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**COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES**  
**DEPARTMENT OF SPECIAL NEEDS EDUCATION**

**ASSESSMENT OF PROVISION OF SUPPORT SERVICES FOR STUDENTS WITH  
MOTOR IMPAIRMENTS: THE CASE OF SEBETA GOVERNMENTAL SECONDARY  
SCHOOLS IN SEBETA TOWN**

**BY**  
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This Thesis is submitted to the School of Graduate Studies of Addis Ababa University in Partial  
Fulfillment of the Requirements for Master of Arts Degree in Special Needs Education

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## **LIST OF ABBREVIATIONS**

ADA	Americans with Disabilities Act
AT	Assistive Technology
ATDP	Attitude towards Pearson with disabilities
CBR	Community Based Rehabilitation
IEP	Individual Educational Programmed
MOE	Ministry of Education
MOLSA	Ministry of Labor and Social Affairs
PCS	psychological Service Assistive Technology
PWDs	person with Disabilities
SESS	Special Education Support Service
SNA	Special Needs Assistant
SNE	Special Needs Education
SWDs	Students with Physical Disabilities
TES	Teacher education section

## **ABSTRACT**

*The purpose of this study was to describe and analyze the provide support service for students with motor impairments in Sebeta Governmental Secondary Schools at Sebeta town using qualitative methods. Sebeta secondary schools are governmental schools were purposefully selected for the study based on location and experiences. Participants of this study were students of Sebeta Secondary School in the academic year of 2019/2020. The researcher used purposive sampling technique for selecting the participants. Both primary and secondary sources were used for the data collection. Interviews and observations were used. The data were organized and analyzed thematically. The finding of the study shows that students with motor impairments need school environment modification, financial support, psychological support, and educational support. The findings revealed that the school community has positive perception towards students with motor impairments. Finally, it is suggested that school management and other concerned bodies should work on creating conducive school environment to alleviate challenges related to accessibility of facilities and infrastructures. Students with motor impairments need access to a broad range of provide supports service to assist their development and learning. Moreover, the school management should work on school environment modification, as well as psychological and financial support. Furthermore, substantial development in teachers' knowledge, understanding and expertise regarding the education of students with motor impairments is very important to promote their access.*

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## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Background of the Study

Education is an important investment that a country can make and enhancing accessibility to educational services is significant in the development of a nation, ((Farrant, 2009).

It is estimated that there are 750 million disabled people in the world, approximately 10% of the world's population; 150 million are children and 80% live in low-income countries with little or no access to services. Only 2-3% of disabled children in poor countries go to school,(World Bank, 2009).

Many children and adults with disabilities have historically been excluded from mainstream education opportunities (WB and WHO, 2011: 205). Estimated there were 150 million children under 18 living with a disability. Children with disabilities are less likely to attend school and have lower rates of staying and being promoted in schools (UNICEF, 2013). Less than 2 Percent of disabled children in school age have access to education that has special need facility in Ethiopia, (Yetneberish, 2013).

Many students with motor impairment have experience difficulties in social interaction with other children and adults, with attention as well as with their cognitive and language development. This highlights the need for comprehensive collaboration between education, health and social sectors when support services are organized by teachers, schools and education authorities,(UNESCO, 2015).

The World Report on Disability jointly issued by the World Bank and World Health Organization in 2011 estimated that 17.6% of the Ethiopian population has a disability. Also, Tirussew, (2005), stated that eight million disabled people live in Ethiopia and 2.95 percent of the populations have sensory, motor and cognitive disabilities. Since Ethiopia is a developing country, Education is very important for students with motor impairment.

Related to the point (MOE, 2016) a total of 7,322 students with SEN are currently attending secondary education. In secondary lower level (Grades 9-10) there are 6,062 SEN students and in the secondary upper level (Grades 11-12) there are 1,260. Out of the total number of students

with SEN 2,988 are females and 4,334 males. Those students' needs Government facilitate school material resource and human resource to learn according to their needs. Inclusive education implies educational arrangements in regular schools, in and out of classrooms settings, that children and youth with special educational needs can be taught integrated with others with particular support provided according to their needs, FDRE Ministry of Education, (2016).

Then all school in Ethiopia has implements inclusive education. It is a process of increasing the capacity of the educational expanding quality of education system to reach out all learners. Related to the point United Nation, (1989) stated that children with or without disabilities have the same rights to educational opportunities under the United Nation Convention on the rights of the child. Regarding to this the reality on the ground shows that, students with motor impairments at Sebeta secondary schools have learn together in the same school, but students with motor impairments not equal participate or learn with students without disability.

According to Ainscow, et al, (2006) an inclusive practice requires significant changes to be made to the content, delivery and organization of mainstream programmers and is a whole school endeavor which aims to accommodate the learning needs of all students. The discourse on inclusion has moved beyond simply focusing on the response to individuals to explore how settings, policies, cultures and structures can recognize and value diversity. So, Schools should have access to specialist education teachers where required. Also, the services should be include assessments of students, instruction on an individual basis or in small groups, support for general education teachers, and speech and language therapy and similar services. Support room teachers work closely with parents, and receive a budget from the Ministry of Education for training and salaries.

Many of students in our country come from poor family and disability is interrelated with poverty. Therefore, students with motor impairments needs different provide support services from school to learning achievements. The lack of necessary support services can make students with motor impairments overly dependent on other students and family also can prevent both the person with disability and the family members from becoming economically active and socially included.

According to, (Chris Kuca-Thompson, 2007), the nine Disability Service Standards cover: Service Access, Individual Needs, Decision Making and Choice, Privacy, Dignity and Confidentiality, Participation and Integration, Valued Status, Complaints and Disputes, Service Management, Protection of Human Rights and Freedom from Abuse and Neglect. The provision of a wheelchair by the school administration would be a reasonable accommodation of the child's needs, UNICEF, (2014).

In this perspective, different researches conducted in different parts of the world as well as in Ethiopia on the issue of students with motor impairments. However, at Sebeta governmental secondary schools the provision of support services for students with motor impairments: secondary schools in Sebeta town were not yet assessed. Therefore, this research focuses on the assessment of the situation of provide support service for students with motor impairments.

## **1.2. Statement of Problem**

Most schools remain physically inaccessible for students, who depend on wheelchair, calipers and crutches for mobility and many students with motor impairment are excluded from school. According to numerous international conventions<sup>52</sup> and agreements, <sup>53</sup> all children have the right to access quality education in an inclusive or integrated setting in their home communities, (UNESCO, 2015). In these students with motor impairments need additional supports in regular school: special education, school modification, wheelchair, crunch, financial support, chair settings, Occupational therapists, Physical therapists service, Services in the Classroom, Transportation Service, Assistive Technologies Service, Psychological Counseling Service, Libraries and Labs Service and accessible toilet.

The common gaps in education policy include a lack of financial and other targeted incentives for children with disabilities to attend school as well as a lack of social protection and support services for children with disabilities and their families, (WB and WHO, 2011)

Depending on the 1994 census classification, out of the total 991,916 disabled persons 319,181 physically disabled. The Oromia regional out of the total, 112,695 physical disabled,(MOLSA, May 2010).The 1994 census statistics show general of students with physical disabilities, but not show specific students with motor impairments.

Students with motor impairments need to support service in their education. The extent of students with motor impairments needs support more than other disability groups because of

those students problem of movement one place to other place. For instance, School provide support services for students with motor impairments such as physiotherapy, speech therapy, occupational therapy, wheelchair, crutch and counseling are also provided to students through both government and private providers. However, this is often the provision of these services is inconsistent and scant in many regions, (NSW Legislative Council, 2010).

This provision of support services may change as the National Disability Insurance Scheme (Disability Care Australia) is rolled out across Australia (Commonwealth of Australia, 2013). Students with disabilities should have access to the full range of support services that are available to their non-disabled peers. Institutions should ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students and to the staff who work with them, (Christopher Hopkins, June 2005).

This researcher has examined the situation of support service students with motor impairments at Sebeta governmental secondary schools in Sebeta town by focusing on the provision of support services related to physical environment, curricular, service deliveries, special education, school modification, wheelchair, crutch, financial support, chair settings, Physical therapists service, Services in the Classroom, Transportation Service, Assistive Technologies Service, Psychological Counseling Service, Libraries and Labs Service and accessible toilet. To this regard, the study has investigated the situation of support services related to the Sebeta governmental secondary schools. However, the research has focus on students with motor impairments at Sebeta secondary schools in Sebeta town. On the other hand, in the last two decades the numbers of secondary schools as well as number of students in Oromia national regional state are increases from time to time.

However, the number of students with motor impairments in Sebeta governmental secondary schools is still very low. To be more specific, absence of school environments modification, absence of assistive technologies and devices, as well as limitations of services provision and unequal opportunities may expect to be challenges of students with motor impairments in Sebeta secondary schools. However, the situations of students with motor impairments in Sebeta governmental secondary schools are not yet investigated. In this regard, the situation seems that students with motor impairments in Sebeta governmental secondary schools may face challenges of physical environment, academic, economical and also perceptual challenges. Therefore, this

study identified whether or not students with motor impairments get support service from their respective secondary schools to successfully engage in learning activities. The overall intention of the study were examined the situation of supports service for students with motor impairments in Sebeta governmental secondary schools.

Based up on this, the study attempted to seek answers to the following basic questions.

- What are the support service provide for students with motor impairments at Sebeta governmental secondary schools?
- What are the challenges to providing support service for students with motor impairments at Sebeta governmental secondary schools?
- What are the strategies to improve service for students with motor impairments at Sebeta governmental secondary schools?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The general objective of this study is to examine the provision of support services for students with motor impairments in Sebeta governmental secondary schools.

#### **1.3.2. Specific Objectives**

1. To Identify a provide support service for students with motor impairments at Sebeta governmental secondary schools.
2. To identify the challenges for providing support service for students with motor impairments at Sebeta governmental secondary schools.
3. To explore strategies that improves service for students with motor impairments at Sebeta governmental secondary schools.

### **1.4. Significance of the Study**

This study is expected to exploring the assessment of support service for students with motor impairments. The study could contribute for better understanding of the school communities on the status of support service and experiences regarding students with motor impairments in schools covered in this research. It will help the stakeholders to take appropriate measure to fill the gap in supporting and encouraging students with motor impairments in Sebeta governmental secondary schools. Findings of the study also help to identify the difficulties of students with motor impairments in the schools. It contributes lot to increase the awareness and insight of school administrators about the situation of these segments of students in order to address their needs and improve service provisions.

### **1.5. Scopes of the Study**

The study was delimited in terms of area and issues examined. It is delimited to Sebeta governmental secondary schools which are located in Special Zone of Oromia surrounding Finfine Sebeta town. The study focuses on students with motor impairments and the provide support service they get as well as challenges they experience.

## **1.6. Limitation of the Study**

The study has some limitations. In country not real data that show about of students with physical disabilities. Similarly, in Sebeta governmental secondary schools no data shows real number of those students. These limitations are absence the school profile that shows their impairment disability. Also during gathering data there was lack of teachers and students awareness about persons with physical impairment. Additionally, Shortage of time and budget were other limitation. Furthermore, the results of this study might not stand for all areas in Ethiopia. The physical impaired students in both Schools may not be the same with physical impaired people in other parts of Ethiopia. At the end Corona or Covid-19 became the major limitation to get the internet access. Because of this virus some computer home, university, college and different place that accessibility of internet connection were closed

## CHAPTER TWO

### 2. REVIEW RELATED LITERATURE

#### 2.1. School Accommodation and Provide Support Service for Students with Motor Impairments

Students with developmental and learning disabilities receive accommodation(s) based on documentation of their disability. Such students requesting accommodation(s) are responsible for initiating services by providing the College/University Disability Services Office established in all American institutions of high learning for the purpose of handling appropriate disability support service documentation which should be prepared by a physician, psychologist, and psychiatrist, (Williams, 2010).

Accommodations are an important part of effective educational programs for students with disabilities. Setting accommodations involve changes in the location or conditions of the educational setting or environment. Students may need setting accommodations to address accessibility issues, behavior management, and problems with organization of space and materials. Students who receive certain kinds of accommodations that might distract other students, such as a reader, scribe, or frequent breaks, may also need setting accommodations, (MOE, 2015).

Children with disabilities may require access to specialist health and education professionals such as occupational therapists, physiotherapists, speech therapists, and educational psychologists to support their learning. Making better use of existing resources to support learning is also important, particularly in poorer settings. For example, while schools in poor rural environments may have large class sizes and fewer material resources, stronger community involvement and positive attitudes can overcome these barriers,(WHO, 2011).

Many students with motor impairments have needed additional time to read, write, or take notes. This may affect their classroom participation as well as the time they would require to finish assignments. Some children with motor impairment may need extensions on deadlines for homework and classroom activities that involve locating and using library resources, (UNESCO, 2015).

According to ICF definition, Support is a necessary tool for removing barriers and facilitating participation. A common support mechanism is a personal or classroom assistant. Having an assistant can facilitate development, but sometimes having an assistant can create obstacles for participation in school. Assistance is important for children's inclusion and participation, (Howes, Farrell, Kaplan, & Moss, 2003).

Learners with disabilities can lead a good quality of life depending on the level of support given in all their stages of development. The support services they need include daily living skills, inter and intra-personal skills, assistive devices, education, counseling, (re)habilitation, physiotherapy, job coaching, supported employment and many others in order to fit in society so as to have an independent lifestyle,(Muranda, 2015).

### **2.1.1 Educational Support Service**

Children with disabilities may require access to specialist health and education professionals such as occupational therapists, physiotherapists, speech therapists, and educational psychologists to support their learning. Making better use of existing resources to support learning is also important, particularly in poorer settings. For example, while schools in poor rural environments may have large class sizes and fewer material resources, stronger community involvement and positive attitudes can overcome these barriers.

For students with motor impairments, support in the form of information, or academic or career guidance, must take into account both their motor capabilities and their cognitive abilities. At the same time, these students must experience the academic and career guidance process, become aware of their difference, and adapt to their motor impairment. Throughout their time at school, everyone concerned must support these students in an empathetic and respectful way, since their disabilities or difficulties may limit their academic or career choices. It is important to identify the students' potential as soon as possible, along with suitable career paths. If a long-term vision can be established, less energy will be wasted exploring non-viable options,(Ministère de l'Éducation, 2015).

### **2.1.2. Environmental Modifications**

Environmental modifications are frequently necessary to enable a student with physical and health impairments to participate more fully and independently in school. Environmental

modifications include adaptations to provide increased access to a task or an activity, changing the way in which instruction is delivered, and changing the manner in which the task is done (Best, Heller, & Bigge, 2010; Heller, Dangel, & Sweatman, 1995).

Physical access to the educational setting requires a barrier-free environment. Many buildings are well-equipped with nonslip surfaces, guide rails, ramps, elevators, and automatic doors for students who have difficulty getting around. Accessibility standards included in the Americans with Disabilities Act (ADA) specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students should be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or spaces on the school grounds, (Marty Beech, 2010)

According to Ahmad, (2018), Students with disabilities continue to encounter physical barriers to educational services, such as a lack of ramps and/or elevators in multi-level buildings, heavy doors, inaccessible washrooms, and/or inaccessible transportation to and from institution impact of learning and teaching achievements. The AL & LS provides the specifications, installation and technical support of public workstations in school libraries and labs with AT hardware and software for students with various disabilities.

Alternative computer access systems include voice recognition, speech synthesizers, screen readers, screen magnifiers, large displays, Braille translation and embossing, Braille displays, scanning and reading machines, closed circuit television magnification systems, a variety of switches and mounts, screen keyboards, alternate pointing devices, wands and sticks, trackball and joysticks, and a variety of devices to accommodate special seating and positioning needs. Moreover, AL&LS maintains a website that includes all information on the available assistive technologies, user manuals, and tutorials as well as physical access information for libraries and labs. (Georgios, 16 May 2014.)

Education accessibility for students with disabilities, barriers include physical, architectural, service deliveries, provisions of learning materials and equipment, attitudinal and cultural influences. Accessible classrooms, halls, dining rooms, recreational areas, library, service delivery units, exit passage ways in emergency situations are all elements of physical accessibility, however these basic conditions are not adequately met (Tirussew., 1994; Tirussew

& Ellena., 2000(Muzemil, 2018).This resource supports schools in their school improvement agenda by describing processes that will guide leaders and teachers in the use of quality assessment practices. It supports schools in the choice of evidence-based strategies to meet the learning needs of students. When used in conjunction with differentiated classroom practice, it supports teachers to adjust strategies to meet individual needs,(Tasmania, September 2015).

In Kenya a central resource center has been established which provides specialist support for schools and families. This has a library, training facilities, a therapy area, and a communications unit. In future it will offer Internet facilities. It was decided that a central resource centre was not sufficient, so each of the five schools also has a small resource point offering a mini-library, access to play materials and teaching/learning resources, including pupil and teacher-made resources, (Tasmania, September 2015).

According to (MOE, 2015), Resource Centers in Ethiopia to provide support for LSEN, the MOE recognized that their needs should be screened and assessed as early as possible in their school careers (SN/IE Strategy 2012). Early identification, early assessment and early intervention are the catch phrases for establishing RCs. Therefore, collaborating with Community Based Rehabilitation Center (CBR) network and health sector in establishing resource centers would be one of the ways of making early identification and early assessment of children with disabilities and thereby formulating early intervention strategies in terms of education.

Ramps should therefore be added on to all existing schools and other public buildings. When new school buildings are being planned, and designs are being developed, we need to make sure that they are equally accessible for all. Ramps and walkways should be incorporated into the design, in such a way that they do not become separate features for children/ teachers/ parents with disabilities, women who are pregnant, and the elderly, but will present attractive, alternative access-ways for all users. (UNESCO, 2015).

### **2.1.3. Services in the Classroom**

Accessible workstations include desks and tables that are adjustable for students who use mobility aids, such as a wheelchair. These workstations provide needed support or allow the student to change positions. Adaptive furniture and equipment also includes seating systems,

standers, gait trainers, walkers, positioning devices and other types of supports, special surfaces and matting, and ergonomic equipment (MOE, 2015).

Classroom doors, toilet doors, library doors and ICT doors that are easy to open and do not require too much strength should be installed (gradually replacing old doors), Doors without thresholds should be installed to allow unobstructed access for wheelchair users, Doors should be wide enough for wheelchairs to easily pass through, Ramps for wheelchair users (these should not be too steep ideally 1:12 with 12 cm length for every 1 cm height increase), Sockets and electrical outlets that are installed at the same place in every classroom and ideally at table height (next to light switches) for easy access, particularly for children with motor/mobility impairment, Child protection features should cover electrical sockets, preventing children from putting their fingers in the socket and being electrocuted, Contrast colors should be used to create learning-friendly, accessible environments.(UNESCO, 2015).

Assistants, who invite other students into games and other activities, support participation in social interaction of students who require special support, while support for learning during class time may need to be provided differently. Adolescents often want to develop independence and manage without adults, and by having assistants, the students risk losing opportunities for taking initiatives and being self-determined (Hemmingsson et al., 2003; Skär & Tamm, 2001). Not having control over their own assistance might create a barrier to their participation (Lilly Eriksson, 2006).

Classrooms and school facilities (libraries, toilets, sport grounds and play areas) should be made physically accessible for all children. Children who use wheelchairs, crutches for mobility may find it difficult moving around within a traditional classroom blocked by rows of chairs and desks. It is therefore important that we “set up “the classroom in such a way that all the children can move about freely. Children must not just have physical access to their own desk, but also to other parts of the classroom for group activities or just to fetch something from a shelf or cupboard, or to paste a drawing on the wall.(UNESCO, 2015).

Students with motor impairments may sometimes wish/need to use their own furniture, such as ergonomic chairs and sloped writing tables. This should be accommodated without being obtrusive for the other children. Specially-designed furniture should, if possible, be made

available for those who need chairs and tables that differ from standard classroom furniture. This does not have to be expensive. Chairs can be designed based on local models. Some children would be more comfortable standing rather than sitting down-especially children with back injuries.

This should be accommodated in the classroom. Children that are motor impaired, or are without one or both arms hands, may need to use a tape recorder or an electronic note-taker during class. They should also have the option of providing giving in their homework on a cassette tape or printed out from computer with voice-recognition software.(UNESCO, 2015).

#### **2.1.4 Psychological Counseling Service**

Children with motor and health impairments face tremendous amounts of stress as they begin to understand their impairment and how it will impact their future. Fear, anger, and uncertainty are common reaction and can result in psychological disorders such as depression. School psychologists provide consultation, assessment, and intervention services to assist students, schools, and families.(Martin O .Malley, 2011).

The PCS provides individual and group psychological counseling to students with disabilities. Disabled students may request advice on any of the following difficulties: interpersonal and social relationships (difficulties in relationships with family, the other sex, and friends), academic difficulties and stress through study and test-taking period, low self-esteem, anxiety and phobias, mood and eating disorders, and whatever makes it harder for them to function in everyday academic life. (Georgios, 16 May 2014.).

The Schools Psychological Services (SPS) assists in acquiring assistive devices for children with such needs and carry out assessment tests but due to poor funding towards special needs by the treasury the SPS also finds it very difficult to provide schools with the necessary equipment,(Muranda, 2015).

#### **2.1.5 Physical Therapists Service**

The Convention on the Rights of Persons with Disability which was ratified by the parliament of our country mentions in its article nine about physical access and enabling of the persons with disability to live an independent life and fully participate in all sphere of social life and specifies

the locations including, “buildings, roads, transportation facilities and other indoor and outdoor facilities such as schools, houses, medical establishments, work environments, communication facilities and other electronic and emergency services.

Resolution 48/96 of the UN General Assembly dated 20 Dec. 1993 on provision of equal opportunities and access facilities for the people with disability reads: The states should take necessary measures for the removal of physical obstacles in front of the persons with disability in the living environment.

Physical therapists are involved in the development and maintenance of motor skills, movement, and posture. They may prescribe specific exercises to help a child increase control of muscles and use specialized equipment, such as braces, effectively. Massage and prescriptive exercises are perhaps the most frequently applied procedures; but physical therapy can also include swimming, heat treatment, special positioning for feeding and toileting, and other techniques. PTs encourage children to be as meteorically independent as possible; help develop muscular (William Lee Heward, 2009).

School must also consider the most qualified individual(s) at the school level to address identified needs and to what extent the expertise of the PT is required. These supports may include: the teacher, special education teacher, educational assistant, adapted or regular physical education teacher, occupational therapist, School nurse and health care assistant or other providers available at the school. The PT may train these staff members to assist a student in the daily practice of functional skills within the context in which they occur (walking between classes, opening a door, carrying a lunch tray, etc). This may promote skill acquisition and improve participation in the least restrictive educational environment.(Sharon Antoszyk, 2014).

Students with motor impairments limited physical ability or mobility may also need assistance with the manipulation of instructional materials, objects, generic counters, or rulers.(Marty Beech, 2010).

### **2.1.6 Transportation Service**

The Transportation Service provides accommodations on how motor-impaired students come to school from their home and go back. The students have to apply for transportation in the beginning of each semester and each examination period. This service comprises the use

Of special vehicles (usually vans in an urban environment) that can transport wheelchair users. The personnel of the TS include drivers and dedicated secretary.(Georgios, 16 May 2014.).

Means of transportation has plies irrefutable role in accelerating social and economic situations of PWDs. On other hand its high cost that not much with covering capacity of PWDs, unavailability, poor infrastructure and the risks of accidents are unquestionable challenges disabled people faces, (Franck, 2019).

Children with disabilities in India are among the most disadvantaged in terms of access to schooling and completion of elementary education. Due to, school fees, transportation cost and parents not having time to accompany children to school, parents are often forced to make a choice between providing education to a child with a disability and without a disability. Findings show that the more the severe a child's disability, the lower the chances of the child attending school. The report also suggested that people with disabilities have much lower educational attainment, with 52 percent illiterate as opposed to 35 percent illiteracy in the general population. Illiteracy,(Limaye, 2016).

### **2.1.7. Assistive Technologies Service**

According to the UN Convention on the Rights of Persons with Disabilities, universal design means the design of products, environments, programs, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed. (UNESCO, 2015).

All public buildings should therefore offer alternative ways to enter. Ramps are in most cases easy and relatively inexpensive to build (at least in 1-story buildings) and will benefit many.

The PATS offers the infrastructure and the appropriate tools needed for testing and assessing a wide variety of Assistive Technologies (AT). Nowadays, computer based AT aim to augment

and enhance the capabilities of students with disabilities towards independent and equal academic participation [Parette & Peterson-Karlan, 2010], [Voytecki et al, 2009].

AT is any item, piece of equipment, or product that is used to increase, maintain, or improve a student's access and participation within the educational program. The IEP team must consider any AT that could improve functional capabilities and allow for greater participation. Physical therapy dosage recommendations may reflect the need for acquisition, training, and maintenance of a student's AT. For more information on AT, please follow this link to the fact sheet (Sharon Antoszyk, 2014).

## **2.2 Inclusive Education**

Inclusive education is the principle and practice of educating all children within a common general education setting. Inclusive education especially targets those children traditionally excluded from general education for reasons of gender, geographic remoteness, ethnicity, poverty, and disability. The principle of inclusion promotes the idea that in order to receive a quality education that is equal and accessible; children must be educated to the best of a community's ability in a general education classroom.(Vietnam, 2007).

According to Salamanca Statement, (1994).: Students with special needs must have access to regular schools with adapted education; regular schools with an inclusive orientation are the most effective means of combating and preventing discriminative attitudes and building up an inclusive society. In the Least Restrictive Environment: Regular classroom placement is the first option the team must consider, Access to the general education curriculum is as important as placement in a classroom, If it is not possible to educate a child successfully in a regular education classroom with the use of supplementary aids and services, then team must consider more restrictive alternatives.(PhilippeTremblay, November 2007).

inclusive education system is a fundamental for realizing the rights of learning opportunities the children with disabilities and not be excluded from the general school system on the ground of their disabilities. Ideally, it allows children with and without disabilities to attend the same classes in the general schools with addition of educational supports. Traditionally, it increases a higher frequency of interaction between disabled and non-disabled children, which improves their academic and social- communication skills,(Titrek Osman, (2017).

The realization of fundamental human rights requires an inclusive society, in which every individual is treated equally, has freedom of expression and may participate fully in social, economic and political life. In this context, equal access to information, quality education, decent work, food, shelter and security among other things become particularly important (Affairs E. a., 2015).

### **2.3. Types of Motor Impairments**

Mobility Impairments is one that affects a person's mobility or dexterity, it can be the result of an accident, leading to paralysis, loss of limbs or brain damage, or can be genetic, like Spinal Bifida, Muscular Dystrophy, or people who are born without limbs. There are a wide variety of different types of Mobility Impairments: Absent limb/reduced limb function, Cerebral Palsy, Paralysis due to damage to the cerebral cord, Multiple Sclerosis, Muscular Dystrophy, Arthritis, Neurons Disease, Hemiplegic, Paralysis of the Face and Polio. Persons with motor impairments require a different set of emotional and physical needs & may need to use some sort of equipment for assistance with mobility & for them to be able to fully participate in society,(Cyber Graphics, 2016).

Children with cerebral palsy experience disturbances of voluntary motor functions that may include paralysis, extreme weakness and lack of coordination, involuntary convulsions, and other motor disorders. They may have little or no control over their arms, legs, or speech, depending on the type and degree of impairment, (J Rehabil Med, 2009).

Cerebral palsy is classified in terms of the affected parts of the body and by the nature of its effects on muscle tone and,(Best & Bigger, 2010). The term plegia (from the Greek “to strike”) is used in combination with a prefix indicating the location of limb involvement, Mono-plegia (only one limb upper or lower is affected), Hemiplegic (two limbs on same side of the body are involved), Trilegiant (three limbs are affected) Quadriplegia (all four limbs both arms and legs are involved; movement of the trunk and face may also be impaired), Paraplegia (only legs are impaired), Diplegia (impairment primarily involves the legs, with less severe involvement the arms), Double hemiplegic (impairment primarily involves the arms, with less severe involvement of the legs), (WILLIAM, 2013).

Limitations to a child's mobility may include missing or non-functioning limbs, paralysis, spinal irregularities, and other conditions that limit basic movement. The first step in creating an inclusive environment for mobility impaired children is to create a "barrier free environment" in the classroom. This may mean changing the architectural structure of the building (widening doors for wheelchairs, widening alleyways, changing stairs to ramps, accessible bathrooms) or simply making additions (removable ramps, handrails), (Vietnam, 2007).

A person can be born without limbs due to a Birth Defect; they can lose their limbs as a result of an injury or accident, or amputation because of diseases like sugar diabetes, cancerous Tumor or inadequate blood flow. Birth Defect is referred to as a "limb reduction" because a limb is reduced from its normal size or is missing. Upper and lower limb reduction defects occur when a part of or the entire arm (upper limb) or leg (lower limb) of a fetus fails to form completely during pregnancy. The cause of limb reduction defects is unknown. Poliomyelitis, often called polio or infantile paralysis, is an infectious disease caused by the polio virus. In about 0.5% of cases there is muscle weakness resulting in an inability to move,(Cyber Graphics, 2016).

## **2.4 Challenges of Students with Motor Impairments in School**

### **2.4.1 Physical Challenges**

The FDRE 2009 Proclamation No. 624/2009, Part four, Art 36 propagated the facilities for physically impaired persons. The Ethiopian Building Proclamation ensures that all public buildings should have facilities that allow access suitable for the use of PWDs (Baseline Study, 2010: 26, (Franck, 2019).

Accessibility is best defined as the provision of flexibility to accommodate each user's needs and preferences; when used with reference to persons with disabilities, any place, space item or service, whether physical or virtual, that is easily approached, reached, entered, exited, interacted with, understood or otherwise used by persons of varying disabilities, is determined to be accessible. Accessibility within the context of the United Nations is not only an inherent right of persons with disabilities, but a means of ensuring that persons with disabilities are able to exercise all rights and fundamental freedoms and are empowered to participate fully in society on equal terms with all others, (Affairs E. a., 2015).

Barriers in the physical environment severely limit the independence of persons with disabilities and hinder the development of inclusive communities. For example, inaccessible shelters can restrict persons with disabilities to their homes; inaccessible schools limit access by children with disabilities to education; and inaccessible community facilities prevent persons with disabilities from accessing and participating in cultural events, further isolating already marginalized individuals. Further, accessibility has direct protective outcomes for all. For example, accessible buildings are safer for all; by decreasing the potential for accidents and facilitating evacuation in case of an emergency, (Annalisa Brusati, 2019).

According to ICF definition, a child with physical impairment who depends on a wheelchair for mobility and who goes to a school without ramps and/or accessible sanitation facilities clearly has a disability as a result of the environmental barriers s/he faces. According to the UN Convention on the Rights of Persons with Disabilities, universal design means the design of products, environments, programmed, and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

#### **2.4.2 Social Challenges in School**

Government of India has many schemes, policies, programmed for children with different disabilities but such facilities do not reach many families especially those who stay in villages or remote areas. Even many regular and special schools are not fully aware about the facilities and they could not provide adequate guidance to the parents. Many of the parents are unaware about the admissions, educational aids, vocational training, exam concessions, etc. That lack of awareness of educational facilities prevents parents from giving better education to their children with disabilities,(Limaye, 2016).

Lack of awareness about issues surrounding learners with special needs and disabilities by service providers, policy makers and the community at large is a common problem. There is low level of advocacy and lobbying for the rights of persons with special needs and disabilities by parents, communities and disability organizations. Issues relating to special needs and disability are given prominence in public meetings and the media. In some cases, local communities are not aware of special needs programmers. MOE officers and other government officers are not

fully sensitized on SNE. There is also lack of awareness and sensitization among the general public,(Kenya, JULY 2009).

Students with disabilities face three primary types of barriers: institutional, physical, and attitudinal (Nichols & Quaye 2009). The focus of this presentation is:-Attitudinal barriers - consist of predominant negative perspectives toward impairment and disability that students, faculty, and staff members may hold, consciously or unconsciously, (Miller, 2015).

Students with health impairments often have fewer opportunities to socialize with their peers as a result of time away from school. (Muzemil, 2018).

According to Yetnebersh (2013: 7), poverty is the main socio-economic characteristics of PWDs and their families in Ethiopia. The majority of studies find that persons with disability in developing countries have lower employment rates and lower educational attainment than persons without disability (WB and WHO, 2011: 39). The connection between poverty and disability is widely acknowledged, with disability being both a cause and a result of poverty (Franck, 2019).

Society does not provide the same opportunities to people with impairments. This starts at school and continues throughout one`s career. The states that at school, lessons are designed for non-impaired people, using environments and teaching methods that are not suitable for some individuals with impairments such as sensory, cognitive and developmental disabilities,(Shaw Trust, (2005))

Some nondisabled children and teachers show their negative attitude towards children with disabilities in regular school by discriminating, ignoring, bullying, labeling, abusing verbally, and so on. There are few regular schools that try to understand the specific needs of children with disabilities, and to accommodate to them according to their needs, which would motivate children with disabilities and their parents to remain in school. This results in many parents pulling their children out of school, (Limaye, 2016).

Regarding undermining attitude in the Ethiopian context, Tirussew (2005,) indicated “in Ethiopia, PWDs are perceived as “weak”, “hopeless”, “dependent”, and “unable to learn” and

“subject of charity”. By assessing and revealing the conditions, challenges as well as by suggesting recommendations, the situation of SWDs could be improved.

Stoneman (1993) states that negative attitudes may be just as obstructive as physical barriers, limiting those with disabilities from participating fully in schools and communities. Nowicki and Sandieson (2002) even suggest that the attitudes of regular students towards those with disabilities are one of the major problems in inclusive education. Negative attitudes may result in low acceptance by peers, few friendships, and loneliness and even being rejected and/or bullied, (Boer, 2012).

the Attitude towards Disabled Persons (ATDP) Scale and Main streaming Attitude Scale (MAS) to assess the attitude of Jordanian educators and administrators towards persons with disabilities. Findings showed that educators’ attitude towards persons with disability in general was negative and never liked the idea of including them in the regular education classroom,(AKINLOSOTU, 2017).

### **2.4.3 Economical Challenge**

According to (Yetneberish Niguse, 2013), poverty is the main socio-economic characteristics of PWDs and their families in Ethiopia. The majority of studies find that persons with disability in developing countries have lower employment rates and lower educational attainment than persons without disability (WB and WHO, 2011). The connection between poverty and disability is widely acknowledged, with disability being both a cause and a result of poverty, (Franck B, 2013).

The most important fact investigated was the strong relationship between poverty and disability, where one caused the other and vice versa. According to (Berhanu, 2015 ), there is a strong connection between disability and poverty due to many systemic factors that promote a vicious circle. This may entail that the mutually reinforcing nature of special needs and low socioeconomic status. This may suggest that people with disabilities are significantly more likely to become impoverished; and people who are impoverished are significantly more likely to become disabled.

## **2.5. School Strategy to Provide Supports for Students with Disability**

Regular school environments are naturally littered with barriers which militate against functionality to one with a motor impairment. What these learners, therefore, need are practical intervention strategies, which will see them enjoy smooth inclusion, as opposed to just being pitied. Such interventions can come through assistive mobility devices or equipment. While the school should always encourage the use of residual function, there are cases where teachers have to encourage the use of prosthetic and orthotic devices, to help LWPDs to better function on daily basis. Such mobility devices/gadgets may include examples like wheel chairs, crutches, braces or such similar mobility tools/equipment., (Annalisa Brusati, 2019).

Develop and implement guidelines for curriculum modification and support system development in schools for learners with special needs, Facilitates the principles of learners with special needs in technical and vocational education and other higher education institutions, Strengthen special need education programs in teacher education institutions, Improved supply of trained manpower and appropriate material and appropriate materials to schools and other learning institutions. (MOLSA, May 2010).

Inclusive education is an international policy that aims to include students with different abilities in regular school programs. School curriculum, teaching methods, sources and organizations should be adapted to allow all students, despite their abilities, to participate successfully in regular classrooms (Mittler, 1995). Moreover, schools ought to accommodate all teen's regardless physical, intellectual, social, emotional, linguistic or other stipulations, (Salamanca Statement, 1994).

Accommodations involve the use of different strategies, assistive technology, changes in the schedule or environment, or support from a person to increase, maintain, or improve the performance of a student with disabilities.(MOE, 2015).

In Kenya has core strategy is the enhancement of classroom environments, which has led to the creation of language-rich classroom environments and the introduction of the learning Centre concept. The learning Centre is a carefully planned area of the classroom where children can engage in active learning, interaction, sharing and co-operating with each other. The following improvements have been made to the learning environment - many have been achieved through

community mobilization: building ramps to classrooms and school buildings, construction of adapted latrines for children with physical disabilities, enlargement of classroom windows, painting walls to improve the lighting in some classrooms, rebuilding of all the dilapidated classrooms, leveling of the play grounds to ease mobility. (Ogot, O, 2004).

### **2.5.1 Teaching Strategies and Classroom Accommodation for Students with Motor**

#### **Impairments**

For the public schools system, the government of the United States' legislation and guiding principles were developed to empower and provide support services to individuals with disabilities: Example, the Individuals with Disabilities Education Act (IDEA) 1990, which ushered the rights for people with disabilities and their families; and the Americans with Disabilities Act (ADA) - Federal law requiring accommodations for people with disabilities in the community and work place. Instructors in public institutions adhere to these regulations, with the belief that all individuals can learn and be given equal educational opportunities in the inclusion setting, (Williams, 2010).

The 1994 Education and Training Policy (ETP) of the country states that, all learners including those with Special Educational Needs (SEN) learn in accordance with their full potentials and needs. To this end, due attention has been given for out of school children and children with Special Educational Needs particularly in ESDP III (2005 – 2010/11). Under this framework the Ministry of Education has designed and implemented a Special Needs Education Program strategy in 2006, (MINISTRY OF EDUCATION, 2012).

For students with severe learning difficulties, IEPs should be provided. These plans are not the same as tailoring the curriculum but are provision of additional learning and intervention based on individual needs to develop students' multiple intelligences, so that students may make progress in their learning, have a sense of achievement and develop their potentials in academic and non-academic areas.(Education Bureau of Hong Kong, 2014).

Schools are advised to provide students with appropriate support through a 3-tier support model: such as quality teaching, Additional Support(Small Group Learning, Collaborative Teaching , Co-operative Learning ,Whole Language Approach, Differentiated Teaching, Teaching Resources), Intensive Individualized Support.((Education Bureau of Hong Kong, 2014).

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **3.1. Research Design**

The research design is, thus, the framework of how the researcher intends to carry out the research study. It serves as the connection between the research question and the implementation of the research. The main purpose of this study was to examine provide support service for students with motor impairments at Sebeta governmental secondary schools. The researcher had chosen to use qualitative research design to obtain and analysis the necessary information's and also he was use descriptive study research design to assess the provide support service of students with motor impairments at Sebeta governmental secondary schools. This is due to the fact qualitative approach of research was used in this study. Qualitative researchers are fascinated in people's belief, experience, and meaning structures from the perspective of the people. Qualitative design does not encompass statistical analysis and empirical calculation (Brink, 1993, (Mohajan, 2018)

The researcher had chosen to use qualitative research design. In the present research study the qualitative method of semi-structured interviews was used to capture the many meanings of participants. The research goal of this study was to understand what school provides support service for students with motor impairments and challenges at Sebeta governmental secondary schools in Sebeta town Province constructed their own meanings of the experiences they had within the context of the school.

#### **3.2. Research Methodology**

According to (Denzin N.K. and Lincoln, 1994)the qualitative research method implies an emphasis on processes and meanings that are not rigorously examined or measured in terms of quantity, amount, intensity or frequency. A qualitative method was used because the purpose of this study was to describe, explain, explore and interpret the provisional support services for students with motor impairments in Sebeta governmental secondary schools at Sebeta town. The method used by qualitative researchers represents a common belief that they can provide a deeper understanding of the social phenomenon under investigation (Silverman, 2000).

The unique qualities of qualitative research, which were appropriately applied in the current research study, include: a concern with the meaning that people construct from their world and their experiences. Additionally, qualitative research involves fieldwork, which means that the researcher must go to the setting or institution to observe behavior, experiences, and perspectives in their natural setting (Merriam, 1998).

The study also ended with tentative answers as students and participants were giving information based on the research questions. The researcher collected an extensive amount of verbal data and observation from a small number of participants, organized the data that gave him coherence and used verbal descriptions to portray the situation being studied. Data were collected through semi-structured interviews, observation and analyzed in order to generate themes and categories rich in meaning.

### **3.3. Research Area**

This study was conducted at Sebeta governmental secondary schools that found in Special Zone of Oromia Surrounding Finfine Sebeta town. The study site is about 25 km far away from the down town of the capital city of Ethiopia to the South West direction.

### **3.4. Data Sources**

Data sources of this study are use both primary and secondary sources. Primary data obtained through interviews and observation depending on their relevance to the required information. The Secondary sources of this study were portfolio of students with physical disabilities, individual educational plan from teachers, journals, research documents, government policy documents and programs related to students with disability from different available sources.

### **3.5. Sample Size and Sampling Techniques**

Participants of this study were students of Sebeta governmental secondary schools who are attending their education in the academic year of 2019/2020. According to the school registration office there are totally 2342 students attending in this academic year in the school. According to the schools registration office there have been 1420 males & 922 females of students in Sebeta governmental secondary schools. The main participants are ten students with motor impairments: 5 male and 5 female; 2 school principals (male), 1 special needs teachers (male), four home room

teachers; 3 male and 1 female, and 3 peers of students with motor impairments 2 male and 1 female has selected through purposive sampling from the Sebeta governmental secondary schools, totally there are 13 Male and 7 female. So the main participants of this study were students with Motor disability because they are the main focuses of this study, home room Teachers, they have a daily contact with those students, school principal, Itinerant Teacher, and peers of the Street children students.

In purposive sampling the targets sample was selected because of their unique position (information). The researcher tries to acquire pattern that seems to make it as it being representative of the population and additionally commonly strive to make certain that vary from one extreme to the other is included. The researcher selected a few participants from the populations as much as possible and gained relevant information. All of the interviewees are Afaan Oromo speakers except one street children student who can express their ideas in brief.

One important thing to note is that all of the participants of the study are interested to raise the services provide for those students. For more information about the profiles of the participants refer Table 3.1, 3.2, 3.3, 3.4, 3.5 from the end of this thesis).

### **3.6. Data Gathering Procedure**

First the researcher received an official supportive letter from Addis Ababa University Department of SNE. The letter was submitted to the administrations of Sebeta governmental secondary schools to get permission to conduct the study in these schools. Then after, the researcher introduced himself as explained the purpose of the letter to the research participants before starting data collection. Next the researcher established a close relationship with each and every participant to get the real information by clarifying the objectives of the research and its importance. The privacy of the participants was ensured and they were informed that the data obtained shall be used for educational purpose only. Then after, they clearly understand the research objectives and purpose the researcher was asked the participants permission and willingness as they were participated on the study. The interviews were conducted in Afaan Oromo. The data were transcribed and translated to English.

### **3.7. Data Collection Instrument**

The researcher used interviews and observation for the data collection. The interviews were tape recorded.

#### **Interviews**

**Semi-structured interviews** include a number of planned questions, but the interviewer has more freedom to modify the wording and order of questions. In-depth interview is less formal and the least structured, in which the wording and questions are not predetermined. This type of interview is more appropriate to collect complex information with a higher proportion of opinion-based information. You need to clearly show the reader which type of interview (semi-structured or unstructured/in-depth) you used in this study.

#### **Observation**

Observation was appropriate for this study because the researcher recorded participants' observations. In participation observation, the researcher observed the interactions of the participants involved as detached outsiders but experienced them first hand as insiders. The researcher became a member of the inner circle of the event that was being studied. Observations researchers describe activities, behaviors, actions, conversations, interpersonal interactions, organizational or community processes. The researcher observed the activities of students with motor impairments, their physical movement in the compounds of schools, class room environment, resource room, laboratories, play grounds and also comparing them with other individual the behavior they reflect, their relationship with other peer, their sitting place in class room.

### **3.8. Method of Data Analysis and Interpretation**

The nature of the data necessitates the importance of its proper analysis and interpretation. Accordingly, 'analysis' is the process of bringing order to the data, organizing it into patterns, categories and descriptive units, and looking for relationships between them; 'interpretation' involves attaching meaning and significance to the analysis, explaining the patterns, categories

and relationships. Data analysis and interpretation process of this study was conducted in line with the conceptualization of the process: producing transcripts; identifying patterns, categories, descriptive units, and links between within these elements; explaining the patterns, categories and relationships. After collecting the necessary data from the participants' data was analyzed qualitatively by thematic analysis. This refers to analyzing the data by merging the same idea together.

### **3.9. Ethical Considerations**

In this study to keep the confidentiality of information obtained from all participants. Also any information collected from the participants was used only for the research purpose and where it is necessary the researcher used false names to identify participants. And also ensure that participants do not face any harm. The researcher respects the rights and dignity of the participants and avoids discrimination on any ground even if they are mature or immature, reach or poor, each and every religious and race.

## **CHAPTER FOUR**

### **4. FINDING**

The aim of this study was to explore and describe the provision of support services for students with motor impairments in Sebeta governmental secondary schools. The aim of this study was to answer the following question what are they provide support service for students with motor impairments at Sebeta governmental secondary schools? What are the challenges providing support service for students with motor impairments at Sebeta governmental secondary schools? What are the strategies to improve service for students with motor impairments at Sebeta governmental secondary schools?

The researcher data obtained from participants through observation and interviews were analyzed based on the theme identified. Support provides for students with motor impairments in school, Physical challenges of students with motor impairments in school and School strategies for Students with motor impairments in schools were used as the major themes for the analysis. The data will be presented depending on the developed theme. There are four themes that have emerged across the participants of street children and other stake holders that are pertinent to understand. These four themes are:

1. Services provided for the students with Motor impairments
2. Challenges hinder providing services for Motor impairments
3. School strategy to provide services for students with Motor impairments
4. Teaching strategies and school environmental accommodation for students with Motor impairments

#### **4.1. Services Provided for the Students with Motor Impairments**

##### **4.1.1. Educational Support Service**

Students with motor impairments said that...Those schools are not provided support service such as uniform, crunch and accessible chair setting in class room for me. But same teachers and same students in school and out school compounds support me.

Other Students with motor impairments said that: ...

*The problems of inaccessibility school compounds affect our learning achievement and interaction to others. That mean because of the lack of rump I can't play with my peers as I need and also to move in the compound I can't move freely because of the school barriers like up and down of the school environment, different location of the stone and wood in the school compound. And also I can't inter the school library because of the barriers of the school. Because of this problem I can't search the sources I need from the library especially for the assignment and final examination. So I am the medium students in achievement”.*

Home room teachers said that... schools support those students through teaching and learning materials, facilitating school compounds.

School Principal said that:

*... All School teachers give supports for those students through different areas such as during giving lecture, sport fields, ICT class room and laboratory practices to encouragement of students with motor impairments and I supervise the class of students with physical disabilities and receive information and ask them about their problems they faced with in relation to teachers and students' I took measure of correction or solving the problem at least monthly.*

Peers of students with motor impairments said that: ...“Some teachers provide support service for students with motor impairments through educational service (such as, during assignment, homework, ICT (ICT class room don't accessible for students with physical disabilities) when students without disabilities using (test by practice teachers) prepare other test for those students) and care psychological of those students in the class room and out of class.

Students with motor impairments said.

*...“The problems of accessibility of school environments and educational materials affect our learning achievement and interaction to others. That means the lack of rump; lack of good school compounds and lack of playground are the main problem of us to play with our peers. We need to move in the compound, but we can't move freely because of the*

*schools are full barriers: like up and down of the school environment, different location of the stone and wood in the school compound.*

*And also those schools are affected our learning and achievement. Because of that we can't search the sources we need use library especially doing the assignment and during final examination. So we are the medium students in educational achievement". Special need teacher education at Sebeta secondary school said that, the barriers of the school compound affect the learning achievement and interaction of those students.*

#### **4.1.2. Services in the Classroom**

The Sebeta secondary school prepares different services especially in the class room but, even if they provide different services they have different lack to provide the services for the students with motor disability. Few Peers of student with motor impairments said: school compound is not accessible, toilet, and library. The school community hasn't negative perception towards those students, but school principal doesn't communicate with those students and there is no training for the school community about of person with motor impairments".

One student's student with motor impairments explains about class room services by saying:

*...When I think Sebeta secondary school is not new for accept students with disability but the school principal's perception for students with motor impairments very low. School principal said that "school is no properly arranged facilities and School arranges materials and budget for the whole students with disability and without disability not equal. Still the school has a problem of lack of adequate finance and other resources".*

Home room teachers said that, the school has some barriers regarding accessibility of facilities due to absence of considering students with motor impairments in making available facilities in the school resource. There is also problem of budget to create accessibility of facilities"

*...I observed that some of the students help students with motor impairments by pushing and pulling the wheelchair and even the guard also support students with motor impairments at entrance to enter the school and give first chance to go in to the school compound and to class room.*

#### **4.1.3. Psychological Counseling Service (PCS)**

According to the findings of this research some participants explain as there is lack of psychological challenges are there in the Sebeta secondary school. Sebeta secondary school teachers said: Students with motor impairments in school were not fully assisted by the school communities. The motor impairments learner requires the development of an individualized educational program to meet his/her unique educational needs

School Principal and special need expert said

*....."All of school community has positive perception for students with motor impairments positively".*

Students with motor impairments said that...“all of Sebeta secondary school community have same what good perception but not equal participation through teaching and learning process, resource room, Assistive device, classroom setting, and sport activity.

Home Rome teachers said

*...Students with motor impairments may face with psychological challenges. Because Sebeta secondary school was not accessible for that student: school compounds, classroom gates, toilet, library, teaching and learning methods are not inclusive. Thus school strategies and perception show to only focus on students without disability.*

Also the school need to increasing teachers' knowledge and awareness about these students could be an important implementing integration. Teachers encourage psychology of students with motor impairments during deliver teaching and learning in class room. Other participants said that “in schools, psychology of students with motor impairments not good, because of special needs expert didn't provide council for those students.

#### **4.1.4. Environmental Accessibility Service**

Sebeta secondary school has a god physical environmental accessibility for every student including students with motor impairments. School principals said that...the accessibilities of Libraries, Toilet and Labs Service in school are available for students with motor impairments. Oppositely the Special need expert say that:

*Libraries, Toilet and Labs Service are not access for students with motor impairments, because there is no ramp, lab is 2<sup>nd</sup> floor and also toilet is far from the classroom”.*

Students with motor impairments said that .... “Libraries, Toilet and Labs Service are not accessible for us because there is no ramp, no water, no smooth ways and door wide is not enough to wheelchair get. Generally the school has no as much as problematic in different services but little bit the toilet have a problems. Beyond this the interest of the student and the expectation of the special need expert are above the implemented services

Home room teachers said that ... Many school buildings were not accessible to students with motor impairments. Distances within school premises complicated the situation, and cluttered hallways and classrooms were often a challenge

## **4.2. Challenges Hinder Providing Support Services for Motor Disability**

### **4.2.1 Environmental Challenges**

According to the data collected from the school principals and deputy principal, the accessibilities of school environments for students with motor impairments were not considered during the school constructions. However, School environment has a somewhat good for students with *motor impairments*. Peers of students said: school environments/compounds do not accessible for them, because classroom has no ramp, and the school has lack of good sport field. Additionally special need expert said

*Most school buildings were not accessible for students with motor impairments and also distances within school premises complicated the situation, and cluttered hallways and classrooms were often a challenge*

Different participants (students with motor impairment, peers, and SNE and regular teachers) said that “physical challenges of students with motor impairments in school such as, library, toilet, sport field, lack awareness school community and lack of interest school director to provide support service for those students. In essence, physical inaccessibility had a major influence on students with motor impairments participate in the school environment.

*One Student with motor impairments said that:*

*” The entrance of the school compounds was modified. I haven’t any obstacle with the school entrance. But I cannot inter library, laboratory, ICT classroom, class room and office. Even if I can enter the class it is so difficult because the class were at the 3<sup>rd</sup> flour. I fear may the students fail me by knocking unknowingly and also the crunch may fail me because of walking on the upper and lower stairs.*

*The same to this the school toilet and library was not accessible for me. In general we still have problems when it comes to moving around, simple because the school does not have ramps for us. The toilet facilities are in a bad situation. The truth is that really the schools do not have interest to facilities toilet for students with physically disables”.*

The response from peers of the student with disability, said that: “I don’t see sebeta secondary facilities school environment for students with motor impairments like classrooms ramp, offices ramp, library ramp, resource room, toilet and sport field.

Response from School principal said:

*The school has a good face for those students. But the school has lack of budget, in the feature I will try to communicate with the Oromia educational bureaus and NGO support and fulfilling the services of those students*

Even though the school facilities is not conducive to students with motor impairments, but the school communities with the large communities and NGOs to give full support for students with motor impairments in the feature to make accessible some infrastructure” , On accessibility of the school facilities (e.g. classrooms, offices, library, resource room, toilet, etc) for students with motor impairments. Home room teacher said: “Especially in the classroom, chair setting arrangement, classroom gate, classroom space, toilet and library is not good and also they haven’t any support during test or examination”.

In addition Home room teacher said that: The infrastructure in the school like classroom setting arrangement is somewhat appropriate for students with motor impairments, but the school toilet, library laboratory and office are not accessible for them” Similar to the above paragraphs so you should have avoid it.

#### **4.2.2. Perceptual Challenges**

According to data collection from different participants such as school principals, SNE experts, peers of students with motor impairments, home room teachers said that “challenges of sebeta secondary school, communities not aware how to support students with motor impairments.

According to student with motor impairments “The perception of the school community are attractive. No one looks me inferior than the other what we so call “normal”.

Special need teacher said that “The perception of the school community have a positive perception towards students with motor impairments. But school community they haven’t any awareness especially on the mechanism how they help those student

Peers of student with physical disability said that, “The perceptions of some students and teachers have no positive perception towards students with motor impairments”.

Home room teachers said that “The perception of the school community have a somewhat positive perception towards students with motor impairments. But they haven’t any awareness especially on the mechanism how they help those students. Rather than having the negative perception they haven’t the system to include those students in different activity.

#### **4.2.3. Economic Challenges**

Accessed to educational material for students with motor impairments ask high cost than students without disabilities owing to the costs associated with their disability (such as accommodations) and the fact that many students with motor impairments take an extended period to complete their education. It is therefore imperative that students with motor impairments have access to additional funding opportunities to help reach their educational goals and also Home room teacher said that school has no enough budget to access ramp, building toilet, replace wheelchair and crunch, access library and school compounds.

Students with motor impairments said:

*...Our challenges in this school are both lacks of financial and perception that the school communities have for us. Because, if the school community have good perception and*

*enough budget the school must prepare resource mobilization and communicate with different NGO to building rump on each and every class if there is a good perception.*

*And also they have to repair our wheelchair and also to help us through financial. The school setting is also not modified or accessible for us even if I we interring the school and class we sit on our wheelchair again in the class, there is no facilitate chair in classroom. But some school teachers in classroom positive perception for me; they help me by adjusting the schedule and relating me to the students as they help me.”*

*Other students with motor impairments said that “Sebeta secondary school are not know the problem of students with motor impairments in school”*

### **4.3. School Strategy to Give Support for Students with Motor Disability**

Sebeta secondary school Special need expert said that, Sebeta secondary school has same one better for students with physical disabilities to improve the school access, facilities educational materials and services. This school to recruit one special need teacher. Those teachers should give the awareness for all the school community and the school has to inform the school strategies for Oromia Educational bureau as there are students with physical disability as they release the budget for them also”

On this the school special need expert said:

*...Regarding to improving the present situation of accessibility of facilities and services in the school “I suggest improving this problem to the school as it changes the class from the 3<sup>rd</sup> floor to the ground and also as they improve the school compound as much as possible. But until they bring that improvement I have to work hard to improve this problem by my effort.*

Sebeta secondary school students with motor impairment said: The school has to work with NGO to solve those problem faced through financial and also more trained teachers or itinerant should be employed to solve the problems of those students. And also we have to inform the problems of those students to the Oromia educational office, working with the society and all the school compound community has to get training”.

*...Home room teachers said that, to improve the present situation of accessibility of facilities and services in the school. "I suggest the school as they work with different NGOs through asking specific support like accessing different supporting aids for these learners. But no one was doing these for those students.*

Another Sebeta secondary school Home room teachers said that, "I suggest the school should have collaboration and working jointly with government and non-government organizations. This may help students to support in consulting, material and financial support. The support may result in creation of good learning and teaching environment to students with physical disability.

#### **4.3.1. Teaching Strategies for Students with Motor Impairments**

In relation to teaching strategy the school has no any IEP (individual education program). Because of this same of students with special need was suffer with problems. Especially students with motor disability were a target on these problems.

The special needs expert said:

*...The school has no any individual education program, modification and accommodation in its education curriculum. That means the school follow the system or curriculum produced or forwarded for it from regional education office. Bat the teachers and also all the school community help those students by using his interest and skill individually.*

The same to this the students with motor disability said:

*...We haven't seen any new support for as or for students with motor disability. We learn as other students who have no disability by using our ability. Even some the school teachers didn't consider our disability when they teach. E.g. when they teach on the building they enforced as we climb on the buildings and they need as we participate in the class specially participation shown on the black board.*

The infrastructure in the school like classroom setting arrangement is somewhat appropriate for students with motor impairments, but the school toilet, library, laboratory and office are not accessible for them" Similar to the above paragraphs so you should have avoid it Especially in

the classroom, chair setting arrangement, classroom gate, classroom space, toilet and library is not good and also they haven't any support during test or examination".

#### **4.3.2. Environmental Accommodation for Students with Motor Impairments**

Sebeta Secondary school has a good physical environmental accessibility for every student including students with motor disability. School principals said that...the accessibilities of Libraries, Toilet and Labs Service in school are available for students with motor impairments.

One student with motor impairments says that:

*...The entrance of the school compounds was modified. I haven't any obstacle with the school entrance. But I cannot enter library, laboratory, ICT classroom, class room and office. Even if I can enter the class it is so difficult because the class were at the 3<sup>rd</sup> floor. I fear may the students fail me by knocking unknowingly and also the crunch may fail me because of walking on the upper and lower stairs. The same to this the school toilet and library was not accessible for me. In general we still have problems when it comes to moving around, simple because the school does not have ramps for us. The toilet facilities are in a bad situation. The truth is that really the schools do not have interest to facilities toilet for students with physically disables".*

The school should ensure that disabled students can have access to the physical environment in which they will study, learn, live and take part in the social life of their individual. It should also be recognized that children with *motor impairments* have unique needs that need to be met if they are to succeed at school. Specific accommodations catering to the needs of individual children are also required alongside addressing the general accessibility of schools. For example, a school may have many accessible features such as ramps, wider doorways and accessible toilets etc., but if children with motor impairments do not have an assistive device to get to school and access her classroom, he/she is denied the right to an education. The provision of a wheelchair by the school administration would be a reasonable accommodation of the child's needs (UNICEF, 2014). School director said: Our school is same one provide support service such as Educational support, psychological support, physical support, economical support, Services in the Classroom and start school/learning first year's school give uniform for students with motor impairments.

## **CHAPTER FIVE**

### **5. DISCUSSION**

The objective of the study is to assess provision of support service to students with motor impairment and related challenges. The support provided service for students with motor impairment are categorized into financial, psychological, educational and other materials. Supports are important to curb barriers and facilitate friendly learning and teaching process. It can facilitate development, though having an assistant can create obstacles for school participation, sometimes. In short, the way by which support can assistants work is either through facilitation or inhibition of participation and social relationships. Support allows students with motor impairments to easily interact with peers and their teachers enhance class participation, promotes social interactions and thereby ensuring better academic performance (Howes, Farrell, Kaplan, & Moss, 2003).

#### **5.1. Services Provided for the Students with Motor Impairment**

##### **5.1.1. Educational Support Service**

According to analyzed data of observation, teachers and students interview shows that there are no educational supports provided in schools. But some individual teachers and peers are supporting those students with motor impairment in the classroom and out of the classroom. Hence it's not enough to address educational needs of those learners, so schools should be planning to fulfill the needs of the learners. Related accessing educational support for learners with SNE Resolution 48/96 of the UN General Assembly dated 20 Dec. 1993 stated that provision of equal opportunities and access facilities for the people with disability reads. They should also have the option of providing giving in their homework on a cassette tape or printed out from computer with voice-recognition software.(UNESCO, 2015)

The states should take necessary measures for the removal of physical obstacles in front of the persons with disability in the living environment. The researcher observed that most of the school community at Sebeta secondary school has good understanding of students with motor impairments including the guard, teachers, administrative staff as well as the school directors. They have good information and experiences regarding to students with disabilities. Moreover,

Sebeta secondary school was better to access for students with motor impairments. Education is an important investment that a country can make and enhancing accessibility to educational services is significant in the development of a nation (Farrant, 2009).

### **5.1.2. Services in the Classroom**

Regarding financial support, participants experienced a lack of finance and the problem of accessibility of the school facility. There is no adjustment of the class for students with motor impairment from the 3<sup>rd</sup> floor to the ground. Due to lack of finance, the school has no provide any support for students again; there is no accessibility to crunch and their wheelchair need to be repaired. Likewise, the school didn't have a budget to improve the school compound. Adaptive furniture and equipment also includes seating systems, standers, gait trainers, walkers, positioning devices and other types of supports, special services and economic equipment (MOE, 2015).

The class setting is not appropriate or accessible for them in the school as well as in the class. To sum, the literature pointed out that poor socio-economic conditions contribute significantly to disability in developing countries. Those students' needs Government facilitate school material resource and human resource to learn according to their needs. Inclusive education implies educational arrangements in regular schools, in and out of classrooms settings, that children and youth with special educational needs can be taught integrated with others with particular support provided according to their needs, (FDRE Ministry of Education, 2016).

To sum up, the researcher conducted observation on the school environment. Regarding to the school environment the researcher observed that classrooms, sitting furniture, toilets, school compound, class ramps, resource rooms, ICT facilities and equipment, library resources, classroom gates (doors), administrative offices, school gate, play grounds, library ramps, administrative office ramps and ramps were existed. So the result shows that, those observed are were accessible with great difficulties. Moreover, sitting furniture, toilets, classroom ramps, ICT facilities and equipment, playgrounds, library ramps and administrative office ramps were not accessible. However, this is often the provision of these services is inconsistent and scant in many regions (NSW Legislative Council, 2010).

### **5.1.3. Psychological Counseling Service**

According to data analyzed considering the perception of both schools community shows that almost all school community have good perception for students with motor impairment. So they give psychological support on what they can. Teachers support those students through in classroom teaching and giving counseling out of classroom. But more than informal psychological treating no fully assisted supports implemented by the school communities. . Many of the parents are unaware about the admissions, educational aids, vocational training, exam concessions, etc. That lack of awareness of educational facilities prevents parents from giving better education to their children with disabilities, (Limaye, 2016).

Reverse to these students with motor impairment often had a poor self- image and negative self- concept. These resulted in an inferiority complex which hurt their academic achievements and low social development. These were resulted from lack of formal psychological treatments program by the schools for those learners with motor impairment. Related to this Tirussew, (2005) indicated that incase of self-inferiority “in Ethiopia, PWDs are perceived as “weak”, “hopeless”, “dependent”, and “unable to learn” and “subject of charity”.

Also, according to Nowicki and Sandieson, (2002) negative self-image resulting in difficulties in joining group activities, declining academic performance, dropping out of school (Boer,2012).

In general psychological treatment was very important for learning achievements of learners with motor impairment. But, in sebeta secondary school no formal psychological treatment program for those students.

These frameworks guide the interpretation of well-being across the globe and are often tied to the acceptance of fundamental human rights. The realization of fundamental human rights requires an inclusive society, in which every individual is treated equally, has freedom of expression and may participate fully in social, economic and political life. In this context, equal access to information, quality education, decent work, food, shelter and security among other things become particularly important (Affairs E. a., 2015).But analyzed data shows that in

Sebeta secondary schools are not equally proved educational support for students with motor impairment with students without disabilities.

According to ICF definition, a child with motor impairment who depends on a wheelchair/crunch for mobility and who goes to a school without ramps and/or accessible sanitation facilities clearly has a disability as a result of the environmental barriers s/he faces. Support is a necessary tool for removing barriers and facilitating participation. A common support mechanism is a personal or classroom assistant. Students with health impairments often have fewer opportunities to socialize with their peers as a result of time away from school. (Muzemil, 2018).

#### **5.1.4. Environmental Accessibility Service**

The results of analyzed data show that Sebeta secondary schools haven't enough educational resources and lack of man power that have awareness about persons with motor impairment. But, inclusive education results give an equal chance and equal share resource for students without disabilities and students with disability in the school environment. This is not practically applicable because the schools think as it is much cost and need exceptional budget to fulfill those infrastructures for students with motor impairment like access toilet, library, ICT, sport field and school compound.

Related to the point, the finding of the present study is consistent with the literature, school resources within schools; it is vital to make provision of resources that can be utilized to enhance the academic performance of students. The textbooks, notes, learning materials, hand-outs, technology, library facilities and laboratory facilities and toilet, especially in science subjects, should include the essential materials. When students provided with the necessary tools and equipment, they will be able to acquire a better understanding of academic concepts and how to perform the experiments (Maina, 2010).

Low school budgets resulting in a lack of appropriate, facilities, inaccessible school buildings, and high pupil to teacher ratios and limited support for children with physical disabilities, Teachers have inadequate training in inclusive, methodologies and cannot deal with the range of children with disabilities, Limited awareness of disability among teachers and school staff development. According to the analysis of schools observation, Sebeta secondary school learning environments such as toilet, library, schools' compound, classroom entry, sports' field are not accessible for learners with motor impairments. Those are lack of ramp accessibility in school,

class arrangements like sitting, classroom get or door were not ready to enter the wheelchair, and their class was on the third floor. Therefore, everybody can understand as the schools have the challenges of physical accessibility. According to M Hasanzada, (2002) one of these challenges that prevents their access to possible independence and their use of public spaces is lack of attention to their physical and mobility needs, resulting in their isolation and deprivation of their human rights. The finding of the study indicated that the support provided to students with motor impairment is not enough as expected. Moreover, the finding also indicated that there should be support regarding improvement of class entrance, especially to the upstairs where classes located at the 3<sup>rd</sup> floor. There is also lack of awareness and sensitization among the general public, (Kenya, JULY 2009).

Students with motor impairment need to go to a library, laboratory, classroom and office like other students. However, the study found out that the schools have poorly facilitated and hardly accessible to those students. Some participants said that there are no facilities like library, laboratory, office, ICT, toilet, sport field and classrooms.

However, the researcher was observed that toilets were not accessible for students with motor impairments. Yet, some school teachers have positive attitude towards their students with motor impairment. They assist them by arranging makeup classes and attaching them to students with no disabilities during group works. Similarly, the existing literature shows that the international development agenda is built upon a set of mutually supportive, international normative frameworks, including those relating to the rights and well-being of persons with disabilities.

In addition, the researcher was observed that Sebeta secondary school was a full of problems regarding to school physical environments: lack of modified road for wheelchair users, lack of modified toilet, lack of accessible playground for students with motor impairments., lack of class room pathway and lack of modified chair, there was no well-prepared rump for students with wheelchair or crunch users, there was no classroom adjustment at ground for SWPD to be accessible. In addition, the researcher was observed that the classroom of students with physical disability were located at the 3<sup>rd</sup> floor without ramp. There are few regular schools that try to understand the specific needs of children with disabilities, and to accommodate to them according to their needs, which would motivate children with disabilities and their parents to

remain in school. This results in many parents pulling their children out of school, (Limaye, 2016)

## **5.2. Challenges Hinder Providing Support Services for Motor Disability**

### **5.2.1 Environmental Challenges**

Depending on results of analyzed data on Schools environments are not accessible for those students. But, relatively Sebeta secondary school is to some extent accessible than Wato secondary school. Various aspects of the natural and constructed school environments were essential for students' performance. Most school buildings were only somewhat accessible to students with motor impairments. Distances within school premises complicated the situation, and cluttered hallways and classrooms were often a challenge.

Free Encyclopedia (2011) stated that significant forms of the physical obstacles are like: poor door designs and doorways, unsmooth floors, undesirably high chalkboards, tables and chairs in the classroom, narrow spaces for wheelchairs, toilet seats are various school activities a challenge and hence a bane in learner's motor disabilities efforts. An accessible condition has a significant impact on the opportunity that people with physical disabilities have to participate actively in society (Annalisa Brusati, 2019).

There are problems of educational accessibility for learners with motor impairment in these schools. This situation affects the interactions of their learning achievements. According to participants responded that there lack of ramp and well-coming schools compound, therefore they couldn't play with their peers and move in the compound freely. Additionally, there are difficulties to enter the library to refer books and couldn't gate classroom on time. Those challenges are causing difficulties to do assignment and final examination. Also, reduce their academic achievement. According to Ahmad, (2018) Students with disabilities continue to encounter physical barriers to educational services, such as a lack of ramps and/or elevators in multi-level buildings, heavy doors, inaccessible washrooms, and/or inaccessible transportation to and from institution impact of learning and teaching achievements.

In additional education is went to accessible school environments, then both school are full barriers such as library, toilet, classroom setting, classroom getting, arrangement of chair, school

compounds, ICT room, sport field and ramp all of those problem challenges of students with motor impairment. Similarly, accessible classrooms, halls, recreational areas, library, service delivery units, classroom, exit passage ways in emergency situations are all elements of physical accessibility, however these basic conditions are not adequately met (Muzemil, 2018).

### **5.2.2. Perceptual Challenge**

According to data analyzed in chapter four shows that Students with motor impairment faced particular challenges are not only lack of gaining physical accessibility of buildings, also they have social challenges in the schools. Hence schools community have positive perception for student with motor impairments, but those students not fully participating effect in schools activities, because of some schools community such as schools principals and schools managements have not went to facilitate educational materials and schools environment according to the need of those students.

According, to the researcher observation in schools compounds and classroom, students with motor impairments not equal participation and not happy to play with other students during break time. According to analyzing data, Sebeta secondary school is not equally facilitate education material for students with motor impairments with students without disabilities. Many of the parents are unaware about the admissions, educational aids, vocational training, exam concessions, etc. That lack of awareness of educational facilities prevents parents from giving better education to their children with disabilities, (Limaye, 2016).

### **5.2.3. Economic Challenges**

The United Nations reports that poor nutrition, dangerous working and living conditions (including road accidents), limited access to vaccination programs, and to health and maternity care, poor hygiene, bad sanitation, inadequate information about the causes of impairments, war and conflict, and natural disasters all-cause disability (Fletcher and Hurst, 1995).

In general analyzed data shows that Sebeta secondary schools did not have any budget to providing provided support for those learners with motor impairment. The school has a good face for those students. But the school has lack of budget, on this the school principal said: in the feature I will try to communicate with the Oromia educational bureaus and NGO to support and fulfilling the services for those students. Student with motor impairments said that. I am

paralyzed one legs and use steak and my family are poor and also when going to school I am not follow teachers lecture because I thought about my family problem and my problem.

Other Students with motor impairments said that...“I am wheelchair user; my wheelchair is very old and brooked. School does not change my wheelchair and do not supports me through financial support service and also am afraid for achieve my education because when my wheelchair is brooked pose my education. According to ICF definition, Support is a necessary tool for removing barriers and facilitating participation. A common support mechanism is a personal or classroom assistant. Having an assistant can facilitate development, but sometimes having an assistant can create obstacles for participation in school. Assistance is important for children’s inclusion and participation (Howes, Farell, Kaplan, & Moss, 2003).

The school has lack of budge to make available school facilities. Even though the school is not provide support service for students with motor impairments, but the school communicate with the Oromia regional bureaus and NGOs to give full support for students with motor impairments in the feature to make accessible some infrastructure. Home room teachers said that... “School has somewhat provide support service for students with motor impairments through financial support such as give uniform”.

### **5.3. Schools Strategies to Give a Support Services for Students with Motor Disability**

#### **5.3.1. Schools Encouragement for Students with Motor Impairments**

According to Sebeta Secondary School Principals, increasing teachers’ knowledge and awareness about these students could be an essential step in implementing integration. Regarding provision of encouragement for students with motor impairments were identified, classified, and verified through the different data sources into following categories: roles and responsibilities, quantity and content, proximity to the pupil with a motor impairments, school priorities, independence and autonomy of the students, and the relationship between the teacher and the assistant.

One of the most notable school encouragements for students with motor impairment is the roles and responsibilities of the teacher assistants. Therefore, ramps should be added on to all existing schools and other public buildings. When new school's buildings are being planned, and designs are being developed, we need to make sure that they are equally accessible for all. Ramps and walkways should be incorporated into the design, in such a way that they do not become separate features for children/ teachers/ parents with disabilities, women who are pregnant, and the elderly, but will present attractive, alternative access-ways for all users. (UNESCO, 2015).

It was generally unclear what their role should be, and no formal definition existed as to what their duties were and under which conditions they should work. Most received limited supervision from teachers or other professionals. Although many assistants worked under teacher direction and were available to all classroom pupils, at least two provided the primary instructions for the pupil with a motor impairments. On occasion, the pupil was not meant to take directions from the class teacher, and the assistant was responsible for deciding when it was appropriate. The support services they need include daily living skills, inter and intra-personal skills, assistive devices, education, counseling, (re)habilitation, physiotherapy, job coaching, supported employment and many others in order to fit in society so as to have an independent lifestyle.(Muranda, 2015).

In both of these and several other instances, there were few formal meetings between the teachers. And the assistant, so the latter had an immense responsibility in figuring out the appropriate action each time, and thus, make essential decisions about the education of the pupil with the motor impairments. The relationship between the pupils' educational needs and the roles and responsibilities of their assistants was not always clear.

Instead, the teacher's decisions and teaching style, traditions, or merely coincidence appeared to be the decisive factors. The encouragement provided was first and foremost arranged to facilitate academic learning within the classroom. The students with a motor impairments typically received assistance in completing educational assignments and during examinations. They also received support in practical activities, such as eating, toileting, dressing, and transfers within and between classrooms, and in practical subjects such as art, crafts, and physical education. However, despite the apparent challenges experienced by the pupils in these practical matters, often there was not enough help available.

Similarly, one of the participants of students with motor impairments in Sebeta secondary school said “I suggest improving this problem asking the school as they help me the same to students with other disability. Example: there are students with visual impairment in this school; those students have the budget yearly and use a budget, they survive themselves and educational achievements. Especially they have a full of educational material. But in this school students with motor impairments have no any support even if the wheelchair were break I haven’t any support from the school to repair it. Again I suggest the school as they improve the school toilet or build other toilet for students with physical disability. This provision of support services may change as the National Disability Insurance Scheme (Disability Care Australia) is rolled out across Australia (Common wealth of Australia, 2013).

Students with disabilities should have access to the full range of support services that are available to their non-disabled peers. Institutions should ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students and to the staff who work with them, (Christopher Hopkins, June 2005).

Home room teachers said that: Schools are no exceptional provided support service for students with motor impairments. But in this school teachers and students are helped students with motor impairments by pushing and pulling their wheelchair in the school compound and out of compound. Peers of those students said that, in this school the teachers and students support students with motor impairments through pushing and pulling the wheelchair in the school compound and sometimes out of the school compound.

### **5.3.2 Teaching Strategies for Students with Motor Impairments**

Until this research was conducted in this school the school has no any new teaching and learning strategy for the different students with special need. The school was following the curriculum that delivered from Oromia educational office. That means the Sebeta secondary school teachers help these students by their interest and skill. However, there are those unique educational needs that can be characterized by the physical and health impaired students. Those student needs educational support service, financial support service, Accessible Libraries and Labs Service, Psychological Counseling Service, Assistive, Technologies Service, Transportation Service,

Services in the Classroom, Occupational therapists and Physical therapists service but Sebeta secondary school doesn't enough provide support service, professional of especial need experts and awareness about of students with motor impairments.

Result from the field interview students with motor impairments, School principals, school teachers; special need expert and peers of students were participated in the interview to explain about provide support services. Students with motor impairments said: We have no any support service received from Sebeta secondary Schools. Students with motor impairments said that "no any support service from the school, but some peers and teachers support me through learning and teaching process and when, I came to school they supported us, in the school compound and also the ways of school to home or home to school. Moreover, they support me in my class work, homework and assignment as much as possible.

According to Ainscow, et al, (2006) an inclusive practice requires significant changes to be made to the content, delivery and organization of mainstream programmers and is a whole school endeavor which aims to accommodate the learning needs of all students. The school has lack of sufficient budget. As I informed school has support students with motor impairments in different areas, such as giving uniform providing counseling services, psychological support by working with NGO and Sike (Siiqqee) institution (which is local institution work on women's right and eradicate poverty including female students with disability). However, I am new for the school and I have no experiences on how students with physical disability supported earlier so in the future I will include the case of students with disability in the overall school plan for additional budget.

### **5.3.3 Environmental accommodation for students with motor impairments**

For more specific accommodations needs, a number of assistive technologies have been designed specifically for STEM laboratory education, such as modified instruments that feature an audio output in lieu of more commonly used visual outputs, such as a meter or graduated scale. Lunney (1995) described one early adaptation, in which he assembled a relatively low-cost, PC-based workstation for students with visual impairments. Students with motor impairment need a lot of environmental accommodations especially ways of the school, class iterance and exit of the class

and school compound with different office, library, toilet, sport field, laboratory room and different club places.

As the findings of this research Sebeta secondary school has a lot of accommodation and modification. But it was not enough for students with motor disability. All the participants of these researches explain as the accommodation and modifications of this school is not enough. Not only for students with motor disability but also for all students. The problems of this accommodation are lack of budget, lack of awareness, lack of skill and human powers. As some student said: The attentions of the school community are only beautifying the get and the iterance of the school. But there are a lot of problems in different places starting from the get up to class room chair arrangement. The school should also have the option of providing giving in their homework on a cassette tape or printed out from computer with voice-recognition software. (UNESCO, 2015).

## CHAPTER SIX

### 6. SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 6.1. Summary

The objective of this study is the assessment of support provided for students with motor impairments and the challenges in the case of Sebeta governmental secondary schools. The study attempted to answer the following research questions.

- Are there any supports provided to the education of students with motor impairment in Sebeta Secondary Schools?
- What are challenges related to supports provided of students with motor impairment in Schools?
- Is there any strategy to improve the accessibility of schools for students with motor impairment?

The findings of the study pointed out that there is not sufficient in terms of schools environment modification, financial, and psychological. The study result indicates that the attitude towards students with motor impairments were relatively good. The schools environments are not as such conducive in terms of facilities and infrastructure.

The observation result revealed that classrooms, sitting furniture, toilets, schools compound, class ramps, resource rooms, ICT facilities and equipment, library resources, classroom gates, administrative offices, schools' gate and playgrounds are not well-coming learners with motor impairment. In this research the researcher used qualitative research approach to obtain and analysis the necessary information thematic research design to assess the support provided for students with motor impairments in case of governmental secondary schools in Sebeta town. In this research the researcher used purposive sampling techniques. The main participants are: The participants of this research were ten students with motor impairments: 5 male and 5 female; 2 school principals (male), 1 special needs teachers (male), four home room teachers; 3 male and 1 female, and 3 peers of students with motor impairments 2 male and 1 female has selected through purposive sampling from the Sebeta secondary school, totally there are 14 Male and 7 female participants are selected. As the instruments of data collection, the interview and

observation on both the primary and secondary source of data were used. The researcher analyzed the data qualitatively by thematic analysis. This refers to analyzing the data by merging the same idea together.

From the result students with motor impairment faced different educational challenges and also they were tray different coping mechanism informally with the teachers and peers to solve this problems. The problems they faced are lack of educational material, lack of ramps, psychological challenges and organization compound.

## **6.2. Conclusions**

There are supports provided required for students with motor impairments. This study aimed at assessment of exceptional support provided to students with motor impairments in Sebeta Secondary Schools which includes financial, educational, and psychological and modification of school environment. Regarding school environment modification, Sebeta secondary school has some environmental adjustment for students with motor impairments. Various aspects of the natural and constructed school environments were essential for student performance. Most school buildings were only partly accessible to students with motor impairments.

Distances within school premises complicated the situation, and cluttered hallways and classrooms were often a challenge. The study shows that schools has a lot of barriers like the obstacle of the schools environment; the get of the schools road was not smooth, lack of modified toilet, lack of sport field, lack of classroom get and lack of a modified chairs. Besides, in the schools there are no well-prepared rumps for students that used wheelchair or crunch, those students were suffered with different problems.

They couldn't inter the class independently, because their classes were 3<sup>rd</sup> floor. To cop-up this problem she came to the class by morning before each and every student as they didn't knock her when they go up the building and drop up. And also she can't use the schools' library and toilet, that mean the school library and toilet are not modified for crunch user students. Because of that obstacle she hasn't a good relationship with other school community even if they haven't good relationship with other school community.

Regarding to support provided at Sebeta secondary schools the researcher observed that the school has somewhat modifications for students with motor impairments. The school compound has some changes especially on school compound like a smooth road or gets of the school up to the class room, right sports field even if he didn't play it is accessible for visiting the play in that sports field. Teachers of this school have an excellent approach to these students. They arrange the group of students in the class and library to search a source they need and as he works with the voluntary students based on his interest as he didn't affect by moving. And also all school community have a positive attitude for this students starting from guard of the school up to school director they information as this student can get the school compound and class room by the time he reaches the school even if he late or not finally the all school class room are ground.

Regarding finance the analyzed data shows that the financial help for students with disabilities. Disabled Students' Allowances provide extra financial support over and above any reasonable adjustments made by a ministry of Education. They do not have to be repaid. Students with physical may be able to claim Personal Independence Payment over and above Disabled Students' Allowances and other forms of student finance.

Concerning the overall attitudes of the schools community towards disability were attractive. No one looks them inferior to the other. But, the barriers are in terms of financial and availability of the school facility. These reasons become the eligibility criteria to scrutinize the ability of higher education to include a diverse range of learners. These may led to an emphasis on initiatives to widen access to higher education to individuals with disabilities. Related to the point Chataika (2010) revealed that the students with disabilities in secondary schools continue to face attitudinal, physical and institutional barriers. Still, they also can develop coping mechanisms that help them reach their educational achievements.

Students with physical disabilities continue to face negative attitudes and stereotypes in the education system. Lack of knowledge about and sensitivity to disability issues on the part of some educators, staff and students can make it difficult for students with disabilities to access educational services equally. The other challenges include Moving away from home, understanding and working through the transfer process, securing financial support, meeting the admissions requirements for schooling, adjusting to differences in disability documentation requirements.

Analyzed data reported that regarding to Sebeta Secondary School Strategies to improve accessibility for students with physical disabilities. In its broadest and all-encompassing meaning, inclusive education, as an approach, seeks to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion.

### **6.3. Recommendations**

The researcher tried to recommend the following

- ✓ The schools environment should conducive to move freely by wheelchair and crunch like Ramp accessibility around library, classroom, administrations room, toilet, and cafeteria and school gate.
- ✓ Guidance and counseling needed to aware learners with motor impairment; therefore specific budget should be planning to fulfill exceptional needs of those learners.
- ✓ Schools and SNE expert should have common awareness raising program for all schools community.
- ✓ Schools should work with governmental and nongovernmental institutions
- ✓ Schools should encourage and follow-up those learners: educationally, psychologically and financially.
- ✓ Those learners should have attention to improve their self-image.
- ✓ Attitudinal barriers should be improved through continuous awareness creation strategies for students, parents and other stakeholders.
- ✓ All programs like learning teaching programs, building programs, fulfilling schools materials programs and etc. should be considering all learners with motor impairment.

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## **8. APPENDIX**

**ADDIS ABABA UNIVERSITY  
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES  
DEPARTMENT OF SPECIAL NEEDS EDUCATION**

### **APPENDIX “A”**

#### **Interview Guides for Students with Motor Impairments**

##### **Part one: Background information**

1. Name of interview \_\_\_\_\_ Date of interview \_\_\_\_\_
2. Place
3. Duration of interview \_\_\_\_\_
4. Name of the school \_\_\_\_\_
5. Types of Motor impairment \_\_\_\_\_
6. Age of onset of the impairment
7. Grade \_\_\_\_\_

##### **Part Two: Questions Related to Provision of Support Services for Students with Motor impairments and Challenges**

##### **Interview Guides for Students with Motor Impairment**

1. What is your assessment of the overall attitudes of your school community towards disability?
2. What is your assessment of accessibility of the school facilities? (E.g. classrooms, offices, library, resource room, toilet, etc.
3. If your school has some barriers regarding accessibility of facilities, why do you think does this happen? Is it due to attitudinal problems OR is it really due to lack of adequate finance and other resources?
4. If there are problems of accessibility of facilities in your school, in what ways does the situation affect your interactions, learning and achievement?
5. What provided support services do you get from the school, administration, teachers, peers etc.? Please explain. I haven't any special support from the school

6. What do you suggest to improve the present situation of accessibility of facilities and services in your school?

## APPENDIX “B”

### Part One: Background Information

1. Name of interview \_\_\_\_\_ Date of interview \_\_\_\_\_
2. Place \_\_\_\_\_
3. Duration of interview \_\_\_\_\_
4. Name of the school \_\_\_\_\_.
5. Types of, Motor impairment \_\_\_\_\_
6. Age of onset of the impairment \_\_\_\_\_
7. Grade \_\_\_\_\_

### Part Two: Questions Related to Provision of Support Services for Students with motor impairments and Challenges

#### Interview Guides for Special Needs Education Experts

1. What is your assessment of the overall attitudes of your school community towards disability?
2. If there is any discrimination of students with motor impairments in your, please explain how the situation with examples.
3. How do you assess accessibility of the school facilities (e.g. classrooms, offices, library, resource room, toilet, etc) for students with motor impairments?
4. If your school has some barriers regarding accessibility of facilities, why do you think does this happen? Is it due to attitudinal problems OR is it really due to lack of adequate finance and other resources?
5. If there are problems of accessibility of facilities in your school, in what ways does the situation affect interactions, learning and achievement of students with motor impairments?
6. As special needs education expert, what special support do you provide for students with motor impairments?
7. What do you think needs to be done to improve the present situation of accessibility of facilities and services in your school?

## APPENDIX “C”

### Part One: Background Information

1. Name of interview \_\_\_\_\_ Date of interview \_\_\_\_\_
2. Place \_\_\_\_\_
3. Duration of interview \_\_\_\_\_
4. Name of the school \_\_\_\_\_
5. Types of Motor impairment \_\_\_\_\_
6. Age of onset of the impairment \_\_\_\_\_
7. Grade \_\_\_\_\_

### Part Two: Questions Related to Provision of Support Services for motor impairments and Challenges

#### Interview Guides for Peers of Students with Disabilities (Students without Disabilities)

1. What is your assessment of the overall attitudes of your school community towards disability?
2. What if your assessment of interaction of students in your class with student’s motor impairments? How do you assess their participation in class activities and activities out of class? If there is any discrimination of students with motor impairments in your, please explain how the situation with examples.
3. How do you assess accessibility of the school facilities (e.g. classrooms, offices, library, resource room, toilet, etc) for students with motor impairments?
4. If your school has some barriers regarding accessibility of facilities, why do you thing does this happen?
5. If there are problems of accessibility of facilities in your school, in what ways does the situation affect interactions, learning and achievement of students with motor impairments?
6. What special support do students with physical disabilities get from the school, administration, teachers and peers, etc.? nothing
7. What do you think needs to be done to improve the present situation of accessibility of facilities and services in your school?

## APPENDIX “D”

### Part One: Background Information.

1. Name of interview \_\_\_\_\_ Date of interview \_\_\_\_\_
2. Place \_\_\_\_\_
3. Duration of interview \_\_\_\_\_
4. Name of the school \_\_\_\_\_
5. Types of Motor impairment \_\_\_\_\_
6. Age of onset of the impairment \_\_\_\_\_
7. Grade \_\_\_\_\_

### Part Two: Questions Related to Provision of Support Services for motor impairments and Challenges

#### Interview Guides for School Principal

1. What is your assessment of the overall attitudes of your school community towards disability?
2. How do you assess accessibility of the school facilities (e.g. classrooms, offices, library, resource room, toilet, etc.) for students with motor impairments?
3. If your school has some barriers regarding accessibility of facilities, why do you think does this happen? Is it due to attitudinal problems OR is it really due to lack of adequate finance and other resources?
4. If there are problems of accessibility of facilities in your school, in what ways does the situation affect interactions, learning and achievement of students with motor impairments?
5. What special support do students with physical disabilities get from the school, administration, teachers and peers, etc.?
6. What do you think needs to be done to improve the present situation of accessibility of facilities and services in your school?

## APPENDIX “E”

### Part One: Background Information

1. Name of interview \_\_\_\_\_ Date of interview \_\_\_\_\_
2. Place \_\_\_\_\_.
3. Duration of interview \_\_\_\_\_
4. Name of the school \_\_\_\_\_
5. Types of Motor impairment \_\_\_\_\_
6. Age of onset of the impairment \_\_\_\_\_
7. Grade \_\_\_\_\_

### Part Two: Questions Related to Provision of Support Services for Students with motor impairments and Challenges

#### Interview Guides for Home Room Teachers

1. What is your assessment of the overall attitudes of your school community towards disability?
2. How do you assess accessibility of the school facilities (e.g. classrooms, offices, library, resource room, toilet, etc) for students with motor impairments?
3. If your school has some barriers regarding accessibility of facilities, why do you think does this happen? Is it due to attitudinal problems OR is it really due to lack of adequate finance and other resources?
4. If there are problems of accessibility of facilities in your school, in what ways does the situation affect interactions, learning and achievement of students with motor impairments?
5. What is your assessment of interaction, learning and achievement of students with motor impairments compared to other students in your class?
6. What special support do students with physical disabilities get from the school, administration, peers etc? How do you support students with motor impairments in your class?
7. What do you suggest to improve the present situation of accessibility of facilities and services in your school?

**APPENDIX “F”**  
**OBSERVATION**

Observation protocol

Observer’s name \_\_\_\_\_

Students being observed: \_\_\_\_\_

Student’s age \_\_\_\_\_

Students sex \_\_\_\_\_

Observation context \_\_\_\_\_

Date \_\_\_\_\_

Time begun \_\_\_\_\_

Time ended \_\_\_\_\_.

Activities/events being observed \_\_\_\_\_

Brief description of physical and social characteristics of observation setting \_\_\_\_\_

School environment			Accessibility			Remarks
	Yes	No	Easily accessible	Accessible with difficulty	Not accessible	
Classrooms						
Sitting furniture						
toilets						
School compound						
Classrooms Ramps						
Resource room						
ICT facilities and equipment						
Library						
Library resources						
Class room gates (Doors and Windows)						
Administrative offices						
School gate						
Play grounds						
Library Ramps						
Library resources Ramps						
Administrative offices Ramps						
Ramps						

**8. TABLE**

**TABLE 3.1**

**Profile of participants (students with motor impairments at Sebeta governmental secondary schools)**

No	Description of participants	Number to be sampled
1	Student one (male)	Ten students with motor impairments were used as samples.
2	Student two (male)	
3	Student three (male)	
4	Student four (male)	
5	Student five (male)	
6	Student six (female)	
7	Student seven (female)	
8	Student eight (female)	
9	Student eight (female)	
10	Student eight (female)	

**TABLE 3.2**

**Profile of participants (Home Rome teacher at Sebeta governmental secondary schools)**

No	Description of participants	Number to be sampled
1	Home Rome teacher one (female)	Four Home Rome teachers were used as samples.
2	Home Rome teacher two (male)	
3	Home Rome teacher three (male)	
4	Home Rome teacher three (male)	

**TABLE 3.3**

**Profile of participants (Peers of Students with motor impairments at Sebeta governmental secondary schools)**

No	Description of participants	Number to be sampled
1	Peers of Students with motor impairments one (female)	Three Peers of Students with motor impairments were used as samples.
2	Peers of Students with motor impairments two (male)	
3	Peers of Students with motor impairments three (male)	

**TABLE 3.4**

**Profile of participants (principal at Sebeta governmental secondary schools)**

No	Description of participants	Number to be sampled
1	School principal one (male)	Two School principal were used as samples.
2	School principal(deputy)two (male)	

**TABLE 3.5**

**Profile of participants (special need expert at Sebeta governmental secondary schools)**

No	Description of participants	Number to be sampled
1	special need expert one (male)	One special need expert was used as samples.

Purposeful sampling of ten students with motor impairments, four home room teachers, three peers of students with motor impairments, two school principals and one special need expert as participants was used.

