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Intervention Practices in Kokebe Tsibah Special Unit for Children with Intellectual Disabilities: An Ethiopian Experience

Abstract

This paper focuses on the intervention practices of Kokebe Tsibah special unit for children with intellectual disabilities. The data were collected through interview of three teachers who served for 20 years in the unit, observation of teachers and children, and analysis of documents. Qualitative data analysis was employed to analyze the data. The results indicated that children with intellectual disabilities received interventions in the form of educational, adaptive skills and vocational intervention. Teachers practice intervention in the unit by providing educational intervention, adaptive skills training and vocational training for children with intellectual disabilities. Considerable results are recorded through the application of these intervention practices. Stakeholders should fully involve in the intervention of children with intellectual disabilities.

Key words: Intellectual disabilities; intervention; educational intervention; adaptive skills; vocational skills.

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