**UNDERSTANDING THE EXPERIENCES OF CHILDREN WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES IN INCLUSIVE SCHOOLS IN ACCRA, GHANA**

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**Abstract**

**Background and Objective:** The importance of ensuring and inclusive and equitable education for all children has been endorsed by the United Nations Convention on the Rights of Persons with Disability and the 2030 Agenda for Sustainable Development (United Nations, 2006; United Nations Development Group, 2015). However, children with intellectual and developmental disabilities (IDD) are often excluded from inclusive systems due to the unique challenges they often present in terms of behavior, learning needs, and required support (Lovannone, Dunlap, Huber, & Kincaid, 2003). Ghana continues to face challenges in implementing inclusive education (Ametepee & Anastasiou, 2015). This presentation will share the results of a study that sought to understand the experiences of children with intellectual and developmental disabilities in four inclusive schools in Accra, Ghana.

**Methods**: A qualitative approach was adopted using observations and semi-structured interviews with 16 children (9-16years) with IDD. We utilized the constant comparison method to analyze data for analysis.

**Results:** We provide insights from children’s experiences relating to individual characteristics, immediate environments and interactional patterns within their immediate environments.

**Discussion/Conclusion**: Children’s insights about their experiences in inclusive systems can inform targeted practices to strengthen inclusive education systems across the globe.