

A Critical Analysis on Primary Schools Preparedness for the Transition of Autistic Children in Kenya

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Abstract

Autistic children, characterized by impaired social interactions, impaired communication, repetitive and stereotyped patterns of behaviors, are also entitled to education just like the other children in the society. It is therefore important that primary schools in Kenya get prepared so that the children are able to transit to schools from their homes in order that upon their landing in schools, they find a soft and friendly environment. Transition to school will enable the autistic children also to realize their full potential in life. This study focused on the primary schools preparedness in terms of; infrastructure, specialized curriculum, policy knowhow, stakeholders and trained personnel towards the transition of autistic children in Kenya. The researchers decided to use qualitative research method and a critical analysis design. The literature used was analyzed through thematic analysis and content analysis. The study finally came up with possible recommendations to be undertaken by various educational and school stakeholders as follows; every primary school in Kenya should have the autistic child friendly infrastructure so that the autistic children get their education in the integrated mainstream set-up along with their non-disabled peers and their brothers and sisters. Curriculum developers should come up with enriched curriculum to balance the need of autistic children as it also strives to his/her nondisabled peers. Ministry of education needs to avail new policies specifically for the education of the autistic children. The researchers recommend that parents and caretakers of the autistic children should be given thorough training similar to that given to the teachers to ease the transition as they will be able to handle the autistic children professionally even from home. The researchers are of the opinion that it will be a good thing if all the primary school administrators will be trained in special needs especial on how to handle the autistic children. They recommend that a further research be conducted on other areas of preparedness primary schools need to focus on in order to enhance smooth transition of autistic children from home to school.

Key words: School preparedness, Transition, Autistic children, Infrastructure, Specialized curriculum, Policy knowhow, Stakeholders.

Full text: <https://files.eric.ed.gov/fulltext/EJ1122546.pdf>