

Analysis of Individualised Education Program Implementation for Supporting the Attainment of Functional Abilities in Learners Who Are Deaf Blind in Selected Schools in Kenya

Walingo Mbogani Janet

Abstract

Persons who are deaf blind experience a lot of challenges in both hearing and sight that limit their interaction with the environment. This makes them dependent on the support of able bodied persons in order to perform daily activities. When appropriate and relevant education is given, and their needs adequately identified and addressed, these learners could be supported to acquire functional abilities that could enhance their independent to a certain degree. One of the goals of the Kenyan education for them is to help them gain functional skills that would enable them maneuver their environment. This study was done in order to analyze individualized educational program implementation in supporting the attainment of functional abilities in learners who are deaf-blind. The study analyzed the strategies that were used in the formulation and implementation of IEPs, the personnel who were involved, the quality of the formulated goals in identifying and addressing the needs of learners, the evaluation and reevaluations of IEPs and the challenges encountered in the whole process and how they were addressed. The study employed document analysis and survey design in a mixed method research approach. A total of 54 IEPs for learners who were deaf blind were analyzed using adapted Program Evaluation for Procedural and Substantive Efficacy (PEPSE), ICF –CY, and R-GORI, while 18 teachers were interviewed. Saturated, simple random and Purposive sampling techniques were used respectively to obtain the samples. Data was collected using a questionnaire and an interview schedule from teachers. Qualitative data was analyzed using deductive content analysis while information from interviews were organized and reported in an ongoing process as themes and sub-themes emerged. Findings of the study revealed that, there were no specific strategies that were used to formulate IEP goals and implement them. A multi-disciplinary approach was not used in IEP formulation, implementation and reevaluation. The goals that were formulated did not capture adequately the needs of the learners that would have supported the attainment of functional abilities. The IEPs were neither evaluation nor reevaluation which further contributed to difficulties in identifying the needs to be addressed. Teachers experienced contextual challenges that impeded the provision of services that could also enhance functional ability development. The study recommended that a policy that had clear stipulation on the whole process of IEP writing and capture the evaluation procedures with stipulated roles of personnel involved should be developed.

Full text: <https://ir-library.ku.ac.ke/handle/123456789/19194>