

The Implementation of Early Childhood Special Education Curriculum in the Actual Classroom: A Qualitative Investigation

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Abstract

The main purpose of this qualitative study was to explore the implementation of Early Childhood Special Education curriculum in the real classrooms of young children with deafness. The population of study included all sixty eight (68) classes (K.G.1= 34, K.G.2= 34) in thirty four (34) Government Deaf & Defective Hearing Schools located in thirty one districts in Punjab province of Pakistan. Punjab was divided into four zones for the selection of a representative sample of classrooms. One school from each zone was randomly selected. Two classrooms from each school were selected as sample of study. Three observations in each classroom (3x2=6 observations) were made. The total number of observations was twenty four (24). A self-developed and validated observation checklist consisting of curriculum components of speech, speech reading, reading, writing, mathematics, and evaluation, was used for observing instructional practices of teachers regarding implementation of ECSE curriculum in the classroom. Tellies were marked on observation checklists to record the instructional practices of teachers against each component. Data were analysed on SPSS. Mean scores

and standard deviations were reported. ANOVA was run to find the statistically significant difference among instructional practices of teachers of four district level schools located in four zones of the Punjab province. It was observed that sufficient time was not being given on teaching speech and speech reading. Instructional material was being used on a very limited scale. Major aspects of observations were reported in tabular and narrative form. Conclusions were drawn and recommendations to the teachers, and school principals for the better implementation of curriculum weremade.

Key words: Early Childhood Special Education, curriculum, young children with deafness