

**TEACHER PREPAREDNESS IN THE INTEGRATION OF LEARNERS WITH
PHYSICAL DISABILITIES IN PUBLIC PRE-SCHOOLS IN KIAMOKAMA
DIVISION KISII COUNTY – KENYA**

**BY
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**Research project submitted in fulfillment of the Requirements for the Award of the
Degree of Master of Education in Early Childhood Education to the Department of
Educational Communication and Technology, University of Nairobi.**

DECLARATION

This research project is my original work and has not been resented for examination in any other university.

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This research project has been submitted for examination with the approval of university supervisors.

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DEDICATION

This research project is dedicated to my father Mr. Nelson Gichaba Ondimu and beloved mother Mrs. Esther Moraa Gichaba. To my wife Esther Kemunto my daughters Sofia Kerubo, Zelpha Kwamboka and Maryan Moraa whom I am encouraging to work hard and go beyond this level in search for knowledge.

ACKNOWLEDGEMENTS

My sincere gratitude goes to my supervisors Dr. Japheth Origa and Mr. Evanson Muriithi for their constructive criticism, guidance and encouragement during the designing of the proposal and the writing of the research project. To my lecturers Dr. Jane Gatumu, Prof. Digolo, Dr. Mwanda, Dr. Kibui, Mr. Kefa Marube, and Mr. Were who took the pain to do constructive criticism, guidance and encouragement during the defense.

I wish to thank the KISE staff for their support during the study. I wish also to appreciate the Kikuyu Campus library staff with special regards to Christine Mayende for the assistance she gave me while in search for information from the library. Special thanks go to madam Mueni who gave me financial support to complete the report.

Not to forget madam Millicent and Eunice who ensured that my work was typed, edited and printed at the right time. I am indebted to the Almighty Allah, most gracious, most merciful, for seeing me through masters degree.

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ABSTRACT

Education is widely regarded as a basic human right which should be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms and the full development of the human personality (UNESCO 1948). According to the Salamanca statement (1994) every child has a right to be educated in an inclusive setting without discrimination. The key player in the implementation of inclusive, or rather, integration of learners with disabilities into the mainstream schools is the teacher; the teacher has got the most significant influence on the learning environment. The study sought to investigate the teachers' preparedness in the integration of learners with physical disabilities in public pre-schools. The main purpose of the study was to investigate the teachers' preparedness in the integration of learners with physical disabilities in public pre-schools. The literature review depicted the concept of integration; physical disabilities; educational needs of learners with physical disabilities; links with other disciplines; environmental adaptations; facilities and materials; and challenges facing children in integrated schools. The study adopted the survey study research design. To ensure equal representation, simple random sampling was done. Tools used to solicit information included questionnaires for head teachers and teachers, interview schedule for the parents and observation schedule for children. Validity of the instruments was appraised by the supervisors and through pre-testing while the reliability was tested through pilot study. The study established that most pre-school teachers are not trained in special needs education. Also it was established that early childhood education teachers are not employed by the government. Instead they are employed by the parents hence their job security is not guaranteed. The government should lay clear policy and laws to enhance integration of learners with physical disabilities, train early childhood education teachers on special needs education and employ them on permanent and pensionable terms.

ABBREVIATION AND ACRONYMS

APDK	Association of the Physically Disabled in Kenya
CRC	Convention on the rights of the child
DEO	District Education Officer
ECE	Early Childhood Education
EFA	Education For All
FPE	Free Primary Education
FAPE	Free and Appropriate Public Education
IEP	Individualized Education Program
KESSP	Kenya Education Sector Support Program
KISE	Kenya Institute of Special Education
LRE	Least Restrictive Environment
LWPD	Learners with Physical Disabilities
MDG	Millennium Development Goals
MOEST	Ministry Of Education Science and Technology
QASO	Quality Assurance Standards Officer
SNE	Special Needs Education
SPSS	Statistical Package for Social Sciences
UNCRPWD	United Nations Convention of Rights of Persons with Disability
UNESCO	United Nations Educational Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education is widely regarded as a basic human right, a key to civilization and enlightenment and a source of wealth and power Mugenda,(2003). According to UNESCO (1948) on the universal declaration of human rights, education should be free and compulsory at least in the elementary and fundamental stages. According to article 26, education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms and the full development of the human personality.

The achievement of the right to education consist in giving young people better opportunities to acquire the knowledge , the skills the attitudes the sense of values which will allow them to lead a happy life as individuals to discharge the various social duties incumbent upon all those who share in a community, and to maintain and develop the national and international communities (UNESCO, 1948).

In view of universal declaration of human rights (1948) and the Salamanca statement of 1994, the philosophies regarding the education of children with physical disabilities have changed over the years. Several countries have led in the effort to implement policies which foster the integration of these learners, with physical disabilities, into mainstream environments. Here, the movement of integration and inclusive education has gained momentum in the recent years; a key element in the successful

implementation of the policy is the views of the personnel who have the major responsibility for implementing it, that is teachers. It is argued that teacher's beliefs and attitudes are critical in ensuring the success of integration and inclusive practices since teachers' acceptance of the policy of inclusion is likely to affect their commitment in implementing it (Norwich 1994). Based on that assumption the teachers attitudes towards integration of learners with disabilities depends on teacher related factors.

Teacher related factors include gender, age, training, years of teaching experience, grade level, contact with disabled persons and personality factors. This collectively can be referred to as the teacher's preparedness which might impact upon teacher's acceptance of the inclusion principle.

Integration and inclusion are often used interchangeably in this study. However, the slight difference that exists is that: According to Warnock report (1978) integration was viewed as part of a wider movement of "normalization" in the UK context. In their report, integration was seen to take various forms, that is location integration (placing children with special needs, physically into mainstream schools) social integration (some degree of social but not educational interaction between children with 'special needs' and their mainstream peers) to functional integration (some unspecified level of participation in common learning activities and experiences). However, although the integration movement strongly advocated the placement of children in the 'least restrictive environment'; there was no expectation that every pupil with special needs, would be functionally integrated but rather that children will be integrated in the

manner and to the extent that is appropriate to their particular 'needs' and circumstances. Hence integration was seen as "assimilation process in the sense of viewing a full mainstream placement as depending on whether the child can assimilate to a largely unchanged school environment (Thomas , 1997). However functional integration in the context of whole school policies was clearly intended to change the school environment .

In relation to functional integration, inclusion implies a restructuring of mainstream schooling to accommodate every child irrespective of disability and ensures that all learners belong to a community (Salamanca Declaration: UNESCO, 1994). Nevertheless, integration has been the main factor of this research study.

The government of Kenya is committed to the provision of equal access to quality and relevant education and training opportunities to all Kenyans. Towards this goal, the government has ratified and domesticated various global policy frameworks in education. The government signed article 26 of the universal declaration of Human rights (1948), consequently recognizing and committing itself to the right of every child to access education. Other international policy frameworks ratified and signed by the government include the 1989 United Nations convention on the rights of the child (CRC), the 1990 African Charter on the rights and welfare of the child , Salamanca statement (1994) the framework for action on special needs education (1999), the Millennium Development Goals (MDGs) and Education for All (EFA) by 2015.

In the height of seasonal paper no. 1 of 2005, the government aimed to develop a comprehensive SNE policy that covers all aspects and levels of education . The government was committed to develop and implement appropriate ECE programs for children with special needs and disabilities. It was further committed to develop strategies to enhance participation of children in special circumstances and work with partners to ensure barrier free primary schools for those with special needs and disabilities. The developed policy is important in the elimination of disparities and enhancement of equity and equality of all learners especially inclusion of learners with special needs and disabilities in the education system. This led to the enactment of the persons with disabilities act of (2003).

According to WHO (2006) people with disabilities (PWD) make up10% of the total population of Kenya, approximately 3.5 million people .They are the most disadvantaged and marginalized groups and experience discrimination at all levels of society . Economic and social issues create barriers within mainstream education to learners with special needs and disabilities. As a result children with special needs are unable to access quality education and are illiterate.

However , since the introduction of FPE in 2003 the ministry of education , has undertaken several measures to enable children with special needs access education . Amongst the key milestones of the ministry efforts is the setting up of a task force (Dr.Kochung Taskforce 2003) whose objective was to appraise the status of special needs education .The Kochung report recommended that schools be made barrier free

to enhance access and training and in service of teachers for children with special needs.

The implementation of free primary Education (FPE) led to an influx and inclusion of learners with special needs in public schools right from nursery up to the primary levels. Most of this SNE learners were learners with physical disabilities .

Learners with physical disabilities (LWPD) are those with non- sensory physical disabilities or health impairments that require the use of modified or adapted physical settings , curriculum presentation or other specialized materials or equipments to permit maximal social and educational development . To be classified as physically disabled, their primary disability must relate to a physical condition excluding visual and hearing impairments (Gearheart 1990).

The integration of learners with physical disabilities into public pre schools in Kiamokama division has faced a lot of challenges such as lack of a comprehensive policy on SNE and proper guidelines on mainstreaming of special needs education, inadequate physical infrastructure, teaching /learning materials and facilities appropriate for LWPD learners and inadequate skilled manpower .

Most of the ECE teachers in Kiamokama division are trained in early childhood education and not SNE. However, according to the government policy they are compelled to integrate learners with physical disabilities in their classrooms. This makes them to be

challenged what to do. Due to this Scenario, the researcher decided to carry out a study on teachers preparedness in the integration of learners with physical disabilities in public pre schools in Kiamokama division , Kisii County.

1.2 Statement of the problem

The implementation of free primary education (FPE) in 2003 led to the influx and inclusion of SNE learners in public schools. These increased demands from parents and teachers, overstretched the ministry's resources.

The ministry has undertaken several measures to enable children with special needs access education. Amongst the key milestones of the ministry's efforts is the setting up of a task force (Kochung Task force 2003) whose objectives were to appraise the status of special education in the country. The Kochung report key recommendations were:

Training and in service of teachers for children with special needs; setting up of resources centers (EARCS) through increased budgetary allocation and equipping; carrying out of special needs national survey to establish population of special needs children in and out of school and an inventory of assistive devices and equipment available in our schools, and special needs be made barriers free to enhance access.

The Sessional Paper No.1 of 2005 underscored the importance of special needs education as human capital development that empower those most likely to be marginalized to participate in main stream education sector.

The United Nations convention on the rights of persons with disability (UNCRPWD) 2006 further affirms the right to education in an inclusive setting for all children . The

focus here is to enable children with special needs to enroll in school of their choice within their localities.

Mainstreaming of special needs education in regular public pre- schools has been faced with a number of challenges . These challenges include inappropriate infrastructure, inadequate facilities , inadequate equipment which makes it difficult to integrate special needs education in regular programmes, inadequate capacity of teachers to handle learners with special needs, and inadequate and expensive teaching and learning materials . It is for this reason that the study seeks to investigate teachers preparedness in the integration of the physically handicapped learners in public primary schools.

1.3 Purpose of the study

The purpose of the study was to investigate teachers preparedness in the integration of learners with physical disabilities in public pre-school in Kiamokama Division , Masaba south District in Kisii county .

1.4 Objectives of the Study

The study sought to achieve the following objectives

- i. Assess the teacher's preparedness in the integration of learners with physical disabilities.
- ii. Find out how teachers adapt instructional resources in the integration of educational needs of learners with physical disabilities.

- iii. Investigate environmental barriers that hinder environmental accessibility in the integration of learners with physical disabilities.
- iv. Identify how challenges teachers face hinders the integration of learners with physical disabilities.

1.5 Research questions

The study sought to answer the following research questions

- i. What effect does the teacher's preparedness have in the integration of learners with physical disabilities?
- ii. To what extent does adaptation of instructional resources affect the integration of educational needs of learners with physical disabilities?
- iii. Which environmental barriers hinder environmental accessibility in the integration of learners with physical disabilities?
- iv. What challenges do teachers face that hinder the integration of learners with physical disabilities?

1.6 Significance of the Study

This study proposes to investigate the teachers' preparedness in integration of the physically handicapped learners in public pre- schools in Kiamokama division, Masaba south District, Kisii County. The findings are expected to reveal various important aspects related to the supply of teachers and materials necessary for the integration of the physically handicapped learners in public pre- schools. The study findings will enable the government and other educational stakeholders to source for funds in order to equip the public pre-schools with appropriate human and physical resources to enhance the

integration of the physically handicapped learners in the area of study. The findings of this study will also add value, to the existing pool of knowledge, on appropriate and effective environmental adaptations needed in order to enhance integration in public pre-schools. Finally, the research will reveal areas which will need further research.

1.7 Limitations of the study

The study targeted pre-school teachers and parents. Some of the respondents may not give correct and real information. Parent having children with physical disabilities may not co-operate due to fear that their children will be stigmatized and discriminated due to cultural beliefs about the physically disabled persons.

1.8 Delimitations of the Study.

The study was carried out in Kiamokama division in public pre-schools. Teachers involved were pre-school teachers and head -teachers. Head teachers of primary schools were involved because public pre- schools are only found in public primary school under the management of the head-teacher . Parents of both regular and of learners with physical disabilities were involved in the study.

1.9 Basic assumptions of the study

It was assumed that all the respondents were cooperative in providing the required information .Also it was assumed that learners with physical disabilities who were involved were only those with muscular skeletal and orthopedic disabilities.

1.10 Definition of Key Terms

Assistive devices: Are equipments aimed at reducing effects of disabilities resulting from
Impairments

Curriculum: Is all the organized experiences that schools provide to help children learn
and develop

Disability: Is lack or restriction of ability to perform an activity in the manner within the
range considered normal with the cultural contexts of the human being

Inclusive Education: Is an approach in which learners with disabilities and special
needs regardless of age and disability are provided with appropriate
education within regular schools.

Integration: is a process through which learners with and or without special needs are
taught together to the maximum extent possible in a least restrictive
environment

Learners with Physical disabilities: Are those learners with non sensory physical
disabilities or health impairments that require the use of modified or
adapted physical settings, curriculum presentation, or other specialized
materials or equipment to permit maximal special and educational
development.

Regular schools: Are institutions referred to as mainstream schools and normally admit
learners who are not disabled

Special needs education : Is education which provide a appropriate modification in
curriculum delivery methods, educational resources, medium of
communication, or the learning environment in order to cater for

individual differences in learning.

Teacher preparedness: Is the teachers' capabilities to bring about desired outcomes of student engagement and learning.

Resources: Are instructional resources and assistive devices that are used in the integration placement of the physically handicapped.

Challenges: Are hardships and hindrances that the physically handicapped learners encounter in the mainstream schools.

Environmental adaptations – are attractions done to the physical environment in order to allow accessibility, mobility and orientation of the physically handicapped learners.

Placement – is the setting in which the disabled child receives instruction.

Learners with physical disabilities – are those learners with non sensory physical disabilities or health impairments that require the use of modified or adapted physical settings , curriculum presentation or other specialized materials or equipment to permit maximal social and educational development . To be classified as physically disabled their primary disability must relate to a physical conditions excluding visual and hearing impairments.

Teacher Preparedness: is the teacher development of a positive attitude towards learners with physical disabilities based on teacher related factors such as gender , age, training , teaching experience competence, grade level , contact with disabled persons and personality factors.

1.11 Organization of the study

This study was organized in five chapters. Chapter one focused on the background of the study, the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, limitations of the study, delimitations of the study, definition of key terms, basic assumption of the study and organization of the study.

The second chapter focused on related literature review. This was what others had found out on the same study conducted in different settings. Also it showed the gap existing thus leading to carrying out the study. The third chapter entailed the Methodology used in conducting the study. The target population sample size and the sampling procedure, instruments used for data collection and data analysis technique that was used. Chapter four presented data analysis, interpretation of data and discussion of the findings. Finally chapter five provided summary, conclusions, recommendations, contribution to the body of knowledge and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature in the area of study pertaining to integration of students with special needs is reviewed in this section to provide some insight from which integration is based. The review begins with concept of integration, teacher preparedness, resources, and environmental adaptations. It also covers social, physical and academic challenges affecting students in integrated programmes in integrated institutions. The chapter ends by providing a summary of the literature.

2.2 The concept of integration

Shalon (2010) noted that integration is truly a worthy deal which provides care and equipment for learning. Hegarty (1993) defines integration as placing children with handicaps or special needs in ordinary schools where they can learn with other children. Moreover, Norman and Heller (1994) observe that the concept of integration is derived from the principle of “normalization” which states that the children with special needs should be treated as normal as possible within the limits of their capabilities. Woolfernsberger (1972) indicates that persons with disabilities should have opportunities to lay as much as non- handicapped persons as possible and that this goal can be met by exposing them to the living conditions common to their culture. By integrating, it is hoped that social interactions and demands of the community environment would result in adaptive behavior. Essentially, the goal is to expand the boundaries and reduce the

barriers that have segregated such children from the mainstream of society (Norman and Heller, 1994).

Location integration relates to the physical location of special education provision. It exists where special unit classes are set up in ordinary schools (Hegarty and Pocklington, 1984). They further assert that such integration needs proper planning and organization in order to be attained.

Warnock Report (1978) states that, social integration is a situation where children with special need mix with children in regular school only during out-of-class activities such as assembly break time, lunch and games. It indicates that, this kind of integration will have different significance at different ages and that young children are generally able to accept individual differences more readily and more naturally than older children and that is why it is better to initiate such integration at the nursery school level.

Functional Integration is the fullest form of integration where children with special needs join, part-time or full-time, the regular classes of the school and make full contributions to activities of the school (Hegarty, 1993). He further asserts that the integration makes the greatest demand upon the school since it requires the most careful planning of class and individual teaching programs to ensure that all children benefit. In Kenya the Ministry of Education has adopted an integration policy which provides that children with physical and mental disabilities be placed in normal schools. The government runs 103 integrated units in regular primary schools, three high schools for person with physical disabilities, two high schools for persons with hearing disabilities and one high school for persons with visual disability. There are also vocational training schools, integrated within secondary schools, agricultural technical trade schools and at the

university. How and to what extent these integration programmes have been implemented and the challenges faced by students with special needs, specifically in primary schools will be the concerns of the present study.

2.3. Teacher preparedness

In the light of the *No child left behind* law the need for highly qualified teachers, the Ministry of Education, institutions of higher learning and schools around the country are struggling to set a criteria that designates educators as highly qualified. Rice (2003) found five broad categories of teachers' attributes that appear to contribute to teachers' quality, experience preparation programs and degrees, type of certification, coursework taken in preparation for the profession, and teachers' own test scores. Wayne and Young (2003) also targeted teacher quality in their analysis of studies that examined the characteristics of effective teachers and their link to students' effectiveness.

Similar to Rice, Wayne and Youngs examined ratings teachers undergraduate institutions, teachers test scores, degrees and coursework and certification status. They found out that students learn more from teachers with certain characteristics.

Teachers differ greatly in their effectiveness, but teachers with and without different qualifications differ only a little." Berry (2002) posits that while these teacher qualities are indeed important they appear to have a "singular focus on content knowledge." Highly qualified teachers must also know "how to organize and teach their lessons in ways that assure diverse students can learn those subjects. Highly qualified teachers don't just teach well designed, standards – based lessons: they know how and why their students learn." This literature on teachers' characteristics makes a strong case for highly

qualified and experienced teachers in teaching in integrated schools that accommodate learners with special educational needs.

Cruickshank, Jenkins and Metcalf (2003) define effective teaching that good teachers are caring, supportive, concerned about the welfare of the students, knowledgeable about their subject matter, able to get along with parents and genuinely excited about the work that they do. Effective teachers are able to help students learn. This data provides a meaningful and in depth understanding of “highly qualified” for future teachers and in service teachers who ought to be prepared to teach in integrated and inclusive schools.

About caring, Noddings (2001) posits that caring is exemplified in a multitude of ways including being attentive and receptive. As educators, teachers are responsive to the needs and feelings of the students. Noddings writes, “a caring teacher is someone who has demonstrated that she(he) can establish more or less regularly, relations of care in a wide variety of situations (and) will want the best for that person.” The relationship of teacher and student giving and receiving care, does a continuous one, lasting over time and involving intimate and personal understand. In addition, Noddings connects caring with preparation and organization. Learners recognize caring in teachers who are prepared and organized. Hence teachers, in inclusive settings, have to be prepared and organized.

Norlander – case, Reagan, and case (1999) clearly articulate the importance of being a nurturing teacher, calling for teachers who have the capacity to nurture those in their care. Nurturing of students becomes a critical issue and enables students to learn and create. Effective teachers practice pedagogical nurturing in every lesson, in every human interaction. Supporting Noddings’ theory of caring. Norlander – case, Reagan, and case

posit that caring is cut from many fabrics, and the teacher becomes the tailor – fashioning environments that are caring and that teach students to care for their learning and for one another.

According to Borich (2000), a teacher who is excited about the subject being taught and shows it by facial expression, voice inflection, gesture and general movement is more likely to hold the attention of students than one who does not exhibit these behaviors.

Research on enthusiasm of the teacher is strongly connected to student success (Bettencourt, Gillet, Gall & Hull 1983; Cabello and Terrell, 1994). Cruickshank, Jenkins Metcalf (2003) report the effective teachers are enthusiastic, have warmth and possess a sense of humor. This personality trait is linked to student success. So, far the physically handicapped to be successful in integrated programs the teachers have to possess these character traits.

Teachers have to develop positive attitudes towards the physically disabled that are integrated in the regular classroom. Borich (2000) suggests that effective teachers are those who use meaningful verbal praise to get and keep students actively participating in the learning process. Cruickshank, Jenkins & Metcalf (2003) write that effective teachers are generally positive minded individuals who believe in the success of their students as well as their own ability to help students achieve.

The teachers' preparedness, competence and knowledge of the content area reduce behavior problems in class. The well- prepared teacher is more likely to be able to take time during lessons to notice and attend to behavioral matters. On the other hand, teachers who have not invested sufficient time in planning and preparation tend to be focused on what they are doing that they miss the early signs of misbehavior.

According to Irive (2001) caring teachers are those who set limits, provide structures, hold high expectations and push learners to achieve. Teachers with positive attitudes also possess high expectations. Teachers' expectations levels affect the ways in which teachers teach and interact with students.

2.4 Physical disabilities

Learners with physical disabilities are those with non sensory physical disabilities or health impairments that require the use of modified or adapted physical settings , curriculum presentation , or other specialized materials or equipment to permit maximal social and educational development . To be classified as physically disabled, their primary disability must relate to a physical condition (Gearheart, 1980)

According to Gear heart (1980), physical disabilities and impairments can be classified into four categories: neurological impairments, musculoskeletal and orthopedic disabilities, cardiovascular and respiratory system disabilities and disabilities of metabolic origin.

Neurologically related disabilities are disabilities which come about due to the damage or deterioration of the central nervous systems. They include cerebral palsy, spine bifida, epilepsy and poliomyelitis (Hallan and Kauffman, 1991).

Musculoskeletal and orthopedic disorders include amputations, arthritis and muscular dystrophy. Cardio vascular nod respiratory system disabilities include asthma and rheumatic heart disease whereas metabolic disorders include diabetes.

Cardio vascular and respiratory system disabilities and metabolic disorders are regarded as health conditions whereas neurological impairments show a wide variety of behavioral symptoms including mental retardation, learning problems perceptual problems, lack of coordination, distractibility, emotional disturbance, and speech and language disorders. Such learners are regarded as severe and profound hence they need special placements which cannot be provided for in an integrated settings such as regular schools. As such, the only groups of learners, with physical disabilities, considered for integration are learners with musculoskeletal and orthopedic disorders.

2.5 Educational needs of learners with physical disabilities

It is not possible to prescribe educational goals and curricula for learners with physical disabilities as a group because their limitations vary from child to child. Even among children with the same condition to child. Even among children with the same conditions, goals and curricula must be determined after assessing the individual child's intellectual, physical sensory and emotional characteristics (Hallan and Kauffman, 1991).

A physical disability, especially a severe and chronic, one that limits mobility, many have two implications for education. The child may be deprived of experiences that non disabled children have and the child may find it impossible to manipulate educational materials and respond to educational tasks the way most children do. For instance a child with cerebral palsy cannot take part in most outdoor play activities.

However, for children with an impairment that is only physical, curriculum and educational goals should ordinarily be the same as for non disabled children : reading, writing , arithmetic and experiences designed to familiarize them with the world about them . Moreover, special instruction may be needed in mobility skills, daily living skills and occupational skills. That is , because of their physical impairments , these children may need special individualized instruction in the use of mechanical devices that will help them perform tasks that are much simpler for the non disabled . For children with other handicaps in addition to physical limitations, curricula will need to be further adapted (Hanson and Harris, 1986)

2.6 Links with other Disciplines

Learners with physical disabilities have got medical problems and interdisciplinary cooperation is necessary in their education. It is important for the teacher to know what other disciplines are involved in the child's care and treatment , and to be able to communicate with professionals in these areas about the physical , emotional and educational development of each child .

Learners with physical disabilities need services of a physical therapist and or occupational therapist. Both can give his /her physical abilities to the greatest possible extent, continuing therapeutic management in the classroom, and encouraging independence and good work habits. Teachers should be particularly concerned about how to handle and position the child so that the risk of further physical movement and

manipulation of educational materials are most effectively learned (Dykes and Venn, 1983, as cited by Hallan and Kauffman (1991).

According to Dykes and Venn (1983), physicians are incensed medical doctors who provide services that include diagnosing , prescribing medication, making referrals for physical therapy, occupational therapy or orthopedic treatment, and recommending the extent and length of various activities and treatments . Specialized physicians include: orthopedists (Specialists in diagnosing and treating joints, bones, and muscles Impairments) occupational therapists provide medically prescribed assistance to help individuals manage their impairments. They may teach various self help , daily living ,prevocational leisure time and perceptual motor skills and provide instruction in the use of adaptive devices , physical therapists provide services designed to restore or improve physical functioning and engage in part in such activities as exercising to increase coordination's range of motion and movement .

2.7 Early intervention

Identification signs of development delay should be noted early so that intervention can begin as early as possible. This is important in preventing further disabilities that can result from lack of teaching and proper care. Early intervention is also important for maximizing the outcome of therapy. Communication skills are difficult for some physically disabled children to learn and they are one of the criteria objectives of any pre-school program.

The first and most pervasive concerns of teachers of young physically disabled children should be handling and positioning. Handling held and assisted, positively refers to providing support for the child's body and arranging instructional or play materials in certain ways. Proper handling makes the child more comfortable and receptive to education. Proper positioning on the other hands, maximizes physical efficiency and ability to manipulate physical efficiency and ability to manipulate responses while promoting desired growth and motor patterns (Fraser and Hensing, 1983)

The teacher of young children with physical disabilities must know how to teach gross motor responses such as head control, rolling over, sitting, standing and walking. Fine motor skills such as pointing, reaching, grasping and releasing are also important. These motor skills are best taught in the context of daily lessons that involves self help and communication. That is motor skills are not taught in isolation but as part of daily living and learning activities that will increase the child's communication, independence, creativity, motivation, and future learning. The teacher has to develop instructional strategies that will help in the learners with physical disabilities to learn social responsiveness appropriate social initiation, how to play with others and problem solving (Hallan and Kauffman, 1991)

All this inter-personal skills can be achieved in an integrated setting, that is the mainstream school.

2.8 Environmental Adaptations

Depending on health constraints, regular classroom placement of these students may be on a limited basis or for an extended period of time. Modifications in the structure and daily routine of the classroom may be necessary to accommodate students with physical disabilities. Some students can benefit from the use of specially constructed adaptive positioning equipment designed to foster social interaction, learning and independence. Other students will require continuous repositioning to relieve pressure points or to prevent the development of deformities (Sirvis, 1988). The following tips should be considered in regard to classroom environment and teacher training:

2.8.1 Scheduling.

Specialized equipment should be integrated in a manner that does not detract from the existing learning centers, equipment, furniture and routine of the classroom. Some physically disabled students may receive health care services at regularly scheduled times throughout the day, while others will require services as the situation demands. For technology-dependent students, such services. (Ventilating, breathing treatments, tube feeding) may conflict with the time allotted and/or required for instructional tasks. As much as possible, however, interruptions for medical intervention should be no disruptive to peers and planned at times of minimal social interaction (rest times individual study times). One-to-one assistance may be periodically needed for missed instruction. For students with other health impairments experiencing a remission in health, the school team may need to work closely with the homebound teacher to ensure learning continuity.

2.8.2 Spatial Requirements and Mobility.

The school building must be accessible in its entirety to ensure maximum normalization. Students with orthopedic impairments need lowered shelves and hooks for easy storage and retrieval of instructional materials and personal belongings. Lowered water fountains and handrails in bathrooms facilitate the acquisition of personal hygiene and self-help skills. Lowered doorknobs and ramps allow the student to achieve independence in mobility. Students who are technology-dependent have additional environmental restraints: Adequacy of electrical outlets and power sources, space for equipment and supplies, appropriate lighting and availability of water need to be considered. Whenever possible, students with physical disabilities should use the same types of desks as other students; this will foster uniformity and self-esteem.

It is prudent to maintain easy access to replacement equipment, should a breakdown/failure occur. Wheelchairs, braces and walkers may need repair on a moment's notice. In addition, manual backup for the power source (12 volt battery) and equipment for technology-dependent students (supplemental oxygen, resuscitator bag, suctioning catheter, and extra trachea tubes) should be immediately available and may be stored in the regular classroom.

2.8.3 Specialized Training

Team members and parents should stress the development of academic, language, motor and social skills; methods for fostering these skills can be the focus of in services/workshops. In addition, general training sessions designed to disseminate information regarding types and usage of equipment, warning signs for pending crises,

repositioning techniques, CPR and universal precautions/infection control will alleviate anxiety and promote collaboration.

The total development of physically disabled students depends upon professionals from a variety of disciplines sharing their expertise (Lowenthal, 1992; Taylor, Willits & Lieberman, 1990). The team must adapt instructional materials, methods and assessments, while providing direct instruction that is as close to grade level and/or age expectation as possible. Close adherence to approved curriculum guides and minimum standards should occur, while fostering problem-solving skills, creativity and individuality. The following strategies can help teachers adapt instructional materials:

2.8.4 Support Service Assistance

Because of health constraints, many physically disabled students receive supplemental services from other educators and health care professionals. In many instances, it is both possible and desirable for the teacher to reinforce these learned skills in the regular classroom.

Activities promoting motor skill development (stamina and endurance, mobility, motor planning, range of motion) should be planned in conjunction with the physical therapist, occupational therapist and/or adaptive physical education teacher.

Augmentative communication techniques (signing, communication boards, switches) may be necessary for students with vocal cord paralysis, disease-affected musculature, spinal muscular atrophy or tracheotomy installation. The services of a speech/language therapist may be required.

2.8.5 Lesson Plan and IEP (Individualized Education Plan) Development

Regular classroom teachers should actively participate in IEP development if a student in their classroom also receives special education instruction. Such participation will allow teachers to develop lesson plans that reflect the student's strengths and weaknesses and to write specific objectives in behavioral terms, reflecting the student's needs and achievement expectations.

The special education teacher can be a valuable resource in designing and implementing specific behavioral and instructional interventions. Daily contact is recommended to ensure lesson continuity, skill reinforcement, task completion and mastery learning. Appendix A reflects simple adaptations, which may be necessary when teaching physically challenged students

2.8.6 Conclusion

In the past, poor integration of the education system and the medical field made it difficult for physically challenged students to participate in regular classroom activities. Today's societal demands call for the pooling of knowledge from a variety of professionals to provide timely, cost-effective and time-efficient schooling.

2.9 Challenges facing pupils in Integrated Programmes

Dean (1996) observes that schools which take in children who are physically handicapped and not mobile should have some modification to buildings to make integration possible. He adds that there will be need too for special toilets facilities and, space for therapies of variables kinds and other specialist visits. According to Koech

report (1991), the quality of the service for children with special needs in Kenya is adversely affected by acute shortage of specialized aids and equipment, specialist personnel, inappropriate curriculum and absence of clear policy guidelines.

Hegarty and Keish (1981) observe that physical provisions suited to the ordinary school will not be the same as that made available in a special school and that educating pupils with special needs in the ordinary school requires changes and modifications but not a total transformation.

Westwood (1997) noted that inclusion policy has problems to those individuals with severe and multiple disabilities for they require much degree of physical care and management over and above special educational needs. Bellamis (1999) found that in Tanzania, the problem facing inclusive education was long distance from school and rigidity of education systems. Hegarty and Keith (1981) pointed out that one of the more common objections to educating pupils with special needs in ordinary schools is that the buildings are unsuitable as that some school are overcrowded and lack flexibility. KESSP (2005-2010) indicates that mainstreaming of special education in education programmes is affected by inappropriate infrastructure, inadequate facilities and lack of equipment. There is need also to address the adequacy of human resources (teachers and support staff) which are important in a person's development.

Westwood (1997) pointed out that inclusive practice require significant changes to be made to the mainstream program in terms of organization, content and delivery, in order

to accommodate as much wider range of ability and disability than ever before which is referred to as total school restructuring.

Ainscow and Muncey (1990) pointed out that all children have the right to be exposed to the mainstream curriculum in a reasonably unaltered form. It is argued, however by O'Neil (1995) that implementing a common curriculum for a very wide ability range can be problematic and therefore some students require very significant modifications to the curriculum and teaching approach if their educational needs are to be met. In accordance to Kauffman (1995) the philosophy of inclusive education is centralized on educating everyone in the classroom and the individual student distinct educator needs can be achieved through adaptation of equipment specialized instruction and personnel.

According to McCuspie (2002) handicapped children who are grouped together with those without handicaps, and within an appropriate environment, the handicapped students tend to averagely perform better than the other group of students. In a study by Ross (1988) in Eastern and Southern Africa, handicapped students perform dismally in an integrated program compared to when in their special- school environment. However, he discovered that when the same group of students was retained in an integrated program with the adequate facilities and conducive learning environment, they performed better than the other students. This implies that all students have the same potential. The difference in terms of what each can do results from social, cultural and physical factors. This concurs with the findings of Ndichu (2004), who carried out a study in western Kenya on the physically handicapped; found out that when given the right facilities and

guidance, physically handicapped students performed better than their non-handicapped counterparts. For instance, he points out the year 2003 when schools with physically handicapped students performed better than those who were not handicapped. At the same time, students that had physical impairment performed better on average as individuals, compared to those who were not physically impaired.

In addition, as cited by the Kenya Education Sector Support Program(2005-2010), inadequate capacity among many teachers to handle children with special needs, lack of coordination among service providers, in appropriate placement of children with disabilities, inadequate and expensive teaching and learning resources have made special education not to be mainstreamed in all educational sub-sectors.

2.10 Facilities and Materials

Inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries (Charema & Peresuh, 1996). A study carried out by (Kristensen & Kristensen, 1997) in Uganda and another by Kisanji (1995) in Tanzania, both indicate that in most regular schools where children with disabilities were integrated, the required materials were not provided or were inadequate. Another study carried out in Zambia by (Katwishi, 1988) indicates that there were no specialist teachers in most mainstream schools to provide important advisory services that would assist regular teachers with managing learners with special needs who were being integrated. According to Charema (1990) mainstream schools where children with physical impairments were integrated some of the wheel chairs were old fashioned and cumbersome to push. One could not wheel oneself and therefore needed someone all the time, which deprived him of independence and privacy. There is need for developing

countries to make use of indigenous products to manufacture equipment that can be used and serviced within the country. Due to financial crisis, shortage of foreign currency to import the much-needed equipment, some people with disabilities in Zimbabwe are making wheel chairs, and calipers for people with disabilities, using improvised materials. Other developing countries can also make use of the available resources to make some of the equipment instead of waiting for donor agencies to provide.

It is unfortunate that some of the funds meant for children with special needs, are misdirected towards other causes thereby disadvantaging the rightful recipients. Corruption and power to rule forever have become the major cancer in developing countries, and therefore funds are diverted towards political security and personal gain (Grol, 2000). Ozoji (1995) asserts that most institutions in developing countries do not have the basic units and materials necessary for the integration of learners with special needs. In Asia, Kholi (1993) reports that institutional facilities are grossly inadequate in all countries in the continent as they are serving less than 1% of the population with special needs.

2.11 Theoretical framework

The study will adopt Kolb's Experiential learning style model. Kolb's model of learning styles is grounded in a more elaborate theory of experiential learning and can be traced to influences of Kurt Lewin, John Dewey and Jean Piaget. Learning style, as described by Kolb (1976), is the individual's preferred method for assimilating information, principally as an integral part of an active learning cycle (Riding and Rayner, 1998). Kolb defined the following learning styles: converger, diverger, assimilator and accommodator. A converger prefers to first grasp information through abstract concepts,

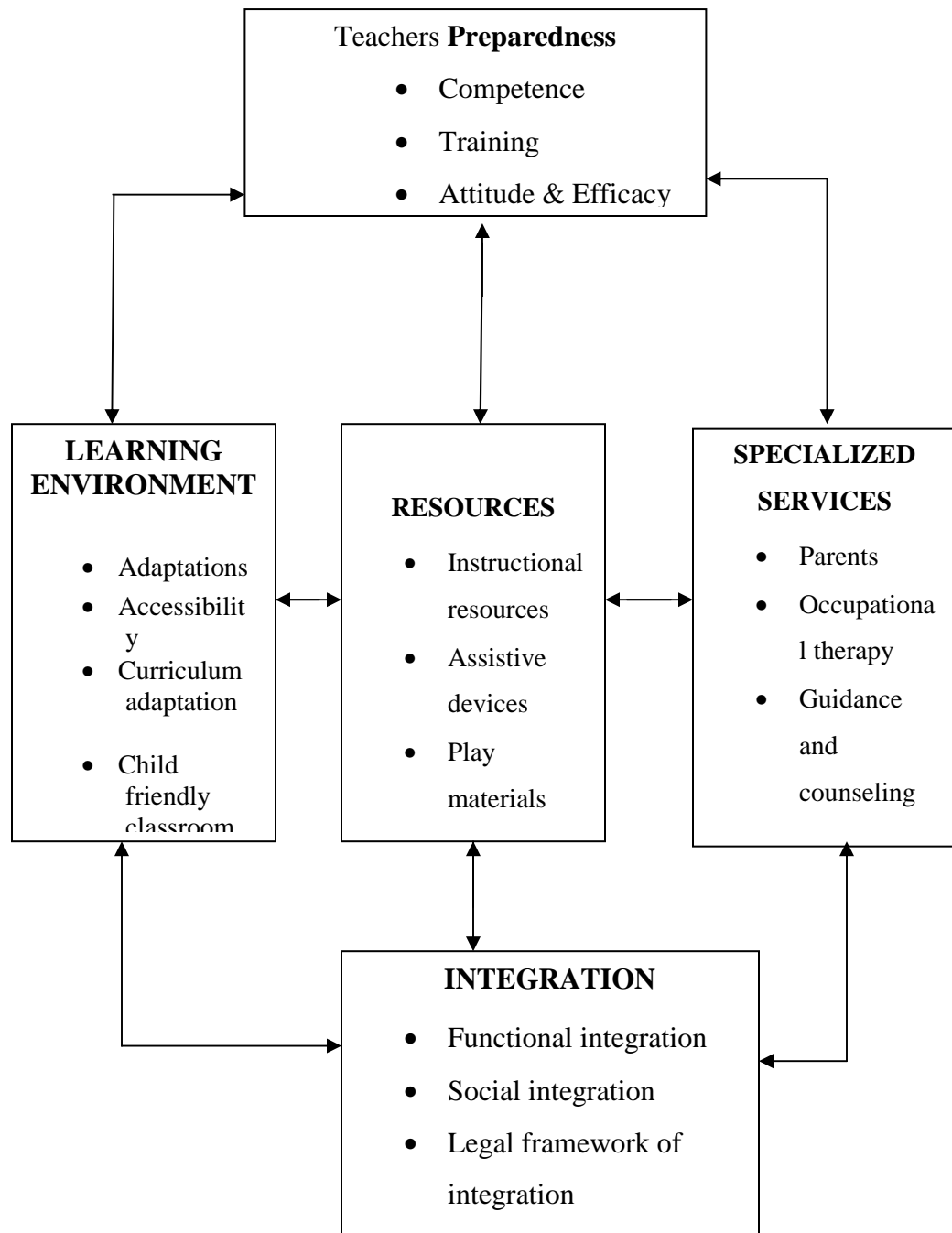
and to then transform this information through active experimentation. In contrast, divergers prefer to first grasp information through a concrete experience, and to then transform this experience through their own through reflection. Kolb identified factors that influence a learner's style, such as context, prior knowledge and content.

Learners in an integrated setting adopt different learning styles. Learning styles can be generally described as “an individual's preferred approach to organizing and presenting information” (Riding & Rayner, 1998); “the way in which learners perceive, process, store and recall attempts of learning” (James & Gardner, 1995); “distinctive behaviors which serve as indicators of how a person learns from and adapts to his/her environment, and provide clues as to how a person's mind operates” (Gregorc, 1979). In the classroom, the teacher adopts the experiential learning styles in order to meet the diversified needs of the individual learners.

2.12 Conceptual Framework

Figure 1.2 demonstrates how teacher competence and efficacy enhances integration of the physically handicapped learners in regular public schools. The teacher plays the key role in organizing the learning environment through environmental adaptations; curriculum adaptations; creating child friendly classrooms; encouraging understanding and mutual respect amongst the learners; ensuring that all learners follow school schedules; and guide and counsel the parents on how to meet the individual needs of the physically handicapped in an integrated setting. Also the teacher has to ensure that specialized services such as occupational therapy and first aid are availed in the main stream school.

Figure 2.1 Conceptual Framework



2.13 Summary of Literature Review

Special education ensures that students with disabilities are provided with an environment that allows them to be educated effectively. The Education for All Handicapped Children Act (1975) mandated that, states provide a 'free and appropriate public education' (FAPE). Integration must not be of physical proximity only, but also academic and social integration (Sailor, 1989). Integration should be parallel to racial desegregation, should incorporate the notion that classrooms reflect nature (Sailor, 1989). Hegarty (1993), Shalon (2010), Norman and Heller (1994) among others postulate that integration is necessary for normalization of mild disabilities in children. However, much has not been done concerning teacher preparedness in the implementation of special needs integration in Kisii County. Therefore, the researcher sought to investigate the problem and come out with resolutions and areas to be further researched.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter discusses research methodology areas such as research design, target population, sample and sampling techniques. In addition it will discuss research instruments and the validity and reliability of the instruments, data collection procedures and data analysis.

3.2 Research Design

This study adopted survey research design. According to Mugenda and Mugenda (2003), survey is an attempt to collect data from members of a population to determine the current status of that population with respect of one or more variables. Survey research seeks to identify what large numbers of people think or feel about certain issues. Survey research design is used to describe some aspects or characteristics of the population such as opinions, attitudes, believe or even knowledge of certain phenomenon.

Integration of the physically handicapped children in regular public schools made survey research design most appropriate in that people's attitudes, feelings and conditions were involved.

3.3. Target population

The study was conducted in kiamokama division, Masaba South, Kisii County. The target population consisted of head- teachers, pre- school teachers and parents.

The head teachers and teachers were included in the study because they are the disseminators of knowledge and skill; influence the implementation of the special education integration, oversee the implementation of the ministry's policies at the school; and prepare regular reports concerning the physical facilities, learning resources and equipment needed for implementation of the special education in schools.

3.4 Sample size and sampling procedure

The study adapted proportionate random sampling to select (30%) public pre-schools from the division. To obtain a specific public pre – school from each location, a pre-school was assigned a number and the numbers placed in a basket .A number was picked at random without replacement . The number picked was to represent the public pre – school where the study was carried out. This ensured that all the public pre-schools in the division had equal chances of being selected for the study This is supported by oradho (2005) who asserts that the sample should be selected in such a way that one is assumed that certain subgroups in the population will be represented , in the sample , in proportion to their numbers in the population itself . Head teachers and teachers of the pre-schools selected were included in the study.

Simple random sampling was used to select 30% of the parents. All the participants were assigned numbers put in a container and randomly selected. Corresponding subjects to the number were involved in the study.

Mugenda and Mugenda (2003) states that random sampling allows generalization to a large population with a margin error that is statistically determinable. Specifically simple random sampling was used. According to Nachamia's and Nachmias (1996) Simple random sampling is the basic probability sampling design. Simple random sampling is a procedure that gives each of the total sampling units of the population (N) An equal and known non zero probability of being selected.

Mugenda and Mugenda (2003) further says that simple random sampling involves giving a number to every subject or member of the accessible population, placing the numbers in a basket and then picking any number at random. The subjects corresponding to the numbers picked were included in the sample. For the purpose of the study the targeted population was assigned numbers and the subject that corresponded with the picked number was used in the study.

3.5 Research Instruments.

The data was generated using questionnaires, interview schedules and observation schedule. The questionnaires were generated by the researcher and administered to the head- teachers and pre-school teachers. Interview schedule was used by researches to generate information from the parents. The researcher administered observation schedules both inside and outside the classroom in order to make observations on the classrooms in order to make observations on the real life situation.

The main advantage of the questionnaire is that it generates a considerable amount of questionnaire data and enables the researcher to obtain a wider coverage of description

data at a comparatively low cost in terms of time, money and effort. Since it is a standard researcher instrument it allows for uniformity in the manner in which questions are asked and makes it possible to be compared across respondents (Cohen and Manion, 2003).

3.6. Validity of the research instruments.

According to Mugenda and Mugenda (2003), validity is the degree to which result obtained from the analysis of the data actually represents the phenomenon under study.

Validity is the accuracy and meaningfulness of inferences, which are based on the research results. Content validity will be used in the study.

In addition, pre-testing was done to improve on the instruments. The researcher distributed the questionnaires to the pilot group for completion and picked them to assess whether the responses answer the research questions. All the pre-testing was done with a population with similar characteristics as the population to be used in the study. After analysing the results of the pre-testing, parts that did not measure, adequately to help source information were discarded and as a result the tools were improved. This agrees with Borg and Gall (1989) who suggested that questions that fail to measure that variables should be modified while some could be discarded.

3.6.1 Reliability

A research needs to establish that the instruments are reliable. Psacharopoulos (1985) notes that the services used for measurements, such as achievement tests must be applied consistently to ensure that the results are repeatable and the error is kept minimal. That is the degree to which a test consistently measures whatever it measures. This test applied

test- retest reliability and the researcher will use questionnaires, interview schedules and observation check list. Thus reliability was tested by piloting the study in a neighboring district but having the same characteristics. Co-efficient alpha of 0.5 and above will show reliability of the instruments.

3.7 Data Collection Procedures

This refers to the collection or gathering of information to serve or prove some facts (Kombo and Tromp 2006). It involves the real process of going to the field to get the required information from the selected population. The researcher sort permission from the ministry of higher learning, in writing, to enable him to get a research permit from the District Education Officers to enable him conduct research in the selected schools. This will be done through a letter stating the research area, purpose of the research and the exact dates when the research is expected to take place. Further the researcher sort permission from the head-teachers of the selected schools for the study. This was done two weeks prior to the commencement of the study to allow time for any changes. On the actual dates of the study, the researcher visited individual schools to conduct the research.

3.8 Data Analysis and Presentation

The data collected for the purpose of the study was adopted and coded for completeness and accuracy. The observation from closed-ended questions were tabulated and analyzed. Frequency tables were prepared for open-ended questions so as to convey meanings to the data. Data was analyzed using descriptive statistical techniques (means, modes and percentages) and data was presented in tables.

3.9 Ethical Concerns

The data collected from the participants was kept private and confidential, and was used for study purposes only without writing the names of those involved in the research.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND DISCUSSION OF THE FINDINGS.

4.1. Introduction.

This chapter presents the results of the study under the following thematic areas: demographic characteristics of the respondents; teachers' preparedness in the integration of learners with physical disabilities; the teachers effective use of resources in the integration of the educational needs of learners with physical disabilities; environmental adaptations on accessibility to integrated schools by learners with physical disabilities; and the challenges teachers face that hinder the integration of learners with physical disabilities.

4.2. Demographic characteristics of the respondents.

The respondents were disaggregated by gender, qualification, experience in administrative duties and age. The total number of respondents in the study was 75 who comprised of 15 head-teachers, 30 teachers 15 learners with physical disabilities and 15 parents.

4.2.1. Respondents per location.

The respondents used in the study were drawn from five locations in Kiamokama Division. The table 4.1. Shows the number of respondents in each location disaggregated

by gender. The locations were Magonga, Nyaribari Central, Nyaribari Nyamagesa, Ichuni and Irianyi.

Table 4.1: Respondents per location.

Locations	Head teachers		Teachers		Parents		LWPD	
	M	F	M	F	M	F	M	F
Mogonga	2	1	2	4	2	1	2	1
Nyaribari Central	2	1	3	3	1	2	3	0
Nyaribari Nyamagesa	3	0	1	5	2	1	1	2
Ichuni	2	1	1	5	1	2	1	2
Irianyi	2	1	2	4	1	2	1	2
Totals	11	4	9	21	7	8	9	6

Source: Survey data 2011.

The study used 2 male head-teachers and 1 female head-teacher from Mogonga location. In addition 2 male teachers and 4 female teachers were used to solicit information on teacher preparedness in the integration of learners with physical disabilities. Moreover 2 male and 1 female parents and 2 boys and 1 girl with physical disabilities were involved in the study.

From Nyaribari Nyamagesa location 3 male head teachers, 1 male and 5 female teacher, 2 male and 1 female parents, 1 boy and 2 girls with physical disabilities were involved in the study.

From Ichuni location 2 male and 1 female head-teacher, 1 male and five female teachers, 1 male and 2 female parents, 2 boys and 1 girl with physical disabilities were involved in the study. From Irianyi location, the study used 2 male and 1 female headteachers, 2 male and 4 female teachers, 1 male and 2 female parent.

In addition, the study used 1 boy and 2 girls with physical disabilities. The respondents were used in the study in order to solicit information on teacher preparedness in the integration of learners with physical disabilities in regular public preschools in Kiamokama Division.

4.2.2. Respondents disaggregated by gender.

The respondents comprised both males and females that interacted with learners with physical disabilities. Table 4.2: Shows respondents by gender in frequencies and percentages.

Table 4.2: Gender of the Respondents

	Male		Female		Total	
	F	%	F	%	F	%
Head-teachers	11	73.3	4	26.7	15	100
Teachers	9	30	21	70	30	100
Parents	7	46.7	8	53.3	15	100
Children (LWPD)	9	60	6	40	15	100

Source: survey data 2011

During the survey 15 head-teachers were used in the study, 11 (73,3%) males and 4 (26.7%) females. The study used 30 teachers, 9 (30 %) male and 21 (70 %) females. Parents involved in the study were 15 with 7 (46.7%) males and 8 (53.3%) females. Out of the 15 LQPD 9 (60 %) were males while 6 (40 %) were females.

4.2.3. Age of the respondents by category.

The respondents used in the survey were classified in age. Table 4.3. gives the age categories of the head-teachers, teachers, parents and children involved in the study.

Table 4.3.: Age of the Respondents by Category.

Age Category	Head –Teachers		Teachers		Parent		Children	
	F	%	F	%	F	%	F	%
1 - 5	0	0	0	0	0	0	9	60
6 - 10	0	0	0	0	0	0	6	40
11 – 15	0	0	0	0	0	0	0	0
16 - 20	0	0	0	0	0	0	0	0
21 – 25	0	0	2	6.7	0	0	0	0
26- 30	0	0	2	6.7	5	33.3	0	0
31-35	0	0	8	26.6	7	46.7	0	0
36-40	7	46.7	12	40	3	20	0	0
41-45	8	53.3	6	20	0	0	0	0

Source: Survey data 2011

The study had 9 (60 %) of the children aged between 1- 5 years and another 6 (40%) aged 6- 10 years. Out of the 15 parents used in the study 5 (33.3%) were in the age bracket of 26- 30 years, 7 (46.7 %) fall in the age bracket of 31- 35 years and 3 (20 %) fall under the age bracket of 41- 45 years. Between 36- 40 the study used 7 (46.6 %) head teachers and age 41- 45 the study involved 8 (53.3 %) head teachers. The teachers involved in the study were 30. 2 (6.7 %) teachers were aged between 21- 35; 2 (6.7 %) aged between 26- 30; 8 (26.6%) aged between 31- 35; 12 (40 %) aged between 36- 40, and 6 (20 %) aged between 41- 45.

4.2.4 Academic qualification of the head-teachers and the teachers.

The respondents were further asked to indicate their academic qualifications.

The study used head-teachers and teachers who had varied academic qualifications. Table 4.4: Shows the academic qualification of the head-teachers and teachers.

Table 4.4.: Academic qualification of the Head-teachers and teachers.

Qualification	Head-teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
KCSE	0	0	6	20 %
Certificate in ECE	0	0	11	36.7%
P1 certificate	5	33.3	0	0
Diploma in ECE	5	33.3	12	40 %
Degree in ECE	5	33.3	1	3.3 %
Certificate in SNE	0	0	0	0
Diploma in SNE	0	0	0	0
Degree in SNE	0	0	0	0

Source: Survey data 2011.

Out of the 15 head-teachers 5 (33.3%) had P1 certificate while 5 (33.3 %) had diploma in ECE and 5 (33.3%) had degrees in ECE. None of the head-teacher had training in SNE. Out of the 30 teachers, 6 (20 %) had KCSE qualifications, 11 (36.7%) had certificate in ECE, 12 (40 %) had a diploma in ECE and only (3.3 %) had a degree of ECE. Of all the teachers, no one had training in SNE.

4.2.5 Working experience of administrators and teachers.

The respondents in the study had varied years of experience. Table 4.5. Shows the respondents working experience.

Table 4.5: Working Experience of Administrators and Teachers.

Experience in years	Head-teachers		Teachers	
	F	%	F	%
1-5	0	0	7	23.3
6- 10	7	46.7	14	46.7
11- 15	4	26.7	6	20
16- 20	3	20	3	10
21 and above	1	6.6	0	0

Source: Survey data 2011.

Out of the 15 head-teachers, 7 (46.7 %) had a working experience between 6- 7 years, 4 (26.7 %) had a working experience of between 11- 15 years, 3 (20 %) had a working experiences of between 16- 20 years, and 1 (6.6 %) had a working experience of 21 years and above.

Out of the 30 teachers, 7 (23.3%) had a working experience of between 1- 5 years, 14 (46.7%) had a working experience of between 6- 10 years, 6 (20%) had a working experience of between 11- 15 years while 3 (10 %) had a working experience of 16- 20 years.

4.2.6 Enrolment of children per class.

The respondents were further asked to indicate enrolment of children in their classes.

Table 4.6 shows the enrolment of children per class.

Table 4.6. Enrolment of children per class.

Enrolment	Mogonga		Nyaribari Central		Nyaribari Nyamagesa		Ichuni		Irianyi	
	F	%	F	%	F	%	F	%	F	%
Below 20	2	33.3	2	33.3	1	16.7	1	16.7	3	50
21 – 40	4	66.7	3	50	4	66.7	3	50	2	33.3
41 – 60	0	0	1	16.7	1	16.7	2	33.3	1	16.7
Totals	6	100	6	100	6	100	6	100	6	100

Source: Survey data 2011.

Out of the three schools selected from Mogonga location, 2 (33.3%) classes had an enrollment below 20, 4 (66.7%) had an enrollment between 21- 40. Each school had two classes, that is nursery and pre-unit. Out of the three schools selected from Nyaribari Central 2 (33.3%) classes had an enrollment below 20, 3 (50%) had an enrollment between 21- 40 and 1 (16.7%) had an enrollment between 41- 60.

In Nyaribari Nyamagesa location, out of the three schools selected 1 (16.7 %) class had enrollment of below 20, 3 (50 %) classes had enrollment of between 21- 40, 2 (33.3% classes had enrollment of between 41- 60.

In Irianyi location, out of the three schools for the study, 3 (50%) classes had enrollment of below 20, 2 (33.3%) classes had enrollment of between 21- 40 and only 1 (16.7%) class had enrollment of between 41- 60. Each selected school had two ECE classes that is, nursery and pre-unit.

4.2.7 Incidences and prevalence of learners with physical disabilities in public pre-Schools.

The respondents were asked to identify the number of learners with physical disabilities in their classes. Table 4.7 shows the number of incidences and prevalence of learners with physical disabilities in schools.

Table 4.7: Incidences and prevalence of learners with disabilities in public pre-schools.

	Mogonga		Nyaribari central		Nyaribari Nyamagessa		Ichuni		Irianyi	
	F	%	F	%	F	%	F	%	F	%
Below 5	5	83.3%	5	83.3%	5	83.3%	5	83.3%	5	83.3%
6- 10	1	16.7%	1	16.7%	1	16.7%	1	16.7%	1	16.7%
10-15	0	0	0	0	0	0	0	0	0	0
15-20	0	0	0	0	0	0	0	0	0	0

Source: Survey 2011

The prevalence and incidences of physical disabilities in the five locations averaged at 83.3 %, that is, learners with physical disabilities in the selected schools were below five.

Prevalence and incidences of 16.7 % was identified in each location.

When the researcher inquired further, he established that, due to medical attention, LWPD who had severe disabilities were educated in the same school where they can get specialized services from the professionals such as occupational therapists and physiotherapists.

4.2.8 Questionnaire Return Rate.

All the questionnaires issued to the head-teachers and teachers were returned.

This was 100 %. Table 4.8 shows the return rate of the questionnaires per location.

Table 4.8: Questionnaire Return Rate per Location.

Target location	Head teacher		Teachers	
	F	%	F	%
Mogonga	3	100	6	100
Nyaribari Central	3	100	6	100
Nyaribari Nyamagesa	3	100	6	100
Ichuni	3	100	6	100
Irianyi	3	100	6	100

Source: Survey data 2011

All the respondents completed the questionnaires and returned them and the data given were analyzed. Information from the returned questionnaires formed the basis of the study.

4.3 The teacher's preparedness in the integration of learners with physical

Disabilities.

In the light of the number of child left behind law, the teacher has the most significant influence on a learning environment. Rice (2003) found five broad categories of teachers' attributes that appear to contribute to teachers' quality, experience, preparation programs and degrees, type of certification, coursework taken in preparation for the professional,

and teachers' own test scores. According to Cruickshank, Jenkins and Metcalf (2003) good teachers are caring, supportive, concerned about their subject matter, able to get along with parents and genuinely excited about the work they do and are able to help students learn.

According to Berry (2002) highly qualified teachers must know how to organize and teach their lessons in ways that assure diverse students can learn those subjects. Berry further asserts that highly qualified teachers don't just teach well designed standard based lessons: they know how and why their students learn. This literature on teachers characteristics makes a strong case for highly qualified and experienced teachers in teaching in integrated schools that accommodate learners with special needs. From the findings of the study 30 (100%) of the ECD, Teachers were not highly qualified and experienced in teaching in integrated schools that accommodate learners with physical disabilities. This affected the integration of those learners in regular pre-schools.

However it was found that most teachers, 28 (93.3%) were attentive and receptive to the news of LWPD children. This boosted the learners self esteem and a feeling of being accepted in the school environment. Even though the teacher were not trained in special needs education. Most of them high expectations about the well being of LWPD children 19 (63.3%) by encouraging the learners to achieve.

According to Borich (2000) a well prepared teacher is one who is excited about the subject being taught and shows it by facial expression, voice inflection, gesture and general movement is more likely to hold the attention of the students than one who does not exhibit these behaviours. The findings of the study showed that some teachers had low expectations about the LWPD 11 (36.7%) hence they did not see the need to push such learners to achieve their educational needs.

All the teachers 30 (100%) ensured that labeling and physically abuse of learners with physical disabilities either by other teachers or the other learners. This was achieved by ensuring that the LWPDP were not stigmatized and discriminated 29 (96.7%) through exclusion for participating in collective activities. The teachers held the responsibility of integrating all the learners by having an integrated sitting arrangement and not separating things used by the LWPDP 29 (96.7%) were against the discrimination of LWPDP from the main stream. All this agrees with Irive (2001) who postulates that caring teachers are those who set limits, provide structures, hold high expectations and push learners to achieve. Teachers with positive attitudes also posses high expectations, teachers expectations levels affect the ways in which teachers teach and interact with learners.

On how learners relate with one another in the pre-school, the teachers reported that 18 (60 %) learners did not have that tendency of name calling, according to the disability the child had. On the side of play, the teachers 18 (60 %) said that most of the learners accepted to play with the LWPDP's even though some of the LWPDP were challenged, in some instances, in the functional ability depending on the body part affected.

In such cases, the teachers had to come to encourage the LWPDP children that disability is not inability.

In areas where the mainstream learners used name calling 12 (40 %), refuse to play with learners with physical disabilities 12 (40%) or discrimination in sitting arrangements 12 (40%) the teachers had to come in by guiding and counseling the mainstream learners.

Further analysis on participation in class and co-curricular activities, in school, by the LWPD's the teachers indicated that 16 (53.3%) were able to actively participate without showing a feeling of looking withdrawn and being lonely.

On the side of absentmindedness 19 (63.3%) said that the LWPD children were not absentminded both in class and outside the classroom. This is in agreement with Ross (1988) who discovered that when learners with physical disabilities are retained in an integrated program with adequate facilities and conducive learning environment, they performed better than the other learners. Also it concurs with the findings of Ndichu (2004), who found out that when given the right facilities and guidance, physically handicapped students performed better than their no-handicapped counterparts.

The teachers encouraged social and functional integration amongst the learners through guidance and counseling 29 (96.7%). The teachers also admitted that the involved parents 27 (90%) in encouraging social and functional integration amongst the learners.

The study further revealed that the parents supported the teachers in the teaching/learning process by the provision of feeding programmes for the children 21 (70%), taking of their children, especially the LWPD, to hospital for medication 25 (83.3%); provision of the teaching/learning resources 21 (70%); provision of the physical facilities 25 (83.3%) such as the building of classes, provision of assistive devices and environmental adaptations; and all parents assisted in the payment of fees; 30 (100%). This was revealed by the information collected from the teachers. This concurs with Hallan and Kauffman (1991) who says that the teacher has to develop instructional strategies that will help the learners

with physical disabilities to learn social responsiveness appropriate social initiation, how to play with others and solve problems.

4.4 Adaptations of Instructional resources in the integration of Educational needs of learners with physical disabilities

According to Harlan and Kauffman (1991), it is not possible to prescribe educational goals and curricula for learners with physical disabilities as a group because their limitation vary from child to child. Hence goals and curricula must be determined after assessing the individual child's intellectual, physical, sensory and emotional characteristics. Hanson and Harris (1986) asserts that for children with other handicaps in addition to physical limitations, curricula will need to be further adapted. From this study it is revealed that most pre – school teachers use 18 (60%) instructional resources which are not adapted to meet the educational needs of the LWPD.

Inadequate facilities and lack of relevant materials is one of the major obstacles to the implementation of inclusive education in developing countries (Charema and Peresah, 1996). According to the study carried out by Kristensen and Kristensen (2007) in Uganda indicated that in most regular schools where children with disabilities were integrated the required materials were not provided or were inadequate. The findings of this study reveals that 12 (40%) of the teachers used both instructional and assistive devices. This was largely contributed to due to lack of training for the pre-school teachers in special needs education (SNE) hence they had no information on the educational needs of learners with disabilities. This agrees with Katwishi (1988) who carried out a study and found out that there were no specialist teachers in the

most mainstream schools to provide important advisory services that would assist regular teachers with managing learners with special needs who are integrated.

Osorio (1995) asserts that most institutions in developing countries do not have the basic units and materials necessary for the integration of learners with special needs. In Asia, Kohl (1993) reports that instructional facilities are grossly inadequate in all countries in the continent , as they are serving less than 1% of the population with special needs. The same case applies to the area of the study where teachers 12 (40%) use instructional resources.

On the side of the adaptation of instructional resources in the integration of educational needs of learners with physical disabilities. It can be concluded that the pre-school teachers do not do curriculum adaptation in order to diversify their teaching /learning experiences by adapting the instructional resources to meet the educational needs of learners with physical disabilities . As a result the educational needs of learning with physical disabilities needs of learners with physical disabilities are not fully met in the integrated mainstream schools .

In the side of environmental barriers that hinder integration of learners with physical disabilities. It can be concluded that most of the pre-schools in the area of study are barrier free environment hence accessibility is possible to all the learners.

Lastly, on the challenges teachers face that hinder the integration of learners with physical disabilities, it can be concluded that teachers lack enough resources to necessitate full implementation of the integration program. Also they lack enough time to plan for individual needs of every learner with a special need. Of all the challenge, irregular attendance of the LWPDS is the most chronic since they have to seek medical attention which is not easily found in schools.

4.4.1 How instructional resources are sourced in integrated schools.

Ozaji (1995) asserts that most institutions in developing countries do not have the basic units and materials necessary for the integration of learners with special needs.

The study revealed that instructional resources are sourced by teachers and the school and other stakeholders such as parents and the learners themselves.

Table 4.9: Sourcing instructional resources

	Yes		No	
	Frequency	Percentage	Frequency	Percentage
Parents	17	56.7	13	43.3
The school (MOEST)	25	83.3	5	16.7
The learners	13	43.3	17	56.7
Teachers	17	56.7	13	43.3

Source: Survey 2011

The parents sourced instructional resources 17 (56.7%) while the school through the ministry of education sourced 25 (83.3%) of the instructional resources. The teachers

provided 17 (56.7%) instructional resources while the learners input is 13 (43.3%) in the provision of the instructional resources.

On the side of the assistive resources or devices, they are provided for as shown in table 4.8 provision of assistive devices.

Table 4.10: Provision of assistive devices.

	Yes		No	
	F	%	F	%
Parents	25	83.3	5	16.7
Teachers	4	13.3	26	87.7
NGO's e.g. APDK	16	53.3	14	46.7

Source: Survey 2011

The parents 25 (83.3%) provide the assistive devices for learners with physical disabilities. Organizations such as APDK 16 (53.3%) provide assistive devices to LWPD while teachers 4 (13.3%) only guide parents or assist parents on how to source assistive devices for their children.

4.5 Environmental Barriers that hinder Integration of Learners with Physical Disabilities

According to Fraser and Hensinger (1983), proper positioning maximizes physical efficiency and ability to manipulate responses while promoting desired growth and motor patterns. The teacher of young children with physical disabilities must know how to teach gross motor responses such as head control, rolling over, sitting, standing and

walking. These motor skills are best taught in the context of daily lessons that involves self help and communication. This increases the child's independence, creativity, motivation and future learning. According to Hallan and Kauffman (1991) the teacher has to develop instructional strategies that help learners with physical disabilities to learn social responsiveness and how to play with others.

This can only achieved through environmental adaptations in order to enhance accessibility to integrated environments by LWPD children.

Analysis of the environmental adaptations initiated by the head teachers, in schools, to enhance accessibility indicate that ramps 5 (33.3%) are not fully created in the integrated schools, toilets 12 (80%) are well adapted to suit the functional needs of LWPD, accessibility to the playgrounds 14 (93.3%) is well developed.

Accessibility to classrooms stood at 15 (100%) and good transport and communication which averaged at 9 (60%). In most schools there were no well developed marked pathways 8 (53.3%) to enhance mobility of the LWPD children.

In addition, the teachers indicated that the seating arrangements 26 (86.75) accommodated to LWPD in class with enough space to allow free movement. The shelves and hooks for the instructional resources 9 (30%) were not well adapted to enable LWPD access instructional resources with a lot of ease. On the side of instructional resources 17 (56.7%) the LWPD were able to access and use them in meeting their educational needs. On the side of support service assistance 11 (36.7%) the LWPD were unable to access them as required.

All teachers have to provide appropriate educational opportunity within the least restrictive environment. 24 (80%) of the teachers supported LRE. Heward and Olansky (1984) identified least restrictive environment (LRE) as one in which students with special needs could be met and at the same time closely paralleled with a regular school program. The teachers should focus on the learners with physical disability as a person but not the disability.

This was indicated by the teachers 29 (96.7%) as a basic requirement in integrated schools. In meeting the actual functional problems experienced by LWPD children the teachers indicated 18 (60%) to provide appropriate educational opportunity within the actual functional problems experienced by the learners in the integrated environments. This agrees with Norlander et al (1999) who clearly articulate the importance of being a nurturing teacher who have the capacity to nurture those in their case. Norlander et al, further posits that caring is cut from many fabrics, and the teacher becomes the tailor fashioning environments that are caring and that teach students to care for their learning and for one another.

4.6 Challenges teachers face that hinder the integration of learners with

Physical disabilities.

The pre-school teachers indicated that the major challenge they face is lack of enough resources 26 (86.7%). This is due to lack of enough capital to purchase materials needed by LWPD. Secondly they identified lack of enough time to plan for IEP 23 (76.7%). The teachers had insufficient time to cater for individual needs of the learners. Table 4.9 shows the challenges teachers face in integrated schools.

Table 4.11: Challenges teachers face that hinder integration of LWPD.

	Yes		No	
	F	%	F	%
Lack of enough time to plan (IEP)	23	76.7	7	23.3
Lack of enough resources	26	86.7	4	13.3
Lack of support from other professionals	21	70	9	30
Lack parental support	16	53.3	14	46.7
Lack of school support	12	40	18	60
Lack of support from other teachers	17	56.7	13	43.3
Discrimination by primary school teachers	7	23.3	23	76.7
Lack of enough salary	23	76.7	7	23.3

Source: Survey 2011

It was established that teachers 21 (70 %) lacked support from other professionals. In some instances teachers lacked support from the parents 16 (53.3%). It was identified that pre-school teachers get full support from the school 18 (60%). Pre-school teachers at least receive some support from other teachers 17 (56.7%). This reduces discrimination by other teachers which is ranked as 7 (23.3%). Pre-school teachers' major drawback is the payment of salaries 23 (76.7%). Most pre-school teachers are employed by the parents hence they are paid by these parents. This makes job security of the teacher to lie under the mercy of the parents.

Another challenge that the teachers experience is the irregular attendance of learners with physical disabilities. Most of the LWPD have to seek for medical attention depending on their disability 17 (56.7%) of the learners had poor attendance as reported by the teachers.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter consists of summary, conclusion and the recommendation from the data collected on the teacher preparedness in the integration of learners with physical disabilities in public pre-schools in Kiamokama Division.

5.2 Summary

From the findings of the study, it is worth to summarize that early childhood education teachers are not adequately prepared in the integration of learners with physical disabilities in public pre-schools. Out of the 30 (100%) respondents 100% agreed that needs education (SNE). However, the findings indicated that most of the teachers 29(96.7%) had a positive attitude towards learners with physical disabilities.

The teachers effectively taught the integrated classes by encouraging the peers to interact with the LWPD and assist them as they learn; the teachers trained the LWPD to make use of the functional parts of the body for writing and performing other activities; helped the learners to acquire basic skills for self care and good relations with others; allowed extra time for the learners to complete given tasks; ensured that the learners (LWPD) maintains a good sitting posture to prevent secondary deformities. In addition, the teachers modified the curriculum, for the LWPD's to learn at their own pace thus meeting their educational needs.

The teachers also worked hand in hand with the parents in order to ensure that both the physical and educational needs of the learners were met. The parents supported the teachers by providing feeding programmes for the children 21 (70%); taking the children to hospital 25 (83.3%); paying fees 100% and providing teaching/learning materials 21 (70%). Also the parents participated in the provision of the physical facilities. From the findings, adaptation of the instructional materials was achieved by creating room for free movement in the classes 17 (56.7%) ; use of adapted chairs to correct body posture 26(86.7%) and toilets were modified to be wide in order to allow free movement of the LWPD.

The provision of the instructional resources was largely done by the ministry of education science and technology 14(93.3%) and the parents 14 (93.3%). In addition the teachers provided for the material up to 13 (86.7%). The learners also were involved in the preparation and provision of instructional resources up to 6(40%). This are the findings got from the head teachers.

From the findings the head teacher reported that environmental accessibility was achieved by modifying and adapting the school and classroom environment to allow free movement by replacing stairs with ramps 15 (100%). In most schools or rather all the sampled schools had ramps to allow free movement. The head teachers also reported that they had leveled the grounds and removed obstacles to encourage the learners with physical disabilities to move freely all over the compound 14 (93.3%). In addition, the findings showed that classroom seating and school assembly arrangements were modified

to accommodate the learners with physical disabilities 9 (60%). On enquiring how the school learnt on how to carry out environmental accessibility, all the head teachers attended seminars organized by the EARC's at the DEO's office on how to create a barrier free environment in the ECE centres.”

The study further revealed that head- teachers and teachers experience the following challenges: Lack of enough funds and human resources. For example the specialized personnel such as the occupational therapists, physiotherapists and enough trained teaching staff in the area of special needs education; resources used by the LWPD are very expensive and difficult to get, that is, mostly they are sourced from KISE and APDK; repair and maintenance cost of the assistive devices is very high; irregular attendance of the learner's with physical disabilities; inadequate funds to pay the salary for the ECE teachers; lack of awareness advocacy and commitment from parents and guardians on the education of learners with physical disabilities; poor implementation of the government policies without prior planning and preparation on how to implement the SNE policies at some level stigmatization and discrimination of learners with physical disabilities due to cultural beliefs.

5.3 Conclusions

The survey sought to investigate the teachers' preparedness in the integration of learners with physical disabilities in public preschools in Kiamokama Division, Kisii County. The study sought to assess the teachers pre-preparedness in the integration of learners with physical disabilities, find out the adaptation of instructional resources in the integration of

the educational needs of the learners with physical disabilities, investigate the environmental barriers that hinder environmental accessibility in the integration of learners with physical disabilities, and challenges teachers face that hinder the integration of learners with physical disabilities.

Based on the findings of the study, it is concluded that ECE teachers 100% are not trained in special needs education (SNE). Hence they are not fully prepared in the integration of learners with physical disabilities. They are unable to meet the educational and functional needs of LWPD in public pre-schools. However, social integration is well achieved but functional integration is largely faced by a lot of challenges that need to be addressed before it is fully accepted.

On the side of the adaptation of instructional resources in the integration of educational needs of learners with physical disabilities. It can be concluded that the pre-school teachers do not do curriculum adaptation in order to diversify their teaching /learning experiences by adapting the instructional resources to meet the educational needs of learners with physical disabilities . As a result the educational needs of learning with physical disabilities needs of learners with physical disabilities are not fully met in the integrated mainstream schools .

In the side of environmental barriers that hinder integration of learners with physical disabilities. It can be concluded that most of the pre-schools in the area of study are barrier free environment hence accessibility is possible to all the learners.

Lastly, on the challenges teachers face that hinder the integration of learners with physical disabilities, it can be concluded that teachers lack enough resources to necessitate full implementation of the integration program. Also they lack enough time to plan for individual needs of every learner with a special need. Of all the challenge, irregular attendance of the LWPDS is the most chronic since they have to seek medical attention which is not easily found in schools.

5.4 Recommendations

Based on the findings of the study, the following recommendations are made:

1. Training of SNE pre-school teachers

Early childhood development education teacher training colleges work hand in hand with the Kenya institute of special education (KISE) to draw a training program for ECE teacher on special needs education.

2. K.I.E to develop a syllabus for ECDE teacher colleges and primary

Teachers colleges integrating SNE

The government through K.I.E to develop syllabuses for ECDE and primary teachers colleges that integrate special needs education in order to cater for the educational needs and functional needs of learners with physical disabilities.

3. Employment of ECE teachers

The government, through the Ministry of Education, to lease with TSC to employ ECE teachers on permanent and pensionable terms. Remuneration of these teachers should be

adequate in order to motivate them in service delivery. In addition this need to be entitled to allowances such as house allowance, medical allowance and transport allowance.

4. Environmental accessibility

All public schools should be made barrier free in order to accommodate learners with disabilities. This should be made mandatory as a basic policy for all schools to implement.

5. Provision of FPE

Free primary education should be extended to pre-primary classes in order to cater for their educational needs. Free primary education should be used in the provision of instructional resources required in integrated pre-schools.

6. Team teaching

Collaboration amongst teachers, parents, physiotherapists, occupational therapists and other medical personnel should be encouraged. This is so because as new problems surface, new strategies are developed to solve them. Everyone learns and grows through interaction. Interaction breaks down all kinds of barriers.

5.6 Suggestion for further investigation

The researcher after analyzing the data wish to suggest for further investigation on the impact of team-teaching on academic achievement of learners with physical disabilities in public pre-schools in Kenya.

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APPENDICES

APPENDIX 1: QUESTIONNAIRE FOR THE PRESCHOOL TEACHERS

Dear Respondent,

The study seeks to investigate the Teachers preparedness in the integration of learners with physical disabilities in public pre-schools. This is in view of establishing ways of integrating learners with physical disabilities in our schools and the community.

Considering the significance of protecting children's rights, I consider you to be an important part of the study. In this regard I would be very grateful if you could spare you're your time to provide information relating to the questions that follows. Your responses will be treated in confidence. I appreciate your cooperation.

SECTION A

Background characteristics of respondents.

1) Indicate your gender

Male Female

2) Indicate your age

20 – 25

26-30

31 – 35

36 and above

3) Indicate your highest academic qualifications

K.C.S.E

Certificate in ECE []

Diploma in ECE []

BED in ECE []

4) Indicate your academic qualification in SNE, if any

Certificate []

Diploma []

Degree []

None []

Others specify _____

5) Indicate your teaching experience

1- 5 []

6- 10 []

11 – 15 []

16-20 []

6) Number of children in a class

Below 10 []

11 -20 []

21 – 30 []

7) Number of children with physical disabilities in a class

Below 5 []

6 – 10 []

10 -15 []

15 – 20 []

SECTION B

1) Are you aware of learners with physical disabilities in your class?

Yes []

No. []

2) In the school set up what forms of support do you offer to learners with physical disabilities

	Yes	No.
• Being attentive and receptive	[]	[]
• Preparation and organization for their needs	[]	[]
• Being enthusiastic and warm to them	[]	[]
• Holding high expectations about their well being	[]	[]
• Pushing learners to achieve	[]	[]
• Labeling them	[]	[]
• Physical abuse	[]	[]
• Discrimination in sitting arrangement	[]	[]
• Exclusion in collective activities	[]	[]
• Separating things used by these children	[]	[]

Others, list them _____

3) How do other learners relate with LWPD in pre –school?

	Yes	No.
• Name calling	[]	[]
• Refuse to play with learners		
Physical disabilities	[]	[]
• Discrimination in sitting arrangements	[]	[]

Others specify _____

4) How do learners physical disabilities participate in class and co-curricular activities in school?

	Yes	No.
• Look withdrawn	[]	[]
• Are lonely	[]	[]
• Absentmindedness	[]	[]

Other, state below _____

5) How do encourage social and functional integration amongst the learners?

	Yes	No
• Caning them	[]	[]
• Guiding and counseling them	[]	[]
• Chasing them away	[]	[]
• Calling their parents	[]	[]
• None of the above	[]	[]

6) How do parents support you in the teaching /learning process

	Yes	No.
Provide feeding programmes for children	[]	[]
Take children to hospital	[]	[]
Pay fees	[]	[]
Provide T/L resources	[]	[]
Provide physical facilities	[]	[]

Others (Specify) _____

4. What are some of the environmental adaptations have you put in place to cater for learners with physical disabilities in school?

	Yes	No.
Ramps	[]	[]
Toilets	[]	[]
Classrooms	[]	[]
Seating arrangement	[]	[]
Path ways	[]	[]
Doors	[]	[]
Shelves and hooks	[]	[]
Training of other people found I School	[]	[]
Instructional materials	[]	[]
Support service Assistance	[]	[]

SECTION D

1) From your experience, when learners with physical disabilities are sick what challenges do they face?

	Yes	No.
Nurses and doctors refuse to treat them	[]	[]
Parents refuse to take them to hospital	[]	[]
Lack of health services because they are regarded as bad omen	[]	[]

Nurses and doctors ask for

Extra money because of the disability [] []

Any other ways state _____

2) From your experience how do you provide for the educational needs of learners with physical disabilities in public preschools ?

Yes No

Provide appropriate educational opportunity within:

i) The least restrictive environment [] []

ii) Least Modified framework and setting [] []

iii) The actual functional problems experienced [] []

iv) Focusing on the learners with physical

Disability as a person but not the disability [] []

Others (specify) _____

3) From your experience what challenges do you face in an integrated pre-school?

Yes No.

Lack of enough time to plan for (IEP) [] []

Lack of enough resources [] []

Lack of support from other professionals [] []

Lack of parental support [] []

Lack of school support [] []

Support from other teachers [] []

Discrimination by primary school teacher [] []

Lack of enough salary [] []

Any other (Specify) _____

Appendix II: Questionnaire for Head teacher of the schools

Dear Respondent,

The study , seeks to investigate the teachers preparedness in the integration of learners with physical disabilities in public pre –schools . This is in view of establishing ways of integrating learners with physical disabilities in our schools and the community.

Considering the significance of protecting children’s rights, I consider you to be our important part of the study. In this regard I would be very grateful if you could spare your time to provide information relating to the questions that follow . Your responses will be treated in confidence. I appreciate your co-operation.

SECTION A

1) Background characteristics of respondents.

Male [] Female []

2) Indicate your highest academic qualification

KEC /K.C.S.E []

P 1 Certificate []

Diploma []

Degree []

Diploma in SNE []

Others (specify) _____

3) Indicate years of experience as an administrator

NGOS [] []

Others specify _____

- 5) How do you get money to pay the ECE teachers since they are not employed by TSC?

Yes No

Fees paid by Parents [] []

FPE KIT [] []

Municipal Council [] []

Well wishers [] []

Other sources (Specify) _____

- 6) What environmental adaptations have you put in place to enhance the integration of learners with physical disabilities?

Yes No.

Ramps [] []

Accessible playgrounds [] []

Accessible classrooms [] []

Accessible Toilets [] []

Marked pathways [] []

Good means of transport and communication [] []

7) How have you prepared the school to accommodate learner with physical disabilities

	Yes	No.
Course in KISE	[]	[]
In servicing the support staff	[]	[]
Holding workshops and seminars in School	[]	[]
Through advocacy and campaigns	[]	[]
Guiding and conselling other learners	[]	[]

8) Are the parents ready for integration?

Yes [] No. []

9) Do you get any assistance from the ministry of education ?

Yes [] No. []

If Yes, Explain _____

10) What challenges do you experience, as an administration, in this integrated setting?

APPENDIX III: INTERVIEW SCHEDULE FOR PARENTS

1. As a parent, what do you view as an important thing to be done by teachers in order to enhance the integration of learners with physical disabilities.
2. Do you participate in the provision of resources to the school?
3. What environmental adaptations would you prefer to be initiated in school in order to accommodate learners with physical disabilities?
4. What challenges do you experience as a parent, in an integrated school?
5. Do you think the school has adequate manpower and resources to enhance integration? What will you advise the management does?
6. In your opinion, does the school meet the educational needs of learners with physical disabilities?
7. If the financial support given by the parents adequate for the school to meet the financial need required?

APPENDIX IV: OBSERVATION SCHEDULE

The researcher will visit the targeted schools to observe learners with physical disabilities (LWPD) in class and outside classroom. The researcher will be interested in LWPD participation in class and play activities. The researcher will want to know how the teacher and children in class relate with LWPD.

		YES	NO
	Participation in class .Examples answering questions, taking group work and work done by the child.		
	Isolation in sitting arrangement		
	Sharing learning materials		
	Interpersonal relationship. Examples mingling with others		
	Playing with other children outside classroom.		
	Allowed by others to participate in social activities such as singing		
	Teacher involvement with LWPD like guidance, marking, separating books and isolating the child.		
	Fear i.e. can the child stand and talk in front of others?		
	Shame and self pity. Examples lonely, disturbed		
	Blame –withdraw from other children		
	Absenteeism – register.		