**Addendum C Project Plan**

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| Name: Abigail East | | Email: east.abigail@gmail.com |
| Field: Kibera, Nairobi, Kenya | | |
| Term: Spring 13’ | Dates: 03/2013-07/2013 | City/Country: Nairobi, Kenya |

1. Project title.

MENTAL DISABILITY IN KIBERA SLUM AND COMMUNITY INCLUSION

2. Topic or issue.

I am interested in studying adults and children living with mental disabilities and their level of involvement in familial and communal life. I'd then like to discover strategies on how to increase the levels of involvement. If possible, I would like to involve several case studies (preferably involving people with ASD (autism spectrum disorders), Down's syndrome and mental retardation (slight or moderate). I have a background in working with children with Autism Spectrum disorders. I know that mental disability is a hurdle worldwide, especially in the developing context.

3. Textual resources.

Disabilities and the majority world context

Ingstad, B. (2001). Disability in the developing world. In G. Albrecht, K. Seelman, & M. Bury (Eds.),*Handbook of disability studies.* (pp. 772-793). Thousand Oaks, CA: SAGE Publications, Inc. 19 pages

Partnership in Action: Introducing family-based intervention for children with disability in urban slums of Kolkata, India. 38 pages

Uy Koe, D. Living with Autism on a Budget in Autism news of Orange County and the rest of the world. Summer 2012 volume 6 issue 3. [Philippines}

Hugo, C.J., Boshoff, D.E.L, Traut, A., Zungu-Dirwayi, N., Stein, D. (2003) Community attitudes toward and knowledge of mental illness in South Africa. Soc Psychiatry Psychiatr Epidemiol 38 : 715–719.

Groce, N.E., Trasi, R. Rape of Individuals with Disability in the Age of AIDS: The Folk Belief of “Virgin Cleansing.” Global Health Division Yale School of Public Health. 2 pages

Gruenberg, E.M., Archer, J. Abandonment of Responsibility for the Seriously Mentally Ill Author(s): The Milbank Memorial Fund Quarterly. Health and Society, Vol. 57, No. 4, Deinstitutionalization: The Evolution and Evaluation of Health Care Policy in the United States and Great Britain (Autumn, 1979), pp. 485-506. 23 pages

Disability and Sub-Saharan Africa

Crabb, J., Stewart, R.C., Kokota, D., Masson, N., Chabunya, S., Krishnadas, R. Attitudes towards mental illness in Malawi: a cross-sectional survey.

Mutua, K., Dimitrov, D. Prediction of School Enrolment of Children with Intellectual Disabilities in Kenya: the role of parents’ expectations, beliefs, and education. *International Journal of Disability, Development and Education, Vol. 48, No. 2, 2001* 14 pages

Hooper, M. Motivating Urban Social Movement Participation: Lessons from Slum Dweller Mobilization in Kurasini, Dar Es Salaam” Stanford University and University of Oxford. Development Studies Association (DSA) Conference. London. 2008

Parent’s reactions to disability and Familial Inclusion

Ferguson, P.M. A Place in the Family: An Historical Interpretation of Research on Parental Reactions to Having a Child with a Disability. The Journal of Special Education Vol. 36/No. 3/2002/Pp. 124–131. University of Oregon.

Community inclusion

Bernard-Opitz, V., Mumm, G. Autism news of Orange County and the rest of the world. Summer 2012 volume 6 issue 3. 40 pages

Fennick, E., & Royle, J. (2003). Community Inclusion for Children and Youth with Developmental Disabilities. Focus On Autism & Other Developmental Disabilities, 18(1), 20.

2010. Community Inclusion for Adults with Autism: Guidance for Providers in Pennsylvania Eastern Region ASERT at Lehigh University and Community Adult Autism Partnership Program at Devereux CARES. Bureau of Autism Services PA Dept of Public Welfare. Harrisburg. 170. pages.

Pearsons, M.B., Reid, D.H. Lattimore, L.P. Increasing Independence of Adults With Autism in Community Activities: A Brief, Embedded Teaching Strategy Pract. 2009 Fall; 2(2): 40–48. Published online Fall 2009. PMCID: PMC2859800

2010 Community Inclusion for Adults with Autism Guidance for Providers in Pennsylvania Eastern Region ASERT at Lehigh University and Community Adult Autism Partnership Program at Devereux CARES. 170 pages

Jordan, M. Supporting Individuals with Autism Spectrum Disorders: Quality Employment Practices. The Institute Brief, Issue No. 25. 2008. 17 pages

4. Variables.

Cultural attitudes toward mental disabilities toward children who have mental disabilities in Kenya

How did the parents feel about the discovery that their child was mentally handicapped?

Reaction what did they do how did they deal with it

How did it affect their marriage, relationship with family, relationship with where they lived

Differences between rural and urban perspectives on involvement and toward mental disabilities in general

Parents/resources availability and parent interest

1. focus: how did these people relate to their families and involvement in family and community

2. how that can be improved

Defining inclusion; building a criteria for inclusion

5. Research question.

What are the levels of familial and community involvement of mentally disabled people in Kibera slum?

6. Community relevance.

This is a topic that has not been extensively researched, especially not in the context of the majority world. Both organizations are interested in having more resources that are contextually appropriate and that will help them better understand the demographic they are serving.

7. Population and Site(s).

Population: individuals age 3-35 with mental disabilities [mental retardation, ASD (Autism Spectrum Disorders), Down’s syndrome]

Where: Kibera Slum, Nairobi; contacts via NBM Inclusive Centre

What: Levels of familial and community involvement

Why: To increase level of involvement and resources in Kibera slum for this marginalized population

8. Methods.

Materials collection on the topic of interventions. Case studies through interviews with parents of children with mental disabilities and field notes. Interviews of practitioners regarding background and introduction of topic, connecting to resources. Interview questions are attached.

9. Research guide and assistants.

I will need a research assistant mainly in translating the main content of the paper. In gathering information friends can help me translate key words or questions that I may not be able to translate.

10. Ethical considerations.

I will interview parents and instructors that I previously didn’t know. I will spend time to have tea with them and then give parting gifts with a copy of the drafted manuscript. I will protect the rights of the informants by not using their real names in the manuscripts.

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| Research Task | Begin | Complete |
| Choose Research topic | 20/01/2013 | 20/02/2013 |
| Visit NBMIC and Kaizoria Centre | 28/02/2013 | 14/03/2013 |
| Find resources and past work on subject | 25/02/2013 | 19/03/2013 |
| Visit BuruBuru Baptist, Heshima Centre | 20/03/2013 | 27/03/2013 |
| *Meet with Estelle to review progress* | 20/03/2013 | 27/03/2013 |
| Update NBM and Kaizora on progress | 28/03/2013 | 30/03/2013 |
| Find parents to interview, schedule | 27/03/2013 | 01/04/2013 |
| Teacher, administrator perspective interviews | 01/04/2013 | 06/04/2013 |
| Begin Parent Interviews | 08/04/2013 | 20/04/2013 |
| Record interviews and edit | 07/04/2013 | 18/04/2013 |
| *Meet with Estelle to review progress* | 20/04/2013 | 23/04/2013 |
| Write 1st Draft | 01/04/2013 | 03/05/2013 |
| 1st Draft peer proofreading | 04/05/2013 | 13/05/2013 |
| Editing Draft | 13/05/2013 | 20/05/2013 |
| NBM and Kaizora review draft | 21/05/2013 | 31/05/2013 |
| Thank you gifts to families and organizations | 25/05/2013 | 31/05/2013 |
| Write 2nd Draft | 01/06/2013 | 12/06/2013 |
| *Meet with Estelle for Editing* | 16/06/2013 | 19/06/2013 |
| Final Draft Submission | 20/06/2013 | 30/06/2013 |
| Translation of Final Draft into Swahili | 01/07/2013 | 15/07/2013 |

12. Budget. Potential items needed to complete the project, cost estimates for each item.

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| Item | cost in usd |
| Printing resources | 10.00 |
| Transportation to site | 10.00 |
| Translation of Report into Swahili | 12.00 |
| Thank you gifts(biscuits and mango) | 15.00 |
| TOTAL | $47.00 |

13. Research product.

From this research will come a professional report for the organizations involved as well as for Global Autism Project. The main product will be a Senior Thesis for submission to Azusa Pacific to fulfill requirements for the master’s degree.

14. Community benefits. In what ways might the study benefit either the research participants or the community organization working on their behalf?

Parents will be connected with resources if interested. Organizations will better understand the needs of the community and be able to serve and meet those needs in a more effective way. Empowerment by putting the research back into the hands of the people it came from.

*I understand that this proposal will likely undergo one or more revisions while on the field. The final version will have the signatures of my project guide, and be reviewed by my program supervisor prior to undertaking the research.*

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| --- | --- |
| Signature of Project Guide | Date |
| Name of Project Guide |  |
| Investigator Signature | Date |
| Investigator Name |  |
| Signature of Program Supervisor | Date |
| Name of Program Supervisor |  |