

THE EFFECTIVENESS OF THE MULTI-DISCIPLINARY APPROACH (MDA) FOR LEARNERS WITH INTELLECTUAL DISABILITIES (IDS).

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ABSTRACT

The study was set out to investigate the effectiveness of the MDA for learners with intellectual disabilities. The study was largely prompted by poor performance of some of the pupils with disabilities and the failure of some to live independent lives. A sample of 6 special teachers, 6 school heads, 30 teachers from the mainstream, and 20 medical practitioners, 20 parents of pupils with disabilities as well as 20 parents of pupils without disabilities in Chikomba East District in Mashonaland East Region was used. The research funded some information from selected literature review. Information was gathered through interviews and observations. Data was presented qualitatively. Some of interesting findings and observations were that the majority of special teachers, school heads, medical practitioners and parents of pupils with IDs had a general understanding of using MDA in the learning of for learners with IDs. The majority of teachers, medical practitioners and parents felt that parents are very important in the assessment of pupils with disabilities. There are a fairly limited number of trained personnel to deal with pupils with IDs. The Ministry of Education is not budgeting enough funds for diagnosis assessment and education of pupils with disabilities. Those policies to balance the disparities between people with IDs are not clear. It was also established that the community is not fully sensitised on the need of the MDA for the learners with IDs.

KEYWORDS: Special Education, Disabilities, Pupils, Complementary Skills, Societies