

A study on Curriculum adaptations used by Teachers working in SSA Schools, for Children with Intellectual Disabilities at Indore District in M.P State

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Abstract

The present study makes an attempt to find out the curriculum adaptation used by teachers working in SSA school for children with Intellectual disabilities at Indore District, Madhya Pradesh. 80 SSA teachers participated in this study from Indore District MP. Descriptive survey research design was used for the present study. Researcher has prepared domain wise questionnaire on curriculum adaptation. The questionnaire distributed to the SSA teachers for the data collection. The data was analyzed in a four ways that is gender, age experiences of the teachers working in SSA school and domain of the curriculum adaptation. The domain wise analysis of the result indicates that the curriculum adaptations using by SSA teachers is domain –6 (student participation) is higher (97.5%) when compare to other domains. The lowest result (41%) are in domain 4— (adaptation in material) and t-test were employed to comparison between gender, age and experience t-test were conclude to see the significant differences. The results indicate that there are no significant differences found in curriculum adaptation used by teachers working in SSA school with respect to their gender, age and experiences.

Kay Point: Curriculum, Adaptation, children's, Teachers

Abbreviations: RTE: Right to education, SNE: Special Need Education, SSA: Sarva Shiksha Abhiyan

Introduction

Curriculum is the sum total of all the good learning experiences that pupils have in order to achieve the goal of education which determines the direction of these experiences. It is the totality of experiences a child experiences in the school. It consists of a series of things, which children and youth must do. It aids in experience by developing the ability to do things well that make up for the affairs of adult life (Bobbitt (1986)). Curriculum includes all the learning experiences offered to the entire learner under the direction of the school

Need of Curriculum Adaption:

As a result of Right to Education Act, 2009, the composition of classrooms is changing. Students with varying levels of abilities cannot, and should not, be taught in the same manner. Without adaptations/modifications, some children in your classrooms would never be challenged to perform up to their potential, while others may not be able to ever experience success. Curriculum adaptations involve effective teaching in the classroom that takes into consideration the individual needs of all children including CWSN and learning difficulties. It has also been seen that adaptations if carried out effectively facilitate both academic and social participation in class activities and can be used across various settings to facilitate success. Adaptations can also help in creating partnerships where parents and teachers can work together to evaluate/ implement adaptations.

Curriculum Adaptation:

Curriculum adaptation is a modification to deliver instructional method, intended to improve student performance. It does not change the content but slightly changes to simplify the conceptual difficulty in curriculum. An adaptation is a good driven process. In order to decide on an adaptation to curriculum, teacher first needs to specify intended goal for individual student (curriculum Modification\ Nari Koga 2005). These primary categories may help us to achieve the goal of effectiveness in the child. Curriculum adaptation is appropriate for any learner. It is a means of accommodating a wide range of student disabilities in the same class room, a way to demonstrate acceptance and respect for individual learning differences. It aids in increasing the chances of learner success. It is appropriate for all curriculums and it is also a collaborative problem solving approach. On the basis of information it is clear that curriculum adaptation is the best option for disabled children in inclusive class room teaching. Through curriculum adaptation a child shows more improvement because these adaptations can help them to learn subject in an easy way. Curriculum adaptation can give equal opportunity to every child to participate in an easy way in the class room activity eventually in the society. In curriculum adaptation

there should be more changes that can affect the education of a special needs child. They are adapting the socio- emotional environment, adapting the lesson plan, adapting the teaching techniques, adapting the physical environment, adapting the format content, adapting multimedia approach, adapting student evaluation and eventually grading. When the child learns the lesson through adaptation, the evaluation of the child becomes very important for the promotion to the next class. For child's evaluation (using adapted class room for student in mainstream) requires adaptation during test construction, test items, word problem, and test administration. On the basis of evaluation, grading is also important to the child. **Adaptation of a lesson plan /content:** Lesson is a blue print of teaching and learning process in which teacher plans how to teach, material used and the process of evaluation. For teaching children with special need the general lessons made for the class may not serve the purpose. Hence it needs adaptation in instruction, materials and evaluation process.

Adaptations of instruction: Some instruction strategies are effective for all types of learners and these are among the obvious and easiest opportunities for facilitating inclusive teaching and learning. The Inclusive setup instructional strategies includes organizing activities, cooperative learning and peer-mediated instructions, direct instruction and, technology-enhanced instructions. Few more strategies include graphic organizers, concept mapping, chunking and mnemonics. Adaptation is the way of instructions delivered to the learners using demonstrations and examples related to everyday life promoting understanding and emphasizing on relevance.

Adaptation in material: Materials play an important role in the process of teaching. In experimental method, concept will be examined using concrete material to grasp essence and sustain student's attention to comprehend its properties. The materials need to be accessible to special need children.

Adaptation in method: Method plays an important role in teaching. A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristics of the learner and the type of learning it is supposed to bring about. Suggestions are there to design. While selecting the teaching methods, one must take into account not only the nature of the subject matter but also how students learn. In today's school the trend is that it encourages a lot of creativity. It is a known fact that human advancement comes through reasoning. This reasoning and original thought enhances creativity.

Adaption in physical arrangement: The physical arrangement and programmatic structure of a classroom are pivotal features in developing an environment that supports learning and promotes positive child behavior. Children learn through active engagement and interaction with the social (e.g., peers, adults) and nonsocial (e.g., schedule, materials, activities) components of their environment (McEvoy, Fox, & Rosenberg, 1991). These features of the environment must be clearly designed to support teacher directed instruction as well as child-directed activities.

Adaptation in evaluation / support facility: The term evaluation can cover test question, grading systems, graduation requirements and competency testing. The problem in evaluation is due to poor written or expressive ability, comprehension ability of the students. The question given in textbook will not serve the purpose.

Curricular Adaptation and Decision-making Model: This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool in determining an individual student's needs.

Nine types of adaptation:

Quantity: Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery. *For example:* Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets

Time: Adapt the time allotted and allowed for learning, task completion, or testing. *For example:* Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Input : Adapt the way instruction is delivered to the learner. *For example:* Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Output: Adapt how the student can respond to instruction. *For example:* Instead of answering questions in writing, allow verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Level of Support: Increase the amount of personal assistance to keep the student on task or to reinforce or prompt the use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

Participation: Adapt the extent to which a learner is actively involved in the task. *For example:* In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap

(kindergarten).

Difficulty: Adapt the skill level, problem type, or the rules on how the learner may approach the work. For example: Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Alternate Goals: Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities. For example: In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.

Sarva Shiksha Abhiyan (SSA) 2002 A recent initiative of the Government of India to Universalize Elementary Education is Sarva Shiksha Abhiyan (SSA). SSA is a response to the demand for quality basic education all over the country. However, UEE cannot be achieved unless children with special needs are also provided access to education. Hence, education of CWSN is an essential part of the SSA framework. Objectives of SSA: All children in school, Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.

All children complete eight years of elementary schooling by 2010

Focus on elementary education of satisfactory quality with emphasis on education for life

Bridge all gender and social category gaps at primary stage BY 2007 and at elementary education level by 2010 universal retention by 2010., Zero rejection policy

Sarva Shiksha Abhiyan (SSA) schools: Sarva Shiksha Abhiyan is an endeavor for Universalization of elementary education in India. For present study SSA school those school which are situated at Indore district Madhya Pradesh.

SSA Teachers: The teachers who is working in SSA schools.

Review of Literature

Lieber, Horn, Palmer, and Fleming (2008) had conducted a study on "Access to the general education curriculum for preschoolers with disabilities: Children's school success" The aim of this study was stipulated in the Individuals with Disabilities Education Act (IDEA) 2004, preschool children are provided with access to the general education curriculum when they are in settings with children without disabilities and when their learning outcomes are met in these settings. There were 58 children with IEPs are Participants in the CSS classrooms, Participants came from communities of various sizes. The categories of disabilities describing the participants were speech or language disabilities, developmental delay, emotional disturbance, orthopedic disabilities, autism, other health disabilities and intellectual disability. In this article, it has been described that how access can be achieved through a curriculum, Children's School Success, which was designed using principles of universal design for learning and specific curriculum modifications. Quantitative and descriptive information shows that preschool children with disabilities can make gains in both academic and social outcomes using the Children's School Success curriculum.

Bouck (2004) "State of Curriculum for Secondary Students with Mild Mental Retardation" Since passage of Public Law 94-142 in 1975, the Education for All Handicapped Children Act, much debate has occurred regarding how to address curriculum in terms of meeting needs of students within various special education categories. Recently, more discussion has emerged regarding transition and curriculum geared towards assisting with this process, particularly as researchers discover dismal outcomes for special education students post high school. However, discussions and even passing further laws, such as IDEA of 1990 and its amendments in 1997, do not guarantee that these ideas and practices are implemented in the curriculum. This paper reviews research on curriculum for students with mild mental retardation, or disabilities. Implications including exploration of functional curriculum in secondary settings and abandoning remedial curriculum are discussed.

Research Methodology

Research design: Descriptive method and survey design was used for the present study Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of phenomena and whenever possible, to draw valid general conclusion from the facts discovered. They are restricted not only to fact finding but may often result in the formulation of important principle of knowledge and solution of significant problems, concerning local, state, national and international issues. Descriptive studies are more than just collection of data; they involve measurement, classification, analysis, comparison and interpretation. Among different approaches survey method is one of the descriptive research ; According to Kerlinger survey research studies involve large population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and the interrelations of sociological and psychological variables. The survey is an attempt to collect data from members of population in order to determine the current status of the population with respect to one or more variables. For the present study descriptive survey design was used.

Sample: Sample is a portion or subset of a larger group called population. The best sample is representative, or a model of the population. It can be defined as a set of respondents" selected from a larger population for the purpose of survey.

The sample for the present study consists of 80 teachers working at SSA schools in Indore district of Madhya Pradesh. Sampling techniques: For the present study Purposive Sampling was used. Purposive sampling is more commonly known as judgmental sampling. It is the process of selecting a sample that is believed to be representative of a given population (Gay, 2009)

Selection of the sample: Initially the researcher had taken 80 teachers who are having minimum 2 years of experience in SSA school. The age range was between 25 to 50 years.

Inclusion Criteria: Teachers working in SSA Having minimum 2 years of experience Age range between 25 to 50 yrs

Profile of the sample Table1:

Variable	categories	Frequency	Total
Gender	Male	19	80
	Female	61	
Age	Below 40 years	17	80
	Above 40 years	63	
Experience	Below 10 years	18	80
	Above 10 years	62	

Table-1 Indicates the profile of the teachers it is observed from the table that 80 teachers were participant in the present study. 19 are male and female are 61. Out of 80 teachers 17 are belongs to the age group of below 40 years and 63 are belongs to the age group above 40 years. As per working experience concerned of teachers have below 10 years work experience are 18 and who have above 10 years work experience are 62 out of 80 samples of SSA teachers.

Tool: Description of the tool: As there was no standardized questionnaire on curriculum adaptation found during review of literature, a questionnaire was prepared by the researcher. This questionnaire on curriculum adaptation was prepared based on the nine types of adaptation used in curriculum for children with intellectual disabilities. The questionnaire is divided in two parts- Format A - Demographic Data sheet. Format B- curriculum Adaptation questionnaire

Format a—The Demographic sheet was prepared to obtain information with regard to variables such as—Gender, Age, teaching experience, current teaching class, and total number of students with intellectual disability in the class. **Format B**—A questionnaire to find out curriculum adaptation used by teachers for children with intellectual disabilities in SSA school. Table-2 Domain of questionnaire:

Domains	Number of questions	Maximum score
Domain -1 Adaptation in contain	4	8
Domain -2 Adaptation in Instruction	4	8
Domain -3 Adaptation in Method	5	10
Domain -4 Adaptation in Material	5	10
Domain -5 Physical Arrangement	3	6
Domain -6 Student participation	4	8
Domain -7 Support Facility	4	8
Total	29	58

Note- Rating: 0 – 2 (0-never, 1 occasionally, 2-Always)

Part B— Questionnaire on curriculum adaption used by teachers working in SSA school at Indore. The Questionnaire consists of 7 domains. Total numbers of questions are 29. Each domain carries certain number of questions. Domain 1: Adaptation in lesson, domain 2: Adaptation in instruction, domain 6: Student participation and domain 7: support facilities consist of four questions in each domain. The domains 3: Adaptations in method and domain 4: Adaptation in material are consists five questions and domain 3: Physical arrangement consist three questions. The responses were rated on a 3 point rating scale(1) Never - 0 (2) Occasionally - 1 (3) Always

Validation of Tool Validation refers to the extent to which a tool actually measures the intended value. “Validity is the agreement between the test score or measure and the quantity it is believed to measure” (Kaplan and Saccuzzo, 2001)

After preparing the questionnaire the complete set was given to 15 professionals who are experts in the field of disability rehabilitation and special education for obtaining their opinion as for as content validity is concerned. The following table explains the details of no of questions.

Table-3 details of validation questions.

Questionnaire	Total questions	No of questions deleted/modified
1.	35	6
2.	29	-

In questionnaire, there were 35 questions, 6 questions had been discarded as they did not hold required percentage of approval from experts (required percentage of approval is 80%). The final questionnaire consists of 29 questions.

Procedure for data collection

In the process of data collection, the researcher visited 25 SSA regular schools in Indore, district of Madhya Pradesh. Researcher explained the purpose of the study to the principal of SSA school at Indore and obtained the permission to collect data from the teachers working in the respective schools. After taking permission, researcher contacted each SSA teacher, provided and explained how to fill the curriculum adaptation questionnaire. Explanation given in filling the questionnaire was as follows: When you are using any one item „Always/Occasionally/Never“, put a tick mark () in the respective column. Researcher solved all the doubts of the SSA teachers if any in regard to the questionnaire. After filling the questionnaire by teachers,“ researcher collected the copy of questionnaire from them. Researcher obtained 80 questionnaires from 25 schools which come under SSA. After collecting all the copies, a code was given for the analysis of data.

Analysis of Data: Data analysis was done using the appropriate statistical techniques such as percentage, Means and Standard deviation and t-test.

RESULTS AND DISCUSSION

The present study is undertaken to analyze the curriculum adaptation used by teachers in SSA school student with Intellectual disability at Indore. The objectives of the study are:

To find the curriculum adaptation used for students with Intellectual disability by the teachers working in SSA at Indore district in M.P state

To find the curriculum adaptation used for students with Intellectual disability by the teachers working in SSA at Indore district in M.P state with respect to gender, age, and experience.

There will be no significant difference in curriculum adaptation used for students with Intellectual disability by the teachers working in SSA at Indore district in M.P state. The data analyzed was done tabulated form in the following table: Table-4: variables, categories, Frequency and percentage of the teachers working in SSA school of Indore district Madhya Pradesh.

Variables	Categories	Frequency	Percentages
Gender	Male	19	23.8
	Female	61	76.3
Age	Below 40 years	17	21.3
	Above 40 years	63	78.8
Experiences	Below 10 years	18	22.5
	Above 10 years	62	77.5

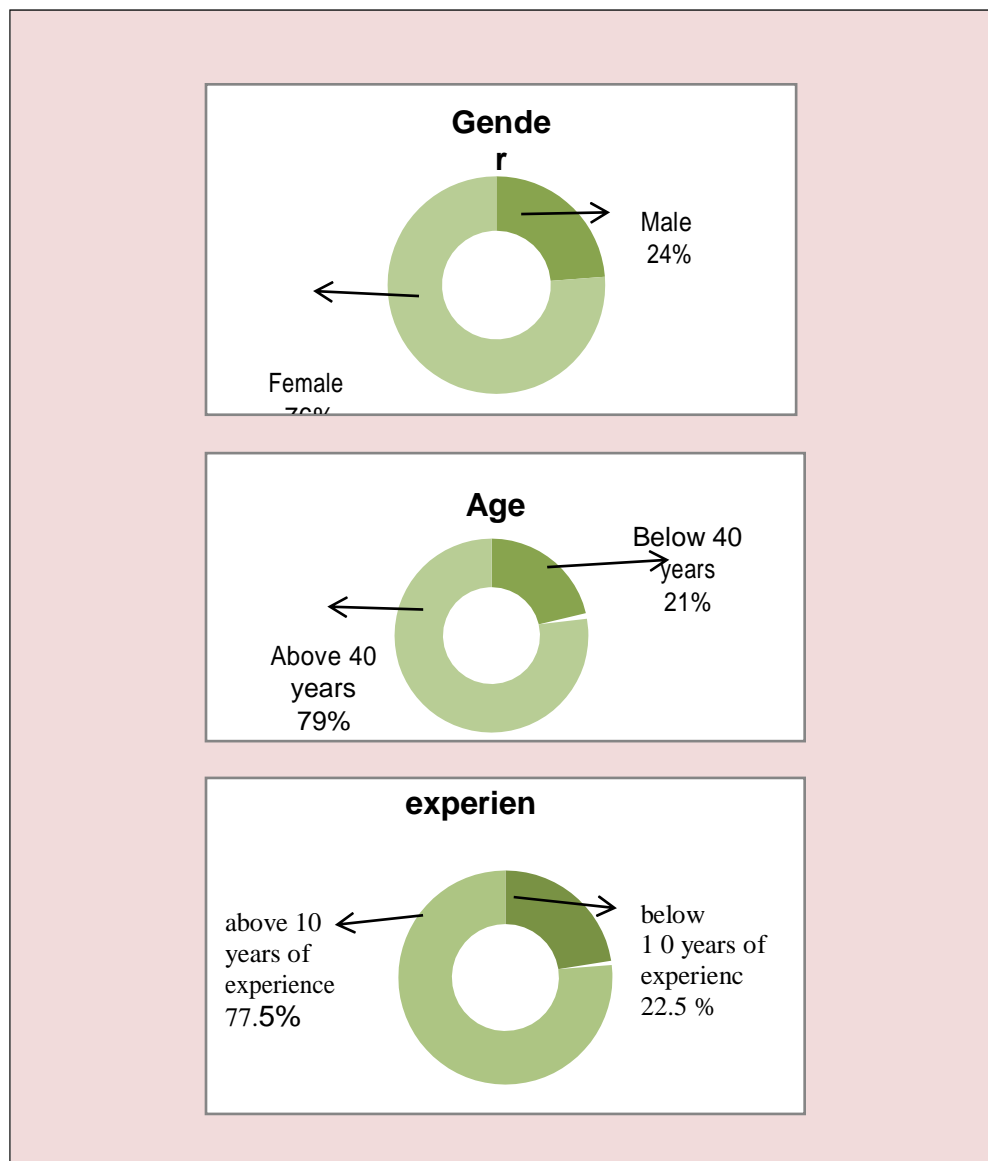


Figure-: 2 variables, categories, Frequency and percentage of the teachers working in SSA school of Indore district Madhya Pradesh Table-4 and figure-2 describes the variables, categories, Frequency and percentage of the teachers working in SSA school of Indore district Madhya Pradesh. Out of 80 teachers' 23.8 % are male teachers and 76.3% are female teachers. 21.3% teachers are belong the below the age group of 40 years and 78.8% teachers are above belong the age group of 40 years. 22.5 % teachers have work experiences below 10 years and 77.5% teachers have work experience above 10 years are using curriculum adaptation in SSA schools at Indore district Madhya Pradesh.

Table-5: Domain wise Analysis in curriculum adaptations:

Domains	Number of teacher	Minimum score	Maximum score	Mean	Std. Deviation	Present
D1- Adaptation in content	80	2	8	6.49	1.591	81.12%
D2 - Adaptation in Instruction	80	3	8	7.12	1.129	89%

D3- Adaptation in Method	80	4	10	7.00	1.699	70%
D4- Adaptation in Material	80	0	9	3.69	1.940	41%
D5- Physical Arrangement	80	0	6	5.78	.927	96.33%
D6 – Student participation	80	5	8	7.80	.582	97.5%
D7- Support Facility	80	4	8	7.46	.885	93.25%
G T	80	29	56	45.10	5.023	80.53%

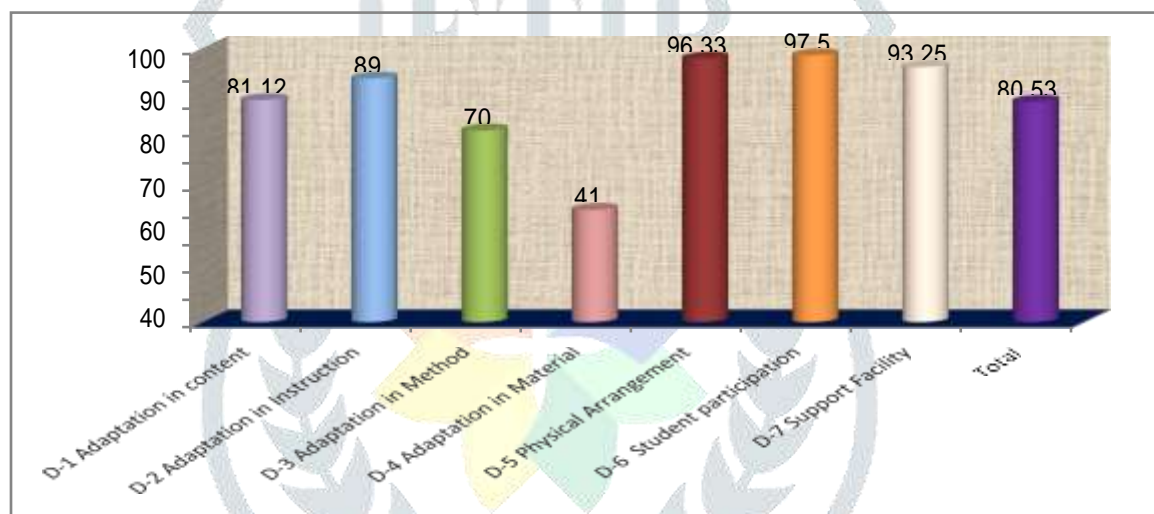


Figure-3: Domain wise Analysis in curriculum adaptations.

In table 5 and figure 3 shows the Domain wise percentage of the respondent. Domain 6- student participation showing high percentage of curriculum adaptation that is 97.50%, and domain 4- Adaptation in material is showing low percentage that is 41% .Domain -5 Physical Arrangement is showing 96.33% and Domain -7 support facility showing 93.25%. Domain-2 Adaptation in Instruction is showing 89%, domain-1 Adaptation in contain is showing 81.12% , Domain -3 Adaptation in methods is showing 70% of curriculum adaptation using by teachers working in SSA schools at Indore district Madhya Pradesh .

Null Hypothesis-1: There will be no significance differences in curriculum adaptation used for students with Intellectual disability by the teachers working in SSA at- Indore district in M.P state with respect to their gender.

Table-6: Comparison of mean score on curriculum adaptation between male and female teachers working in SSA schools.

Gender	N	Mean	Std. Deviation	t-value
Male	19	46.21	4.541	t=1.10
Female	61	44.75	5.150	

P>0.05,Not sig

Figure-4: Comparison of mean score on curriculum adaptation between male and female teachers working in SSA schools.

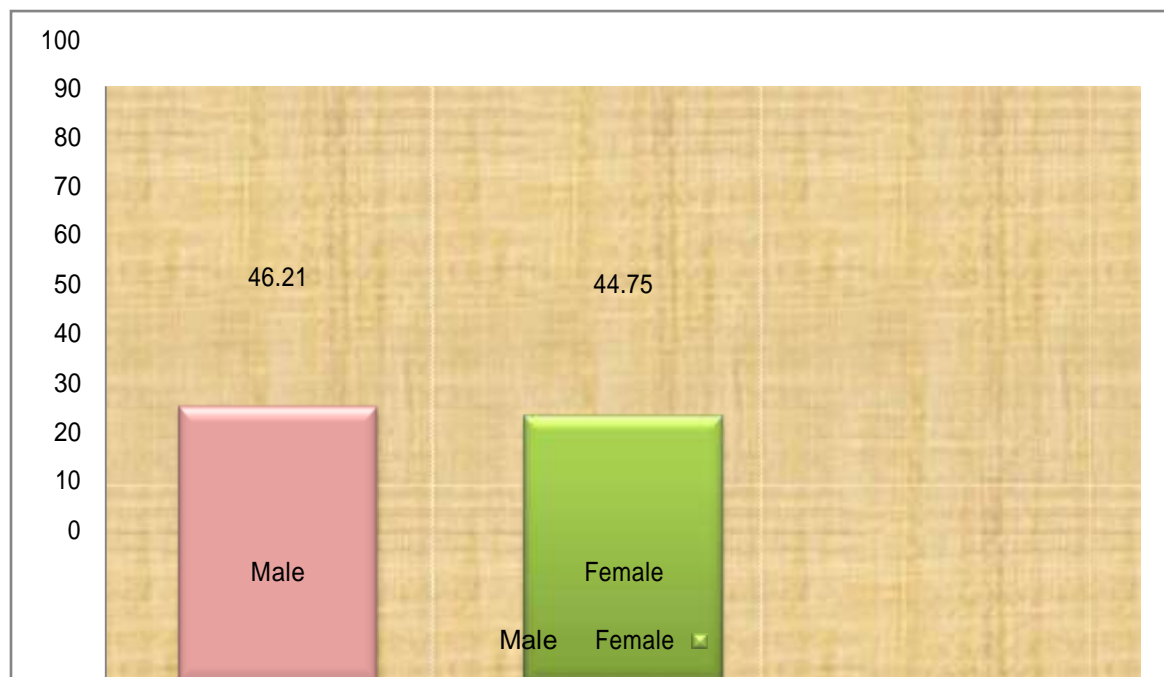


Table -6 and figure- 4 describe the mean score of curriculum adaptation used by teacher with respect to gender. Mean score of male subject is 46.21 and mean score of female subject is 44.75. t-value is 1.10 the calculated value is lesser than the table value. Hence it indicates that there is no significant difference at 0.05 level of significance ($P > 0.05$). The finding is consonance with the hypothesis there is no significant differences in curriculum adaptation used by teachers working in SSA school with respect to gender. Hence the null hypothesis is accepted. Further study conducted by Alhassan, R.K., & Chigorom, O. (2014) on “Teacher Effectiveness in Adapting Instruction to the Needs of Pupils with Learning Difficulties in Regular Primary Schools in Ghana”. In this study also found there is no significant difference between female and male teachers’ competence level in adapting instruction to meet the needs of pupils with LDs in the regular classroom (0.35 [-1.24, 1.94], $p = .66$).

Null Hypothesis: 2 there will be no significant difference in curriculum adaptation used for students with Intellectual disability by the teachers working in SSA at- Indore district in M.P state with respect to their age. Table -7 Comparisons of mean score between teachers using curriculum adaptation in SSA schools with respect to age.

Age	N	Mean	Std. Deviation	t-value
Less than 40 Yrs	17	46.65	4.595	t= 1.44
Above 40 Yrs	63	44.68	5.086	

$P > 0.05$, Not sig

Figure -5 Comparisons of mean score between teachers using curriculum adaptation in SSA schools with respect to age.

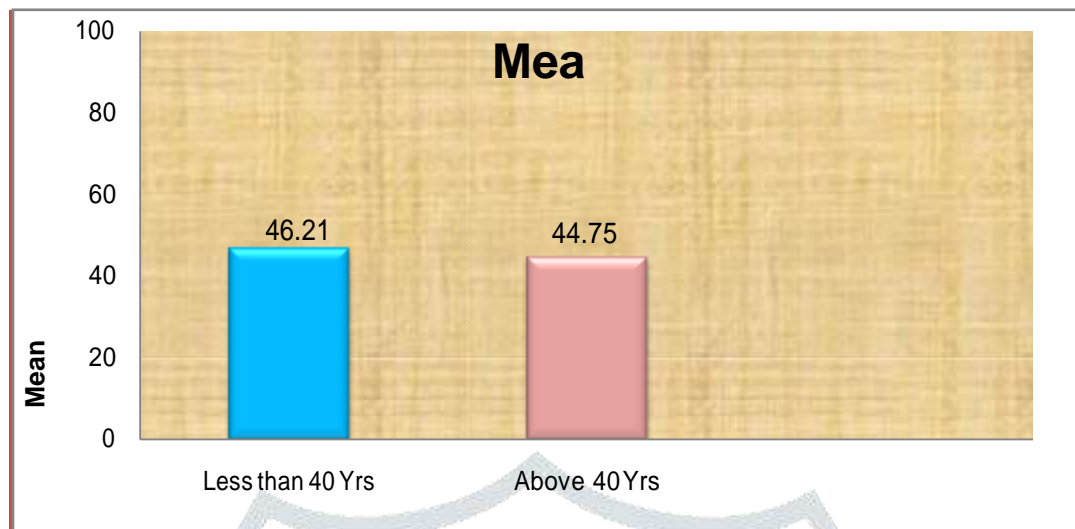


Table -7 and figure- 5 describe the mean score of curriculum adaptation used by SSA teacher with respect to age. SSA Teachers below 40 years and above 40 years participated in the present study to see if there is any significant different in the mean score, t-test was conduct. mean score of below 40 years teachers are 46.65 and above 40 years teachers mean score are 44.68 .t-value is 1.44 the calculated value is lesser than the table value. Hence it indicates that there is no significant difference at 0.05 level of significance ($P>0.05$).The finding is consonance with the hypothesis there is no significant differences in curriculum adaptation used by teachers working in SSA school with respect to age. Hence the null hypothesis is accepted.Further study conduct by Banik& Banik (2015) “Awareness of Barrier Free Environment for Children with Hearing Disabilities in Inclusive Schools–A Survey” also found that there is significant correlation between the awareness about instructional barriers and the educational qualifications of the teachers, on the other hand no significant correlation was found between awareness about barrier free environment and their educational qualifications, age and their teaching experiences.

Null Hypothesis: 3 there will be no significant difference in curriculum adaptation used for students with Intellectual disability by the teachers working in SSA at- Indore district in M.P state with respect to their experiences.

Table-8 Comparison of mean score between teachers using curriculum adaptation in SSA schools with respect to experiences.

Experience	N	Mean	Std. Deviation	t-value
below 10 yrs	18	43.11	6.773	t=1.94
Above 10 yrs	62	45.68	4.288	

$P>0.05$, Not sig

Figure - 6: Comparison of mean score between teachers using curriculum adaptation in SSA schools with respect to experience.

Table -8 and figure- 6 describe the mean score of curriculum adaptation used by teacher with respect to experience. There are below 10 years and above 10 years SSA teachers are participated in present study to see there is any significant different in between the mean score, t-test was conduct. Mean score of below 10 years teachers are 43.11 and above 10 years teachers mean score are 45.68 .t-value is 1.44 the calculated value is lesser than the table value. Hence it indicates that there is no significant difference at 0.05 level of significance ($P>0.05$).The finding is consonance with the hypothesis there is no significant differences in curriculum adaptation used by teachers working in SSA school with respect to experience. Hence the null hypothesis is accepted.

Conclusion:

Curriculum adaptation plays a vital role to fulfill the needs of children with Intellectual Disabilities Out of all the types of disabilities, intellectual disability poses greater challenges than the other types. . There is a myth about these children, i.e. they can only be taught at special schools by special teachers as they are developmentally slow, due to having limited intellectual functioning not only in the area of academics, but every aspect of daily routine. However in reality the capacities

of children with intellectual disabilities vary from child to child and it can be evolved with time, exposure, education, interaction, participation and encouragement. Hence the adaptation in all domains according to need of the child can fulfil the educational needs of the children with intellectual disabilities they learn more better if teacher use appropriate teaching learning material while teaching in the class. Adaptation in material can help the student with intellectual disabilities to understand the concept in an easy way. Adaptation in curriculum very crucial for these children for their development and living. So it is necessary to have knowledge about curriculum adaptation and its domains, which fulfills the needs of children with intellectual disability who is attending SSA schools.

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