

Teachers Perspective on Assessment Policies and Practices towards Inclusive Education in Shama District, Ghana

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Abstract: *This study considered teachers' perspective on assessment policies and practices towards inclusive education in Ghana. Assessment is the pivot of special education services. With the inclusive education policy in operation, it is expected that teachers are cognizant about assessment policies for learners with special needs in inclusion. The objectives are to examine the importance of educational assessment towards inclusive education, assessment policies and practices towards inclusive education, and how to improve educational assessment policies and practices. The study was a quantitative study conducted in a special school and regular schools in the Shama District under the Ghana Education Service of the Western region. Fifty-two teachers were involved in the study through census approach, and questionnaire was used to collect the data. Frequency distribution and percentages were used to analyse the data. It was generally observed that the teachers were positive about the importance of educational assessment towards the practice of inclusive education in Ghana, however, it was apparent that the teachers had limited knowledge of assessment practices and policies in Ghana. The need to create public awareness, the political will to create assessment centres and the need for professional collaboration were recommended as strategies to improve assessment policies and practices in Ghana.*

Keywords: Assessment Practices, Policy, Teachers views, Inclusive Education, Special Needs

1. Introduction

In this era of inclusive education, there is a stronger need for assessment because it is the only means by which the school can meet the educational, social, emotional and behavioural needs of learners with disability/special education needs (SEN) that are in inclusion. Assessment will unveil the degree of severity of a child's condition upon which placement options can be explored for special education and related services. The education of persons with disabilities/SEN has evolved from segregation to mainstreaming to integration and currently inclusion. The global focus of education is more on unified education system that is able to meet the diverse needs of all learners despite their differences in mental abilities and physical characteristics. The assertion of some that all learners should be educated in the general education setting has often met with resistance by general educators and has only experienced moderate success in changing special education (Kavale & Forness, 2000). Many teachers do not feel equipped to meet the needs of learners with disabilities (Yell et al., 2004). Generally, teachers require procedural knowledge as well as craft knowledge that allows them to differentiate instruction in response to the varied learning needs among diverse students, including those with disabilities (Buell et al., 1999; Vaughn, Hughes, Schumm, & Klingner, 1998) cited in (Black, & Simon, 2013).

With this new ideology in education, assessment must be the periscope of addressing the needs of learners, and what the teacher's perception of assessment practices is, is paramount for successful implementation of the inclusive education policy. When a learner is having trouble in school, it's

important to find out why. The learner may be having some difficulty or a disability and by law, the schools are expected to provide special education services help to learners to perform academically. Teachers' knowledge of SEN, inclusive pedagogical strategies, diverse learners learning styles and motivational techniques in teaching have been identified as essential for the implementation of inclusive education (Forlin & Sin, 2010).

2. Literature Review

Assessment is a process that involves collecting information about a student for the purpose of making decisions (Pierangelo & Giuliani, 2006). Assessment is an integral part of special education that helps in decisions related to referral, eligibility/classification, intervention, and evaluation. Assessment in special education is used to determine a learner's specific strengths and weaknesses and to determine whether or not he/she is eligible for special education services. The information gathered through assessment is then used to determine whether the learner has a disability, the present levels of academic achievement and functional performance. Subsequently, if the learner is found eligible for special education and related services, the content of the learners individualized educational programme (IEP) are fashioned alongside the information gathered. Assessment therefore plays a crucial role in special education and must be given the needed attention in an attempt to equalize educational opportunities for learners with disabilities and SEN. Unfortunately, in most Sub-Saharan Africa (SSA) countries, education for learners with special educational needs and disabilities (SEND) has not attracted the needed attention (Mitchell, 2017). Under the

Individuals with Disabilities Education Act (IDEA) of 2004, all assessment must abide by certain requirements. A learner suspected of learning difficulty must be assessed in all areas related to the suspected disability, including, where appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities before placement (UNESCO, 2004). Per the IDEA (PLvb 108-446) learners who qualify for special education services are entitled to Individualized Education Programmes (IDEA, 2004) that meet their unique, identified needs to support their learning in the mainstream setting. Though, all countries that ratified the United Nations (UN) 2006 Convention on the Rights of People with Disability has committed themselves to inclusive education, there are however, many obstacles of which one is assessment for identification and placement (Lebeer et al, 2014). Assessment informs the need for further diagnosis, planning of intervention, monitoring progress, and bringing professionals together to meet a need and to evaluate the effectiveness of an entire educational programme for a learner with SEN.

Priyanka and Samia (2018) found the problem of correct diagnosis of children with disabilities as a barrier to the implementation of inclusive education. Kawser, Ahmed, and Ahmed (2016) found barriers to inclusive education including faulty policy making. Pandey and Pandey (2017) stated that one of the most exigent and influential issues in implementing inclusive education are identification and assessment. The need for assessment service and how they could be expanded to support parents and their children with special needs both at home and in school was also recognized. Wanyera, Okwara, Omoke, and Murundu (2015) added that screening and assessment of children with Special Needs is a multifaceted process that moves from general screening activities to a more specific and narrow diagnosis. So, for on-going assessment in inclusive settings to be most effective, it is important that mainstream teachers have access to and support from multi-disciplinary specialists who can assist in making these links as necessary. Effective assessment practices require effective and functional policies to provide a legal framework. Watkins (2007) stated that many countries have clear legal procedures for the initial identification of the educational needs of learners who are experiencing difficulties, but then, how these needs are identified differs and each country has its own set of procedures for initial identification of needs. Watkins emphasis that, though there are clear differences in the way assessment information is collected and used in countries, the necessity to precisely identify an individual learner's special educational needs is recognized in all countries. The Koech Report (Republic of Kenya, 1999) emphasized the need of assessment personnel to support parents and their children in schools, Educational Assessment and Resource Centres and at home.

Kenya's main objectives of Educational Assessment and Resource Services include; identification of children with disabilities as early as possible, providing educational assessment services for children with special needs, guide and counsel parents, refer learners with special needs to educational facilities, provide peripatetic services for children in ordinary schools, and help build small homes for

the purpose of integration (Republic of Kenya, 2005). It was also recommended that the services of Educational Assessment and Resource Services should be expanded to each Sub-County (The Kochung' taskforce, 2003). The educational assessment teachers in Kenya organize and conduct courses for all those involved in education of children with special needs. The professionals work with the parents and assessment professionals in the production of appropriate low cost Aids that can be used by learners with special needs to meet their individual needs. Barbara and Mutswanga (2015) stated that in order to identify the disability, assessment has to be done which means all important areas of the learners' performance have to be studied hence no single professional can meet the many needs of learners' with disabilities. Assessment needs to be comprehensive and multidisciplinary. The multi-disciplinary team consists of the learner, parents, the teacher, support personnel such as psychologists, occupational therapists, speech therapists, physicians and counsellor including Para-professionals. According to Madaus (1988), assessment consists of tests and procedures that provide information perceived by learners, parents, teachers, policy makers, or the general public as being used to make important decisions that immediately and directly impact upon learners' educational experiences and futures.

In Ghana, the National Policy on Disability (2006) and inclusive education policy of (2015) have emphasized the rights for all people with SEN and disabilities for inclusive education. The policy specifically recommended the setup of educational programmes in order to address preventative and family health care, early detection and assessment of impairments, family programmes to teach parents about the child's impairment and appropriate home care, and preschool opportunities, both in urban and rural areas (Agbenyega, 2003). The disability policy also requires that assessment centres be established in every district in the country because of the increasing incidence and emergence of new disability conditions around the globe. It is widely accepted that, inclusive education cannot be effectively implemented without assessment. Despite the importance of assessment to the education of learners with disabilities/SEN, it appears, in Ghana, assessment in special education has not attracted the needed attention in policy and in practice. It is sad to find that assessment centres are not even found at the regional levels talk less of metropolitan, municipal and district assemblies. It also appears little has been done to create awareness of the need for these assessment centres and there is lack of political will to create them. There is no single codified assessment policy in the Ghana education services. What exists is embedded in other disability policy documents. It therefore casts much doubt on the successful implementation of the inclusive education agendum. Studies on the role of special educational assessment policies and practices appear limited in the research literature in Ghana. It suffices to say that until date there is neither special educational assessment policies nor policies to enforce effective assessment practices in Ghana and this has informed the need for this study which aims to investigate teachers' views on assessment policies and practices in Ghana.

Purpose of the Study

The purpose of this study was to investigate teachers Perception of assessment policies and practices towards the implementation of inclusive education in Ghana.

Research Questions

The study was guided by the following questions.

- 1) What is the importance of educational assessment towards inclusive education?
- 2) What are the assessment policies and practices towards inclusive education?
- 3) How can educational assessment policies and practices be improved?

3. Methodology

This study was a quantitative survey of the teachers’ perspective on assessment policies and practices towards inclusive education in Ghana. The target population of the study was teachers in basic school in the Western region. The accessible population was the teachers in the Sharma district. The study involved 4 regular schools and a special school for children with intellectual disabilities in the Sharma district. The schools in Sekondi/Takoradi were put into three clusters, thus; Effian-kwesimitim Metropolitan Assembly (EKMA), Shama district, and Sekondi Takoradi Metropolitan Assembly (STMA). The Shama district was selected for the study and census approach was used to select all the teachers of the schools in which the study was conducted. The researcher used the census approach because the teachers in the school were not many and so the researcher involved all the participants in the study. Informed consent form was given to participants to complete before they take part in the study. This was to specify participants’ volunteerism and their freedom of exit anytime they wish to do so. The participants were also assured of confidentiality and anonymity. Thus, participants were assured that no information provided will be communicated to a third party and that the information they provide will only be used for the said purpose. In order to ensure anonymity, the participants were not asked to indicate anything that can make their identity easily known such as name rather pseudonyms was used instead of names in the analyses (Creswell, 2009). Questionnaire was used as a research instrument for data collection and the data was analyzed using (SPSS). Descriptive statistics was used in analyzing the data, specifically; frequency distribution tables and percentages were used to analyze the data.

4. Results

Table 1: Gender of Teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	29	55.8	55.8	55.8
	Female	23	44.2	44.2	100.0
	Total	52	100.0	100.0	

Table 1 shows the gender distribution of teachers who participated in this study. It is seen from the Table that out of the 52 (100%) teachers 29 (55.8%) were males and 23 (44.2%) of them were females. Thus, there were more males in this study than females.

Table 2: Age range of teachers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below 20	3	5.8	5.8	5.8
	20-29	8	15.4	15.4	21.2
	30-39	23	44.2	44.2	65.4
	40-49	12	23.1	23.1	88.5
	50-59	6	11.5	11.5	100.0
	Total	52	100.0	100.0	

The age-range of teachers is depicted in Table 2. Majority 23 (44.2%) of them were within 30 to 39 years, and 12 (23.1%) were within 40 to 49 years. Eight (15.4%) of them were in the 20 to 29 age brackets, and 6 (11.5%) and 3 (5.8%) were respectively within the 50 to 59 and below 20 age brackets.

Table 3: Level of Education

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	16	30.8	30.8	30.8
	Degree	24	46.2	46.2	76.9
	Masters	12	23.1	23.1	100.0
	Total	52	100.0	100.0	

Table 3 shows the level of education of teachers. It is seen that the majority of them 24 (46.2%) had their first degrees. Sixteen (30.8%) had diploma certificates and 12 (23.1%) had masters degrees. This shows that all the teachers were professionally trained.

Table 4: Schools in which the study was conducted

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	School A	12	23.1	23.1	23.1
	School B	11	21.2	21.2	44.2
	School C	10	19.2	19.2	63.5
	School D	10	19.2	19.2	82.7
	School E	9	17.3	17.3	100.0
	Total	52	100.0	100.0	

The distribution of teachers across the schools in which the study was conducted is depicted in Table 4. It is seen that 12 (23.1%) of the teachers were from School A, 11 (21.2%) from School B, 10 (19.2%) respectively were from School C and School D, and 9 (17.3%) were from school E. This is because the schools did not have an equal number of teachers and these numbers reflect the total number of teachers from the various schools that were selected for this study.

Table 5: Grade/Class

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Kindergarten	12	23.0	30.8
	Primary 1 – 3	24	46.2	69.2
	Primary 4 – 6	16	30.8	100.0
	Total	52	100.0	100.0

From Table 5, it is seen that 24 (46.2%) were teaching in Primary 1 to 3, 16 (30.8%) taught in Primary 4 to 6, and 12 (23.0%) taught in the kindergarten.

Table 6: Importance of Educational Assessment towards inclusive education

Educational assessment enables identification of disability and special educational need	1 (1.9%)	2 (3.8%)	49 (94.3%)
Its result informs where a child should be placed for educational services	•	3 (5.8%)	49 (94.2%)
It informs professionals of needed related services	1 (1.9%)	5 (9.6%)	46 (88.5%)
It informs professionals of concomitant conditions	2 (3.8%)	8 (15.4%)	42 (80.8%)
It plays crucial role in special and inclusive education	•	5 (9.6%)	47 (90.4%)
Educational interventions require assessment of a child’s strengths and weaknesses	1 (1.9%)	4 (7.7%)	47 (90.4%)
It can prevent secondary disabilities	5 (9.6%)	3 (5.8%)	44 (84.6%)
It informs parents about the educational needs of their children	21 (40.4%)	6 (11.5%)	25 (40.1%)
It makes special education multidisciplinary	6 (11.5%)	5 (9.6%)	41 (78.9%)

Table 6 shows the teachers’ responses to the importance of educational assessment towards inclusive education on a 3-point Likert scale. The responses show that the majority of the teachers 49 (94.3%) agreed that educational assessment leads to identification of disability and special educational needs, while 2 (3.8%) neither agree nor disagreed, 1 (1.9%) disagree to this. Similarly, 49 (94.3%) agreed that assessment results inform placement services for special needs children, and the rest 3 (5.8%) were ambivalent. Forty-seven (90.4%) responded that educational assessment plays a crucial role in special and inclusive education, and the rest 5 (9.6%) neither agree nor disagree. Another 47 (90.4%) agreed that assessment informs the need for intervention, while 4 (7.7%) neither agree nor disagree, only 1 (1.9%) disagreed to this. Forty-six (88.5%) of the teachers

agreed that educational assessment informs professionals of services needed for the special needs child, 5 (9.6%) neither agree nor disagree and only 1 (1.9%) disagreed to this. Again, 44 (84.6%) agreed that assessment can prevent secondary disabilities, 3 (5.8%) neither agree nor disagree and 5 (9.6%) disagreed to this. Also, 42 (80.8%) agreed that assessment informs professionals of concomitant conditions, 8 (15.4%) neither agree nor disagree and 2 (3.8%) disagreed to this. Forty-one (78.9%) agreed that assessment makes special education multidisciplinary, 5 (9.6%) were not sure while 6 (11.5%) disagreed with this. Finally, 25 (40.1%) agreed that assessment informs parents about the educational needs of their children, only 6 (11.5%) of them were undecided and the rest 21 (40.4%) of them disagreed to this.

Table 7: Teachers’ views on assessment policies and practices

Teachers’ views on assessment policies and practices	D F (%)	N F (%)	A F (%)
Assessment is a legal issue	6 (11.5%)	29 (55.8%)	17 (32.7%)
I know there are policies towards assessment of children with special needs	7 (13.5%)	5 (9.6%)	40 (76.9%)
I have read assessment policies for special needs children before	37 (71.1%)	7 (13.5%)	8 (15.4%)
There are no educational assessment policies for special educational needs in Ghana	7 (13.5%)	5 (9.6%)	40 (76.9%)
I know of an educational assessment centre in Ghana	29 (55.8%)	6 (11.5%)	17 (32.7%)
I know of an educational assessment centre in my district/region	47 (90.4%)	4 (7.7%)	1 (1.9%)
Much is being done to establish educational assessment centres in Ghana	47 (90.4%)	1 (1.9%)	4 (7.7%)
Awareness is being created about the need for educational assessment of children with special needs	47 (90.4%)	•	5 (9.6%)
Educational assessment should be the first step towards inclusive education	3 (5.8%)	3 (5.8%)	46 (88.4%)
I have witnessed educational assessment for children with special needs	46 (88.4%)	3 (5.8%)	3 (5.8%)
I have participated in educational assessment for children with special needs	40 (76.9%)	•	12 (23.1%)
Educational assessment for children with special needs is done only by teachers	29 (55.8%)	6 (11.5%)	17 (32.7%)
Other professionals participate in the educational assessment of children with special needs	19 (36.5%)	9 (17.3%)	24 (46.2%)
Parents are key stakeholders in the educational assessment of SEN children	8 (15.4%)	5 (9.6%)	39 (75.0%)

From Table 8, it can be seen that 46 (88.4%) of the teachers agreed that educational assessment should be the first step towards inclusive education, while 3 (5.8%) neither agree nor disagreed, another 3 (5.8%) disagreed to this. Forty (76.9%) agreed there are policies towards assessment of children with special needs, 5 (9.6%) neither agree nor disagree and 7 (13.5%) disagreed to this. Again, 40 (76.9%) agreed there are no educational assessment policies for special educational needs in Ghana, 5 (9.6%) neither agree nor disagree and 7 (13.5%) of them disagreed to this. Also, it

can be seen that 39 (75.0%) agreed that parents are key stakeholders in assessment of children with special needs, while 5 (9.6%) were not sure about this 8 (15.4%) of them disagreed. It could be seen that 29 (55.8%) of the teachers were not sure whether assessment is a legal issue or not, only 17 (32.7%) of them agreed to this and the rest 6 (11.5%) disagreed to this. Other responses show that 47 (90.4%) of the teachers disagreed that there is an assessment centre in their districts or regions, 4 (7.7%) of them neither agree nor disagree and only 1 (1.9%) of them agreed to this.

Another 47 (90.4%) disagreed that much was being done to establish assessment centres, only 4 (7.7%) agreed to this and 1 (1.9%) was not sure. Also, 47 (90.4%) of them disagreed that there are efforts to create public awareness of the need for educational assessment of special needs children, and only 5 (9.6%) of them agreed to this. Forty-six (88.4%) of the teachers said they had not witnessed educational assessment of special needs children before, and 3 (5.8%) each of the rest of the respondents neither agree nor disagree or agree to this respectively. It can also be seen that 46 (88.4%) of the teachers claimed that they have not witnessed educational assessment for special needs children, only 3 (5.8%) of the rest respectively agreed or were ambivalent of this proposition. It is evident again from the Table that 40 (76.9%) of the teachers said they had not

participated in educational assessment of special needs children before and 12 (23.1%) of them agreed to this. Thirty-seven (71.1%) of the teachers disagreed that they had read assessment policies for special needs children before, 7 (13.5%) neither agree nor disagree, and 8 (15.4%) agreed to this. The Table makes it apparent that 29 (55.8%) disagreed that they know of educational assessment centre in Ghana, 6 (11.5%) neither agree nor disagree and 17 (32.7%) of them agreed to this and this was also the case to the proposition that educational assessment for children with special educational needs is only done by teachers. Finally, 24 (46.2%) agreed that other professionals participate in the educational assessment of children with special needs, 19 (36.5%) disagreed and 9 (17.3%) neither agree nor disagree to this.

Table 8: Ways to improve educational assessment of special needs children towards inclusive education

Ways to improve educational assessment of special needs children towards inclusive education	D F (%)	NF (%)	AF (%)
Teachers should be knowledgeable about educational assessment	8 (15.4%)	5 (9.6%)	39 (75.0%)
Parents should cooperate with teachers in referring their children to professionals	15 (28.8%)	6 (11.5%)	31 (59.6%)
There should be frequent screening of all children	14 (26.9%)	5 (9.6%)	33 (63.5%)
Assessment centres should be created to serve the needs of teachers, parents and children	4 (7.7%)	6 (11.5%)	42 (80.8%)
Assessment policies should be available to inform practise	3 (5.8%)	3 (5.8%)	46 (88.4%)
Public awareness should be created about assessment policies and practices	7 (13.5%)	15 (28.8%)	30 (57.7%)
There should be professional collaboration to make educational assessment exhaustive	-	6 (11.5%)	46 (88.4%)

Table 8 shows the teachers' responses to the ways to improve educational assessment of special needs children towards inclusive education. From the Table 46 (88.4%) of the teachers agreed to the need for professional collaboration to improve upon assessment practices, only 6 (11.5%) of them were undecided on this. Another 46 (88.4%) agreed to the need to make assessment policies available to inform practice, and 3 (5.8%) each respectively disagreed or were not sure of this item. Forty-two (80.8%) agreed to the need to create assessment centres to serve the needs of teachers, parents and children, 6 (11.5%) of them neither agree nor disagree and 4 (7.7%) of them disagreed to this. It can also be seen from the Table that 39 (75.0%) agreed that teachers should be knowledgeable about educational assessment, whereas 5 (9.6%) neither agree nor disagree, 8 (15.4%) disagreed to this. Also, 33 (63.5%) of the teachers agreed that there should be a frequent screening of all children, 5 (9.6%) neither agree nor disagree and 14 (26.9%) disagreed to this. Also, 31 (59.6%) agreed to the need for parents to cooperate with teachers in referring their children to professionals however, 15 (28.8%) disagreed to this and 6 (11.5%) were undecided. Finally, it is seen that 30 (57.7%) of the teachers agreed that there should be public awareness of assessment policies and practices, meanwhile, 15 (28.8%) of them neither agreed nor disagreed and the rest 7 (13.5%) disagreed to this.

5. Discussions

Importance of Special Educational Assessment

This shows that the importance of educational assessment to inclusive education include identification of disability and special educational needs, educational placement, plays special role in inclusive education, identification of a learner's strengths and weaknesses needed for intervention, informs professionals of concomitant conditions and the need for related services, prevention of secondary

disabilities, and it highlights the multidisciplinary nature of special education. These findings support earlier literature that assessment leads to precise identification of an individual pupil's special educational needs (Watkins, 2007) and identification of learner's with disabilities as early as possible, refer learners with special needs to educational facilities, and provide professional services for learner's in ordinary schools (Republic of Kenya, 2005). The findings also corroborate the views of Pandey and Pandey (2017) that one of the most influential issues in implementing inclusive education is identification and assessment.

Teachers' views on assessment policies and practices

It can therefore be concluded that the teachers agreed that there are policies towards assessment of children with special needs, educational assessment should be the first step towards inclusive education, and parents are key stakeholders in the educational assessment of children with special educational needs. Majority of the teachers however did not know about the assessment policies and practices for learners with special educational needs. Their responses show that they had not read assessment policies before, agreed there are no educational assessment policies for special needs children, did not know of educational assessment centres, little is being done to create assessment centres, lack of awareness creation, they had neither witnessed nor participated in special educational assessment before, and their belief that educational assessment for children with special needs is done only by teachers. The findings corroborate the views of Watkins (2007) that, countries have clear legal procedures for the initial identification of the educational needs of pupils who are experiencing difficulties, and that all counties are currently facing a range of challenges in relation to their assessment policy and practice in inclusive primary schools. These challenges as found in this study include lack of knowledge of assessment policies, lack or inadequate assessment

centres, the slow pace in creating assessment centres, lack of teacher experience in educational assessment, and their belief that educational assessment for children with special needs is done only by teachers. Since assessment centres are not there or woefully inadequate, the problem of correct diagnosis of learners with disabilities will continue to be a barrier to the implementation of inclusive education (Priyanka & Samia, 2018).

How to Improve Assessment for Learners with SEN

These responses show that the teachers agreed to the need to make assessment policies available to inform practice, need for professional collaboration, creation of assessment centres, teachers being knowledgeable about educational assessment, need for frequent screening, parental cooperation with teachers and the need to create public awareness. Earlier literature suggested that detailed assessment should involve more professionals (Watkins, 2007). Barbara and Mutswanga (2015) who stated that identification of children with disability involves assessment of all the important areas of the pupils' performance and hence the need for more professionals to meet the many needs of people with disabilities. As such, the need for professional collaboration as found in this study and the Koech Report (Republic of Kenya, 1999) which emphasized the need of assessment personnel to support parents and their children.

6. Conclusion

The move towards inclusive education can be hindered if assessment policies and practices are not given the attention they deserve. In Ghana, despite efforts towards inclusive education, assessment has not attracted the needed attention in policy and practice and it is therefore no surprising that teachers are not even aware of the assessment policies and practices in the country. This can be a setback for every effort towards inclusive education. Generally, teachers require procedural knowledge as well as craft knowledge that allows them to differentiate instruction in response to the variable learning needs among diverse learners, including learners with disabilities (Buell et al., 1999; Vaughn, Hughes, Schumm, & Klinger, 1998) cited in (Black, & Simon, 2013). There is therefore a need to create assessment centers, sensitize and train teachers as well as other professionals and equip them with the right tools and materials to conduct effective special educational assessment for diverse learners in Ghana. Also, the school should be flexible to accommodate and adapt to the needs of the learner rather than insisting that the learners must fit into the pre-existing school structure with minimum modifications.

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