



RESEARCH ARTICLE

MAINSTREAMING, DISCRIMINATION AND ACADEMIC PERFORMANCE OF CHILDREN WITH
DISABILITIES IN UGANDA: A CASE STUDY OF MBALE DISTRICT

¹Grace Angwech, ²Hannah Lunyolo Gidudu and ^{3,*}Enose M.W. Simatwa

Department of Education, Mbale University College: A Constituent College of Uganda Christian University,
Uganda

Tom Mboya University College: A Constituent College of Maseno University, Kenya

ARTICLE INFO

Article History:

Received 27th July, 2017
Received in revised form
17th August, 2017
Accepted 13th September, 2017
Published online 31st October, 2017

Key words:

Mainstreaming,
Discrimination,
Academic Performance,
Children,
Disabilities,
Mbale District,
Uganda.

ABSTRACT

Children with disabilities while at school due to mainstreaming worldwide face many challenges. Mbale District, Uganda is not an exception. These challenges hinder their ability to participate actively in their education. The consequences are that they underperform or drop out of school all together. The many challenges faced include discrimination, negative attitude of teachers and normal fellow children, unsupportive roles of parents, lack of specialized services, unfriendly environment and infrastructure. The purpose of this study therefore was to examine the effect of discrimination on academic performance of children with disabilities in mainstreamed primary schools in Mbale District, Uganda. The study adopted a cross sectional survey research design. The population of the study included 3 Boards of Directors, 100 Headteachers, 1,600 Teachers, and 75,000 pupils. The study established that discrimination accounted for 94.9% of the variation in academic performance of children with disabilities. This means that discrimination in mainstreamed schools explained 94.9% of the children with disabilities in academic performance. The other 5.1% was due to other factors which were not the subject of this study. In essence, discrimination is a major factor in determining academic performance of children with disabilities in mainstreamed schools. The findings of this study are significant to stakeholders in Special Needs Education as they inform the way forward for successful inclusive education. Therefore; government should prioritize the needs of children with disabilities, refresher courses for teachers teaching children with disabilities, and the Directorate of the Education Standards should enhance standards in schools that handle children with disabilities.

Copyright©2017, Grace Angwech et al. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Citation: Grace Angwech, Hannah Lunyolo Gidudu and Enose M.W. Simatwa, 2017. "Mainstreaming, Discrimination and Academic Performance of Children with Disabilities in Uganda: A Case Study of Mbale District", *International Journal of Current Research*, 9, (10), 59540-59545.

INTRODUCTION

Mainstreaming can be interpreted as the philosophy and practice for educating pupils with disabilities in general education classroom setting (Pardini, 2009). United States, in 1975, before the Education for all Handicapped Children Act was enacted, US Public schools educated only one out of the five children with disabilities. Approximately 200,000 children with disabilities such as the deaf or mentally retarded live in states institutions that provided limited education or rehabilitation services and more than one million children were excluded from school. Another 3.5 million children with disabilities attended school but did not receive the educational services they needed. Many of these children were segregated in special buildings of programs that neither allowed them to interact with non – disabled pupils nor provided them with even basic academic skills.

*Corresponding author: Enose M.W. Simatwa,
Tom Mboya University College: A Constituent College of Maseno
University, Kenya.

The Education for all Handicapped Children Act, later renamed the individuals with Disabilities Education Act, required schools to provide specialized educational services to children with disabilities. The ultimate goal was to help these pupils live more independent lives on their communities primarily by mandating access to the general education standards of the public system. Initially children with disabilities were often placed in the heterogeneous "special education" classrooms, making it difficult for their difficulties to be addressed appropriately. In the 1980s, the main streaming model began to be used more often as a result of the requirement to place children in the least restrict environment (Burstein, Wilcoxon, Cabello & Spagna, 2011). Pupils with relatively minor disabilities were integrated into regular classrooms, while pupils with major disabilities remained in segregated special class rooms with the opportunity to be among the normal pupils for up to a few hours each day. Many parents and educators favored allowing pupils with disabilities to be in classrooms along with their non-disabled peers. "Helping children with disabilities has become part of

American education with varying degrees of acceptance and tolerance over the years, and efforts to provide special education have become controversial. Currently the education of pupils in United States with special needs is a massive undertaking. According to the American Institute for Research, \$50 Billion was spent on special education services in the 1999-2000 school year. The costs have gone up approximately 60% since that time. The average expenditure for special needs children almost doubles the average costs of Services for other children. The United States Department of Labor's Bureau of Labor Statistics reports that there were approximately 473,000 special education teachers employed in the United States in 2008. This number does not include the many special education service providers that are not special education teachers. This has improved the education and the performance of pupils with disabilities. According to Shultz (2011), mainstreaming was found to be more academically, effective for special education pupils than the exclusionary practices found in self-containing. Disabled pupils who are included in the regular classroom setting prove to be more confident and display qualities of raised self-efficacy (National Research Center on Learning Disabilities). Pupils who are educated in any kind of mainstreaming practice and learn social skills that they may not have been exposed to in a self-containing class room, many have a better understanding of the world around them, and fill as if they were a part of the regular community (Wolfberg, 2012). There was also a benefit that was cited for regular education pupils who are exposed to the mainstreaming process. Many educators believed that educating non-disabled pupils with disabled pupils creates an understanding and tolerance within the non-disabled student that better prepared them to function in the world outside of the school setting (Suomi, 2013). Many countries both developed and developing countries have adopted the Policy of mainstreaming in their education policies. Nigeria for Example adopted the policy in her National Policy of Education (1998). The Policy stipulates the integration of special needs children into regular Classrooms and free education for exceptional pupils at all levels. In practice, it is only one state that has actually started the implementation of the inclusive education at the primary school level; other states of the federation in Nigeria are just starting up by creating a unit in each of the schools for their inclusive classrooms (UNESCO, 2001).

According to Keefe and Moore (2004), three barriers to educating pupils with disabilities in an inclusive setting are: attitudes, knowledge, and organization. The attitudes of both the special education teacher and the regular education teacher could have had a negative impact on inclusion. Both parties must be willing to work together and the collaboration that comes with inclusion calls for a shift in control of the learning environment. Perceived lack of knowledge is also shown to be a barrier to inclusion. Regular education teachers are found to feel inadequately trained to work with special education pupils, while the special education teacher have common feeling towards the content knowledge of the regular education teacher (Isherwood & Barger-Anderson, 2008). According to the National Special Needs Education Policy Framework (Republic of Kenya, 2009) Kenya like other countries of the world has embraced special needs education in its system of education for decades. In fact to be precise Special Needs Education started in Kenya after the end of the Second World War (1939-1945) and has since been offered mainly to four categories of children with disabilities, namely; children with learning impairment, mental handicap, visual impairment and

those with physical handicap. Education to these children was only offered in special schools until the 1970s when units and integrated programmes were initiated. Special needs education has continued to expand and currently includes learners with /who;

- Hearing impairments
- Visual impairment
- Physical impairment
- Cerebral palsy
- Epilepsy
- Mental handicaps
- Down's syndrome
- Autism
- Emotional and behavioral disorders
- Learning disabilities
- Speech and language disorders
- Multiple handicaps
- Are gifted and talented
- Are deaf blind
- Are living in the streets
- Are internally displaced

This long list means that opportunities for learners with special needs and disabilities are a major challenge to the education sector. This is indeed true given the fact that people with disabilities make up 10% of the total population of Kenya, approximately 3.5 million people (World Health Organization, 2006). The Ministry of Education faces a number of challenges in its efforts to address barriers to education for children with special needs. These includes; Access, Equity, Quality, Relevance, attitude, stigma, Discrimination, cultural /taboos, skills, physical environment, physical facilities, poverty among others. Majority of children with Special Needs and Disabilities in Kenya do not access educational services. For instance in 1999 there were only 22,000 learners with special needs and disabilities enrolled in special schools, units and integrated programmes. The number rose to 26,885 in 2003 and 45,000 in 2008, which compared poorly with the proportion in general education in 2008 there were 1341 special units and 114 public special schools in the country which included vocational and technical institutions that catered for learners with Special Needs and Disabilities. The Basic Education Act, 2013, in reference to the Constitution of Kenya 2010 expressly states that subject to the Constitution Act, the Cabinet Secretary shall establish and maintain public special schools and provide Special Needs Education in special schools or in pre-primary and secondary schools suitable to the needs of a pupil requiring special education (Republic of Kenya, 2013).

In Uganda, it has been acceptable for some years that disabled children should have equal education opportunities with those of other people Farrant (2010). A case in point is "Articles 35 of the Constitution of the Republic of Uganda 1995 which gives persons with disabilities, rights to respect and human dignity and provides that the state is responsible for ensuring that they realize their full mental and physical potentials". Similarly, article 30, states that, "All persons have the right to education" (Constitution of the Republic of Uganda 1995). Numerous efforts have been made to provide education for children with disabilities since the 1950s, when the British Empire Society for the Blind, presently known as Sight Savers was founded which led to the construction of the school for the

blind in Wanyange Girls Secondary School in 1962. This was an early attempt to integrate blind and sighted pupils in Uganda (Okech, 2005). Since then a number of units have been opened in mainstream Ugandan schools. Although the academic performance of pupils with disabilities in Uganda still need more attention, there are signs of improvement with these laws as stipulated by parliament, the laws have helped to address the problems concerning people with disabilities and the right for children with disabilities to access education like any other children in Uganda. In Mbale District, most government schools with children with disabilities face a number of challenges such as negative attitude of teachers and regular pupils to pupils with special needs; discrimination; inadequate aids and services; unsupportive roles of parents; lack of specialist teachers to provide important services that would assist regular teachers in managing the learners with special needs; inadequate personnel training programmes; lack of adequate and relevant educational materials; and unfriendly learning environment for pupils with special needs culminating into less impressive results leading to poor performance Keefe and Moore (2004).

Research Objective

To examine the effect of discrimination on the academic performance of children with disabilities in mainstreamed primary schools.

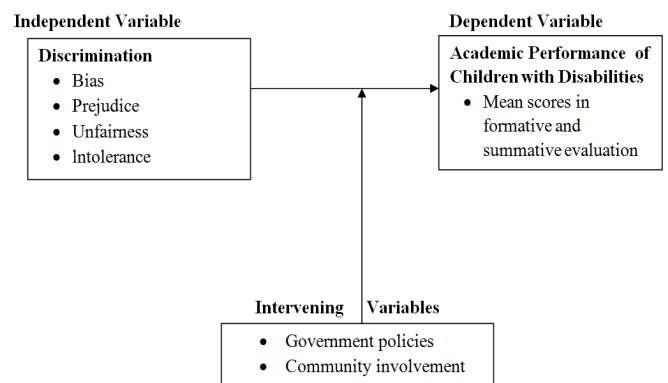
MATERIALS AND METHODS

The research adopted a cross sectional survey design. This enabled the researchers to determine the influence of discrimination on academic performance of pupils with disability. Cross sectional research design was suitable for this type of study as it enabled them to collect data at a given point in time and analyze it without manipulation (Mugenda & Mugenda, 2003). A conceptual framework was used to establish the relationship between variables of the study. That is the independent, dependent and intervening. The population of the study was 3 Board of Directors, 100 Head teachers, 1600 Teachers and 75,000 Pupils. The sample was 3 Board of Directors, 80 Head teachers, 413 Teachers and 382 students. Pearson Product Moment correlation coefficient was used to determine the relationship between discrimination and academic performance of children with disabilities. Coefficient of determination was used to determine the influence of discrimination on academic performance of children with disabilities. Frequency counts and percentages were also used to analyze quantitative data. Qualitative data was analyzed for content and presented in accordingly.

Area of Study

The study was confined to Mbale District as the site for the study. Mbale District is located in the Eastern part of Uganda with a population estimation of 70,550 in 2002. It is bordered by Bududa District in the East, Sironko District in the North, Budaka District in the West and Manafa District in the South. Mbale District is approximately 245 kilometers (152 mi), by road, north of Kampala on an all-weather tarmac highway. The coordinates of the city are 1°04'50.0"N, 34 °10'30.0"E Latitudes: 1.080556; Longitude: 34.175000 the city also lies on the railway from Tororo to Pakwack, Mount Elgon is the highest peak in East Africa, is approximately 52 kilometers (32 mi) east of Mbale.

CONCEPTUAL FRAMEWORK



Source: Researcher, 2017

Figure 1. Conceptual Framework Showing the Influence of Discrimination on Academic Performance of Children with Disability in Mainstreamed Schools

The conceptual framework in Figure 1 shows the relationship between the independent variable (discrimination), dependent variable (academic performance) and extraneous variables (Government policies and community involvement). The conceptual framework postulates that discrimination has an influence on children disabilities academic performance. That is, biasness, prejudice, unfairness and intolerance to children with disabilities do affect their academic performance in mainstreamed schools. However, when these variables are managed positively, pupils academic performance can improve resulting in good grades as the learners with disabilities are encouraged to attend to their classes regularly, getting assistance from normal children thus sharing and continued positive interaction. In a nutshell, if discrimination is minimised the children with disabilities are likely to perform better and if discrimination is not managed, children with disabilities are bound to decline in their academic performance. Whichever way the influence can be measured through quality and quantity of meeting targets, commitment to team work, mean scores, regular attendance and punctuality. The extraneous variables moderate the independent variable s influence on the dependent variables.

RESULTS

The research question responded to was: What is the effect of discrimination on academic performance of children with disabilities?

According to the findings, discrimination leads to loneliness hence having a negative feeling to academics as it is presented with the highest percentage of 218(55%). This is opposed to 23(6%) who strongly disagreed and, 14(4%) disagreed. However, 11(03%) of the respondents were neutral. It was found out that discrimination leads to a feeling of emptiness which in turn affects their academics, 39(10%) of the respondents strongly disagreed, 24 (06%) disagreed, 08(02%) were neutral, 141(36%) strongly agreed and 181(46%) agreed with the statement. Study findings showed that 129(33%) of the respondents strongly agreed and 87(22%) agreed that discrimination leads to confusion among pupils, while 59(15%) and 71(18%) of them strongly disagreed and disagreed respectively, whereas 47(12%) were undecided.

Table 1. Effect of Discrimination of Children with Disability on Academic Performance (n=393)

Questionnaire item	Strongly Disagree	Disagree	Neutral	Strongly Agree	Agree
It leads to loneliness hence having a negative feeling academically	23(6%)	14(4%)	11(03%)	218(55%)	127(32%)
They develop a feeling of emptiness which in turn affects their academics	39(10%)	24(06%)	08(02%)	141(36%)	181(46%)
It leads to confusion among pupils	59(15%)	71(18%)	47(12%)	129(33%)	87(22%)
Feeling of less human because of being discriminated	103(26%)	36(09%)	102(26%)	113(29%)	39(10%)
It leads to low self Esteem	23(06%)	24(07%)	39(10%)	196(50%)	106(27%)
Children with disabilities lose hope in life when discriminated	20(05%)	59(15%)	00(00%)	275(70%)	39(10%)

Source: Primary Data (2017)

Table 2. Pupils views on the Effect Of Disability on Interaction in School (n=382)

Responses	Yes	No
If you were a disabled child, would you have fear for your colleagues who are normal at school	185(48%)	197(52%)
Do you discriminate children with disabilities in your school	260(68%)	122(32%)
They are discriminated because they unable to help in discussion?	134(35%)	248(65%)
They are discriminated because they are lazy	160(42%)	222(58%)
They are discriminated because they are not active	88(23%)	294(77%)

Source: Primary Data (2017)

Findings of the study show that discriminated children have a feeling of less human. This was represented by 113(29%) of the respondents who strongly agreed as opposed to 103(26%) of those who strongly disagreed, 39(10%) agreed while another 103(26%) were undecided. According to the findings of the study, children with disability have low self-esteem. Majority of the respondents strongly agreed to this by 196(50%) followed by those who agree by 106(27%) as opposed to those who disagreed at 24(07%). Further, the findings indicated that the children feel shy to talk to normal people even when instructed by teachers who socially rate them in different ways. Sacks (2008) also shares a similar assertion. As regards the study findings in Table 1, Children with disabilities lose hope in life when discriminated. This is indicated by high response rate of 275(70%) who strongly agreed to this statement, 39(10%) agreed, 20(05%) of them strongly disagreed and 59(15%) disagreed. In the interviews conducted with the Board of Directors (n=03) and head teachers (n=06), the District Education Officer by pseudonym name of Mr. Nangosya Mike said "discrimination of children with disabilities has severely been a tremendous phenomenon in most primary schools, most of these children are affected by their nature and the normal children take advantage of this inability of these children to keep provoking them some teachers isolate them which in the end affects their academic performance." Some parents as well segregate their children as a result of their inability by not providing them with scholastic materials as it is indicated by their continuous poor grades, high dropout rate of children with disability.

Mr. Bwire (Pseudonym) France, A member of the school management committee "said "even the teachers tend to ignore their responsibilities of caring for the children with disabilities since majority of them have not been trained to hand children with special need and in this case, they go by the normal children which has affected the academic performance of the children with disabilities. Some teachers go by the normal children who cope up very fast isolating the slow learners who in this case are the disabled children. In addition they are socially rejected by other children which makes them think that they are less human hence they are subjected to tendencies of abuses, bullying which affects their academic performance." According to the interviews with a member of the Parents Teachers Association, Mr. Magombe Sulaman (Pseudonym), "children with disabilities may have the interest of learning and attending school however they get limited or no support

from their parents and the teachers, this hinders their ability to perform and majority do not even finalize their Primary Level Education. In addition, government as well does not cater for the basic necessities for children with disabilities for example protective gears, wheel chairs and brails. Although classroom and text books are provided." When interviewed, the Head teachers in summary had this to say on the effect of discrimination on the academic performance of children with disabilities. "It makes children dropout of school, perform poorly due to isolation by some teachers, high rate of absenteeism of children with disabilities and irregular attendance."

According to the findings, majority of the respondents said they do not fear their colleagues who do not have the disability as represented by 197(52%) respondents while 185 (48%) said they fear. This was also in line with interviews with head teachers confirmed that the disabled children do not have fear for the normal children apart from a few ones who have fear for children who are normal. Study findings on Table 2 showed that majority of the respondents agreed with the statement that children with the disabilities are discriminated as represented by the highest percentage 260(68%) saying yes, while 122(32%) said no, the head teachers when interviewed said that it only depends on the circumstances under which they are discriminated, some disabled children are wiseacres, and at times their behaviors play a vital part toward them getting discriminated by the normal children. This implies that at times they pose such status quo / conditions by themselves hence ending getting abused and bullying among others. When further questioned on the above as to why children with disability are discriminated against, 134(35%) of the respondents indicated that they are unable to help in a discussion, 160(42%) response indicated that they were lazy and 88(23%) indicated that they were not active. When interviewed, the head teachers had this to say "the children had individual differences in mind which makes them not to think in the same way causing discrimination which affects their grades."

Table 3. Influence of Discrimination on Academic Performance of Children with Disabilities Primary Schools in Mbale District

		Academic Performance
Discrimination	Pearson Correlation	-.974
	Sig. (2-tailed)	.000
	N	393

From Table 3, it can be observed that discrimination had a strong negative influence on academic performance of children with disabilities. The influence was significant ($r = -.974$, $N = 393$, $p < .05$). This means that increase in discrimination led to decrease in academic performance of children with disabilities. Indeed this is true because discriminating children with disabilities affects them especially at school, as they feel they are denied the opportunity to live like any other human beings. Moreover, many of them because of the persistence in discrimination tendencies by their fellow pupils at school end up dropping out of school to only sit at home which has proved to affect their performance at school. Keefe and Moore (2004) opined that teachers were less able to objectively observe, rate and plan appropriate intervention for their behaviors. Another factor that could contribute to the rejection of children with special needs by regular teachers and administrators was lack of special training. During interviews, head teachers were emphatic on the fact that many teachers think they do not have enough support for teaching children with disabilities in mainstreamed classes. The consequences are that these children are somewhat isolated. Overall, the coefficient of determination (R^2) .949 revealed that discrimination reduces the academic performance of children with disabilities by 94.9% as signified by the pearsons r -.974. This means that discrimination is a major factor that determine performance of children with disabilities in mainstreamed schools.

DISCUSSION

Due to loneliness, majority of these children have negative feelings toward academics, they tend to like doing their things alone irrespective of interpretations from other children. This was seen in the response rate of 218 (55%) who strongly agreed. This is in line with the interview results from the inspector of schools Mbale District, who affirmed that loneliness leads to high rate school dropout. According to Suomi (2013), disabled pupils who are mainstreamed fill socially rejected in comparison to the other pupils. Keefe and Moore (2004) also share the same view that loneliness occurs as a result of discriminations. Consequently, this type of behavior greatly affects the academic performance of children with disabilities. Findings further indicated that when children with disabilities are discriminated, they develop a feeling of emptiness which in turn affects their academic performance. This was supported by 141(36%) of the respondents who strongly agreed that they feel self petty and do not know where to begin from since even teachers join the confusion by ignoring these children. Sacks (2008) in support of this states that many teachers are less objective in planning and that they use instructional strategies which are less effective and not suitable in handling special needs children hence affect the performance of the disabled children leading to poor grades. However this was objected by 08 (02%) of those who disagreed.

According to the results, discrimination sets a situation of confusion among pupils indicated by 129(33%) who strongly agreed. On many occasions, children get involved in situations that affect their lives. Such conditions prompt them to attempt suicide and lose their lives. Fighting fellow children has become the order of the day. A case in point is a story of a pupil of one of the schools in Mbale who being deaf falsely had other children pointing a finger at him and thought they were imitating him when he attempted to fight them, they harmed him. The use of abusive terminologies like "twisted

bodies result into twisted minds" These children have poor results due to discrimination as seen in Mbale District status report 2013. Although 59(18%) strongly disagreed with the statement. The findings indicate that the children have a feeling of being inhuman because of discrimination indicated by 113(29%) of the respondents who strongly agreed that disabled children develop this feeling because they do not get the necessary support in their day to day academic life both at school and at home. Keefe and Moore (2004) in their view contend that there are three barriers to educating pupils with disabilities; attitude, knowledge and organization.

Further findings indicated that children who are disabled have a low self esteem because of discrimination; this was presented by 196(50%) of the respondents who strongly agreed that they are not capable of holding position of leadership in schools, cannot speak in class and during parades. This concurs with Fore *et al* (2008), who said that special needs encountered difficulty in social interaction with regular class peers and teachers. On the other hand, 23(06%) of the respondents strongly disagreed. Study findings indicated that children with disabilities loss hope in life when discriminated. There are tendencies where children with disabilities are made fun of by the normal children, they get affected and tend to think the same way their lives are mistreated. This was indicated by 275(70%) of respondents who strongly agreed. This is in line with the findings of Suomi (2013) who asserted that pupils who are mainstreamed feel socially rejected in comparison to the other regular pupils if not fully included in regular academic setting and feel embarrassed as other pupils begin to realize. Interview results indicated that discrimination with its effects of loneliness, a feeling of emptiness, confusion, tendencies of feeling inhuman, low self-esteem and loss of hope in life leads to poor grades, lack of concentration in class, absenteeism and school dropout.

Conclusion

Discrimination negatively affects the academic performance of pupils with disabilities. This is on account that discrimination of children with disabilities leads to loneliness, a feeling of emptiness, confusion, feeling of in human, low self-esteem and loss of hope in life which has affected their academic performance in primary schools in Mbale District, Uganda.

Recommendations

- In view of the fact that the study established that discrimination of children with disabilities by fellow pupils and staff members in primary schools negatively affected their academic performance the study recommended that stakeholders be sensitized and educated to eradicate discrimination so as to enable pupils with disability to perform better in academics.
- Refresher courses for teachers teaching children with disabilities in mainstreamed schools be organized by the Ministry of Education, the District Education Office and Local Council Education Department in order to build capacity on how to handle children with disability.
- The Directorate of the Education Standards should ensure that teachers pay attention to children with disabilities in mainstreamed schools by training them to avoid stereotype method of teaching and encourage

flexibility in class by making new innovations in their curriculum.

- In view of the finding that discrimination of children with disabilities leads to loneliness, a feeling of emptiness, confusion, feeling of inhuman, low self-esteem and loss of hope in life which affect their academic performance, the study recommended that: Resource persons like inspectors of schools, Centre coordinating tutors and senior teachers should give guidance and counseling to children with disabilities since disability is not inability.
- Children with disabilities should enroll in school like any other child, study comfortably and become successful citizens.
- Parents of children with disabilities should show love and friendship to them. Loving and appreciating them for who they are makes them feel special and appreciate themselves, this also encourages them to stay in school and focus on their academic. They should also supplement on government's effort by providing scholastic material.
- Government should put special consideration in prioritizing the needs of children with disabilities for example increasing facilitation for the disabled children, extending materials support in respect to scholastic materials such as brails on top of books, pens, pencils including equipment like wheel chairs, indoor games to encourage children with disabilities to stay in school.

REFERENCES

- Burstein, N., Sears, S., Wilcoxon, A., Cabello, B. and Spagna, M. 2011. Moving toward inclusive practices. *Remedial and Special Education*, 25, 104-116.
- Farrant, J.S. 2010. *Principles and practices of Education 5th Edition* London, Longman Publishing House Ltd.
- Fore, C., Burke, M., Burke, S., Boon, R. & Smith, S. 2008. Academic achievement and class placement in high school: Do pupils with learning disabilities achieve more in one class placement than another? *Education and Treatment of Children*, Vol. 31(1): 55-72.
- Isherwood, R. S. and Barger-Anderson, R. 2008. Factors affecting the adoption of co-Teaching models in inclusive classrooms: One school's journey from mainstreaming to inclusion. *Journal of Ethnographic and Qualitative Research* 2, 121-128.
- Keefe, E. and Moore, V. 2004. The challenge of co-teaching in inclusive classrooms at the high school level: What the teachers told us. *American Secondary Education*, 32(3): 77-88.
- Mbale District Status Report, 2013. Unpublished National Council on Disabilities. 2009. *Back to School on Civil Rights: Advancing the Federal Commitment to Leave No Child Behind*. Retrieved April 16, 2009, from http://www.ncd.gov/newsroom/publications/2009/backtoschool_1.htm
- Ministry of Education and Sports, Guidelines on Policy, Roles and Responsibilities of Stakeholders in the Implementation of Universal Primary Education 1998.
- Mugenda, O.N. and Mugenda, A.G. 2003. *Research Methods: Qualitative and Quantitative Approaches*, Nairobi, Kenya: Acts Press.
- Okech, J.B. 2005. Special Needs Education in Uganda, DANIDA/UNISE.
- Pardini, P. 2009. The History of Special Education. *Rethinking Schools Online*, 16(3). Retrieved April 17, 2009, from
- Republic of Kenya, 2005. Ministry of Education Science and Technology Sessional Paper No. 1 of 2005 on a policy framework, training and research. Nairobi: Government Printer.
- Republic of Kenya 2009. The National Special Needs Education Policy Framework Nairobi: Ministry of Education.
- Republic of Kenya 2010. The Constitution of Kenya: Nairobi. Government Printer.
- Republic of Kenya 2013. The Basic Education Act 2013. Nairobi. Government Printer.
- Sacks, G. 2008. A comparison of quality of life variables for students with emotional and behavioral disorders and students without disabilities. *Journal of Behavioral Education*, 17: 111-127
- Shultz, P.W. 2011. Conservation Biology, online library retrieved from <http://onlinelibrary.wiley.com> on 2nd March 2016.
- Suomi, J. 2013. Factors affecting the social experiences of students in elementary physical education classes. *Journal of Teaching in Physical Education*, 22, 186.
- The Constitution of the Republic of Uganda, 1995, LDC Publishers Printing Press.
- UNESCO 2001. Understanding and responding to children's needs in inclusive classrooms: A Guide for Teachers. Paris: UNESCO UNICEF (2000) A World Fit for Children.
- UNESCO 2002. Gender and Education for All. The Leap to Equality. Education for All Global Monitoring Report 2003/4. Paris: UNESCO.
- UNICEF – Kenya County Office 2001. Rapid Assessment of the Basic Education and Training Needs for Children with Disabilities with Special emphasis on the Girl Child. Nairobi: Kenyatta University.
- Wolfberg, P. J. 2012. Fostering peer interaction, imaginative play and spontaneous language in children with autism. *Child language Teaching and Therapy*, 15: 41-52.
