

**UNIVERSITY OF EDUCATION, WINNEBA**

**INFLUENCE OF THE CURRICULUM ON THE DEVELOPMENT  
OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES IN  
THREE SELECTED SPECIAL SCHOOLS IN ACCRA**

**NICHOLAS NOVIGNON**

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**NICHOLAS NOVIGNON**

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Education, submitted to the School of Graduate Studies, University of  
Education, Winneba in partial fulfilment of the requirements for the  
award of Master of Education (Special Education) degree.**

**DECEMBER, 2014**

## DECLARATION

### STUDENT'S DECLARATION

I, Nicholas Novignon, hereby declare that this thesis is the result of my original research and that no part of it has been presented for another degree in this University or elsewhere.

SIGNATURE: .....

DATE:.....

### SUPERVISOR'S DECLARATION

I hereby declare that the preparation and presentation of the theses were supervised in accordance with the guidelines on supervision of theses laid down by the University of Education, Winneba.

NAME OF SUPERVISOR: Mr. Joseph Essel

SIGNATURE:.....

DATE:.....

## **DEDICATION**

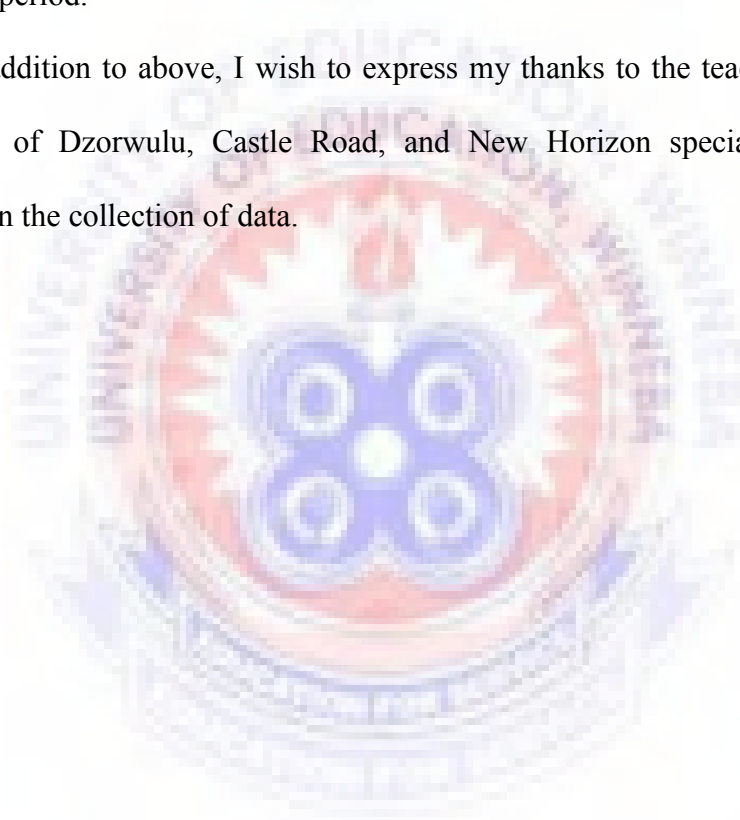
This work is dedicated to my wife and child who were sources of inspiration throughout the period of the study.



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In addition to above, I wish to express my thanks to the teachers and parents of individuals of Dzorwulu, Castle Road, and New Horizon special schools for their assistance in the collection of data.



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## ABSTRACT

The focus of the study was on how the curriculum pursued in special schools in Ghana influence the lives of individuals with intellectual disabilities. There have been great concerns regarding the growth and development of persons with intellectual disabilities in the society. Among many issues, one important determining factor for their development both in and out of school relates to what persons with intellectual disabilities are taught. The study employed 35 teachers and 30 parents of persons with intellectual disabilities in three selected special school in Accra namely - Dzorwulu, Castle Road and New Horizon. In all, 65 individuals participated in the study completing a close-ended questionnaire. The study revealed that the curriculum supports the development of daily living skills, motor skills, social skills and prevocational skills. It provides the impetus for teachers to help train persons with intellectual disabilities in these skills. However, to promote the onward learning of these skills, there is the need for task analyzing and making the lessons more activity based. Also, training should be directed toward preparing them for future vocations and employment.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

The focus of instruction is being shifted from the whole class to the individual, his or her values, abilities and needs. Concerns, most recently, have been on the ability of individuals with intellectual disabilities to live independently in the society. This has led to a heightened desire for the kind of training which will improve their daily living, motor, social and vocational skills. Special schools in Ghana were formed to train individuals with intellectual disabilities to live independently. If these schools are training students in these skills, then the students should be able to apply the skills in order to progress. There are still concerns as to the individuals with intellectual disabilities in special schools are not meeting the expected outcomes.

Individuals with intellectual disabilities face various difficulties that lead to dysfunction in some parts of the body. This calls for a careful look at the skills transmitted to them. The needs of the individual with intellectual disabilities should then be taken into account in his or her education in order that he or she optimises opportunities that come their way in the society. These opportunities are provided in the content of the curriculum in the school.

Curriculum development for individuals with intellectual disabilities tries to correlate the content taught with the outcome of the learner, regarding his or her physical, cognitive and social needs and skills. Though attempts have been made earlier to educate individuals with intellectual disabilities, -such as habit training- this did not attract much attention until quite recently. In Ghana, the attempt to develop a special curriculum for

special schools for individuals with intellectual disabilities began in 1989, with some training programmes designed for all categories of intellectual disability -mild, moderate, severe and profound.

The terms „curriculum“, „needs“ and „skills“ are used interchangeably. This is because the content of the curriculum reflects their skills development for daily living, physical and social interactions.

The Individual with Disabilities Education Act (IDEA, 2004), described intellectual disability, formerly referred to as “mental retardation”, as characterized by a combination of deficits in both cognitive functioning and adaptive behaviour. The severity of the intellectual disability is determined by the discrepancy between the individual's capabilities in learning and in the expectations of the social environment (Texas Council for Developmental Disabilities, 2008). Closely related to this view is that of Love (1968), who -in his book, *“Teaching the educable mentally retarded”*-saw individuals with intellectual disabilities as children and adults who, as a result of inadequately developed intelligence, are significantly impaired in their ability to learn and to adapt to the demands of society. These consequently slow their ability to learn like the “normal” child.

From the above, two things come out clearly. The first is that their curriculum should be specially designed to fit their cognitive, affective and psychomotor domains. Secondly, because of societal demands on these individuals, it is expedient to them skills such as daily living, sensory- motor, language, arithmetic, social and vocational, be taught to them. These skills must be tailored to increase their potential for achieving both in the school and outside the school environment. This is consistent with Avoke’s (2005),

view that the basic goal of an educational programme (to transmit culture, to develop the individual, etc.) has achievements as creating a democratic society, creating civic responsibility, creativity, economic self-sufficiency or self-actualization.

During some visits to the schools of interest Dzorwulu, Castle Road and New Horizon special schools for learners with intellectual disabilities, the researcher acknowledged a few things that are worth noting. Upon admission into the school, individuals assessed to ascertain their strengths, and weaknesses and ability levels. Upon the identification of the individual's ability and interest areas, he or she progresses to Agricultural, Vocational or Arts classes. The individual's progression to a higher ability area is dependent on his or her mastery of a previous level. Pupils are put into groups. The various groups in these schools include the Entry, Pre-vocational and Vocational, Agricultural and Arts groups. Dzorwlu and New Horizon special schools have separate groupings (classes) for individuals with autism spectrum disorders (ASD).

The researcher noted that contrary to what was prevailing in Dzorwulu and New Horizon, the head teacher and teachers of the Castle Road Special School had found it difficult to trace parents, family members or relatives of the individual. This stemmed from the fact that these individuals were usually brought in from the „streets“. Some were admitted in the school because they had remained on admission (in the Accra Psychiatric Hospital) for several years without a trace of relations. In this regard, teachers functioned as both teachers and parents for the individuals. This will surely have its toll on teachers as it increased their workload.

Over the past 10 years, or more, these schools have graduated just a handful of individuals as follows: Dzorwulu (4), Castle Road (2) and New Horizon (5). The above information speaks volumes of what the actual problem is.

### **1.2 Statement of the Problem**

Special educationists, in recent times have made several attempts to organize and reorganize the curriculum of individuals with intellectual disabilities. This has led to several plans to review the curriculum content to include skills expected to enhance their total development. However, it appears this does not correspond with the expected outcomes of learners at these Schools (Dzorwulu, Castle Road and New Horizon). In addition, observations done by the researcher and interactions with some teachers and pupils from the three special schools revealed that, though teachers are putting in their efforts to teach the predefined content of the curriculum to pupils, the students' development in the domains do not commensurate with their performance. Though this is a major problem for these individuals in the schools, it appears a conscious effort in the form of scientific study has not been undertaken to help resolve the situation. These issues form the bases on which the researcher decided to undertake a study to identify the needs of individuals with intellectual disabilities.

### **1.3 Purpose of the Study**

The main purpose of the study was to ascertain whether or not the skills taught in the curriculum meet the present and future needs of the individual with intellectual disabilities.

#### **1.4 Objectives of the Study**

The following form the objectives of the study;

1. To ascertain the usefulness of the basic living skills taught to the children in the schools;
2. To identify how the sensory motor skills content help individuals with intellectual disabilities to move freely and perform activities;
3. To determine how the social skill content facilitates children's social interactions;
4. To find out how pre-vocational skills prepare learners to take on vocations or get prepared for future employment.

#### **1.5 Research Questions**

In view of the above, the following research questions were formulated to guide the study.

1. Do the basic living skills taught in the schools, assist children with intellectual disabilities to develop self-care abilities?
2. How do the motor skills equip learners to take part in motor activities in school and at home?
3. Do the social skills in the curriculum facilitate individual's social interactions?
4. In which ways do the vocational skills content taught in the school, help prepare students to take on vocations?

#### **1.6 Significance of the Study**

The study would reveal the specific curriculum needs of individuals with intellectual disabilities in the selected special schools and how the provision of skills to

meet these needs would advance the total development of these children. This would inform the school authorities and teachers to fashion out the curriculum to meet the needs of individuals with intellectual disabilities.

The findings of the study would provide information on the influence of the various skills (daily living, motor, social and vocational) on the total development of the individuals with intellectual disability in the schools under study. This information may be useful to both teachers and policy makers regarding the provision of special educational skills to these individuals. This would provide a basis for special school administrators to reconsider the need to redesigning the curriculum in such ways that it totally benefits students.

In addition to the above, technical/ vocational trainers, through the findings, may be advised on designing technical or vocational training programmes for individuals with intellectual disability. This would ensure a smooth transition into the world of work.

Finally, the findings of the study would also add to existing literature and serve as a basis on which further investigations can be undertaken.

### **1.7 Delimitation**

The study was conducted at three special schools for children with intellectual disabilities in Accra; namely -Dzorwulu, Castle Road and New Horizon special schools-. The research was centred on four of the various skills in the curriculum. They included daily living skills, motor skills, social skills and vocational skills. Though other skills are useful, the choice of the above skills stemmed from the fact that the researcher considered the daily living, motor, social and vocational skills as very vital to the



development of individuals. The researcher also considered the functional academic skill as purely academic which normally poses great challenges to the individuals.

### **1.8 Limitation**

It is said that every coin has two sides. Despite the preparations made to ensure the great success of the study, the researcher had to deal with a few challenges.

For example, one major difficulty the researcher faced was getting some respondents, particularly parents, to complete the questionnaire. For this reason, the researcher had to give them more time to complete it, though it was done within an agreed time. Also, only parents of children at the Dzorwulu and New Horizon special schools were used, because parents of children at the Castle Road School could not be traced.

### **1.9 Definition of Terms**

The definitions for the under listed terms, were adopted for the purpose of this study.

**Curriculum:** Subjects/ Skills comprising a course of study in a school and the means and materials with which students will interact for the purpose of achieving identified educational outcomes.

**Disability-** Generally refers to all individuals with some form of handicap, whether sensory, intellectually, physical, emotional, or whether their difficulty results from social, cultural practices/circumstances.

**Daily living skills:** Skills used to complete the many tasks of a normal day. They include skills for dressing, eating, toileting, bathing and many more. To be successful in using

these skills, there may be special requirements for children with disability and their families.

**Motor skills:** Action that involves one's baby using his/her muscles. Gross motor skills are larger movements a baby makes with his/her arms, legs, feet, or entire body. Crawling, running, and jumping are exams of gross motor skills. Fine motor skills are smaller actions.

**Prevocational skills:** Skills needed to prepare for the work place. In conjunction with the vocational high school class, occupational therapists are able to help students refine physical skills and learn new skills needed to be successful for a job.

**Social skills:** Skills used to communicate and interact with each other, both verbally and non-verbally, through gestures, body language and our personal appearance. Human beings are sociable creatures and we have developed many ways to communicate our messages, thoughts and feelings with others.

### **1.10 Organization of the Study**

The study was organized under five chapters. The first chapter which is the Introduction, covered the background of the study, statement of the problem, the objectives/ research questions, the significance of the study, delimitation and limitations. Chapter Two reviewed related literature, particularly on curriculum of individuals with intellectual disabilities. The related literature was reviewed under seven areas including the concept of curriculum; curriculum development for individuals with intellectual disabilities; curriculum for individuals with intellectual disability and the curriculum content for individuals with intellectual disability. Under the curriculum content, theoretical and empirical studies were reviewed on each of the following: daily living

skills, motor skills, social skills and vocational skills. Also, the theory of - Functional Curriculum Model- was discussed. Chapter Three described the design used for the study and the instrument employed to collect data. The design and tool used were descriptive survey and questionnaire respectively. Chapter Four contained comprehensive analyses of the data collected from the field. A thorough discussion was made regarding the findings. Chapter Five summarized the entire study, developed conclusions deduced from the findings, and provided recommendations based on the findings.



## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The review of literature critically looks at some existing research and writings relevant to the study. The purpose of this review was to convey knowledge that relates to the variables within the research questions. This review was aimed at providing a fair description of:

- The concept of curriculum
- Curriculum development for individuals with intellectual disability
- Curriculum for individuals with intellectual disability
- The curriculum content for individuals with intellectual disability
  - Daily living skills
  - Motor skills
  - Social skills
  - Prevocational skills
  - Empirical studies under each skill area
- Individuals with intellectual disability and independent living
- Theoretical framework

#### 2.2 The Concept of Curriculum

Williams, Brown, and Certo (1975) saw curriculum as the content of instruction while Browder (2001) viewed it as “a course of study”. These descriptions could be drawn closely to one given by Nolet and Maclaughlin (2000); who described curriculum

as a long lasting educational programme, using materials in the classroom. Curriculum, which is an ingredient of teaching and learning, can be described simply as the driving force on which teaching and learning is presented. Consequently, the curriculum must contain a structured set of experiences which benefit the individual (Wheeler, 1970) as well as makes the fellow a productive member of his society in the future (Taba, 1962). In other words, an educational programme or curriculum is formed not with only the learner and his experiences as a yardstick, but also with the expectations and aspirations of the society at large (Avoke, 2005). Furthermore, the basic aims of every educational programme are to transmit culture, reconstruct society and to develop the individual, have achievements as creating a democratic society, creating civic responsibility, creativity, economic self-sufficiency or self-actualization. These are the activities of every individual and are the dynamic centre of every educational activity.

It is obvious in the above definition that what is taught at school and in classroom should be connected, not only to the children's personal experiences, but also to their social experiences. It can also be deduced that the curriculum taught should be able to put them in positions in order to make them productive in the society. This means that their education should enhance, at least, a vocational skill in them.

### **2.3 Curriculum for Learners with Intellectually Disabilities**

Early educational records for the learners with intellectual disabilities have shown that because of the prevailing belief concerning their inability to perform academic work, nothing meaningful was done in the form of education for them (Rothstein, 1971), cited in Avoke (2005). In addition, during the 1970s, emphasis was placed on developmental stages and life skills and the eventual functioning of the individuals ( Brown, Nietupski,

& Hamre-Nietupski, 1976). In recent times, the focus has been on the individuals' self-determination and a consideration of the general curriculum (Browder, Wakeman, Flowers, Rickelman, Pugalee & Karvonen, 2007; Wehmeyer & Schalock, 2001). In discussing the development of the curriculum for individuals with intellectual disabilities, the influence of the Individuals with Disability Improvement Act [IDEA] (2004) in U.S.A. cannot be overlooked. A requirement of the IDEA, which stated that- student eligible for special education services should be given "*access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to meet developmental goals*" (IDEA, 2004, § 601 [c] [5] [A]), was to enhance post-school outcomes of individuals, including those with intellectual disabilities. Following this federal legislation, several researches directed efforts toward providing individuals access to the general curriculum (Browder et al., 2007; Cushing, Clark, Carter, & Kennedy, 2005). Over the period, there have been concerns of shifting the attention from the general curriculum to the adoption of functional life skills for individuals with intellectual disabilities (Ayres, Lowrey, Douglas & Sievers, 2011).

Further records have also shown that most of the curricula in developing countries in West Africa originated from their colonial administrators (Avoke, 2005). This could explain why special attention was not paid to developing a separate curriculum for individuals with intellectual disabilities. However, students once seen not to have the ability to benefit from the general education curriculum may be able to realize their potentials if educators would make the curriculum meaningful.

In Ghana, special education elements of the curriculum were adapted from practices in other countries and had little connection with the educational reforms

(Avoke & Avoke, 2004). It was further mentioned that the first effort to plan a curriculum programme for the schools for persons with intellectual disabilities was a joint effort made by a two-nation work-group of teachers from Ghana and Togo at a one-week seminar in Lome in Togo, in the late 1980s. This helped to some extent because it formed the springboard for the development of a curriculum document, which is used in many special schools in Ghana, and subsequent reviews have been based on this document. The education reform of 2007, consequently acknowledged the development of special education units in Ghana and increasing access to education for such special needs children, including children with intellectual disabilities.

Further researches in Ghana have contributed significantly to the development of this area of learning. The focus of the researcher was not far from adding to this area of knowledge and contributing to the onward development of individuals with intellectual disability, in Dzorwulu Castle Road and New Horizon Special Schools.

#### **2.4 Curriculum Content for Individuals with Intellectual Disability**

Curriculum is an important part of education for individuals with intellectual disabilities. However, curriculum is influenced not only by theories or philosophies, but also by legislation; for example, IDEA (2004). IDEA demands that individual learners who meet the criteria to receive special education services are allowed access to the general curriculum in the regular classroom. That would expose the student to experiences that would help him or her reach developmental targets. Hence, in designing the curriculum in special education- for individuals with intellectual disabilities- steps must be taken to ensure that its content reflects the aims of that discipline and the post school needs of each student (Avoke, 2005). Sireci, Scarpati, and Li (2005) added that

students should be provided opportunities and options at different levels to access a variety of educational and social experiences, both within the school and the community. It is in this light that some authors advocate for the use of curriculum content that places emphasis on functional life skills (e.g. Alwell & Cobb, 2009; Spooner Dymond, Smith & Kennedy 2006) to the general curriculum (Browder et al., 2007; Fisher & Frey, 2001).

The content of a curriculum for learners with intellectual disabilities, as captured by Patton, Cronin, and Jairrels, (1997) includes skills such as academics, vocational education, community access, daily living, financial, independent living, self determination, transportation, and social. They see this curriculum as functional. Such curriculum is adopted when individual learners with disabilities are seen to need help in the skills named above and the skills taught, since using the general curriculum would not reflect skills needed for their total development (Bouck, 2004; Retish, Hitchings, Horvath, & Schmalle, 1991)

## **2.5 Daily Living Skills**

Jacobson and Ackerman (1990) and Kraijer (2000), observed in their works, that most individuals with intellectual disabilities exhibit weakness in adaptive skills, relating to daily living and self-management. This would hinder such individuals from interacting with their environment and would draw back their ability to create and maintain meaningful interpersonal relationships and consequently place stress on family members (Haverman, Van Berkum, Reijnders, & Heller, 2005), as well as other relations who would, in effect, withhold their support hitherto, rendered to them. Also, the individuals with intellectual disabilities may take longer time to exhibit skills in taking care of their needs.



Explicit training is often required to teach necessary skills (Duker, Didden, & Sigafoos, 2004) to individuals with intellectual disabilities in order to complete daily living tasks - toileting, eating, dressing (Anderson, 1976; Snell, 1987), and ways of adapting to their community. Until these skills are taught and individuals are trained, they may not be able to assume certain social roles and would continue to be dependent on others. Hence there would be the possibility of being under-valued by some members of the family and society at large.

The notion that people with significant intellectual disabilities are mostly helpless is questionable. This is because they can be shaped to curtail problems arising from issues of self-care, such as, toileting. Anderson (1976) suggested that, the concern should be to find a method to teach these individuals so that they would engage in basic self-help activities on their own.

Following the suggestions of Anderson (1976), Cannella, Sigafoos, O'Reilly, de la Cruz, Edrisinhu and Lancioni (2006) taught daily living skills to six adults with developmental disabilities by comparing the effectiveness of video prompting and modelling strategies. The study considered two major daily living tasks- to set a table and put away groceries. Six adults (five men and one woman) with developmental disabilities, who within this period of intervention, were housed in community- based groups homes were the participants. The participants were selected mainly because of deficits in daily living skills; who, in addition, had not received any specific training in the past to develop skills related to what the researchers aimed at achieving and not because of any physical impairment.

The results of the study showed that the participants did better in learning the task (table setting) with video prompting than the task (putting away groceries) with video modelling. The intervention and finding teaches that the methods for instruction should be considered for success to be achieved so long as teaching daily living skill is concerned.

Anderson (1976) on another hand saw the lack of adequate toileting habit as probably the most degrading aspect of life of individuals with severe and significant intellectual and developmental disabilities. Anderson further believe that, mastering such skills is essential and required in order to advance in other forms of training.

In a study by Ellis (1963) recorded in Anderson (1976) in which eleven subjects were selected with a basic procedure involving the reinforcement of desirable behaviours and non-reinforcement of undesirable behaviours, considerable successes were achieved. It was observed that by the end of the 20th day of the study, 62.5percent of the defecating responses and 57.8 percent of urinating responses occurred in the toilet. The percentages increased slowly until the 49th day. Students attributed the increment in the behaviours to learning. Though Snell (1987) believed that independent toilet training skills were often an unattainable goal for students with severe intellectual disabilities, leading to exclusion from social and recreational programmes and public schooling, another study by Loman, Eyman, and Lask (1967), cited in Snell (1987) revealed otherwise. That is, majority of the participants showed significant improvement in the intervention.

Snell (1987) mentioned that individuals with severe intellectual disabilities may learn to feed themselves without much difficulty and with only slight delay when the environment is supportive and without any additional hindrances. Among others, Snell

opined that inadequate learning environments –such as overprotective or uninterested parents, uninformed teachers, and poor teacher-child ratio, - might lead to delayed, incomplete or abnormal development of eating skills. Further, the author suggested that, to promote independence in eating and related table skills, the teacher will make the instructional decisions, individualizing the answer to suit specific needs of each learner.

Dressing, according to Minge & Ball (1967) in Snell (1987) is more difficult than undressing for normal children as well as for individuals with disabilities. Snell suggests some task analyses, as buttoning, snapping, buckling, zipping, lacing and shoe tying. These, he said, involve refined eye-hand coordination and precise finger dexterity with controlled finger-thumb opposition.

Daily living skills training need to be made up of progressively, more complex but interrelated areas. The individual acquiring these basic skills learns to help himself or herself without totally depending on others. Therefore, in trying to train individuals with intellectual disabilities, one needs to bear in mind that other skills such as functional and adaptive skills can greatly influence a person's everyday living (Heinola, 2010).

## **2.6 Motor Skills**

Motor skill involves movement of muscles in a body (Nair, Roa, Bukkamabudhi, 2009) Motor skills, according to them, can be put into gross motor skills and fine motor skills. Gross motor skills include movements of the legs, arms, knee or the whole body, which are responsible for crawling, running, jumping, kicking, walking, among others, while fine motor skills involve using the lips/ tongues to articulate sounds of words and holding objects with the finger, [Nair, et. al.(2009)]. They identified the interconnection

between motor skills and daily living skills when they mentioned that teaching activities involving buttoning and lacing of shoes help to enhance the learner's fine motor skills.

The influence motor skills have on academic, social, vocational and even emotional development of people with intellectual disability reveals its importance in the curriculum. It is in this regard that authors and researchers, for example, Kolstoe (1976), Blake (1976), Anderson (1976), and Nair, et. al. (2009) acknowledged that motor development forms an important aspect of the total development of children with disability, especially those with intellectual disability and accept that progress in both gross and fine motor skills increases these young one's abilities to participate successfully in the daily activities, which surround them.

In a study by Ericsson (2003) to find out the influence of physical activity and motor training on motor skills, attention and learning, using 251 participants, the following findings were identified; learners' motor skills, attention skills and academic achievements improved with continued physical activity and motor training in school.

This is a confirmation that despite the level of disability of the child, his or her motor skills are enhanced if they are extensively involved in physical activities. Also, motor activities have tremendous influence on the academic achievement and attention level of the individual with intellectual disability.

Oxendine (1968), cited in Blake (1976), identified three broad categories of motor skills according to the manner and purpose for which they are learned:

- First are the skills, which are developed early in life and are primarily dependent upon maturation. These include activities such as crawling, walking, speaking and general coordination of body movements.

- The second group is those that are essential for the further development of educational objectives. It includes communicative skills, such as handwriting, which are used as tools for advance learning.
- The third category is those that are taught for their own value, or for benefits, which are directly related to learning them. Vocational and recreational skills are in this group.

Anderson (1976), however, claims that repeated demonstration opportunities and training are required to master skills, which are acquired incidentally by other children.

Researchers have indicated that the proficiency of youngsters with disabilities closely approximates their age, but the degree of motor deficiency ranges from none to a great deal, with an average of about 10 percent less than average children (Kolstoe, 1976). Nonetheless, the fact that some retarded individuals have demonstrated remarkable skills in specific athletic activities, in his view, it is safe to conclude that youngsters are potentially capable of nearer normal performance in this area. A systematic programme organised for them promises great prospects which makes it impossible for it to be left out of the curriculum (Kolstoe, 1970). Kolstoe further stated that, while it is difficult to stipulate even minimum levels of motor skills that should be achieved at specific developmental levels (preschool, primary, intermediate, prevocational and vocational), it is certain that each child should be exposed to a developmental and a recreational programme that provides maximum opportunity for motor growth.

Anderson (1976) observes that most children who have significant intellectual disabilities tend to have severe motor skill limitations. According to the author, many persons who function at this level are inefficient in locomotion.

Motor skills are, therefore, considered as an essential need in the life of an individual with intellectual disability. Thus, policy makers and programme planners must ensure its place if the curriculum is not downplayed. Teachers should also ensure that students are taught skills related to these.

## **2.7 Social Skills**

A fundamental difficulty of individuals with intellectual disabilities is weakness in social interaction (Matson, 1995; Rutter, 1978; Sevin, Matson, Coe, Love, Matese, Benavidez 1995; Wilkins, 2008). They also have deficits in social cognition which includes interpreting others' characteristics, intentions and feelings, establish and maintain friendship, being able to communicate their ideas and feelings effectively and understanding social roles and rules that govern social relationships (Vlachos, 2008). The deficits are as a result of interference with social functioning of such individuals (Brooks, 2013). Therefore, individuals' ability to socialize and adapt to social skills has been the worry of some researchers in this area (Wilkins). Research indicates that 75 to 80 percent of individuals with disabilities who fail in employment fail because of inadequacies in social adjustment and not as a result of the inability to perform the assigned duties on the job (Love, 1968). They further said that areas of socialization has been organized to include two major categories- personal social relations, for instance, develop concept of sharing, taking turns and cooperating with others, respect for others,

accept responsibility, carry out direct orders, offer assistance, maintain an even temperament and proper greeting in the school.

To this end, respect for fellow workers and authority and working cooperatively with fellow workers and appropriate dressing (for different types of weather and for different occasions). In order to acquire such skills, there is the need to take additional opportunities (Brooks, 2013). Brooks embarked on a study to investigate the influence extracurricular activities have on social competence of children with intellectual disability. The researcher compared 85 children with intellectual disabilities and learning disabilities (between the ages of 7 – 12) to their developing peers. The study proved that participation in unstructured extracurricular activities greatly benefits individuals with intellectual disability. In other words, extracurricular activities have extensive positive influence on the student (Brooks, 2013; Siperstein, Glick, & Parker, 2009; Fletcher, Nickerson, & Wright, 2003).

Wang (2006) identified personal and social skills such as conflict resolution, refusal skills, peer mediation, coping skills, facilitation skills, and navigational skills as skills that individuals with disabilities required in order to function well in the society. Community mobility can be an important asset to an individual with intellectual disability (Snell, 1987). Snell further indicated that walking or taking public transportation frees one from reliance on parents, friends, or special vans for access to employment, services and recreation, thus providing a more normal life. The major barriers to a community mobility programme, are often parental, staff and community concern for students' safety. For children with intellectual disabilities to effectively interact with peers, they need to incorporate multiple social skills simultaneously. However, social maturity and



peer adjustment are major weaknesses of individuals with intellectual disabilities (Guralnick Connor & Johnson, 2009). Connection with friends and other members of the community is associated with varying behaviours such as antisocial (Bearman and Moody 2004; Rodgers and Rose, 2002).

## **2.8 Prevocational Skills**

It is generally recognised that intellectual disability is a serious obstacle to vocational training. For these individuals, developing career can cause different hindrances in career instruction (Kolstoe, 1970; Shearman & Shearan, 2011). This may explain why most young ones with intellectual disabilities have been identified to have poor post-school outcomes relative to those of other categories of disabilities (Newman, Wagner, Cameto, & Knokey, 2009). However, for professionals working with young people with intellectual disabilities, the concept of career education certainly should not be a threatening issue since it is consistent with what has always been the format of services for them. What should be borne in mind is that some individuals in some parts of the world have displayed proof of success in various vocations. In the United States and United Kingdom for example, individuals with intellectual disabilities have been trained and placed in competitive employment (Cherono, 2003). Also in African countries such as South Africa, Kenya and Zimbabwe, trained individuals do such jobs as porters, kitchen and house helpers among others (Cherono, 2003). Indeed, in Ghana, specifically, at Dzorwulu Special School, the researcher came across two individuals with intellectual disabilities working as kitchen and laundry helpers. Also, the researcher was reliably informed that some individuals who were given different vocational training were employed in similar departments including batik and tie/dye. These are proofs of the



capabilities of such individuals. The major challenge has to do with acceptance by the community and society at large.

The purpose of vocational training is to aid the individual to learn techniques used in the field (Weir, 2004) to prepare him or her for future employment and independent life. “Vocational skills training has been regarded as discipline for the academically weak,” (Gambom, 1980 cited in Uwaifo, 2009; Kyere, 2009) in some African countries.

Kyere (2009) further argued that:

*There is still a strong tendency towards white-collar job as a result of low status associated with most kind of vocational and technical education. Despite government efforts to establish a sound vocational programme, less impact has been made in terms of improving the status. It was because of this cold attitude towards vocational and technical education that a matter relating to its good implementation is often ill treated, (Kyere, 2009, p.17).*

In Ghana, most special schools for individuals with intellectual disability are basically formed to provide functional academic and vocational skills; these are aimed at making such people live independently after school (Amedzake, 2011). Nevertheless, very few prospects are available for such individuals after school. Some researcher/writers such as Love (1968), Sitlington, Clark and Kolstoe, (2000), Kortering and Braziel (2000) and Avoke and Avoke (2004) have recognized the need for vocational training to be individualized and incorporated in the curriculum of the individual. Howley (2010) added that individualized vocational programme should be organized in accordance with the students’ specific individual needs. This will ensure relatively easy development of skill to create better opportunities after school. In the same vein, putting together the content of the curriculum and job related training may make transition from school to work easy. Planning and implementing vocational skills training programmes should be carefully developed (Vlachos, 2008).

Hayford's (2000) study on vocational programmes in four schools for learners with intellectual disabilities revealed that most of the activities included batik/tie dye, weaving, bead making and poultry (Amedzake, 2011). Hayford was of the view that the limited nature of these activities might limit students' choices on the job market. This might pose a problem to preparing the individuals to take on vocations. Vocational programmes can be put under agriculture, business and office, distributive, health, home economics, trade and industry and technical occupations (Szymanski & Parker, 2003), mushroom farming, batik/ tie and dye, basketry, weaving, carpentry, poultry, bead - making and calabash - making (McCrea & Miller, 2004). The above, according to Hayford, are important in training and preparing youngsters with intellectual disability for life after school. Hallahan and Kauffman (1981) **cited in Azara (2011)** opined that vocational training programmes for persons with intellectual disabilities can be broadly categorised into two: -sheltered workshops and competitive employment. Sheltered workshop refers to a structured environment where individuals are offered limited job training experiences in nature which are repetitive in nature and uses current industrial technology while competitive employment (setting is similar to the regular work place) offers the individual training on similar jobs that are available to those without disability (Hallahan and Kauffman).

A study by Amedzake (2011), to evaluate the efficacy of vocational programmes offered in special schools, and which involved 38 special educators from two special schools in Ghana, revealed the following pertinent issues on vocational training.

- Vocational programmes offered in special schools were not uniform as each school limited categories for students to choose from. It therefore meant that some students would be compelled to train on vocations that they are not interested in.
- Majority of respondents had the belief that students would not be accepted in employment despite the training they go through.
- Students did not receive enough training to ensure smooth transition.
- Vocational programmes available in the schools were not effectively meeting students' future needs.

The above findings reveal the kind of training given to students with intellectual disabilities in special schools to take on vocational challenges. If individuals receive the requisite prevocational training, it will reflect their preparedness for vocational training and hence, place them in the right position to be employed.

Vocational training is an aspect of transitional services given to individuals with intellectual disability to ensure they have reduced difficulties working after school. IDEA (2004) defined transition services as:

*a coordinated set of activities for a child with a disability that: is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation [20 U.S.C. § 1401 (34)].*

Students are exposed to different skills, such as discussed above, in order to ensure their smooth transition from school to their communities and society at large.

## **2.9 Individuals with Intellectual Disabilities and Independent Living**

Just like people without disabilities, those with intellectual disabilities will function well in their communities when exposed to opportunities that match them toward their independent living. Mont (2004) identified issues which may be considered in preparing students toward independent living. They include: academic skills, daily living skills, personal and social skills, occupational and vocational skills. For individuals with intellectual disabilities to live independently after school, they need to be given vocations that can grant them work experiences, hence the opportunity to gain employment. Employment is very important because it enhances social status, provides wages and money to engage in other activities, increases integration, increases self esteem and promotes individual growth (Shearman & Shearan, 2011).

In order that individuals with intellectual disabilities live lives, they should have various skills that would ensure their absorption into the society and the world of work. They need to perform a wide range of jobs and should be proven to be dependable workers (Amedzake, 2011). The nature of work the individuals would perform is dependent on their interests, strengths and weaknesses. According to Hitchings and Retish (2000), the various jobs individuals with intellectual disability can do include library assistance, sales personnel, laundry works, animal caretakers, mail clerks, housekeeping, data entry clerks, messengers, among others.

Few individuals have proven to be successful in these areas while others struggle with acquiring such skills. However, researches such as mentioned earlier prove that the

era in which individuals with intellectual disability are seen to be completely useless and are unable to do anything is no more. If they are given the appropriate training through a carefully planned approach, they are most likely to live and function in the environment as independently as possible.

## **2.10 Theoretical Framework**

### **Functional curriculum model**

A functional curriculum refers to the curriculum prepared to give the skills the individual needs to live, work and have fun in an inclusive community (Brown et al., 1979; Falvey, 1989; Snell & Browder, 1987). The constituents of a functional curriculum include daily living, social/ relationship, academics, vocational, independent, financial, transportation and self determination skills (Bowen, 2009; Clark, 1994; Patton, Cronin, & Jarrrels, 1997; Wehman & Kregel, 1997). A functional curriculum is used when the experiences individuals with disabilities receive from the general curriculum seem not to meet post-school needs (Bouck, 2004). In this situation, independent, vocational and other life skills need to be addressed, and the use of the functional curriculum model is then justified. Individuals with intellectual disabilities battle with difficulties such as low independent living rates, difficulty adjusting to life in and after school and low employment (Neubert, Moon, & Grigal, 2004; Wagner, Newman, Cameto, & Levine, 2005).

The functional curriculum model was adopted as the guiding theory because of its appropriateness to this study and various merits. The functional curriculum focuses on the particular needs of the student and prepares a learning programme around his or her needs. It takes into consideration not only the student's current needs but also his or her

prospective future needs. The functional curriculum approach allows flexibility in choosing the most appropriate skills and the environment in which the skills should be taught (Bowen, 2009).

## **2.11 Summary of Literature**

The study reviewed literature on some issues regarding the concept of curriculum. Various descriptions of curriculum and components of any curriculum were examined. A connection was then established between what is taught in the classroom, provided by in the curriculum, and the various experiences of the student. An overview of the development of the curriculum for individuals with intellectual disability was looked at. A brief mention was made on its development in Ghana.

The content of the curriculum for individuals with intellectual disability was carefully described as it forms an important aspect of this study. The skills described included the daily living, motor, social and vocational skills. Both theoretical and empirical studies were discussed under each skill.

The purpose of teaching functional skills to individuals with disability is to enable them live independent lives in the near future. Therefore, literature on individuals with intellectual disability and independent living was reviewed. The functional academic model which served as the main theory that drove the study was discussed. The various skills required to prepare individuals with intellectual disability for the future, supported by the model were also discussed.

## CHAPTER THREE

### METHODOLOGY

#### 3.1 Introduction

This chapter describes the procedures followed in carrying out the study. The methodology is described under the following subheadings: research design, the population of the study, sample and sampling technique, instruments, procedures for data collection and analyses. Caution was followed to ensure the validity and reliability of study and tools respectively were also described.

#### 3.2 Research Design

The major research design used for the study was descriptive survey. Robson (2003) opined that descriptive surveys are useful when the intention of the researcher is to report on the views of participants in the way they are expressed. The survey method was chosen because it allowed the researcher to describe and provide an understanding of a situation, using descriptive statistics. This is consistent with Bell's (2003) view. A survey design helps to determine and report on or describe events the way they are.

The focus of the survey was to consider samples of views of parents and teachers on the influence of the skills provided in the curriculum, -particularly daily living, motor, social and vocational - for individuals with intellectual disabilities on their performance and development and whether these skill help to prepare them enough to live independent lives. Though other could have produced similar results, the descriptive survey design was identified to be suitable because it gave room for the researcher to receive data from



both the teachers and parents. It also aided the researcher to collect data from the sample without bias.

### **3.3 Population of the Study**

The study included three special schools for intellectual disabilities; namely, Dzorwulu, Castle Road and New Horizon Special Schools - in Accra. The population for the study included teachers and parents/guardians of students of the selected schools. The schools were conveniently selected. The researcher considered these closer and easily accessible. That made it comparatively easier for the researcher to collect data and visit the schools as frequently as possible. Two of the schools; namely Dzorwulu, and Castle Road were public schools while New Horizon was a private school.

The reason for the inclusion of a private school resulted from the researcher's observation that most of the related studies done in Ghana concentrated on public schools to the neglect of the private ones, perhaps, due to the difficulty of accessibility. Though, having access to a private special school, such as New Horizon School -was a challenging one, the researcher saw the involvement of the private school as an opportunity to explore the conditions prevailing there and how the use of the syllabus impacts individuals with intellectual disabilities in their school as well. It must however be noted that, the focus of this study was not to compare performance between public and private special schools for children with intellectual disabilities.



### 3.4 Sample and Sampling Technique

Sixty-five respondents were randomly selected for the study. This pool of respondents covered the entire population of 35 teachers, who had had training to teach individuals with intellectual disabilities in the three selected schools and 30 parents, who were also conveniently selected. With permission from the school, teachers who had taught for two or more years were assembled in a room. Pieces of papers, on which „Yes“ / „No“ had been written were presented to them. Each teacher got the opportunity to pick one paper at a time. Teachers who picked „Yes“ were selected as respondents. This process was repeated in each of the schools. The three schools, located in Accra were selected from special schools in Ghana. The selection of the three (3) schools in Accra was informed by their convenience and proximity to the researcher. This facilitated the quick collection of data and early completion of the study. This conforms to Harris“ (2002) claim that, most convenience samples are reasonably representative of the population of interest.

The average number of years of teaching by the selected teachers in the schools was two. A minimum of two years of teaching experience in the special school setting was considered enough to enable the teacher validly comment on the needs or skills taught to individuals with intellectual disabilities. Similarly, 30 parents, whose children had been students for at least three years, were also selected to form part of the pool of respondents with the view that they had had adequate knowledge to provide useful responses to the survey items. Tables 1 and 2 below represent the distribution and return rates of the survey by teachers and parents, respectively.

**Table I: Distribution of Questionnaire to Teachers**

<b>School</b>	<b>Number of Questionnaire Distributed</b>	<b>Number of Questionnaire Retrieved</b>
Dzorwulu Special School	20	20
New Horizon Special School	10	10
Castle Road Special School	5	5
<b>Total respondents</b>		<b>35</b>

**Table 2: Distribution of Questionnaire to Parents**

<b>School</b>	<b>Number of Questionnaire Distributed</b>	<b>Number of Questionnaire Retrieved</b>
Dzorwulu Special School	20	18
New Horizon Special School	10	9
Castle Road Special School	0	0
<b>Total respondents</b>	<b>30</b>	<b>27</b>

From Table 1, all 35 questionnaires distributed to teachers were retrieved representing a hundred percent (100%) retrieval. However, 27, representing ninety percent (90%) out of the 30 questionnaires distributed to parents were retrieved, excluding Castle Road School, as earlier explained. Several attempts made by the researcher to retrieve the remaining 3 copies proved futile due to the indisposition of the parents involved. Therefore, a total number of 62 questionnaires were collected for analysis.

### **3.5 Research Instruments**

Questionnaire was the main research instrument used by the researcher to collect data. Despite the short falls of this instrument, such as lack of motivation to complete the work, questionnaire makes it possible for the researcher to gather data from a sizeable sample from the population. The questionnaire was chosen because it allowed for anonymity and ensured privacy of information provided by the respondents. The

questionnaire was structured to cover the instructional areas. The instructional areas captured in the research questions included Daily Living, Motor, Social, and Prevocational. The questionnaire was developed in two parts; Part A and Part B, respectively. Part A contained background information of respondents, while Part B involved a total of 40 questions, with 10 questions under each research question. The procedure was discussed intensively with the researcher's supervisor and later pre-tested to ensure validity.

### **3.6 Pre-test of the Instrument and Result**

The instrument was pre-tested in the school, a month before the collection of the actual data. The reason for the pre-test in the school was to help determine and rectify difficulties and check possible ambiguities. It was found to be necessary because it helped the researcher to also identify loopholes and correct them. 20 teachers and 5 parents took part in this exercise.

The results from the test gave the researcher an idea of participants' understanding of the questions. The researcher had the opportunity to make changes and modifications where applicable.

### **3.7 Validity and Reliability Considerations**

The validity considerations in the study were whether the instrument measured what it was meant to. This was also to ensure that the results could be generalised beyond the sample. In order to ensure both construct and external validity, questionnaire items were carefully formed to cover the basic skills as enshrined in the curriculum. Attention was given to the sampling procedures to ensure that the sample was representative of the

population. Parents and teachers were selected in such a way that each of them had the probability of being chosen. Data was collected and critically analysed in order to further strengthen validity.

### **3.8 Ethics**

Some critical ethical considerations for the study included confidentiality of responses and consent for participation from parents and teachers. Steps had to be taken in order to ensure the privacy of the respondents.

Prior to the commencement of the study, an introductory letter, confirming the studentship of the researcher and the desire to conduct a study about the curriculum of students with intellectual disabilities was obtained from the Department of Special Education of the University of Education, Winneba. Parents and teachers were given information about the study and their consent was received. This was to ensure their full participation. A letter of appreciation was sent to the school for their participation. At a Parent-Teacher Association meeting, the researcher expressed his appreciation to all parents.

### **3.9 Procedures for Data Collection**

This describes the processes the researcher used to collect data for the study. It involved procedure for access and actual data collection.

### **3.10 Access**

Firstly, the researcher sought permission from the heads of the various schools before collecting data from teachers and parents. The purpose of the study was explained to the participants. They were also assured that their privacy would be ensured. The

participants were informed of schedules for meetings prior to the time in respect of the teachers. Regarding access to parents, permission was first sought from the Parents-Teachers Association (P.T.A.) through the heads of the schools. Due to the difficulty in meeting the parents, data from some parents-participants were collected with the help of teachers -where teachers issued questionnaire to parents concerned - while others were personally contacted by the researcher.

### **3.11 Data Collection**

The process involved the administration of questionnaire and retrieval of completed ones. Questionnaires were distributed to participants and they were allowed four days interval to complete them. The researcher, with the help of teachers, retrieved the questionnaires from both teachers and parents.. Both the parents and head teacher granted permission.

### **3.12 Procedures for Data Analyses**

The views of parents and teachers concerning the influence of the curriculum of individuals with intellectual disabilities formed the focus of the research questions. Ten questions were formed under each of the four research questions. These questions that guided the investigation were formulated to take care of specific basic skills taught to individuals with intellectual disabilities as described in the curriculum.

Tables were constructed to represent the skill areas. Each of the tables included the question items under each strand. However, for easy analysis of data, the responses were ranked, with the highest and lowest ranked items presented and commented on. Simple percentages were used to calculate frequencies. Descriptive statistics were

adopted because the survey was quantitative in nature. Tables and percentages were used where appropriate to present data clearly.



## CHAPTER FOUR

### DATA PRESENTATION AND DISCUSSION OF FINDINGS

#### 4.1 Introduction

This chapter presents the findings of the study. It also discusses data gathered through closed-ended question items administered to teachers and parents from the three selected special schools in Accra. The first section presents the data analysis while the second section discusses the findings.

#### 4.2 Data Analysis

The analyses of respondents' demographic data are presented in the earlier part while the other part shows findings from the questionnaire. The discussions reviewed the views of a total number of 62 respondents; 35 teachers and 27 parents and guardians.

#### 4.3 Bio-data of Respondents

Table 3 displays the bio-data of teachers of the three special schools for intellectual disability in Accra, who took part in the study. A sample of 35 teachers (20, 10, and 5 from Dzorwulu, New Horizon and Castle Road respectively) was drawn from the three schools. Fifty-four of female teachers and 45.7% of male teachers took part in the study. This shows that there were more female teachers than male teachers in the three schools.

The table also indicates that all of the teachers had received some kind of special education training with the majority (57.1%) holding a first degree. Also, 17.2% of the teachers had a master's degree while 25.7% of teachers had a diploma in special

education. The fact that all teachers who participated in the study had some special education training gives credence to their responses.

Regarding the teachers' general teaching experiences, it was recorded that the majority of teachers (31.4) had taught between 16 and 20 years. On the other hand, the mean number of years of teaching experience for the majority of teachers (62%) in their respective special school for intellectual disabilities fell in the range of 0-5 years.

**Table 3: Respondents', (Teachers) N= (35)**

		Number	Percentage
School	Dzorwulu	20	57.1
	Castle road	5	14.3
	New horizon	10	28.6
Gender	Males	16	45.7
	Females	19	54.3
Special education training	Untrained		
	Diploma	9	25.7
	Bachelor's degree	20	57.1
Number of years of teaching	Master's degree	6	17.2
	0 – 5	6	17.1
	6 – 10	8	22.9
	11 – 15	6	17.1
	16 - 20	11	31.4
	21 – 25	2	5.7
	26 - 30	2	5.7
Number of years of Teaching in a special school	0 – 5	22	62.9
	6 – 10	4	11.4
	11 – 15	4	11.4
	16 - 20	0	0
	21 - 25	5	14.3

Table 4 shows the data of parents of pupils of Dzorwulu and New Horizon special schools who participated in the study.

About 70.4% of the parents were from the Dzorwulu school, while 29.6% were made of parents were from the New Horizon school. Out of the 27 parents and guardians, 13 (48.1%) were males and 14 (51.9%) were females. Fathers constituted 8 (29.6) while 10 (37) were mothers. The remaining 33.4% were guardians.



**Table 4: Respondents', (Parents) Characteristics N= (27)**

		<b>Number</b>	<b>Percentage</b>
School	Dzorwulu	19	70.4
	New horizon	8	29.6
Gender	Male	13	48.1
	Females	14	51.9
Relation with pupils	Father	8	29.6
	Mother	10	37.0
	Guardian	9	33.4
How long parent has known individual	0 - 5	11	40.7
	6 – 10	7	25.9
	11 – 15	6	22.2
	16 - 20	3	11.1

**Research Question 1: Do the Basic Living Skills taught in the Schools, assist**

**Children with Intellectual Disability to Develop Self-Care Abilities?**

Table 5 presents teachers' views on the daily living skills pursued in the three special schools. It displays a number of skills relevant to the daily living of the individuals with intellectual disabilities. The table shows that all the teachers (100%) believed that students had been given the training to clean and wash bowls. Also, about 91.4% of teachers as opposed to 8.6% of teachers were confident that individuals with students with intellectual disabilities had been trained enough to sweep their rooms and classrooms. Also, 88.6% of the teachers, as opposed 11.4, and 85.7% opposed to 14.3%, respectively agreed that students with intellectual disabilities had been trained well to independently perform toileting skills and to wash their uniforms. Eight percent agreed that students were well trained to brush their teeth while 20% think otherwise.

However, significantly, 71.4% of teachers believed that the syllabus did not provide adequate skills to train students to prepare simple meals. This is worth considering seriously. In addition, 57.1%, as opposed to 42.9% of the respondents

indicated that the curriculum did not give enough grounds to train individuals to bathe, appropriately, without help.

**Table 5: Responses of Teachers on Pupil’s Basic Living Skills**

Item	Dzorwulu		Castle Road		New Horizon		Total		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Wash bowls	20	0	5	0	10	0	35	0	100	0.0
Prepare simple meals	7	13	3	2	0	10	10	25	28.6	71.4
Feed oneself with meal	19	1	4	1	2	8	25	10	71.4	28.6
Bath appropriately without any help	14	6	4	1	2	3	15	20	42.9	57.1
Put on uniform without assistance	17	3	3	2	6	4	26	9	74.3	25.7
Identify clean or dirty clothes	14	6	3	2	8	2	25	10	71.4	28.6
Wash clothes/ uniform	17	3	5	0	8	2	30	5	85.7	14.3
Sweep room or classroom without help	19	1	5	0	8	2	32	3	91.4	8.6
Free bowels at appropriate time	20	0	3	2	8	2	31	4	88.6	11.4
Brush teeth without assistance	13	7	5	0	10	0	28	7	80	20

**Research Question 2: How do the Motor Skills, equip Learners to take part in Motor activities in School and at Home?**

Table 6 represents teachers’ views on preparation of students on motor skill. The findings show that 33 (94%) of the teachers indicated that the training offered through the curriculum aided students to carry light boxes. Similarly 32 (91.4%) responded that children were able to climb stairs independently. Also, a total of 31(88.6) representing the views of 20,5, and 6 respondents from Dzorwulu, Castle Road and New Horizon special schools, respectively, indicated that through the training, students with intellectual disabilities were able to move about freely without assistance. Also, students, 71.4%, as

opposed to 28.6% of students with intellectual disabilities, were able to feed themselves with spoon without aid.

**Table 6: Responses of Teachers on Pupil’s Motor Skills**

Item	Dzorwulu		Castle Road		New Horizon		Total		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Pick or lift objects without assistance	18	2	5	0	6	4	29	6	82.9	17.1
Hold a pen or pencil appropriately	18	2	5	0	8	2	31	4	88.6	11.4
Move about with no assistance	20	0	5	0	6	4	31	4	88.6	11.4
Jump continuously for at least seven times	19	1	2	3	10	0	31	4	88.6	11.4
Climb stairs independently	17	3	5	0	10	0	32	3	91.4	9.6
Take part in athletics	20	0	5	0	6	4	31	4	88.6	11.4
Feed oneself with spoon without assistance	15	5	2	3	8	2	25	10	71.4	28.6
Use knife in cutting vegetables	15	5	3	2	2	8	20	15	57.1	42.9
Assemble objects into two or three parts	20	0	5	0	10	0	25	10	71.4	28.6
Carry light boxes	18	2	5	0	10	0	33	2	94.3	5.7

**Research Question 3: Do the Social Skills in the Curriculum Facilitate Individual’s Social Interactions?**

Table 7 represents responses of respondents regarding social skills provided in the curriculum. Thirty-two (91.4%) of respondents indicated that the curriculum supported the training of children to identify public places of convenience, and 31 teachers, representing 88.6% agreed that students had the ability to help friends and siblings. Nearly, 83% responded that students had received enough training to sympathise with friends, go on errands for others and express likes and dislikes about issues. Similarly,

77.1% claimed students could use appropriate greetings and share items with colleagues.

In addition to the above, 65.7% said students could engage in conversation with others.

**Table 7: Responses of Teachers on Pupil’s Social Skills**

Item	Dzorwulu		Castle Road		New Horizon		Total		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Give help to friends/ siblings	16	4	5	0	10	0	31	4	88.6	11.4
Use appropriate greetings	12	8	5	0	10	0	27	8	77.1	22.9
Share items with students	14	6	5	0	8	2	27	8	77.1	22.9
Cooperate with colleagues	13	7	5	1	8	2	25	10	71.4	28.1
Engage in conversation with colleagues	18	2	5	0	10	0	23	12	65.7	34.3
Sympathise with friends	18	2	3	2	8	2	29	6	82.9	17.1
Use appropriate language	14	6	5	0	10		29	6	82.9	17.1
Go on errands	17	3	4	1	8	2	29	6	82.9	17.1
Identify public places of convenience	19	1	5	0	8	2	32	3	91.4	8.6
Express likes or dislikes	16	4	5	0	8	2	29	6	82.9	17.1

**Research Question 4: In which ways do the Prevocational Skills content taught in the school help prepare students to take on vocations?**

Teachers’ responses regarding prevocational skills for students with intellectual disabilities have been displayed on Table 8. In response to how the prevocational skills prepare individuals for future vocations, 71.4% indicated that pupils had been trained to learn any trade of choice. Also, 27 teachers (77%) and 26 teachers 74.3% agreed that students had been trained to relate well to colleagues and be punctual at work. About 65.7% of the teachers believed that students with intellectual disabilities could handle tools without difficulty. However, significantly, 65.7% stand by the view that the curriculum does not train children enough to make a choice of trade. Additionally, 57.1%

and 51.4% of teachers respectively reckoned that students are not trained to be regular to work and cannot work in an environment of choice.

**Table 8: Responses of Teachers on Pupil’s Prevocational Skills**

Item	Dzorwulu		Castle Road		New Horizon		Total		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Choose a trade of choice	3	17	3	2	6	4	12	23	34.3	65.7
Learn any trade of choice	13	7	4	1	8	2	25	10	71.4	28.6
Work in an environment of their choice	11	9	2	3	4	6	17	18	48.6	51.4
Handle tools without difficulty	15	5	2	3	6	4	23	12	65.7	34.3
Be regular to work	9	11	3	2	6	4	15	17	42.9	57.1
Be punctual to work	13	7	5	0	8	2	26	9	74.3	25.7
Relate well to colleagues at work	16	4	5	0	6	4	27	8	77.1	22.9
Obey regulations at work	14	6	5	0	6	4	25	10	71.4	28.6
Understudy people	11	9	1	4	6	4	18	17	51.4	48.6
Supervise colleagues to work	6	14	4	1	8	2	18	17	51.4	48.6

**Research Question 1: Do the Basic Living Skills taught in the Schools, assist Children with Intellectual Disability to Develop Self-Care Abilities?**

Table 9 introduces parents’ responses on questions relating to daily living skills for individuals with intellectual disabilities. The table reveals that all respondents- 27- representing 100%, agree that the curriculum provided opportunities to toilet train students with intellectual disabilities. In addition, 96.3% and 92.5%, believed that children were adequately trained to feed themselves and wash bowls properly; and 85.2% and 81.5%, respectively, said that students could appropriately put on their uniforms and wash their clothes without assistance. About 74%, were able to identify dirty clothes and

brush their teeth through the training they received. Also, 70.4% were confident that students could bathe appropriately without help.

**Table 9: Responses of Parents on Pupil’s Basic Living Skills**

Item	Dzorwulu		New Horizon		Total		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No
Wash bowls	19	0	6	2	25	2	92.6	07.4
Prepare simple meal	7	12	6	2	13	14	48.1	51.9
Feed oneself	18	1	8	0	26	1	96.3	3.7
Bathe appropriately without any help	13	6	6	2	19	8	70.4	29.6
Put on uniform without assistance	16	3	7	1	23	4	85.2	14.8
Identify clean or dirty clothes	12	7	8	0	20	7	74.1	25.9
Wash clothes/ uniform	16	3	6	2	22	5	81.5	18.5
Sweep room or classroom without help	18	1	8	0	19	7	70.4	29.6
Free bowels at appropriate time	19	0	8	0	27		100	00.0
Brush teeth without assistance	12	7	8	0	20	7	74.1	25.9

**Research Question 2: How do the Motor Skills, equip Learners to take part in Motor Activities in School and at Home?**

Table 10 represents responses of parents and guardians of individuals with intellectual disability in the three special schools on motor skills provided in the curriculum. The table reveals that of the respondents claimed the curriculum provided enough grounds to train individuals to take part in athletics. Nearly 93% believe that students are given enough training to pick or lift objects without assistance, assemble objects into two or three parts, carry light boxes and hold pens and pencils appropriately. Also, 88.9% asserted that individuals could move about with no assistance while 81.5% believed that students could climb stairs, independently.

**Table 10: Responses of Parents on Pupil’s Motor Skills**

Item	Dzorwulu		New Horizon		Total		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No
Pick or lift objects without assistance	17	2	8	0	25	2	92.6	7.4
Hold a pen or pencil appropriately	17	2	8	0	25	2	92.6	7.4
Move about with no assistance	19	0	5	3	24	3	88.9	11.1
Jump continuously for at least seven times	18	1	5	3	23	4	85.2	14.8
Climb stairs independently	16	3	6	2	22	5	81.5	18.5
Take part in athletics	19	0	8	0	27	0	100	00.0
Feed oneself with spoon without assistance	14	5	6	2	20	7	74.1	25.9
Use knife in cutting vegetables	14	5	6	2	20	7	74.1	25.9
Assemble objects into two or three parts	19	0	6	2	25	2	92.6	7.4
Carry light boxes	17	2	8	0	25	2	92.6	7.4

**Research Question 3: Do the Social Skills in the Curriculum Facilitate Individual’s Social Interactions?**

Findings on parents’ view on social skills training for students in the three selected schools are shown in Table 11. Twenty-six (96.3%) of the parents considered that children, through the training they received, were able to identify public places of convenience. In a similar vein, 25 parents representing 92.6% said students had the ability to engage in conversation with colleagues and sympathise with friends. Twenty-four (88.9%), and 23 (85.6%), respectively, reckoned that students could go on errands, give help to friends/siblings, and express likes or dislikes.

**Table 11: Responses of Parents on Pupil’s Social Skills**

Item	Dzorwulu		New Horizon		Total		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No
Give help to friends/siblings	15	4	8	0	23	4	85.6	14.4
Use appropriate greetings	11	8	8	0	18	9	74.1	25.9
Share items with students	14	5	6	2	20	7	74.1	25.9
Cooperate with students	13	6	6	2	19	8	70.4	29.6
Engage in conversation with colleagues	17	2	8	0	25	2	92.6	7.4
Sympathise with friends	17	2	8	0	25	2	92.6	7.4
Use appropriate language	13	6	8	0	21	6	77.8	22.2
Go on errands	16	3	8	0	24	3	88.9	11.1
Identify public places of convenience	18	1	8	0	26	6	96.3	3.7
Express likes or dislikes	15	4	8	0	23	4	85.6	14.4

**Research Question 4: In which ways do the Prevocational Skills content taught in the School, help Prepare Students to take on Vocations?**

Table 12 presents views of parents with respect to prevocational skills taught in the special schools. According to the table, 74.1% of respondents were confident that the with intellectual disabilities are trained sufficiently to handle some tools to work with no difficulty. Sixty-six percent believed that students had been trained to be punctual to work, and 59.3% believed students would be able to learn any trade of choice and relate well to colleagues.

On the other hand, 15 (55.6%) as opposed to 12 (44.4%) of parents, contended that the curriculum did not offer opportunities to train students well enough in the area of choosing trade. About 60% also thought that students did not have the ability to be regular to work. Ultimately, 70.4% as opposed to 29.5% respondents, said students were not able to supervise colleagues at work.



**Table 12: Responses of Parents on Pupil’s Prevocational Skills**

Item	Dzorwulu		New Horizon		Total		Percentage	
	Yes	No	Yes	No	Yes	No	Yes	No
Choose a trade of choice	7	12	5	3	12	15	44.4	55.6
Learn any trade of choice	12	7	4	4	16	11	59.3	40.7
Work in an environment of their choice	10	9	5	3	15	12	55.6	44.4
Handle tools without difficulty	14	5	6	2	20	7	74.1	25.9
Be regular at work	9	10	4	4	13	14	48.1	51.9
Be punctual to work	12	7	6	2	18	9	66.7	33.3
Relate well to colleagues at work	14	5	2	6	16	11	59.3	40.7
Obey regulations at work	13	6	3	5	16	11	59.3	40.7
Understudy people	11	8	4	4	15	12	55.6	44.4
Supervise colleagues to work	6	13	2	6	8	19	29.6	70.4

#### 4.4 Discussion of Findings

The study sought to find out the influence of the curriculum on the development of the students with intellectual disabilities. This study, which was based in three selected special schools in Accra, investigated whether or not the curriculum designed some years back was performing its role in teaching effectively; the skills students need to function in communities in which they find themselves. The research concentrated on four, out of the five skills enshrined in the curriculum.

The initial aspect of this chapter presented and analyzed the findings based on themes/ strands generated from the four research questions. This part considered the discussion of the results under the research questions.

**Research Question 1: Do the basic Living Skills taught in the schools; assist  
Children with Intellectual Disability to develop Self-Care  
Abilities?**

In view of the findings presented under the above research question, it was obvious that the overwhelming majority of both teachers and parents (typically, 100% of teachers and 92.6% of parents) were convinced that students had been given the training to clean and wash bowls, while 100% of parents and 88.6% of teachers believed individuals had been properly toilet trained when and where appropriate. Also, the respondents were convinced that the basic living skills taught in the schools, as provided by the curriculum, adequately prepared students with intellectual disabilities to develop self – care skills. This is consistent with Mechling's (2007) view that an aim of special education is to increase the independence and self-management skills of individuals with intellectual and developmental disabilities.

The result therefore proved clearly that though individuals with intellectual disabilities exhibit certain weaknesses in adaptive skills (Jacobson & Ackerman, 1990; Kraijer, 2000), if they are taught specific and explicit skills (Duker, Didden, & Sigafos, 2004) at this level they would develop the necessary daily living skills.

**Research Question 2: How do the Motor Skills, equip Learners to take part in  
Motor activities in School and at Home?**

From the results, 100% of parents and 88.6% of teachers believed that the curriculum was helpful in preparing students with intellectual disabilities to take part in athletics. They (88.6% of teachers and 88.9% of parents) also agreed that students were adequately trained to move about without assistance. Additionally, 82.9% of teachers and

92.6% of parents believed that students, through the curriculum, acquired the ability to pick or lift objects without assistance.

The above and other findings displayed in the tables show that both parents and teachers unanimously agreed that motor skills, provided in the curriculum, adequately helped to equip learners to take part in such motor activities. This is consistent with the assertion of Kolstoe (1976), Blake (1976), Anderson et al. (1976), and Nair, et al. (2009), that motor skills development plays an essential role in the overall development of individuals with intellectual disabilities, hence progress in both gross and fine motor skills promotes their ability to take part in daily activities around them. This perhaps explains why Nair, et al. (2009), proposed a link between motor skills and daily living skills. Ericsson (2003) supported the link and role of motor skills development when he identified that learners' motor skills, attention skills and academic achievements improved with continued physical activity and motor training in school.

**Research Question 3: Do the Social Skills in the Curriculum Facilitate Individual's Social Interactions?**

Regarding responses of respondents on social skills designed for individuals with intellectual disabilities, 92.6% of parents and 65.7% of teachers were convinced that the students had the skills to engage in meaningful conversation with colleagues. Parents (85.6%) and teachers (88.6%) also respectively responded that students could help their friends in different ways. Similarly, 77.8% and 82.9% of parents and teachers respectively were of the opinion that learners could use appropriate language, when needed.

Some researchers, for example Wilkins (2008), have noted that social skills development is a major challenge for individuals with intellectual disabilities, and those challenges are as a result of social interference (Brooks, 2013). However, if those individuals are trained in such social skills, they stand the chance of freely engaging in social activities like their typical peers.

The findings reveal that greater percentage of teachers were optimistic that the social skills included in the curriculum enhance the students' social interaction and relationships with others. The outcome of the findings confirms the point that participating in social and extracurricular activities has great influence on their development (Brooks, 2013; ; Siperstein, Glick, & Parker, 2009; Fletcher, Nickerson, & Wright, 2003). Brooks (2013) in his study which investigated the influence extracurricular activities have on social competence of children with intellectual disabilities.

**Research Question 4: In which ways do the Prevocational Skills content taught in the School, help Prepare Students to take on Vocations?**

Under this research question, most views of teachers and parents went parallel at a point but departed with just a handful of the responses. About 71% of (teachers) and 59.3 % of parents were sure that learners had the ability to learn any trade of their choice. Also, 75.1% of parents and 65.7% of teachers mentioned that students had been trained enough to handle tools without difficulty. On the other hand, both teachers (55.6%) and parents (65.7%) believed that students had not received the necessary training to choose a trade of their choice.

However, regarding whether students had the skills to work in an environment of choice, 55.6% of parents responded in the affirmative while 51.4% of teachers disagreed. In addition, 70.4% of parents were pessimistic that students were trained to acquire the skill of supervising colleagues at work, while 51.4% of teachers in the school were optimistic.

Despite the findings above, it is obvious that majority of the respondents were quite convinced that the prevocational skills taught in the schools were efficiently equipping individuals with intellectual disabilities to take on different vocations in the future. This confirms the finding of Cheronno (2003), that some individuals with intellectual disabilities in United States, United Kingdom, South Africa, Kenya and Zimbabwe had been trained to do such jobs as porters, kitchen hands, and placed in competitive employment. This contradicts the findings of Zhang and Stecker (2001) and Morgan and Morgan (2006) that vocational programmes taught in special schools for individuals with intellectual disabilities did not appear to be meeting students' future needs.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

#### 5.1 Introduction

This chapter summarises the findings, provides conclusions, recommendations, and suggests areas for further studies.

#### 5.2 Summary of the Findings

The purpose of the study was to ascertain whether or not the skills in the curriculum of individuals with intellectual disabilities at Dzorwulu, Castle Road and New Horizon special schools, meet their students' present and future needs, and could enable them to live independent lives. The study involved 65 participants drawn from three special schools for children with intellectual disabilities in Accra. A two-part close-ended questionnaire was used to collect data for the study.

The results of the study revealed the following:

Majority of the respondents agreed that children from the schools had been trained to clean/ wash bowls. Most of the children had received training in toilet training, and could do so independently. The daily living skills taught in the schools did enable children with intellectual disabilities to develop self-care skills.

Many of the respondents agreed that the children could take part in athletics, lift objects, and engage in motor activities in school and at home.

The social skills component of the curriculum facilitated students' social interactions.

Prevocational training effectively prepared students for post-school vocations and employment.

In spite of the findings that the curriculum positively influenced the lives of children with intellectual disabilities the respondent suggested that changes be made to the curriculum. They reckoned that the curriculum was outdated. Majority considered changes that should be activity-based and which should be geared toward more vocations.

### **5.3 Recommendations**

Based on the findings of the study and suggestions made by respondents, it is recommended that the skills in the curriculum be mostly activity based. Specifically, lessons that will increase activity and individuals' participation in class and school should be expanded. This is because most of the learning that takes place in the lives of such individuals happens through such activities as moving about, picking and dropping items, jumping, and engagement in sports.

In addition to the above, lessons which promote interpersonal relationships and cooperation between individuals should be upheld. Since a major problem of individuals with intellectual disabilities is relating to others, it is necessary to introduce them to activities that will promote interaction with colleagues.

Also, the focus of the greater portion of the activities should be based on preparation of individuals toward vocation. Therefore, individuals must be given enough prevocational training.

The researcher is convinced that if these recommendations are considered, individuals with intellectual disabilities will receive enough training which will positively affect their lives. This will help them live independent lives.

#### **5.4 Suggestion for Further Research**

The findings of the study suggest a number of areas to be considered for further investigations. It is necessary to explore the placement procedures and other hindrances to the development of individuals with intellectual disabilities.





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## APPENDIX A



DEPARTMENT OF SPECIAL EDUCATION  
UNIVERSITY OF EDUCATION, WINNEBA (UEW)

July 14, 2014

Dear Sir/Madam,

### LETTER OF INTRODUCTION

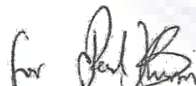
I write to introduce to you Nicholas Novignon a master's student at the Department of Special Education of the University of Education, Winneba.

He is currently working on the topic: "The influence of the Curriculum on the Development of Individuals with Intellectual Disability in three selected Special Schools in Accra." for his dissertation.

I should be grateful if you could give him the needed assistance to enable him carry out his study.

Thank you for your time and cooperation.

Yours faithfully,

  
SAMUEL HAYFORD (PhD)  
Ag. HEAD OF DEPARTMENT

## APPENDIX B

### QUESTIONNAIRE

#### **Instructions**

This survey has been put into two (2) parts. Please read both instructions and questions carefully and answer to the best of your ability. There are no correct or wrong responses. The researcher is most concerned with your personal opinion about the curriculum. Your responses will be regarded as confidential. You have the assurance that your school and other stakeholders cannot relate responses to you. Your participation is deemed very necessary for the success of this survey.

#### **PART ONE**

#### **Bio- data**

You are requested to give basic information for yourself, in this part. Please indicate your response to the following items by ticking where appropriate.

Gender:      Male       Female

Special Education training:    Untrained     Diploma     Bachelor's Degree

Masters Degree

Number of years of teaching .....

Number of years of teaching in the school .....

## PART TWO

### Instructions

Tick where applicable

**Do the Basic Daily Living Skills in the curriculum equip students with intellectual disability to:**

	Yes	No
1. Wash bowls?	<input type="checkbox"/>	<input type="checkbox"/>
2. Prepare simple meal?	<input type="checkbox"/>	<input type="checkbox"/>
3. Feed oneself with meal?	<input type="checkbox"/>	<input type="checkbox"/>
4. Bath appropriately without any help?	<input type="checkbox"/>	<input type="checkbox"/>
5. Put on uniform without assistance?	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify clean or dirty clothes?	<input type="checkbox"/>	<input type="checkbox"/>
7. Wash clothes/ uniform?	<input type="checkbox"/>	<input type="checkbox"/>
8. Sweep room or classroom without help?	<input type="checkbox"/>	<input type="checkbox"/>
9. Free bowels at appropriate time?	<input type="checkbox"/>	<input type="checkbox"/>
10. Brush teeth without assistance?	<input type="checkbox"/>	<input type="checkbox"/>

**Do the Motor Skills in the curriculum train students with intellectual disability to:**

11. Pick or lift objects without assistance?	<input type="checkbox"/>	<input type="checkbox"/>
12. Hold a pen or pencil appropriately?	<input type="checkbox"/>	<input type="checkbox"/>
13. Move about with no assistance?	<input type="checkbox"/>	<input type="checkbox"/>
14. Jump continuously for at least seven times?	<input type="checkbox"/>	<input type="checkbox"/>
15. Climb stairs independently?	<input type="checkbox"/>	<input type="checkbox"/>
16. Take part in athletics?	<input type="checkbox"/>	<input type="checkbox"/>

17. Feed oneself with spoon without assistance?
18. Use knife in cutting vegetables?
19. Assemble objects into two or three parts?
20. Carry light boxes?

**Do the Social Skills train students with Intellectual Disability to:**

21. Give help to friends/ siblings?
22. Use appropriate greetings?
23. Share items with students?
24. Cooperate with students?
25. Engage in conversation with colleagues?
26. Sympathise with friends?
27. Use appropriate language?
28. Go on errands?
29. Identify public places of convenience?
30. Express likes or dislikes?

**Do the vocational skills training equip students with intellectual disability to:**

- |   | <b>Yes</b>               | <b>No</b>                |
|---|--------------------------|--------------------------|
| 31. Choose a trade of their choice?         | <input type="checkbox"/> | <input type="checkbox"/> |
| 32. Learn any trade of their choice?        | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Work in an environment of their choice? | <input type="checkbox"/> | <input type="checkbox"/> |
| 34. Handle tools without difficulty?        | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Be punctual at work?                    | <input type="checkbox"/> | <input type="checkbox"/> |

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 36. Be regular at work?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Relate well with colleagues at work? | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Obey regulations at work?            | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Understudy people?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Supervise colleagues to work?        | <input type="checkbox"/> | <input type="checkbox"/> |



## APPENDIX C

### QUESTIONNAIRE

#### **Instructions**

This survey has been put into two (2) parts. Please read both instructions and questions carefully and answer to the best of your ability. There are no correct or wrong responses. The researcher is most concerned with your personal opinion about the curriculum. Your responses will be regarded as confidential. You have the assurance that your school and other stakeholders cannot relate responses to you. Your participation is deemed very necessary for the success of this survey.

#### **PART ONE**

#### **Bio- data**

You are requested to give basic information for yourself, in this part. Please indicate your response to the following items by ticking where appropriate.

Gender:      Male       Female

Special Education training:    Untrained     Diploma     Bachelor's Degree

Masters Degree

Relation with pupils: .....

For how long have you known the individual? .....

## PART TWO

### Instructions

Tick where applicable

**Do the Basic Daily Living Skills in the curriculum equip students with intellectual disability to:**

	Yes	No
1. Wash bowls?	<input type="checkbox"/>	<input type="checkbox"/>
2. Prepare simple meal?	<input type="checkbox"/>	<input type="checkbox"/>
3. Feed oneself with meal?	<input type="checkbox"/>	<input type="checkbox"/>
4. Bath appropriately without any help?	<input type="checkbox"/>	<input type="checkbox"/>
5. Put on uniform without assistance?	<input type="checkbox"/>	<input type="checkbox"/>
6. Identify clean or dirty clothes?	<input type="checkbox"/>	<input type="checkbox"/>
7. Wash clothes/ uniform?	<input type="checkbox"/>	<input type="checkbox"/>
8. Sweep room or classroom without help?	<input type="checkbox"/>	<input type="checkbox"/>
9. Free bowels at appropriate time?	<input type="checkbox"/>	<input type="checkbox"/>
10. Brush teeth without assistance?	<input type="checkbox"/>	<input type="checkbox"/>

**Do the Motor Skills in the curriculum train students with intellectual disability to:**

11. Pick or lift objects without assistance?	<input type="checkbox"/>	<input type="checkbox"/>
12. Hold a pen or pencil appropriately?	<input type="checkbox"/>	<input type="checkbox"/>
13. Move about with no assistance?	<input type="checkbox"/>	<input type="checkbox"/>
14. Jump continuously for at least seven times?	<input type="checkbox"/>	<input type="checkbox"/>
15. Climb stairs independently?	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

16. Take part in athletics?

17. Feed oneself with spoon without assistance?

18. Use knife in cutting vegetables?

19. Assemble objects into two or three parts?

20. Carry light boxes?

**Do the Social Skills train students with Intellectual Disability to:**

21. Give help to friends/ siblings?

22. Use appropriate greetings?

23. Share items with students?

24. Cooperate with students?

25. Engage in conversation with colleagues?

26. Sympathise with friends?

27. Use appropriate language?

28. Go on errands?

29. Identify public places of convenience?

30. Express likes or dislikes?

**Do the vocational skills training equip students with intellectual disability to:**

**Yes**

**No**

31. Choose a trade of their choice?

32. Learn any trade of their choice?

33. Work in an environment of their choice?

34. Handle tools without difficulty?



- |  |                          |                          |
|--|--------------------------|--------------------------|
| 35. Be punctual at work?                 | <input type="checkbox"/> | <input type="checkbox"/> |
| 36. Be regular at work?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 37. Relate well with colleagues at work? | <input type="checkbox"/> | <input type="checkbox"/> |
| 38. Obey regulations at work?            | <input type="checkbox"/> | <input type="checkbox"/> |
| 39. Understudy people?                   | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Supervise colleagues to work?        | <input type="checkbox"/> | <input type="checkbox"/> |

