**TEACHERS' COMPETENCES TO ADAPT CURRICULUM FOR LEARNERS WITH INTELLECTUAL DISABILITIES IN MINAKULU SUB-COUNTY OYAM DISTRICT**

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**A DISSERTATION SUBMITTED TO THE DIRECTORATE OF RESEARCH AND GRADUATE TRAINING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE MASTER OF SPECIAL NEEDS EDUCATION OF KYAMBOGO UNIVERSITY**

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# DECLARATION

I, **Rose Alok,** acknowledge that I am the author of this thesis and that it has never been submitted to any institution or university for an academic or other award and that I acknowledge all the sources I have used in my work.

Signed ………………………. Date: …………………………………

# APPROVAL

We certify that the research thesis entitled *"Teachers' Competences to adapt Curriculum for Learners with intellectual disabilities in primary schools in Minakulu Sub-County, Oyam District"* has been under our supervision and has been authorised by us to be examined.

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## DEDICATION

I dedicate this thesis to my first born Akullu Prisca Oliver and last born Atto Owiny Moses Christoper who were very close to me, by support towards the course, taking care of their father Mr. Atto James and other members of the family. Thank you for standing with me.

# ACKNOWLEDGEMENT

I must say thank you so much to all those who contributed in one way or the other towards my success in this course, but whose names I have not been able to mention here. May the good Lord reward you abundantly.

# ABBREVIATIONS

AAIDD      :      American Association on Intellectual and Developmental Disabilities

AAMR      :      America Association on Mental Retardation

CSPID      :      Compulsory Special Schools for Pupils with an Intellectual Disability

CWD      :      Children with Disabilities

DSM      :      Diagnostic and Statistical Manual of Mental Disorders

EPRC      :      Education Policy Review Commission

ESPs      :      Education Sector Plans (ESPs)

HCDC      :      Hong Kong Curriculum Development Council

ID      :      Intellectual Disability

IDD      :      An intellectual developmental disability

IQ      :      Intelligence Quotient

LD      :      Learning Disability

MDGs      :      Millennium Development Goals

MoES      :      Ministry of Education and Sports

SDGs      :      Sustainable Development Goals

UBOS      :      Uganda Bureau of Statistics

UNESCO      :      United Nations Education Scientific Cultural Organization

UNICEF      :      United Nation Learners' Education Fund

UPE      :      Universal Primary Education

USDC      :      Uganda Society for Disable Learners

ZPD      :      Zone of Proximal Development

# TABLE OF CONTENTS

# LIST OF TABLES

# ABSTRACT

This study's objective was to assess teachers` competences to adapt the curriculum for learners with intellectual disability in inclusive primary schools of Minakulu Sub County, Oyam District. However, the teachers was expected to control, instruct, guide, help and discipline learners where by interacting well with all learners by creating a learning environments, good lesson plans, using variety teaching strategies, able to identify pupils' needs and globalized with all them. The study used the constructivist paradigm. The qualitative research approach was utilized in data collection and analysis. The sample consisted of 28 participants who included the District Education Officer, 2 inspectors of schools, 5 head teachers and 20 teachers of the 5 selected primary schools. Interview and observation guides were used as data collection methods. Findings about teachers` competence to adapt contents showed that most teachers indicated limited abilities in adopting areas such as educational objectives, educational materials, educational methods, educational environments, and requirements for student behavior affecting their adaptations in classroom while others showed that they have knowledge to find and use books/ materials for the intellectual disability. To assist students with intellectual disabilities, teachers demonstrated how they break things down into manageable steps and set short-term goals. Due to the large number of students in their classes—up to 100 or more—teachers find it challenging to focus on curriculum modifications for students with intellectual disabilities. The study indicated that pre-service teachers and in-service teachers should both receive training in curriculum adaptation abilities and knowledge. The Ministry of Education and Sports (MOES), policymakers, and decision-makers within the government must reevaluate in-service training programs for instructors who would prefer to work with students who have intellectual disabilities.

# CHAPTER ONE

# INTRODUCTION

## 1.0 Introduction

The background of the study, the problem statement, the study's objectives, the research objectives, the study's questions, the conceptual framework, the importance of the study, the range of the investigation, both restriction and delimitation and the operational definitions of key terms are all explained in this chapter.

## 1.1 Background to the Study

It is impossible to deliver high-quality instruction or instruction that benefits learners with disabilities without an inclusive curriculum that meets their needs. According to the International Bureau of Education of the United Nations Educational, Scientific, and Cultural Organization, education is essential for learners with disabilities who are commonly excluded from society to participate fully in society (Walker & Musti-Rao, 2016). The American Association on Mental Retardation's ongoing work has resulted in the definitions that are most commonly used and acknowledged by the professions connected to intellectual disability (AAMR). The first definition guidebook from the AAMR was published in 1929, while the eleventh was published in 2002. Harris, & Greenspan, S. (2016). During the first six decades of the 20th century, there was an overemphasis on the use of intelligence testing to determine intellectual disability.

Prior to the country's democratic transition, many intellectually disabled learners in South Africa were classified as being able to be placed in particular schools that were

under the jurisdiction of various government departments based on their perceived educability (Department of Education) or need for care (Department of Health). Intellectually disabled students were considered to be "educable" and were sent to special secondary learners and subjects that required adaption. Students who were classified as having a moderate intellectual disability were seen to be educable yet trainable, making them suitable for training centers (Grover, 1990:164).

Learners with intellectual disability tend to be considered to be intellectually challenged, and they typically look like peers without disabilities (Hallahan & Kauffman, 1994:12). According to Kirk, Gallagher, and Anastasiow (1993:183), since there are rarely pathological conditions that have been demonstrated to cause intellectual disability, according to some academics, this group has undiagnosed intellectual disability (MacMillan et al., 1996:356).

The development of language, self-control, short-term memory, and cognitive abilities, particularly the capacity for abstract thought, the generalization of learning, social development, and the emergence of intrinsic motivation are among the behavioral and psychological traits of learners with intellectual disabilities that are mentioned (Hallahan & Kauffman,1994:132135; Smith, Polloway, Patton & Dowdy, 1998:196). The variety of daily social and practical abilities that a learners with an intellectual disability is able to adapt to are severely constrained. Before the age of 18, this condition initially manifests itself (Schalock, et al., 2010). One of the most stigmatized categories of learners is thought to be intellectually challenged people, especially students (Ditchman et al., 2013:206,207). It is thought that the stigma attached to learners with intellectual disabilities prevents them from receiving

2

appropriate services and has a detrimental effect on their participation in society as a whole (Werner et al., 2012:749).

This study was supported by the constructivism theory which argue that learning turns into an active process in which the learner makes sense of sensory data. Construction of the content's meaning is a mental process that is essential. The mind is where it occurs. In particular for learners, physical acts and hands-on experience could be required for learning. The constructivist educator must also provide the learners' tasks that involve both their hands and minds. This is referred regarded as "the reflecting action" by John Dewey (Kim, 2005).

According to Honebein (1996), the constructivism philosophical paradigm is a theory that holds that people build their own knowledge and understanding of the world by engaging in experiences and reflecting on those experiences. Therefore, learning for a constructivist involves creating meaning; there is no other sort. This renders obsolete the notion of learning as chew, pour, and forget; learning is now instead based on examination with little to no desire to apply what has been learned in real-world contexts.

The constructivist school of thought promotes the notion that instruction does not always include preaching from the front by the teacher. The constructivist, however, believes that learning only happens when a learner discovers information via the spirit of experimenting and doing (Adom; Yeboah, & Ankrah, (2016).). Confucius, a well-known Chinese philosopher, once said: "I hear and I forget. I perceive and recall. I do and I am aware of this. What does he mean when he says that? If teachers spoon-feed students with knowledge as a mother spoon-feeds a weaning child, the learners

would always be immature, unable to make sharp arguments about problems and draw firm conclusions from circumstances..

In a constructivist classroom, learning is a social activity since it is intimately correlated with connections that learners have with others, including teachers, peers, family, and casual acquaintances. Instead of considering education to be a one-on-one interaction between the learner and the goal subject to be acquired, learning in the traditional classroom is centered on excluding the learner from all social interaction (Thirteenth Edition Online, 2004).

Kim further adds that the constructivist teacher always creates or customizes the material to be taught on the basis of the student's relevant prior knowledge (R.P.K.). The constructivist holds that knowledge is necessary for learning and that it is extremely unlikely that new information can be assimilated without some foundation of previously acquired information upon which to build. Any attempt to educate must be tied to the learner's state in order to give the learner a path into the subject based on that learner's past knowledge.

Furthermore, the constructivist views motivation as a crucial element necessary for learning (Adom; Yeboah, & Ankrah, (2016).). The purpose of learning the material and the advantages that will result from doing so must be made clear to the learners. Kim asserts that even when using the strictest and most direct teaching techniques, students may not be extremely engaged in the subject matter until they "know the reasons why." (p.18).

One of the crucial forms of assistance that teachers may offer to students with ID is curriculum customization. Everything can be taught on two levels, according to

Vygotsky. Vygotsky concentrated on the relationships between individuals and the sociocultural environment in which they behave and engage in communal experiences. Humans regulate their social contexts through instruments that emerge from a culture, such as speech and writing, according to Vygotsky. At first, students create these tools just for social purposes—as ways to express demands. Vygotsky thought that internalizing these techniques produced higher-level thinking abilities.

The modification of the standard curriculum to accommodate specific learners with unique needs is referred to as curriculum adaptation according to Koga and Hall (2004), curriculum modification "results in adjusted materials, instructions, or learning outcomes for various student's needs." A curriculum for students with intellectual disabilities needs to help them progress toward self-sufficiency, social competency, and economic independence, but it also needs to considerably improve their quality of life. The needs of each learner who has intellectual disability heavily influence the curriculum's content (Geldenhuys &Wevers, 2013).

In order to fulfill the unique learning needs of students with disabilities in their classroom, teachers adapt their teaching strategies and conduct a technical study of the curriculum's content, methods, and outcomes (Akpan, & Beard, 2016). Objectives, content, methodology, and evaluation, according to Mara & Mara, all need to be revised (2012). Due to the possibility of stigmatization that impaired children may experience when teachers fail to consider their unique learning needs, curriculum adaptation is crucial (Garcia, & Ortiz, 1988).

According to Pantić, & Florian, (2015) curriculum adaptation is a key tactic used to promote inclusive education and is carried out by competent instructors to accommodate the requirements of various learners. Teachers, according to Cole at al,

(2000), "must offer best practice" (p. 117), which includes delivering lessons that do not exclude any current learners. A curriculum adaptation might involve a teacher experimenting with an alternative strategy to enable a guy who uses a wheelchair to take part in the usual Physical Education class without feeling excluded. In a class with children that have a range of learning requirements, changing the curriculum is a vital step since it is the best approach to keep all pupils in the school. Curriculum adaptation is required to keep impaired learners in the classroom and complete their education.

Numerous academics and educators in western countries have expressed concerns about the identification and placement of learners with special needs (Obiakor & Ford 2002; Obiakor, Grant, & Dooley 2003; Mukuria & Obiakor 2004; Korir & Mukuria 2007). Special education is a large area that necessitates cooperation between specialists in numerous fields. The severe academic and behavioral challenges that people with intellectual disabilities experience are perceived by many special education teachers in Kenya as being beyond their capabilities to handle (Korir & Mukuria, 2007). Additional difficulties are brought on by absentee parents, pervasive prejudice against people with impairments, and a capable multidisciplinary team.

Although Uganda's national policy on disability doesn't address how initiatives linked to disabilities would be funded in detail, it does state that because disabilities are multi-sectoral, each sector must address them in accordance with its mandate and area of focus (Republic of Uganda, 2006). Due to this, it is challenging to commit to disability interventions, which results in a lack of coordination across the several ministries dealing with disabilities (Lang &Murangira, 2009; Republic of Uganda, 2006). As a result, Ugandans with disabilities continue to get inadequate care and

support, which is made worse by the absence of a national social assistance program tailored exclusively for this population (Chireshe et al. 2010). However, in order to address imbalances caused by disabilities effectively, monies must be designated to disability for interventions, much as gender equity in health and education systems. This will need budgeting for people with disabilities across government agencies (Payne, 2009). Disability is a cross-cutting issue, hence it is necessary to demand disability disaggregated indicators in all areas of government planning and reporting, as suggested by McDonough, (2012).

The biggest barrier to disability inclusion has been identified as societal and cultural unfavorable attitudes and beliefs, despite Uganda's long history of disability activism and legislation tailored to the needs of people with disabilities. According to reports, these unfavorable attitudes prohibit the national development strategy from giving disability real attention (Tsitsi et al, 2011). Despite Uganda's success in creating a comprehensive set of laws that support the rights of learners with disabilities, particularly through affirmative action, many of these laws remain unimplemented. Compared to other intersecting concerns like gender, the government's commitment to disability remains weak in terms of implementation.

According to the 2014 national population census, 12.4 percent of Ugandans aged two and older and 13.6 percent of those aged five and older were disabled (Omona et al, 2017, p. 8). Only four of the six Washington Group Questions were used, leading some to feel that this number underreports the number of learners with impairments (Omona et al, 2017, p. 10). Disability was more common in rural areas (15%) than in urban areas (12%), and it affected more women (15%) than men (12%). (12 percent) (UBOS, 2019b; ESP, 2018). Under the age of 25, disability prevalence levels were

nearly identical, and after that, a steadily rapid rise was observed (UBOS, 2019b, p. 7, 9). A prevalence of 12.4 percent for disabilities was also discovered in the 2016 Uganda Bureau of Statistics National Household Survey (ESP, 2018, p. 2). This indicates that 4.5 million Ugandans report having a disability of some kind (ESP, 2018, p. 2).

Little data is available to inform intervention strategies since the situation of learners with intellectual disabilities in Africa is mostly unknown (Emerson et al. 2008). Transferring research or best practices from high-income northern nations to settings elsewhere is challenging because various cultural and socioeconomic contexts can significantly alter the conditions for successful interventions (Evans et al., 2012:1105; Parameter, 2008:130). Services may not be easily accessible, as is typically observed for those from lower socioeconomic status.

According to Grantham McGregor et al. (2007), 70.9 million children in sub-Saharan Africa under the age of five do not develop cognitively to their full potential. As a result of environmental variables including poverty and malnutrition, with Uganda ranking among the "top ten" developing nations. However, because data on deficiencies in adaptive behavior have been omitted, this information does not specifically pertain to people with ID as such (Grantham-McGregor 2007:65). There is no evidence to suggest that Uganda is an exception in this regard, despite the possible high incidence rate of learners with intellectual disabilities. African sub-Saharan region. Services for this group in terms of education and rehabilitation are quite undeveloped (Dawson et al., 2003:153; Emerson et al., 2012:96; McKenzie et al., 2013:1750). The rehabilitation industry has long been neglected, especially in relatively wealthy South Africa, as the struggle against high student mortality rates

has taken precedence in recent decades (Adnams, 2010:439; McKenzie et al., 2013:1752). As a result, many learners who have intellectually disabled children or adults cannot benefit from rehabilitation treatments that would otherwise encourage engagement in their communities.

The Ugandan administration established the Education Policy Review Commission (EPRC) in 1987 to assess the state of education and suggest improvements. This was done in an effort to revitalize the educational system. By 2000, the EPRC advised the government to introduce free elementary education for all (Ministry of Education and Sports, 1999). The government established a White Paper committee in 1992, which approved the majority of the EPRC's recommendations. As a result, planning for the implementation of UPE started. The White Paper also recommended the implementation of inclusive education and more financial assistance for special education institutes in addition to UPE. In 1997, the UPE policy went into effect. According to the policy, the government agreed to cover the costs of tuition for four students per household, educational materials, the construction of basic physical infrastructure in schools, and teacher salaries (MoES, 1999). The impaired kid was to be given first preference if the home had one, in accordance with the constitution's promise of affirmative action in favor of those with disabilities. To assist all learners in a family, the UPE policy was altered in 2003.

When UPE was introduced in Uganda in 1997, four students per family were initially eligible for free education. According to Uganda Society for Disabled Learners, beneficiaries of this initiative were prioritised to include learners with impairments (USDC, 2003). Although UPE is open to all children, including those with intellectual disabilities, it has not been created an environment that allows CWDs to be integrated

into the general UPE arrangement. Physical structures like walkways, restrooms, and corridors are not accessible, and special educational tools like Braille machines and hearing aids are not available. Too many integrated courses in Uganda's UPE program make it difficult for teachers to cater to the particular educational demands of CWDs.

Only 5% of Ugandan students with disabilities can attend inclusive schools, and 10% must attend special schools, while 16% of students in Uganda have a disability (UNICEF, 2014). According to the Ministry of Education and Sports (2017), students with "mental impairment" made up the majority of those with impairments (28 %). An inclusive educational system must offer a flexible curriculum that can accommodate students' various demands. The National Curriculum Development Center, working with USAID-UNITY, the Ministry of Education and Sports, and other partners, modified the curriculum for grades P–4. Units and institutions, particularly those that catered to students with special needs, received additional curriculum that had been prepared and delivered. The development of reading, numeracy, and life skills at the lower primary level is the focus of the adoption of a theme curriculum as a result of the lower primary school curriculum revision in 2000. The use of the learners' native languages and themes for teaching and learning promote equity among the many students (MOES, 2016). Due to inadequate in-service training and oversight on how to create a child-friendly class that can accept the diversity among learners, many teachers are still unable to adequately support learners in an inclusive school.

Additionally, the curriculum has not undergone all essential modifications to make it applicable to learners with special needs. Therefore, there is much to be desired regarding the current educational environment in Uganda for students with

impairments. The inclusive component of the UPE, a program designed to serve all groups of learners entering primary school, has attempted to include learners with impairments. What is unclear, though, is how teachers at inclusive schools are modifying the curriculum to meet the needs of students with intellectual disabilities and the difficulties they face while doing so.

## 1.2 Statement of the Problem

A curriculum is viewed as the education system's attempt to reach a match between the learners' abilities and needs, and the needs of society, thereby fulfilling the aims of education (Kelly 2009; Stuckey, 2013). Despite the several recommendations on curriculum adaptation for the inclusion of learners with intellectual disabilities (Engelbrecht & Green 2007; Mastropieri & Scruggs 2005; Singh 2010; Skinner 2016). In an inclusive classroom environment, quality education would depend upon a number of factors. Crucial amongst these are understanding of special needs of learners, infrastructural facilities, a modified environment that is warm, welcoming and inclusive, trained motivated teachers, flexible educational content (what is being taught), strategies for teaching and evaluating that meet the needs of all children that focus on meaning, active learning and interaction, sufficient teaching time and its optimal use by teachers, access of every child to teaching learning materials and continuous onsite support to the teacher by specialists if required (Meenakshi, 2016). There is still a big gap in adapting the curriculum used by teachers in to ensure the inclusion of all learners with intellectual abilities especially in Minakulu Sub County, Oyam district primary schools characterized by poor performance at national examinations. Hence, this study attempted to assess teachers` competences to adapt

the curriculum for learners with intellectual disability in inclusive primary schools of Minakulu Sub-County, Oyam District.

## 1.3 Purpose of the study

The purpose of this study was to assess teachers` competences to adapt the curriculum for learners with intellectual disability in inclusive primary schools of Minakulu Sub-County, Oyam District.

## 1.4 Research Objectives

The objectives of the study were:

1) To determine the teachers` competences to adapt contents for learners with intellectual disability in Minakulu Sub-County, Oyam District.

2) To establish the challenges faced by teachers in adapting learners with intellectual disabilities in the classroom.

3) To explore the strategies teachers, use for adapting curriculum for learners with intellectual disability in Minakulu Sub-County, Oyam District.

## 1.5 Research Questions

The study addressed the following research questions:

1. How do the teachers of Minakulu sub-county Oyam District adopt curriculum for learners with intellectual disability?

2. What strategies do the teachers of Minakulu, Sub-County, Oyam District use for adapting curriculum for learners with intellectual disability?

3. What challenges do the teachers of Minakulu Oyam District in adapting learners with intellectual in the classroom?

## 1.6 Significance of the study

After this study is completed, educators, especially planners, will get knowledge that will help them better design a policy on inclusive education. Teachers, educational planners, and curriculum specialists will also profit from learning about curriculum modifications for learners with intellectual disabilities. Additionally, the results of this empirical study will inspire more research on instructional strategies in inclusive learning environments.

Again, there aren't many research in Uganda that particularly address teachers' knowledge and abilities in curriculum adaptation to support learners with intellectual disabilities. These studies are undertaken in the domains of special needs and intellectual disability. Therefore, this study will fill in that knowledge gap and serve as a foundation for future research on the topic of special education in general and intellectual impairment in particular.

The findings of this study may also enhance primary school teachers' knowledge, abilities, comprehension, and orientation regarding how they evaluate their ability to include learners with intellectual disabilities at the primary school level, which may pique teachers' interest in the most efficient techniques for fostering a supportive learning environment that supports the academic success of learners with disabilities.

This study may contribute to the field of special needs education in general in Uganda and in particular to Minakulu Sub County by suggesting to the Government on the areas to address in inclusive setting as far as curriculum adaptation is concern. In the

long run, the results could potentially improve the educational programs and services for learners with intellectual disabilities because teachers will be in position to practice better strategies according to the need.

The study may also inform the Department of Special Education at the Ministry of Education and Sports in terms of curriculum needs as regards teaching learners with intellectual disabilities.

## 1.7 Scope of the study

This study examined teachers' abilities to adapt the curriculum for learners with intellectual disabilities. The study specifically established the instructors' skills, their teaching methods in inclusive schools, and the difficulties they face. Minakulu Sub-County Oyam District primary schools was the study area. Five chosen primary schools participated in this study. The study focused on the period between 2014 and 2019, which was the time period in which the government aided primary schools in Oyam District saw a significant number of failures.

## 1.8 Operational Definition of Key Terms

**Intellectual Disability:** Intellectual disability is a term used when there are limits to a person's ability to learn at an expected level and function in daily life. Levels of intellectual disability vary greatly in children.

**Curriculum adaptation** Curriculum adaptation involves differentiation to meet the needs of all students. The content, the teaching process, assessment and evaluation, and the physical environment may be modified to help students to achieve success in the classroom.

**Competences:** The quality or state of having sufficient knowledge, judgment, skill, or strength (as for a particular duty or in a particular respect) No one denies her competence as a leader.

## CHAPTER TWO

## LITERATURE REVIEW

### 2.0 Introduction

This chapter covers the theoretical review and literature about the study, which include: The knowledge teachers possess in selecting teaching contents for learners with intellectual disability in primary schools; the strategies employed by teachers in inclusive schools to adapt the Curriculum and lastly challenges encountered by teachers during curriculum adaptation in inclusive schools.

### 2.1 Curriculum Adaptation

Curriculum adaptation is the process of altering or enhancing a component of the curriculum to better suit the needs of a particular learner (Hoover, 1988, p. 2). It incorporates both the design and delivery of the curriculum and, ideally, promotes dynamic interaction between educators, learners, and the environments in which they work. Seeyer (200).

According to some academics, including Lee and colleagues (2006), the phrase "curriculum adaptations" refers to changing or altering the way that course materials are delivered or the manner that students learn from the curriculum, maybe utilizing certain elements of Universal Design for Learning. In addition, Janney and Snell (2006) define curriculum adaptations as modifications made to the standards for students, the method of instruction, and the resources used to deliver the curriculum. Allowing learners with impairments to play out difficult arithmetic problems or allowing them to employ counting aids the answer to a theoretical problem are two

examples of adjustments that stakeholders in schools may want to take into account (Janney & Snell, 2006). The extra instances of appropriate curriculum modifications were divided by Cole et al. (2000) into three main categories: written assignment techniques, reading assignment strategies, and environmental tactics. One of the written assignment tactics is to shorten or simplify a task to give the learners more time to complete it. To maintain consistency throughout this study, the term "curriculum adaptations" will be used to describe efforts to change how information is represented or presented or how learners interact with and respond to the curriculum (Lee et al 2006). According to Sawyer (2000:345), curriculum adaptation includes both content and curriculum implementation, ideally resulting in a process of dynamic interaction among teachers, students, subject matter, and various settings. Another choice would be to not deduct points from the learners' mark for spelling mistakes if the assignment does not emphasize this, and to allow the learners to speak or utilize dictation in place of writing down lengthy tasks. Hoover (1988) suggested three key elements for the curriculum change process: Identifying elements that require special adaptations, determining the need for curriculum adaptation, and choosing and implementing curriculum adaptation solutions. The first three steps should address the topic, instructional technique, instructional setting, and student behavioral requirements. I can state that in order to provide an inclusive curriculum, teachers must be trained to employ alternative instructional tactics and less "chalk and talk" in order to better accommodate the emotional, physical, and cognitive requirements of all children.

Nine additional types of adaptations were added by Cole et al. (2000, p. 39): input (instructional strategies used to support student learning), output (methods learners

can use to demonstrate understanding and knowledge), size (the length or portion of an assignment), time (the flexible time needed for student learning), difficulty (the varied skill levels, conceptual levels, and processes involved in learning), and level of support (the amount of assistance to the learner). The greatest effect, in my opinion, comes from professors because of the direct impact they have on pupils. If curriculum implementation is to be successful, it is crucial to create in teachers a sense of ownership because they are the ones who put principles into classroom practice and feel helpless because they were not part in curriculum creation.

Additionally, in a context of inclusive education, curriculum adaptations entail making changes to the teaching and learning environment as well as specific curriculum components to enable learners to benefit from the curriculum designed for their age group. The two types of curriculum adaptations are accommodations and modifications. Supports and services known as accommodations are given to learners so they can access the general education curriculum and successfully demonstrate their learning (Maqbool & Hariharan, 2017). The word "modification" has been used in many ways throughout educational literature (Koga & Hall, 2004). Curriculum modification, for instance, is described in some literature as the adaptation or interpretation of a school's formal curriculum by teachers into learning objectives and units of learning activities deemed most appropriate for a specific student or group of learners (Comfort, 1990, p. 397).

Others contend that modification can be a useful tool for teachers and learners, both with and without impairments, to support them while they are engaged in various classroom activities (Downing & PeckhamHardin, 2007). The general education curriculum can therefore be accessed by learners with severe disabilities in an

inclusive environment by using a variety of adjustments, such as accommodations and adaptations. However, this study looks at both elements since it is expected that learners in inclusive settings will receive a wide range of help that is pertinent to their education.

Azad (2001) defined teacher competency as the capacity to organize, direct, and promote classroom engagement that is pertinent to the activity and takes into account the various needs and skills of the learners. It gives the teacher the ability to control the students' energy levels, guarantee adequate learners participation, and establish pairs and groups that benefit learning. It guarantees that various learning styles and demands are satisfied while also assisting in motivating learners. It appears that in this situation, pedagogical judgment is the real key to inclusion. This study suggests that a teacher needs to possess the following abilities in order to adapt in a class with intellectual learners: fundamental skill teaching, class management, professional consultation and communication referral, personalised instruction, and interpersonal skills.

### 2.1.1. The need to adapt curriculum for learners with intellectual Disability

High standards and presuming proficiency in connection to grade-level material are required of all learners in inclusive classrooms, where learners with and without impairments are taught together (Biklen & Burke, 2006; McLeskey, Waldron, & Reed, 2014). Less than 2% of the learner body is made up of people with significant disabilities. They need substantial educational help, have a wide range of learning and behavioral traits, and are probably in need of other tests (Kurth et al., 2015). Teachers who engage with these learners claim that they prefer strategies that actively

and naturally encourage all students (Giangreco, Dennis, Cloninger, Edelman, & Schattman, 1993). Individualized instruction and flexible grouping are two ways that can successfully address the learning of all learners (Tomlinson, 1999). Additionally, Universal Design for Learning (UDL) provides instructors with a mechanism to actively prepare lessons and assessments for a variety of pupils (Lowrey, Hollingshead, Howery, & Bishop, 2017). However, despite the fact that these protocols are in place, there may still be circumstances in which learners with severe disabilities require modifications.

In inclusive classrooms, it is known that the implementation of adaptations helps learners with intellectual disabilities (Downing & Peckham-Hardin, 2007; Janney & Snell, 2006). In order to better suit the requirements of learners, the concept of adaptations is broad and may involve changing instruction, content, or criteria (Wakeman, Karvonen, & Ahumada, 2013). They can raise instructor expectations, lower off-task behaviors, and boost academic engagement (Fisher & Frey, 2001; Lee et al., 2010; McDonnell, Mathot-Buckner, Thorsen, & Fister, 2001). Moreover, when applied over several school years, such modifications can improve learner achievement (Hedeen & Ayres, 2002; Ryndak, Morrison, & Sommerstein, 1999). Despite the fact that we are aware of the benefits of modifications, difficulties still arise (Kurth, Gross, Lovinger, & Catalano, 2012). Regarding the dependable provision of necessary adjustments for learners with disabilities throughout general education contexts, studies have revealed a variety of trends (Dymond & Russell, 2004; Kurth et al., 2012; Lee et al., 2010; Wehmeyer, Lattin, LappRincker, & Agran, 2003). Additionally, adaption procedures call for collaboration amongst members of the education team, which is frequently lacking (Janney & Snell, 2006; Kurth et al.,

2012). Finally, Downing and Peckham-Hardin (2007) pointed out that better adaptations are required in addition to those that are now accessible. Clearly, further research is required to better understand how modifications can make it easier for learners in general education classes to access curricula at the primary school level. Additionally, nothing is known about the skills of teachers to modify the curriculum for learners with intellectual disabilities.

## 2.2. The teachers' competence for learners with intellectual disability

In order to minimize obstacles that can prevent learners from engaging in their learning, classroom adaptation refers to how teachers change the physical arrangement of their classroom (Parsons et al., 2011). (Peters, 2007).

The placement of students at desks and tables, as well as wall displays and learners' work stations without a personalized approach, are examples of how teachers modify their classrooms (Acedo et al., 2009). It may also be necessary to adjust a teacher's posture, voice tone, and attire (O'Gorman & Drudy, 2010). Additionally, educators must plan lesson plans and set up classrooms to ensure that every learner has equitable access to a quality education without any physical barriers (Ghergut & Grasu, 2012).

According to studies, a chaotic classroom will hinder the learning of learners with disabilities; for this reason, classroom modification is crucial (O'Gorman & Drudy, 2010). Students with disabilities do not feel excluded when teachers provide less restrictive environments for them (Prater, 2010). According to Peters (2007), a teacher can prevent their disabled learners from feeling like outsiders by proactively making classroom adjustments. The ability of teachers to adapt extends beyond how they set up the classroom setting and also includes modifying the content (Parsons et

21

al., 2011). This means that, despite how well-organized the schools are, teachers at Minakulu primary schools must be aware of curriculum modifications to suit learners with intellectual disabilities in their courses.

In order to fulfill the unique learning needs of learners with disabilities in their classroom, teachers adapt their instructional methodologies and conduct a technical study of the curriculum's content, procedures, and outcomes (Opertti & Brady, 2011, Williams et al., 2011). Objectives, content, methodology, and evaluation all need to be revised, claim Mara & Mara (2012). Curriculum modification is essential due to the risk of stigmatization that children with disabilities may encounter if teachers disregard their specific learning needs (Florian, 2008).

According to O'Gorman and Drudy (2010), curriculum adaptation is a key tactic used to promote inclusive education and is carried out by competent instructors to accommodate the requirements of various pupils. Teachers, according to Runswick Cole (2011), "must offer best practice" (p. 117), which includes delivering lessons that do not exclude any current learners (Florian, 2008). A curriculum adaptation might involve a teacher experimenting with an alternative strategy to enable a guy who uses a wheelchair to take part in the usual Physical Education class without feeling excluded (Runswick-Cole, 2011). A class with learners who have a variety of learning requirements must adapt the curriculum because that is the only way to keep all students in the classroom (Avramidis, Bayliss & Burden, 2002; Florian, 2008). Some pupils "just opt to drop out of school since the lessons appear irrelevant to their lives," according to Ainscow (2005). (p. 109). The curriculum must be modified if impaired students are to remain in the classroom and complete their education.

The likelihood that students will complete their education and their willingness to do so cannot, however, be the same anywhere in the world (Ghergut, 2012), and they differ greatly across wealthy and developing nations (Ainscow, 2012). The advantage of having adequate teaching materials and facilities to foster their learning allows schools in wealthy countries to keep more of their learners in school, whereas developing countries increasingly have fewer student enrolment in schools as a result of a lack of resources (Peters, 2007). As an illustration, Rogers and Vegas (2010) state that, "in developing countries, many teachers work in schools that do not have adequate teaching materials or basic infrastructure, with on average many more learners per classroom than advanced countries" (p. 505). In this situation, it is crucial that central governments of developing nations support educational initiatives that focus on the content knowledge needed to both learn and teach the school curriculum while adapting to the context (Avalos, 2000).

However, this indicates that inclusive education is about how educational programs are reorganized and conducted in a regular school to suit all learners' requirements regardless of their peculiarities, not about the ordinary teaching (Skrtic, 1991). According to Peters (2007), teachers should modify their classroom activities and the overall school environment in order to foster the learning and participation of disabled learners. This is the most proactive action they can take to ensure that adequate support systems exist for disabled learners' education.

Preschool learners' interactions in mainstream and segregated environments were examined by Kishida and Kemp (2009). The authors came to the conclusion that it is important to consider the features of both environments rather than comparing learners' options for interaction in different contexts. The authors claim that special

education teachers have specialized competencies and that the student-to-teacher ratio enables the provision of possibilities for engagement. On the other side, the authors raise the prospect that peer contact will be enhanced in traditional educational settings. Individualized programs are developed for each child because they are all unique (Hardman, Drew & Egan, 2008). Any educational plan should be developed to bring out the best in learners with disabilities. For this reason, there is a need for a more nuanced understanding of the distinctions between mainstream and special education settings, including those relating to teacher specialization and competence, class size, the adult-to-child ratio, and the potential effects of homogenous grouping in special education settings. The justification for creating customized education programs. As was already indicated, people are either institutionalized or indiscriminately integrated into the wrong programs in Kenya, as is the case in many other developing nations. When learners are assigned without consideration for their particular needs, they are unable to reach their full potential. Because there is no legal requirement to ensure that students with special needs be educated in the least restrictive environment, such erroneous placement results.

Additionally, defining what has to be done, when, and by whom helps the parties involved concentrate on important issues, work together, and reduce duplication of effort. Programs should include information on a learner's current performance level, the intervention that will be given, who will deliver it, and how long it will last. Sadly, due to the ubiquitous misplacement of learners with disabilities, educational intervention in Uganda has failed. Concerns about the identification and placement of learners with special needs have been voiced by many academics and educators in western nations (e.g., Obiakor & Ford 2002; Obiakor, Grant, & Dooley 2003;

Mukuria & Obiakor 2004; Korir & Mukuria 2007). Special education is a large area that necessitates cooperation between specialists in numerous fields. In Uganda, a lot of special education teachers feel unprepared to deal with the multiple academic and behavioral challenges that people with intellectual disabilities encounter (Korir & Mukuria, 2007). Additional difficulties are brought on by absentee parents, pervasive prejudice against people with impairments, and a capable multidisciplinary team.

There is little research on the differences between mainstream and special education settings. There are three categories of prior study that can provide insight into the particulars of the settings: Studies on instructional practices in special educational settings, studies on teacher support for learners with SEN in mainstream settings, and comparison studies of mainstream and special educational settings are the first three.

Studies on the support for SEN learners in mainstream settings have shown that it might be challenging for teachers to come up with modifications for pupils who have a variety of educational needs (Alhassan &Abosi, 2014; Bruggink, Goei, &Koot, 2016; Cameron, 2014; Webster & Blatchford, 2015). According to the authors of an observational research of mainstream preschool settings in Greece, the standard of inclusion in these settings is subpar (Vlachou&Fyssa, 2016). According to studies on the education of learners with ID in traditional classrooms, teachers are reluctant to make accommodations for students, especially when dealing with difficult conduct, and they lack the essential professional abilities to satisfy learners' requirements (Forlin, Keen, & Barrett, 2008). (2008) (Forlin, Keen, & Barrett). Along with these findings, increasing social connection among pupils is an additional crucial element of teachers' activities. SEN youngsters claim to have fewer friends and fewer possibilities for social interaction when compared to their peers.

They claim that general education teachers fall short of the social and emotional needs of learners with disabilities (Pavri & hegwer-divita, 2006). However, special education teachers assert that they use a variety of techniques to meet the social requirements of learners with disabilities (Vlachou, Stavroussi, & Didaskalou, 2016). Together, these statistics raise questions about whether teachers have the knowledge and training required to encourage students' social participation in settings that are regarded as mainstream. Second, research from Sweden and the US raises concerns about the effectiveness of instruction in special education settings, claiming that rote memorization rather than more complex skills are prioritized in these settings (Berthén, 2007; Göransson, Hellblom-Thibblin, &Axdorph, 2016; Hord & Bouck, 2012; Restorff&Abery, 2013 In survey surveys contrasting the two settings, the topic of teachers' low expectations for students' performance is also raised (Karvonen, Wakeman, Browder, Rogers, & Flowers, 2011). It is crucial to examine teachers' expectations of learners' performance in the two types of settings because teachers' expectations of students' skills are intimately tied to teachers' instructional practices and learners' achievement. Third, analyses of the mainstream and special education environments highlight their parallels and discrepancies.

## 2.3. Challenges encountered by teachers in adaptation curriculum learners for learners with intellectual disability

The most common explanations cited for the poor quality of the education received by learners with disabilities were the preparation or effectiveness of teachers (Bakhshi et al., 2017; Carew et al., 2018; Geldenhuys & Wevers, 2013; Singal, 2008). The Global Partnership for Education's (GPE, 2018) disability stock take report, which assesses the responsiveness of Education Sector Plans (ESPs) of low-middle

income countries towards the education of learners with disabilities, highlights evidence at the sector planning level. The shortage of qualified teachers has been identified as a hindrance to the education of learners with disabilities by GPE's Developing Country Partners (DCPs). Despite this, only seven ESPs have a dedicated focus on providing pre-service training in inclusive education methodology. Interestingly, only five ESPs indicated creating training modules on inclusive education, despite the fact that 19 ESPs identified in-service training as a priority (GPE, 2018).

A research on inclusive education in Albania identified inadequate teacher preparation as an issue (University of Tirana, 2016). ElSaheli-Elsage & Sawilowsky (2016) found that in Lebanon, pre-service teacher education and opportunities for ongoing professional development were both insufficient to give instructors the freedom to differentiate the curriculum in the classroom. Teachers in India failed to deal with diversity in the classroom, according to two studies (Bakhshi et al., 2017; Singal, 2008). According to the Global Campaign for Education (2016), teachers and parents may have trouble referring students with disabilities to the Educational Assessment Resource Centers (EARC) in Kenya. There are a number of issues with these centers that ought to be providing learners with tailored assistance plans and outlining the support that the child requires. For instance, the EARC's insufficient resources and the staff's lack of money prevent them from monitoring learners' progress and ensuring that their teachers are providing the necessary support.

Another study by Geldenhuys and Wevers (2013) found that the lack of individualized education plans (IEPs) for learners who are experiencing learning barriers and the size of the classes were the two factors that had the biggest impact

on the quality of inclusive education implementation in rural areas. Teachers said it was difficult to provide opportunities for students who had difficulties participating in class meaningfully in classrooms with more than 40 learners. Most low-income nations struggle with class size to varied degrees. It is challenging to provide all learners, regardless of whether they have a disability, with a high-quality education due to the problem of class size and inadequately prepared teachers.

According to a substantial body of data, communities' perceptions toward impaired learners' capacity for learning and achievement have a critical role in whether or not opportunities are presented to them. Results may also be influenced by parental difficulties such as low expectations and aspirations, embarrassment, protection from bullying, and pressure from the school and other parents to keep the impaired child at home. Additionally, a school setting with limited resources has an impact on the learning of students with impairments. A disabled student's ability to learn can be severely constrained by inaccessible classroom environments and resources, a rigid curriculum, a teacher's inability to adapt instruction to different learning styles, and a lack of aids and assistive technology (UNICEF, 2014).

A "low hanging fruit" investment that can make learning accessible and worthwhile for all learners is teacher training. All of the kids in the class, not just those with disabilities, will benefit from teachers receiving training in classroom management and pedagogical techniques. The evidence reveals that it is frequently disregarded. Pre-service and in-service training for teachers in inclusive pedagogy is a chance that should be appreciated, seized, and used wisely (Bakhshi et al., 2017). Preservice teacher education is very important. In their classes, teachers who have been trained in inclusive pedagogy from the beginning are more likely to employ techniques for

identifying, assessing, and meeting a variety of learning needs. Teachers undergoing in service training ought to have access to training at more than one time point. It is necessary to reconsider the function of rehabilitation specialists, special educators, and other "specialists" whose specialized knowledge can be used to help teaching, learning, and the classroom (UNESCO, 2017).

More research regrettably demonstrates that the widespread misplacement of learners with intellectual disabilities is the reason Kenya's educational intervention has failed. Numerous academics and educators in western countries have expressed concerns about the identification and placement of learners with special needs (e.g., Obiakor & Ford 2002; Obiakor, Grant, & Dooley 2003; Mukuria & Obiakor 2004; Korir & Mukuria 2007). Special education is a large area that necessitates cooperation between specialists in numerous fields. The severe academic and behavioral challenges that people with intellectual disabilities experience are perceived by many special education teachers in Kenya as being beyond their capabilities to handle (Korir & Mukuria, 2007). Further challenges are exacerbated by absentee parents, widespread prejudice against people with impairments, and a strong interdisciplinary team.

Intellectually disabled students are more likely to experience abuse, abandonment, and neglect. They cannot enroll in general education (Muchiri& Robertson, 2000; Mutua & Dimitrov, 2001a; Oriendo, 2003). This pattern can be explained by a variety of factors. The first is how society views people with impairments, Second, a system that places a strong emphasis on examinations, Third, a sizable class, Fourth, in readily available school buildings, Fifth, a shortage of faculty members with experience in modifying curricula for learners with intellectual disabilities, Sixth,

there is little research on intellectual disability and little funding for initiatives that adjust curricula in general special needs education. Therefore, it can be said that educating learners with intellectual disabilities presents several difficulties for teachers.

Learners with an intellectual disability (ID) demonstrate cognitive impairments that affect their capacity to adapt and operate in daily life (American Psychiatric Association, 2013). One percent of all Swedish learners attending obligatory education are ID holders on a national level. However, in mid-sized cities, the percentage of students possessing ID ranges from 0.05 percent to 1.58 percent at the municipal level (National Agency of Education [NAE], 2018). These discrepancies can be a sign that different towns have different assessment and ID-tracking procedures for learners. A new assessment of the prevalence of intellectual disability around the world also suggests this (McKenzie, Milton, Smith, & Ouellette-Kuntz, 2016). The likelihood that a learner with ID will attend a mainstream or special education environment may vary.

According to research from Europe and the United States (Dessemontet et al., 2012; Göransson et al., 2016; Hardiman et al., 2009; Szumski & Firkowska-Mankiewicz, 2010), learners with ID are educated in both special and mainstream educational settings. What determines whether to assign a learner with ID to one setting over another is not clear, though.

According to certain studies, the intellectual and adaptive functioning of learners varies across regular and special education settings (Eaves & Ho, 1997; Harris &Handleman, 2000). Others point out that factors like parents' socioeconomic level,

parental involvement, instructors' opinions, and school support systems may all be significant (Szumski & Karwowski, 2012, 2014). (Idol, 2006).

According to Swedish law, students who struggle academically because of an intellectual handicap are given access to a curriculum that has been modified. The curriculum has been changed to reflect changes in both the depth and breadth of the content (NAE, 2018). However, both general education and special education schools are able to teach the modified curriculum for learners with ID (Wilder &Klang, 2017). Of the 10,612 ID learners overall, 4740 students with mild or moderate ID attended required special schools for students with an intellectual disability as of the 2017–2018 academic year (CSPIDs). Less learners (N = 1305) with ID attended regular classrooms for their schooling. The instructional strategies for these two groups of learners are the main focus of this study. The remaining students with ID, those with moderate or severe ID (N = 4567), who received instruction in special education settings in accordance with distinct syllabi, which do not comprise subjects but rather subject areas, are not included in this study.

The effectiveness of curriculum changes in rural schools with challenging working conditions and little resources has not been adequately investigated in studies on the subject (Engelbreecht& Green, 2007). Unfortunately, hurdles that learners with disabilities encounter are caused more by elements of their environment than by the nature of their impairment. Some are considered curses by their families, and the majority experience stigmatization and prejudice at home, in establishments like schools, and in the general community. Thus, the vast majority of these learners are not educated, are not represented in school data sets, and are not taken into account when developing national policy agendas (Farrell, Dyson & Gallannaugh,2007).

Individualized programs are developed for each child because they are all unique (Hardman, Drew & Egan, 2008). Any educational plan should be developed to bring out the best in students with unique needs. Programs for individualized education are created because of this. As was already indicated, people are either institutionalized or indiscriminately integrated into the wrong programs in Kenya, as is the case in many other developing nations. When students are assigned without consideration for their particular needs, they are unable to reach their full potential. Such incorrect placement is a result of the lack of a legal requirement to guarantee that students with special needs receive an education in the setting with the fewest restrictions. Additionally, defining what has to be done, when, and by whom helps the parties involved concentrate on important issues, work together, and reduce duplication of effort. Programs should include information on a learner's current performance level, the intervention that will be given, who will deliver it, and how long it will last. Sadly, intervention for education has failed in Uganda because of the widespread misplacement of learners with intellectual disabilities.

## 2.4. The Strategies Employed by Teachers to Adapt the Curriculum for learners with intellectual disability

Referrals are started, in accordance with McLoughlin and Lewis (2009), when a parent, teacher, or other professional completes a referral form outlining the nature and duration of the child's issue. According to research, assessment, categorization, and training are the additional processes that typically result in previous or adverse outcomes when identification and referral are conducted ineffectively and unfairly (Obiakor&Mukuria, 2006).

Korir, Mukuria, and Andea conducted a study in 2007 to better comprehend the viewpoints of pre-service teachers in one of Kenya's universities who were trained to teach special education. The study centered on how well the pre-service teachers thought the government met the requirements of persons with ID particularly and special education generally, as well as how well they thought they were competent in dealing with pupils who had emotional and behavioral difficulties. The sample for the study consisted of 145 pre-service teachers in all areas of special education. All participants were enrolled in a course on basic neuropsychology, which is necessary for all special education majors.

The use of scaffolding and a range of materials are two ways Bernstein (2001) identified for helping learners who are struggling with a text. In order for students to successfully complete research projects, pass state assessment examinations, and read textbooks, newspapers, and magazines. In addition, general education teachers frequently aren't aware of the resources like recorded textbooks that are available to the learners with special needs, which frequently hinders learners' progress in the upper grades, especially in subject areas like social studies and science.

For students with intellectual disabilities to manage other challenges they face in content-area classes, accommodations and modifications must be made, including unfamiliar vocabulary, a lack of background knowledge, texts with high readability levels, challenging concepts and terminology, and a lack of comprehension of text structure (Arillen, Gable, & Hendrikson, 1996). According to the 2007 National Assessment of Educational Progress (NAEP) statistics, a third of fourth graders and a fourth of eighth graders fail to grasp basic literacy skills (United States Department of Education). Despite the fact that in the twenty-first century, employers want more

young people than ever to be literate in both reading and writing. This figure includes both general education and special education learners.

According to Miller (2002), tiered assignments and curricular overlap are two tactics that work well for learners who have developmental difficulties. Students can participate in a shared activity while working on various learning objectives thanks to curriculum overlap. With the use of this technique, the general curriculum can incorporate practical curricular skills.

It is essential to include ideas from both behaviorism and constructivism in order to get the best results from the teaching and learning process. However, it is encouraged to structure the curriculum and instructional approaches in accordance with the specific learner, the activities, and the learning environment rather than relying just on one strategy. Therefore, while training learners with intellectual disabilities, special education teachers could gain by incorporating concepts from both the constructivism and behaviorism approaches (Benitez and Domeniconi, 2016).

Learning is a sluggish process for those who struggle with intellectual functioning since they have trouble generalizing their knowledge and abilities and are less motivated. Contrarily, adaptive issues include difficulties with social, mental, and practical abilities. People with intellectual disabilities therefore struggle to socialize and understand concepts in a learning environment. Additionally, individuals with intellectual disabilities frequently display differences in their capacity for self-determination as well as issues with their ability to make decisions, create objectives, and solve problems (Haegele & Park,2016).

With the right support, students with intellectual disabilities can achieve a good quality of life in a variety of spheres of their lives, according to Baker et al. It is important to adapt the curriculum and teaching strategies for these learners in order to help them reach their full potential in both academic and practical spheres of life, such as independent living. This study further demonstrated that although these learners have adaptive traits, they also have weaknesses as well as strengths in other spheres of life. Therefore, enhancing independence and self-reliability should be the primary goals of instructional practices for learners with intellectual disabilities. Teachers should present knowledge in small amounts because intellectually impaired kids have trouble learning because they have trouble generalizing concepts, making judgments, solving issues, and setting goals. This will make it easier for the learners to internalize the notion before moving on to another (ElSaheli-Elsage & Sawilowsky, 2016).

For many disabled learners to benefit from the general education curriculum, adjustments are needed. The learning environment, tasks, and evaluations, as well as methods and materials (such as providing written notes and splitting lessons into smaller chunks), may all be changed to accommodate special needs (e.g. preferential seating and small-group instruction). It is obvious that providing adjustments in the general education classroom affects general education teachers in a significant way. Consequently, classrooms where teachers modify their instruction to fit each learners' unique requirements are more likely to see the successful integration of learners with disabilities. According to a study of the literature, general education teachers, especially pre-service teachers, might not be sufficiently prepared to make instructional adaptations and collaborate effectively with learners with disabilities

(Hutchinson & Martin, 1999). These results were supported by Semmel et al. (1991) in an earlier investigation. Regular education teachers said in their study that they didn't think they have the talents required to modify their instruction for the specific learners with disabilities who were enrolled in their classrooms. According to research (Ammer, 1984; Zigmond et al, 1985; Baker & Zigmond, 1990; Harris et al, 2003), general education teachers rarely provide educational modifications for specific students, particularly those that are significant (such as varying the difficulty of assignments and assessments) (Munson, 1986-87). However, additional research has shown that some teachers do report altering the instructional program for certain kids (Gelzheiser et al, 1997). However, only 1 in 4 general educators reported often changing their instruction in one study (Fuchs et al, 1992). In addition, teachers are less likely to provide specific adaptations and modifications, which are frequently essential for the success of impaired learners who are educated in normal classrooms, when they do adapt their curriculum (Baker & Zigmond, 1990; Schumm & Vaughn, 1991; Leyser & Tappendorf, 2001). It may be particularly challenging for pre-service and rookie instructors who have limited classroom experience to have awareness of educational accommodations and the motivation to change their curricula.

## 2.5 Theoretical Framework

The Social Cultural Theory of Vygotsky from 1978 served as the study's foundation. The constructivist paradigm, which is backed by a Russian psychologist, puts forth the notion that learning doesn't always take place through the traditional method of speaking in front of a class. Contrarily, the constructivist holds that learning only occurs when a learner discovers knowledge via the spirit of experimentation and action (Kalender, 2007). Chinese philosopher Confucius famously said: "I hear and I

36

forget. I notice and remember. Lev Vygotsky asserted that a teacher's role should be to promote learning (Thousand, Villa, & Nevin, 2002). Teachers in this study demonstrated how they adapt their instructional approaches to meet the specific learning needs of learners with disabilities. According to Mara & Mara, the curriculum's objectives, content, methodology, and evaluation all require revision (2012).

In his studies, Vygotsky contrasted how learners reasoned when working alone versus when working with a more experienced person. His conclusions, which claimed that pupils should be taught in learning situations that promote interaction, were that learners learn through conversing while participating in social activities with more intelligent individuals. Learning occurs when learners are able to take stock of their knowledge and expand on it. With the help of a more knowledgeable mentor, students continue to develop internally into educated beings according to Vygotsky's idea (McLeod, 2007). The sociocultural theory of learning proposed by Vygotsky holds that, like human cognition, learning is a social process that emerges in society or culture. The main tenet of Vygotsky's theoretical framework is that social interaction is essential for the development of cognition. According to Vygotsky, everything can be taught on two levels. Vygotsky concentrated on the relationships between individuals and the sociocultural environment in which they behave and engage in communal experiences. Humans regulate their social contexts through instruments that emerge from a culture, such as speech and writing, according to Vygotsky. At first, learners create these tools just for social purposes—as ways to express demands. Vygotsky thought that internalizing these strategies produced more advanced thinking abilities.

First through social interaction, and then assimilated into the person's mental framework.

Every aspect of a child's cultural development manifests twice: once on the social level and again on the personal level. This is known as the "inter-psychological" stage (intra-psychological). This holds true for all cognitive processes, including concept creation, logical memory, and voluntary attention. All higher functions begin as actual connections between people.

Another aspect of Vygotsky's theory is the idea that cognitive development is limited to a Zone of Proximal Development (ZPD). Although the child is cognitively ready for this line of inquiry, they will require support and social interaction to properly develop it (Briner, 1999). When a learner develops complicated abilities or changes their understanding of numerous knowledge domains, they can benefit from scaffolding from a teacher or more experienced peer. Techniques like collaborative learning, dialogue, modeling, and scaffolding support learners' intellectual knowledge and abilities and encourage deliberate learning. According to the current study, students with intellectual disabilities are capable of learning new information and developing new skills provided they are helped by qualified teachers who can easily modify the curriculum to suit their needs. This suggests that these teachers must have a sufficient level of skills, including lesson planning, classroom organization, and arrangement, as well as the flexibility to modify their delivery of instruction to suit the needs of individual learners. Therefore, this study will demonstrate the theory's applicability to teacher proficiency and curricular adaption by learners with intellectual disabilities.

According to Vygotsky (1978), a child learns a lot through social interaction with a gifted teacher. The teacher could instruct the students verbally or set a good example for appropriate conduct. Vygotsky referred to this as collaborative or cooperative communication. The child makes an effort to understand the instructions or activities given by the teacher (often the parent or teacher), internalizes the information, and then applies it to control or steer their own behavior. This helps my research because teachers are required to have the requisite ability to deal with kids who have intellectual challenges in an appropriate manner.

Cognitive skills progressively grow, and it is impossible to predict when they will fully mature. According to Vygotsky (1956), instruction is only beneficial when it occurs before development. Then, in the zone of proximal development, it awakens and rouses to life those functions that are in a stage of maturation. This is how instruction contributes much to development. (278) Therefore, the emphasis of instruction in this field and of education in general should be on how much each individual child can learn with the assistance of a peer or adult, rather than whether or not a child can achieve certain cognitive requirements before instruction begins. A youngster should not be denied instruction because we believe it to be too challenging. Younger learners can nevertheless start learning a skill just because adults are better at performing it than they are. We can only rely on studies like Vygotsky's, which demonstrate that learners can develop at different speeds when given assistance despite having a range of talents because no one can fully understand a child's thought processes. Denying learners' access to persuasive writing—or any other talent, for that matter—does not make sense. All that learners' need is for the knowledge to be presented at their level (Lipman & Sharp, 1978). These results

suggest that rather than a more strict approach to learning that relies curriculum design on what learners are or are not capable of achieving, we can adopt a more dynamic one that stimulates learners' potential through adult aid.

The majority of the literature focuses more on general impairment than it does on intellectual disability. Only a few research, such as those on intellectual disability by Hanne (2017), Cornelius & Janaki (2012), and Zhang Jia et al. (2014), were carried out in higher educational institutions, and they did not take teacher competence or curriculum adaptability into account as factors. Additionally, the majority of the evaluated material concerns studies that were carried out outside of Uganda; there was no study that specifically examined how Ugandan teachers adapted their lesson plans for learners with intellectual disabilities. There is a significant study gap because this is likewise the situation in the Oyam district. Despite Uganda's commitment to implementing inclusive education, Toxicity Identification Evaluation (2012) on the history of Special education before independence to date states that it is still unclear how this policy has been transformed into actual practice in schools. The subject of whether or not learners with disabilities are learning effectively in inclusive education settings in Ugandan schools is particularly problematic. Researchers in England have discovered the significance of training instructors to adjust curricula for learners with intellectual disabilities (Boud, 1995). Teachers' knowledge and abilities can be improved through capacity building, but intrinsic drive, or the power inside oneself, can also play a significant role in cases when certain teachers lack specialized training in a particular area of the teaching profession.

# CHAPTER THREE

# METHODOLOGY

## 3.0 Introduction

This chapter gives a brief description of the research paradigm, research design, study participants, sampling technique, data collection methods and instruments, data collection procedure, data analysis and ethical statement.

## 3.1. Research Paradigm

The constructivism philosophical paradigm, according to Honebein (1996), is a theory that holds that people build their own knowledge and understanding of the world by engaging in experiences and reflecting on those experiences. It is predicated on the analogy or premise that most of what people learn comes from experience (Cashman et al., 2008; Hein, 1991). There is no other type of learning, according to the constructivist, but creating meaning.

The constructivist school of thought promotes the notion that instruction does not always include preaching from the front by the teacher. The constructivist, however, believes that learning only happens when a learner discovers information via the spirit of experimenting and doing (Kalender, 2007). Confucius, a well-known Chinese philosopher, once said: "I hear and I forget. I perceive and recall. I do and I am aware. What does he mean when he says that?

If teachers spoon-feed students with information like a mother does with a weaning kid, the pupils would always be immature and unable to think critically about problems and develop firm conclusions. They quickly forget what they were taught as a result of this. If they see the phenomenon being performed, they might recall it thanks to

their visual sense. The constructivist philosophers believe that completely including the learner in the teaching and learning processes will enable him to independently discover the knowledge or "truth," and this is the optimal course of action.

By the nature of this paradigm, the current study's use of interviews, observations, and other methods is appropriate (Creswell, 2007).

## 3.2 Research Approach

The study adopted qualitative approach so as to understand particular social setting, event, role, group, or interaction is the goal of qualitative research (Locke, Spirduso, & Silverman, 1987). By contrasting, comparing, reproducing, categorizing, and classifying the research topic, the researcher gradually comes to grasp a social phenomenon (Miles & Huberman, 1984). According to Marshall and Rossman (1989), this includes complete immersion in the study's context; the researcher enters the informants' environment and actively interacts with them to learn about their viewpoints and meanings. In qualitative research, non-numerical data is gathered and examined to more fully understand concepts, beliefs, or experiences (such as text, video, or audio). It can be used to find detailed details about a subject or generate fresh study ideas (Creswell, 2007). When doing a case study, a researcher carefully examines the case, which is often a plan, activity, process, or one or more people.

## 3.3 Research Design

A Case study was conducted, a type of design of inquiry which is applicable to a number of disciplines, including evaluation. Cases are constrained by activity and time, and researchers use a variety of data gathering approaches over a long period of time to get thorough data (Stake, 1995; Yin, 2009, 2012). A case study is an

appropriate research design when you want to discover more specifically, contextually, and in-depth information on a certain real-world problem. Cases are constrained by activity and time, and researchers use a variety of data gathering approaches over a long period of time to get thorough data (Stake, 1995).

The primary schools involved in the case study were Adel Primary School, Ogule Primary School, Opuk Primary School, Ajaga Primary School, and Aceno Primary School. Case studies provide a complete assessment of the subject matter under investigation. When you lack the time or money to conduct extensive research, they keep your project focused and manageable. A case study design, in accordance with Mugenda & Mugenda (2003), is employed due to its extensive evaluation of a specific issue and in-depth investigation of an individual, group, or institution. Rowley (2002) highlighted that case studies are frequently employed because they aid in the generation of fresh insights, explanations, or theories on the issue. Using interviews, the qualitative technique enabled me to interpret participants' ideas and impressions of the study variables.

According to Amin's suggestion, the qualitative data also provided narrative and descriptive material that clarified and provided greater understanding and insight into a situation (2005).

### 3.4 Participants

The study sample consisted of 28 participants who included the District Education Officer, 2 inspectors of schools, 5 Head teachers of the five primary schools, and 20 teachers where 4 of teachers were selected per primary schools. The DEO is directly involved in the supervision and capacity development of head teachers of the

43

inclusive primary schools, twenty primary school teachers who are supposed to modify the curriculum for students with intellectual disabilities in Minakulu Sub-County, Oyam district are supposed to participate in the study. Head teachers supervise teachers in the implementation of the official curriculum and are able to ensure that teachers in schools adapt to the needs of learners with intellectual disability in their schools. The population has been specifically chosen for the purposes of this study.

## 3.5 Sampling Technique

In this study purposive sampling was used on criteria that select teachers had prior background in SNE training, then DEO and DIS by virtue of their responsibilities to providing administration and supervision services to schools within the district. The exclusion criteria used, parents and SMC were excluded due to cost and also adaptation of curriculum is done by teachers whereby it is only them and their supervisors who know how to do it. Purposive sampling's major objective is to concentrate on specific population features that are of interest and will be most helpful in addressing the research objectives (Lodico et al., 2010).

## 3.6 Data Collection methods

The data collection methods employed was major primary data. Data was collected using interviews and observations.

## 3.6.1 Interview

The researcher used semi structured interview to gather data from the DEO, inspectors and head teachers. A structured interview is a focused conversation,

typically between two people with laid down questions to guide. This is led by one person to learn more about the other. An interview is a two-way conversation that is started by the interviewer with the specific intent of gathering data for research and is focused on the information needed to achieve the interviewer's goals of systematic description, prediction, or explanation (Fessinger, 2020).

Semi structured interviews were used that allowed the researcher to probe at the same time maintaining the basic interview of the five Head teachers and District education officer and two inspectors of schools and teachers. The interviews were used because they improve on the understanding of the topic (Amin, 2005). Interviews involved face to face discussions with the participants with the intention of having in-depth understanding of the subject under the study (Amin, 2005). Interviews also are adaptable in that it allows for adopting, altering, and adjusting the questions as the research goes on (Cresswell, 2012). During the interviewing process, the researcher kept asking the participants as she notes down the answers on a separate sheet of paper. The researcher discussed the significance of the study and the ethical issues before the interviews. As some of the head teachers were showing fear in mentioning the inability of the teachers in their schools, the researcher kept on encouraging them to tell the truth since the research was meant to be for academic purpose only. Participants received the strictest confidentiality guarantees. In order to record the data, the researcher also employed a voice recorder.

### 3.6.2 Observation

Observation is a way of gathering data by watching behavior, events, or noting physical characteristics in their natural setting (Gorman & Clayton 2005 p. 40) was carried out in selected primary schools to see how teachers were implementing the curriculum adaptation strategies specifically the observation was based on scheme of work, lesson plan, lesson delivery, teaching/learning materials adapted for learners with intellectual disabilities, adapted class rules and regulations, remedial activities, class records, registration showing number of pupils with intellectual disability. This study made use of 8 qualitative observations on teachers emphasizing preparation, curriculum adaptive features, and control of the learning process which is typically done in scenarios that are naturalistic and in which the researcher, under the guidance of the study's overarching goal, captures noteworthy items they observe at the moment (Mukheiji & Albon, 2015). The researcher was able to establish curriculum implementation in terms of the materials, techniques, and procedures employed in the teaching and learning process with the use of observation. I held conversations with each observed teacher after the lesson was watched to see how and what approaches and strategies were modified to address the requirements of students with intellectual disabilities in their classroom.

### 3.7 Data Collection Procedure

Before undertaking the actual study in the proposed area, approval of the research proposal by the supervisors as well as the Department of Special Needs (SNS) Kyambogo University was sought. The researcher obtained permission to conduct the study from the Head of Department, in which an introductory letter was given. After

obtaining permission, the researcher personally formulated a request letter addressed to the participants and thereafter visited the proposed study location to meet the prospective participants. The researcher then sought permission from the school administration to be allowed to meet and establish rapport with the prospective participants to present the expectations, seek informed consent and also get expectations of the participants. On agreement between the researcher and the participants interviews were then arranged and conducted with each participants. During the interview, the conversation was audio-recorded and at the same time, there was note-taking by the researcher. Meanwhile, the researcher went ahead to also observe and ascertain the nature of ICT resources in the ICT facility/laboratory/resource room as a way of confirming the narratives from the participants.

## 3.8 Data Analysis

In its original form, raw data collected from the field do not give much meaning. Data analysis is thus, important as it is the way of describing and interpreting these raw data to obtain the meaning and pattern from it (Mwakyeja, 2013). When the process of data collection was over, raw data were then transcribed from audio format into text format. The data transcribed from the semi-structured interview schedules and observation was checked and subjected to data analysis to build patterns, categories and themes. Qualitative data were transcribed, categorized through coding individually against themes derived from objectives/questions. Common themes were identified by searching for keywords or phrases and grouping them into categories and sub-categories. Thematic analysis is the process of identifying patterns or themes within qualitative data (Stranges et al., 2014). Baryman (2016) observes that when

searching for themes, it is recommended that the researcher looks at re-occurring topics relevant to the research questions, categories of information which can be patterned and similarities and differences in the discussion following the objectives.

In reporting the information collected, some direct quotations from participants were used as recorded. Reporting direct verbal accounts from research participants is important because it upholds the taste of the original data (Mwakyeja, 2013). Also, the researcher's views/comments have been made on the responses from participants' answers given, backed up by literature reviewed in chapter two while codes have been used to protect the identify of participants where direct quotations from the participants are applied (Creswell, 2013).

## 3.8. Ethical consideration

According to Johnson and Christensen (2012), ethics are rules and principles that support the things we hold dear. Denzin and Lincoln (2011) assert that participants must consent to engage voluntarily, that is, without being physically or psychologically coerced. For this study, an introductory letter from Kyambogo University which was used also in obtaining permission from the District Education Officer Oyam seeking permission to meet head teachers and teachers of the selected schools in the District and the Schools that were to be visited to enable her to carry out interviews with the selected teachers. Since the study was conducted during the time of corona virus, I ensured that head teacher, teachers and learnerslearners observed standard operating procedures (SoPs) and I made sure we interact while putting on the face masks during the study.

# CHAPTER FOUR

## PRESENTATION AND DISCUSSION OF RESULTS

**4.0 Introduction**

This chapter is a presentation and discussion of the findings of the study. In presenting data, verbatim statements from the respondents are used to maintain the originality of the information collected. In each section, the presentation of the findings starts then the discussion of these findings according to the literature reviewed in chapter two immediately follows. In the interest of upholding privacy and anonymity, the codes SCH A, B, C, D, and E have been used. The results have been presented and discussed according to the themes and sun-themes.

**4.1.1 School information**

Table 4.1 Enrollment of learners with disabilities

| School name | Total enrolment | Enrolment by disability | Enrolment of intellectual disability per school |
|---|---|---|---|
| SCH A | 1500 | 50 | 10 |
| SCH B | 1100 | 38 | 18 |
| SCH C | 860 | 69 | 15 |
| SCH D | 1800 | 72 | 21 |
| SCH E | 750 | 59 | 10 |

Table 4 above indicates A, B, C, D and E primary schools were the five schools of study. The enrolment of pupils in the above schools are so high pointing to the challenges teachers are likely to face when it comes to curriculum adaptation of learners with intellectual disability. In addition to that, the number of teacher who have trained to teach special need education in the inclusive schools are few compared to the education needs of learners with intellectual disability in Minakulu Primary Schools.

### 4.1.2 Special needs education background of teachers

Teachers were asked about whether they were teaching learners with SNE or not and the findings are presented in table

**Table 4.2 Enrollment of Teachers with special needs background**

| S/No. | School name | Total number of teachers | Teachers with trained a diploma SNE |
|-------|-------------|--------------------------|--------------------------------------|
| 1. | SCH A | 15 | 04 |
| 2. | SCH B | 17 | 05 |
| 3. | SCH C | 12 | 03 |
| 4. | SCH D | 10 | 02 |
| 5. | SCH E | 11 | 02 |

From the table 4, it can be seen that five primary schools participated in the study. It can still be observed that the highest number of participants trained in special needs education came from SCH B with 17 teachers participating having 5 teachers trained followed by SCH A with 15 participants and having 04 trained in special needs education while the least number of participants was realized from SCH D with 10 participants and having only 2 teachers trained in special needs education.

### 4.2.1 Participants` experience in the teaching learners with intellectual disability

Thus, participants were asked about the number of years they experience in teaching. Findings are presented in the narrative bel Findings show that most participants who participated in the study had been teaching learners with intellectual disability for a period of more than 6 years followed by the teachers who has been teaching learners with intellectual disability for a period between 5 to 6 years with. Also present were teachers who had taught for only between one to two years and lastly teachers who had been teaching for 3 to 4 years comprised of fewer numbers.

### 4.2.2 Qualification of teachers who teach learners with intellectual disability

Table 4.3: Qualification of teachers per school

| S/No. | School name | Total number of teachers | Certificate | Diploma SNE grade III | Bachelor's degree SNE |
|-------|-------------|--------------------------|-------------|-----------------------|-----------------------|
| 1. | SCH A | 15 | 08 | 07 | 00 |
| 2. | SCH B | 17 | 16 | 05 | 00 |
| 3. | SCH C | 12 | 05 | 03 | 01 |
| 4. | SCH D | 10 | 06 | 02 | 00 |
| 5. | SCH E | 11 | 08 | 02 | 01 |
| **6.** | **Total** | **65** | **43** | **19** | **2** |

The findings in table 4.4 above show that majority of teachers in schools of Minakulu sub county are holders of Grade three Teachers Certificate followed by holders of Diploma in special needs education and only a small number has obtained bachelor's degree in education4.3.1Abilities in adapting contents

This objective was meant to establish the teachers` abilities in selecting teaching contents for learners with intellectual disability in Minakulu Sub-County, Oyam District. This was tested using question one which stated, "What is the knowledge teachers possess in selecting teaching contents for learners with intellectual disability?"

Teachers were asked to rate their level of expertise in choosing lesson plans for students with intellectual disabilities.

First of all, there is lack of teachers` abilities in adapting contents for learners with intellectual disability. Findings from the participants shows that teachers

have moderate knowledge in encouraging pupils to point activities needed for while very few teachers have adequate knowledge in encouraging pupils to point activities needed for learners with intellectual disability.

This supports research from earlier investigations (Chan, Chang, Westwood & Yuen, 2002; Lo, Morris & Che, 2000). From this study, it is unclear whether the lack of differentiation in approach is due to internal pressure on the teachers from parents and district education officers to teach the recommended curriculum to all students and treat them equally, or a result of the teachers' lack of training and experience in adaptive teaching strategies. Given the time and effort required to differentiate instruction, it's probable that the instructor was reluctant to veer away from the tried-and-true whole-class teaching strategies as a cause of the lack of differentiation.

With the exception of the elements that make up inclusive education, the aforementioned language demonstrated how teachers saw inclusive as education for students with disabilities (Acedo, 2008). Further finding shows that most of teachers who made responses have limited knowledge on how to allow other learners time to choose written work that favour ID while in class and worse still head teachers indicated that teachers have no knowledge on how to allow other learners time to choose written work that favour learners with intellectual disabilities.

Second finding shows that majority of teachers who made responses have limited knowledge on how to allow other learners time to choose written work that favour learners with intellectual disability while in class and worse still many of them indicated that they have no knowledge on how to allow other

learners time to choose written work that favour learners with intellectual disability compared to least number who indicated that they have moderate knowledge on how to allow other learners time to choose written work that favour learners with intellectual disability.

The results of the interview analysis showed that none of the ordinary instructors had any clue how to get students to suggest activities for students with intellectual disabilities, but the head teacher and the few trained teachers in SNE had sufficient knowledge of inclusion. Following are some comments from some of the teachers who work with students with disabilities:

> "We started practicing inclusive education long time and completed Grade three course many years ago and so I have no idea about this inclusive education" "We just started practicing inclusive and don't know much about curriculum adaptation. (Teacher, School B 2020).

The SNE instructors and the head teachers, however, appeared to have received some training and claimed to be informed about intellectual disability. The principal said that:

He says,

> "Yes, I was awarded two days in service. Before our school began the program, all head teachers of pilot inclusive schools in the District attended a training workshop on inclusion. (DEO, 2021).

Despite the fact that very few teachers are educated in SNE, teachers continued to emphasize the value of inclusive education.

> "It has allowed us to better understand these challenged students because we now understand some of their behaviors and how they go about doing things, as well as recognize and appreciate their needs, which was not the

case at the beginning of the inclusive program in the school." 2020 (Teacher; School B)

The teacher seemed to have supported the inclusive education agenda wholeheartedly based on his comments.

"Because disabilities are pervasive and may affect everyone, the headmaster was open to accepting students with disabilities. It is therefore wise to teach them, as well as their peers, in their neighborhood schools (Teacher; School D, 2020).

Also, in this finding some of the teachers indicated that they give appropriate adjustments to ID on learning content during the lesson to learners while others indicated adequate knowledge and also some few indicated having limited knowledge in giving appropriate adjustments to ID on learning content during the lesson.

When asked about their knowledge ability to find and use books and materials for the ID, half of the teachers who responded indicated that they have moderate knowledge while a quarter showed that have adequate knowledge and the rest of the teachers showed that they have limited knowledge on ability to find and use books and materials for the ID.

According to this teacher in School B, the teachers expressed a desire to help their students with intellectual disabilities learn as much as possible.

"I had a boy with intellectual disability in my class three years ago and I tried to help him as much as I can with my own knowledge. I introduced the boy to his classmates saying he was same with all of them. I made him learn at least one thing at a time."(Teacher; School E, 2020)

Both head teachers and instructors of students with disabilities appeared to have received training and claimed to be aware about inclusive education. The

district's head teachers all participated in a training program on inclusion, the head teacher says, adding, "Yes, I was given two days in-service." The special needs education teachers also indicated that they had sufficient knowledge about inclusion. A special needs teacher in one primary school stated that,

> "I am more knowledgeable on inclusive education. I was taught inclusive education during my diploma. And I have been posted here to support other teachers". Another special needs teacher remarked that: "I have two good years training on special needs and inclusion, full time special educationist posted here to serve the purpose of my training so I know what I am here for and I am doing exactly what is expected of me" (Teacher; School E, 2020).

All participants showed growth in their understanding of the significance of tailoring their instruction to cater to the particular requirements of students with intellectual disabilities. One teacher said, "I have been informed on how to make modifications and how to receive help from other sources so that I can make timely, appropriate and meaningful modifications". Another participant made a general observation on the ability to make modifications for all children who have academic challenges: "I am more open to making modifications now. I even make modifications for those students who are not labeled, but are really struggling".

One student highlighted the possibility that teachers may be unwilling or unable to undertake pedagogical improvements, despite what the literature suggests: "Modifications that are quite simple for a teacher to employ can be meaningful and helpful beyond measure to the learners who need them". Additionally, the open-ended comments made by the teachers were examined to see whether they had thought of any other useful strategies for helping

pupils with ID. Unfortunately, there were surprisingly few further comments from the teachers in this table.

District education officers had a range of perspectives about teachers' overall understanding of the concept of intellectual impairment when asked to explain it. They did, however, generally hold ideas on intellectual disability that can be characterized as being more constrained than broad. The following is a sample from one person.

> "Teachers do not know much about the concept of intellectual disability and inclusive education in general but a bit of knowledge they have are those concepts related to disabled learners's education" (Teacher; School E, 2020).

The District Education Officers went on to say that they did not have the authority to enroll students in different schools. Participants emphasized that presenting lessons to students in a classroom was not part of their responsibilities. They stated that the school's head instructor handles enrollment. According to one participant:

> "I have no power to enroll pupils in the school. Learners with disabilities are enrolled by the school head teacher. Parents enroll their learners with intellectual disability through the head teacher. This response showed that disabled learners's access to education was sought by their parents through the head of the school.

It seemed that the work of the school head teacher was to enroll disabled learners to school. In this respect Head teachers are the ones to see that teachers develop competences that can make learners adapt well" (Teacher; School E, 2020).

To understand the fundamental causes, additional research that includes in-depth interviews with the head teachers and close scrutiny of their regular classroom procedures is required. In-service professional development programs must address this gap in classroom competence if it is discovered that teachers are unaware of acceptable tactics to apply in the classroom. It is well acknowledged that students with substantial learning impairments typically require rigorous remedial instruction from a professional and are unlikely to progress by being integrated into the normal class without assistance (Pikulski, 1994). (Roberts & Mather, 1995).

According to US research, a learner with learning issues often achieves the best results when they receive both expert instruction by being temporarily removed from the classroom and efficient continued in-class support in the mainstream (Marston, 1996). Perhaps the Oyam District schools would benefit from this joint support system, as there is currently a lot of interest in increasing the accommodations for students with intellectual disabilities (Education Department, 2020).

This study has some restrictions that must be noted. First of all, the sample size of instructors was quite small, and the responses might not accurately reflect the methods used by all primary teachers who work with students who have intellectual disabilities. The results from this study, however, are completely consistent with those of other research done in Uganda. Only via close observation in classes over a sufficient amount of time can it be known to what extent teachers actually adjust to the differences of each individual learner. Future studies might also gather data from the students themselves to

learn what kind of assistance they believe they require and how much of it they really receive.

Meeting the needs of students with intellectual disabilities is never straightforward. The study's conclusions suggest that it is not wise to assume that mainstream primary teachers in Minakulu Sub County and Oyam will be able to fully meet these special needs at this time, especially given the large class sizes (50+ learners) and the teachers' apparent lack of knowledge or motivation for carrying out effective in-class corrective measures. For students with intellectual disabilities, full-time inclusion without remedial support might not be the best course of action. In spite of not always being viewed as politically correct choices in this era of inclusive education, early systems of providing consistent and intensive remedial instruction for students with difficulties either after school hours or by withdrawing them from specific timetabled lessons may still have a lot to offer.

In conclusion, learners with intellectual disabilities do not feel excluded when teachers establish a less restrictive atmosphere for them (Prater, 2010). According to Peters (2007), a teacher can prevent their disabled learners from feeling like outsiders by proactively making classroom adjustments. The ability of teachers to adapt extends beyond how they set up the classroom setting and also includes modifying the content (Parsons et al., 2011).

### 4.3.2 Teachers' adaptation strategies

This objective was meant to establish the adaptation strategies for teaching learners with intellectual disability in Minakulu sub county, Oyam District.

59

This was tested using question two which stated, "What are the adaptation strategies for teaching learners with intellectual disability strategies put in place for effective facilitation of learners teaching learners with intellectual disability?"

In this study, curriculum adaption options for including students with intellectual disabilities were examined in a sample of primary schools in Minakulu Sub County, Oyam District. Through interviews with the chosen teachers, head teachers, and district education authorities, this information was sought. The following are replies from teachers outlining the many strategies they utilized to modify the curriculum for students with intellectual disabilities. These clearly show areas of excellent inclusive education practice in some schools.

> "I scale it down a bit lower, so they can grasp the meaning and it can be easier for them to understand the meaning. 'If I am doing Mathematics, I give the other learners difficult ones and give the slow ones the simple ones. The aim is to make sure they all understand the content.
> I teach all of them but if I see that they don't understand or they are frustrated, I give them remedy. I change the methods, skills in order for them to understand the content and for me to achieve my objectives. I give them homework also in my class to ensure continuity at home. I have three groups. The first ones are the gifted learners, the second ones are the hard workers, these ones understand and the last groups are my slow learners who always need my help." (Teacher, male).

In a related study, it was shown that due to the size of the courses and a lack of training, some of the teachers were not modifying the curriculum to fit the requirements of all students. The role of teachers goes beyond simply following the rules of a lesson; it also involves their personal sensitivity to the complex nature of the unique disabilities of their students (Bourke, 2010), as

well as how they interact with them to ensure that no student is negatively impacted by their methods while they are teaching (Jordan et al., 2010). Ainscow (2007) adds that when teachers fully comprehend the backgrounds of impaired learners, they can apply effective teaching tactics and carry out their obligations with greater assurance.

> "It is difficult to adapt the curriculum so that it meets the needs of all learners with full numbers of learners in the classroom. We have learners up to eighty-five in the class. It makes it really difficult." (Teacher, female). (Teacher, female, 46 years old) further said: "Many of the educators in public primary schools don't have the skills and expertise in dealing with these learners that are experiencing barriers. We don't have the qualification to do that."

Many teachers made positive comments about the lesson plans modifications.

 One teacher observed:

> "The lesson plan adaptations we did helped me learn some of the various characteristics of intellectual disability learner (that) I may encounter in the future and I now know that there are a multitude of strategies to help (all) pupils. With careful planning, organization and collaboration with other professionals, general education teachers have the tools necessary to help all pupils succeed" (Teacher; SCH E, 2020)

The aforementioned response demonstrated that teachers in the schools under investigation were willing to teach students with intellectual disabilities. It indicated that students' peers who were normally excelling supported teachers' inclusion approaches while instructing students with disabilities (Avramidis, 2012).

Teachers claimed that because they lacked the time to consider each student's requirements, they asked able learners in the class to assist their peers who

had intellectual disabilities. This is consistent with the Opertti and Brady study (2011) who note that "inclusive teachers play a key role by addressing the diversity of learners' expectations and needs through a vast repertoire of innovation teaching and learning strategies that do not marginalize them within the broader education system" (p. 470). For such teachers, "their good intentions and good teaching practice will carry all their students forward into a more equal school/ society in which all learners will perform well" (Claiborne, Cornforth, Davies, Milligan & White, 2009, P. 49).

In order to fulfill the unique learning needs of students with disabilities in their classroom, teachers adapt their instructional methodologies and conduct a technical study of the curriculum's content, procedures, and outcomes (Opertti& Brady, 2011, Williams et al., 2011). Objectives, content, methodology, and evaluation all need to be revised, claim Mara & Mara (2012). Due to the possibility of stigmatization that impaired children may experience when teachers fail to consider their unique learning needs, curriculum adaptation is crucial (Florian, 2008). According to O'Gorman and Drudy (2010), curriculum adaptation is a key tactic used to promote inclusive education and is carried out by competent instructors to accommodate the requirements of various pupils.

"Teachers must deliver best practice," according to RunswickCole (2011) (p. 117), which calls for providing a lesson that does not exclude any current learners (Florian, 2008). A teacher might experiment with a different approach as part of a curriculum adaptation to allow a student who uses a wheelchair to

participate in the regular Physical Education session without feeling excluded (Runswick-Cole 2011).

Teacher in school C states,

> "We cannot change the curriculum but I and my fellow
> teachers try to be flexible according to our learners` needs.
> We do follow the curriculum but we are very much
> flexible with what we choose from the curriculum".

The advantage of having adequate teaching materials and facilities to foster their learning allows schools in wealthy countries to keep more of their students in school, whereas developing countries increasingly have fewer student enrolment in schools as a result of a lack of resources (Peters, 2007). As an illustration, Rogers and Vegas (2010) wrote that, "in developing countries, many teachers work in schools that do not have adequate teaching materials or basic infrastructure, with on average many more learners per classroom than advanced countries" (p. 505).

It is imperative that central governments of developing countries fund educational efforts that concentrate on the subject-matter expertise required to both understand and teach the academic material while adapting to the circumstances (Avalos, 2000). However, this shows that inclusive education is not about the typical teaching methods, but rather how educational programs are modified and run in a regular school to suit all learners' needs regardless of their peculiarities (Skrtic, 1991).

Teacher in School B explained that she employs a variety of techniques and strategies to facilitate learning and teaching.

"I typically utilize role-playing, which my kids like, visuals, such as those for matching objects, and story-telling, reflecting, for instance, how to clean their bodies, to promote certain learning goals. Depending on the students' abilities to learn, I divide the class into small groups to work together. Sometimes, we employ a team teaching style, and when it's necessary, I use positive reinforcement to encourage the students. This can be done by the teacher saying "very well" or by the class applauding the student who performed well. Last but not least, the researcher took the strategy of involving the guardians and parents. By doing this, they could assist us if there was a talent we wanted a child to learn at home.

This teacher came to the conclusion that all of the teaching strategies stated are dependent on the instructional materials the teacher chooses. She also stated that she employs these techniques and strategies because that is how she was instructed in college.

This study is in line with that by Vygotsky (1978), which showed that special needs education teachers from both institutions employed diverse techniques and teaching methods depending on the subject when instructing the students. For instance, in the classrooms, the teachers employed images, songs, role-playing, and team teaching. Teachers from the two schools also mentioned grouping the students in order to make teaching and communication easier. Learners acquire knowledge through interactions with adults and more experienced peers, claims Vygotsky (1978).

In order to promote the learning and involvement of impaired students, teachers should adapt their classroom activities and the general school environment, according to Peters (2007). This is the most proactive step they can take to make sure that there are enough support mechanisms in place for the education of impaired kids.

These results show effective inclusion strategies for students with special needs, especially in the study's rural, under-resourced environment. The majority of the head teachers mentioned the many techniques educators utilized to modify the curriculum to ensure that all students were included. To accommodate all learners, various teaching tactics, time commitment, group projects, and lowering the bar—for instance, assigning remedial work from lower classes—were some of the techniques used. Only recently hired instructors appeared to be unaware of what was happening in his school. His response was, "It is sometimes difficult. There are older and younger teachers on staff, which is essentially separated into two categories. Due to experience, the younger ones in particular struggle to marry concepts. The elderly feel more at ease around the students. I find it challenging to describe in detail how they modify the curriculum. I don't participate actively in class. (P5, male) In their interviews, the representatives from the educational districts voiced contrasting perspectives. In this regard, the following comments have been made:

Unfortunately, teachers do not adjust by adopting what is known as curriculum adaptation. They offer justifications that this is extra labor because curriculum adaptation entails making assignments simpler and assigning assignments in accordance with students' skill levels. If curriculum adaptation is done in schools, students will have complete support there. (Male Teacher)

"Teachers become impatient to start from scratch with learners. There are lots of learners who cannot read and write, we do not know where the problem is, is it with the system or the teachers?" (Female, 45 years old).

65

"We have officials with the district who are supporting the teachers. I'm not hands-on with this question but there is a friend of mine who is at the district dealing with special needs education." (Female, 48 years old).

"Teachers are saying it's difficult to implement, it is difficult for them to adapt the curriculum so that it meets the needs of the learners and with full numbers of learners in the classroom. They are having learners up to one hundred and twenty (120) in the class, it makes it really difficult. Coming from the class myself, so it makes it difficult, I don't think teachers are doing it the way it should be done because at the back of their minds, they have to rush, knowing that there is a learner who is lagging behind, what about the other learners, that is what they are saying." (Teacher school D, female, 38 years old).

According to the district's education officer, seminars are being used to begin educating public school teachers on how to recognize, evaluate, adapt, differentiate curriculum, and manage diversity in the classroom. His comment is below:

> "Educators especially at the special schools have been trained to identify and assess these learners and they also know how to do curriculum differentiation and diversity in the classroom through workshops. They know how to deal with different barriers experienced by learners.

For example, these teachers know how to help learners who cannot write."

(Teacher, male, 56 years old) He further said:

> "For now we are dealing with special schools as time goes on, we will roll it to the mainstream schools. We are starting to train teachers at the public schools to have necessary skills to identify and assess learners and if these learners cannot be helped, they should be referred to the specials schools so that they don`t drop out of schools." (Teacher, male, January, 2022).

The observation of some of the teachers at the chosen schools showed that they were truly changing the curriculum to fit all learners in their classrooms. This was confirmed to me in lesson plans when various teaching methods were employed in the classrooms.

The profiles of the learners also revealed evidence of effective implementation of the inclusive education policy, since some of these students received extra homework assignments and remedial work from lower courses to maintain continuity. Because it is the best approach to keep all learners in the school, adapting the curriculum is a necessary step in a class with learners who have a variety of learning requirements (Avramidis, Bayliss & Burden, 2002; Florian, 2008According to Ainscow (2005), "some learners just opt to quit school since the lessons seem irrelevant to their lives" (p. 109). The curriculum must be modified if impaired students are to remain in the classroom and complete their education. However, learners' school life expectancy and their desire in continuing their education cannot be the same everywhere in the world (Ghergut, 2012), and they differ greatly across wealthy and developing nations (Ainscow, 2012).

Finding from the interview by the head teachers shows that asking classmates to help the learners with intellectual disability to adapt to classroom activities is among the strategies adopted by teachers in adapting the curriculum as this makes learners to help each other to cope up in areas of difficulties. This is what one teacher had to say,

"I ensure that learners who are academically sound sit in group with those who are slow in understanding and this has made it easy for learners with intellectual disability to understand the curriculum easily"

As regards the teaching procedures, teachers show that they break tasks down into manageable steps; short-term goals to help learners with intellectual disability learn easily at their own pace. By moving at their speed, learners are able to own their learning, plan activities that favour them, gain the necessary confidence for better learning.

The teachers attributed their lack of abilities and expertise to their training at Teachers' College, where they took only a few inclusive education courses. Here is an illustration of this point of view:

"I do not have the appropriate skills and knowledge to teach disabled learners though I took a unit or two in inclusive education while at Teachers' College"

It is clear from the response above that taking just one inclusive education course at Teachers' College would not adequately equip future educators to be inclusive educators. "Teachers' performance at [their] workplace … reflects their traits (profiles)"

Another research shows that teachers believe the other learners in the class to be the most accessible and suitable source of support. This survey found that the teachers employed this tactic the most frequently in actual teaching situations. It is also very obvious that educators are aware of their crucial obligations to guide and counsel students who are struggling academically. The comments above reflect this, saying that the teacher must pay attention to

these learners, converse with them and their classmates, build rapport, and interact with parents. It is regrettable that fewer teachers in inclusive schools apply the guidelines in their daily contacts with learners, as they are practical and helpful.

Another participant who had recently accepted a co-teaching assignment acknowledged that:

> "You just need to be aware, even with a large class, that these intellectual disability learners need modifications to succeed, so you need to do everything you are capable of doing. Because I learned great modifications that I feel will help each learner in my class to become very successful. Now, I feel that my training will allow me to provide the same quality education to all intellectual disability learners (November, 2020)"

Many teachers made positive comments about the lesson plans modifications assessments. One teacher observed:

> "The lesson plan adaptations we did helped me learn some of the various characteristics of intellectual disability learner (that)I may encounter in the future and I now know that there are a multitude of strategies to help (all) pupils. With careful planning, organization and collaboration with other professionals, general education teachers have the tools necessary to help all pupils succeed" (November, 2020).

In another study conducted by Geldenhuys & Wevers, (2013), stated that large class numbers and the absence of individualized education programs (IEPs) for students who are encountering learning challenges were found to be two concerns influencing the quality of inclusive education implementation in rural areas. Teachers said it was difficult to provide opportunities for learners who had difficulties participating in class meaningfully in classrooms with more than 40 students. Most low-income nations struggle with class size to

varied degrees. It is challenging to provide all students, regardless of whether they have a disability, with a decent education due to the issue of class size and inadequately prepared teachers.

The observation made it clear that several of the teachers in the chosen institutions, including Aceno, Ogule, and Opuk, were genuinely modifying the curriculum to make room for all learners in their classrooms. This was confirmed to me in lesson plans when various teaching methods were employed in the classrooms. These schools offered proof of effective curriculum adaptation practices, which could also be shown in learners' profiles assessment scores because some of these learners received remedial work from lower classes and extra homework to complete at home to maintain continuity.

In their interviews, the representatives from the educational districts voiced contrasting perspectives. Here are some remarks made in this regard:

> Unfortunately, teachers do not adjust by adopting what is known as curriculum adaptation. They offer justifications that this is extra labor because curriculum adaptation entails making work simpler and assigning work to learners in accordance with their aptitudes. Learners will receive complete help in schools if curriculum adaptation is done in schools (November, 2020).

> Teachers are impatient with having to start over with students. There are many students who are unable to read and write; we are unsure of the source of the issue—is it the teachers or the system? (November, 2020).

> In order to tailor the curriculum to fit the needs of the learners and with the full enrollment of learners in the classroom, teachers report that it is difficult to implement. It is really challenging because there are up to 75 learners in the class. It's challenging because I'm a former student, and I don't think teachers are handling it properly? (November 2020).

The survey found that there were not enough special needs educators in both schools. It was discovered that school A's special needs education instructors lacked a formal education. It was also discovered that there were less colleges offering special needs educations for teachers than there were regular education colleges. Three colleges currently provide special education teacher preparation programs. However, they are unable to generate enough special education instructors to staff all Ugandan schools (Kapinga, 2012).

Further qualitative finding shows that not all schools in Minakulu primary schools, Oyam District provide all the requirements necessary for facilitating intellectually disable learners. This response indicated that learners with intellectual disabilities are not able to receive all the necessary requirements and this affects teaching and learning (curriculum adaptation) by teachers in the inclusive schools.

Large class sizes were observed to have hampered teachers' attempts to adjust to the variety of learning demands of their students. According to Opertti and Belalcáza (2008), adapting curricula for the disabled frequently necessitates a broad toolkit of learning strategies to accurately address the needs of various learners. Lacking sufficient time, teachers in Aceno, Adel, and Opuk were instructing students with impairments by taking on a passive nurturing role in order to meet educational objectives (Bourke, 2010). They sought to make education available to as many students as possible, but many teachers were not using adequate curriculum adaptation techniques.

In Ajaga and Ogule primary schools, teachers tried to provide general class environment to adapt classroom learning. This was seen by the way of

grouping learners to enable learn concepts in group as he went on helping the intellectual disabled learners. Most teachers in this school endeavored to lead learnerslearners in understanding concepts in their lesson using learners` experiences coupled with the use of appropriate textbook, instructional material and simple language of instruction that most learnerslearners could understand.

Another area of observation which was cutting across all the observed schools has been the attempts by teachers to adapt schemes of work and lesson plans that were able to make learners to understand concepts easily. This was seen by the choice of specific and achievable competences that suit the class level. Similarly, teachers across all schools were observed to have guiding timetable that allowed learners to have break from their class teaching and learning that take thirty minutes for break and one hour for lunch respectively.

### 4.3.3 Challenges faced by teachers in adapting curriculum

Teachers complained that learners were not fully included in the classrooms because they lacked the necessary skills and knowledge. One participant described watching a teacher instruct a boy with hearing loss:

"I use to see the teacher who teaches the boy with hearing impairment do not know how to communicate in sign language. I also do not have such skills and knowledge to teach learners with intellectual disabilities so it is quite hard to practice inclusion" (Teacher; School A, 2022).

The aforementioned response demonstrated that such teachers lacked certain practical abilities and knowledge necessary to be inclusive teachers in the

normal schools, such as sign language. The teachers attributed their lack of abilities and expertise to their training at Teachers' College, where they took only a few special needs education courses. Here is an illustration of this perspective:

"I do not have the appropriate skills and knowledge to teach disabled learners though I took a unit or two in inclusive education while at Teachers' College."(Teacher, November, 202)

It is clear from the response above that taking just one inclusive education course at Teachers' College will not adequately educate future educators to teach inclusively. The way that teachers operate at work "reflects their characteristics (profiles)". The results show that, based on their own knowledge, teachers found it extremely challenging to implement curriculum adaptation for instruction of students with intellectual disabilities in their primary schools.

Some participants, however, emphasized that it was difficult for them to spot students with learning disabilities in their classes because some students were too shy to share with their teachers what they needed to support their learning as well as their weaknesses, which could indicate a learning disability. For illustration, one instructor stated the following:

> "Some learners feel shy to show that they have a learning problem. They just mingle with everyone in the class to hide their learning challenge which is an intellectual disability."
> (Teacher: November, 2020)

This response showed that students with intellectual disabilities were not honest about what prevented them from participating in class and learning.

This means that learners with intellectual disabilities in Minakulu Sub County, Oyam District were raised in a society that held stereotypes about disability, similar to those in many other nations, that individuals with disabilities are incapable of doing anything.

The results showed that teachers did instruct learners with intellectual disabilities, but in their own methods and according to their own preferences. Due to their inadequate training and understanding, teachers found it challenging to modify their lessons for learners with intellectual disabilities (Persons, et al., 2011).

According to the data acquired, a lack of accommodations was a further barrier to the adoption of inclusive practices. Participants in all of the schools claimed that their huge class sizes prevented them from meeting all of the students' educational demands. Teachers acknowledged that while giving these students extra time for completion of activities, they were unable to create unique lesson plans for their learning needs. This point's illustration comes from a teacher at School B:

> "I cannot consider each of the learners' learning needs because I have 134 learners in my class. I give extra time for them to finish their activities but do not develop separate lesson plans for them" (Teacher: November, 2020)

The answer given above demonstrated how difficult it was for teachers to meet the range of learning needs of their learners. To accurately respond to various learners, accommodations and adaptations for disabilities frequently imply a broad repertoire of learning strategies (Opertti & Belalcáza, 2008).

Similarly, a study conducted by Geldenhuys &Wevers, (2013), Large class numbers and the absence of individualized education programs (IEPs) for learners who are encountering learning challenges were found to be two concerns influencing the quality of inclusive education implementation in rural areas. Teachers said it was difficult to provide opportunities for learners who had difficulties engaging in meaningful class participation in classrooms with more than 120 students. Most low-income nations struggle with class size to varied degrees. It is challenging to provide all learners, regardless of whether they have a disability, with a decent education due to the issue of class size and inadequately prepared teachers.

It appeared that teachers felt the need to further their abilities and knowledge to handle the new responsibilities that were placed on their shoulders when they were out in the classroom teaching.

Participants believed that their present professional preparation was insufficient to instruct learners with disabilities. One participant expresses such an opinion as: "I think I am not professionally competent to teach disabled learners in my class because I do not have the relevant skills and knowledge on inclusive education".

It is clear from the comment above that curriculum adaptation for inclusive education cannot be implemented without the instructors having the necessary professional training (Bourke, 2010). Participants who received their teaching certification prior to the implementation of special needs and inclusive education in schools felt that they had received little instruction at Teachers' College about the adaptation of curricula for learners with disabilities. For

instance, they lacked specialized training in subjects like curriculum adaptation for inclusion, using sign language to interact with deaf learners, or using Braille for blind students. Teachers believed that professional development programs, like in-service training, should help them improve these skills.

When an interview was given to an inspector in charge special needs at the district, she had these to say;

The implementation of the curriculum to fulfill the needs of the learners and the full enrollment of students in the classroom is tough, according to the teachers.

> It's very challenging because there are up to 100+ learners in the class. Because they must hurry and are unaware of a learner who is falling behind, I believe teachers aren't doing it the right way (November, 2020)

To bolster the aforementioned conclusion, Geldenhuys and Wevers (2013) determined that large class sizes and a lack of individualized education plans (IEPs) for learners who are encountering learning challenges were two issues limiting the quality of inclusive education implementation in rural areas. Teachers said it was difficult to provide opportunities for learners who had difficulties participating in class meaningfully in classrooms with more than 40 learners. Most low-income nations struggle with class size to varied degrees. It is challenging to provide all students, regardless of whether they have a disability, with a decent education due to the issue of class size and inadequately prepared teachers.

The material evaluated by Ainscow and Miles also reflects and makes the case that intellectually disabled learners have learning challenges due to a lack of information and abilities (2008). The effectiveness of inclusive education depends on instructors having a sufficient understanding of its philosophy, principles, theories, and practice (Deku, 2012). Teachers in other nations who teach students with unique disabilities are aware of the requirement for extensive acquisition of practical skills and knowledge development in inclusion (Thorntorn, et al., 2007; Margolin, 2011). Teachers' increased expertise and awareness of the particular impairment, coupled with curriculum alignment that promotes inclusive practices for students with intellectual disabilities, is the driving force behind enhanced inclusion practices (Bourke, 2010). The lack of necessary practical skills among teachers in this field of instruction places significant limitations on the development of inclusion practices.

The amount of experience a person has with a company affects how they react to certain problems that arise there. The length of time a person works for a company influences the development of common knowledge and experiences (Edgar & Geare, 2004). Additionally, research indicate that participants' understanding of what happens within an organization is positively correlated with length of time spent there (Konrad & Hartmann, 2012).

# CHAPTER FIVE

## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Introduction

This chapter presents the summary of the findings, conclusions and recommendations of the study. This section has presented in accordance with the research objectives.

### 5.2 Summary of the findings

Findings from the participants shows that teachers have moderate knowledge in encouraging pupils to point activities needed for while very few teachers have adequate knowledge in encouraging pupils to point activities needed for learners with intellectual disability. Also, finding shows that majority of teachers who made responses have limited knowledge on how to allow other learners time to choose written work that favour learners with intellectual disability while in class and worse still many of them indicated that they have no knowledge on how to allow other learners time to choose written work that favour learners with intellectual disability compared to least number who indicated that they have moderate knowledge on how to allow other learners time to choose written work that favour learners with intellectual disability.

Teachers stated that they scale down the curriculum a little bit so that learners can grasp the concept and find it simpler to understand. Like when teaching mathematics, one said that he gave the faster learners the simple problems and the other students the difficult ones. To ensure that everyone comprehends the

material is the objective. He teaches them all, but if He observes that they are confused or frustrated, he offers a solution. In order for them to comprehend the material and for him to become competent, he modifies the techniques and abilities. To guarantee consistency at home, he assigns homework to them during class as well. The three groups were mentioned by the teachers. The first group consists of gifted learners, the second group consists of hard workers who understand, and the final group consists of slow learners who constantly require my assistance. Additionally, the teacher mentioned that they frequently employ role-playing, which my students prefer, visuals, such as those used for matching objects, as well as story-telling, reflecting on topics like how to clean one's body. Depending on the learners' abilities to learn, the teachers may utilize team teaching techniques, break the class up into small groups, or, if appropriate, use positive reinforcement to enable learners who have provided accurate answers.

Participants in all of the schools claimed that their huge class sizes prevented them from meeting all of the learners' educational demands. Teachers acknowledged that while giving these students extra time for completion of activities, they were unable to create unique lesson plans for their learning needs. The research found that teachers did instruct learners with intellectual disabilities, but each in their own method and according to their own preferences. Due to their inadequate training and understanding, teachers found it challenging to modify their lessons for students with intellectual disabilities (Persons, et al., 2011).

**5.3 Conclusions**

There is lack of teachers` abilities in adapting content for learners with intellectual disabilities.

Teachers show that they break tasks down into manageable steps; and short-term goals to help learners with intellectual disabilities learn easily at their own pace. By moving at their speed, learners are able to own their learning, plan activities that favor them, gain the necessary confidence for better learning.

1.  Teachers did instruct learners with intellectual disabilities, but each in their own way and at their own pace. Due to their inadequate training and understanding, teachers found it challenging to modify their lessons for students with intellectual disabilities.

**5.4 Recommendations**

Some recommendations can be made based on the study's findings in the hopes that they will aid educators in building their capacity to modify curricula for educating students with intellectual disabilities.

**5.4.1 Recommendations for action**

1.  To effectively address the issues of inclusive education, teachers must have the necessary expertise. To ensure that our impaired students are not left behind by the exclusive practices of the regular education system, it is crucial that primary school instructors have the necessary training and understanding. I would therefore recommend that skills and knowledge about adapting curriculum need to be taught to new teachers entering the

profession and to those who are already in the profession so that they are well equipped with skills and knowledge when they come face to-face with learners with varying disabilities in their class.

2.  I proposes that teachers, administration of the schools, school inspectors and policy makers should begin to design appropriate pedagogical practices for effective facilitating of teaching and learning of learners with intellectual disability.

3.  Parents should know more about their learners with intellectual disability for example how to help them from home, learning more about their daily activities and how them administer them

4.  Finally, the MoES needs to hear teacher complaints regarding incentives and awards because of the pressures they are under to meet the goals. Without this, disadvantaged students suffer greatly because teachers lose motivation, which negatively affects creativity.

### 5.4.2 Recommendations for further Research

1.  A similar study could be conducted to examine the extent to which teachers' competences influences retention of learners with multiple disabilities in primary education.

2.  The researcher advises that additional research be done in other districts to determine the value of recognizing different teachers' expertise in instructing students with disabilities. To improve the use of IE, both urban and rural environments should be taken into account..

3.  The researcher suggested that more studies should be conducted in areas of instruction materials adapted for learners with intellectual impairment

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# APPENDICES

**APPENDIX A: Interview Guide for Teachers**

Dear Respondent,

I am Rose Alok a student of Kyambogo University carrying out a study on "**assessing teachers' competences to adapt of the curriculum for learners with intellectual disabilities in inclusive primary school in Minakulu Sub-county, Oyam District**". I would very much appreciate your participation in this study.

The information you provide will be treated with confidentiality and only used for academic purposes. I hope that you will participate in this study since your views are important.

Section A: Demographic information

1. Your Name: ………………………………… (optional) Gender: ………(M) (F) Tick☐

   **Age Range**: 25-35 ……. 35–45 ……. 45-55 ……. 55-59 ……. Years old (Tick☐ correct range).

2. Work experience as Inspector of Schools: (5—10 years) …..... (11 years plus) …….☐ Tick correct number of years in service

3. What is you're the level of your knowledge/experience in Special Needs Education? **Trained Locally** …....... **Diploma in SNE** …… **Bachelor Degree in SNE** …..... **Master**

   **Degree in SNE** ……. **Not trained**…….Tick☐ correct answer.

4. How many learners with disabilities are in the class or classes you teach?

**Section B: Knowledge teachers possess in adapting contents for learners with intellectual disability** Input

1. In what ways do you adapt teaching for learners with intellectual disabilities in your class?

2. Do you feel supported enough to enable you teach learners with intellectual disabilities in your class?

3. Comment on your ability to adapt your teaching to suit the learners with intellectual disabilities whom you teach in your class?

C. Out put

1. What type of individualized support do you give to learners with intellectual disabilities?

2. What type of professional support would you need to enable you adapt the curriculum for learners with intellectual disabilities in your school / class?

D. Alternative / substitute curriculum

1. As a teacher, do you believe that learners with intellectual disabilities should learn the same content as learners without intellectual disabilities? Explain your answer

2. What are some examples of alternative contents / curriculum that you think can be taught for learners with intellectual disabilities only?

**E. Degree of participation in the teaching / learning process**

1. What prevents learners with intellectual disabilities from participating in the teaching / learning process like learners without intellectual disabilities?

2. In what ways do you facilitate the active and full participation of the learners with intellectual disabilities in the teaching / learning process?

**F. Level of difficulty**

1. From your experience as a teacher, what contents do learners with intellectual disabilities tend to find the most difficult to grasp or easier to grasp?

2. What strategies do you use to help learners with intellectual disabilities to master / learn the contents they may not have grasped within the regular lesson duration?

**General questions**

1. What challenges do you face as a teacher in supporting the learners with intellectual disabilities in an inclusive class?

2. What kinds of support do you require as teachers teach learners in an inclusive class?

**Appendix B: Interview Guide for Head teachers**

Dear Respondent,

I am **Rose Alok** a student of Kyambogo University carrying out a study on **"assessing teachers' competences to adapt the curriculum for learners with intellectual disabilities in inclusive primary schools in Minakulu Sub-county, Oyam District**". I would very much appreciate your participation in this study. The information you provide will be treated with confidentiality and only used for academic purposes I hope that you will participate in this study since your views are key.

**Section A: Demographic information**

1. Your Name: ………………………………… (optional) Gender: ………(M) (F) Tick□

   **Age Range**: 25-35 ……. 35–45 ……. 45-55 ……. 55-59 ……. Years old (Tick□ correct range).

2. Work experience as Inspector of Schools: (5—10 years) …...... (11 years plus) …….□ Tick correct number of years in service

3. What is you're the level of your knowledge/experience in Special Needs Education? **Trained Locally** …........ **Diploma in SNE** …… **Bachelor Degree in SNE** …...... **Master**

   **Degree in SNE** ……. **Not trained**…….Tick□ correct answer.

4. Enrolment of Learners with:

   - VI (Boys _____ Girls _____) Total _____
   - HI (Boys _____ Girls _____) Total _____
   - PI (Boys _____ Girls _____) Total _____
   - ID (Boys _____ Girls _____) Total _____
   - Others, specify (Boys _____ Girls _____) Total _____

**Section B: Knowledge teachers possess in adapting contents for learners with intellectual disability**

**Input**

1. As a head teacher, how often do you supervise your teachers?

2. Do you organize continuous professional development programs to train the teachers of your school on the adaptation of the curriculum for learners with intellectual disabilities?

**Outputs**

This is how learners with intellectual disabilities respond to instructions/engagements with the content.

1. How have the learners with intellectual disabilities been performing in the primary leaving examinations in the previous years?

2. What has your school done to ensure that learners with intellectual disabilities also sit for the PLE?

**Level of support to learners with intellectual disabilities**

1. What kind of assistance do you as a teacher provide to learners during teaching and learning process?

**Alternative/substitute curriculum**

1. Apart from the curriculum or the planned activities, are your teachers capable/able to find and use other resources to enable learners with intellectual disabilities learn?...................................................................................................
...................................................................................................

2. What suggestions do you have for your teachers to improve their teaching and learning of learners with intellectual disabilities in your school?

………………………………………………………………………………

………………………………………………………………………………

**Modified Learning Goals**

1. As head teacher, have you modified your school learning environment for learners with intellectual disabilities to allow adaptation of the curriculum?
2. What are your suggestions for supporting teachers who teach learners with intellectual disabilities in your school?

**Degree of participation**

1. Do your teachers allow learners with intellectual disabilities do the activities that suit their learning needs?
2. What suggestions do you have as a head teacher to improve the participation of your teachers in teaching learners with intellectual disabilities?

**Size**

1. Do your teachers give / select the learning content for learners with intellectual disabilities after assessment of learners' needs?
2. If not, how do your teachers determine the learning items / contents for learners with intellectual disabilities?
3. What suggestions can you make to improve your teachers' assessment procedures for learners with intellectual disabilities in your school / their classrooms?

**Level of difficulty in teaching and learning of learners**

1. Do your teachers have the skills and knowledge in identifying the teaching concepts for learners with intellectual disabilities in your school?
2. What are the challenges in adapting the curriculum for learners with intellectual disabilities faced by teachers in this school?

**Time**

Adapt the time allowed for learning tasks

1. Do your teachers make general timetables for all the class and specific timetable for learners with intellectual disabilities?

2. What suggestions as head teacher do you have for your teachers of learners with intellectual disabilities to complete their learning task well?

**Appendix C: Interview Guide for Inspector of Schools**

I am **Rose Alok** a student of Kyambogo University carrying out a study on "**assessing teachers' competences to adapt the curriculum for learners with intellectual disabilities in inclusive primary schools in Minakulu Sub-county, Oyam District**". I would very much appreciate your participation in this study. The information you provide will be treated with confidentiality and only used for academic purposes. I hope that you will participate in this study since your views are very important.

**Section A:  Demographic information**

1.  Your Name: ………………………………… (optional) Gender: ………(M) (F) Tick☐

    **Age Range**: 25-35 ……. 35–45 ……. 45-55 ……. 55-59 ……. Years old (Tick☐ correct range).

2.  Work experience as Inspector of Schools: (5—10 years) …..... (11 years plus) ( Tick ☐ correct number of years in service

3.  What is you're the level of your knowledge/experience in Special Needs Education? **Trained Locally** …....... **Diploma in SNE** …… **Bachelor Degree in SNE** …..... **Master Degree in SNE** ……. **Not trained**…….Tick☐ correct answer.

4.  Number of Government aided Primary Schools in the District …………………

5.  Enrolment of Learners with:

    - VI (Boys _____ Girls _____) Total _____
    - HI (Boys _____ Girls _____) Total _____
    - PI (Boys _____ Girls _____) Total _____
    - ID (Boys _____ Girls _____) Total _____
    - Others, specify (Boys _____ Girls _____) Total _____

**SECTION B: TEACHER'S COMPETENCES TO ADAPT CURRICULUM FOR LEARNERS WITH INTELLECTUAL DISABILITIES**

**Pedagogical Leadership in School**

1. As Inspector of Schools; what activities have you conducted in the school to ensure the promotion of Inclusive ……………………………………………………………

2. What kind of support do you provide to both teachers and head-teachers towards inclusive education learning?

   a. ……………………………………………………………………
   b. ……………………………………………………………………
   c. ……………………………………………………………………

2. To what extend are the head-teachers supportive to teachers' competence building enough to support learners with intellectual disabilities in their classrooms?

   a. ……………………………………………………………………
   b. ……………………………………………………………………
   c. ……………………………………………………………………

3. What teaching approaches your teachers find important for supporting learners with intellectual disabilities?

   a. ……………………………………………………………………
   b. ……………………………………………………………………
   c. ……………………………………………………………………

4. How inclusive is the inspector's support supervision tool?

   a. ……………………………………………………………………
   b. ……………………………………………………………………
   c. ……………………………………………………………………

5. What are some of the indicators to show that your head-teachers and teachers have gained knowledge and skills to adapt/modify learning goals for learners with intellectual disabilities?

   a. ……………………………………………………………………
   b. ……………………………………………………………………

c. …………………………………………………………………

6.  As a Quality Assurer, what plans do you have for your schools to have the ability to adapt learning goals for learners with intellectual disabilities?

    a. ……………………………………………………………

    b. ……………………………………………………………

    c. ……………………………………………………………

7.  In your opinion, to what extend are the learners benefitting from your support supervision?

    a. ……………………………………………………………

    b. ……………………………………………………………

    c. ……………………………………………………………

**Observation tool**

Observer will look for the following attributes in teacher observations, the teaching files/books, classroom and environment and the Individual Educational Programmes (IEP). The main idea is to see how teachers are adapting the curriculum in meeting the needs of learners with intellectual disabilities. These will be treated with a lot of confidentiality. **Curriculum adaptation observation tool for teachers in inclusive primary school**

**Appendix:D Observation guide**

Name of the school………………………………………

Qualification of the teacher………………………………..

Class being taught………………………………………….

| Item Categories | Adaptive Features | Yes (Tick) | No (Tick) | Score |
|---|---|---|---|---|
| **Control and learning process** | i. Record of continuous assessment for learners with intellectual disabilities | | | |
| | ii. Evidence of adapted class rules and regulations | | | |
| | iii. Teachers' responsibility | | | |
| | iv. IEP shows date for review | | | |
| **The learning process** | i. Teacher evaluates weaknesses and strength of learners | | | |
| | ii. Teacher identifies difficulties encountered in teaching | | | |
| | iii. Teacher prepares an IEP | | | |
| | iv. IEP shows strategies to address targets | | | |
| | v. IEP shows special provisions to support learning with intellectual disabilities | | | |

**THANK YOU**

**Appendix E: Introductory letter for participants**

# KYAMBOGO UNIVERSITY
## FACULTY OF SPECIAL NEEDS AND REHABILITATION
### P. O. BOX 6478 KAMPALA
Tel: 041-286237/285001 Fax: 041-220464
*Department of Special Needs Studies*

31st October 2020

To Whom it May Concern

Dear Sir/Madam

**Subject: INTRODUCTORY LETTER FOR MS. ALOK ROSE REG. No 18/U/GMSN/1964/PD**

The above mentioned is a student in the Department of Special Needs Studies. She is registered to pursue a study programme leading to the award of a Master of Special Needs Education. As part of the award requirements, She is expected to carry out research in the area of special needs and inclusive education and submit a thesis.

The purpose of this letter, therefore, is to introduce her to you and to request you to support her in the process of data collection.
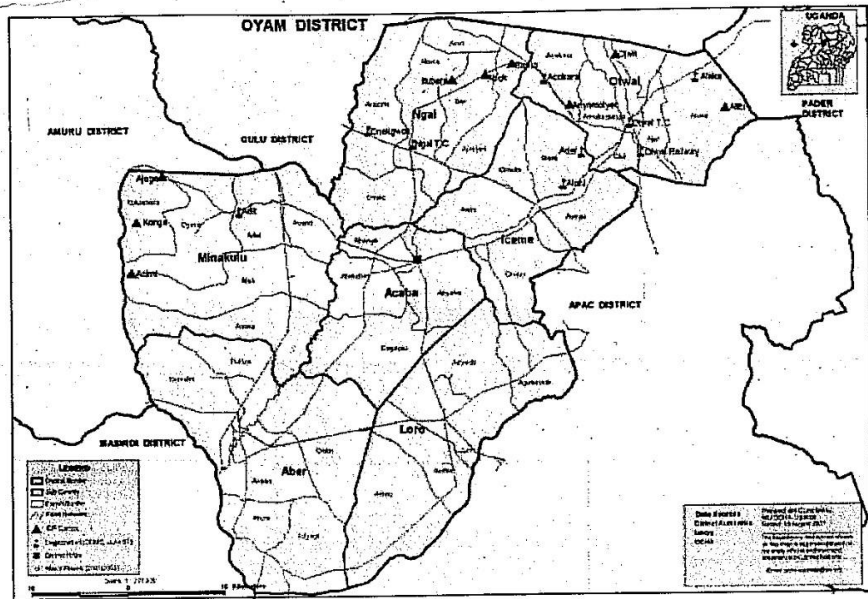
Thank you in advance.

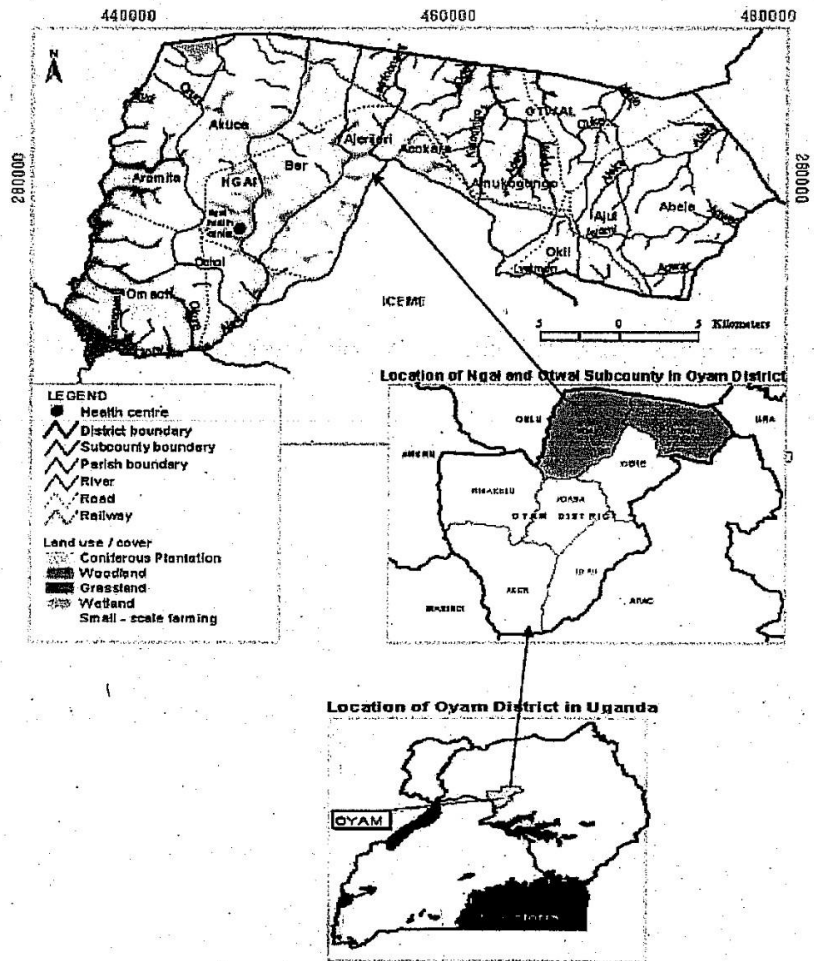Thank you,

3 1 OCT 2020

Dr Okwaput Stackus
**HEAD OF DEPARTMENT**

**Appendix F: Sketch map of Oyam district showing Minakulu sub-county**

**Appendix G: sketch of Uganda showing Oyam district**

**KYAMBOGO**        **UNIVERSITY**
P.O BOX 1, KYAMBOGO - KAMPALA, UGANDA
TEL: +256-41285037 /285001, www. Kyambogo.ac.ug
**DEPARTMENT OF SPECIAL NEEDS STUDIES**

10th December, 2020.

Dear Participant,

**RE: EEQUEST TO PARTICIPATE IN THE RESEARCH STUDY**

I write to you as per the reference above. I am a student of Kyambogo University pursuing a Master's Degree in Special Needs Education tenable in the Department of Special Needs Studies. Currently, I am conducting a study entitled "Teachers' Perceived Competences to Adapt Curriculum for Children with Intellectual Disabilities in Primary Schools", and your school has been identified as an entity for data collection. The information you will provide is strictly to be used for academic purposes only and as such will be treated confidential. You are free to withdraw if you feel uncomfortable to proceed with the participation.

I will be very grateful if you positively consider my request. I thank you.

Yours sincerely

ALOK ROSE

alokroseatto@gmail.com/0774779525