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# Family Involvement in Korean Special Education

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# FAMILY INVOLVEMENT IN KOREAN SPECIAL EDUCATION

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# INTRODUCTION

## ⦿ Problems & Needs:

- The lack of knowledge regarding Korean families of children with special needs
- Few researches on the influences of the family on children with disabilities
- The limited empirical understanding of family adaptation and attempting to translate this understanding into intervention practice

## ⦿ Questions:

- What are the characteristics of Korean families of children with disabilities?
- What are the challenges faced by Korean parents of children with disabilities?
- How Korean families cope with stress in rearing children with disabilities?
- What is the nature of system-of-care in Korean special education?

# THE SIGNIFICANCE OF STUDY

- ◉ Comparative analysis of systems-of-care between US & ROK
- ◉ Expanding a knowledge base on early intervention for children with disabilities

# LITERATURE REVIEW

- ◉ Family-centered Model: “family and other ecological characteristics can influence development of children beyond the influences of their biological characteristics” (Brinker, 1992)
- ◉ Parent involvement and family support must be individualized, give parents every opportunity to be active partners in planning and working with professionals, and be organized such that families feel competent to learn and to become advocates for their child (Bailey, 2001).

# LITERATURE REVIEW

## ◉ Family Involvement in US

- An empowerment model of working with parents (Carpenter, 1997)
- Family Systems Approach: expanding family involvement and addressing family problems and thereby assisting the family to enhance the child's development opportunities (Helton, 1994)
- Individualized Family Service Program (IFSP) in Early Intervention: parents of infants and toddlers with disabilities are partners with professionals in their children's development (Gallagher et al., 2004)

# LITERATURE REVIEW

- National Standards in Family Involvement (Nat'l Parent Teacher Assoc., 1997):
  - Regular, two-way and meaningful communication between home and school
  - Parenting skills are promoted & supported.
  - Parents play an integral role in assisting student learning.
  - Parents are welcomed in school.
  - Parents are full partners in decisions that affect their children and families.
  - Resources in the community are used to strengthen schools, families and student learning.

# LITERATURE REVIEW: A SYSTEM OF CARE APPROACH

- A System-of-Care Approach: “a comprehensive spectrum of services that are organized and coordinated to meet the multiple needs and challenges facing children with disabilities” (Stroul & Friedman, 1986)
- Principles:
  - (a) services should be community based to the greatest extent possible,
  - (b) caregivers should be partners in identifying needed services and designing individual service plans for their children, and
  - (c) service systems and providers should ensure that all services are provided within the unique cultural and ethnic perspectives of each family (Friedman, 1996)



# LITERATURE REVIEW: A SYSTEM OF CARE APPROACH

## ◎ The Primary Goal:

- To involve families fully and to coordinate services and supports a child and family are receiving or need, while ensuring that service provision occurs in the community rather than in more restrictive settings (Pumariega & Vance, 1999)
- Improving child functioning by delivering services through a collaborative process that addresses multiple domains of a child and family's ecology simultaneously (Duchnowski, Kutash, & Friedman, 2002)

## LITERATURE REVIEW: PARENT-SCHOOL-COMMUNITY PARTNERSHIPS

- Social Support for Families: the current emphasis on “family centeredness” of early intervention
  - Early Head Start Collaboration (Wall et al., 2005)
  - Multisystemic Therapy (Henngeler et al., 1998)
- Early Intervention & Early Childhood Education (EI/ECE):
  - Consumer satisfaction with treatment, and its contribution to children’s growth, was generally favorable. Parent training was deemed the most effective contributor to child growth.
  - Progress or good progress across developmental areas was noted by families as a result of EI/ECE services (Hume et al., 2005)

# LITERATURE REVIEW: PARENT-SCHOOL-COMMUNITY PARTNERSHIPS

- Family-Professional Collaboration: “authentic involvement of families with professionals on the belief that collaboration leads to better outcomes as participants learn from each other and share mutual resources” (Donaldson, 2006)
  - In U.S., the self-interest of the professional competes with the self-interest of individuals using their services.
  - The politico-economic issues of service are hidden behind the mask of love. “The disparity between professional and client is increased by the disparity in social class between interventionist and client” (Brinker, 1992)

# METHOD

- Sites:
  - Pusan School for the Deaf in Pusan, South Korea
  - Central Christian Academy in Suwon, S. Korea
- Participants: School principal, teachers, parents, & other service providers
- Period of Data Collection: May-June, 2006
- Instrumentation
  - Participant Observation
  - Surveys: Teachers, Parents
  - Interviews with principals, school pastor, teachers, & parents
  - Artifact reviews
- Data Analysis: Transcriptions, Data Reduction/Display, & Drawing Conclusions

# RESEARCH SITES

Pusan School for the Deaf



Pusan School for the Deaf



Central Christian School



Central Christian School



# FINDINGS— SPECIAL EDUCATION SERVICES

- Informal Referral Services among Medical Doctors, Social Workers, & School Systems
- Free Special Education Services by Public & Private Schools
- Limited Choices for Diverse Needs of Children with Disabilities
  - A tendency from segregation to inclusion
  - Limited parental involvement in IEP process
  - No transition services for students w/ disabilities
  - No financial support for related services, such as transportation, medical, & rehabilitation srvcs

# FINDINGS—FAMILY CHARACTERISTICS

- Nature of the Problems Experienced by Family Members
  - Physical & psychological stresses
  - Financial burden
- Family Perceptions on Disability
  - Guilt, etc.
- Interactions with School Personnel
  - Participation in school-initiated activities
- Strategies to Overcome the Challenges
  - Parental Support Groups
  - Volunteering to School Activities

# FAMILY INVOLVEMENT

Singing



Aerobics



Parent Education



Group Counseling





# FINDINGS— SOCIAL SUPPORT FOR FAMILIES

- Public attitudes towards disability
  - From negative to indifference
  - Emerging awareness of the needs by religious institutions
- Child find & early intervention by informal professional referrals
- Family education
- Respite services
- Psychological advices

# FINDINGS—PARENT- PROFESSIONAL RELATIONSHIPS

- A medical model
- Parent Education:
  - Classroom participation
  - Group counseling
  - Worship services
- Special education services
- Services by Christian organizations

# PARENT PARTICIPATION IN EARLY CHILDHOOD EDUCATION



# DISCUSSION

- ◉ Strengths in Korean Family Involvement
  - Maternal dedication to the welfare of children with special needs
  - Parent-school collaboration
  - Early intervention & inclusion services by public & private schools
- ◉ Concerns
  - Minimal parent- & self-advocacy
  - Psychological stress
  - Intra-family communication
  - Lack of choices for SE services
  - Limited opportunities by the disabled: clip
- ◉ Future
  - Christian organizations' involvement in SE & other services
  - The central government's initiatives

# THE DISABLED IN KOREA

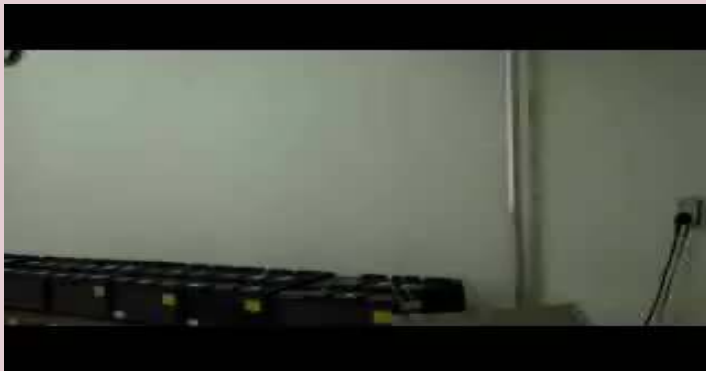
O&M Training for the VI



Dog Guide



Audio Library for the Blind



Street Demonstration

