behavior. Other participants received support from their involvement with local homeschool groups. Their ability to sit amongst other parents who related to their challenges was helpful in both relieving their own stresses as well as gaining new ideas from the group members for dealing with their challenges.

Finally, there were parents who did not speak of receiving any type of support. However, they had numerous suggestions for types of support that could potentially benefit parents who homeschool students with and without challenging behaviors.

Results

Each research question was addressed using survey research. The research questions were focused on how parents of students with ASD managed problem behavior during homeschool instructional sessions and how those same parents received support

for managing those problem behaviors. Open-ended interview questions were used to gain deeper understanding of the parents' perspectives regarding the management of problem behavior in homeschooled students with ASD. The interview questions are listed below:

1. What kinds of behaviors do your student demonstrate during instructional sessions?

2. What strategies do you use to manage the behaviors that your student demonstrate during instructional sessions?

3. How would you describe the effects that your strategies have on your student's behavior during instructional sessions?

4. What kind of support, if any, do you receive (or would like to receive) for managing your student's behaviors during instructional sessions?

5. Please share your thoughts about Special Education services provided (or that you would like to see provided) in your area.

The data collected supports each finding based on the participant responses noted in the table below:

Table 3

Participant Responses

Participant	Strategies	Goals	Behaviors	Support
A	• Coercion • Trade-offs/compromise • Wait it out (ignore behavior)	• De-escalation • Task completion	• Obstinate • Refractory • Rebellious	• Requests same resources as public-school educators
B	• Social stories • Visuals • PBIS/reward system • On-the-spot-correction • Conscious discipline	• De-escalation (get back on track) • Task completion	• Anxiety • Meltdowns • Eloping • Hiding • Destruction of property	• Unaware of available resources
C	• Loving Guidance • Conscious discipline • Reward system • Escape (Timeout/positive) • Sensory input (back scratch)	• De-escalation • Task completion • Growth &. development	• Intermittent eye contact • Pacing • Self-talk • Debate (verbally combative) • Explosive temper • Over talking/interrupting • Loud voice	• Suggested skilled OT • Nonmedication • Nonmedia
D	• Isolation • Student-guided • Coercion • Reward/consequence • Multitiered system of support	• Task completion	• Negative & disrespectful • Poor social skills • Rigid mindset • Loud	• Requested parent training on ASD advocacy & De-escalation strategies
E	• Reward system • Timed (stop/take breaks)	• Task completion	• Refusal to do work	• Public school partnership
F	• Noise-block headphones • Student-guided	• Growth & development	• Fixation • Social dysfunction • Dyslexia • Dysgraphia	• N/A
G	• Modification (reduce trigger input) • Increase physical output • Maintain schedule	• Task completion	• Focusing • Fidgeting • Meltdowns • Deaf	• N/A

Evidence of Trustworthiness

Due to the COVID-19 CDC requirements, strategies such as prolonged contact, member checks, and saturation for the sake of confirming the credibility of data for this study were not available. However, peer reviewed literature was one of the key elements used to substantiate credible data. Although the literature was limited, the few that were obtained were significant. Also, my previous experience as a homeschool parent resulted in opportunities for self-reflection, which afforded me the chance to unsettle comfortable viewpoints and familiar concepts, develop new perspectives through ideological exploration, and use critical dialogue to engage with diversity. Therefore, internal validity was established through peer review and reflexivity.

Rich thick data obtained through in-depth online interviews supported the external validity of this study. The thematic responses from the participants displayed similarities that could potentially be transferable to other contexts. The qualitative counterpart to reliability is dependability, which was not able to be established within this research framework through strategies such as triangulation or audit trails. Lastly, the qualitative counterpart to objectivity is confirmability. Reflexivity or the sociology of knowledge, refers to circular relationships between cause and effect embedded in human belief structures. The degree to which the outcomes could be confirmed or corroborated by other participants was the strategy used to establish confirmability of the data produced through this research study.

Summary

The original purpose of this research was to understand the parent practices in

home schooling children with ASD who demonstrate problem behaviors. Online in-depth interviews were conducted utilizing research questions that probed the day-to-day practices that parents followed during home school instruction. Strategies, goals, and various supports were presented by parents as they revealed their daily practices of managing problem behavior. Due to the COVID-19 distance learning order, many parents found themselves home educating their children. Many of these children demonstrated problematic behaviors during instructional session (conversation with Principal Aubree Spencer at an online task team meeting with my co-workers). Although students involved with distance learning may not have been diagnosed with ASD, there were a large number of commonalities related to my study.

The setting of this study was unprecedented because of the COVID-19 pandemic. The pandemic started in December 2019 and resulted in a quarantine, which was mandated in March 2020 by the president of the United States, Donald Trump. Due to the quarantine, distance learning, which is a form of crisis schooling, has been adapted by nearly every household in the 50 contiguous states according to Business Insider (https://www.businessinsider.com/us-map-stay-at-home-orders-lockdowns-2020-3).

The scope of this qualitative study has the potential of extending into district-wide learning environments. It would be beneficial if the findings could be generalized to include local, district, and state-wide best practices (Tzivinikou & Papoutsaki, 2016; Wang & Li, 2020). The potential transferability would include presenting the results in professional development gatherings and conferences that target educators from all segments of various learning environments.

Chapter 5: Discussion, Conclusions, and Recommendations

Students with ASD demonstrate both internalizing and externalizing behaviors. Internalizing behaviors include anxiety, depression, and negative self-image. Externalizing behaviors include being verbally disruptive, being noncompliant with rules or instructions, and being physically destructive to themselves, others, or property (Guterman & Neuman, 2017; Zakaria & Tahar, 2017). These behavior problems are demonstrated by students in public schools and in homeschool settings (Susilowati & Azzyasyofia, 2020; Windish, 2016; Yildiz, 2017). In the public-school setting, problem behaviors are often addressed using a school-wide behavior management policy outline (Yildiz, 2017). The original purpose of this research was to understand the parent practices in home schooling children with ASD who demonstrate problem behaviors.

I conducted online in-depth interviews using research questions that probed the day-to-day practices that parents followed during home school instruction. Strategies, goals, and various supports were presented by parents as they revealed their daily practices of managing problem behavior. The goal of this study was to impact positive social change through qualitative research by understanding the management practices of homeschooling parents (see Baidi, 2019; LaMorte, 2016) and providing information regarding more effective instructional planning, increased student engagement, and improved behavior management for children with ASD. The following discussion is based on the responses of parents regarding their practices of managing problem behaviors during homeschool instruction with their students who demonstrate typical/atypical ASD behaviors.

Interpretation of the Findings

SLT was the conceptual framework that informed the components of this study. Social interaction is key to student learning, especially in students with ASD (Schertz et al., 2018). This was true of Participants B and C who both demonstrated proximal learning within the SLT framework. Learning process and social behavior were observed by the student through interaction with the parent who used conscious discipline (Darling et al., 2019) to model desired behaviors. The conscious discipline strategy uses loving guidance to acknowledge the student's emotions and to model the correct response for those emotions within the given setting. These findings confirm the SLT that learning can occur as a function of viewing and replicating observed behavior.

SLT framed the research questions as they were used to gain understanding about how homeschooling parents manage maladaptive and other problem behaviors of students with ASD (Nardi, 2017; Schertz et al., 2018; Spiegler, 2017). Several of the participants noted that they interact with outside sources such as homeschool support groups, partnerships, and/or public-school programs. Participant E began their student's learning in public school and transitioned to homeschool while retaining connections with the public-school programs. They reported the student showing remarkable progress in self-regulation and task completion whenever they were involved in the public-school programs or partnership fieldtrips.

Participant D shared that keeping their student on task was very challenging until the student engaged with a tutor or online instructor. The participant noted, "Having an outside accountability structure—this worked really well. It was helpful to have weekly

meeting times with an online class and a teacher and assignments which needed to be completed by a set date." The parent stated that they were able to assist the student with accomplishing their work without being the "dictators." The student's acquisition of social competence happened primarily in the social context of "instructor and student" with someone other than the parent. The related elements of SLT and their connection to the phenomenon under investigation supported the assumption that social initiations within learning environments should benefit students with ASD (Schertz et al., 2018).

Another type of social learning was demonstrated by Participant B. The student of this participant was said to have anxiety whenever new work was presented or during transitioning from one task or activity to another. The parent found it useful to present the student with social stories to help the student see themselves doing the task or activity successfully without succumbing to typical/atypical ASD behaviors. SLT is facilitated through concepts such as modeling and observational learning. The pictures in the social stories included self-portraits of the student so that they observed themselves in positive situations, doing the task or activity with positive outcomes.

Sometimes student behaviors become so intense that the safety of the parent and the student are at risk. One parent, Participant A, noted that after trying her strategies of reward, point systems, and modeling behavior without any success, law enforcement had to be called when their student's behavior escalated to unsafe levels. De-escalation was accomplished once the law enforcers arrived. Simply having their presence was another form of social learning for the student. The officers modeled calm controlled demeanors and encouraged the student to do the same.

Data collection was guided by SLT because the semi-structured interview protocol was constructed from the most relevant tenets of the framework. Learning is not purely behavioral, it is a cognitive process that takes place in a social context (Rispoli et al., 2019; Schertz et al., 2018). The framework related to this basic qualitative study because learning can occur by observing a behavior, and by observing the consequences of the behavior (Schertz et al., 2018; Taylor, 2017). With Participant G, the student was both autistic and deaf. The parent noted that typical ASD behaviors were secondary to their primary challenge of deafness. The parent shared that their most useful strategy was simply to watch the student to see if there were any changes in mood that could potentially escalate into problem behavior. The parent stated, "I know my child. I can see when something is getting overwhelming [stimulating]." The parent then changed the student's environment by altering their sensory input—reducing volume or lights, increasing physical output with fidgets or a spinning chair. The student was able to self-regulate by observing the calming sensations of their environment and modeling calmness.

I explored the practices of instructional planning, engagement of the child in an instructional session, and administering interventions for the problem behaviors of the child with ASD. Another use of SLT was demonstrated through Participant F's use of student-guided instruction. The student had obsessive fixations with woodworking and mechanical things, which interfered with parent-planned lessons. The parent found that when the student was allowed to pursue their fixations, they were calm and less likely to demonstrate problem behaviors. The parent then creatively incorporated instruction

elements into the "fixation activity" to engage the child in continuous learning while working on their fixated task. This method of instructional planning allowed the parent to incorporate social encounters that were tailored to fit the student's interest, which minimized problem behaviors. Woodworking and mechanical work were paired with the student's uncle who owned a farm. Working together with the uncle created a proximal learning environment where the student could observe and model behaviors that were conducive to learning measuring, sanding, painting, attaching hardware, and other skills related to woodworking and mechanics. The parent's creative use of SLT resulted in creating a social learning environment where reading, math, and science were all being accomplished with no problem behavior from the student.

Limitations of the Study

It is important that all data acquired through research be credible. However, assumptions and limitations have a way of bringing about a distortion to the truth. I believed to be true that parents choose to homeschool due to their children's lack of positive socioemotional involvement and academic development at school once their children leave the house (NPLH Homeschool Group, group conversation, May 21, 2016). When parents are viewed as their children's primary educator, teachers in public/private school settings question the parents' ability to educate their children (McWayne et al. 2019). The importance of having a clear understanding about the causes for homeschooling are crucial to the establishment of supports to both homeschool and public/private school educators that will enhance parents' involvement with the academic development of students with ASD. This qualitative study provided parents with the

opportunity to share their viewpoints regarding their practices of homeschooling their children with ASD. By identifying these causes, the assumptions for homeschooling students with ASD were replaced with evidence-based data that can be used to substantiate improved behavior management practices for these students.

Qualitative designs are used to develop sensitizing concepts, which can be useful in developing a deeper understanding. However, the data obtained lack structured, formal, specific details that can be tested through predication or planned operations, such as with quantitative designs (Sale & Thielke, 2018). Without testable theory, statistical descriptions, or relative hypotheses to prove (through quantitative methods), the grounded theory of qualitative study is nothing more than speculative. Therefore, to overcome this limitation, an extensive literary review was conducted that substantiated the topic's value and the importance of this study (Burnside et al., 2017).

Krakovich et al. (2016) studied the stress in parents of children with ASD and pointed out the importance of providing those parents with resources that can help reduce their stress. However, those resources were connected to public school association and made no reference to the magnitude of stress related to parents who homeschool. Leaf et al. (2018) studied the advantages and challenges of home and clinic-based models of behavioral intervention for individuals with ASD. The findings of their study noted that principles of applied behavior analysis can differ between home- versus clinic-based settings.

The data substantiated differences based on home versus clinical environments, but not differences related to education in the home environment. Azad et al (2018)

studied the important role of communication in family-school partnership consultations for children with ASD. The study consisted of a test module targeting parent-teacher communication about evidence-based practices and subsequent outcomes for children with ASD. Their results supported the benefits of improving the partnerships between the parent and the evidence-based resources provided by public schools. However, these partnerships are seemingly unavailable to parents unless their child with ASD is enrolled in the public school. Rispoli et al. (2019) conducted a study that focused on the importance of parent-school communications regarding the educating of their adolescent students with ASD. Although positive student outcomes were directly connected with family school partnerships working together using evidence-based practices, there was no indication that these same resources were made available for parents who chose to homeschool their student. Themes from this study indicated that parents valued collaboration with school providers, which is the same response received in my own study.

This is only one-tenth of the most current literature gathered for my study. More than 300 resources were researched only to find that the same conclusion was drawn—there is a gap in the literature concerning parent practices in homeschooling children with ASD. My study is unique in that parents have willfully participated in sharing their own strategies for managing their students who demonstrate problem behaviors. These strategies are critical to the development of pedagogy that focuses on bridging the gap between home-educators and public-school educators who deal with students diagnosed with ASD.

Limitations to Trustworthiness

Trustworthiness of data in qualitative research consists of credibility, transferability, dependability, and confirmability. The reader must be able to have confidence knowing that the research data has been interpreted appropriately and the methods used have met the ethical standards of research. One of the greatest limitations faced in this study was the ability to connect with potential participants. This limitation developed because of the 2019-2020 viral pandemic called coronavirus disease or COVID. The partner organizations that had originally agreed to participate decided to withdraw due to the pandemic. All families and their households were quarantined according to national mandates. Some families were not equipped with the proper electronics or technology to carry out face-to-face meetings. Others were so overwhelmed with everything going on in their households that they declined the use of telephonic individual interviews. Therefore, information sheets, field notes, and audio devices were not able to be used for this study.

Written forms of the interview questions were created and sent to a mailing list of 250 local families with school-aged children. The list was acquired via the previous partnering organization's permission and contained the addresses of both homeschool and non-homeschool families with school-aged children. Mailing the written form of the interview questions was appropriate at the time of this study because every household was under quarantine and conducting distance learning or crisis school-at-home. Nevertheless, families that did have access to internet were able to complete online interviews. All participants were given the option to complete the interview in written

form via the research packet, online or verbally via telephone call. The interview protocol or list of the questions that were asked at the interview was provided prior to scheduling any telephone interviews. The advantage of having such a guide allowed for clear and succinct coding to be produced through the aid of topics, sub-topics, and themes (Martens et al., 2017). The research question that was instrumental in keeping the interview focused on the topic was: What barriers do parents of students with ASD perceive as inhibiting homeschool instructional sessions? Having a suitable research topic helped facilitate discussions moving with flexibility and ease (Martens et al., 2017).

Although conversations flowed smoothly, there were challenges that arose during the interview process. One challenge was that participants had large amounts of information to share that were indirectly relevant to the topic. However, relevancy is not the point. Rather, the point was that the participant was free to talk about the topic of interest in his or her own way. Considering the occasional veering from a topic, the probing questions were useful in tying the information together and bringing focus back to the original research question without any time limitations placed upon the participant (Martens et al., 2017).

The challenge of having to replace face-to-face interviews with an online interview strategy resulted in a loss of all the nuances of having the audio and visual stimuli during in-person-interviews. The only way to receive the uninhibited perceptions of the parent participants was to allow them unlimited time and space to respond to the open-ended research questions via online written responses. Having the mental agility to switch from notetaking, to question formulating, to attentive listening, and back again

throughout an interview of 10-20 minutes could have been very confusing (Martens et al., 2017). This kind of multi-tasking is disadvantageous in that valuable data can be potentially lost if there is no safety device in place, such as a tape recorder to record the interview. Incorporating the online interview device (with no time or space limitations) proved to be very advantageous. Conclusively, regardless of the disadvantages of Covid-19 restrictions hindering the original face-to-face interviewing of research participants, the advantages of conducting online interviews made interviewing still one of the most comprehensive ways of obtaining rich thick data (Martens et al., 2017), and will continue to be valuable in qualitative research.

Another limitation specific to my research was the generalization and transferring of the data. It was understood that evidence-based strategies that may be effective for homeschool students with ASD may not be effective in public school settings. An example of this would be Participant F who utilized a student-guided approach to managing problem behaviors. Her method relied on fulfillment of the child's full range of needs, not just those that were scheduled as part of a "common-core" agenda for learning. Many of the student's needs were met through the exploration of the student's fixations—in this case woodworking and mechanics. The parent used creative means of teaching desired lessons through the use of the student's interests and followed the child when it came to "wanting" to discover or engage in that particular area of interest.

Additionally, homeschool settings may produce a variety of outcomes using the same evidence-based strategies of another homeschool family. Such was the case of two of my participants using the same evidence-based strategy known as conscious discipline

(Darling et al., 2019). One participant gained positive results of de-escalation while the other did not. Even though ASD maladaptive behaviors can be generalized, the strategies by which these problem behaviors are managed may have different results based on their social contexts. However, the data from this present study has depicted thematic strategies that can be compared with the literature. These strategies could be effective in bridging the gap in dealing with generalized maladaptive behaviors.

In conclusion, the purpose of this study was to impact positive social change by understanding the management practices of homeschooling parents, and providing information regarding more effective instructional planning, increased student engagement, and improved behavior management for their children with ASD. This purpose has been accomplished through the presentation of rich thick data derived from parents who manage their ASD students' problem behavior during homeschool learning sessions.

Recommendations

Due to the gap in literature, and the inability to provide rich data available about evidence-based practices for homeschool behavior management strategies, it is imperative for further research to be conducted on the subject. Determining the unique population of homeschooling parents who have one or more children with ASD in my local area is only the beginning of understanding, through my research, the daily practices of homeschool families in general. The appropriate qualitative research methodology, and aligned conceptual framework, were useful in guiding the research questions, and collecting rich data that can be used to obtain profound insights on how

homeschooling parents manage the behaviors of their children with ASD during instruction. It is necessary to further research the experiences of these parents, so that an understanding of their practices can be obtained and documented for future development in pedagogy.

The present study fills at least three gaps in the literature that will extend knowledge related to practice in the discipline. The first gap filled was to understand the reasons behind parents' choice to homeschool rather than send their children with ASD to public schools. The second gap filled was the discovery and understanding of the practices these parents use to manage their child's behavior during homeschool instructional sessions. The third gap is the generalization of this data to be used across various contexts in pedagogy.

Parent choices to homeschool are increasing due to several reasons, including parent dissatisfaction with public and private school programs and the lack of special services offered for their child with special needs (Ray, 2017; Redford et al., 2016). Research supports that children with special needs such as ASD demonstrate challenging behavior during instructional sessions in academic settings. Research also supports that greater parent knowledge about their child's disability, and understanding the reasons behind their behavior, along with parent training on evidence-based behavior management strategies, can improve student outcomes during episodes of challenging behavior from children with ASD. Parents believe that with their greater knowledge about their child's behaviors and triggers, they are better suited to handle episodic behavior challenges (Ray, 2017; Redford et al., 2016). Research also supports that

positive parent involvement can substantially improve student development (Clancy, 2017). Parents tend to exercise more patience with their child than would the educators in public school settings due to time restrictions and staff limitations (Ray, 2017; Redford et al., 2016).

I explored the practices of instructional planning, engagement of the child in an instructional session, and administering interventions for the problem behaviors of the child with ASD. Learning is not purely behavioral, it is a cognitive process that takes place in a social context (Rispoli et al., 2019; Schertz et al., 2018). The framework relates to this basic qualitative study because learning can occur by observing a behavior, and by observing the consequences of the behavior (Schertz et al., 2018; Taylor, 2017). Three specific evidence-based strategies were common among the data of my research they were Social Stories, Conscious Discipline (Darling et al., 2019), and Reflexivity or Sociology of Knowledge (Subramani, 2019).

Reflexivity refers to the relationships between cause and effect embedded in human belief structures. It is oftentimes referred to as the sociology of knowledge (Subramani, 2019). Critical reflexivity deals with performance, power, values, identity, and responsibility. Participants utilizing this strategy operated in what is called dialogical space, meaning that the anticipated responses of their students always existed in response to things that had already been said before. Parents knew, once triggers were activated and problem behaviors were about to escalate, that the conversations (or arguments) that were about to happen were repeats of previous conversations. Successful use of this strategy allowed the parent to prepare the appropriate responses based on the student's

knowledge construction process (Subramani, 2019). Anticipation of the student's behavior allows the parent to be flexible and even proactive in addressing the problem behavior.

Conscious Discipline (Darling et al., 2019) is a comprehensive social-emotional and classroom management program that uses everyday life events to teach children and adults self-control and conflict resolution. The Conscious Discipline website lists seven conscious skills—composure, encouragement, assertiveness, choices, empathy, positive intent, and consequences—that parents and educators learn to demonstrate in order to model appropriate behaviors that children/students can easily replicate in order to self-regulate their own behavior (https://consciousdiscipline.com/methodology/seven-skills/). (Darling et al. (2019) reported that responding to children's problem behavior with loving guidance improved child outcomes as well as benefitted the parent by reducing their stress levels during challenging moments with their child. This method of behavior management strategy has a self-teaching curriculum that can be acquired/purchased online and learned through the use of compact discs at the parent/educator's own leisure.

Social stories (Acar et al., 2017; Ghanouni et al., 2019) are individualized narratives that indicate the expectations of the child, including appropriate behavior in social situations, with the child being the main character in the story. These stories can be directly read by the child or read to the child by the educator. Once the story is finished, the child is expected to perform the behavior observed in the related social context. Social stories are aligned with SLT in that the student learns appropriate behaviors by observing and modeling what is demonstrated in the social context. Social stories are

effective evidence-based strategies for managing problem behavior in individuals with ASD.

Implications

The scope of this qualitative study has the potential of extending into district-wide learning environments. It would be beneficial if the findings could be generalized to include local, district, and state-wide best practices (Tzivinikou & Papoutsaki, 2016; Wang & Li, 2020). For the time being, this study was centralized to include only a local school district. The potential transferability would include presenting the results in professional development gatherings and conferences that target educators from all segments of various learning environments.

Conclusion

In conclusion, the purpose of this study was to impact positive social change by understanding the management practices of homeschooling parents, and providing information regarding more effective instructional planning, increased student engagement, and improved behavior management for their children with ASD. This purpose has been accomplished through the presentation of rich thick data derived from parents who manage their ASD students' problem behavior during homeschool learning sessions. The present study fills at least three gaps in the literature that will extend knowledge related to practice in the discipline.

The first gap filled was to understand the reasons behind parents' choice to homeschool rather than send their children with ASD to public schools. Parent choices to homeschool are increasing due to several reasons, including parent dissatisfaction with

public and private school programs and the lack of special services offered for their child with special needs. Data supports that greater parent knowledge about their child's disability, and understanding the reasons behind their behavior, along with parent training on evidence-based behavior management strategies, improves student outcomes during episodes of challenging behavior from children with ASD. Parents believe that with their greater knowledge about their child's behaviors and triggers, they are better suited to handle episodic behavior challenges. Parents tend to exercise more patience with their child than would the educators in public school settings due to time restrictions and staff limitations resulting in parents choosing home school over public school.

The second gap filled was the discovery and understanding of the practices these parents use to manage their child's behavior during homeschool instructional sessions. I explored the practices of instructional planning, engagement of the child in an instructional session, and administering interventions for the problem behaviors of the child with ASD. Three specific evidence-based strategies were common among the data of my research they were Social Stories (Acar et al., 2017; Ghanouni et al., 2019), Conscious Discipline (Darling et al., 2019), and Reflexivity or Sociology of Knowledge (Subramani, 2019). These evidence-based behavior management strategies can be used within home- and public-school settings.

The third gap is the generalization of this data to be used across various contexts in pedagogy. The scope of this qualitative study has the potential of extending into district-wide learning environments. Not only does pedagogy benefit from the data of this study, but various ministries such as social workers, clinical or counseling professionals,

marriage and family therapists, health care providers or anyone that deal with individuals

with ASD or who demonstrate behaviors of ASD can benefit from further research of this

topic.

References

Abuzandah, S. (2020). Social skills for homeschooling students. *Creative Education,*
11(7), 1064-1072. https://doi.org/10.4236/ce.2020.117078

Acar, C., Tekin-Iftar, E., & Yikmis, A. (2017). Effects of mother-delivered social stories
and video modeling in teaching social skills to children with autism spectrum
disorders. *The Journal of Special Education, 50*(4), 215-226.
https://doi.org/10.1177/0022466916649164

Adams, D., MacDonald, L., & Keen, D. (2019). Teacher responses to anxiety-related
behaviours in students on the autism spectrum. *Research in Developmental*
Disabilities, *86*, 11-19. https://doi.org/10.1016/j.ridd.2018.12.009

Alpi, K. M., & Evans, J. J. (2019). Distinguishing case study as a research method from
case reports as a publication type. *Journal of the Medical Library Association,*
107(1), 1. https://doi.org/10.5195/jmla.2019.615

Amran, H. A., & Majid, R. A. (2019). Learning strategies for twice-exceptional students.
International Journal of Special Education, 33(4), 954-976.

Azad, G. F., Marcus, S. C., Sheridan, S. M., & Mandell, D. S. (2018). Partners in school:
An innovative parent-teacher consultation model for children with autism
spectrum disorder. *Journal of Educational and Psychological Consultations,*
28(4), 460-486. https://doi.org/10.1080/10474412.2018.1431550

Baidi, B. (2019). The role of parents' interests and attitudes in motivating them to
homeschool their children. *Journal of Social Studies Education Research, 10*(1),
156-177.

Baumel, A., Pawar, A., Mathur, N., Kane, J. M., & Correll, C. U. (2017). Technology-assisted parent training programs for children and adolescents with disruptive behaviors: A systematic review. *The Journal of Clinical Psychiatry*, *78*(8), e957-e969. https://doi.org/10/ 10.1089/cap.2016.0048

Bearss, K., Burrell, T. L., Challa, S. A., Postorino, V., Gillespie, S. E., Crooks, C., & Scahill, L. (2017). Feasibility of parent training via telehealth for children with autism spectrum disorder and disruptive behavior: A demonstration pilot. *Journal of Autism and Developmental Disorders*, 1-11. https://doi.org/10.1089/cap.2016.0048

Benson, A., Lambert, V., Gallagher, P., Shahwan, A., & Austin, J. K. (2017). Parent perspectives of the challenging aspects of disclosing a child's epilepsy diagnosis to others: Why don't they tell? *Chronic Illness*, *13*(1)*, 28-48. https://doi.org/10.1177/1742395316648749

Blackman, A. L., Jimenez-Gomez, C., & Shvarts, S. (2020). Comparison of the efficacy of online versus in-vivo behavior analytic training for parents of children with autism spectrum disorder. *Behavior Analysis: Research and Practice, 20*(1), 13. https://doi.org/10.1037/bar0000163

Burnside, K., Wright, K., & Poulin-Dubois, D. (2017). Social motivation and implicit theory of mind in children with autism spectrum disorder. *Autism Research, 10*(11), 1834-1844. https://doi.org/10.1002/aur.1836

Bush, H. H., Eisenhower, A. S., Cohen, S. R., & Blacher, J. (2017). Parents' educational expectations for young children with autism spectrum disorder. *Education and*

Training in Autism and Developmental Disabilities, *52*(4), 357-368.

Carlson, J. F. (2020). Context and regulation of homeschooling: Issues, evidence, and assessment practices. *School Psychology, 35*(1), 10. https://doi.org/10.1037/spq0000335

Carpenter, D., & Gann, C. (2016). Educational activities and the role of the parent in homeschool families with high school students. *Educational Review, 68*(3), 322-339. https://doi.org/10.1080/00131911.2015.1087971

Chen, J., Lin, T. J., Justice, L., & Sawyer, B. (2017). The social networks of children with and without disabilities in early childhood special education classrooms. *Journal of Autism and Developmental Disorders*, 1-16. https://doi.org/10.1007/s10803-017-3272-4

Cheng, A., Tuchman, S., & Wolf, P. J. (2016). Homeschooling parents and satisfaction with special education services. *Journal of School Choice*, *10*(3), 381-398. https://doi.org/10.1080/ 15582159.2016.1202076

Cho, S. J., & Blair, K. S. C. (2017). Using a multicomponent function-based intervention to support students with attention deficit hyperactivity disorder. *The Journal of Special Education*, *50*(4), 227-238. doi.org/10.1177/0022466916655186

Cincera, J., Johnson, B., & Kroufek, R. (2020). Outdoor environmental education programme leaders' theories of experiential learning. *Cambridge Journal of Education,* 1-17. https://doi.org/10.1080/0305764X.2020.1770693

Clancy, K. M. (2017). *Assessing parent involvement in applied behavior analysis treatment for children with autism*[Doctoral dissertation, Wayne State

University].

Clark, M., Barbaro, J., & Dissanayake, C. (2020). Parent and teacher ratings of social

skills, peer play and problem behaviours in children with autism spectrum

disorder. *International Journal of Disability, Development & Education*, *67*(2),

194–207. https://doi.org/10.1080/1034912X.2019.1662891

Collier, M., Shenoy, S., Ovitt, B., Lin, Y. L., & Adams, R. (2020). Educational

diagnosticians' role in home-school collaboration: The impact of efficacy and

perceptions of support. *School Community Journal, 30*(1). 33-58.

Collier-Meek, M. A., Sanetti, L. M., & Boyle, A. M. (2019). Barriers to implementing

classroom management and behavior support plans: An exploratory investigation.

Psychology in the Schools, 56(1), 5-17. https://doi.org/10.1002/pits.22127

Craft, D. (2016, Spring). Homeschooling: A great environment for a child with special

needs. *The Old Schoolhouse,*74-76. http://www.thehomeschoolmagazine-

digital.com/thehomeschoolmagazine/2016x2/?pg=77#pg77

Creswell, J. W., & Poth, C. N. (2017). *Qualitative inquiry and research design: Choosing

among five approaches* (pp. 16-24, 33-39). Sage Publications.

Crone, R. M., & Mehta, S. S. (2016). Parent training on generalized use of behavior

analytic strategies for decreasing the problem behavior of children with autism

spectrum disorder: A data-based case study. *Education and Treatment of

Children*, *39*(1), 64-94.

Damayanti, E., Dewi, E. M. P., Jalal, N. M., Rasyid, N., & Haeba, N. (2020).

Homeschooling: An alternative to new normal adaptation of learning. *Lentera*

Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan, 23(2).

https://doi.org/10.24252/lp.2020v23n2i7

Daniels, R. M. (2017). *Exploring the motivations and practices of parents home educating their children with ASD* [Unpublished doctoral dissertation, University College London].

Darling, K. E., Seok, D., Banghart, P., Nagle, K., Todd, M., & Orfali, N. S. (2019). Social and emotional learning for parents through Conscious Discipline. *Journal of Research in Innovative Teaching & Learning.* https://doi.org/10.1108/JRIT-01-2019-0017

Dellapiazza, F., Vernhet, C., Blanc, N., Miot, S., Schmidt, R., & Baghdadli, A. (2018). Links between sensory processing, adaptive behaviours, and attention in children with autism spectrum disorder: A systematic review. *Psychiatry Research*, *270*, 78-88. https://doi.org/10.1016/j.psychres.2018.09.023

Dennison, A., Lasser, J., Awtry Madres, D., & Lerma, Y. (2020). Understanding families who choose to homeschool: Agency in context. *School Psychology, 35*(1), 20. doi: 10.1037/spq0000341

Diamond, L. L. (2018). Problem solving using visual support for young children with autism. *Intervention in School and Clinic*, *54*(2), 106–110. doi:10.1177/1053451218765234

Dolan, C. (2017). *An investigation into the experiences of homeschooled individuals with autism that led to success in the on-campus college environment: A case study.* [Unpublished doctoral dissertation, Liberty University].

Drogomyretska, K., Fox, R., & Colbert, D. (2020). Brief report: stress and perceived

    social support in parents of children with ASD. *Journal of Autism and*

    Developmental Disorders, 50, 4176–4182. https://doi.org/10.1007/s10803-020-

    04455-x

Esposito, M., Sloan, J., Tancredi, A., Gerardi, G., Postiglione, P., Fotia, F., Napoli, E.,

    Mazzone, L., Valeri, G., & Vicari, S. (2017). Using tablet applications for

    children with autism to increase their cognitive and social skills. *Journal of*

    Special Education Technology, *32*(4), 199-209.

    https://doi.org/10.1177/0162643417719751

Farmer, T. W., Sutherland, K. S., Talbott, E., Brooks, D. S., Norwalk, K., & Huneke, M.

    (2016). Special educators as intervention specialists: Dynamic systems and the

    complexity of intensifying intervention for students with emotional and

    behavioral disorders. *Journal of Emotional and Behavioral Disorders*, *24*(3), 173-

    186. https://doi.org/10.1177/1063426616650166

Fisher, W. W., Luczynski, K. C., Blowers, A. P., Vosters, M. E., Pisman, M. D., Craig,

    A. R., Hood, S. A., Machado, M. A., Lesser, A. D., & Piazza, C. C. (2020). A

    randomized clinical trial of a virtual-training program for teaching applied-

    behavior-analysis skills to parents of children with autism spectrum disorder.

    Journal of Applied Behavior Analysis, 53(4), 1856-1875.

    https://doi.org/10.1002/jaba.778

Flanagan, T. F., & DeBar, R. M. (2017). Trial-based functional analyses with a student

    identified with an emotional and behavioral disorder. *Behavioral Disorders*,

43(4), 274–288. https://doi.org/10.1177/0198742917719231

Fleming, J. I., Wilson, S. E., Hart, S. A., Therrien, W. J., & Cook, B. G. (2021). Open accessibility in education research: Enhancing the credibility, equity, impact, and efficiency of research. *Educational Psychologist, 56*(2), 110-121. https://doi.org/10.1080/00461520.2021.1897593

Gaines, T., & Barnes, M. (2017). Perceptions and attitudes about inclusion: Findings across all grade levels and years of teaching experience. *Cogent Education, 4*(1). doi: 10.1080/2331186X.2017.1313561

Gaither, M. (2017a). The changing of the guard, 1983–1998. In *Homeschool: An American history* (pp. 161-205). Palgrave Macmillan. https://doi.org/10.1057/978-1-349-95056-0_6

Gaither, M. (2017b). The homeschooling movement and the return of domestic education, 1998–2016. In *Homeschool: An American history* (pp. 161-205). Palgrave Macmillan. https://doi.org/10.1057/978-1-349-95056-0_8

Garbacz, S. A., Hirano, K., McIntosh, K., Eagle, J. W., Minch, D., & Vatland, C. (2018). Family engagement in schoolwide positive behavioral interventions and supports: Barriers and facilitators to implementation. *School Psychology Quarterly, 33*(3), 448. https://doi.org/10.1037/spq0000216

Gehlbach, H., & Robinson, C.D. (2021). From old school to open science: The implications of new research norms for educational psychology and beyond. *Educational Psychologist, 56*(2), 79–89. https://doi.org/10.1080/00461520.2021.1898961

Ghanouni, P., Jarus, T., Zwicker, J. G., Lucyshyn, J., Mow, K., & Ledingham, A. (2019).

    Social stories for children with autism spectrum disorder: Validating the content

    of a virtual reality program. *Journal of Autism and Developmental Disorders,*

    49(2), 660-668. https://doi.org/10.1007/s10803-018-3737-0

Goldman, S., Sanderson, K. A., Lloyd, B. P., & Barton, E. E. (2019). Effects of school-

    home communication with parent-implemented reinforcement on off-task

    behavior for students with ASD. *Intellectual & Developmental Disabilities*, *57*(2),

    95–111. https://doi.org/10.1352/1934-9556-57.2.95

Goodall, J. (2018). A toolkit for parental engagement: From project to process. *School*

    Leadership & Management, 38(2), 222-238.

    https://doi.org/10.1080/13632434.2018.1430689

Goodman, K. S., & Goodman, Y. M. (2016). Designing literacy curriculum: Teaching

    literacy as response to learning. In R. J. Meyer & K. F. Whitmore (Eds.),

    Reclaiming early childhood literacies: Narratives of hope, power, and vision, (pp.

    127–136). Routledge.

Greenway, C. W., & Eaton-Thomas, K. (2020). Parent experiences of home-schooling

    children with special educational needs or disabilities during the coronavirus

    pandemic. *British Journal of Special Education.* https://doi.org/10.1111/1467-

    8578.12341

Griffiths, A. J., Alsip, J., Kennedy, K., Diamond, E. L., Palma, C., Abdou, A. S.,

    Wiegand, R., & Brady, J. (2021). Families and schools together: Designing a

    model for university-community partnerships to support home-school

collaborations. *Contemporary School Psychology,* 1-13.

https://doi.org/10.1007/s40688-021-00358-5

Guterman, O., & Neuman, A. (2017). Schools and emotional and behavioral problems: A

comparison of school-going and homeschooled children. *The Journal of*

Educational Research, *110*(4), 425-432.

https://doi.org/10.1177/0013124516677009

Haley, K., Allsopp, D., & Hoppey, D. (2018). When a parent of a student with a learning

disability is also an educator in the same school district: A heuristic case study.

Learning Disability Quarterly, *41*(1), 19-31.

https://doi.org/10.1177/0731948717690114

Hert, H. (2016). *Effects of using antecedent physical activity with disabled students on*

their engaged behaviors during an academic task [Doctoral dissertation, Eastern

Oregon University].

Ho, H., Fergus, K., & Perry, A. (2018). Looking back and moving forward: The

experiences of Canadian parents raising an adolescent with autism spectrum

disorder. *Research in Autism Spectrum Disorders*, *52*, 12-22.

https://doi.org/10.1016/j.rasd.2018.05.004

Huggins, S. (2016). Whatever it takes a case study of our child's alternative path to

literacy. *Journal of Unschooling & Alternative Learning*, *10*(20).

Hurlbutt-Eastman, K. (2016). Teaching the child with exceptional needs at home. In M.

Gaither (Ed.), *The Wiley handbook of home education* (1st ed., pp. 222-245). John

Wiley & Sons.

Hyman, S. L., Levy, S. E., & Myers, S. M. (2020). Identification, evaluation, and

management of children with autism spectrum disorder. *Pediatrics, 145*(1).

https://doi.org/10.1542/peds.2019-3447

Iniesta-Sepúlveda, M., Nadeau, J. M., Ramos, A., Kay, B., Riemann, B. C., & Storch, E.

A. (2018). An initial case series of intensive cognitive–behavioral therapy for

obsessive–compulsive disorder in adolescents with autism spectrum disorder.

Child Psychiatry & Human Development, *49*(1), 9-19.

https://doi.org/10.1007/s10578-017-0724-1

Ismail, S. A. A., & Al Allaq, K. (2019). The nature of cooperative learning and

differentiated instruction practices in English classes. *SAGE Open, 9*(2),

2158244019856450. https://doi.org/10.1177/2158244019856450

Iznardo, M., Rogers, M. A., Volpe, R. J., Labelle, P. R., & Robaey, P. (2017). The

effectiveness of daily behavior report cards for children with ADHD: A meta-

analysis. *Journal of Attention Disorders*, 1-14. doi:10.1177/1087054717734646

Jolly, J. L., & Matthews, M. S. (2018). The chronicles of homeschooling gifted learners.

Journal of School Choice, *12*(1), 123-145. doi:10.1080/15582159.2017.1354644

Jones, E. K., Hanley, M., & Riby, D. M. (2020). Distraction, distress, and diversity:

Exploring the impact of sensory processing differences on learning and school life

for pupils with autism spectrum disorders. *Research in autism spectrum

disorders*, *72*, 101515. doi: 10.1016/j.rasd.2020.101515

Kalu, M. E., & Norman, K. E. (2018). Step by step process from logic model to case

study method as an approach to educational programme evaluation. *Global*

Journal of Educational Research, *17*(1), 73-85. doi:10.4314/giedr.v17i1.10

Kaufman, R. L., & Pickar, D. B. (2017). Understanding parental gatekeeping in families with a special needs child. *Family Court Review, 55*(2), 195-212. doi:10.1111/fcre.12273

Kelder, S., Langhill J. E., Reiss, C.A., & Socia, N. F. (2017). The effect of occupational therapy play-based interventions on cooperative behavior in elementary school aged children with autism spectrum disorder. *Pediatrics,* 10. https://scholarworks.gvsu.edu/ot_pediatrics/10

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 3-13*, *44*(3), 297-310. https://doi.org/10.1080/03004279.2014. 974647

Kennedy, M. J., Hirsch, S. E., Rodgers, W. J., Bruce, A., & Lloyd, J. W. (2017). Supporting high school teachers' implementation of evidence-based classroom management practices. *Teaching and Teacher Education, 63,* 47-57. doi: 10.1016/j.tate.2016.12.009

Kildahl, A. N., Bakken, T. L., Matre, E. A. W., Hellerud, J. M. A., Engebretsen, M. H., & Helverschou, S. B. (2020). Case study: identification of anxiety and subsequent intervention in an adolescent male with autism, severe intellectual disability and self-injurious behaviour. *International Journal of Developmental Disabilities,* 1-12. doi: 10.1080/20473869.2020.1850160

Kim, S. J., & Hachey, A. C. (2020). Engaging preschoolers with critical literacy through

counter-storytelling: A qualitative case study. *Early Childhood Education Journal, 49,* 636–646. 1-14. https://doi.org/10.1007/s10643-020-01089-7

King, G., McPherson, A. C., Kingsnorth, S., Gorter, J. W., & DeFinney, A. (2019). Intervention strategies in residential immersive life skills programs for youth with disabilities: a study of active ingredients and program fidelity. *Developmental Neurorehabilitation, 22*(5), 303-311. https://doi.org/10.1080/17518423.2018.1497722

Krakovich, T.M., McGrew, J. H., Yu. Y., & Ruble, L. A. (2016). Stress in parents of children with autism spectrum disorder: An exploration of demands and resources. *Journal of Autism and Developmental Disorders, 46*(6), 2042-2053. https://doi.org/10.1007/s10803-016-2728-2

Kula, S. (2018). Homeschooling gifted students: Considerations for research and practice. In J. Cannaday (Ed.), *Curriculum Development for Gifted Education Programs* (pp. 151-171). IGI Global.

LaMorte, W. (2016). *Behavioral change models-The social cognitive theory.* https://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories5.html

Leaf, J. B., Leaf, R., McEachin, J., Cihon, J. H., & Ferguason, J. L. (2018). Advantages and challenges of a home-and clinic-based model of behavioral intervention for individuals diagnosed with autism spectrum disorder. *Journal of Autism and Developmental Disorders, 48*(6), 2258-2266. https://doi.org/10.1007/s10803-017-3443-3

Lerner, R. M., Brindis, C. D., Batanova, M., & Blum, R. W. (2018). Adolescent health

development: A relational developmental systems perspective. In N. Halfon, C.

Forrest, R. Lerner, & E. Faustman (Eds.), *Handbook of life course health development* (pp. 109-121. Springer. https://doi.org/10.1007/978-3-319-47143-3_6

Lewis, B. A. (2020). *Avoiding "Mommy Grades". Homeschool Parent Strategies for College Preparation* (Doctoral dissertation, Rice University).

Lieneman, C., Brabson, L., Highlander, A., Wallace, N., & McNeil, C., (2017). Parent-child interaction therapy: Current perspectives. *Psychology Research and Behavior Management*. https://doi.org/10.2147/PRBM.591200

Lloyd, B. P., Bruhn, A. L., Sutherland, K. S., & Bradshaw, C. P. (2019). Progress and priorities in research to improve outcomes for students with or at risk for emotional and behavioral disorders. *Behavioral Disorders, 44*(2), 85-96. https://doi.org/10.1177/0198742918808485

Lubas, M., Mitchell, J., & De Leo, G. (2016). Evidence-based practice for teachers of children with autism: A dynamic approach. *Intervention in School and Clinic*, *51*(3), 188-193. https://doi.org/10.1177/1053451215585801

Maddocks, D. L. (2018). The identification of students who are gifted and have a learning disability: A comparison of different diagnostic criteria. *Gifted Child Quarterly, 62*(2), 175-192. https://doi.org/10.1177/001698217752096

Majoko, T., & Dudu, A. (2020). Parents' strategies for home educating their children with autism spectrum disorder during the COVID-19 period in Zimbabwe. *International Journal of Developmental Disabilities,* 1-5. https://doi.org/10.1080/20473869.2020.1803025

Martens, R., De Laat, M., & Verjans, S. (2017, September 1). Designing for situated

knowledge: Methodological issues and more. In N. Dohn (Chair), *Investigating and designing for situated knowledge in a world of change.* Symposium conducted at the 17th biennial EARLI Conference for Research on Learning and Instruction, Tampere, Finland.

Maskey, M., McConachie, H., Rodgers, J., Grahame, V., Maxwell, J., Tavernor, L., & Parr, J. R. (2019). An intervention for fears and phobias in young people with autism spectrum disorders using flat screen computer-delivered virtual reality and cognitive behaviour therapy. *Research in Autism Spectrum Disorders*, *59*, 58-67. doi: 10.1016/j.rasd.2018.11.005

Mazama, A. (2016). African American homeschooling practices: Empirical evidence. *Theory and Research in Education*, *14*(1), 26-44. doi:10.1177/1477878515615734

McAuliffe, T., Cordier, R., Vaz, S., Thomas, Y., & Falkmer, T. (2017). Quality of life, coping styles, stress levels, and time use in mothers of children with autism spectrum disorders: Comparing single versus coupled households. *Journal of autism and developmental disorders, 47*(10), 3189-3203. doi: 10.1007/s10803-017-3240-z

McMahon, J., & Cullinan, V. (2016). Exploring eclecticism: The impact of educational theory on the development and implementation of Comprehensive Education Programmes (CEP's) for young children with autism spectrum disorder (ASD). *Research in Autism Spectrum Disorders*, *32*(C), 1-12. https://doi.org/10.1016/j.rasd.2016.07.005

McRae, E. M. (2017). *Predicting internalizing and externalizing child behavior: A comparative analysis between autism spectrum disorder and Attention Deficit/Hyperactivity Disorder* [Unpublished doctoral dissertation, The University of Alabama].

McRae, E. M., Stoppelbein, L., O'Kelley, S. E., Fite, P., & Greening, L. (2018). Predicting internalizing and externalizing symptoms in children with ASD: Evaluation of a contextual model of parental factors. *Journal of Autism and Developmental Disorders*, *48*(4), 1261-1271. https://doi.org/10.1007/s10803-017-3368-x

McWayne, C. M., Doucet, F., & Mistry, J. (2019). Family-school partnerships in ethnocultural communities: Reorienting conceptual frameworks, research methods, and intervention efforts by rotating our lens. In C. M. McWayne, F. Doucet, & J. Mistry (Eds.), *Ethnocultural diversity and the home-to-school link* (pp. 1-18). Springer. https://doi.org/10.1007/978-3-030-14957-4_1

Morris, C., Conway, A. A., & Goetz, D. B. (2021). A review of effective strategies for parent-delivered instruction. *Behavior Analysis in Practice,* 1-10. doi: 10.1007/s40617-020-00525-9

Morse, M. L., & Bell, S. M. (2018). Homeschooling: A growing school choice option for meeting special educational needs. *International Journal of Educational Reform,* *27*(2), 156-172. https://doi.org/10.1177/105678791802700203m

Moskowitz, L. J., Walsh, C. E., & Durand, V. M. (2016). Assessment and intervention for self-injurious behavior using positive behavior support. In S. M. Edelson & J.

B. Johnson (Eds.), *Understanding and treating self-injurious behavior in autism: A multi-disciplinary perspective* (pp. 151-185). Jessica Kingsley.

Muharib, R., Correa, V. I., Wood, C. L., & Haughney, K. L. (2019). Effects of functional communication training using GoTalk NowTM iPad® application on challenging behavior of children with autism spectrum disorder. *Journal of Special Education Technology*, *34*(2), 71-79. https://doi.org/10.1177/0162643418783479

Nardi, R. B. (2017). The Transformative Mind: Expanding Vygotsky's Approach to Development and Education, by Anna Stetsenko, Cambridge, UK: Cambridge University Press, 2016, 434 pp. 95. doi: 10.1080/10749039.2017.1346687

O'Hagan, S., Bond, C., & Hebron, J. (2021). What do we know about home education and autism? A thematic synthesis review. *Research in Autism Spectrum Disorders, 80,* 101711. https://doi.org/10.1016/j.rasd.2020.101711

Pas, E. T., Johnson, S. R., Larson, K. E., Brandenburg, L., Church, R., & Bradshaw, C. P. (2016). Reducing behavior problems among students with autism spectrum disorder: Coaching teachers in a mixed-reality setting. *Journal of Developmental Disorders, 46*(12), 3640-3652. https://doi.org/10.1007/s10803-016-2898-y

Patall, E. A. (2021). Implications of the open science era for educational psychology research synthesis. *Educational Psychologist, 56*(2)*. 142–160. https://doi.org/10.1080/00461520.2021.1897009

Phillippi, J., & Lauderdale, J. (2018). A guide to field notes for qualitative research: Context and conversation. *Qualitative Health Research*, *28*(3), 381-388.

Prata, J., Lawson, W., & Coelho, R. (2018). Parent training for parents of children on the

autism spectrum: A review. *International Journal of Clinical Neurosciences and Mental Health, 5,* 3. doi: 10.21035/ijcnmh.2018.5.3

Preece, D., Symeou, L., Stošić, J., Troshanska, J., Mavrou, K., Theodorou, E., & Škrinjar, J. F. (2017). Accessing parental perspectives to inform the development of parent training in autism in south-eastern Europe. *European Journal of Special Needs Education, 32*(2), 252-269. https://doi.org/10.1080/08856257.2016.1223399

Purwaningsih, N., & Fauziah, P. Y. (2020, February). Homeschooling: An Alternative Education Based on Potential of Children. In *Proceedings of the International Conference on Educational Research and Innovation (ICERI 2019;* pp.191-196). Atlantis Press. https://doi.org/10.2991/assehr.k.200204.035

Ramsey, E., Kelly-Vance, L., Allen, J. A., Rosol, O., & Yoerger, M. (2016). Autism spectrum disorder prevalence rates in the United States: methodologies, challenges, and implications for individual states. *Journal of Developmental and Physical Disabilities*, *28*(6), 803-820. https://doi.org/10.1007/s10882-016-9510-4

Ray, B. D. (2017). A systematic review of the empirical research on selected aspects of homeschooling as a school choice. *Journal of School Choice, 11*(4), 604-621. https://doi.org/10.1080/15582159.2017.1395638

Ray, B. D. (2018). *Private homeschool education: Research and philosophy show government control not needed.* Retrieved from https://www.hawaiifamilyforum.org/wp-content/uploads/2018/02/State-control-regulation-of-homeschooling-fact-sheet.pdf

Redford, J., Battle, D., & Bielick, S. (2016). *Homeschooling in the United States: 2012.*

NCES 2016-096. National Center for Education Statistics.

https://eric.ed.gov/?id=ED569947

Reed, P., Howse, J., Ho, B., & Osborne, L. A. (2017). Relationship between perceived

limit-setting abilities, autism spectrum disorder severity, behaviour problems, and

parenting stress in mothers of children with autism spectrum disorder. *Autism*,

21(8), 952-959. https://doi.org/10.1177/1362361316658775

Riden, B. S., Markelz, A. M., & Randolph, K. M. (2019). Creating positive classroom

environments with electronic behavior management programs. *Journal of Special

Education Technology*, *34*(2), 133-141.

https://doi.org/10.1177/0162643418801815

Rispoli, K. M., Lee, G. K., Nathanson, E. W., & Malcolm, A. L. (2019). The parent role

in school-based teams for adolescents with autism spectrum disorder. *School

Psychology, 34*(4), 458. https://doi.org/10.1037/spq0000289

Rosário, P., Núñez, J. C., Vallejo, G., Nunes, T., Cunha, J., Fuentes, S., & Valle, A.

(2018). Homework purposes, homework behaviors, and academic achievement.

Examining the mediating role of students' perceived homework quality.

Contemporary Educational Psychology, *53*, 168-180. doi:

10.1016/j.cedpsych.2018.04.001

Rutherford, M., Baxter, J., Grayson, Z., Johnston, L., & O'Hare, A. (2019). Visual

supports at home and in the community for individuals with autism spectrum

disorders: A scoping review. *Autism*, 1362361319871756. doi:

10.1177/1362361319871756

Sadler, K. M. (2019a). Video self-modeling and functional behavior assessment to

    modify aggressive behaviors in students with autism spectrum disorder and

    intellectual disabilities. *Education and Training in Autism and Developmental*

    Disabilities, *54*(4), 406-419.

Sadler, K. M. (2019b). Video self-modeling to treat aggression in students significantly

    impacted by autism spectrum disorder. *Journal of Special Education Technology*,

    34(4), 215-225. doi:10.1177/0162643418822070

Sale, J. E., & Thielke, S. (2018). Qualitative research is a fundamental scientific process.

    Journal of Clinical Epidemiology, *102,* 129-133.

    https://doi.org/10.1016/j.jclinepi.2018.04.024

Schertz, H. H., Call-Cummings, M., Horn, K., Quest, K., & Law, R. S. (2018). Social and

    instrumental interaction between parents and their toddlers with autism: A

    qualitative analysis. *Journal of Early Intervention*, *40*(1), 20-38.

    https://doi.org/10.1177/1053815117737353

Simmons, C. A., & Campbell, J. M. (2019). Homeschool decision-making and evidence-

    based practice for children with autism spectrum disorder. *Journal of*

    Developmental and Physical Disabilities, 31(3), 329-346.

    https://doi.org/10.1007/s10882-018-9643-8

Singh, N. N., Lancioni, G. E., Hwang, Y. S., Chan, J., Shogren, K. A., & Wehmeyer, M.

    L. 2017). Mindfulness: An application of positive psychology in intellectual and

    developmental disabilities. In K. A. Shogren, M. L. Wehmeyer, & N. N/ Singh

    (Eds.), *Handbook of positive psychology in intellectual and developmental*

disabilities (pp. 65-79). Springer. https://doi.org/10.1007/978-3-319-59066-0_6

Spain, D., Sin, J., Paliokosta, E., Furuta, M., Prunty, J. E., Chalder, T., … & Happe, F. G.

(2017). Family therapy for autism spectrum disorders. *Cochrane Database of*

Systematic Reviews, (5). doi: 10.1002/14651858.CD011894

Subramani, S. (2019). Practising reflexivity: Ethics, methodology and theory

construction. *Methodological Innovations, 12*(2), 2059799119863276. doi:

10.1177/ 2059799119863276

Such, B. (2019). Scaffolding English language learners for online collaborative writing

activities. *Interactive Learning Environments,* 1-9.

https://doi.org/10.1080/10494820.2019.1579233

Suprihatin, S., & Tarjiah, I. (2019, December). Evaluating the outcome of structured

teaching intervention for children with autism. In *5th International Conference on*

Education and Technology (ICET 2019; pp. 286-289). Atlantis Press.

https://doi.org/10.2991/icet-19.2019.72

Susilowati, E., & Azzasyofia, M. (2020). The parents stress level in facing children study

from home in the early of COVID-19 pandemic in Indonesia. *International*

Journal of Science and Society, 2(3), 1-12.

https://doi.org/10.200609/ijsoc.v2i3.117

Taylor, E. W. (2017). Transformative learning theory. In A. Laros, T. Fuhr, & E. W.

Taylor (Eds.), *Transformative learning meets Bildung* (pp. 17-29). Sense

Publishers.

Tett, L., & Macleod, G. (2020). Enacting home-school partnerships: the roles of

headteachers, family-learning practitioners and parents. *Cambridge Journal of Education, 50*(4), 451-468. https://doi.org/10.1080/0305764X.2020.1722062

Thompson-Hodgetts, S., & Magill-Evans, J. (2018). Sensory-based approaches in intervention for children with autism spectrum disorder: Influences on occupational therapists' recommendations and perceived benefits. *American Journal of Occupational Therapy*, *72*(3), 7203205020p1-7203205020p8. https://doi.org/10.5014/ajot.2018.024729

Tzivinikou, S., & Papoutsaki, K. (2016). Studying teaching methods, strategies and best practices for young children with special educational needs. *Early Child Development and Care*, *186*(6), 971-980. https://doi.org/10.1080/03004430.2015.1071101

Ung, D., Boone, D. M., McBride, N., Howie, F., Scalli, L., & Storch, E. A. (2017). Parent and teacher agreement of behavior problems in youth diagnosed with and without autism spectrum disorders. *Journal of Child and Family Studies*, *26*(2), 370-380. https://doi.org/10.1007/s10826-016-0566-7

Wang, W., & Li, Q. (2020, January). Research on the impact indicator system of e-commerce innovation experimental teaching: Deep fusion evaluation method based on EWM-AHP. In *Proceedings of the 2020 11th International Conference on E-Education, E-Business, E-Management, and E-Learning* (pp. 290-295). https://doi.org/10.1145/3377571.3377572

Williams, D. L., Siegel, M., & Mazefsky, C. A. (2017). Problem behaviors in autism spectrum disorder: association with verbal ability and adapting/coping skills.

Journal of Autism and Developmental Disorders, 48(11), 1-10.

https://doi.org/doi:10.1007/s10803-017-3179-0

Windish, L. S. (2016). *Homeschooling parent stress levels and its association with the mental and physical health of their children* [Unpublished doctoral dissertation, Indiana University of Pennsylvania].

Wright, B., Teige, C., Watson, J., Hodkinson, R., Marshall, D., Varley, D., Allgar, V., Mandefield, L., Parrott, S., Kingsley, E., Hargate, R., Mitchell, N., Ali, S., McMillan, D., Wang, H., & Hewitt, C. (2020). Autism spectrum social stories in schools Trial 2 (ASSSIST2): Study protocol for a randomized controlled trial analyzing clinical and cost-effectiveness of Social Stories™ in primary schools. *BMC Psychology, 8*(1), 1-10.

https://www.researchgate.net/publication/342133242_Autism_Spectrum_Social_Stories_In_Schools_Trial_2_ASSSIST2_study_protocol_for_a_randomised_controlled_trial_analysing_clinical_and_cost-effectiveness_of_Social_Stories_in_primary_schools

Yildiz, N. G. (2017). Classroom management and student achievement: a study on five elementary classrooms. *Anadolu Journal of Educational Sciences International, 7*(1), 155-183. https://doi.org/10.18039/ajesi.292598

Zakaria, N. A. & Tahar, M. M. (2017). The effects of inclusive education on the self-concept of students with special educational needs. *Journal of ICSAR, 1*(1), 25-31. https://doi.org/10.17977/um005v1i12017p025

Zeleke, W. A., Hughes, T. L., & Drozda, N. (2019). Disparities in diagnosis and service

access for minority children with ASD in the United States. *Journal of Autism and Developmental Disorders, 49*(10), 4320-4331. https://doi.org/10.1007/s10803-019-04131-9

Appendix A: Qualifying Online Survey for Research Participation

By clicking the "start" button of this survey, you are consenting to participate in the preliminary interview to determine qualifying criteria for this research study.

> **START**

(Powered through Survey Monkey)
Four of the five questions require a YES or NO response. The remaining question requires an age selection for the child of the participant.

1. Are you a parent of a child with autism spectrum disorder (ASD)?

2. Are you currently homeschooling your child with ASD?

3. How old is your child with ASD that you homeschool? (5-6, 7-9, 10-12, 13-15, 16-18, 19 and older)

4. Do you live in a local school district within the State of Michigan?

5. Are you willing to participate in a research study about parent practices regarding behavior management strategies for children with ASD who are homeschooled?