

**ASSESSMENT OF EXTENT OF IMPLEMENTATION OF INCLUSIVE EDUCATION
PRACTICES FOR RETENTION OF LEARNERS WITH SPECIAL NEEDS IN
REGULAR PRIMARY SCHOOLS IN DADAAB SUB-COUNTY,
GARISSA COUNTY, KENYA**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
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DEPARTMENT OF SPECIAL NEEDS EDUCATION

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DECLARATION

Declaration by the Candidate

This thesis is my original work and has not been presented for the award of a Degree in any other University or Institution of higher learning.

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My special thanks to my family members for their constant prayers, moral and financial support, my son Musaab and daughter Minahil and Umulkher, may our good God bless you.

DEDICATION

I dedicate this work to my mother Habiba Hussein and my wife Khadijah Mohamed and all my children. You are my pillars of strength and hope.

ABSTRACT

Inclusive education is a process in which learners with special needs participate affectively in age-appropriate classes in their neighborhood schools with appropriate supplementary aids and support services. Records from Educational Assessment and Resource Centres (EARC) Garissa County revealed that there was a decline in the retention rate of learners` admitted; in the year 2014, the retention rate was 37 learners (45.7%), 2015 (114 learners, 38.0%), 2016 (43 learners, 28.9%), 2017 (35 learners, 31.5%) and 2018 (41 learners, 23.7%). The status of implementation of inclusive education in terms of teaching-learning strategies, attitude, resources and curriculum differentiation for retention of learners with special needs in Garissa County was unknown. The purpose of the study was to assess the implementation of inclusive education practices for retention of learners with special needs in regular primary schools in Dadaab sub-county. Specific objectives were to; establish extent to which teaching and learning strategies were used, find out extent of the availability and use of teaching and learning resources; establish the level of curriculum differentiation for learners with special needs, and examine to what extent teachers` attitude affect retention of learners with special needs in regular primary schools in Dadaab sub-county. The study was guided by a conceptual framework showing the interaction of inclusive education practices as independent variable and retention of learners as dependent variable. The study adopted a descriptive survey design. Target population comprised 26 head teachers, 78 teachers, and 4 education officers. Saturated sampling technique was used to select 23 head teachers, 70 teachers, and 3 education officers. Instruments for data collection were questionnaire, interview schedule. Face and content validity of the instruments was established through expertise judgment by experts in Special Needs Education. Test-retest reliability was established through a pilot study on 30 learners with SN, 8 teachers and 3 head teachers. The reliability coefficient of the teachers` questionnaire was 0.796 hence reliable. The reliability of interview schedule was determined through triangulation. Quantitative data was analyzed using frequency counts, percentages and mean. Findings of the study indicated the use of inclusive teaching- learning strategies was to a small extent (mean=2.16); the availability and use of teaching- learning materials was inadequate (mean= 2.18). The curriculum had been differentiated to a small extent (mean= 2.09). The teachers` attitude towards learners with special needs was negative (mean=2.19). The study concluded that the low retention of learners with special needs was as a result of use of inclusive teaching-learning strategies to a smaller extent; the availability and use of teaching- learning materials to a small extent; differentiation of curriculum to a small extent and teachers` negative attitude towards learners with special needs. The study recommends that teachers, head teachers and regular learners should use inclusive teaching-learning strategies; there should be adequate provision of teaching and learning resources; differentiation of curriculum and creation of awareness about learners with special need in order to promote positive attitude of teachers towards learners with special needs be promoted through creation of awareness, in-servicing teachers on special needs and motivation of teachers who handle learners with special needs. The study is significant as it may assist teachers and regular learners to understand how to handle learners with special needs, differentiate curriculum, use of inclusive teaching- learning strategies, ensure teachers use resources while teaching learners with special needs and sensitize the teachers to change attitude towards learners with special needs.

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LIST OF ABBREVIATIONS AND ACRONYMS

DIAS	-	Diagnostic Tutorial Assessment System
EARC	-	Eduational Assessment and Resouce Centre
ECDE	-	Early Childhood Development Education
EFA	-	Education for All
ICAM	-	Intelligent Content Assessment marking
IDEA	-	Individuals with Disabilities Education Act
IEP	-	Individualized Education Program
LMS	-	Learning Management System
LWD	-	Learning with Disabilities
MOE	-	Ministry of Education
MUER	-	Maseno University Ethics and Review Committee
NGO	-	Non Governmental Organization
SEN	-	Special Education Needs
SPSS	-	Statistical Package for Social Sciences
UAE	-	United Arab Emirates
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
USA	-	United States of America

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education of children with disabilities has seen a shift from segregated special schools to inclusion in general education schools and classrooms. Educating children with disabilities in the regular schools is an important goal for many countries today. The drive to achieve Education for All (EFA) by 2015 has led to a focus on the barriers to participation in basic education for marginalized groups (United Nations Education, Science and Cultural Organization, 2010). Responsive teaching strategies based on this approach typically focus on different aspect of teacher-pupil interaction classroom dialogue ‘real’ problem solving and practical activities, pupil choice, reflection teaching (Watson, 2001).

According to Government of Kenya (2009), learners with special needs are those who have learning differences or difficulties which requires adjustment to the methods of teaching, materials, and curriculum or delivery methods. Special needs education currently includes learners with hearing impairments, visual impairments, physical impairments, cerebral palsy, epilepsy and mental handicaps. Also those with Down syndrome, autism, emotional and behavioral disorders, learning disabilities, speech and language disorders, multiple handicaps and albinism are included. Educational opportunities for learners with special needs and disabilities are a major challenge to the education sector(Wafula, 2012). Majority of learners with Special Needs and Disabilities in Kenya do not access educational services. For instance, in 2009 there were only 42,000learners with special needs and disabilities enrolled in special schools, units and integrated programs. This number rose to 66,885 in 2013 and 75,000 in 2016, which compares poorly with the proportion in general education(Mutugi, 2018).

The concept of inclusive education is based on the fact that all children and young people despite cultural social and learning backgrounds should have equivalent learning opportunities in regular schools (UNESCO, 2008). UNESCO emphasizes that education systems schools and teachers should focus on generating inclusive settings that upholds the values of respect and understanding of cultural, social and individual diversity. Inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the diversity of learners. Removing barriers to participation in learning for all learners is at the core of inclusive education system (UNESCO, 2005) Focusing on inclusive education can be useful in guiding development of policies and strategies that address consequences of discrimination, inequality and exclusion within the holistic framework of EFA goals.

There was no formal government provision in colonial times and only in the last two decades has there been government commitment to the education of children with special needs. This neglect is not because the government and the people of Botswana have willingly neglected those in need of special education. One key to this is that at independence Botswana was amongst the poorest countries in the world. In less than four decades it has become a middle-income country (Elliot, 2008). This transformation is the result of identifying mainstream education as a priority area. In developing an appropriate educational infrastructure prior attention has been given to general education and more recently to education for economic growth (Government of Botswana, 1993). Consequently, the ministry of education has not given priority to children with special education needs, but it has not been ignored. Before 1984 nongovernmental and voluntary bodies dominated this field. In those years the first formal government commitment was made to special education by moving the special education unit from the department of primary and upgrading it to a department” (Matale, 2002).

Education for All (EFA) identified inclusive education as one of the key strategies to address issues of marginalization and exclusion. In this view, the government of Kenya has been implementing measures to improve participation of learners with special needs in mainstream schools. Despite efforts made by the government, access to education by those with special need remains limited as pointed out by Njoka *et al* (2012) in their study on equitable basic educational Kenya found out that special needs education has not been given special attention. Similarly, a study by national Down Syndrome Society (2008) on what makes inclusive education successful indicated that the degree of administrative support and vision is the most powerful predictor of the general educator attitude towards full inclusion.

Therefore, inclusive education practices ought to be implemented in various schools in order to increase access to learning in the mainstream schools Njoka *et al* (2012). Some of these inclusive practices according to the SNE policy include an environment of diversity and acceptance, a sense of belonging, adapted methods of learning and varied according to learner differences and abilities, an environment that is easily accessible and adapted to suit all learners, curriculum differences to help modify content according to learners ability, intelligence level, differences and need (MoE, 2018).According to KICD, (2017) an inclusive environment ensures that the needs of all learners are met and respected, recognizing the different abilities, needs, capabilities and differences that each learner has in the school environment. It ensures that the environment, curriculum content and instructional approaches are appropriate for all learners. It provides flexibility for all teachers to adapt the curriculum to suit individual needs and does not demand that all learners learn the same content in the same way, the same number of hours and the same time.

Therefore, an inclusive school needs to have adapted teaching and learning approaches, resources that are varied and adapted according to need of the learner, an environment that is easily accessible particularly by learners with physical disabilities, curriculum that is modified and adapted among other requirements as per the Implementation guidelines of the SNE policy, (2018)

Various studies have been conducted to investigate the role of inclusive education practices in enabling retention of learners with special needs in regular primary schools. The factors considered include the extent the teaching and learning strategies, the availability and use of teaching and learning resources, level of curriculum differentiation and teachers' attitude. Effect of teaching and learning strategies in retention of learners with special needs have been studied. For instance, Ogadho and Ajowi (2013) investigated the factors influencing dropout of learners with disabilities in regular primary schools in Kisumu East District, Kenya. The study established that inability by the teachers to use special teaching methods and strategies recommended for teaching learners with learning disability in regular classrooms influenced the dropout rate. This study was however conducted in Kisumu which has different characteristics and context from what is in Garissa. Another study by Mutisya (2010) investigated the factors influencing retention of learners with special needs in regular primary schools in Rachuonyo District, Kenya. The study established that teaching strategies significantly influence dropout rate of learners with special needs enrolled in regular primary schools. These findings may not provide evidence on Garissa since the study was conducted in Rachuonyo which has varied differences from Garissa. Moreover, it was a correlation study while the current study was a descriptive.

Regarding the effect of availability and use of teaching and learning resources in enabling retention of learners, Okutoyi, Kochung and Kabuka (2013) carried out a study on support services and resources in regular primary schools with hearing impaired learners in Kakamega County, Kenya. The purpose of the study was to establish support services available in regular primary schools to help learners with hearing impairment cope. The study established that key support services and resources employed included use of special needs education teachers in classrooms, use of sign language in teaching, audiological assessment, individualized instructions, speech and language training. In addition, use of visual aids such as charts, pictures, real objects and teaching models were used to enhance understanding of learners with hearing impairment. The study by Okutoyi *et al* (2013) only focused on teaching-learning resources for learners with hearing impairment. This study addressed other areas of special needs such as physical challenges, visual impairment and mentally challenged. Moreover, the study by Okutoyi *et al*. (2013) was conducted in Kakamega County, Kenya while this study was conducted in Garissa which has a different socio-economic context from Kakamega. The findings by Okutoyi *et al*. (2013) supported previous findings by Mutisya (2010) that availability of teaching resources and support services increasing retention rate of learners with special needs in regular primary schools. This study was however, conducted in Rachuonyo which depicts different context from the context in Garissa.

Adaptation of curriculum is another key factor associated with retention of learners with special needs in primary schools. Kurth and Keegan (2014) investigated the role played by development and Use of Curricular Adaptations for Students Receiving Special Education Services in regular learning institutions. This study was conducted in California, US. The study established that instructional, curricular and alternative adaptations enable the curriculum to be more simplified

and understandable to the learners with special needs. This facilitates their inclusion and retention in the regular instruction setting. Moreover, lack of adaptation of curriculum influences dropout rate for learners with special needs in primary schools in Kisumu (Ogadho & Ajowi, 2013). The study by Kurth and Keegan (2014) only considered adaptations to the curriculum and failed to consider teaching strategies, resources and teacher attitudes which were considered in the current study.

Teacher attitudes and competence have been established to affect dropout rate of learners with special needs in public primary schools (Ogadho & Ajowi, 2013). These findings supported previous findings by Mutisya (2010) that teaching experience, professional qualifications, and teacher attitude have a significant association with retention and inclusion of learners with special needs in regular primary schools. However, these two studies were conducted in different locations from this study. Moreover, the study by Mutisya (2010) did not consider the effect of curriculum adaptation which was considered in this study.

The basic education sector in Kenya has experienced expansion in enrollment since independence in 1963, according to ministry's education management institute information system (EMIS), the number of both public and private primary schools increased from 6058 in 1963 to 27289 in 2010 (Republic of Kenya 2012: 11). Enrolment in primary education has grown from 892,000 pupils in 1963 to about 9.4 million pupils in 2010 (Republic of Kenya, 2013). The increase has been accelerated by introduction of free primary education and education for All (Republic of Kenya, 2012).

While these statistics portray a success story at national level, the situation is disappointing at the county level despite the fact that there is no discrimination in various government policies to

guide special needs education. The government provided education for children with disabilities through integrated units. However, lack of clear implementation framework of special needs education policy, inadequate funding and inadequate teachers with right skills to teach learners with disabilities has indicated low retention of special needs learners in schools. The North Eastern part of Kenya has registered low retention rate of learners with special needs despite challenged by several factors; poverty at household level, insecurity, retrogressive socio- cultural practices, conflict between religious and secular education system, low parental assistance with homework for children, low premium attached to education and un-conducive learning home environment.

A survey was carried out in various sub counties and the following table indicates the number of learners with special needs in schools, those out of school and the number retained

Table 1.1 showing data from different counties

County	Number of learners with special needs admitted in school	Number of special needs out of school	Number of learners retained	% retention
Wajir	3140	530	2610	83.1
Kitui	2380	651	1729	72.6
Tana River	3215	390	2825	87.8
Isiolo	2560	755	1805	70.5
Garissa	2620	948	1672	63.8

Source: County Education Offices, (2018)

From table 1.1, it is evident that Garissa had the lowest percentage of learners retained (63.8%) in their regular primary schools in Dadaab sub county. This is why this study was conducted in Garissa County to help assess implementation of inclusive education practises for retention of learners with special needs in regular primary schools. Another survey was carried out in various sub counties of Garissa County to find out the number of learners with special needs that were enrolled in regular primary schools. Table 1.1 shows the data.

Table 1.2: Enrolment of Learners with Special Needs in regular schools in Garissa County in 2018

	Sub-county	Number of learners with special needs
1	Garissa township	320
2.	Ijara	380
3.	Ladgera	473
4.	Balambala	395
5.	Fafi	401
6.	Hulugho	351
7.	Dadaab	300

Source: EARC, Garissa 2018

From Table 1.2, it is evident Dadaab had the least number of learners with special needs who had been enrolled in the regular schools in the year 2018. A baseline study carried out in Dadaab sub-county indicates that there has been low retention of learners with special needs in regular schools. As indicated in Table 1.2.

Table 1.3: Retention Rate of Learners with Special Needs in Regular Primary Schools in Dadaab Sub-county

Year	No. of learners with SN admitted	No. Dropped out of school at the end of the year	Number of learners with SN retained	Retention rate (%)
2014	81	44	37	45.7
2015	300	186	114	38.0
2016	149	106	48	32.2
2017	111	76	35	31.5
2018	300	215	85	28.3

Source: EARC, Garissa 2018

From Table 1.3, it is evident that there is low retention rate of learners admitted. For example, in the year 2014, the retention rate was 45.7 percent, 2015 was (38.0%), 2016 was (32.2%), 2017 - (31.5%), and 2018 (28.3%). These findings indicate a general decline of the retention rate over the years from 45.7% in 2014 to 28.3% in 2018. This puts into question the status on inclusive education in terms of teaching-learning strategies, attitude, resources and curriculum. There is need for a study to be carried out to determine the status of inclusion of learners with special needs in Dadaab sub-county, Garissa County in Kenya.

1.2 Statement of the Problem

The government of Kenya is advocating for inclusive education in which learners with special educational needs should learn along with the regular counterparts in the neighborhood schools. The retention rate of learners admitted in regular primary schools in Dadaab Sub-county is decreasing. In the year 2014, the retention rate was 45.7 percent, 2015 (38.0%), 2016 (32.2%), 2017 (31.5%), and 2018 (28.3%). It is evident from the figures that there is low retention rate of learners with special needs in Dadaab sub-county. Therefore, this study sought to establish the extent of adaptation of inclusive education practices like teaching and learning strategies,

curriculum adaptation, resource adaptation and attitude of teachers for retention of learners with is still unknown.

Various studies had been conducted regarding factors influencing retention of learners with special needs in regular schools. However, most of these studies only considered curricular adaptations and hardly focused on teaching strategies, resources and teacher attitudes. There is therefore, a need for a study to be carried out to determine the status of inclusive learning in Dadaab Sub-County, Garissa County in Kenya. This study was therefore set to find out the teaching strategies used, availability and use of teaching and teaching resources, teacher attitudes and the level of curriculum adaptation and differentiation and their influence on retention of learners with special needs in regular primary schools in Dadaab Sub-County, Garissa County in Kenya.

1.3 Purpose of the Study

The purpose of the study was to assess the extent of implementation of inclusive education practices for retention of learners with special needs in regular primary schools in Dadaab –Sub County, Kenya.

1.4 Specific Objectives

Specific objectives of the study were:

- i) Find out the extent to which the teaching and learning strategies were used in regular primary schools in Dadaab Sub County.
- ii) Find out extent of adaptation and use of teaching and learning resources in regular primary schools in Dadaab Sub County.
- iii) Find out the extent of curriculum differentiation for learners with special needs in regular primary schools in Dadaab Sub County.

iv) Find out to what extent teachers' attitude affect retention of learners with special needs in regular primary schools in Dadaab Sub-County.

1.5 Research Questions

The research questions were;

- i) To what extent were teaching and learning strategies adapted for use in regular primary schools in Dadaab Sub-County?
- ii) To what extent were adapted teaching and learning resources used in regular primary school in Dadaab Sub County?
- iii) What is the level of curriculum differentiation for learners with special needs in regular primary school in Dadaab Sub County?
- iv) To what extent do teachers attitude affect learning in regular primary school in Dadaab Sub-County?

1.6 Study Assumptions

- i) All selected regular primary schools have learners with special needs.
- ii) Teachers trained in special needs education were able to handle learners with special needs.
- iii) There were teachers with special needs training in in regular primary schools.

1.7 Scope of the Study

The study was carried out in 26 regular primary schools within Dadaab Refugee Camp in Dadaab sub county Kenya. The study focused on the extent of implementing special needs in terms of teaching/learning strategies, accessibility, availability of teaching/learning resources, attitude of teachers towards learners with special needs and an inclusive curriculum for learners with disabilities.

1.8 Limitation of the Study

The questionnaire used was closed ended hence may limit information being collected. This limitation was minimized by use of interview schedule as a compliment to the questionnaire.

1.9 Significance of the Study

The study was significant to MOE in planning, teachers, learners with special needs, parents, education stakeholders in helping them to understand how to handle learners with special needs with regard in helping them achieve academically and socially. The study will enable teachers to differentiate curriculum for learners with special needs. In addition, the study might enable teachers to learn how to use inclusive teaching-learning strategies while teaching learners with special needs. The study will enable parents change their attitude towards learners with special needs. Lastly, the study will lead to the improvement of teaching quality for the learners with special needs that are in regular primary schools.

1.10 Conceptual Framework

The study was guided by a conceptual framework consisting of implementation as an independent variable, retention of learners as the dependent variable and attitude towards learners with special needs, age and socio-economic status of learners as intervening variables. Independent variables consisted of implementation of inclusive education. This consisted of teaching learning strategies, teaching learning resources, participation of learners with special needs in regular primary schools. This view is shared by Jackson (2009) who noted the importance of learners with special needs in the classroom. In addition, Chalkadirayons (2013) observes that a learner with special needs resources such as writing materials in the classroom.

Retention of learners with special needs in regular schools was the dependent variable where learners with special needs have chance to make friendship, peer role model in academics,

increased achievement in IEP goals and greater opportunities for interactions. This view is shared by Vaudya and Zaslavsky (2000) who observed that learning and adherence to school routines and rules increase as children with special needs begin to model behaviors of typically developing peers. However, there are factors that affect both the implementation and retention (dependent variable) of learners with special needs. This consists of intervening variables such as regular learners' age of the learners and socio-economic status of learners.

The study variables were conceptualized as indicated in Figure 1.1.

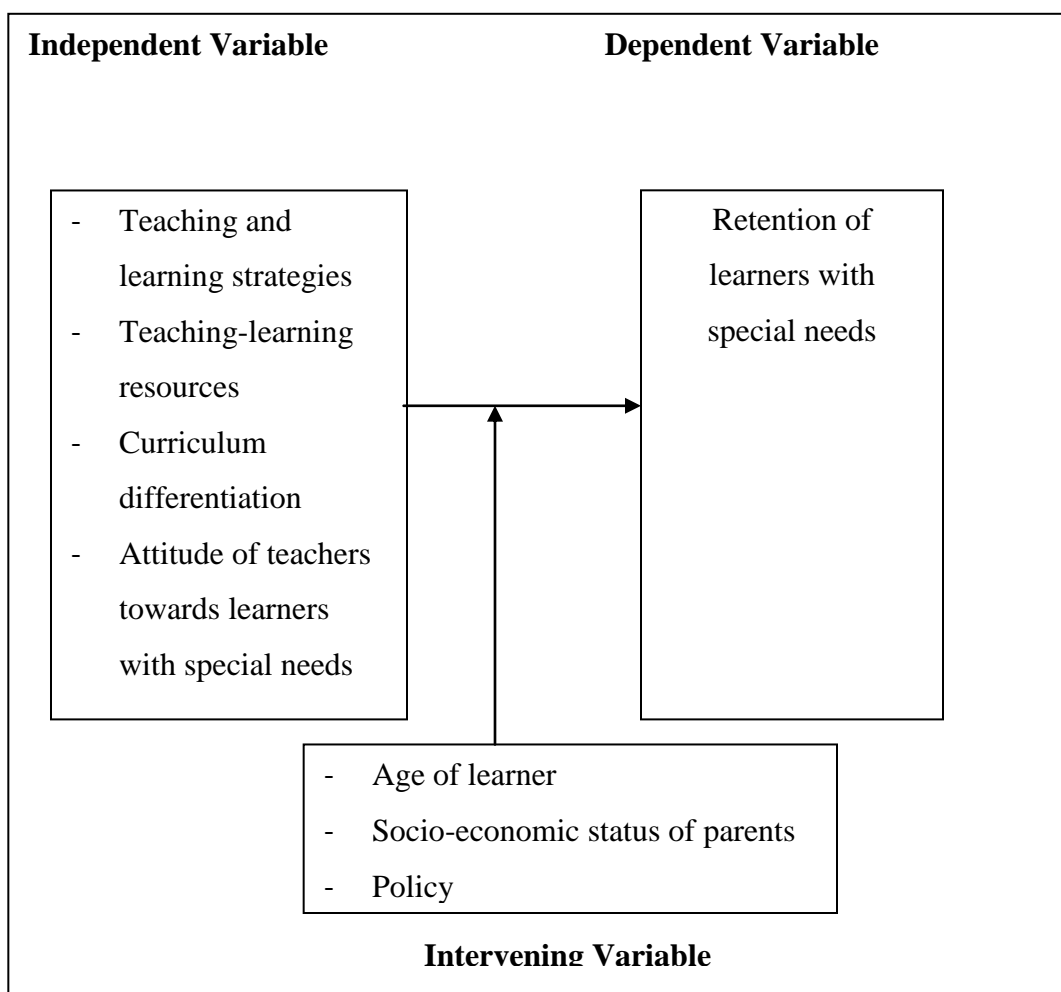


Figure 1.1: A Conceptual Framework showing the Status of inclusive education practices for retention of learners with special needs in Dadaab Sub-County, Kenya

1.11 Operational Definition of Terms

Academic Performance: The average scores obtained by students and measured by teachers on three consecutive school terms; 0-35% is regarded as poor performance, 36-55% is average performance, 56-75 constitutes good performance and above 76% is regarded as very good.

Academic goal orientation: This is defined as a learner's set of beliefs that reflect how they approach and engage in academic tasks.

Disability- The result of any physical or mental condition that affects or prevents one's ability to develop, achieve, and/or function in an educational setting at a normal rate.

Education: Education is defined as a process of acculturation through which the individual is helped to attain the development of all his potentialities and their maximum activation for the right reason when necessary, and thereby achieves his perfect self-fulfillment.

Inclusive Education- Is a concept that allows students with special needs to be placed and receive instruction in the mainstream classes

Learners with special needs – learners with low vision, hearing impairment and physical disabilities.

Special education refers to education for learners who may require additional support to be successful learners

Special education programs/services- these are services mandated by individuals with disabilities education act (IDEA), which requires states to provide free, appropriate education to learners with special needs.

CHAPTER TWO

LITERATURE REVIEW

2.1 Teaching-Learning Strategies used in Regular Primary Schools in Dadaab Sub-county

A learner has special educational needs if they have a learning difficulty or disability which requires special educational provision. In order to support learners and meet their needs, their difficulties must be understood so that their requirements are met (Avramidis & Norwich, 2012). Learners with special needs are those with learning difficulties, disabilities or mental challenges that make challenge their learning (Government of Kenya, 2009). The learning or teaching strategies for special needs education is a well-designed scope to enable teachers and learners play their part in delivering with compelling experience tailored to individual needs by maximizing the outcomes of learning by focusing the needy areas as defined by the 2001 SEN Code of practice, the need areas are: communication and interaction, cognition and learning, behavior, emotional and social development, sensory and / or physical (Saloviita, 2018).

The Workplace environment affects how individuals feel about their jobs and can influence their working habits. Work environment has profound impact on job performance as does salary. Similarly, the type of environment whether public or private school, influence teachers' teaching habits and their general teaching performance. Global studies indicate that the type of school influences teachers' attitude towards teaching (Kimuthia, 2009).

Meta-cognition concerns knowledge of one's own mental process. The learners' capacity to reflect on how he/she referred to as meta-cognition belongs here also. Higher order thinking is also required to engage with the dynamic generated through the sharing of knowledge; the process can be being about new learning through interaction with and between learners. The

ECDE stated that caregivers and teachers who appreciate the value of play in the learning process should actively collaborate with children to provide structure and scaffolding for their learning experiences. Play however, is not confined to the early years and is seen as a valuable context for learning right through childhood (Kimuthia, 2009).

According to Maciver *et al.* (2018), the use of direct instructions which include teacher modelling, group and individual responding and student practice. Direct instruction is a systematic scripted form of instruction emphasizing lessons which are fast paced, sequenced and focused. Direct instruction can be used with reference to certain teacher behaviors correlated with academic achievement for learners with special needs. Like applied behavior analysis, direct instruction emphasizes direct measurement and careful sequencing of the component skills necessary to perform a specific task. It focuses on teaching process, offering special educators powerful techniques for improving academic achievements for SNL. Direct instruction is a highly structured repetitive approach to teaching basic skills to disadvantaged lower grade levels. Teachers use direct instruction, present clear, well-sequenced, highly focused, fast paced lessons. They systematically present many relevant examples of the new skills or concept to be learned, elicit frequent responses from students, taught in small groups and provide immediate corrective feedback. The major components of direct approach include demonstrations, guided practice and feedback.

The use of strategy instruction combines powerful teaching techniques of applied behaviour analysis and direct instruction with concern for cognitive process (i.e. those thoughts and feelings, children have about themselves and about their learning). Through strategy training, students are taught how to improve important behavior, including attending to seat work tasks,

comprehending reading passages, or memorizing the content area (Kirch, Bargerhuff, Cowan & Wheatly, 2007).

According to Kang & Martin (2018), peer tutoring involves students learning from each other in ways which are mutually beneficial and involve sharing knowledge, ideas and experience between participants. The emphasis is on the learning process including the emotional support that learners offer each other as much as learning itself (Kang & Martin, 2018). Children without severe learning disabilities serve as tutors for their counterparts with special needs. However, students with mild disabilities can also serve as tutors for younger peers. Class-wide peer tutoring can be an additional means to allow all students opportunities for interactions and feedback from one another. According to these authorities, for peer tutoring to be successful, the teacher must remain actively involved.

Inciong & Quijano (2014) indicated that teachers must plan structured lessons for the tutors to follow, train tutors to use interpersonal behaviors that facilitate learning and monitor the performance of both tutors and tutees. It is also relatively easy for teachers to implement and is a practical way of providing support for learners with special needs. Both the tutor and tutee benefit from the peer tutoring experience, for the tutee; there are gains in academic achievements (Inciong & Quijano, 2014). The child is able to learn more effectively from a classmate whose thinking process is closer to that of the child than that of the teacher. There are academic gains because the best way to learn something is to teach it to someone else. The tutor also serves as a model of appropriate academic and non-academic behaviour. The relationship between the two children also provides opportunities for establishing additional social relationships within the classroom.

Regular and special education teachers bring together their skills, training and perspectives to the classrooms. Resources are combined to strengthen teaching and learning opportunities, methods, and effectiveness. The regular teachers use their skills to instruct learners in curricula dictated by the school system (Wafula, 2012). They bring content specialization, while the special education teacher provides instruction by adapting and developing materials to match the learning styles, strengths and special needs of each learner. Their collaborative goal is that all learners in their class are provided with appropriate classroom and homework assignments so that each learner with special needs participates in the learning process.

Collaboration involves commitment by the teachers who work together, by school administrators, the school system and community. It involves time, support, resources, monitoring and persistence. A study by Smeets and Roeleveld (2016) maintain that major consideration should be made in arranging planning times for co-teachers. Co-planning must take place once a week. Planning must also be ongoing to allow teachers to review progress on a regular basis, make adjustment, evaluate learners and develop strategies to address problems either in discipline or learning. In their studies, they also found that five planning themes were identified by co-teachers who considered themselves to be effective co-planners.

These themes included confidence in partners skills, design of learning environment that require active involvement, contributions by all persons in creating learning and teaching environment, development of effective routines to facilitate in-depth planning and productivity, creativity, and collaboration overtime(Kang & Sonya, 2017). It is important that teachers take collaboration as part of teacher preparation programmes. This begins with the understanding that all teachers

work with all the learners. Every teacher thus needs to study teaching techniques, subject area(s), disability, individualization, accommodation and skills for collaboration in the classroom.

Kang and Martin (2018) further conducted a study on inclusion and teaming up to assess collaboration between general education and special education staff. Improvements were attributed to more teacher time and attention, reduced pupil-teacher ratio and more opportunities for individual assistance.

Learning Disability Association of America (2014) noted the following intervention practices that can assist learners with Learning Difficulties. Direct instruction learning, learning strategy instruction, are of sequential simultaneous structures and multi-sensory approaches in teaching. In addition, Logsdon (2010) observed that most instructions at home or school can be used to accommodate the needs of students with learning disabilities such as Dyslexia or other learning problems. These strategies and others on this site can be used to modify instructions in most subject areas to improve student's comprehension of tasks and the quality of their work. Set the stage for learning by telling children why the material is important, what learning goals are, and what expectations are for quality performance. Use language instead of saying, "quality work", states the specific expectation.

Maciver *et al.* (2018), focus on the children who are seen to have a primary difficulty in academic leaning-typically in aspects of attention, memory, problem solving, transfer of leaning, languages and literacy. Association difficulty may emerge in motivation, self-confidence and social relations. Here much emphasis is laid on identifying learners with specific difficulties, perhaps because these are more easily identifiable groups. This study however, did not focus on

strategies to enhance inclusion of learners with special needs which was the focus on the current study.

Controlled experimental research with one to one instruction in isolated settings is relatively rare in this field, except for certain specific approaches and strategies for children with a range of general and specific learning and behavioral difficulties (Kang & Martin, 2018). Responsive teaching strategies based on this approach typically focus on different aspect of teacher-pupil interaction classroom dialogue 'real' problem solving and practical activities, pupil choice, reflection teaching (Duffy, 2013).Moreover, Vicol and Vasile (2017)believed that you have to provide evidence about the importance of combining explicit instruction with guided problems solving and discussion in order to ensure transfer and generalization of learning in subject, like mathematics and science for children identification as having learning disabilities. These studies focused on teaching-learning strategies for inclusion of learners but did not establish the role played by the teaching-learning strategies in retention of learners with special needs in regular schools.

2.2 Availability and Use of Teaching-Learning Resources

A study by Wafula (2012) on adequacy and utilization of teaching resources for learners with slow learning abilities in Nyanza reveals that adequacy of resources for instruction of learners with learning disabilities can make a difference in their lives. The teacher's first responsibility is to ensure that the class used by special needs learners is adequately resourced. Resources should be available as much as possible and they should be sufficient to encourage imaginative use. Availability and adequacy of a wide variety of instructional resources and from many sources can stimulate learning. Special needs learners are known to be less able to grasp abstract concepts when compared with learners of normal intelligence. The more meaningful and

concrete the material, the more the opportunities for the special needs learners to learn. Teaching resources enable children to gain a sense of pride in their own choices and differences. Giving children objects to handle helps them to listen and attend to and this enables them to remain alert as this acts as another sensory boost. Learners with special needs have short attention span and memory problems and therefore, the use of instructional resources is of critical importance in their learning. Learners with special needs require numerous verbal, physical and visual prompts to redirect their attention and encourage their participation in familiar entities and minimize distractive activities such as wiggling in their seats, engaging in inappropriate behavior, attempting to escape or just gazing around the room. Introducing new concepts and skills while reinforcing using materials makes such children learn.

Teachers can create opportunities for learners with special needs to experience success by selecting materials that are in line with the learner' level of ability. Learners who associate pleasure and success in reading will be motivated to read hence learn. When teachers present new material in a decontextualized form, they tend to create a very different setting from what the learners already know. In this, teachers risk undermining learners' intrinsic motivation for learning (Wafula, 2012).

Inciong and Quijano (2014) emphasized that classroom need to be colorful and interesting for learners to feel enthusiastic about coming to pre-school centres. For easy access, ramps (for children with disabilities), hand rail (for children with visual impairment), Braille for reading and writing and wheel chairs are needed. A mug and a bucket of water too may be kept outside the classroom to ensure that learners maintain basic hygiene by washing their hands after playing outside. Avramidis and Norwich (2012), noted social facilities to accommodate learners with

special needs are often nonexistent or inadequate in many institutions. Few facilities may be found within the urban centers but none in the rural areas.

According to the Republic of Kenya (2009), the cost of services for learners with special education is relatively high and consists of most limiting factor against increasing enrolment, retention and transition of such learners within education programs. The government is providing adequate specialized teaching staff although there is retardation faced in having required numbers. The learners required specialized materials for their education than non-disabled (UNICEF, 2007). These materials are needed at both schools and individual levels. The physical environment should be accessible to them and be friendly. The government allocates material resources to improve physical structures and provide individual learners with basic learning aids under FPE; every Kenyan child receives ksh 1020 and ksh 2000 respectively for tuition annually. This is not adequate for the learners with special needs who need more than specialized resources. These will be supplemented by other service providers which include: individuals, faith organizations, civil society organizations, the corporate sector, bilateral and multilateral agencies (Republic of Kenya, 2012).

Financing of special education still remains a challenge to the government. The government spends 0.2% of the total education budget on special education which inadequate (Mutugi, 2018). Consequently, most of the financing comes from civil societies particularly local and international NGOs. In view of the constitution of Kenya (2010) its commitment to international protocols on the rights of children and its commitment to EFA goals, a framework incorporating the financing requirements of special education should be established.

The issues affecting other areas of special education services in Kenya also affect delivery of

services for learners with disability. Among these, lack of vital human and material resources (Mutugi, 2018). The other is lack of law of vital that mandates funds and enforces educational and other services for all learners with disability. In the education for disability the law is required to provide and enforce services for this population, Mukuria and Obiakor (2006). Without these laws, many learners with disability are likely to be locked out.

The adequacy of teaching learning resources determines the success or failure of the educational system. A method of determining the extent of teachers' adequacy is through student-teacher ratio which is the number of students assigned to teachers for teaching (Avramidis & Norwich, 2012). The student-teacher ratio is used to determine the number of students that are to be allocated to a teacher in a given educational levels. The student – teacher ratio shows a teacher's workload at a particular level of education. It also helps in determining the numbers of teaching manpower needed for a projected student enrolment, thus, it could be used to determine either teachers are over utilized or underutilized (Kang & Martin, 2018).

Material resources include textbooks, charts, and maps audio visual and electronic instructional materials such as radio, tape recorder, television and videotape recorders. Other category of materials resources consists of paper supplies and writing materials such as pens, eraser, exercise books, crayon, chalk, drawing books notebooks, pencil ruler, state and workbooks (Marsh & Scalas, 2010). Efthymiou and Kington (2017), discovered a very strong positive significance relationship between instructional resources and academic performance. Schools endowed with more materials performed better than schools that are less endowed.

Oyugi and Nyagi (2010) noted that teaching and learning resources include; peripatetic services, support staff (sign language interpreters and Braille transcribers), community involvement,

regular and special teacher among others. Inadequate trained teachers and professionals' acts as an obstacle to implementation of inclusive education (Kochung, 2011). In addition, Chalkadirayons (2013) stated that for development of reading, writing, and listening skills are necessary supplies for classroom like lesson plan, workbooks, textbooks, bulletin boards, writing materials and organization materials should be available by the teacher as essential classroom supplies.

Okutoyi *et al.* (2013) carried out a study on support services and resources in regular primary schools with hearing impaired learners in Kakamega County, Kenya. The purpose of the study was to establish support services available in regular primary schools to help learners with hearing impairment cope. The population of the study consisted of 121 learners with H, 1584 hearing learners, 36 teachers and 18 headteachers. The sample size consisted of 480 hearing learners, 109 HI learners, 32 teachers and 16 Headteachers. Finding indicated that key support services and resources employed included: use of SNE teachers in classrooms use sign language in teaching, audio logical assessment, individualized instructions, speech and language training. In addition, use of visual aids such as charts, pictures, real objects and teaching models were used to enhance understanding of learners with hearing impairment.

Although the area of study bear similarities to Okutoyi *et al.* (2013) regard to resources. However, the present study will find out teaching /learning resources for learners with various special needs such as visually impaired, mentally handicapped, physically handicapped and hearing impaired. According to Broer, Bai, and Fonseca (2019), teachers need to shelter their instruction by following the among other things, teachers differentiating their instructions by giving students with beginning levels of proficiency opportunities to learn new raw material in

ways that do not rely on language. Universal Design for learning is meant to meet the diverse needs of learners for learning by diverse goals, materials, methods and assessment. Through universal design for learning, teachers develop appropriate goals designed to address the needs of a wide range of students and implement instructional methods responsive to individual difference (Seo, Kim, & Shin, 2014). In a school committed to high level of learning for all students, research has shown that specialists and support staff develop affection, collaborative, trans-disciplinary support system for teachers, students and families, such schools use specialized school and community resources to strengthen the general education classroom, developing support terms (Seung-mo, 2016). Alper and Ryndak (2013). Scheeler, Congdon, and Stansbery (2010) and Oyugi and Nyagi (2010) studies focused on various teaching-learning resources. However, the three studies did not establish the extent to which the use of teaching learning resources in inclusive schools influenced retention of learners with special needs in regular schools. These necessitated the present study.

2.3 Curriculum Differentiation among Learners with Special Needs in Regular Primary Schools

Curriculum differentiation is the process of modifying or adapting the curriculum according to the different ability levels of the learners in the classroom (Government of Kenya, 2009). It is a strategy that teachers can use with a view to providing meaningful learning experiences for all learners. A general education teacher working with students with special needs will be heavily involved in teaching curriculum (Inciong & Quijano, 2014). It is therefore important that such teachers understand the many factors that may sometimes interfere in the ability of these students to perform up to their ability while in school. Children are faced with many pressures every day, and these pressures may play a role in their ability to concentrate fully in school.

Curriculum Differentiation takes into account of learner differences and matches curriculum content and teaching and assessment methods to learning styles and learner needs and characteristics. It may focus on input, task, outcome, output, response, resources or support (Maciver *et al.*, 2018). Equality means giving everyone equal opportunities to learn, not teaching everyone in exactly the same way. If implemented appropriately, curriculum differentiation does not have to mean more work for the teacher. In fact, it will allow a teacher to spend his or her time more efficiently with a greater number of students. According to Kirch *et al.* (2007), curriculum differentiation aims at ensuring that what a student learns, how he/she learns, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning. This implies a commitment to accommodating individual learner characteristics. That commitment is also evident in the sets of principles of high quality curriculum for general and gifted education derived from general and gifted education literature. Flexibility "to account for student differences," a theme common to high quality curriculum in both general and gifted education, is operationalized in practice as curriculum differentiation. Students with special needs are provided for in many educational settings. They range from students who are formally undiagnosed but are identified as having a particular learning difficulty to those who are immobile, lack functional communication skills, and need specialist, multi-disciplinary interventions to realize their potential. However, students who have a general learning disability display a wide range of abilities, learn in different ways, and are motivated differently. Like students in any typical primary or Junior High school class, their learning potential should be recognized and be developed as fully as possible. Such students are entitled to access to a full educational experience, but the pathways they need to take and the time they need to achieve this may be different from many of their mainstream peers (Kang &

Martin, 2018). However, the aim was the same; realization of their full potential as unique human beings, both now and in the future. Although some students will require detailed, individualized programmes of work, these programmes should not isolate students from the class group, from the benefits of co-operative learning, or from the educational opportunities available to their mainstream peers. They need a flexible and diverse range of provision in location, curriculum, teaching approaches, and assessment and certification options (Avramidis & Norwich, 2012). Developing educational approaches that are appropriate for each student will require the involvement not only of teachers and other professionals but of students and their parents in the development of any adaptations, enhancements or elaborations of content and methodology that will make their educational experience relevant and meaningful. Although the notion of differentiation has appeared in the education literature since the 1950s, it has gained greater significance and attention as the diversity of students in today's classrooms has increased (Efthymiou & Kington, 2017).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile: content- what the student needs to learn or how the student will get access to the information; process- activities in which the student engages in order to make sense of or master the content; products culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit; and finally the learning environment - the way the classroom works and feels (Kang & Martin, 2018b). Every learning activity in a curriculum is composed of four elements: content, process, product and learning environment.

In developing the curriculum, societal needs are one of the elements in curriculum development. The societal needs are then incorporated into the content (what to teach). The content of curriculum is

the new knowledge, skills, behaviors and attitudes to be learned in the activity. According to Curriculum Research and Development Division, the content column of the syllabus presents a selected body of information that teachers use in teaching each particular unit. Again, it states that, the content presented is quite exhaustive(Dunn, Cole, & Estrada, 2009). Content can be drawn from one discipline (subject) or it may be interdisciplinary. Content includes curriculum topics, concepts, or themes, reflects state or national standards, and presents essential facts and skills (Efthymiou & Kington, 2017).

The content in any discipline may be in the form of facts, concepts, procedures, principles, generalizations, theories, strategies, heuristics, actions, meanings, emotions, etc. The concept inclusion, where students in same classroom participated in the teaching and learning process and got access to the same content in the curriculum was of help to students. However, with regards to ability or aptitudes of special needs students especially those with severe impairment, sensory impairment and others with physical disabilities accessing the content column in the syllabus will be a challenge to them. In the words of Bursztyn (2007), differentiated instruction supports the inclusion of all students, as teachers consider differences in student ability and learning styles to be attributes of diversity rather than identified characteristics used to sort and segregate students.

Bursztyn (2007), further observed that that learners working with different texts, re-teach students who need further demonstration or exempt students who already demonstrate, mastery from reading a chapter or sitting through a re-teaching lesson, use texts, computer programs, tape recordings and videos as a way of conveying key concepts to varied, learners use Bloom's Taxonomy to encourage thinking about content at several levels use.

Curriculum differentiation based on methodology serves as a process (how to teach) through which all students can access the curriculum without difficulty. The process in curriculum is in the actions (thinking, feeling, physical, etc.) students use to develop their understanding of the content. Learning processes include the way students find and work with information and resources, as well as the ways they interact with others (peers, experts, teacher, etc.), teaching special needs students requires teachers to adapt different teaching approaches to meet their diverse needs in order for them to learning.

According to Pierangelo and Giuliani (2008), one needs to consider several factors in adapting the curriculum. They further asserted that, adaptive instructional programs are characterized by combined teaching strategies, flexible scheduling, individualized instruction, mastery learning, large- and small group instruction, individualized tutorials, and cooperative learning. Further, while we need to adapt the form of instruction to meet children's individual needs, we also need to adapt the delivery and response factors that face the child in school. To differentiate process, Tomlinson and Allan (2000), have suggested the use of tiered activities through which all learners work on building the same important understandings and skills but proceed with different levels of support, challenge or complexity, provide interest centers that encourage students to explore subsets of class topics that are of particular interest to them, develop personal agendas (task lists written by the teacher and containing both 'common' work for the whole class and work that addresses the individual needs of learners) to be completed either during specified 'agenda time' or if students complete core work ahead of time, offer 'hands-on' supports for students who need them, vary the length of time a student may take to complete a task in order to provide additional support for a struggling learner or to encourage an advanced learner to pursue

a topic in greater depth and use flexible grouping to group and regroup students, for example according to content, ability, interests.

According to Avramidis and Norwich (2012), teachers face constant dilemmas while teaching in inclusive settings. The dilemma includes the pace of teaching, learning styles, seating arrangements, and individual attention. Catering to arrange of needs in a single class was difficult for some teachers. Where adequate resource staff was available, successful integration could be jeopardized by poor coordination between resources and classroom teaching. According to Efthymiou and Kington (2017), observed that the problems related to the formulation of the curriculum have always been connected to the inabilities of the children, when in fact such an issue is brought about by the curriculum inadequacy.

Commonalities in the assessment results lead to grouping practices that are designed to meet the students' needs. "How" a teacher plans to deliver the instruction is based on assessment results that show the needs, learning styles, interest and level of prior knowledge (Dunn *et al.*, 2009). The grouping practices must be flexible, as groups change with regard to the need that must be addressed. Regardless of whether the differentiation of instruction is based upon student readiness, interest, or needs, the dynamic flow of grouping and regrouping is one of the foundations of differentiated instruction. It's important for a differentiated classroom to allow students to work alone, if this is their best of modality for a particular task (Saloviita, 2018).

When teachers differentiate content, they may adapt what they want students to learn or how students access the knowledge, understanding and skills (Aderson, 2007). In these instances, educators are not varying student objective or lowering performance standards for students. They

use different texts, novels or short stories at a reading level appropriate for each individual student.

Differentiating curriculum through the environment is important as it creates the conditions for optimal learning. According to Shin (2011), environment would support or deter the student's quest for affirmation, contributing, powers, purpose, and challenge in the classroom". The learning environment includes the physical layout of the classroom, the way that the teachers uses the space, environmental elements and sensitivities including lighting, as well as the overall atmosphere of the classroom.

Student composition in terms of mean class ability scores is also an important casual factor in interactions students in classes with a higher ability tend to give each other higher quality help and relevant feedback then their counterparts in the lower classrooms (Baxter, Woodward, & Olson, 2011). All these process underscores and expand the existing differences between categories of students in the various curricular settings of the school. In short, curriculum differentiation becomes the way by which schools structure categories inequality and in doing so promote persistent inequality between categories of students. The various differentiation in the curriculum provides access to different resources in relation to knowledge, expenses, customs and by boundaries that are often difficult to cross. However, it is important to recognize that this mechanism is embedded in the broader, fundamental mechanism of opportunity boarding in the society as a whole. Differentiating a curriculum enables learners with different learning needs and hence may be critical in serving the learning needs for the students with learning disabilities (Campbell & Ramey, 2014).

The differentiated curriculum model is one that through the monitoring of each students' achievement as they progress through the course content within a learning management system (LMS) enables learning programs to be differentiated according to each student's need. This approach is consistent with that of Lee (2005) where diagnostic tutorial assessment system (DIAS) and the intelligent content assessment marking (ICMM) system provided teachers with the facility and automatically prompted component lessons for remediation in weak concepts.

This information (feedback) can be immediately collated and provided to student in the online environment. Wiggins (2006) emphasis the key role of feedback so that students can make adjustment in their leaning based on that feedback and notes that point of assessment in education is to advance learning not to merely audit absorption of facts scalise,K7 Gifford (2006) note the potential of a computer based platform for powerful scoring reporting and real time feedback mechanisms for use by teachers and students similarly, Alper and Ryndak (2013)promote the exploitation of affordances of intelligent (adaptive) learning environments to individualize the instructional process in response to information provided by the behaviors of the individual learner in the learning environment or applying the learners performance as an essential component of scaffolding algorithms when used to provide assessment information to both the learner and the teacher on or ongoing basis.

For the past 10 years, students who were not learning successfully were targeted for special attention. Sadly, during that time, the needs of our most capable students have been overlooked. One reason for this neglect is the ability of gifted students to score high on assessments which has led to the erroneous assumptions that they must be learning(Adams & Gupta, 2015). Another reason for ignoring their needs is that many educational leaders have misunderstood research on

role modeling to mean that some gifted students should be present in all classrooms to facilitate forward progress for other students. Although students who struggle to learn can benefit from mixed ability classes, they have plenty of positive role models in students who function well at the appropriate grade level who are capable but not gifted learners. The discrepancy in learning ability between students who struggle to learn and gifted students is simply too wide to facilitate positive role modeling.

Kurth and Keegan (2014) investigated the role played by differentiation, adaptation, development and use of curricula for students receiving special education services in regular learning institutions. This study was conducted in California, US. The study established that instructional, curricular and alternative adaptations enable the curriculum to be more simplified and understandable to the learners with special needs. This facilitates their inclusion and retention in the regular instruction setting. Moreover, lack of adaptation of curriculum influences dropout rate for learners with special needs in primary schools in Kisumu (Ogadho & Ajowi, 2013). The studies on the role of curriculum differentiation towards retention of learners with special needs were conducted in Kisumu which is different from what is expected from Dadaab Sub-county. There was need for a study to be carried out to establish how curriculum differentiation affected retention of learners with special needs in regular primary schools in Dadaab sub-county.

2.4 Teachers' Attitude towards Learners with Special Needs

It is teacher's attitude and expectation that will either improve or worsen the student's academic performance. The attitude of the society, government and citizens on Special Needs Children have been highly and negative and degrading, where the disabled were thought to be incapable of contributing any meaningful to the society (Fakalade, Adeniyi & Tella, 2009).

Shin (2012) defined teacher expectations as presumptions that teachers make about the academic achievement of students. Thus, teacher expectation involves a teacher's prediction about how much academic progress a student will make over a specified period of time. Such predictions can positively or negatively influence the student's academic performance. Labels given to students with disabilities also have bearing on their performance in class. Teachers can label students basing on the catchment area of the school or their disabilities (Hayes, 2010).

Researchers have investigated the attitudes of special and general education teachers towards the inclusion of learners with special needs and the variables affecting teachers' attitudes. The majority of studies have shown that teachers hold either neutral or positive attitudes (Hwang & Evans, 2010; Mackey, 2008; Mastropieri, Scruggs, & Magnusen, 2010); however, some studies have reported that teachers hold negative attitudes (Chhabra, Srivastava, & Srivastava, 2010). It should also be noted that even teachers who hold positive attitudes towards inclusion have still expressed concerns about implementing inclusive education programs.

Previous research indicated that some factors may influence teachers' attitudes such as the severity and type of the disability; however, teachers usually accept the inclusion of students with mild to moderate disabilities (Seo et al., 2014). Dupoux, Hammond, Wolman and Ingalls (2006) reported that teachers' attitudes were more positive towards students with specific learning disabilities than towards students with emotional and behavioural disabilities. Further, studies have shown that teaching experience such as the number of years teachers have implemented inclusive practices and taught students with special needs) has a positive influence on teachers' attitudes (Walker, 2012).

Mastropieri *et al.* (2010), found that the amount of training in the field of special education appears to be linked to teachers' attitudes towards inclusive education and that even short-term training has a positive impact on teachers' attitudes (Beacham & Rouse, 2012).

Despite the importance of collaboration between general and special educators, few studies have examined teachers' attitudes and perceptions towards their roles and responsibilities in collaboration process. Studies on teachers' attitudes about collaboration have shown that teachers support collaboration as an educational delivery model (Grahm, 2007; Solis, Vaughn, Swanson, & McCulley, 2012). However, teachers remained concerned about a lack of training and uncertainty in relation to their roles (Grahm, 2007; Mitchell, 2013). Researchers (i.e., Friend & Bursuck, 2012; Forlin, Loreman, Sharma, & Earle, 2009) have highlighted the negative factors influencing the collaborative relationship between general and special education teachers, including unclear responsibilities and roles, a lack of professional development opportunities and learning resources.

The self-fulfilling prophecy theory argues that predictions made by teachers about the future success or failure of pupils will tend to come true because the prediction has been made (Harambos & Holborn, 2008). For instance, a teacher can define the pupil with disabilities in a particular way such as bright or dull. Based on this theory, the teacher makes prediction or prophecies about the ability or behavior of the pupil with disabilities. Due to the self-fulfilling prophecy, the pupil with disabilities labeled as bright will work hard and improve his/her academic performance while dull pupils with disabilities will be de-motivated to put extra effort thereby worsening their academic performance (Hayes, 2010). Despite the plausibility of the self-fulfilling prophecy and labeling theory, it has been criticized that not all pupils will live up

to their labels (Burotukula, 2010). Some students will try to work hard to prove the labeling wrong. They devote themselves to school work in order to try to ensure their success.

Practically, teachers' interaction with students influenced by their positive or negative definitions of their learners. For instance, teachers may expect higher quality work from, and give greater encouragement to, those whom they have defined as bright students. Thus, student' self-concept will tend to be shaped by their teachers' definition during their interaction (Scruggs, Mastropieri, & Marshak, 2012). They will see themselves as bright and act accordingly. Their action will be a reflection of what their teacher expects from them. In this way prophecy is fulfilled. Thus, the student's performance or attainment level is, to some degree, a result of positive or negative interaction between teacher and pupil, and the teacher's prophecy (Wright & Owiny, 2016). However, some teachers' definition of their learners might not work or contribute to the academic performance. The way teachers conduct, records and report assessments with consistent monitoring influence the students' performance. For instance, teachers who have negative attitude towards their teaching and learner assessment due to some factors such as poor incentives and working conditions will affect the students' academic performance.

The key point is that if the teacher worries about the special needs learners' performance through consistent assessment and monitoring then they will succeed, but if they are ignorant of the educators' duties then such learners will be left behind. One wonders what will happen to the teacher's attitude if the teacher has an added burden of having a student with disabilities in her inclusive class. According to Wekesa, Begi, and Kamau (2014), some students' academic performance was negatively affected by some of teachers attitudes during learning processes. They said that teacher's lack of confidence due to poor conceptual and phenomenological subject

foundations may negatively influence academic performance. Teachers lack confidence to assist students with disabilities using new teaching methods that involve the new technology. This attitude affects the special needs learners in way or another in their academic performance.

Elliot (2008) examined the relationship between teacher's attitudes towards mainstreaming of children with mild to moderate disabilities in physical education settings, and the levels of success attained by these students compared to their peers without disabilities. The findings suggested a relationship between inclusion and teacher effectiveness. Teachers with positive attitude towards inclusion provided their students with significantly more practice attempts at a higher level of success.

Attitudes of regular classroom teachers towards educational inclusion are considered a central point to include students with disabilities in regular schools, several studies reported that regular classroom teachers do not hold supportive attitude towards educational inclusion (Swanson and McCulley, 2012) stated that regular classroom teachers hold more favorable attitudes .many general classroom teachers in Scotland resist to include children with special needs in their classes believing that inclusion infers with the effective education of other students. In other study conducted by zones siding and Vlachoo (2006) on Greek teacher's beliefs towards educational inclusion the results revealed that regular education teachers hold a number of restrictive as conflicting beliefs towards disability and educational inclusion.

The teachers reported that although educational inclusion is necessary as a means of improving the ordinary school functions and reducing the marginalization and stigmatization of students with disabilities, special segregated educations important as a means of providing secure and

protective shelters to these students and as a way of covering a number of ordinary educational deficiencies.

The student's type of disability can also impact teacher's attitudes towards inclusion. In Dovigo's (2017) study in the UAE it was found that teachers were more accepting students with physical disability for inclusion than students with other disabilities such as specific learning difficulties visual impairments', hearing impairment, behavioral difficulties and intellectual disability, on descending order.

In Qaragish (2008) study, the results found that teachers in Saudi Daisies schooled positive attitudes towards the including of the students with learning problems in the regular classroom while they showed negative attitudes towards inclusion of students with physical and behavioral problems in classrooms.

Campbell and Ramey (2014), for example, found that most teachers reject the admission of students with disabilities into their schools. The same source indicates that teachers also refuse the placement of students with disability in their classes with nation that this could be unrewarding and burdensome. The rejection is stronger with severe disabilities than those with fewer disabilities are. On the other hand, a growing body of research (like Shin, 2011) refuses claiming that percentage and attitudes of teachers are gradually improving in a positive direction.

Attitude can be said to be the control component that determines the success of inclusions in our society. Research conducted by Wekesa *et al.* (2014) mostly concentrated on attitude of teachers and how it affects the academic ability of the learners.

Elliot (2008), Qaragish (2008) and Trainor (2008) studies were related as all focused on attitude of teachers towards learners with disabilities. However, Elliot (2008) examined the relationship between teachers attitude towards mainstreaming of children with mild to moderate disabilities in physical education while Qaragish (2008) study, the results found out that teachers in Saudi Daisies schooled positive attitudes towards the including of the students with learning problems in regular classroom; on the contrary Trainor (2008), for example, found that most teachers reject the admission of students with disabilities into their schools ,Hardly, any of the studies examined the extent to which teachers attitude impacted on retention of learners with disabilities in regular schools. This necessitated the present study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Research Design

The study adopted a descriptive survey design, collected data from a population in order to determine the status of the population with respect to one or more variables or a self-report study requiring collection of quantifiable information from the sample (Mugenda & Mugenda, 2003). Descriptive survey was used because it rapidly collects data, offers ability to understand a population from part of it and it is suitable for extensive research. Mixed methods (quantitative and qualitative approaches) were being adopted.

3.2 Area of Study

The study was conducted in Dadaab Sub-County which in North Eastern Part of Kenya. The sub-county is Latitude 0° N and Longitude 40° E. The most dominant ethnic groups are the Somalis who are historically pastoralists. Dadaab Sub-county is semi-arid with temperatures ranging from 10 degrees to 38 degrees Celsius. Livestock rearing and small-scale agriculture are the dominant economic activities in the sub county. Dadaab sub-county has one of the largest refugee camps in Kenya. The four camps are Hagadera, Dagahaley, Ifo and Kambi Hoss while 26 primary schools were targeted.

3.3 Study Population

The study was carried out in 26 regular primary schools with learners with special needs. The target population comprises of 26 headteachers, 78 teachers, 300 learners with special needs and 4 education officers.

3.4 Sample Size and Sampling Procedures

Purposive, simple random and saturated sampling techniques were used in this study. Purposive sampling was used to select schools which have learners with special needs in Dadaab Sub-County. For pilot study, ten percent of target population was selected, 8 teachers and 3 head teachers were used for pilot study. The technique ensures that each member of target population has equal and independent chance of being included in the sample. Saturated sampling technique was used to select 70 teachers and 23 head teachers for the actual study. Saturated sampling technique ensures all participants take part in the study. The technique ensures all categories of population presented were included in the sample (Best and Khan, 2006). Stratified sampling was used to select 30% of the learners hence 90 were used in the study. See Table 3.1.

Table 3.1: Target Population Sample Size

Category of respondents	N	Sample size(n)	%
Learners with special needs	300	90	30.0
Headteachers	26	23	88.5
Teachers	78	70	75.0
Education officers	4	3	89.7

Key: N= population, n= sample size, %= percentage

3.5 Instruments of Data Collection

The study used questionnaire, interview schedules and observation schedules.

3.5.1 Questionnaires

According to Orodho (2003), a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time and also ensures confidentiality. Closed ended items in the questionnaires were used to elicit specific data to enable the study to have realistic findings. The questionnaires were for teachers and head teachers.

3.5.2 Teachers' Questionnaire

Teacher's questionnaire was used to collect data from teachers. The questionnaire was used to find out the attitude of teachers towards learners with special needs. The questionnaire consisted of closed ended questionnaire items.

According to Mugenda and Mugenda (2003) questionnaire is a set of with questions used to obtain information in line with objectives of the study. It permits a greater depth of response as reasons for the response given may be directly or indirectly included. It can stimulate a respondent to think about his feelings or motives and to express what he or she considers most important.

3.5.3 Education officers' and principal's Interview Schedule

Interview was used to corroborate the information received from the questionnaires.

The researcher found time with the head teachers and the education officers and posed questions to them as per the interview schedule and gave them time to respond. Probing was done at some point to help get further information concerning the variables at hand. Responses were recorded using a tape recorder.

3.5.4 Observation schedule

Observation checklist was used for collecting data on teaching and learning strategies, resources available and used in class and curriculum differentiation for learners with special needs. An observation checklist also provided high reliability in the collected data and data was also collected directly. The researcher focused on learners of the three categories; low vision, hearing impaired and the physically challenged.

3.6 Validity of the instruments

Validity is the extent to which research instruments measure what they are intended to measure (Onon, 2007). It is extent which research results can be accurately interpreted and generalized to other population's Oso (2002). To establish content validity, the instruments were given to experts in the department of Special Needs Education to evaluate the relevance of each item in the instruments to the objectives.

3.7 Reliability of the Instruments

Reliability is a measure of degree to which a research instruments yields consistent of data after repeated trial (Mugenda and Muganda, 2003). A pilot study was carried out to enhance reliability and help the researcher identify items in the research instruments that might be ambiguous in eliciting relevant information. This was done through the test –retest method where the researcher administered the instruments to the same subjects after two weeks. Mean scores from the tests were correlated using Pearson product moment correlation to get the coefficient for questionnaire. Thus, the reliability coefficient of the teachers' questionnaire was 0.796hence reliable Each instrument was judged reliable if it yields a correlation co-efficient of 0.7 and above (Gall and Borg, 1996).. The reliability of interview schedule was determined through triangulation. Any necessary adjustments were made on the instruments as advised by experts from faculty of education.

3.8 Data Collection Procedure

Research permission was sought from Maseno University Ethics and Review Committee (MUERC) through School of Graduate Studies. Courtesy call was made to the Dadaab refugee camp education coordinator where learners with special needs are integrated with other learners. Courtesy call was also made to the sub county education office to seek permission to conduct

research in schools within their jurisdiction. Later, the 16 head teachers of the schools were contacted and permission sought. Later, the researcher visited the school to carry out interviews and distribute the questionnaires. The questionnaires and interview schedule were administered by the researcher himself with the assistance from class teachers.

3.9 Data Analysis

Data collected from the questionnaires coded manually before analyzing it using the statistical Package for Social Sciences (SPSS)-17.0 Quantitative data was analyzed using frequency counts, percentages and mean. Qualitative data was organized and reported in an on-going process as themes and sub-themes emerged. Quantitative data was analyzed using descriptive statistics such as frequency counts, percentages and mean. This led to data analysis whereby descriptive statistics be used to compute certain indices. According to Mutai (2000), descriptive statistics were used to organize, summarize and interpret data in order to make it meaningful and understandable. The analyzed and interpreted data was presented using tables.

Rating scales of points Very Large Extent-5, Large Extent- 4, Small Extent- 3, Very Small Extent- 2 and Not at all-1 were used. This was interpreted as Very large Extent- 4.5- 5.00, Large Extent - 3.5-4.4, Small Extent- 2.5 – 3.4, Very small Extent- 1.5 –2.4, Not at all-1.4 – 1.00.

3.10 Ethical Considerations

According to Creswell (2002), ethical considerations protect the rights of participants by ensuring confidentiality. The respondents were assured of the confidentiality of information given and were informed that their views would only be used for the purpose of research only. Anonymity and privacy was highly observed by not capturing the respondent's names on the questionnaires. The researcher conformed to the principle of voluntary consent whereby the

researcher disclosed the real purpose of the study and also gave the respondents a chance to willingly participate in the study.

Secondly, the researcher sought consent from parents of children with special needs through the head teacher of respective schools before the research was done (See Appendix 2). Research was carried only on those children whose parents had given consent and were willing to participate in the research. Similarly, informed consent to the parents of the child with special needs to agree was sought before the research was carried out. Research permission was sort from Maseno University Ethics and Review Committee, MUERC. This was in order to assist researcher get permission to contact research in various schools in the county.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter includes a presentation and discussion of the findings based on the objectives of the study. The main purpose of the study was to assess the implementation of inclusive education in regular primary schools in Dadaab–Sub County, Kenya. Objectives of the study were to; determine the extent of teaching-learning strategies on retention of learners with special needs, establish the availability and use of teaching-learning resources for learners with special needs in regular primary schools in Dadaab sub County, establish the extent to which curriculum differentiation influence retention of learners with special needs in regular schools, and establish the extent to which teachers attitude affect retention of learners with special needs. The results were presented starting with the response return rate, demographic information of the teachers, and finally as per the objectives of the study.

4.2 Questionnaire Return Rate

To report the findings, the researcher did an in-depth field work to collect the data through the administration of questionnaires. The researcher administered questionnaires to teachers and head teachers to. The questionnaires were returned as shown in the Table 6 below.

Table 4.1: Questionnaire Return Rate

Respondents	Frequency	Percent (%)
Teachers	70	100.0
Head teachers	23	100.0
Education officers	3	100.0

Table 4.1 clearly indicates the return rate of teachers was 70 (100.0%), head teachers 23 (100.0), and education officers 3 (100.0). Mulusa (1990) states that 50% return rate was adequate 60% to 70% good and above 70% is very good. The return rate was considered very good to provide required information for the purpose of data analysis, and thus the feedback shows that the sample was well achieved and thus the views will form a good numerical estimation of the required results.

4.3 Teaching-Learning Strategies

To determine the extent to which teaching-learning strategies were used during teaching-learning process in regular primary school, teachers were asked to share their views. The results were analyzed and presented in Table 7.

Table 4.2: Teaching Learning Strategies

Questions	VLE f(%)	LE f(%)	SE f(%)	VSE f(%)	NA f(%)	Mean
Learners with special needs who experience problems in writing and reading comprehension are helped through IEP	21 (30.0)	41 (58.6)	5 (7.1)	1 (1.4)	2 (2.9)	1.89
Learners with special needs are taught by their friends in areas of difficulty during peer tutoring sessions	15(21.0)	37(52.9)	8(11.8)	9(13.4)	1(0.8)	2.20
Learning tasks are broken down into smaller manageable bits for learners with special needs	10 (14.3)	45 (64.3)	6 (8.6)	6(8.6)	3(3.4)	2.24
Learners with special needs are given equal opportunity to answer and ask questions in class with the rest of the learners	10 (14.3)	36(51.4)	11(15.7)	8(11.4)	5 (7.1)	2.46
Learners with special needs are put in small groups and learn according to their specific needs	6 (8.6)	44 (62.9)	14(20.0)	4(5.7)	2 (2.9)	2.31
Teachers verbalize every instruction for learners with low vision	25 (35.7)	35 (50.0)	6 (8.6)	4 (5.7)	0 (0.0)	1.84
Grand mean						2.16

KEY:

Very large Extent- 4.5- 5.00

Large Extent - 3.5-4.4

Small Extent- 2.5 – 3.4

Very small Extent- 1.5 –2.4

Not at all-1.4 – 1.00.

From the results in Table 4.2, the results obtained indicated that learners were given little opportunities to ask and answer questions in class (mean= 2.46), use of group activities (mean= 2.31), task analysis (2.24), peer tutoring (2.20), use of Individualized Educational Program (1.89), verbalization of instructions to learners with low vision for everything that was written on chalkboard (1.84). The overall mean on use of inclusive teaching-learning strategies was 2.16. Therefore, based on the findings of the study most the good inclusive teaching-learning strategies were not used in the regular schools with learners with special needs.

An interview with the education officers revealed a hint on the availability of teaching learning strategies and their relation to learners with SN. They were asked to share their views on the of teaching learning strategies in Dadaab sub county Garissa county, Kenya primary schools.

Education officer one;

“In this sub-county, there are lots of teachers who have been teaching for a long period of time. We find that the more the teacher teaches, the more they learn how to handle learners. Therefore, when teachers have enough experience, they tend to teach more effectively. But on the other hand, the strategies used for teaching and even for learning are not sufficient for learners with special needs. They need to be reformed.”

Results from the observation schedule indicated the following as shown:

Table 4.3 Observation results on Teaching learning strategies

Observation	YES	NO
Teachers in class give more attention through IEP to learners with special needs experiencing writing, reading comprehension and writing problems	✓	
Teachers in class narrow down into smaller manageable bits for learners with special needs and encourage their peers to help them	✓	
SNL have same opportunity as others and are encouraged through small groups	✓	
Teachers verbalize every instruction and use instructional sequence of I do, We do, and You do for learning in class	✓	

Observation during class hours revealed merely all the teaching and learning strategies explored in the study. This is indicated in Table 4.3. There is use of IEP, peer tutoring and distributed learning, equal opportunity, verbal and instructional learning.

Findings of the present study disagreed with findings of Watson (2001), who observed that teacher-pupil interaction is key to solving the really problems of a learner. In the present study, the use of group activities in teaching learners with special needs was rated poorly (mean = 2.31). In addition, findings of the present study disagreed with study findings by Gerstenet *et al.* (2000), who asserted that teachers need to provide explicit instructions to learners with special needs. In the present study, the use of inclusive teaching-learning strategies was poorly rated overall (mean = 2.16). Therefore, it can argued that the low retention of learners with special needs in regular schools in Dadaab sub-county was as a result of inadequate use of inclusive teaching-learning strategies such as equal participation of all learners in class, group activities, task analysis, peer tutoring, use of individualized educational program, and individual learning for every group of learners with special needs. Due to this, most learners with special needs dropped out of school, leading to low retention of learners with special needs.

4.4 Availability and use of Teaching-Learning Resources

The study further sought to establish the availability of teaching learning resources in regular primary schools. The teachers were asked to give their views on a variety of aspects encompassing availability of teaching-learning resources. These included whether they helped learners with special needs that had problem in reading and writing comprehension, and spelling through IEP; diagnostic prescriptive, availability and use of special desks, chairs, boards and writing material for learners with special needs; use of hearing aids when teaching learners with special needs; Speech training units are available and used in this school; and availability and use of Drums, jingles, shakers and flashcards, mirrors and speech kids when teaching for learners with special needs. The results were presented as shown in Table 4.4.

Table 4.4: Availability and use of Teaching-Learning Materials

Teaching-learning resources	VLE f (%)	LE f (%)	SE f (%)	VSE f (%)	N/A f (%)	Mean
Learners with low vision are provided with large print materials	25 (35.7)	32 (45.7)	9 (12.9)	2 (2.9)	2 (2.9)	1.91
Learners with residual hearing use hearing aids to boost hearing in class	9 (12.9)	41 (58.6)	8 (11.4)	8 (11.4)	4 (5.7)	2.39
Learners with physical disability are provided with crutches	27(38.6)	25 (35.7)	6 (8.6)	6 (8.6)	6 (8.6)	2.13
Learners with physical with grasping difficulties use book holders in class	9 (12.9)	31 (44.3)	8 (11.4)	15 (21.4)	7 (10.0)	2.71
Learners with low vision use embossed diagrams in their learning	12 (17.1)	36 (51.4)	10 (14.3)	9 (12.9)	3 (4.3)	2.36
Learners with low vision are provided with visual aids during teaching-learning process	18 (25.7)	45 (64.3)	9 (2.9)	3 (4.3)	2 (2.9)	1.94
Learners with physical disability are provided with low seats in their classrooms	23 (32.9)	40 (57.7)	4 (5.7)	2 (2.9)	1 (1.4)	1.83
Grand Mean						2.18

KEY:

Very large Extent- 4.5- 5.00

Large Extent - 3.5-4.4

Small Extent- 2.5 – 3.4

Very small Extent- 1.5 –2.4

Not at all-1.4 – 1.00.

The results in Table 4.4, indicated that learners with low vision were not provided with large print materials as was indicated by a mean of 1.91, the learners with residual hearing were provided with hearing aids(mean= 2.39), provision for crutches to the physically disabled learners (mean= 2.13), learners with physical grasping difficulties used book holders in class (mean= 2.71), learners with low vision used embossed diagrams in their learning (mean= 2.36), low with vision provided with visual aids during teaching-learning process (mean= 1.94) and provision of low seats to learners with physical disability (mean= 1.83).The grand mean was 2.18 indicating that the availability and use of teaching- learning materials in regular schools in Dadaab Sub-county was to a small extent. This implied that the extent to which teaching-learning materials was used was inadequate.

Further observation was also carried out in order to find out if the teaching learning resources were available. The observation checklist is presented as shown:

Table 4.5: Availability of teaching learning resources

Statements	AVAILABLE	NOT AVAILABLE
Availability of large print reading materials		✓
Availability of hearing aids, crutches, book holders, visual aids, low seats	✓	
Availability and use of embossed diagrams for low vision learners	✓	
Classes have enough light		✓

Observation by the researcher indicates that large print reading materials were not available in classes. Besides this, in most of the classes, the lighting was not enough. However, hearing aids, crutches, book holders, visual aids and low seats were available although not enough. The researcher also observed that they were used by a few learners due to inadequacy. There was also

availability and use of embossed diagrams for low vision learners.

An interview with the education officers revealed a hint on the availability of teaching learning resources and their relation to learners with special needs. They were asked to share their views on the availability of teaching learning resources in Dadaab sub county Garissa county, Kenya primary schools. Education officer two;

“In this sub-county, there are lots of teachers who have been teaching for a long period of time. We find that the more the teacher teaches, the more they learn how to handle learners. Therefore when teachers have enough experience, they tend to teach more effectively. But on the other hand, the strategies used for teaching and even for learning resources are not sufficient for learners with special needs. They need to be reformed.”

These results were in line as from the views expressed by one of the head teachers during the interview. head teacher four;

“In this school, availability and adaptation of resources for use for learners with special needs is a challenge. Most of these learners with low vision do not put into use their visual aids and in some classes you find them seated at the back. It is important to note that these learners require the services of the itinerant teacher and require an individualized support services plan. These support services range from special seating, large print materials, tape materials, lighting considerations, provision of low vision aids, mobility skill training to other supports or accommodations/adaptations based on the nature and severity of the visual impairment.” **Head teacher 4**

This statement indicates that the head teacher was in agreement with the fact that low vision learners had serious challenges towards access of the education curriculum, in regard to their inclusion and retention in regular primary schools as expected. Learners with visual impairment are able to read and use large print versions of text books. They cannot read normal size alphabets in the text book or in a manual. Most learners with sight problem show excessive head movements while looking at pictures or reading. While reading and writing most of the time they

lose place. They have a problem with writing in a straight line and they write in a zigzag manner (Teaching Students with Special Needs in Inclusive setting, 2012).

This statement indicated that the education officers and teachers did not see the need for teaching and learning materials to cater specifically for students with special needs. This can disadvantage learners with special needs. The results also show that there are limited teaching and learning materials for learners with special needs in schools in Dadaab sub county Garissa County. This indicates that learners with learning difficulties would not be well catered for in the regular primary schools. This study findings are in line with Eleweke and Rodda (2002) who noted that social facilities to accommodate learners with special needs are often nonexistent or inadequate in many institutions. Few facilities may be found within the urban centers but none in the rural areas. These study findings indicated that most regular primary schools in Dadaab sub-county did not have adequate learning materials and resources to accommodate learners with special needs.

4.5 Curriculum Differentiation

In an attempt to determine the extent to which curriculum differentiation helped learners with special needs in regular primary school, teachers were asked to share their views. Among the questions of interest with respect to the objectives included: participation of learners with special needs in classroom discussion; adjustment of learners with special needs to learning environment; requirement in the adjustment of curriculum for learners with special needs; adjustment in content; and enriched environment for teaching. The results were presented in form of counts and percentages in Table 4.6 as shown below.

Table 4.6: Curriculum Differentiation

Curriculum differentiation	VLE f(%)	LE f(%)	SE f(%)	VSE f(%)	N/A f(%)	Mean
Content of various subjects is adapted to fit learners with special needs	24(34.3)	38(54.3)	3(4.3)	4(5.7)	1(1.4)	1.86
Learners with physical challenges are given oral test instead of writing	13(18.6)	37(52.9)	16(22.9)	4(5.7)	0(0.0)	2.16
Low vision learners are not tested on activities involving colours	18(25.7)	38(54.3)	6(8.6)	5(7.1)	3(4.3)	2.10
Learners with special needs are given extra time to complete assignment	15(21.4)	36(51.4)	11(15.7)	6(8.6)	2(2.9)	2.20
Teachers asses each learners learning style and develop support aimed at progressing it	27(38.6)	39(55.7)	2(2.9)	2(2.9)	0(0.0)	1.70
Teachers write notes on the chalkboard for learners who are hard of hearing to copy	10(14.3)	36(51.4)	8 (11.4)	11(15.7)	5(7.1)	2.46
Teachers verbalize every content being taught to learners with low vision	9(12.9)	36(51.4)	12(17.1)	10(14.3)	3(4.3)	2.36
Learning activities are differentiated for learners with special needs in class	9(12.9)	37(52.9)	15(21.0)	8(11.8)	1(0.8)	2.20
Preferential seating arrangement for learners with low vision and hard of hearing	30(42.9)	33(47.1)	3(4.3)	2(2.9)	2(2.9)	1.76
Learners with low vision are provided with large print	18(25.7)	36(51.4)	6(8.6)	8(11.4)	2(2.9)	2.14
Grand mean						2.09

KEY:

Very large Extent- 4.5- 5.00

Large Extent - 3.5-4.4

Small Extent- 2.5 – 3.4

Very small Extent- 1.5 –2.4

Not at all-1.4 – 1.00.

The results in Table 4.6 indicate that content of various subjects was adapted to fit learners with special needs (mean= 1.86), learners with physical challenges were given oral test instead of writing(mean = 2.16), low vision learners were tested on activities involving colours (mean= 2.10), learners with special needs were given extra time to complete assignment (mean= 2.20), teachers accessed each learners' learners style and developed support aimed at progressing it (mean= 1.70), the teachers wrote notes on the chalkboard for learners who were hard of hearing to copy (mean= 2.46), teachers verbalized every the content that was taught for low vision learners (mean= 2.26),the learning activities were differentiated for learners with special needs in class (mean=2.20), preferential sitting arrangement for learners with low vision and hard of hearing (1.76). Lastly, the learners with low vision were provided with large print (mean= 2.14). The grand mean was 2.09. These implied that the extent to which the curriculum had been differentiated for learners with special needs was to a smaller extent (mean= 2.09).

An interview with the education officers revealed a hint on the curriculum differentiation and their relation to learners with special needs. They were asked to share their views on the curriculum differentiation in Dadaab sub county Garissa county, Kenya primary schools.

Education officer three;

“In this sub-county, there is minimal need for curriculum differentiation in schools with special needs learners. We find that there is need for everybody to get the rightful education in order to compete in our diverse world and mark the very best in any field of study. Therefore, when learners get the whole syllabus, they get to handle life issues well as compared to the point when they only learn basic knowledge; Thus, they not need to be reformed.”

From the interview it was evident that teachers did not value curriculum differentiation and secondly, they lacked the knowledge and skills for differentiating the curriculum. These disadvantaged learners with special needs as they could not cope with the rigid regular school

curriculum. The present findings differed with the findings of Wiggins (2006), who emphasized the need for curriculum differentiation. Similarly, Beale (2005) promotes the exploitation of affordances of intelligent (adaptive) learning environments to individualize the instructional process in response to information provided by the behaviors of the individual learner in the learning environment.

Further observation checklist was also carried out by the researcher in the afternoon so as to find out whether there was curriculum differentiation for learners. The checklist is presented as shown:

Table 4.7: Observation Checklist

Observation on the following statements	TRUE	FALSE
Teachers give learners with physical challenges oral tests and assignment instead of writing	✓	
SNL are given extra time to complete assignment or test		✓
Teachers asses each learner’s learning style and develop support aimed at progressing it	✓	
Learning activities are differentiated for learners with special needs in class	✓	

During the observation, the researcher discovered that teachers gave learners with physical challenges oral tests and assignment instead of writing, however, learners with special needs were not given extra time to complete assignment or test. It was also observed that teacher sasses each learner’s learning style and develop support aimed at progressing it and learning activities are differentiated for learners with special needs in class

The respondents indicated that learners with special needs did not largely participate in class discussion and did not require adjustment in learning environment. These findings indicated that learners with special needs were not well integrated with other students in the primary schools.

This would affect learning of the learners with special needs. Nunley (2004) established that it is important for a differentiated classroom to allow students to work alone, if this is their best of modality for a particular task.

Moreover, the findings indicated that learners with special need did not require adjustment in curriculum, adjustment in content covered in class or enriched environment for teaching. These findings contradicted the findings by Aderson (2007), who observed that teachers need to differentiate content, in order for the learners with special needs to the content in the curriculum. Lack of curriculum adaptation made learners to be unable to access the content of the regular curriculum. In addition, the findings of the present study differed with the findings by Tomlinson (2003), who indicated that differentiating the curriculum created conditions for optimal learning of the child with special needs in the regular school. Lack of adjustment in curriculum, adjustment in content, provision of extra time and adaptation in assessment procedures could be the major contributors to low retention rate among learners with special needs in regular schools.

Head teacher 9 stated that:

‘Teaching children who are physically challenged is a big challenge, especially in terms of creating a friendly environment. Inaccessible environment within or outside the school may contribute in excluding them from learning institutions. An accessible environment helps to keep the physically challenged in schools unlike where schools have inaccessible environment. To alleviate this problem then the environment should be adapted to suit the physically challenged learners’ needs. This involves organizing the classroom and the school compound. Such include adjustments being made to the school buildings and leveling the playgrounds for ease mobility of such learners.’ **Head teacher 9**

Inclusion of learners with physical disabilities in the education curriculum means such learners participating in school life in all aspects (Smith, Polloway, Patton and Dowdy, 2001: Kirk, Gallagher and Anastasiow, 2003) it requires the educational system to meet the needs of the

child as normally and inclusively as possible rather than the child with physical challenges being made to adapt to suit the needs of the system (Kluth, Villa and Thousand, 2001; Evans, 2000).

The key issue with inclusive education is to make the regular schools welcoming for all learners regardless of differences the learners might have. It is clear from the results of this study that the physically challenged learners in Dadaab sub -county were not freely participating in class work, they did not take part in the recreational activities in the school and most of them did not freely interact with other learners or even their teachers. This in the end had an adverse effect on their performance in class since it was also confirmed that such special needs learners were not also performing well in their class work.

4.6 Teachers' Attitude towards Learners with Special Needs in Regular Primary Schools in Dadaab Sub-County

The study further sort to establish teachers' attitude towards learners with special needs in regular primary schools in Dadaab Sub-County. The teachers were asked to give their views on a variety of aspects encompassing teachers' attitude towards learners with special needs. Some of the aspects covered were learners with special needs being invited using their names, their recognition in the activities they participated in, getting reinforcement on attempt made answering questions in class, teachers lack of confidence in handling learners' with disability, teachers ignoring learners with disability because of the extra attention in teaching, learners with SN getting support from teachers in acquisition of information through interaction, teachers spending extra time with learners with disabilities, teachers attitudes towards learners with SN having with their performance and learners with SN being appointed in leadership.

The results were presented as shown in Table 4.8.

Table 4.8: Teachers Attitude towards Learners with Special Needs

Statements	VLE f(%)	LE f(%)	SE f(%)	VSE f(%)	N/A f(%)	Mean
Learners with special needs are invited using their names	28(40.0)	36(51.4)	4(5.7)	1(1.4)	1(1.4)	1.73
Learners with special needs are recognized in the activities they participate in	22(31.4)	34(48.6)	5(7.1)	8(11.4)	1(1.4)	2.03
Learners with special needs get reinforcement on attempt made in answering questions in class	19(27.1)	36(51.4)	8(11.4)	4(5.7)	3(4.3)	2.09
Teachers lack confidence in handling learners with disability	30(42.9)	33(47.1)	3(4.3)	2(2.9)	2(3.9)	1.76
Teachers ignore learners with disability because of the extra attention in teaching	18(25.7)	35(50.0)	10(14.3)	4(5.7)	3(4.3)	2.13
Learners with special needs get support from teachers in acquisition of information through interaction	9(12.9)	14(20.0)	9(12.9)	15(21.4)	23(32.9)	3.41
Teachers spend extra time with learners with disabilities	18(25.7)	36(51.4)	6(8.6)	8(11.4)	2(2.9)	2.14
Teachers attitude towards learner with special needs have influence on their performance	18(25.7)	39(55.7)	5(7.1)	4(5.7)	4(5.7)	2.10
Learners with special needs are appointed in leadership	18(25.7)	27(38.6)	11(15.7)	8(11.4)	6(8.6)	2.38
Grand Mean						2.19

KEY:**Very large Extent- 4.5- 5.00****Large Extent - 3.5-4.4****Small Extent- 2.5 – 3.4****Very small Extent- 1.5 –2.4****Not at all-1.4 – 1.00.**

The results in Table 4.8 indicated that learners with special needs were invited using their names (mean= 1.73), learners with SN were recognized in the activities they participated in (mean= 2.03), SN learners got reinforcement on attempt made answering questions in class (mean= 2.09), teachers lack of confidence in handling learners' with disability (mean=1.76), teachers ignored learners with disability because of the extra attention in teaching (mean=2.13), learners with SN getting support from teachers in acquisition of information through interaction (mean= 3.41), teachers spent extra time with learners with disabilities (mean=2.14), teachers attitudes towards learners with SN having with their performance (mean=2.10) and learners with SN were appointed in leadership (mean=2.38) . The grand mean was 2.19 which indicated that teachers usually portrayed a negative attitude towards learners with special needs which led to low retention of SN learners in regular schools in Dadaab Sub- County.

The present study findings revealed a relationship between teachers' attitude and academic performance using questionnaire response. Further interview with the Education Officers did not reveal results far from the present findings. In fact, an interview with an Education officer who was not motivated due to their performance, revealed a negative response between teacher's attitude and student's academic performance. The officer noted quite different ways by which teachers' attitude enhances better performance.

When asked how he thought that teacher's motivation influenced performance, he noted;

“There is a very big relationship between teacher's attitude and learner's academic performance. This actually depends on the ways in which teachers are motivated to enhance attitude. During our recent visit to a nearby school, teachers were never rewarded for their performance in regard to their attitude towards learners with special needs. In another scene I saw teachers in schools, which I do not want to mention, not producing better results as a result of negative attitude towards their students. I can therefore say that students' performance greatly depends on teachers' attitude. I recommend that teachers should have a positive attitude in order for our children to perform well.”

This statement indicates that the education officer had similar views that the attitude of teachers towards learners with special needs has a significant influence towards inclusion and retention of learners in regular primary schools.

The head teachers also expressed views that were close to the education officers concerning attitude. He established that teachers tried their best to cultivate positive attitudes towards the learners particularly in their classes and during interaction in different contexts and settings.

*“I understand that attitude is very important in the inclusion of these learners in our school. This is why my staff tries their level best to cultivate not only a positive between them and learners but also with other learners. There have been instances of other learners teasing those ones with special needs but as teachers we must come in to ensure that such behavior is not encouraged in our schools, particularly this school. It helps the learners with special needs to trust us if we embrace them just as we do to the regular learners”. **Head teacher 6***

These study findings are in agreement with the findings by Fakalade *et al.* (2009) who established that it is teacher's attitude and expectation that will either improve or worsen the student's academic performance. The findings from this study differ with Elliot (2008) who established that teacher's attitudes had a positive relationship with the levels of success attained by these students compared to their peers without disabilities. The negative attitude noted

amongst teachers in regular primary schools in Dadaab Sub-County was not supportive to learners with SN and thus explains the low retention such.

These remarks from the education officer are also supported MOE (2003) and Otiato (2002) who concluded that when a regular primary school environment is conducive it becomes ideal for inclusion of the physically challenged learners. They further noted that schools need to have an atmosphere that is friendly, caring, accommodative, and supportive of freedom and guidance. This helps develop the child's sense of security, confidence and ability to cope with others.

Finally, a small number of LWSN had leadership roles in their schools. This was true as from the mean of 1.78. Most of the LWSN also did not perform well in class as was shown by a mean of 1.82. These study results on the poor performance of these special needs learners are in line with the study conducted by Tekle (2004) who postulated that many children with special needs have adjustment problems because some of them become inward looking and attach too much importance to their disabling condition. They are not like better adjusted children who are less likely to be annoyed or upset by what they see as unfair treatment or tactless behavior. This might greatly affect their performance academically. The overall mean was 1.72 indicating a negative observation of the statements on access and retention of learners with special needs in regular primary schools by the education curriculum. These results explain the high dropout rate of special needs learners from regular primary schools in Dadaab Sub-County hence the low retention of such.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the Study Findings

Findings of the study were summarised based on objectives as follows;

5.1.1 Teaching- Learning Strategies

Based on the findings of the study, the extent to which the use of teaching-learning strategies such as provision of equal opportunities in asking and answering questions in class (mean= 2.46), use of group activities (2.31), task analysis (2.24), peer tutoring (2.20), individualised educational programme (1.89), verbalisation of instructions to learners with low vision (1.84) was to a small extent. This resulted to overall mean of 2.16. This signified the extent to which the use of inclusive teaching-learning strategies for learners with special needs in regular schools was to a very small extent. This led to low retention of learners with special needs in regular schools.

5.1.2 Availability and use of Teaching-learning Resources

The study further sought to establish the availability of teaching learning resources in regular primary schools. The results revealed that learners with low vision were not provided with large print materials as indicated by a mean of 1.91, the learners with residual hearing were provided with hearing aids (mean= 2.39), provision for crutches to the physically disabled learners was indicated by mean of 2.13, learners with physical grasping difficulties used book holders in class (mean= 2.71), learners with low vision used embossed diagrams in their learning (mean= 2.36), low vision learners were provided with visual aids during teaching-learning process (mean= 1.94) and provision of low seats to learners with physical disability (mean= 1.83). The grand

mean was 2.18 which revealed that the availability and use of teaching- learning materials in regular schools in Dadaab Sub-County were inadequate.

5.1.3 Curriculum Differentiation

The present study sought to establish the extent to which curriculum differentiation helped learners with special needs in regular primary school. The content of various subjects was adapted to fit learners with special needs (mean= 1.86), learners with physical challenges were given oral test instead of writing (mean= 2.16), low vision learners were tested on activities involving colours (mean= 2.10), learners with special needs were given extra time to complete assignment (mean= 2.20), teachers accessed each learners' learners style and developed support aimed at progressing it (mean= 1.70), the teachers wrote notes on the chalkboard for learners who were hard of hearing to copy (mean= 2.46), teachers verbalized every content that was taught for low vision learners(mean= 2.26), the learning activities were differentiated for learners with special needs in class (mean=2.20), preferential sitting arrangement for learners with low vision and hard of hearing (mean= 1.76). Lastly, the learners with low vision were provided with large print (mean= 2.14). The grand mean was 2.09 which indicated that there was lack of fully utilization of curriculum differentiation in regular primary schools to assist in the inclusion of learners with special needs.

5.1.4 Teachers' Attitude towards Learners with Special Needs

The study further sort to establish teachers' attitude towards learners with special needs in regular primary schools in Dadaab Sub-County. The results revealed that learners with special needs were invited using their names (mean= 1.73), learners with SN were recognized in the activities they participated in (mean= 2.03), SN learners got reinforcement on attempt made answering questions in class (mean= 2.09), teachers lacked confidence in handling learners' with

disability (mean=1.76), teachers ignored learners with disability because of the extra attention in teaching (mean=2.13), learners with SN got support from teachers in acquisition of information through interaction (mean= 3.41), teachers spent extra time with learners with disabilities (mean=2.14), teachers attitudes towards learners with SN had an influence on their performance (mean=2.10) and learners with SN were appointed in leadership (mean=2.38) . This resulted to an overall mean of 2.19; which revealed a negative attitude of teachers towards learners with special needs. This implies that the low retention of learners with special needs in regular schools was as a result of negative attitude of teachers towards learners with special needs.

5.2 Conclusions

Based on the findings of the study it was concluded that;

5.2.1 Extent on use of Teaching-learning Strategies on Retention of Learners with Special Needs

The extent to which the use of inclusive teaching-learning strategies by regular schools was to a very small extent. Most inclusive teaching learning strategies such as provision of equal opportunities for all learners in class, group activities, task analysis, peer tutoring, individual educational program, and individual learning was to a very small extent which led low retention of learners with special needs.

5.2.2 Extent to which Availability and use of Teaching-learning Resources

The study revealed that the extent to which the availability and use of teaching- learning resources in regular schools in Dadaab Sub-County was to a smaller extent. This led to low retention of learners with special needs in regular primary schools.

5.2.3 Extent of Curriculum Differentiation

The extent to which curriculum had been differentiated was to a smaller extent; this resulted to low retention of learners with special needs as they could not cope with the rigid curriculum in the regular primary schools in Dadaab Sub-County.

5.2.4 Extent to which Teachers' Attitude towards Learners with Special Needs affect Retention

Teachers had negative attitude towards learners with special needs and this resulted to low retention of learners with special needs in Dadaab Sub-County.

5.3 Recommendations

Based on the findings of the study, the study recommends that;

- i. Teachers should use more inclusive teaching-learning strategies in teaching learners with special needs in inclusive settings to enhance the retention of learners with special needs in regular schools.
- ii. The ministry of education in partnership with the other education stakeholders and NGOs should provide adequate teaching and learning resources to ensure that learners with special needs in regular primary schools get the quality education they deserve.
- iii. Teachers ought to ensure that differentiation of curriculum is fully implemented in all primary schools to ensure effective inclusion and retention of learners with special needs.
- iv. Positive attitude of teachers towards learners with special needs be promoted through creation of awareness, in-servicing teachers on special needs and motivation of teachers who handle learners with special needs.

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APPENDICES

APPENDIX I: INTRODUCTION LETTER

Dear Head Teacher /Teacher,

RE: RESEARCH PROJECT PROPOSAL

I am a postgraduate student of Maseno University pursuing Masters Degree in Special needs Education. As a requirement of my study, I am carrying out a study on **ASSESSMENT OF STATUS OF IMPLEMENTATION OF INCLUSIVE EDUCATION PRACTICES FOR RETENTION OF LEARNERS WITH SPECIAL NEEDS IN REGULAR PRIMARY SCHOOLS IN DADAAB SUB-COUNTY, KENYA**

. The success of this study will substantially depend on your willingness and co-operation to provide the information required.

I kindly request you to respond to the questionnaire attached herewith as honestly as possible and to the best of your knowledge. The attached questionnaire is specifically designed for the purpose of this study only; and all responses will be treated in absolute confidence and anonymity. Kindly, note that no name will be appended on any of the questionnaires.

Thank you

Yours Faithfully,

Mohammed Osman Dure

Appendix II: Approval letter



**MASENO UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Office of the Dean

Our Ref: PG/MED/7026/11

Private Bag, MASENO, KENYA
Tel:(057)351 22/351008/351011
FAX: 254-057-351153/351221
Email: sgs@maseno.ac.ke

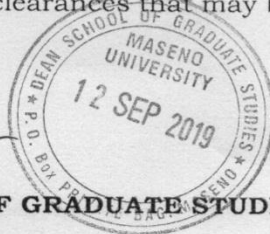
Date: 11th September, 2019

TO WHOM IT MAY CONCERN

**RE: PROPOSAL APPROVAL FOR MOHAMMED OSMAN DURE -
PG/MED/7026/11**

The above named is registered in the Master of Education in Special Needs Education Educational Degree Programme, Maseno University. This is to confirm that his research proposal titled "Assessment of Status of Implementation of Inclusive Education Practices for Retention of Learners with Special Needs in Regular Primary Schools in Dadaab Sub-County, Kenya." has been approved for conduct of research subject to obtaining all other permissions/clearances that may be required beforehand.


Prof. J.O. Agute
DEAN, SCHOOL OF GRADUATE STUDIES



Appendix III – Informed Consent Form for Parents

Last Name: _____

Parent's First Name: _____

Child's First Name: _____

Learners with special Need Present: Yes { } No { }

SCHOOL CODE:

PHONE NUMBER:

I _____ realize that my child has been chosen to voluntarily participate in this study as well as allow my child to be observed in this classroom and outside classroom during a research on learners with special Needs. This will help the research on retention of learners with Special Needs to be conducted by Mohammed Osman Dure. I will allow my child who has special Needs to allow himself /herself for answering questionnaire, being present when interview and observations are conducted and allow the results to be used during research. I understand that there is no compensation for the research. I also am aware that I can withdraw participation of my child if I become uncomfortable at any point.

If you have any issues or concern during the research process, please feel free to contact Mohammed Osman Dure on Telephone Number: 0720326 522, E-Mail: mosmandure066@gmail.com

Signature: Parent: _____

Date: _____

Appendix IV: Questionnaire For Teachers

Part I: Background Information

1. Designation _____
2. Name of the school _____
3. Gender Male Female
4. Age
11-25 years
26-30 years
31-35 years
More than 35 years
5. What is your current academic qualification
Certificate
Diploma
Degree
Masters degree
Doctorate degree
6. Have you ever been engaged in implementing inclusive education in your school?
Yes ()
No ()
7. If yes, explain your role
.....
.....
8. According to your understanding, what is the status of implementation of inclusive education in your school?

Successfully implemented ()

Partially Implemented ()

Not yet Implemented ()

Implemented but fail ()

Part II – Study Objectives

This section is divided into four subsections:

SECTION A. Teaching-Learning Strategies state your level of agreement with the following statements by ticking at the appropriate box.

Use the ratings criteria below.

Very Large Extent (VLE), Large Extent(LE), Small Extent (SE), Very Small Extent (VSE),Not at All (NA)

Questions	VLE	LE	SE	VSE	N/A
Learners with special needs who experience problems in writing, reading comprehension and writing are helped through IEP					
Learners with special needs are taught by their friends in areas of difficulty during peer tutoring sessions					
Learning tasks are broken down into smaller manageable bits for learners with special needs					
Learners with special needs are given equal opportunity to answer and ask questions in class with the rest of the learners					
Learners with special needs are put in small groups and learn according to their specific needs.					
Do teachers verbalize every instruction for learners without limbs					
Do teachers use instructional sequence of I do, We do, and You do for learning in class					
Learners with special needs are encouraged to participate in peer tutoring					

9. What is your view on the level of participation by special needs children in your school?

.....

.....

B. Teaching-learning resources

13. Indicate your level of agreement with the following statements by ticking at the appropriate box.

Use the ratings criteria below.

Very Large Extent (VLE), Large Extent (LE), Small Extent (SE), Very Small Extent (VSE), Not at All (N/A)

Statements	VLE	LE	SE	VSE	N/A
Learners with low vision are provided with large print reading materials					
Learners with residual hearing use hearing aids to boost hearing level in class					
Learners with physical disabilities are provided with crutches					
Learners with physical disability with grasping difficulties use book holders in class					
Learners with low vision use embossed diagrams in their learning					
Learners with special needs are provided with visual aids during teaching – learning process					
Learners with physical disability are provided with low seats in their classrooms					
Classes have enough light that makes it easy for learners with low vision to see what has been written on the chalkboard					

14. What is your take on the status of school facilities and general learning environment in regard to special needs children in your school?

.....

.....

C. Curriculum differentiation

Indicate your level of agreement with the following statements by ticking at the appropriate box.

Use the ratings criteria below.

Use the ratings criteria below.

Very Large Extent (VLE), Large Extent (LE), Small Extent (SE), Very Small Extent (VSE), Not at All (N/A)

Statements	VLE	LE	SE	VSE	N/A
Content of various subjects is adapted to fit learners with special needs					
Learners with physical challenges are given oral tests and assignment instead of writing					
Low vision learners are not tested on activities involving colours					
Learners with special needs are given extra time to complete assignment or test					
Do teachers assess each learner's learning style and develop support aimed at progressing it					
Teachers write notes on the chalkboard for learners who are hard of hearing to copy					
Teachers verbalise every content being taught to learners with low vision					
Learning activities are differentiated for learners with special needs in class					
Preferential seating arrangement for learners with low vision and hard of hearing					
Learners with low vision are provided with large print					

D. Attitude of teachers towards learners with special needs

17. Indicate your level of agreement with the following statements by ticking at the appropriate box.

Use the ratings criteria below.

Very Large Extent (VLE), Large Extent (LE), Small Extent (SE), Very Small Extent (VSE), Not at All (N/A)

Statements	VLE	LE	SE	VSE	NA
Learners with special needs are invited using their names					
Learners with special needs are recognized in the activities they participate in					
Learners with special needs get reinforcement on attempts made in answering questions in class					
teachers lack confidence in handling learners with disability					
teachers ignore learners with disability because of the extra attention in teaching them					
Teachers attitude towards learners with special needs have influence on their performance					
Learners with special needs are rarely appointed in leadership position in class					

E. Key Informant Interviews Guide for Education Officers

Participants

Education Officer

Gender:.....

1. What type of disabilities are common among learners in these camps

.....
.....

2. Do you think the schools in these camps are well equipped to handle learners with special needs?

.....
.....

3. What type of schools do children with disabilities and special needs in these camps attend

Regular Special

4. Do you think these regular schools are well equipped to handle learners with special needs

.....
.....

5. What do you think make learners with special needs attend school in these regular schools?

.....
.....

6. What factors do you think hinder learners with needs from attending school?

.....
.....

7. How does the community treat learners with special needs?

.....

8. What government policies and county are in to support children with special needs?

.....

9. Of the policies mentioned, which one have been implemented in the camps

.....

10. To what extent are the policies for children with disability implemented

.....

OBSERVATION CHECKLIST

OBSERVATION CHECKLIST		
Teaching Learning Strategies	YES	NO
Teachers in class give more attention through IEP to learners with special needs experiencing writing, reading comprehension and writing problems		
Teachers in class narrow down into smaller manageable bits for learners with special needs and encourage their peers to help them		
SNL have same opportunity as others and are encouraged through small groups		
Teachers verbalize every instruction and use instructional sequence of I do, We do and You do for learning in class		
Learning Resources	AVAIL ABLE	NOT AVAIL ABLE
Availability of large print reading materials		
Availability and use of hearing aids, crutches, book holders, visual aids, low seats		
Availability and use of embossed diagrams for low vision learners		

Classes have enough light		
Curriculum Differentiation	TRUE	FALSE
Teachers give learners with physical challenges oral tests and assignment instead of writing		
SNL are given extra time to complete assignment or test		
Teachers asses each learner's learning style and develop support aimed at progressing it		
Learning activities are differentiated for learners with special needs in class		

Appendix V: Map of Dadaab Sub-County Area

Daadab is Latitude 0° North and 40° East

