

Abstract

This study examined the Educational Support provided for autistic children in an Inclusive Education setting in primary schools in KCCA. It was guided by the following objectives; to establish the number of autistic children enrolled at school and the perceived challenges influencing enrollment in inclusive primary schools. It examined the infrastructural support and instructional support available for autistic children in inclusive primary schools. It sought to establish the level of teachers' knowledge of autism in children and their level of satisfaction with education provisions for autistic children in inclusive primary schools in KCCA, to establish the relationship between teachers' knowledge of autism in children and their level of satisfaction with education provisions for autistic children in inclusive primary schools in KCCA. The study employed mixed methods approach utilizing the descriptive design to collect data from a total of 316 respondents who included head teachers; teachers and parents of autistic children from the sampled inclusive primary schools. Teachers were randomly selected whereas head teachers and parents of autistic children purposively selected. Survey, interview and observation were used to collect data. Content analysis, descriptive statistics and correlation analysis were used to analyze data. The findings show that children with autism decline in number as they progress in upper classes. The established perceived challenges that influence enrollment of autistic children in inclusive primary schools are stigma due to disability, cultural beliefs and practices, Lack of knowledge about disability among parents and the routine of commuting to school. In the view of the findings the study concludes that teachers have limited knowledge of autism and are slightly satisfied with the available education provisions for autistic children in inclusive primary schools; further it was established that there is very limited infrastructural support and instructional support for autistic children in inclusive primary schools in KCCA. There is a strong significant negative relationship between teacher's knowledge of autism in children and their satisfaction with education provisions for autistic children in inclusive primary schools. Therefore it recommended that there is need for community sensitization about autism, teachers should be equipped with knowledge about autism and its related pedagogical requirements, primary schools should be modified to be inclusive without exception. The study recommends home involvement, inclusive primary school and Ministry of education active partnership to enhance successful inclusive education for autistic children.