

**PREPARATION AND USE OF INDIVIDUALISED EDUCATION PLANS IN
PREVOCATIONAL TRAINING IN SELECTED SPECIAL EDUCATION UNITS ON
THE COPPERBELT PROVINCE, ZAMBIA**

BY

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THE UNIVERSITY OF ZAMBIA

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EDUCATION DEGREE (SPECIAL EDUCATION).

THE UNIVERSITY OF ZAMBIA

2014

DECLARATION

I, **Julius BwalyaBwalya**, hereby declare that the work contained in this dissertation is typically as a result of my own individual efforts and that all the work from other researchers has been acknowledged. I further declare that this dissertation has not been submitted for a degree at university or any other university or similar institution.

Signature:.....

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APPROVAL

The University of Zambia approves this dissertation of Julius BwalyaBwalya as fulfilling part of the requirements for the award of the Degree of Master of Education in Special Education.

Signed:..... **Date:**.....

Signed:..... **Date:**.....

Signed:..... **Date:**.....

DEDICATION

I dedicate this work to my kind loving wife Mary MumbaBwalya. I also dedicate this work to my four children Albert, Nicholas, Elita and Joyce. It is my most sincere hope that you will grow up to understand the meaning and essence of 'research'. Only then will you really understand and appreciate my absence from home during the period I was conducting my research. Indeed you missed my presence.

In addition, I also dedicate this work to my late son SwabapondeBwalya, my late mother ElitaMusumaliMwangilwaKalumbaBwalya and my 81 year old surviving father Albert MwapeBwalya.

Lastly and above all, I dedicate this work to the Almighty God who made it possible for me to go through my studies.

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Lastly but not the least, I thank all the administrators of all the schools where I conducted my study and all the participants who participated in this study.

ABSTRACT

This study sought to determine the reasons why majority of the special education teachers do not prepare and use individualised education plans in teaching pre-vocational skills on the Copperbelt province. The objectives of the study were to: establish the reasons why the majority of special education teachers do not prepare individualised and use education plans in teaching pre-vocational skills to pupils with intellectual disabilities on the Copperbelt province of Zambia; to determine the benefits of individualised education plans in pre-vocational skills training on pupils with intellectual disabilities in schools where these plans were used on the Copperbelt province; and to establish the role of the individualised education plan team (IEP team) in the selected schools on the Copperbelt province.

A descriptive research design was used in this study. The population of the study was one hundred and sixty (160) pupils with intellectual disabilities and thirty three (33) teachers teaching pre-vocational skills to pupils with intellectual disabilities on the Copperbelt province. The sample comprised fifty (50) pupils and thirty-three (33) teachers, purposively selected. Data was collected using a self-administered structured questionnaire and interview guides. The data collected was analysed both quantitatively and qualitatively using the Statistical Package for Social Sciences (SPSS) and thematic analysis, respectively.

The findings of the study revealed that special education teachers did not prepare and use individualised education plans in teaching pre-vocational skills because they were not trained in pre-vocational skills, were not familiar with assessment and placement procedures, the vocational needs of pupils and also because of congestion in classes.

The study further established that inadequate teaching materials and lack of teamwork among the individualised education plan team members posed as challenges in the teaching of pre-vocational skills.

Major recommendations made were that the Ministry of Education, Science, Vocational Training and Early Education should constantly send Special Education Standards Officers to monitor whether teachers prepare and use individualised education plans to aid the teaching of pre-vocational skills in schools and that teacher training colleges should start training teachers in pre-vocational skills.

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LIST OF ACRONYMS

IDEA: Individuals with Disabilities Act.

IEP: Individualised Education Plan.

MESVTEE: Ministry of Education, Science, Vocational Training and Early Education.

UNESCO: United Nations Educational and Scientific Organisation.

WHO: World Health Organisation.

CHAPTER ONE

INTRODUCTION

1.0 Overview

This chapter presents the background to the study, statement of the problem, the purpose of the study, the research objectives, research questions, significance of the study, the limitations of the study and definitions of the key terms used in the study.

1.1 Background to the study

The UNESCO sponsored 'Education for All' initiative, states that all children, including those with intellectual disabilities and other special needs, are entitled to equity of educational opportunity. Therefore the concept of "access-to-quality education" has evolved from a mere privilege to a right for all, and expectations have been raised. The "Salamanca Statement" set forth the challenge to provide public education to all children, regardless of their physical, intellectual, emotional, social, linguistic or other conditions (UNESCO, 1994).

The prevailing situation in most schools excludes a lot of pupils with disabilities from accessing education and this makes it difficult to attain the second Millennium Development Goal of achieving universal primary education (WHO, 2006). In Zambia, the situation shows that a large number of persons with disabilities are also excluded from schools. For instance, the Central Statistics Office (2003) reported that 43.2 per cent out of 256,690 persons with disabilities in Zambia had no formal education. Focus on learning (1992) reports that thousands of Children in Zambia enter school with different abilities and disabilities. 15 per cent of these children have been identified as having specific learning disabilities such as autism, cerebral palsy and intellectual disabilities and require a specific type of instructions. This study focused on Pupils with intellectual disabilities.

Intellectual disabilities has been defined as significantly sub-average intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period (Grossman, 1983). The Intellectual Quotient of these children is below 75 and they exhibit significant limitations in two or more adaptive skill areas such as communication, independence, household management, social skills and work. The intellectual disability should occur on or before the age of eighteen (which is the developmental period of a child). There are four levels of intellectual disability and these are

mild, moderate, severe and profound. According to Ndhlovu (2010) the mildly intellectually disabled pupils are those whom the education system classified as educable and their social and vocational adjustment is seen as possible. The moderately intellectually disabled are those generally classified as trainable and for whom a fair degree of social and vocational adjustment is possible. The severely intellectually disabled are generally dependent on their care providers or institutional personnel in most areas of their living. The profound intellectually disabled are generally institutionalised and totally dependent on parents or institutional personnel.

Pupils with intellectual disabilities do not follow the general curriculum followed by ordinary pupils because their academic performance is below the expected level of other pupils of the same age. Acquisition of skills is vital to these pupils so that they sustain themselves even when they do not achieve the desired or expected academic proficiency. As a result, their education emphasises on vocational skills training to prepare for self-reliance and independent living. One strategy that was adopted in 1993 by the Ministry of Education was the introduction of pre-vocational skills syllabus (Nongola, 2008). The aim of this syllabus was to enable the learner to develop skills in fields such as handcraft, woodwork, building craft, art, home economics and farming.

Educating children with intellectual disabilities is a challenge for the people in Zambia. According to Nongola (2008) only a small proportion (1-10%) of the children with intellectual disabilities have ready access to schooling, and those who do typically must attend a segregated special education unit or school that is a distance from their non-disabled peers. Society has negative attitudes towards children with intellectual disabilities. They feel that educating such children is a waste of time and resources which could be spent on children that are more likely to contribute to the development of the community. Because of this society has not been committed to the education of pupils with intellectual disabilities. As a result the majority of these children are denied the right to quality education and end up living lives of neglect, isolation, and despair in the streets without employment because the skills and knowledge they acquire after leaving school are far below the expected standards.

This unfortunate situation of pupils with intellectual disabilities is an issue currently being debated in Zambia among the educationists and other stakeholders, on the need to provide high quality education for all. In response to this situation the Zambian government has reconsidered to meet the education needs of all learners with and without special

educational needs in order to provide high quality education for all and enacted “The Education Act, 2011”. Therefore all learners in Zambia have the right to good quality education as stipulated in sections 15 and 23 of the Education Act of 2011. Section 15 states that “ a child has the right to free primary school education,” and Section 23/8 states that “ the Minister shall ensure that educational institutions provide learners with special educational needs with quality education in appropriately designed and well-resourced educational institutions, staffed by qualified and dedicated teachers .” The terms “Child” and “learner” in these two sections of the Act, include children with intellectual disabilities.

Despite the good intention of Sections 15 and 23 of the 2011 Education Act on the provision of high quality education for all, there is still poor attainment of targeted pre-vocational skills among pupils with intellectual disabilities. This poor attainment of pre-vocational skills may be attributed to special education teachers not being well motivated, teachers not using individualised education plans and government not having adequate resources to keep the education system relevant with rapidly changing societies and economies.

According to Smith (1990) an individualised education plan (IEP) is a strategy designed to facilitate the provision of pre-vocational skills education to pupils with disabilities including those with intellectual disabilities. Success stories of individualised education plan in teaching pre-vocational skills has been internationally recorded in Australia, Canada, New Zealand, United Kingdom and United States of America (Office of Special Education Programs, 1999). The individualised education plan is also being prepared and used in some countries in Africa such as Ghana, Kenya, Egypt, Namibia and South Africa (Avoke, 2002).

In Zambia special education teachers upon completion of their training are aware that they are required to prepare and use individualised education plans when teaching pre-vocational skills to pupils with intellectual disabilities but they do not prepare and use them. Therefore, there was need to establish the reasons for not preparing and using individualised education plans by the majority of special education teachers when teaching pre-vocational skills to pupils with intellectual disabilities.

1.2 Statement of the problem

Heward and Orlansky (1988) in a study conducted in Columbus established that pupils with intellectual disabilities benefit more when teachers prepare and use individualised education plan to train them in pre-vocational skills. However, in Zambia Individualised Education

Plans (IEPs) which were designed to guide teachers have not been prepared and used by majority of the special education teachers on the Copperbelt province. Therefore the standard achieved by these pupils remain largely unchanged as evidenced by the poor levels of vocational skills attainment by a majority of the pupils with intellectual disabilities on the Copperbelt province as indicated in the Special Education Standards Officer's (2010) report. It is for this reason that this study was carried out to establish reasons for not preparing and using individualised education plans by the majority of special education teachers when teaching pre-vocational skills to pupils with intellectual disabilities.

1.3 Purpose of the study

The purpose of this study was to establish the reasons for not preparing and using individualised education plans by the majority (80 per cent) of special education teachers in four districts of the Copperbelt province when teaching pre-vocational skills to pupils with intellectual disabilities.

1.4 Objectives of the study

The study was guided by the following objectives:

- 1.** To establish the reasons for not preparing and using individualised education plans by the majority of special education teachers when teaching pre-vocational skills to pupils with intellectual disabilities on the Copperbelt province of Zambia.
- 2.** To determine the benefits of individualised education plans in pre-vocational skills training on pupils with intellectual disabilities in schools where these plans were used on the Copperbelt province.
- 3.** To establish the role of the individualised education plan team in the selected schools on the Copperbelt province.

1.5 Research questions

In order to address the objectives stated, the study was guided by the following questions:

- 1.** What factors cause the majority of special education teachers not to prepare and use individualised education plans when teaching pre-vocational skills to pupils with intellectual disabilities?

2. What are the benefits of individualised education plans in pre-vocational skills training have on pupils with intellectual disabilities where these plans were used on the Copperbelt province of Zambia?

3. What is the role of the individualised education plan team in the selected schools on the Copperbelt province of Zambia?

1.6 Significance of the study

This study brought out vital information concerning the teachers' reasons for not preparing and using individualised education plans by teachers. The information may be important to specialist teachers teaching pre-vocational skills to pupils with intellectual disabilities, to institutions training special education and special vocation teachers, curriculum planners and policy makers in the Ministry of Education, Science, Vocational Training and Early Education. This information will make them aware of the reasons for not preparing and using individualised education plans by the majority of the special education teachers when teaching pre-vocational skills to pupils with intellectual disabilities. This in turn will ameliorate the process of developing and implementing individualised education plans to improve the education received by special education needs. In addition this study may excite curiosity for further enquiries by other researchers in the design and implementation of individualised education plans in the vocational skills training to pupils with intellectual disabilities.

1.7 Limitations of the study

It would have been ideal to get views from many respondents from all the ten (10) provinces of Zambia. However, the study was conducted on the Copperbelt province only. The second limitation is that some of the pupils were not formally assessed to verify their intellectual impairment for correct placement. It is therefore not certain whether these pupils were mildly intellectually impaired. Moreover, the sample was purposefully selected. In spite of these limitations, the findings were in line with both local and international literature and can be generalised.

1.8 Definitions of the key terms

In this study, the key terms used are as follows:

Assessment: Assessment is a systematic process of gathering information in order to make appropriate educational decisions for a student. It is a progressive process identifying the

student's strengths and needs, and results in the design and implementation of selected educational strategies.

Collaboration: Collaboration is an interactive process where a number of people with particular expertise come together as equals to generate an appropriate programme or process or find solutions to problems.

Goals (also referred to as targets):describes what the student may reasonably be expected to do or achieve.

Handicap: the problem a person with a disability or impairment encounters in interacting with the environment.

Individual Education Plan: an Individual Education Plan (IEP) is a written document prepared for a named student which specifies the learning goals that are to be achieved by the student over a set period of time and the teaching strategies, resources and supports necessary to achieve those goals.

IEP Team:a group of individuals who should participate in the planning of the individualised education plan.

Intellectual disability or Intellectual impairment: significantly subnormal general intellectual functioning existing concurrently with deficit in adaptive behaviour and manifested during the developmental period (Papapila et al., 1998). It is indicated by an IQ of about 70 or less, coupled with a deficiency in age appropriate adaptive behaviour such as communication, social skills and self-care.

Present level of educational performance: the present level of educational performance describes the student's current performance levels as determined from recent informal and formal assessments.

Pre-vocational skills: vocational skills taught to pupils with intellectual disabilities such as activities for daily living, home economics, agriculture, weaving, carpentry, handcrafts etc.

Task Analysis:breaking a task into smaller manageable parts for instructional purpose of effective teaching and learning.

Special Education (SE): education intended for children with special needs and those with specific learning difficulties.

Special Educational Needs: extra educational resources needed for children with special needs to receive education effectively.

Special Education Teacher: an individual who has undergone a formal training in teaching pupils with disabilities and those with specific learning difficulties and is currently teaching.

Special Needs: the various needs of exceptional children.

Special vocation teacher: an individual who has undergone a formal training in vocational skills training and is currently teaching pupils with disabilities.

Syllabus: a programme or outline of a course of study.

1.9 Summary

The main problem in this study was formulated in this chapter and the concepts used in the treatise were also clarified.

CHAPTER TWO

LITERATURE REVIEW

2.0 Overview

This chapter presents a review of the relevant literature on the preparation and use of individualised education plans in pre-vocational skills training. It covers, history of individualised education plan, challenges faced by teachers in preparing and using individualised education plans, benefits of individualised education plans in pre-vocational skills training and the role of the individualised education plan team in school. The chapter ends with a summary.

2.1 History of the Individualised Education Plan (IEP)

Katsiyannis and Maag (2001), in a study conducted in Washington which aimed at establishing educational methodologies to prevent school failure, reported that during the 1960s and early 1970s, no state in the United States of America served all children with disabilities, many states turned them away while still others placed them in inappropriate programmes. In addition, the laws in most States during this period allowed school districts to refuse to enroll any student they considered “uneducable”. Hence millions of children with disabilities were either denied enrolment or inadequately served in public schools.

However in 1975, state legislatures, and strong educational States congress spelled out educational rights for children with disabilities(Katsiyannis and Maag, 2001). Forty-five State legislatures passed laws mandating, encouraging special education programmes in schools. Federal courts interpreted the equal protection and due process guarantees of the Fourteenth Amendment to the United States Constitution such that schools were not to discriminate children on the basis of disability and that parents had the right to their children’s schooling. Therefore the passage of the 1975 Education of All Handicapped Children's Act (EHA) in the United States of America, also commonly known as Public Law 94–142 demanded for the development of the Individualised Education Programme (IEP) for a child with a disability during the provision of special educational services. Since then Individualised Education Plan was first introduced in the United States of America. In the same year (1975), the individualised education plan was introduced into school systems in Australia, Canada, New Zealand and Britain (Special Education News, 2013).

Smith (2005), states that an Individualised Education Plan (IEP) was one of the teaching tools necessary in teaching pupils with disabilities. It was a written plan for a particular pupil who was eligible to receive special education services which was developed by the IEP team. It

described the special education plan and services required by the pupil. In addition, an IEP was a management tool for the entire assessment-teaching process. It involved the assessment evaluations as well as the teaching procedures.

The use of IEP made it possible for every pupil with a disability of one kind or another to have an equal opportunity to get the same education as every other pupil (Wilson et al., 2005).

Goosen and Lindeman (2003), in a study conducted in Kansas aimed at establishing meaningful and measurable IEP goals and objectives, reported that, the purpose of preparing and using individualised education plans to teach pupils with special educational needs was that it allowed a pupil to progress at a level commensurate with his/her ability. It also involved collaboration between all partners, focused teaching strategies and ensured records were kept. In addition, individualised education plans specify the learning goals are to be achieved by the student over a set period of time, teaching strategies, resources and support necessary to achieve those goals.

Goosen and Lindeman (2003), in a study conducted in Kansas aimed at establishing meaningful and measurable IEP goals and objectives, indicated that IEPs should be developed for each student with an identified disability needing specially designed instruction in order to meet his or her unique needs. Additionally, it should be provided to a pupil who was first determined to have a disability and secondly to be in need of special education services because of that disability. Therefore, each student with a disability attending public schools who received special education and related services should have an IEP.

The Individual Education Plan Resource Guide (2004), in a study conducted in Ontario aimed at developing and implementing individualised education plans reported that, individualised education plans may also be prepared for pupils who were receiving special education programmes and services but should not be formally identified as exceptional.

Wilson et al. (2005), in a study conducted in Washington aimed at reviewing the Individuals with Disabilities Act of 2004 and (IDEA) regulations of 2006 reported that, an individualised education plan was to contain several specific and detailed things. To clearly explain the best way that the student learned, the way or ways that the student showed his or her full potential, and how best to support and encourage his or her educational goals. Additionally, an

individualised education plan can be modified whenever necessary as long as all parties were advised of the modifications and agreed with them.

Wilson et al. (2005), in a study conducted in New York aimed at using technology to develop individualised education plans for students with disabilities established that, individualised education plans have several required components. Among the information that was to be included in individualised education plans were the following:

1. a statement of present levels of educational performance, in the following areas:
academic achievement, social adaptation, pre-vocational, vocational skills and psychomotor skills or skills;
2. a statement of annual goals that describe the educational performance to be achieved by the end of the school year under the child's programme;
3. a statement of short-term instructional objectives presented in measurable, intermediate steps between the present level of educational performance and the annual goals;
4. a statement of specific educational services needed by the child including a description of:
 - (a) all special education and related services needed to meet the unique needs of the child including vocational skills programme;
 - (b) and any special instructional media and materials that are needed;
5. the date when those services will begin and the length of time the services will be given;
6. a description of the extent to which the child will participate in pre-vocational skills programmes;
7. objective criteria, evaluation procedures, and schedules for determining, at least annually, whether the short-term instructional objectives were being achieved;
8. a justification for the type of educational placement a child will have; and
9. a list of individuals who were responsible for preparing and implementing the individualised education plan.

Yell (2006), in a study conducted in Washington which aimed at establishing legal requirements for the individualised education plan established that, an individualised education plan should encompass not only what must be included in the individualised education but also specifics of the process.

Yell et al. (2006), in a study conducted in Washington aimed at reviewing the Individuals with Disabilities Act of 2004 and IDEA regulations of 2006 also pointed out that, an individualised education plan was a legal binding contract between the student, parents, school or district staff, mental health counsellors, paediatricians and physicians. If this was not followed by one or more people involved in the contract, it could be looked at in the court of Law and depending on if any part of the contract was violated, charges could be filed by any member or members of the contract. Upon determining that the student was a good candidate for the individualised education plan, the school had thirty days to develop the individual student's individualised education plan.

According to the United States Department of Education (2000) the individualised education plan was the cornerstone of the Individuals with Disabilities Education Act (IDEA) which ensured quality educational and vocational opportunities for students with disabilities.

McCausland (2005), in a study conducted in Ireland which aimed at establishing an international experience in the provision of individualised education plans for children with disabilities indicated that, there were international, European, Asian and African countries using individualised education plans. International countries widely using Individualised Education Plans (IEPs) and where they had yielded positive results in teaching students with special educational needs included: Australia (Queensland), Canada (British Columbia), New Zealand, the United Kingdom, and the United States of America. Other countries using the individualised education plan in Europe included: Czech Republic, Denmark, Finland, France, Germany, Greece, Hungary, Netherlands, Norway, Spain and Switzerland. China, Japan, Pakistan and Singapore were some of the countries using individualised education plans in Asia. While Nigeria, Ghana, Egypt, Kenya, Tanzania, Namibia, Lesotho and South Africa are some of the countries in Africa using individualised education plans.

McCausland (2005) in a study conducted in Ireland aimed at establishing an international experience in the provision of individualised education plans for children with disabilities reported that, the Department of Education in Australia viewed the development of Individualised Education Plans (IEPs) for students with special educational needs as a 'collaborative and on-going' process because of the many achievements made in the provision of quality education to such children. As a result Australia has continued to use individualised education plans in teaching students with special educational needs. The

individualised education plan brings students, parents and professionals together as, appropriate to consider the student's level of performance and to determine needs and learning priorities for a specific period. In addition, the individualised education plan process in Australia has promoted shared responsibility for planning, consensus on educational goals, collective accountability for outcomes and on-going communication. More so, the individualised education plan in Australia has provided key information to help educators meet individualised educational needs resulting from the student's disability.

McCausland (2005) in a study conducted in Ireland aimed at establishing an international experience in the provision of individualised education plans for children with disabilities reported that, British Columbia is one of the countries where individualised education plans have been successful and are currently being used to teach students with special educational needs. The School Act 1996 in British Columbia mandates all special education units and schools for pupils with special educational needs to make individualised education plans available to all those of school age residing in their districts. In addition, school personnel in collaboration with parents, are responsible for establishing goals for pupils with special educational needs that take into account their special needs and strengths.

Office of Special Education Programmes (1999), in a study conducted in Washington aimed at establishing special education programs for pupils with intellectual disabilities, found that students with special educational needs in Finland were given individualised education plans based on their individual educational needs in order to help them attain quality education which can in turn enable them contribute to national development.

Office of Special Education Programmes (1999), in a study in Washington aimed at establishing special education programmes for pupils with intellectual disabilities also reported that, special education in Singapore was regulated by the Ministry of Education. Both special schools and integration into the mainstream schools were options for students with special educational needs, but most students with disabilities were placed in special schools and taught with the use of individualised education plans that were developed to address their individual strengths and weaknesses.

Office of Special Education Programmes (1999), in a study conducted in Washington that was aimed at establishing special education programs for pupils with intellectual disabilities

further reported that, the 1995 and 2001 White Papers on the provision of special education in South Africa indicated that all South African students with severe disabilities that could not be accommodated in the local school were placed in special schools and taught with the aid of individualised education plans tailored to their individual needs in order to enable them acquire the right education which would help them sustain their lives in adulthood.

The value of the preparation and implementation of individualised education plans (IEPs) for children with special educational needs is internationally accepted and is underpinned by law in many countries because of the several successes it has had in its preparation and implementation (Weishaar, 2001).

Goddard (1997) in a study conducted in Kansas aimed at establishing the impact of individualised education plans in special education noted that, one of the successes of preparing and using the individualised education plans in teaching pre-vocational skills to pupils with intellectual disabilities was that the child benefited from additional support in whatever their individualised education plan was. Goddard (1997) reported on a similar matter in a study conducted in Kansas which aimed at establishing the impact of individualised education plans in special education, another success of preparing and implementing individualised education plans was that they were easy to maintain and review.

Katsiyannis and Maag (2001), in a study aimed at establishing educational methodologies to prevent school failure noted that, another success of preparing and using individualised education plans was that, parents could work on the individualised education plan at home a lot of the time so the child gains even more support and encouragement.

Kamens (2004), in a study aimed at learning how to write individualised education plans reported that, allowing the teacher to see progression in an area the child struggled with was another success of preparing and implementing individualised education plans. The idea behind the preparation and use of individualised education plans in teaching children with special educational needs was a good one however some weaknesses had been identified (Thomas and Tomson, 2002).

Tsai and Chen (2002), in a study in Taipei aimed at establishing ways of implementing individualised education plans in vocational skills training noted that, one of the weaknesses in the development and implementation of individualised education plans for pupils with

disabilities was that the student was not always consulted in the decision-making process. As a result most of the pupils developed low self-esteem because they felt that they were not capable of making any meaningful contribution to their education.

Wang (2003), in a study aimed at establishing the challenges of developing individualised education plans established that, if teachers and parents did not make the right kinds of accommodations, this made a student miserable. In addition, another weakness identified was that, some teachers did not know how to react to pupils that had individualised education plans. Some treated them as less capable than they were.

2.2 Challenges Faced by Teachers in Preparing Individualised Education Plans (IEPs)

The individualised education plan could be a dynamic process wherein professionals, parents, and sometimes students, can plan for an instructional future that was truly responsive to the student's unique individual needs. When professionals understood the necessity for the individualised education plan and the opportunity it provided for collaboration, dynamic planning and successful implementation, the lawful intent of specially designed instruction would be fulfilled. The individualised education plan could be viewed as the product of the referral process and be viewed as an educational outline delineating the major part of the service and delivery process. When professionals did not understand the individualised education plan process, problems with developing and implementing individualised education plans may stem from their differing roles and perspectives (Bateman and Linden, 1998).

Bateman and Linden (1998), in a study conducted in Sporis West aimed at developing legally correct and educationally useful programmes reported that, the law clearly stated that a relationship should exist between the individualised education plan and classroom activities. Each student's present level of performance should serve as the basis for individualised education plan annual goals and objectives. This basic link between the student's needs and his or her programme represented the very essence of special education and specially designed instruction. Therefore every effort should be made to ensure that each annual goal and short-term objective was directly related to the statement of the student's present level of performance. In this way, annual goals and objectives were based on assessment data and not on unfounded beliefs about programmes thought to be beneficial to the student, irrespective of diagnostic findings.

Beattie et al. (2006), in a study conducted in California aimed at determining effective practices for all teachers pointed out that, the actual processes and procedures used in schools to ensure that individualised education plan teams carried out the letter and intent of the law varied and have been the subject of relatively little research. Concerns about the legal requirements have arisen because of perceptions that they have compromised the quality of individualised education plans. At the same time, the 2004 reauthorisation of the law focused on ways to make the process of developing and revising the individualised education plan more efficient and on ways to reduce paperwork in developing individualised education plans. In practice most countries often required or recommend a form to use in developing individualised education plan so that it meets thenation's requirements. Computer-based individualised education plan development software gained popularity with the perception of increasingly complex individualised education plan requirements. With improvements over time technology and programming, computer-based individualised education plans came to be viewed as having the potential to aid in the production of well-thought through individualised education plans (Wilson et al., 2005).

Every learner with special educational needs required an individualised education plan in order to meet his or her educational needs. To this effect, the Education for All Handicapped Act 1975 (PI 94-142) stipulates that an individualised education plan (IEP) be written for each educationally handicapped child. The individualised education plan was designed to define the content of each handicapped pupil's special education programme.

According to Smith (1990) pre-and in-service teachers and staff can make a significant difference in preparing and implementing individualised education plans that guarantee pupils with intellectual disabilities access to pre-vocational skills.

Giangreco et al. (1994), in a study conducted in Montpelier aimed at establishing guidelines for making decisions about individualised education plan services reported that, a majority of the specialist teachers were aware of the importance of preparing and using the individualised education plans when teaching pre-vocational skills to pupils with intellectual disabilities. However, studies by McLaughlin et al. (1991), in a study conducted in Ohio aimed at determining the effectiveness of individualised education plans, found out that research findings from a number of researchers had revealed that the majority of the specialist teachers teaching pre-vocational skills to pupils with intellectual disabilities did not prepare or use

individualised education plans due to various reasons such as poor incentives as well as non-availability of teaching and learning resources.

Durham (2006), in a study conducted in South Carolina in a study aimed at identifying problems and issues in developing and implementing 504 plans and individualised education plans in South Carolina Schools to ensure appropriate education for exceptional children established that, one of the challenges special education teachers faced in developing individualised education plans for pupils with intellectual disabilities in pre-vocational skills was that they accepted assessment results that were not commensurate with the pupils needs. Assessment results received by teachers did not accurately describe pupils as well as recommend the amount and duration of services that pupils required. As a result, teachers had difficulties in developing individualised education plans that could effectively cater for the needs of the pupils.

Durham (2006), in a study conducted in South Carolina aimed at identifying problems and issues in developing and implementing 504 plans and individualised education plans in South Carolina Schools to ensure appropriate education for exceptional children also established that, another challenge teachers faced in the development of individualised education plans was that they accepted goals and objectives that were not measurable. Measurable goals and objectives are paramount for pupils, individualised education plans. Without measurable goals and objectives, it was difficult to determine if pupils had a successful school year. Therefore all goals and objectives should come from assessment data.

Durham (2006), in a study conducted in South Carolina aimed at identifying problems and issues in developing and implementing 504 plans and individualised education plans in South Carolina Schools to ensure appropriate education for exceptional children indicated that, another challenge special education teachers encountered when developing individualised education plans for pupils with special education needs was that, the pupils' parents were not able to follow what the educators were talking about during the individualised education plan meeting. This was because of the many terms and acronyms used by the educators which were related to special education. Therefore most of the parents were confused and frustrated because they could not understand what was being said. In addition, parents believed that only the professionals/educators brought a great deal of knowledge and experience on the table. As a result majority of the parents were not able to make informed decisions in relation to the preparation of individualised education plans for their children.

Shriner and Destefano (2003), in a study conducted in Minneapolis aimed at establishing the development and implementation of IEPs reported that, over 85 per cent of the special education teachers charged with the responsibility of teaching pre-vocational skills to pupils with intellectual disabilities did not IEPs due to lack of collaboration among special education and special vocation teachers. This was attributed to the misplacement of trained special vocation teachers in the mainstream by school authorities. In addition, their non-involvement in the IEP team was another factor which impeded special education teachers from preparing individualised education plans in pre-vocational skills training for pupils with intellectual disabilities.

Walsh (2001), in a study conducted in Finland aimed at determining IEP goals and state standards found out that, over 95 per cent of the 103 specialist teachers did not prepare individualised education plans in pre-vocational skills training because they were not familiar with assessment and placement procedures and the vocational needs of pupils. Additionally, they were not aware of the components of IEPs in pre-vocational skills such as current performance, annual goals, short term instructional objectives, appropriate objective criteria, procedures for evaluating the pupil's progress, as well as special vocation and related services. As a result they could not develop clear descriptions and explanations that could create connections between the needs of pupils with intellectual disabilities as well as the requirements of the pre-vocational skills standards.

Muuya (2002), in a study conducted in Kenya aimed at establishing the preparation of IEPs in skills training for disabled students, reported that specialist teachers did not prepare IEP in pre-vocational skills because of the non-availability of resources and equipment such as agricultural equipment, carpentry equipment, light-craft equipment and home economics apparatus. This vice was another major impediment to the effective teaching of pre-vocational skills.

Muuya (2002), in a study conducted in Kenya aimed at establishing the preparation of individualised education plans in skills training for disabled students, also reported that, 90 per cent of the 115 special education teachers who taught pre-vocational skills training to pupils with intellectual disabilities failed to IEPs because of the many roles and responsibilities such as being on the main stream duty rota, helping to teach in the mainstream as well as having a great deal of paper work to complete like attendance reports and discipline reports.

Obiakor (1998), in a study in Nigeria aimed at establishing the factors affecting the provision of vocational skills training reported that, majority of the staff charged with the responsibility of teaching pre-vocational skills to pupils with intellectual disabilities failed to prepare individualised education plans because they were not able to determine pupils, abilities, strengths and weaknesses. As a result they could not link assessment data to instructional goals as well as develop measurable goals to evaluate student achievement. In addition, these teachers could not adapt the curriculum and instructional materials to enable the pupils with intellectual disabilities have access to quality pre-vocational skills training.

Nawzuoke (1995), in a study conducted in Nigeria aimed at determining professionalism in special education reported that, due to poor conditions of service such as low salaries and poor accommodation, contributed to a lot of special education teachers failing to prepare individualised education plans in pre-vocational skills for pupils with intellectual disabilities.

2.3 Challenges Faced by Teachers in Using Individualised Education Plans (IEPs)

Individualised education plans are implemented by carrying out the directives of the individualised education plan. Ideally, everyone responsible for implementing the individualised education plan for an individual pupil has access to a copy of the individualised education plan, and each person knows which responsibilities to implement (Beattie et al., 2006). Along with providing the designated services, supports and accommodations that are described in the individualised education plan, the individualised education plan defines how the pupil's progress toward meeting the goals stated in the individualised education plan will be measured.

According to Beattie et al. (2006) progress reports designed, on individualised education plan goals, to indicate the extent to which the pupil was making sufficient progress to reach goals by the end of the year should be given to parents so that they are able to monitor their children's performance.

In a study of two states by the National Center on Educational Outcomes (NECO) (1999), which aimed at aligning individualised education plans with state standards and accountability systems, findings showed that per cent of the 119 specialist teachers teaching pre-vocational skills to pupils with intellectual disabilities did not use individualised education plans whilst 16 per cent of the teachers used them. The 84 per cent of the teachers who did not use individualised education plans cited inadequate teaching staff as the major

reason for not implementing individualised education plans in pre-vocational skills. This was as a result of the Ministry of Education not deploying enough special teachers to cater for the needs of all pupils with intellectual disabilities in special education units and schools. In addition, Arbetter (2002), in a study conducted in Uganda aimed at establishing teachers' and pupils experiences of pre-vocation skills training also reported that, shortage of teaching staff in most of the special education units and schools providing pre-vocational skills training to pupils with intellectual disabilities hindered practicing specialist teachers from implementing individualised education plans because they could not plan for each pupils needs. As a result, they taught pre-vocational skills using the group and whole class teaching tools.

Bashinski(2004), in a study conducted in Canada aimed at establishing a curriculum to meet the needs of diverse learners in pre-vocational skills, found out that each day a teacher entered his/her classroom, he or she faced the challenge of how best to facilitate learning for all the pupils in their class. Because every class represented an incredibly diverse group of learners, each of whom had a wide range of strengths and needs. As a result, majority of the special education teachers had a problem on deciding what kinds of adaptations to make to the curriculum to suit each pupil's individual needs in pre-vocational skills training. Adapting the curriculum involved differentiating instruction in order to provide learners with a variety of ways to process information and demonstrate what they had learned, to be able to "match" the way in which each learner learnt most effectively.

Bashinski(2004), in a study conducted in Canada aimed at establishing a curriculum to meet the needs of diverse learners in pre-vocational skills reported that, adapting instructional strategies when teaching pre-vocational skills to pupils with intellectual disabilities was a challenge special education teachers faced when it came to implementing individualised education plans in pre-vocational skills for pupils with intellectual disabilities. This involved a change in the way a teacher teaches - that is, in the methodologies he/she used to provide information to a pupil(s) in his/her class. Special education teachers had difficulties in adapting the instructional process because they could not incorporate a myriad of techniques. As a result, they could not accomplish their teaching through the use of a myriad of techniques which involved incorporating the use of demonstrations or role play; utilising teacher presentation cues (e.g., gestural, visual, or verbal) to emphasise key points; scaffolding key concepts to be learnt; and getting pupils more actively involved in the learning process through the implementation of every pupil response techniques. However,

Arbetter (2002), in a study conducted in Uganda aimed at establishing teachers' and pupils experiences of pre-vocation training reported that, special vocation teachers were able to teach a wide range of pre-vocational skills to pupils with diverse disabilities despite having overcrowded classes and inadequate teaching materials.

Bashinski(2004)),in a study conducted in Canada aimed at establishing a curriculum to meet the needs of diverse learners in pre-vocational skills,found out that adapting teaching materials for each individual pupil when implementingindividualised education plans in pre-vocational skills training for pupils with intellectual disabilities was another challenge teachers' faced. Adapting teaching materials involved a change in the formats through which information was presented to the pupil or the pupil's engagement with the curriculum during the course of instruction. The process of adapting materials provided additional, or simply different, materials, in a variety of modalities that the pupil(s) used during the course of instruction.However,teachers teaching pre-vocational skills were not able to make changes to the equipment and supplies to enable a pupil(s) have access during the course of instruction in pre-vocational skills. Teachers were also not able toenhance critical features of the pre-vocational skills content within the materials themselves as well asselect alternate instructional materials for their durability or safety features.

Bashinski(2004),in a study conducted in Canada aimed at establishing a curriculum to meet the needs of diverse learners in pre-vocational skills,indicated thatadapting pre-vocational skills curricular content was another challenge teachers encountered when implementing individualised education plans inpre-vocational skills for pupils with intellectual disabilities. Adapting curricular content involved varying what is taught - that is, the complexity and nature of the content presented during the course of a unit of study. Curriculum adaptation in pre-vocational skills for pupils with intellectual disabilities resulted in an adjustment of the cognitive demand of a learning task for a particular pupil. Itinvolved an adaptation to the attention, thinking, and/or memory requirements associated with particular content.

Bashinski(2004),in a study conducted in Canada aimed at adapting a curriculum to meet the needs of diverse learners in pre-vocational skills, further reported thatadapting curriculum assessment was another challenge teachers faced when implementing individualised education plans in pre-vocational skills. Teachers had difficulties in making alterations in the way in which to getinformation from a learner because of the various changes in the learner's instructional output. As a result, teachers had problems in comparing a learner's performance

to their past performance, and offering learners a variety of practice strategies and choices for producing required pre-vocational skills competence.

Obiakor (1998), in a study in Nigeria which aimed at improving the provision of vocational skills training, also reported that, most of the teachers teaching vocational skills training did not implement individualised education plans because of inadequate equipment and teaching aids. This was the main impediment to the success of the of an individualised education plan in pre-vocational skills training.

McLaughlin (1999), in a study that was aimed at determining the factors affecting the accessibility to the special education curriculum reported that, poor infrastructure such as limited teaching space and workshops had a negative bearing on the implementation of pre-vocational skills to pupils with intellectual disabilities. In addition, Obiakor (1998), in a study in Nigeria aimed at improving the provision of vocational skills training, also found out that, the non-availability of infrastructure such as workshops to cater for the wide range of pre-vocational skills in the majority of the special schools hindered their implementation too. As a result, most of the pupils did not fully participate in pre-vocational skills training.

Chinombwe (2007), in a study that was aimed at establishing challenges the teachers faced when teaching children with cerebral palsy in Lusaka in Zambia reported that, specialist teachers faced problems in implementing individualised education plans for pupils with intellectual disabilities due to over enrolment. Over enrolment hindered teachers' from implementing individualised education plans in pre-vocational skills lessons because they did not have sufficient time to teach pre-vocational skills effectively to each pupil. As a result, they taught pre-vocational skills using the group and whole class teaching tools. In addition it was found out that over enrolment of pupils in special units for children with intellectual impairments posed another challenge of inadequate learning space hence making it difficult for pupils to effectively observe demonstrations and not enable some of the pupils to have a chance in participate in class activities. Additionally, Tsai and Chen (2002), in a study in Taipei aimed at establishing ways of implementing individualised education plans in vocational skills training, reported that specialist teachers were not able to implement individualised education plans for pupils with intellectual disabilities in pre-vocational skills due over enrolment.

Peresuh and Barham (1998), in a study in Zimbabwe aimed at establishing appropriate special education provision for pupils with intellectual disabilities, found out that inadequate instructional time and the need to focus on functional goals posed a challenge to specialist teachers when implementing individualised education plans in pre-vocational skills training. For example, in situations without sufficient time for instructions for functional skills training, most teachers failed to achieve their planned annual goals. In addition, McLaughlin et al. (1991) pointed out that, due to limited instructional time, majority of the pupils with intellectual disabilities were not able to complete their routine class activities and as a result they lagged behind in acquiring pre-vocational skills.

2.4 Benefits of Individualised Education Plans

Current research by McLaughlin et al. (1991), in a study conducted in Ohio to establish special education programmes for pupils with intellectual disabilities revealed that, planning and implementing individualised education plans for pupils with intellectual disabilities in pre-vocational skills had a number of benefits.

McLaughlin et al. (1991), in a study in Ohio which aimed at establishing special education programs for pupils with intellectual disabilities, indicated that when special education teachers prepared and used individualised education plans with an input from members of the individualised education plan team it enabled teachers to recognise pupils' abilities in pre-vocational skills and tailor the training program to pupils individual needs with focused instruction. This in turn enabled pupils to achieve challenging goals in pre-vocational skills.

Office of Special Education Programme (1999), in a study aimed at establishing special education programmes for pupils with intellectual disabilities, indicated that, when individualised education plans were prepared and used in the teaching of pre-vocational skills to pupils with intellectual disabilities they changed teachers' pedagogy and attitudes. This in turn provided pupils with intellectual disabilities to have access to pre-vocation training opportunities which enabled them to choose the profession of their choice according to their abilities, skills and interests. In addition, another benefit accrued by pupils when special education teachers prepared and used individualised education plans in teaching pre-vocational skills was that it enabled pupils to develop self-confidence and feel that they had value in their communities and within themselves.

Goddard (1997), in a study aimed at establishing the advantages of individualised education plans in special education reported that, another benefit of preparing an individualised education plan in the teaching of pre-vocational skills was that it also described how the student learnt, how the student best demonstrated learning and what teachers and service providers will do to help the student learn more effectively in pre-vocational skills. Therefore it reflected high expectations for the pupil as well as helped pupils with intellectual disabilities to monitor their own progress in pre-vocational skills training.

Weishaar (2001), in a study aimed at determining the effect of the individualised education plan process reported that, developing and implementing individualised education plans for pupils with intellectual disabilities in pre-vocational skills that were written according to the needs of each student produced the desired results for each student that was commensurate with his/her ability. This in turn resulted in the achievement of specified learning goals in pre-vocational skills. Weishaar (2001), also found out that another benefit of developing and implementing individualised education plans in the teaching of pre-vocational skills to pupils with intellectual disabilities was that it provided a focus for students' learning and specified a specific timeframe. For example, it showed the teaching and learning strategies that supported the pupil's needs as well as identified resources, additional support and services the pupil needed for success, such as vocational skills equipment and assistive technology.

Patterson (2005), in a study aimed at establishing what classroom teachers should know about IDEA, indicated that another benefit of an individualised education plan in the teaching of pre-vocational skills to pupils with intellectual disabilities was that it is backed by the law hence giving every pupil a legal right to participate in pre-vocational skills training. The Individuals with Disabilities Education Act (IDEA), the key federal education law that served students with special educational needs, requires that every child eligible for special education services has an individualised education plan and that it is developed, reviewed and revised according to the requirements of IDEA.

Katsiyannis and Maag (2001), in a study aimed at establishing educational methodologies to prevent school failure, further reported that, the planning of individualised education plans in pre-vocational skills for pupils with intellectual disabilities enabled the school and parents to work as a team and to be accountable. The individualised education plan created an opportunity for all members of a student's individualised education plan team comprising teachers, parents, school administrators and related-services personnel to work together to

improve educational results for the child. This was so because all the team members were aware of their specific responsibilities in the preparation and implementation of the child's individualised education plan. This included the specific accommodations, modifications, and support that the child must receive according to the individualised education plan. This results in good planning and intervention by the individualised education plan team. In addition, parents were able to support learning at home and this in turn enabled pupils to gain more support and encouragement in the learning of pre-vocational skills.

Kamens (2004), in a study aimed at learning how to write individualised education plans further pointed out that, another benefit of preparing and using an individualised education plan in the teaching of pre-vocational skills to pupils with intellectual disabilities was that it was result-oriented and time-sensitive by clearly stating the short-term objectives and measurable annual goals as well as reporting the pupils' progress at regular, pre-determined intervals. In addition, it did not allow vague descriptions.

National Association of State Boards of Education (1999), in a study conducted in Alexandria which was aimed at updating the special education policy, established that special education teachers who were trained in pre-vocational skills were able to design and implement effective individualised education plans in pre-vocational skills training for pupils with intellectual disabilities. Because they were able to conduct correct vocational skills assessments and identify the best pre-vocational skills that would benefit each pupil. This enabled the students to fully participate in the activities taught at school. They were also able to perform the learnt skills at home with minimum supervision from their caregivers.

Smith (1990), in study conducted in Washington that was aimed at developing effective individualised education programmes reported that another benefit of developing and implementing an individualised education plan in pre-vocational skills was that it could be easily be maintained, reviewed and updated at least annually because it was not a static document. Rather, it was work in progress intended to grow, change and evolve to reflect the student's changing challenges, achievements, and needs. By law each student's individualised education plan must be reviewed annually, but parents and the school can request more frequent reviews if a child's situation seemed to warrant it.

Smith (1990), also reported that, well developed individualised education plans in pre-vocational skills with well stated goals and objectives accompanied with the relevant support services and educational resources that were prepared and used by special education teachers in the teaching of pre-vocational skills exposed pupils with intellectual disabilities to increased access to pre-vocational skills knowledge because pupils were able to participate in the lesson through task analysis. Task analysis is a method in which large skills are broken down sequenced into a series of sub skills. It enables the skills training teacher to break a task into small, easy-to-teach sub skills taking into account the individual strengths, needs, and nature of disability of an individual student.

Udvari-Sloner (1993), in a study conducted in Kansas which was aimed at determining the instructional needs of diverse learners, found out that when special education teachers prepared and used individualised education plans in teaching vocational skills training pupils with intellectual disabilities were provided with opportunities to practice social skills during pre-vocational skills lessons. Additionally, Udvari-Sloner (1993) reported that, the preparation and use of individualised education plans in pre-vocational skills helped pupils with intellectual disabilities with motor problems to develop gross and fine development which is very important in a pre-vocational programme. Gross motor skills are necessary for pushing things, stacking items and wiping down shelves, while fine motor skills are necessary for sorting, cutting and assembling items.

Smith (2005), in a study conducted in Washington aimed at establishing appropriate individualised education plans for pupils with diverse needs, further reported that individualised education plans prepared and used, in the teaching of pre-vocational skills, by special vocation teachers which had clear descriptions and explanations in pre-vocational skills, helped pupils with intellectual disabilities to develop organisational skills such as time management, staying on a task until the period is over, keeping the workplace clean and breaking tasks down into simple steps. This in turn helped to prepare them for future training and job responsibilities.

Nongola (2008), in a study conducted in Lusaka in Zambia that was aimed at establishing relevant pre-vocational skills for pupils with intellectual disabilities reported that, the preparation and use of individualised education plans in the teaching of pre-vocational skills by special education teachers helped pupils with intellectual disabilities to attain the skills they were taught. This in turn enabled them to become independent and productive members

of society because the competence they acquired in the various pre-vocational skills helped them to participate and contribute to their families and communities in their adult life.

Murray (2002), in a study conducted in Addis Ababa which aimed at establishing employment opportunities of people with disabilities found out that, pupils with intellectual disabilities who were taught pre-vocational skills with the aid of individualised education plans tailored to their individual needs, upon graduation of vocational training, were able to work in open and supported employment, and married and raised children with the support of their families, friends and the service system.

2.5 The Role of the Individualised Education Plan Team (IEP Team) in Schools

The Individualised Education Programme (IEP) is the cornerstone of the Individuals with Disabilities Education Act (IDEA), which ensures educational opportunity for students with disabilities. The IEP is a quasi-contractual agreement to guide, orchestrate and document specially designed instructions for each student with a disability based on his or her unique academic, social and behavioural needs (Kupper and Kohanek, 2000). Therefore each public school student who received special education and related services must have an IEP. Each IEP must be designed for one student and must be a truly individualised document prepared by the IEP team.

Kupper and Kohanek (2000), in a study conducted in Washington aimed at establishing the role of IEP team members in the development and preparation of IEPs reported that, by law, certain individuals must be involved in writing a child's IEP, though the law in Zambia on this aspect was silent in that, the members of the individualised education plan team are not mentioned in "The Education Act, 2011". However, members of the individualised plan team are:

- (i) the child's parents;
- (ii) at least one of the child's special education teacher or providers;
- (iii) at least one of the child's regular teachers (if the student is, or may be, participating in the regular education environment);
- (iv) a representative of the school system;
- (v) an individual who can interpret the evaluation results;
- (vi) representatives of any other agencies that may be responsible for paying for providing transition services (if the student is 16 years or, if appropriate, younger);

- (vii) the student, as appropriate; and
- (viii) other individuals who have knowledge or special expertise about the child.

Kupper and Kohanek (2000), in a study conducted in Washington aimed at establishing the role of individualised education plan team members in the development and preparation of individualised education plans reported that, to create an effective individualised education plans for pupils with intellectual disabilities in pre-vocational skills, the individualised education plan team members must work as a team in order to write the pupil's individualised education plan. A meeting to write the individualised education plan must be held within 30 calendar days of deciding that the child is eligible for special education and related services. Each team member should bring important information to the individualised education plan meeting. Members should share their information and work together to write the individualised education plan for the student focusing on his/her unique learning needs'. These individuals pool of knowledge and experience adds to the team's understanding of the student and what services the student needs in order to help him/her be involved in and progress in the pre-vocational skills curriculum (Smith, 2005).

According to the Individualised Education Plan Resource Guide (2004), all team members have important roles in the individualised education plan process. All participants are expected to cooperate in the individualised education plan process. An individual may have more than one role if properly qualified and designated. For example the school system representative may also be the person to interpret the child's evaluation results. The child's role participation is required when the individualised education plan includes a focus on transition services which must start at the age of 16. Other individuals may be members of the team, as desired by the parents or school. The roles of various team members in the development, implementation and monitoring of the individualised education plan are outlined below.

The Role of the Individualised Education Plan Coordinator, according to Smith (2005), in a study conducted in Washington aimed at establishing appropriate individualised education plans for pupils with diverse needs, is to:

- (i) assign to one teacher the responsibility to coordinate (not develop) the student's individualised education plan;
- (ii) facilitate collaborative planning, evaluation and updating;

- (iii) ensure that individualised education plans are completed within 30 school days of a student's placement in a special education programme;
- (iv) sign individualised education plans within 30 school days of a student's placement in the programme;
- (v) ensure that individualised education plans are implemented and that, as part of implementation, the student's learning expectations are evaluated and updated at least once every reporting period;
- (vi) ensure that recommendations of the IPRC (with respect to special education programmes and services such as support personnel, resources, and equipment) are taken into account in the development of the individualised education plan;
- (vii) ensure that parents and the student, if the student is 16 years of age or older, are consulted in the development of the individualised education plan;
- (viii) ensure that consultation with community agencies and post-secondary institutions that he or she considers appropriate is conducted as part of the preparation of the transition plan for students who are 14 years of age or older and who are not identified solely as "gifted";
- (ix) ensure that a copy of the individualised education plan is provided to the parents and to the student, if the student is 16 years of age or older; and
- (x) ensure that the current individualised education plan is stored in the OSR, unless a parent of the student objects in writing.

The Role of an Official from the Ministry of Education, according to Dyson and Forlin (1999), in a study conducted in South Africa aimed at integrating pupils in an inclusive setting, is to:

- (i) ensure that individualised education plans are implemented and that, as part of implementation, the student's learning expectations are evaluated and updated at least once every reporting period;
- (ii) ensure that recommendations of the IPRC (with respect to special education programmes and services such as support personnel, resources and equipment) are taken into account in the development of the individualised education plan;
- (iii) ensure that parents and the student, if the student is 16 years of age or older, are consulted in the development of the individualised education plan;

- (iv) provide support to the student's classroom teachers by generating ideas and suggestions for developing modified expectations, alternative programmes, or accommodations (e.g. individualised teaching or assessment strategies, human support, individualised equipment);
- (v) provide advice about materials and resources; and
- (vi) develop any modified or alternative learning expectations that fall within areas for which the special education teacher has direct responsibility.

The Role of the Classroom Teacher, according to Kupper and Kokanek (2005), in a study conducted in Washington aimed at establishing the role of the individualised education plan team, is to:

- (i) contribute first-hand knowledge of the student's strengths, needs and interests;
- (ii) fulfil the role of the key curriculum expert on how the individualised education plan can be developed to help the student progress through the school curriculum;
- (iii) develop any modified or alternative learning expectations required to meet the student's needs, plans instructions to address those expectations and assesses the student's achievement of the expectations. (Note that, in some cases, the special education teacher will take direct responsibility for certain aspects of the student's special education programme and will be related to those areas);
- (iv) develop and later implement teaching and assessing individualised teaching strategies that will help the student achieve his or her learning expectations;
- (v) review and update learning expectations at the beginning of each reporting period; and
- (vi) maintain on-going communication with the student's parents, other teachers and other professionals and support staff involved with the student.

The Role of the Special Education Teacher, according to Kupper and Kokanek (2000), in a study conducted in Washington aimed at establishing the role of the individualised education plan team, is to:

- (i) provide diagnostic assessments, as appropriate and if required, to determine the student's learning strengths and needs;
- (ii) provide support to the student's classroom teachers by generating ideas and suggestions for developing modified expectations, alternative programmes, or

- accommodations (e.g. individualised teaching or assessment strategies, human support, individualised equipment);
- (iii) provide advice about materials and resources;
 - (iv) develop any modified or alternative learning expectations that fall within areas for which the special education teacher has direct responsibility;
 - (v) plan instruction to address those expectations and assesses the student's achievement of the expectations; and
 - (vi) work with the classroom teacher(s) to maintain on-going communication with the student's parents and other teachers.

The Role of the Teacher's Assistant, according to McLaughlin, Nolet, Rhim and Henderson (1991), in a study that was aimed at integrating all students with disabilities in the special education curriculum in Minneapolis, is to:

- (i) help the student with learning activities under the direction and supervision of the teacher;
- (ii) assist with providing appropriate accommodations as described in the individualised education plan;
- (iii) monitor and record the student's achievements and progress relative to the expectations described in the individualised education plan under the direction and supervision of the teacher; and
- (iv) maintain on-going communication with the student's teachers.

The Role of the School System Representative, according to McLaughlin, Nolet, Rhim and Henderson (1991), in a study that was aimed at integrating all students with disabilities in the special education curriculum in Minneapolis, is to:

- (i) talk about the necessary school resources; and
- (ii) commit resources and ensure that whatever services are set out in the individualised education plan are actually provided.

The Role of Psychologists, according to Thomas and Tomson (2002), in a study conducted in London aimed at establishing the development of individualised education plan, is to:

- (i) assess students and participate in the preparation of individual education plans;

- (ii) provide general advice and support to school staff as well as information on individual students; and
- (iii) gather information about students, their skills and abilities and may plan a programme of support.

The Role of the Pupil's Guidance Counselor, according to Thomas and Tomson (2002), in a study conducted in London aimed at establishing the development of individualised education plan, is to:

- (i) help discuss courses that may be required for the pupil for their education career.

The Role of Occupational Therapists, according to Griangreco et al. (2001), in a study conducted in Montpellier aimed at establishing guidelines for making decisions about individualised education plan services, is to:

- (i) advise on pre-vocational skills training and employment opportunities.

The Role of the Parents, according to Griangreco et al. (2001), in a study conducted in Montpellier aimed at establishing guidelines for making decisions about individualised education plan services, is to:

- (i) verify the accuracy of personally identifying information;
- (ii) provide information and observations about the child's level of functioning in the home and community;
- (iii) provide information on the child's ability, interests, performance and history; provide information regarding the child's medical status;
- (iv) provide information on instructional strategies and, if appropriate, behavioural support that has been successful;
- (v) assist in developing educational goals, objectives and benchmarks;
- (vi) assist in identifying the special education and related services to be provided;
- (vii) assist in determining the appropriate educational programme and the least restrictive environment;
- (viii) provide input on the vision statement;
- (ix) assist in all decisions made during the IEP meeting;
- (x) express concerns to be considered when developing and reviewing the IEP; and

- (xi) give consent, when required, for the initiation and implementation of the IEP.

The Role of the Intervention Specialist, according to McLaughlin, Nolet, Rhim and Henderson (1991), in a study that was aimed at integrating all students with disabilities in the special education curriculum in Minneapolis, is to:

- (i) conduct academic and behavioural assessments to acquire baseline data on the child before the meeting;
- (ii) gather input from other team members before the meeting;
- (iii) develop draft goals and objectives and share them with team members, including the parents, before the meeting;
- (iv) identify instructional strategies that would meet the needs of the child;
- (v) discuss how to modify the general education curriculum to help the child learn;
- (vi) identify the supplementary aids and services that the child may need to be successful in the regular classroom and elsewhere;
- (vii) describe how to modify testing or to provide the test with individual appropriate accommodations so that the child can show what he or she has learnt; and
- (viii) describe how instructions can be individualised and how the programme will be implemented throughout the course of the school day.

The Role of the Related Service Provider, according to Griangreco et al.(2001), in a study conducted in Montpelier aimed at establishing guidelines for making decisions about individualised education plan services, at a minimum, is to:

- (i) identify the child's present level of performance by contributing performance statements, data and baseline information related to the child's academic and functional performance;
- (ii) identify the child's needs related to academic and functional performance;
- (iii) contribute to the development of the goals and objectives for parents and team members to discuss;
- (iv) identify instructional and environmental modifications or accommodations that would assist the child in benefiting from special education; and
- (v) recommend and describe the nature, frequency and amount of related services to be provided, once the child's goals and objectives have been established.

The Role of a Trained IEP Facilitator, according to Kupper and Kokanek (2000), in a study conducted in Washington aimed at establishing the role of the individualised education plan team, is to:

- (i) help members of the IEP team focus on developing a satisfactory IEP. With the agreement of all team members, the facilitator may help create an overall agenda and assist in setting ground rules for the meeting;
- (ii) guide the discussion by keeping the team's energy centred on child-focused questions;
- (iii) assist the team in resolving conflicts and disagreements that may arise during the meeting;
- (iv) help maintain open communication among all members;
- (v) help team members to develop and to ask clarifying questions;
- (vi) help keep team members on task and within the time allotted for the meeting;
- (vii) maintain impartiality and not to take sides, place blame or determine if a particular decision is right or wrong; and
- (viii) avoid to impose a decision on the group.

The Role of a Parent Mentor, according to Kupper and Kokanek (2000), in a study conducted in Washington aimed at establishing the role of the individualised education plan team, is to:

- (i) assist educational personnel and families by providing training, support and information services.

The Role of the Student, according to Dyson and Forlin (1999), in a study conducted in South Africa aimed at integrating pupils in an inclusive setting, is to:

- (i) have a strong voice in their own education by providing input on interests and preferences;
- (ii) provide input on future planning; and
- (iii) participate in decision-making and goal-setting.

The Role of the Transition Services Agency Representative, according to Thomas and Tomson (2002), in a study conducted in London aimed at establishing the development of individualised education plan, is to:

- (i) provide or pay for transition services;
- (ii) commit the resources of the agency to pay for or provide the needed transition services; and
- (iii) participate in the planning of the student's transition services.

Other Roles of the Individual Who can Interpret Implications of Evaluation Results, according to Kupper and Kokanek (2000), in a study conducted in Washington aimed at establishing the role of the individualised education plan team, are to:

- (i) assist the team in planning appropriate instructions to address the child's needs;
- (ii) identify instructional strategies to address academic and functional needs based on evaluation results; and
- (iii) provide suggestions to the team on instructional and classroom modifications or adaptations.

These roles do not belong solely to the individual who interprets implications of the evaluation results. The parents and other IEP team members may also contribute to these roles.

The Role of Other Individuals who have Knowledge or Special Expertise Regarding the Child, according to Smith (2005), in a study conducted in Washington aimed at establishing appropriate individualised education plans for pupils with diverse needs, is to Provide information Concerning:

- (i) The impact of the child's mental health diagnosis or status on educational functioning; and
- (ii) Strategies and accommodations that educational staff and parents can implement to increase the likelihood of the child's success in the classroom and in peer relationships.

McLaughlin, Nolet, Rhim and Henderson (1991), in a study that was aimed at integrating all students with disabilities in the special education curriculum in Minneapolis pointed out that, when planning individualised education plans for pupils with intellectual disabilities in pre-vocational skills, it should be done by the individualised education plan team so that there is a positive impact on the pupils. This team should comprise of: the parents of a child with a

disability; not less than one special education teacher and one special vocation teacher of such a child; the individual representing the school system; an individual who can interpret the instructional implications of the evaluation results; other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate; parents of the child as well as the child with an intellectual disability. However, a member of the individualised education plan team is not required to attend an individualised education plan meeting if the parent and the local educational agency agree that the attendance of such member is not necessary.

Dyson and Forlin (1999), in a study aimed at integrating pupils in an inclusive setting conducted in South Africa pointed out, that it is during individualised education plan meetings that all individualised education plan members participate in developing and implementing individualised education plans for pupils with intellectual disabilities in pre-vocational skills because they have knowledge which helps in the preparation of effective individualised education plans.

Peresuh and Barham (1998), in a study aimed at establishing special education provision for pupils with intellectual disabilities conducted in Zimbabwe found out that special vocation teachers teaching pre-vocational skills to pupils with intellectual disabilities were involved in developing and implementing individualised education plans because they were trained in vocational skills training. These special vocation teachers determined appropriate positive interventions, supports and other strategies and supplementary aids and services as well as programme modifications for students in pre-vocational skills training. This in turn enabled students to gain greater access to pre-vocational skills training content.

McLaughlin, Nolet, Rhim and Henderson (1991), in a study aimed at integrating all students with disabilities in the special education curriculum in Minneapolis further reported that, special education teachers teaching pupils with intellectual disabilities were involved in the development and implementation individualised education plans in pre-vocational skills. Because of their training in special education, teachers contributed important information and experience on how to educate students with disabilities in pre-vocational skills such as: how to modify the pre-vocational skills curriculum to help the student learn; the supplementary aids and services that the student may need in order to be successful in the pre-vocational skills classroom and elsewhere; how to modify testing so that the student could show what he or she had learnt; and other aspects of individualising instructions to meet the student's

unique needs. As a result this helped students with intellectual disabilities to attain competence in the various pre-vocational skills they learnt.

Griangreco et al. (2001), in a study aimed at establishing guidelines for making decisions about individualised education plans conducted in Montpellier reported that, special vocation teachers were involved in developing and implementing individualised education plans for pupils with intellectual disabilities in pre-vocational skills. Because of their training in pre-vocational skills special vocation teachers prepared measurable annual goals for pupils with intellectual disabilities in pre-vocational skills that were linked to the assessment data that helped each pupil acquire the practical skills taught. Special vocation teachers were also able to break down annual goals into short-term objectives (benchmarks) which in turn enabled pupils to achieve the set goals. In addition, they were able to identify the supplementary aids and services that the pupil needed in his or her individualised education plan as well as other aspects of individualising the instructions to meet the pupil's unique needs in pre-vocational skills such as task analysis.

Thompson et al. (2001), in a study conducted in Minneapolis aimed at addressing standards and assessments on state individualised education plan forms pointed out that, special education teachers provided special vocation teachers with important information on the pupil such as the strategies to help the pupil with behaviour, if behaviour was an issue as well as if the pupil could be educated with other pupils, both with and without intellectual disabilities. In addition, special education teachers also stated when pre-vocational services would begin, how often they would be provided, where they would be provided, who would provide them and how long they would last. They also suggested how the pupil's progress in pre-vocational skills would be measured as well as the amount of time to be spent on participating in pre-vocational skills education.

Thomas and Tomson (2002), in a study conducted in London aimed at establishing the development of individualised education plans using a decision making model also pointed out that, because of the knowledge in vocational skills training and educating pupils with intellectual disabilities special vocation teachers were involved in the preparation and implementation of individualised education plans. They were able to suggest to the school authority the resources required and ensure that whatever resources were set in the individualised education plan were actually provided. In addition, special vocation teachers were also involved in the interpretation of what the pupil's evaluation results meant as well as

interpreting instructional implications of the student's evaluation results. As a result this helped in planning for appropriate instructions to address pupils' individual needs.

Batemen and Linden (1998), in a study conducted in Sporis West aimed at developing legally correct and educationally useful programmes noted that, parents were key members of the individualised education plan team. They effectively contributed in the preparation and implementation of the individualised education plans for pupils with intellectual disabilities in pre-vocational skills training. Because parents knew their children very well and talked about their children's strengths and needs as well as ideas for enhancing children's pre-vocational education. They also offered insight into how their children could learn, what their interests were and other aspects of children that only parents knew. They were also able to listen to what other team members thought about their children's needed to work on at school and shared their suggestions. Furthermore, parents were able to report on whether the skills the children learnt at school were being used at home. In addition, Batemen and Linden (1998) reported on a similar study conducted in Sporis West that, another important member of the individualised education plan team was an official from the Ministry of Education who interpreted what the pupils' evaluation results meant in terms of designing appropriate instructions. The evaluation results were very useful in determining the child's current progress in school and what other areas of need. This individualised education plan team member was able to talk about the instructional implications of the pupils' evaluation results, which helped the team plan appropriate instructions to address pupils' needs.

Walsh (2001), in a study conducted in Finland aimed at establishing the effectiveness of individualised education plan goals and state standards, found out that the individual representing the school system was a valuable member of the individualised education plan team. This person knew a great deal about special education services and educating children with disabilities and was able to talk about the necessary school resources. Because of his/her authority to commit resources he/she was able to ensure that whatever services were set out in the individualised education plan were actually be provided.

Nwazuo (1995) in a study conducted in Nigeria aimed at determining professionalism in special education reported that, an individualised education plan team was involved in the development and implementation of individualised education plans for pupils with intellectual disabilities in pre-vocational skills. The team collaboratively established the present levels of pre-vocational skills performance of pupils as well as stated how pupils were doing in pre-

vocational skills training through observations and practical assessments made on pupils in the various areas of vocational skills training. In addition, the individualised education plan team also collaboratively explained how the disabilities' of pupils affected their involvement and progress in the pre-vocational skills curriculum.

Heward and Orlansky (1988), in a study aimed at establishing the role of the individualised education plan in the education of pupils with disabilities which was conducted in Columbus, reported that, because of their wide knowledge in various employment opportunities for persons with intellectual disabilities, occupational therapists were involved in the preparation and implementation of individualised education plans in pre-vocational skills. They were able to advise other members of the individualised education plan team on the best vocational skills that pupils should learn to enable them to get employment easily or enable them become self-reliant.

Farrell (1997), in a study conducted in London aimed at developing teaching strategies and solutions for pupils with learning difficulties pointed out that, pupils with intellectual disabilities contributed in the development of their individualised education plans. For example, pupils were invited to attend and to participate in leading their own individualised education plan meetings where their transition service needs or transition services were discussed and this allowed them to have a strong voice in their own education.

2.6 Summary

This chapter has presented a review of available and relevant literature to the present study. It reflects on the history of individualised education plan, the benefits of individualised education plans in pre-vocational skills to pupils with intellectual disabilities when prepared and used by teachers and the role of the members of the individualised education plan team (IEP Team) in preparing and implementing individualised education plans. Therefore, from the literature reviewed, it can be stated that not all special education teachers develop and implement IEPs when teaching pre-vocational skills to pupils with intellectual disabilities. On the benefits of individualised education plans in pre-vocational skills to pupils with intellectual disabilities, literature showed that when individualised education plans were prepared and used by special education teachers in pre-vocational skills, pupils attained acceptable competence and standards of training in pre-vocational skills. It is also evident that the IEP Team played an important role in the development and implementation of IEPs for

pupils with intellectual disabilities. Literature reviewed in Zambia shows that individualised education plans were being used in Lusaka. However, the literature reviewed so far still leaves a knowledge gap on the reasons for not preparing and using individualised education plans by the majority of the special education teachers in the Copperbelt province. This knowledge gap therefore justifies the study.

CHAPTER THREE

METHODOLOGY

3.0 Overview

This chapter presents the methods which were used to collect data for this study. It comprises the research design, population, sample, sampling procedure, research instruments, data collection procedure, data analysis methods and ethical considerations. It ends with a summary of the chapter.

3.1 Research Design

Patton (2002) defines a research design as the scheme, outline or plan that is used to generate answers to research problems. This study used a descriptive research design. A descriptive research design was used in this study because the study relied more on the qualitative research methods. According to Kombo and Tromp (2010) a descriptive research design can be used when collecting people's attitudes, opinions, habits or any of the variety of education or social issues.

3.2 Study Sites

The study was done in ten schools for pupils with intellectual disabilities. These included: five from Ndola district, one from Chingola district, one from Kitwe district, and three from Luanshya district. The schools were chosen on the basis that they had many pupils learning pre-vocational skills.

3.3 Population

In research the term population refers to an entire group of persons or elements that have one thing in common to which the results can be generalised. Leedy and Ormord (2005) stipulated that population is the total number of respondents who are likely to participate in a research but due to various factors such as lack of interest, long distance, busy schedules and inadequate financial resources, may not all participate.

The population in this study comprised all pupils with intellectual disabilities and their teachers in all the ten selected schools in the four districts on the Copperbelt province of Zambia. According to the school records, the ten schools had a total of one hundred and sixty

(160) pupils with intellectual disabilities and thirty three (33) teachers teaching pre-vocational skills to pupils with intellectual disabilities.

3.4 Sample

The sample refers to a portion of the population which is selected to participate in a research and should be representative enough (Patton, 2002). It is from this smaller group the researcher gathers information about the problem being studied and to which the findings would be generalised. The sample consisted of eighty-three (83) participants distributed as follows: fifty (50) pupils with mild intellectual disabilities and thirty-three (33) teachers teaching pupils with intellectual disabilities.

The teachers were selected to participate in the study because they were the ones involved in teaching pre-vocational skills. Pupils with intellectual disabilities were selected to participate in the study because they are the ones who could provide information to verify on whether individualised education plans were used by their teachers.

3.4.1: Characteristics of Pupil Respondents

3.4.1.1 Pupils by School and Gender

Table 1 below shows pupils by school and gender, in the study.

Table 1: Pupils by School and Gender

Name of school	Gender		Total
	Male	Female	
School 'A'	2	3	5
School 'B'	1	2	3
School 'C'	2	2	4
School 'D'	4	4	8
School 'E'	3	3	6
School 'F'	2	3	5
School 'G'	2	2	4
School 'H'	2	3	5
School 'I'	2	3	5
School 'J'	2	3	5
Total	22	28	50

3.4.1.2: Age and Gender of the Pupils

Table 1 below shows the age and gender of the pupils in the study.

Table 2: Age and Gender of Pupils

Age (In years)	Gender		Total
	Male	Female	
14	3	2	5
15	5	11	16
16	6	9	15
17	3	3	6
18	2	1	3
19	1	-	1
20	1	2	3
21	-	1	1
Total	21	29	50

3.5 Sampling Procedure

According to Leedy and Ormrod (2005) sampling procedure is how the researcher selects the sample. In this study, purposive sampling procedure was used to select the fifty (50) pupils and the thirty-three (33) teachers.

This procedure was chosen because the selected pupils were deemed to have the needed data for the study since they were directly affected by the methods of teaching used by the teachers while the teachers were the only ones with the information needed on the reasons for not preparing and using individualised education plans.

3.6 Research Instruments

Research instruments are tools for data collection (Kombo and Tromp, 2010). The research instruments used in this study were interview guides and semi-structured questionnaires.

3.6.1 Interview Guide

An interview guide is qualitative research tool comprising of a set of questions which is used by a researcher to gather oral information from the respondents (Mouton, 2005). An interview guide was used to collect data from pupils with intellectual disabilities. Interview guides were used because they are flexible, and enabled the researcher to get a complete and detailed understanding of why teachers do not prepare or use individualised education plans when teaching pupils with intellectual disabilities.

3.6.2 Questionnaire

A questionnaire is a research instrument that gathers data over a large sample and comprises a series of carefully and thoughtfully prepared questions by the researcher (Kombo and Tromp, 2010). A questionnaire using both closed ended and open ended questions was used to collect data from the teachers. A questionnaire was also used because it could be presented to each respondent in exactly the same way to reduce the role and influence of the researcher. In addition findings obtained from the questionnaire could easily be analysed.

3.7 Data Collection Procedure

According to Mouton (2005) data collection procedure enables a researcher to show what happened in the process of collecting data.

The researcher decided to start the collection of data from the five selected schools in Ndola district in the third week of September 2010. The researcher personally went to the first School for children with intellectual disabilities on the morning of 17th September 2012 and presented the introductory letter from the Assistant Dean Post Graduate Studies at the University of Zambia, School of Education, to the school administrator. The researcher was then taken to the special education unit and introduced to the head of section. The head of section later assisted in organising the teachers and pupils for the research briefing. The participants were informed of the type of research, its importance and the type of instruments that would be used during the research. After obtaining consent from the respondents, questionnaires were distributed.

The questionnaires were given to all the teacher respondents who were told to answer them in their free time and hand them back to the researcher before seventeen hours the same day. As the teachers were busy answering the questionnaires, the researcher conducted face to face interviews with the pupils in the head of section's office. Upon completion of the interviews the researcher waited for the teachers to bring the completed questionnaires verified and clarified certain responses. The researcher then went and thanked the school administrator and left the school. The second day the researcher went to the second school and followed the same procedure of data collection used at the first school. On the third day he collected data from third school, on the fourth day he collected data from fourth school and on the fifth day he collected data from the fifth school using the same procedure used in the previous schools. The researcher spent five days to collect data in Ndola.

In the fourth week of September 2012 the researcher collected data from one school in Kitwe district and another school in Chingola district. The same procedure for data collection used in the previous district was also used in these districts. A day each was spent at these two schools. In the first week of October the researcher proceeded to Luanshya district and collected data from three schools using the same procedure for data collection and spent a day at each of the schools.

3.8 Data Analysis

The aim of data analysis is to understand the various constitutive elements of one's data through an inspection of the relationships between concepts, constructs or variables, and to see whether there are any patterns or trends that can be identified or isolated (Mouton, 2005). In addition data analysis is the stage when the researcher interprets the data collected from the respondents (Kombo and Tromp, 2010). The collected data was systematically presented by breaking it up into manageable themes, patterns, trends and relationships so as to enable the readers understand the findings as well as to help the researcher easily discuss the findings.

Thematic analysis was used to analyse qualitative data. The data was grouped into themes and descriptions of what participants' said were done.

Quantitative data collected from the questionnaires was coded and analysed using the Statistical Package for Social Sciences (SPSS). Statistical Package for Social Sciences was

used in order to help the researcher tabulate the gathered data into tables so as to obtain frequencies and percentages with fewer difficulties.

3.9 Ethical Considerations

Ethical issues in this study were highly taken into account. Permission was sought from school managers to conduct research in their schools. Consent was also obtained from teachers and pupils who participated in the study. The aim of the study was explained to the respondents. The teacher respondents were informed not to write their names on the questionnaires while the researcher avoided writing the names of the pupil respondents on the interview guides too. In addition, the names of the Special schools where the study was conducted were kept anonymous. This was done to keep the respondents identity confidential. More so, the rights and values of the respondents were considered with high regard. For instance, respondents' responses were not interfered with nor contested by the researcher.

3.10 Summary

This chapter presented the research methodology used in this study. The research design and reasons for choosing it were outlined. The population, sample and sampling procedure were also described. The research instruments used, the data collection procedure as well as how the data was analysed was also described in this chapter.

CHAPTER FOUR

PRESENTATION OF FINDINGS

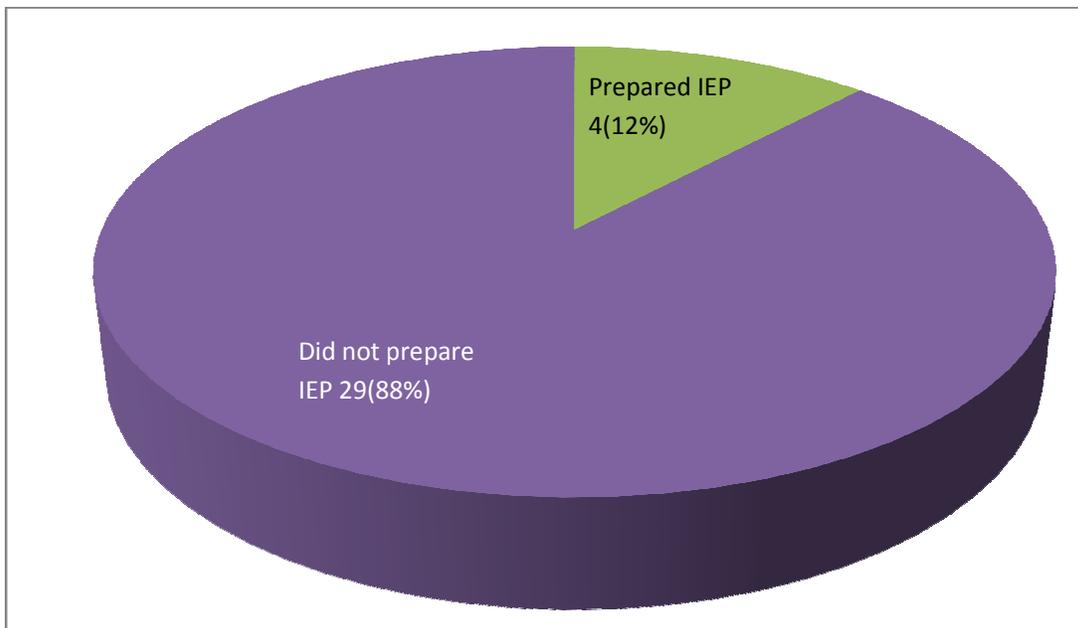
4.0 Overview

This chapter presents the findings of the study on individualised education plans in pre-vocational training for pupils with intellectual disabilities on the Copperbelt province. The findings are presented in line with the three objectives. The following were the objectives:(1)To establish the reasons for not preparing and using individualised education plans by the majority of special education teachers in teaching pre-vocational skills to pupils with intellectual disabilities. (2)To determine the benefits of individualised education plans in pre-vocational skills training on pupils with intellectual disabilities. (3) To establish the role of the individualised education plan team (IEP team) in developing and implementing individual education plans for pupils with intellectual disabilities.

4.1.0 Extent to which Teachers Prepared Individualised Education Plans

Teacher respondents were asked to mention whether they prepared individualised education plan for pupils with intellectual disabilities in pre-vocational skills training. The results showed that twenty-nine (88%) out of thirty-three teachers said that they did not prepare individualised education plans. See details in figure 1.

Figure 1: Extent to which Teachers Prepared Individualised Education Plans



4.1.1 Extent to which Teachers Used Individualised Education Plans

Teachers were asked to indicate the extent to which they used individualised education plans when teaching pupils with intellectual disabilities, four (12%) of them said they used them while twenty-nine (88%) said they did not use them.

4.1.2 Reasons by Teachers for Not Preparing and Using Individualised Education Plans in Pre-vocational skills

Teachers were asked to state the reasons for not preparing individualised education plans. The reasons cited included: not being familiar with assessment and placement procedures; not being knowledgeable of vocational needs of pupils as well as the components of the individualised education plan; not trained in teaching pre-vocational skills; not trained in using individualised education plans; lack of financial resources to procure skills teaching and learning materials; non-involvement of the individualised education plan team members; congestion in classes; inadequate instructional time; no secure place to conduct pre-vocational skills; teaching pupils with multiple disabilities; and teaching more than one pre-vocational skill.

4.1.3 Reasons for Not Preparing and Using Individualised Education Plans by Teachers by Gender and School

Reasons cited by the only two (2) female teachers at special school 'A' were: not trained in teaching pre-vocational skills, not trained in using individualised education plans, lack of financial resources to procure pre-vocational skills teaching and learning materials, non-involvement of the individualised education plan team members, and congestion in classes.

Reasons cited by the only male teacher at special school 'B' included: not being familiar with assessment placement procedures and vocational needs of pupils as well as the components of the individualised education plan, not trained in teaching pre-vocational skills, not trained in using individualised education plans and lack of financial resources to procure pre-vocational skills teaching and learning materials. Whilst those cited by the two (2) female teachers at school 'B' included: lack of financial resources to procure pre-vocational skills teaching and learning materials, non-involvement of the individualised education plan team members, understaffing, congestion in classes and inadequate instructional time.

Reasons cited by the two (2) male and two (2) female teachers at school 'C' were related and included: not trained in using individualised education plans, lack of financial resources to procure pre-vocational skills teaching and learning materials, non-involvement of the individualised education plan team members, inadequate instructional time and teaching pupils with multiple disabilities.

Reasons cited by the four (4) male teachers at school 'D' included: not trained in using individualised education plans, lack of promotion prospects, non-involvement of the individualised education plan team members, congestion in classes, understaffing, no secure place to conduct pre-vocational skills, teaching pupils with multiple disabilities. While those cited by the four (4) female teachers included: lack of financial resources to procure pre-vocational skills teaching and learning materials, non-involvement of the individualised education plan team members, congestion in classes.

Reasons cited by the three (3) male and three (3) female teachers at school 'E' were the same and included: not trained in teaching pre-vocational skills, not trained in using individualised education plans, non-involvement of the individualised education plan team members, teaching pupils with multiple disabilities, and teaching more than one pre-vocational skills.

Reasons cited by the two (2) male and three (3) female teachers at school 'F' were included: not being familiar with the components of the individualised education plan, not trained in teaching pre-vocational skills and not trained in using individualised education plans.

Reasons cited by the two (2) male and two (2) female teachers at school 'G' included: lack of financial resources to procure pre-vocational skills teaching and learning materials, non-involvement of the individualised education plan team members, congestion in classes and teaching pupils with multiple disabilities.

Reasons cited by the two (2) male and three (3) female teachers at school 'H' included: not trained in teaching pre-vocational skills, not trained in using individualised education plans, lack of financial resources to procure pre-vocational skills teaching and learning materials, non-involvement of the individualised education plan team members and congestion in classes.

Reasons cited by the two (2) male teachers at school 'I' included: lack of financial resources to procure pre-vocational skills teaching and learning materials and teaching more than one

pre-vocational skill. While the three (3) female teachers cited: not being familiar with assessment and placement procedures, not trained in teaching pre-vocational skills.

Reasons cited by the two (2) male and three (3) female teachers at school 'J' included: not being familiar with the components of the individualised education plan, not trained in teaching pre-vocational skills, not trained in using individualised education plans and lack of financial resources to procure pre-vocational skills teaching and learning materials.

4.1.4 Reasons for Not Preparing and Using Individualised Education Plans by Teachers by Length of Service

Two (2) teachers who had served between two years and below cited: not being familiar with assessment and placement procedures and as well as the components of the individualised education plan, not trained in teaching pre-vocational skills, not trained in using individualised education plans.

The three (3) teachers who had served 3-5 years cited: not trained in teaching pre-vocational skills, not trained in using individualised education plans, non-involvement of the individualised education plan team members and congestion in classes.

Twelve (12) of the teachers who had served 6-10 years cited: not trained in teaching pre-vocational skills, not trained in using individualised education plans, inadequate financial resources to procure pre-vocational skills teaching and learning materials and non-involvement of the individualised education plan team members.

Eleven (11) of the teachers who had served 11- 20 years cited: not trained in teaching pre-vocational skills, not trained in using individualised education plans, lack of financial resources to procure pre-vocational skills teaching and learning materials, non-involvement of the individualised education plan team members, congestion in classes, teaching pupils with multiple disabilities, and teaching more than one pre-vocational skill. However five (5) of the teachers who had served 21-25 years cited: inadequate financial resources to procure pre-vocational skills teaching and learning materials, congestion in classes and teaching pupils with multiple disabilities.

4.1.5 Reasons for Not Preparing and Using Individualised Education Plans by Teachers by Area of Specialisation

Twenty-five (25) of the teachers trained in intellectual impairment cited: not being familiar with assessment and placement procedures and not trained in using individualised education plans. While the five (5) of the teachers trained in hearing impairment cited: not trained in teaching pre-vocational skills and not trained in using individualised education plans. Reasons mentioned by the eight (8) teachers trained in visual impairment included: not being familiar with assessment, placement procedures and vocational needs of pupils, not trained in teaching pre-vocational skills, not trained in using individualised education plans and teaching pupils with multiple disabilities.

4.1.6 Reasons for Not Preparing or Using Individualised Education Plans by Teachers by Qualification Attained

The nine-teen (19) teachers possessing primary school teachers' certificates cited: not being familiar with assessment and placement procedures as well as the components of the individualised education plan, not trained in teaching pre-vocational skills, not trained in using individualised education plans, congestion in classes, teaching pupils with multiple disabilities, and teaching more than one pre-vocational skill. Four-teen (14) teachers possessing secondary school teachers' diplomas' included: not trained in teaching pre-vocational skills, not trained in using individualised education plans, lack of financial resources to procure pre-vocational skills teaching and learning materials, non-involvement of the individualised education plan team members, understaffing, congestion in classes, inadequate instructional time and teaching pupils with multiple disabilities.

4.1.7 Reasons for Not Preparing or Using Individualised Education Plans by Teachers by Training Institution Attended

The reasons cited by the twenty-one (21) teachers trained at Zambia Institute of Special Education (ZAMISE) were: not trained in teaching pre-vocational skills, not trained in using individualised education plans, congestion in classes, teaching pupils with multiple disabilities, and teaching more than one pre-vocational skill. The nine (9) teachers trained at Technical and Vocational Teachers' Training College cited: not trained in teaching pre-vocational skills, not trained in using individualised education plans, non-involvement of the individualised education plan team members, congestion in classes, teaching pupils with

multiple disabilities, and teaching more than one pre-vocational skill. Whilst the reasons cited by three (3) teachers who were trained in Primary School Teacher Training Colleges included: not being familiar with assessment, placement procedures and vocational needs of pupils as well as the components of the individualised education plan, not trained in teaching pre-vocational skills and not trained in using individualised education plans.

4.1.8 Pupils Views on the Challenges Faced in Learning Pre-vocational skills

Pupils were asked to mention whether they encountered challenges when learning pre-vocational skills. Forty-nine (98%) out of the fifty pupils indicated that they encountered challenges.

The challenges they encounter include: inadequate learning materials, inadequate teachers, insufficient time to complete class activities, being taught pre-vocational skills in groups or whole class, being taught pre-vocational skills they do not have interest in and not being given ample time and chance to participate in the pre-vocational skills activities. In a face to face interviews one of the pupils said;

“due to the large number of pupils in classes we are not given ample time and chance to participate in the taught skills, as result we cannot say we have the skills.”

In a face to face interview, another pupil said;

“ I am not able to master the concepts we are taught in pre-vocational skills because we are taught as a whole class and there are a few apparatus for us to use.”

4.2.0 Benefits of Preparing and Using Individualised Education Plans in Teaching Pre-Vocational Skills

With regard to the benefits of preparing and using individualised education plans in pre-vocational skills, all the thirty-three teachers indicated that they were numerous benefits for preparing and using individualised education plans in pre-vocational skills. However, findings showed that only four teachers (12%) prepared and used individualised education plans in teaching pre-vocational skills. The benefits mentioned by the four teachers include: guides teachers in their teaching, enhances improvement in pre-vocational skills, and helps parents to get involved in the education of their children at home.

In order to verify the views of teachers, pupils who used individualised education plans were asked to cite the benefits of the IEP. Results from face to face interviews show that four (8%) of the fifty pupils benefited a lot from using individualised education plans. Pupil 'A' said:

“ after learning home economics for three years I have acquired some skills in cookery and house hold chores. I am able to prepare meals for myself and siblings, clean and sweep the house as well as wash the dishes.

Pupil 'B' said:

“ after being taught weaving , I am able to make two door mats per week in my free time which I sell in order to raise money to sustain our living with my old grandmother I stay with since am a double orphan”.

Another pupil with intellectual disabilities who benefited from individualised education plans said:

“I have been learning home economics for four years. I am able to prepare assorted meals at home as well as sew and mend clothes for my siblings and parents”.

4.3.0 Team members of IEP and their Roles in Preparing and Using Individualised Education Plans for Pupils with Intellectual Disabilities

Findings showed that all the thirty-three teachers were familiar with the individualised education plan team.

4.3.1 Team Members of the IEP

In regard the composition of the individualised education plan team, all the teachers indicated that pupils, parents, teachers, occupational therapists, psychologists, special education teachers, teacher assistants and special education standards officers should form the individualised education plan team that should prepare and implement individualised education plans in pre-vocational skills.

4.3.2 Roles of Individualised Education Plan Team Members

When the teachers were asked about the role each of the individualised education plan team members play, the following views were expressed.

4.3.2.1 Role of Pupils in IEP

With regard to the role of pupils in the development and implementation of individualised education plans in pre-vocational skills training results, showed that the majority of the teachers, thirtyout of the thirty-three indicatedthat they were familiar with the role of pupils. They indicated that it was the role of pupils to choose a pre-vocational skill of their interest as well as participate in the setting of goals in vocational skills training. Results also showed that, fourof the thirty-three teachers who prepared and used individualised education plans indicated that pupils did not fulfil their roles in the development and implementation of individualised education plans because their contribution was not necessary since the pre-vocational skills taught in special schools were compulsory. In addition, findings also showed thatfourof the fifty pupils who were taught pre-vocational skills with the use of individualised education plans indicated that they did not participate in the development and implementation of individualised education plans. This was as a result of lack of knowledge on their role in the preparation of individualised education plans in pre-vocational skills training.

4.3.2.2 Role of Parents in IEP

When teachers were asked to indicate the role of parents in IEP, thirty out of the thirty-three teachers said that parents played a role in choosing a pre-vocational skill they thought was best for their children; participating in the preparation and the implementation of the individualised education plan as well as teaching pupils at home. However, the findings of this study showed that parents did not participate in preparing or implementing individualised education plans because they were not invited.

4.3.2.3 Role of Teachers in IEP

As regards to the views of teachers on their role in preparing or using of individualised education plans, all the teachers indicated that their role was to participate in preparing the individualised education plan; implementing the individualised education plan; and drawing a budget for the required teaching and learning resources. Results also showed that despite the teachers being familiar with their role in the development and implementation of individualised education plans for pupils with intellectual disabilities only four out of the thirty-three teachers prepared and used individualised education plans when teaching pre-vocational skills to pupils with intellectual disabilities.

4.3.2.4 Role of Special Education Standards Officers in IEP

As regards the role of the Special Education Standards Officers in the preparing of the individualised education plan, all the teachers indicated that these officers were responsible for ensuring that the 5 per cent special education grant needed for the procurement of educational resources is provided to special education schools; planning of individualised education plans of pupils; and monitoring the teaching of pre-vocational skills in special schools. Results also showed that four teachers of the thirty-three teachers who prepared and used individualised education plans indicated that Special Education Standards Officers did not fulfil their roles in the development and implementation of individualised education plans for pupils with intellectual disabilities in pre-vocational skills. The reasons cited included that these officers concentrated more on office work; districts receive erratic and inadequate education grants; and that due to competing needs these grants were spent on pupils in the general education sector.

4.3.2.5 Role of Psychologists in IEP

Results show that, all the thirty-three teachers were aware of the role of psychologists' in the development and preparation of the individualised education plan for pupils with intellectual disabilities in pre-vocational skills. They indicated that psychologists were responsible for assessing pupils for the correct vocational skills placement as well as explaining the results of vocational skills assessment. However, findings also showed that, psychologists' were not involved in the development and preparation of the individualised education plans because teachers did not invite them despite knowing where to find them.

4.3.2.6 Role of Teacher Assistants in IEP

As regards the role of the teacher assistants in the development and implementation of individualised education plans for pupils with intellectual disabilities in pre-vocational skills, all the thirty-three teachers mentioned it was the responsibility of teacher assistants to help pupils in the learning process under the guidance and supervision of the special education teacher. However, findings showed that, teacher assistants did not fulfil their role in the development and implementation of individualised education plans because the Ministry of Education, Science, Vocational Training and Early Education did not deploy any of them to their schools.

4.3.2.7 Role of Parent Mentors in IEP

Findings showed that, the majority of the teachers, thirty out of the thirty-three teachers were familiar with the role of parent mentors in the development and implementation of individualised education plans for pupils with intellectual disabilities in pre-vocational skills training. They indicated that it was the responsibility of parent mentors to assist teachers and parents with pupils with disabilities by providing vocational training advice and support services in the development and implementation of individualised education plans. However, findings showed that, parent mentors were not involved in the development and implementation of individualised education plans because they are non-existent in the districts.

4.3.2.8 Role of Occupational Therapists in IEP

Findings showed that, majority of the teachers, thirty out of the thirty-three teachers were familiar with the roles of the occupational therapists in the preparation and implementation of individualised education plans in pre-vocational skills. They mentioned that it was the duty of occupational therapists to advise and guide pupils on vocational skills training careers and employment opportunities. Findings also showed that, occupational therapists could not fulfil their roles in the development and implementation of individualised education plans for pupils with intellectual disabilities because they are non-existent in the districts.

4.4.0 Summary

This chapter has presented the findings of the study on individualised education plans in pre-vocational training for pupils with intellectual disabilities on the Copperbelt province. The findings have shown that majority of the special education teachers on the Copperbelt province did not prepare and use individualised education plans when teaching pre-vocational

skills because of a number of reasons. These include: not being familiar with assessment and placement procedures; not being knowledgeable of vocational needs and vocational needs of pupils as well as the components of the individualised education plan; not trained in teaching pre-vocational skills; not trained in using individualised education plans; lack of financial resources to procure skills teaching and learning materials; non-involvement of the individualised education plan team members; congestion in classes; inadequate instructional time; no secure place to conduct pre-vocational skills; teaching pupils with multiple disabilities; and teaching more than one pre-vocational skill. The study also revealed several benefits of using individualised education plans in pre-vocational training of pupils with intellectual disabilities e.g. guides teachers in their teaching; raises pupils' competence; and makes teachers accountable. The study further outlined different roles of the individualised education plan team members and whether they fulfilled their roles e.g. the role of teachers is to prepare and implement; the role of parents is to participate in choosing a pre-vocational skill they thought was best for their children while the role of Special Education Standards Officers is to ensure that education plans are implemented in schools.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.0 Overview

This chapter discusses the findings of the study on the individualised education plans in pre-vocational training in selected schools on the Copperbelt province. The chapter discusses findings in accordance with the three objectives of the study which are to; establish the reasons for not preparing and using individualised education plans by the majority of special education teachers when teaching pre-vocational skills to pupils with intellectual disabilities; determine the benefits of individualised education plans in pre-vocational skills training on pupils with intellectual disabilities where these plans were used; and establish the role of the individualised education plan team (IEP team) in developing and implementing individual education plans for pupils with intellectual disabilities.

5.1 Reasons for Not Preparing and Using Individualised Education Plans by Special Education Teachers of Pre-vocational Skills

The study established that there were many reasons for not preparing and using individualised education plans by the majority of the special education teachers.

The reasons cited for not preparing individualised education plans included: not being familiar with assessment, placement procedures and vocational needs of pupils and not trained in teaching pre-vocational skills. These findings were consistent with those of Shriner and Destefano (2003), in a study conducted in Minneapolis which aimed at establishing the development and implementation of individualised education plans, in which they reported that over 85 per cent of the special education teachers who were charged with the responsibility of teaching pre-vocational skills to pupils with intellectual disabilities did not prepare individualised education plans. They attributed their failure to do so to lack of collaboration among special education and special vocation teachers as well as the non-involvement of the members of the individualised education plan team. These factors impeded special education teachers from preparing individualised education plans in pre-vocational skills training for pupils with intellectual disabilities. These findings were also in line with those of Muuya (2002), in a study conducted in Kenya in which it was reported that special teachers did not prepare individualised education plan in pre-vocational skills because of the non-availability of resources and equipment such as agricultural equipment, carpentry equipment, light-craft equipment and home economics apparatus. As a result, teaching of pre-

vocational skills was negatively affected. Furthermore, these findings were in consistent with those of Walsh (2001), in a study conducted in Finland that aimed at getting the big picture of individualised education plan goals and state standards, which found that over 95 per cent of the 103 specialist teachers did not prepare individualised education plans in pre-vocational skills training because they were not familiar with assessment and placement procedures. As a result they could not develop clear descriptions and explanations that could create connections between the needs of pupils with intellectual disabilities as well as the requirements of the pre-vocational skills standards.

National Center on Educational Outcomes (NECO)(1999), in a study which aimed at aligning individualised education plans with state standards and accountability systems, Tsai and Chen (2002), in a study aimed at establishing ways of implementing individualised education plans in vocational skills training, and Arbetter (2002), in a study aimed at establishing teachers' and pupils experiences of pre-vocation skills training, also reported that shortage of teaching staff and over enrolment of pupils in most of the special education units and schools hindered special education teachers from implementing individualised education plans. In addition, the findings were also in line with those of Obiakor (1998), in a study conducted in Nigeria which aimed at improving the provision of vocational skills training, in which it was also reported that most of the teachers teaching vocational skills training did not implement individualised education plans because of inadequate and teaching materials. Furthermore, the findings were consistent with those of McLaughlin (1999), in a study that was aimed at determining the factors affecting the accessibility to the special education curriculum and Obiakor (1998), in a study which aimed at improving the provision of vocational skills training, who reported that poor infrastructure such as limited teaching space and the non-availability of infrastructure such as workshops to cater for the wide range of pre-vocational skills in majority of the special schools hindered the implementation of individualised education plans. These findings were also in line with those of Chinombwe (2007), in a study aimed at establishing challenges faced by teachers who teach children with cerebral palsy in Lusaka, Zambia, who reported that over enrolment also hindered teachers' from implementing individualised education plans in pre-vocational skills.

Despite these findings being consistent with other findings in the literature review, this study established two findings which were inconsistent. Majority of the teachers indicated that they did not prepare and use individualised education plans when teaching pre-vocational skills

because they taught pupils with multiple disabilities and taught more than one pre-vocational skill. These findings were inconsistent with those of Arbetter (2002), in a study conducted in Uganda aimed at establishing teachers' and pupils experiences of pre-vocation training. He reported that, special vocation teachers were able to teach a wide range of pre-vocational skills to pupils with diverse disabilities despite having overcrowded classes and inadequate teaching materials. This in turn motivated the pupils and encouraged them to participate in the learning process.

5.2 Benefits of Individualised Education Plans

With regard to the benefits of preparing and using individualised education plans in pre-vocational skills, all the thirty-three teachers interviewed indicated that they were numerous benefits. These included: guiding teachers in their teaching in that they are able to teach the work planned for each pupil by task analysing and raising pupils performance in that each pupil is taught according to his or her potential. These findings were consistent with those of Smith (1990), in a study conducted in Washington that was aimed at developing effective individualised education programmes exposed pupils with intellectual disabilities to increased access to pre-vocational skills. In addition, these findings were also in line with those of the National Association of State Boards of Education (1999), in a study conducted in Alexandria which established that individualised education plans enabled pupils with intellectual disabilities to fully participate in the activities that they were taught at school as well as to perform the learnt activities at home with minimum supervision from caregivers. Furthermore, the findings were consistent with those of McLaughlin et al. (1991), in a study in Ohio that was aimed at establishing special education programs for pupils with intellectual disabilities, which indicated that individualised education plans prepared and used with an input from members of the individualised education team enabled teachers to recognise pupils' abilities in pre-vocational skills and tailor the training program to pupils' individual needs. This in turn enabled pupils to achieve challenging goals in pre-vocational skills. The findings were also in line with those of Smith (1990), in a study conducted in Washington that established that individualised education plans that had clear descriptions and explanations of what was to be implemented, helped pupils with intellectual disabilities to develop organisational skills such as time management, staying on a task until the period is over, keeping the work place clean and breaking tasks into simple steps. This in turn helped to prepare them for future job responsibilities.

From this study it is explicit that the schools where individualised education plans were used in the teaching of pre-vocational skills, the pupils indicated that they had benefited a lot. They were able to perform various household chores such as cook a variety of food stuff, make things using the skills they acquired at school. It would therefore be argued that when individualised education plans are prepared and used in teaching pre-vocational skills they enable pupils with intellectual disabilities to acquire skills needed in their everyday life. In addition, Countries such as Australia, Canada, New Zealand, United Kingdom and United States which have used individualised education plans, tailored to pupils individual needs, enabled pupils with intellectual disabilities have several benefits such as good interpersonal skills, eating mannerism, and dressing skills. In addition, the use of individualised education plans enabled a lot of pupils to: develop self-confidence and raise their performance in class. However, despite knowing the numerous benefits of preparing and using individualised education plans in teaching pre-vocational skills to pupils with intellectual disabilities it is saddening to note that majority of the special education teachers on the Copperbelt province do not prepare and use individualised education plans. This trend disadvantaged a lot of pupils with intellectual disabilities in that they are not exposed to acceptable pre-vocational skills subject matter to meet their individual needs. As a result they have not acquired vocational skills to enable them prepare for self-reliance and independent living.

5.3 The Role of the Individualised Education Plan Team (IEP Team) in Schools

With regard to views of teachers on the composition of the individualised education plan team, all the teachers indicated that pupils, parents, teachers, occupational therapists, psychologists, special education teachers, teacher assistants and special education standards officers should form the individualised education plan team. These findings were consistent with those of Kupper and Kohanek (2000), in a study conducted in Washington aimed at establishing the role of the individualised education plan team, who reported that by law certain individuals must be involved in preparing a child's Individualised Education Plan, and these include: the child's parents; at least one of the child's special education teacher or providers; at least one of the child's regular teachers (if the student is, or may be participating in the regular education class); a representative of the school ; a person who can interpret the assessment results; representatives of any other agencies that may be responsible for paying for paying his/her school fees; the pupil himself or herself where possible and other individuals with have knowledge or special expertise about the child.

With regard to the role of pupils in the IEP team pupils participated in choosing a pre-vocational skill of interest. These findings were in line with those of Dyson and Florin (1999), in a study conducted in South Africa aimed at integrating pupils in an inclusive setting, which indicated that the role of pupils in the preparation and implementation of individualised education plans was to have a voice in their own education by providing input on interests and preferences, planning and participating in decision-making and goal-setting.

The results also showed that the majority of the teachers, thirty out of the thirty-three teachers were aware of the responsibilities of parents in the preparation of the individualised education plan. The responsibilities of parents included: participating in choosing a pre-vocational skill they thought was best for their child, participating in the preparation and the implementation of the individualised education plan as well as teaching their child at home. These findings were consistent with those of Griangreco et al. (2001), in a study conducted in Montpellier aimed at establishing guidelines for making decisions about individualised education plan services, which indicated that the role of parents in the development and implementation of individualised education plans was to: provide information about the child's level of functioning at home; provide information on the child's ability, interests, performance, history; provide information child's medical status; instructional strategies and, if appropriate, behavioral support that have been successful; assist in developing of educational goals, objectives and benchmarks; assist in identifying the special education and related services to be provided; assist in determining the appropriate educational program and the least restrictive environment; provide input on the vision statement; assist in all decisions made during the individualised education plan meeting; express concerns to be considered when preparing and reviewing the individualised education plan; and give consent when required for the implementation of the individualised education plan.

With regard to the views of teachers on their role in the preparation of individualised education plans, all the teachers in this study indicated that their role is to participate in preparation and implementation of the individualised education plan. These findings were consistent with those of Kupper and Kokanek (2000), in a study conducted in Washington aimed at establishing the role of the individualised education plan team, who indicated that the role of special education teachers in the development and implementation of individualised education plans was to provide diagnostic assessments, as appropriate and if required, to determine the student's learning strengths and needs; provide support to the

student's classroom teachers by generating ideas and suggestions for developing modified expectations, alternative programmes, or accommodations (e.g individualised teaching or assessment strategies, human support, individualised equipment); provide advice about materials and resources; develop any modified or alternative learning expectations that fall within areas for which the special education teacher has direct responsibility; and plan instruction to address those expectations and assesses the student's achievement of the expectations.

As regard the role of the Special Education Standards Officers in the planning of the individualised education plan, all the teachers indicated that these officers were responsible for: ensuring that the five per cent special education grant needed for the procurement of educational resources is provided to special education schools, planning of individualised education plans of pupils and monitoring the teaching of pre-vocational skills in special schools. These findings were in line with those Dyson and Forlin (1999), in a study in South Africa aimed at integrating pupils in an inclusive setting, who indicated that the role of an official from the Ministry of Education is to: ensure that individualised education plans were implemented and the student's learning expectations were evaluated and updated at least once every reporting period; ensure that recommendations of the IPRC (with respect to special education programmes and services such as support personnel, resources, and equipment) were taken into account in the development of the individualised education plan; ensure that parents and the pupil, if the pupil is 16 years of age or older, are consulted; provide support to the pupils' classroom teachers by generating ideas and suggestions for developing modified expectations, alternative human support and, individualised equipment).

As regard the role of psychologist in the IEP team, results of this study showed that, all the thirty-three teachers were aware of the role of psychologists' in the preparation of the individualised education plan for pupils with intellectual disabilities in pre-vocational skills. They indicated that psychologists are responsible for assessing pupils for the correct vocational skills placements as well as explaining the results of vocational skills assessment. These findings were in agreement with those of Thomas and Tomson (2002), in a study conducted in London aimed at establishing the development of individualised education plans using a decision making model, who indicated that the role of psychologists in the development and implementation of individualised education plans is to assess pupils and

participate in the preparation of individualised education plans, provide general advice and support to school staff as well as information on individual pupils.

As regards the role of the teacher assistants in the preparation and implementation of individualised education plans for pupils with intellectual disabilities in pre-vocational skills, all the thirty-three teachers indicated that it was their responsibility to help pupils in the learning process under supervision of the special education teacher. These findings were consistent with those of McLaughlin, Nolet, Rhim and Hendreson (1999), in a study that was aimed at integrating all students with disabilities in the special education curriculum in Minneapolis, which indicated that the role of teacher assistants in the development and implementation of individualised education plans is to: help the student with learning activities under the direction and supervision of the teacher; assist by providing appropriate accommodations as described in the individualised education plan; monitor and record the pupil's achievements and progress.

As regards the role of parent mentors in the IEP team findings show that the majority of the teachers, thirty out of the thirty-three teachers were familiar with the role of parent mentors in the preparation and implementation of individualised education plans for pupils with intellectual disabilities in pre-vocational skills training. They indicated that it was the responsibility of parent mentors to assist teachers and other parents with pupils with disabilities by providing vocational training advice in the preparation and implementation of individualised education plans. These findings were in line with those of Kupper and Kokanek (2000), in a study conducted in Washington aimed at establishing the role of the individualised education plan team, which indicated that the role of the parent mentors in the development and implementation of individualised education plans is to assist educational personnel and families by providing training, support and information services.

Findings also showed that majority of the teachers, thirty out of the thirty-three teachers were familiar with the roles of the occupational therapists in the preparation and implementation of individualised education plans in pre-vocational skills. They mentioned that it was the duty of occupational therapists to advise and guide pupils on vocational skills training careers and employment opportunities. These findings were in line with those of Griangreco (2001), in a study conducted in Montpellier aimed at establishing guidelines for making decisions about individualised education plan services, who indicated that the role of the occupational

therapist in the development and implementation of individualised education plans is to advise on pre- vocational skills training and employment opportunities.

From the schools where individualised education plans were used in teaching pre-vocational skills, the teachers indicated that they did not involve the individualised education plan team members in the preparation and implementation of individualised education plans for pupils with intellectual disabilities despite being aware of the importance of their input in the planning process due to mere negligence. The consequence of teachers' behaviour is saddening and unprofessional because effective individualised education plans that can help pupils attain acceptable pre-vocational skills standards require an input from all members of the individualised education plan team.

5.4 Summary

The summary focuses on the major findings in line with the objectives of the study which were to: establish the reasons for not preparing and using individualised education plans by the majority of special education teachers when teaching pre-vocational skills to pupils with intellectual disabilities; determine the benefits of individualised education plans in pre-vocational skills training on pupils with intellectual disabilities where these plans were used; and establish the role of the individualised education plan team (IEP team) in developing and implementing individual education plans for pupils with intellectual disabilities.

In line with the first objective, it was established that the majority of the special education teachers did not prepare and use individualised education plans when teaching pre-vocational skills to pupils with intellectual disabilities because they were not trained in pre-vocational skills; lack of adequate financial resources to procure pre-vocational skills teaching and learning materials; and lack of teamwork among the individualised education plan team members. Other reasons included: congestion in classes, understaffing, inadequate instructional time, and in some cases, no secure place to do pre-vocational skills activities.

In line with the second objective it was found that all the thirty-three teachers (100%) knew the benefits of preparing and using individualised education plans when teaching pre-vocational skills to pupils. The benefits included guides teachers in their teaching, raises pupils' competence because pupils are able to participate in the lesson through task analysis, helps pupils with motor problems to develop gross and fine development and makes teachers accountable.

In line with the third objective, it was also established that the role of a teacher is to prepare and implement the IEP; the role of parents is to participate in choosing a pre-vocational skill they thought was best for their children; the role of Special Education Standards Officers is to ensure that individualised education plans are implemented; the role of a psychologist is to assess pupils and provide advice to school staff; the role of an occupational therapist is to advise pupils on vocational skills training careers and employment opportunities while the role of a parent mentor is to provide vocational advice to school staff and parents of pupils.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Overview

This chapter provides the conclusion of the study and recommendations.

6.1 Conclusion

In conclusion, it is evident that 88 per cent of the special education teachers on the Copperbelt province did not prepare and use individualised education plans when teaching pre-vocational training to pupils with intellectual disabilities. This was as a result of not trained in pre-vocational skills, lack of financial resources to procure pre-vocational skills teaching and learning materials, lack of teamwork among the individualised education plan team members, congestion in classes, inadequate instructional time, and no secure place to conduct pre-vocational skills activities.

6.2 Recommendations

In view of the findings, the following recommendations are proposed.

1. Ministry of Education, Science, Vocational Training and Early Education should:

- (a) constantly send Special Education Standards Officers to monitor whether teachers prepare and use individualised education plans to aid the teaching of pre-vocational skills in schools.
- (b) send practising special education teachers for short in-service training in preparing individualised education plans in pre-vocational skills.
- (c) ensure that all special education schools teaching pre-vocational skills are adequately funded to enable them procure the needed pre-vocational skills teaching and learning materials.
- (d) build more infrastructure in special schools where to conduct pre-vocational skills.
- (e) deploy teachers with different vocational training skills to special schools to mitigate the problem of teachers teaching more than one pre-vocational skill
- (f) improve working conditions of special education teachers' in order to motivate

them to prepare and use individualised education plans when teaching pre-vocational skills.

2. Teacher Training Colleges and Universities should start training teachers in pre-vocational skills.

3. Schools should avoid over enrolment of pupils in order to mitigate congestion in classes.

4. Special education teachers should:

(a) ensure that all members of the individualised education plan team are sensitised on their role in the preparation and implementation of individualised education plans.

(b) ensure that all pupils are comprehensively assessed before they are enrolled in special schools in order to help in their placement.

6.3 Future Research

This study has established the reasons for not preparing and using individualised education plans by the majority of special education teachers when teaching pre-vocational skills to pupils with intellectual disabilities on the Copperbelt province. Future studies in relation to this study should be conducted in all provinces to ascertain the extent to which teachers prepare and use individualised education plans in special education units and schools.

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APPENDICES

Appendix 1: Interview Guide for Pupils with Intellectual Disabilities

Date of interview.....

Please answer the following questions.

Q1. Sex: Boy [] Girl []

Q2. How old are you?.....

Q3. Do you have any of the following additional disability?

- (a) Hearing impairment []
- (b) Visual impairment []
- (c) Physical impairment []
- (d) Learning disability []
- (e) None []

Q4. How long have you been learning at this school?

- (a) 2 years and below []
- (b) 3-5 years []
- (c) 6-10 years []
- (d) 10 years and above []

Q5. Do you learn pre-vocational skills?

Yes [] No []

Q6. Which one of the following pre-vocational skill(s) do you learn?

- (a) Handcraft []
- (b) Woodwork []
- (c) Building craft []
- (d) Home Economics []
- (e) Farming []
- (f) Light craft []

Q7. How are you taught pre-vocational skills?

- (a) As an individual []

- (b) As a pair
- (c) As a group
- (d) As a class

Q8. Are you able to attain acceptable standards after being taught pre-vocational skills?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Q9. Are your individual needs met after being taught pre-vocational skills?

- Yes
- No

Q10. Do you participate in the preparation and implementation of your individualised education plan in pre-vocational skills?

- Yes
- No

Q11. Are you familiar with your role in the preparation and implementation of your individualised education plan in pre-vocational skills?

- Yes
- No

Q10. If the answer to question 10 is yes mention the role you play in the preparation and implementation of your individualised education plan in pre-vocational skills.

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Q12. Do you face any challenges when learning pre-vocational skills?

- Yes
- No

Q13. Mention the challenges you face when learning pre-vocational skills?

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Appendix 2: Questionnaire for Teachers.

Dear Respondent,

You have been selected to participating in providing information for research. This is intended to collect information individualised education plans in pre-vocational training in selected schools in Copperbelt province in Zambia. The information collected will help to establish the reasons for not preparing and using individualised education plans by majority of the special education teachers when teaching pre-vocational skills training in special units.

The information obtained from this study shall be treated with high confidentiality and your name will not be published in the document. Kindly provide honest answers by being truthfully. Do not consult your friends but you are free to consult the researcher on questions which you feel are not clear.

Instructions:

- (a) Tick in the appropriate box for your response to the questions or statements with boxes in the questionnaire.
- (b) Write brief responses to questions that are in this questionnaire in the spaces provided.

A. Respondents Identification

1. (a) Male (b) Female

2. How old are you?

- (a) Less than 21
- (b) 21-29
- (c) 30-39
- (d) 40-49
- (e) 50 and above

3. Which level(s) of children do you teach?

- (a) Mild
- (b) Moderate
- (c) Severe
- (d) Profound

4. How long have you been teaching pupils with intellectual disabilities?

- (a) 2 years and below []
- (b) 3-5 years []
- (c) 6-10 years []
- (d) 11-20 years []
- (e) 21-25 years []
- (f) 25 years and above []

5. What is your area of specialisation?

- (a) Intellectual disability []
- (b) Visual impairment []
- (c) Hearing impairment []
- (d) Physical impairment []
- (e) Learning difficulties []

6. What is your highest professional qualification(s)?

- (a) Primary teachers certificate []
- (b) Secondary teachers diploma []
- (c) University degree []
- (d) Higher university degree []

7. Which special education institution did you train at?

- (a) The University of Zambia (UNZA) []
- (b) Zambia Institute of Special Education (ZAMISE) []
- (c) Technical and Vocational Teachers' Training College (TVTC) []
- (d) None []

8. Are you a trained special vocation teacher?

- Yes [] No []

9. If you are a trained special vocation teacher, which is your area of specialisation?

- (a) Woodwork
- (b) Light Craft
- (c) Building Craft
- (d) Metal work
- (e) Home Economics
- (f) Farming/ Gardening

B. Questions related to the Reasons for Not Preparing and Using Individualised Education Plans by the Majority (80%) of Special Education Teachers when Teaching Pre-vocational Skills to Pupils with Intellectual Disabilities

10. Do you prepare individualised education plans when teaching pre-vocational skills?

Yes No

11. If the answer to question 10 is No, list some of the reasons for not preparing individualised education plans?

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12. If the answer to question 10 is No, list some of the reasons for not implementing individualised education plans?

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