Examining the Effect of Checklist Assessment Approach on English Language Reading Readiness of Children in Class One at Kericho Rehabilitation School, Kenya.

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Abstract

English Language Reading Readiness (ELRR) is preparation of children by giving them the chance to improve the ability to listen, and speak effectively, to apply the desired vocabulary, and develop the appropriate academic readiness skills. English Language Reading Readiness is of great importance in improving equity in access to learning language and education results, particularly for juvenile delinquency. Children in rehabilitation schools have a vital social issue that every Nation tries to contain its control amongst the clear evidence, with the correct nurturing such as psychotherapeutic interventions is not provided to the young offenders, they may eventually graduate to hardcore criminals. Assessment is an essential element of education used to inform instruction. A checklist is a tool that states specific criteria and allow teachers and learners to gather information and to make judgment about what learners know and can do in relation to the learning outcomes. This process is most commonly discussed with respect to children in developmental psychology. The objective of the study was to examine the effect of the checklist assessment method on English Language Reading Readiness of children in class one at Kericho Rehabilitation School. The study also utilized the hypothesis which stated that there is no significant difference between the mean score of the group of children assessed without using the checklist assessment method and the mean score of the group assessed using the checklist assessment method in English Language Reading Readiness of children in class one at Kericho Rehabilitation School. However, little research has been done on the effect of checklist assessment method on English Language reading readiness in rehabilitation schools setting. The study adopted a case study research design that utilized a quasi-experimental design. The target population included 1 Head teacher, 3 teachers and 25 learners in class 1 at the Kericho Rehabilitation School. Data collection was done using a combination of an English Language Reading Readiness Test, a questionnaire, document analysis and observation. The data was analyzed both descriptively and inferentially. The findings revealed that the null hypothesis was rejected and adopt the alternative hypothesis. The results show that the children's performance in English Language Reading Readiness can be improved when the teachers use modeling discipline management method in rehabilitation schools.

Key Words: *Kenya, Kericho Rehabilitation School, Assessment, Checklist, Case study*

Introduction

Reading is an extraordinary thing. It is one of the most important skills acquired in early childhood. And while it's distinctly unnatural, it forms an intrinsic part of our lives. Fiester (2010) argues that English language reading readiness assessment typically refers to assessment of young children around school entry right before kindergarten, at kindergarten entry, or very early in the kindergarten year. According to Maxfield (2010), assessments can assist kindergarten teachers improve classroom instruction by showing children's strengths and weaknesses. Checklist is an important component of classroom assessment, which field has further developed specialized techniques involving young children's learning.

Kericho Rehabilitation School is one of the ten Children's Correction and Rehabilitation Centres in Kenya that are run by the Department of Children's Services. The Department also runs twelve Children's Remand Homes as well as three Children's Rescue Centres. These institutions have various rehabilitation programmes, carried over from the colonial administration, including education service to Kenyan juvenile children, aged 10 – 12 years who are found to be in conflict with the law.

Statement of the Problem

Kericho Rehabilitation School caters for the rehabilitation of boy-children between the ages of 10 - 12, but the overall effect of these programmes is rather weak because the mechanisms in place often lean more towards behavior adjustment rather than address the existing English language Reading Readiness in learning situations (Kinyua, 2014). A survey conducted by Uwezo Kenya (2009-2013) on monitoring learner achievement indicates that for the first three years, the state of literacy skills in Kenya is grim. It exposed that actually nationally; only 3 out of 10 children in class 3 can do the work of class 2. A whopping 4.6% and 0.9% of children in class 3 and 8 respectively cannot read at all! (Uwezo, 2013: 8). There was also a general drop in comprehension levels. The number of children in class 4-5, for example, who cannot read and comprehend a class two level story increased to six out of ten in 2012 from five out of ten in 2011 (ibid: 15), seven out of 100 children in class 8 can neither read a simple story in English nor Kiswahili (ibid: 3). This further motivated the researcher to conduct the study in a boy's school and in a rehabilitation setting. Therefore, the current study sought to address the effect of method on English language reading readiness of children in class one in Kericho Rehabilitation School.

Objective of the Study

The study sought to determine the effect of checklist assessment practice on English Language Reading Readiness of children in class one at Kericho Rehabilitation School, Kenya.

Hypothesis of the Study

The study sought to establish that:

$H_{O1:}$ There is no significant difference between the mean score of the group of children assessed without using the checklist assessment practice and mean score of the group of children taught using the checklist assessment practice on English Language Reading Readiness of children in class one at Kericho Rehabilitation School.

Significance of the Study

The findings of this study may help the Ministry of Education (MOE) to formulate and implement classroom practices for class one learners in the rehabilitation schools. The findings of this study may be useful to the Kenya Institute of Curriculum Development (KICD), in coming

up with appropriate and clear policies to guide learning in rehabilitation schools to enhance English Language Reading Readiness. Teachers may also use the findings to develop standardized classroom practices for rehabilitation schools. It is also believed that the data generated will constitute part of the knowledge pool from which future research can borrow and form a basis for further related research.

Review of Related Literature
Concept of English Language Reading Readiness
According to UNICEF (2012) there are three segments of English Language Reading Readiness which consist of: Ready children (focusing on children's learning and development), Ready schools (focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children) and Ready families (focusing on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school). All three segmentations are of significance and must work in tandem, because English language reading readiness is a period of transition that needs the interface between individuals, families and systems. The recent literature has a common theme that English language reading readiness is an 'encompassing' concept, which includes cognitive, socio-emotional, and physical components (Janus & Offord, 2007).

Research studies on the prevalence of speech and language impairments propose that approximately 7% of children in primary schools usually exhibit difficulties (Law**,** Boyle, Harris, Harkness & Nye, 2000a; Tomblin, Records, Buckwalter, Zhang, Smith, & O'Brien 1996). Increasingly it is recognized that children with identified language challenges have low academic performance in comparison to their peers in secondary and primary schools. (Stothard, Snowling, Bishop, Chipchase, and Kaplan, 1998; Conti- Ramsden, Durkin. Simkin, Knox, 2001; Conti-Ramsden, Durkin, Simkin& Knox, 2009). There are now distinct causal associations between a child's degree of language and communication development at school entry age and how this impacts on their literacy learning and resultant attainment (Catts, 2002; Catts & Kamhi, 2005; Nathan, Stackhouse, Goulandris, & Snowling, 2004). However, as with typical development, there is variation in how children with speech and language impairment progress. Lately, there has been a major concern on late development of language in early readers. Until relatively recently, concerns about the development of language were purely the responsibility of the parent and the early years practitioner (health visitors, early educators, speech and language therapists, psychologists and the like).

Concept of Classroom Practices
Classroom practices have been viewed largely as any steps taken by teachers to present the environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006). Rules and routines are powerful preventative elements to classroom organization and management plans because they create a behavioural context for the classroom that includes what is expected, what will be reinforced, and what will be re-taught if inappropriate behaviour occurs (Colvin, Kameenui & Sugai, 1993). This prevents problem behavior by giving students particular, appropriate behaviours to engage in. Monitoring student behaviour permits the teacher to acknowledge students who are attaining in appropriate behaviour and eliminate misbehaviour from progressing (Colvin, Sugai & Patching, 1993).

According to Evertson and Weinstein (2006), the main parts of classroom practices comprise of: (1) classroom organization resources; (2) teaching methodologies; (3) classroom assessment practices; (4) discipline management; (5) organizing and planning; (6) conducting instruction and maintaining momentum; and (7) getting the year off to a good start. For the purpose

of this review, universal or whole-class classroom practices is described as a composition of instructional and non-instructional classroom procedures implemented by teachers in classroom settings with all students for the aim of teaching cognitive and pro-social behavior as well as preventing and minimizing inappropriate behaviour.

Link between Classroom Practices and English Language Reading Readiness
An effective management of a classroom is closely for prevention measures. Children's behaviour is moulded by environment's social context during the process of development (Kauffman, 2005). Most behavioural disorders start with orbecome bad through behavioural practices such as reinforcement, modeling, extinction, and punishment (Kauffman, 2005; Patterson, Reid, & Dishion, 1992). The classroom set-up performs a major part in the emergence and persistence of behaviour aggression. Early intervention and appropriate treatment for students at-risk for Emotional and Behavioral Disorders (EBD) is crucial to eliminate further occurrences of fatal behaviours developing (Kauffman, 2005; Greer-Chase, Rhodes, & Kellam, 2002). The progression and malleability of maladapted behaviour is mostly affected by teacher's classroom management practices in the very initial grades (Greer-Chase, Rhodes, & Kellam 2002).

Research depicts that aggressiveness of students is determined by either aggressive nature or classroom disruptions environments which are most likely to be aggressive in later grades (Greer-Chase, Rhodes & Kellam, 2002). English language reading readiness involves the quality of the school environment that has been associated with greater rates of student retention due to a well-diversified system of enhancing English language reading readiness (Lloyd, Mensch, Clark, 2000). Research studies have showed that much positive perceptions of classroom structure and overall school environment by children in class one have closely associated with high academic engagement due to high level of language readiness (Valeski & Stipek 2001).

Assessment Practices and English Language Reading Readiness
Fiester (2010) argues that English language reading readiness assessment typically refers to assessment of young children around school entry right before kindergarten, at kindergarten entry, or very early in the kindergarten year. The tools described as language readiness assessments vary in their purposes and designs. Teachers of young children assess children's skills to help teachers adapt their teaching. The information is gathered on all children because the teacher needs to know the strengths and needs of each child in the class, not just some. Assessments are often informal, such as teacher observations or children's work samples, but may also include more formal assessments. The content of assessments for this purpose should be closely tied to the classroom curriculum (Torre, 2004).

According to Maxfield (2010), assessments can assist kindergarten teachers improve classroom instruction by showing children's strengths and weaknesses. Well-prepared teachers assess children's skills throughout the day, for example, by taking a picture of a child's block structure or writing a note at the end of the day about two children's social interaction. Focusing on language readiness assessment for the purpose of improving learning can support good teaching practices. These assessments also help families understand their children's developmental status. The reason is that screening serves to establish whether a child's development is within the parameter of what is expected of the child at that particular age, not whether the child is learning particular concepts covered in a curriculum. Screening tools can tell parents, teachers, and specialists whether a child's development is within the parameter of expectations the child should

be referred for a more in-depth evaluation. Screenings, however, cannot positively identify children with special needs (Gilliam, 2001).

Effect of Assessment Practices on English Language Reading Readiness of Children
The researcher examined the effect of assessment practices on English language reading readiness of children by investigating the practices used to monitor the teaching and learning of English language in class one. To be effective, assessment must recognize the diversity of learners and allow for differences in styles and rates of learning. To accurately assess English language learners, variations in students' English language skills, along with the other growth and development variations based on their age, must be considered. Developmentally appropriate assessment calls for the use of a range of assessment strategies because English language learners need a variety of ways to demonstrate their understanding. The lower the language proficiency, the more important it is to use assessment techniques beyond pencil and paper tasks. Developmentally appropriate assessment provides opportunities for students to show what they know in an environment in which it is safe to take risks associated with learning.

The researcher observed that the teacher always relied on written examinations and Continuous Assessment Tests (CATs) to assess the progress of the children in English language, including the reading readiness. The study noticed that the assessment was based on the examinations that were being given to learners in the whole school either monthly on even termly. It was also revealed that the examinations that were being given to the children had not been set by the teachers, instead, the examinations were being bought from the shops in Kericho town. The children in class one had no interest at all in the examinations that were given by teachers, especially the teacher of English language because the examinations tended to be very hard. The teachers seemed to accept the practice since it saved them time for setting after teaching. The researcher also observed that revision of examinations done was very haphazardly done, with children just being read the correct answers to. The clearners semed not to care whether they got the examination correctly or not.

The Checklist Assessment Tool
Assessment is an essential element of education used to inform instruction (Wren, 2004). The first step in implementing good reading instruction is to determine student baseline performance. Learners enter the classroom with diverse backgrounds and skills in literacy. Some learners may enter the classroom with special needs that require review of basic skills in reading, while other children may have mastered the content a teacher intends to cover. Due to these various learner levels, it is necessary to design literacy instruction to meet the individual needs of each child. Individual needs can be determined by initial and ongoing reading assessments. These assessments provide teachers with the information needed to develop appropriate lessons and improve instruction for all children, including those with disabilities (Rhodes & Shanklin, 1993). The information gained from appropriate assessment enables teachers to provide exceptional children with improved access to the general education curriculum. A checklist is a tool that states specific criteria and allow teachers and learners to gather information and to make judgement about what learners know and can do in relation to the learning outcomes. For the purpose of this study, the researcher's checklist will entail the teacher preparing a checklist of children's names against spelling of simple words, correct identification of letters of the alphabet, correct identification of letter sounds, correct reading of simple words, and correct writing of simple words.

Methodology
Research Design
The research design of a study describes the principal approach that researchers use to respond to their research questions (Polit & Beck, 2010). The study adopted a case study research design because the study was done in one institution that utilized a quasi-experimental design where the phonics instructional method was the independent variable while the English Language Reading Readiness of the children was the dependent variable. For the purpose of this study, a one group pre-test post-test quasi-experimental design was used. This is because the subjects could not be randomly assigned to either the experimental or the control group and the researcher couldn't control which group would get the treatment. In other words, participants were not entitled to the same opportunity of being in the control or the experimental groups, or of receiving or not receiving the treatment (Best & Kahn, 2003). In this study, there was only one selected group under observation, with a careful measurement being done before applying the experimental treatment and then measuring after.

Target Population

Kericho Rehabilitation School is the only school in Kenya that offers educational and rehabilitation programmes for boys in class one to three who are admitted to the school through a judicial process. Polit and Beck (2010) contend that quantitative researchers should select the largest sample possible so that it acts as a representative of the target population. Since the study was about children in standard one, the researcher used all the 25 children in class one. Additionally, all the four teachers and the head teacher were included in the study.

Data Collection Instruments
The researcher used a triangulation approach to collect data from the respondents. In this case, data collection was done using a combination of an English Language Reading Readiness Test, a questionnaire for head teacher and teachers, document analysis on the availability/non-availability of the various documents and records used by teachers and other school departments in class one and observation schedule for classroom teaching.

Data Collection Procedures
Before the start of data collection, the researcher obtained an introductory letter from University of Nairobi, School of Graduate Studies, authorizing implementation of the study. A permit from the National Commission of Science, Technology and Innovation (NACOSTI) and permission from the Department of Children's Services to carry out the study was also acquired. The researcher then proceeded to the rehabilitation school where he sought audience with the head teacher and Manager for reconnaissance. The teachers and the head teacher were issued with the questionnaires to respond to. The researcher allowed the respondents sufficient time to accurately fill in the copies of the questionnaire with the required information after which the documents were collected for data extraction and analysis.

The Findings
The study sought to establish the effect of the checklist assessment approach on English Language Reading Readiness of children in class one at Kericho Rehabilitation School through the following null hypothesis:

H_{OI}:   There is no significant difference between the mean score of the group of children assessed without using the checklist assessment approach and mean score of the group of children assessed using the modeling discipline management on English Language Reading Readiness of children in class one at Kericho Rehabilitation School.

Children's Pre-test performance in English Language Reading Readiness test
In the study, the pre-test was administered to the fourteen children in order to establish their level of performance in English Language Reading Readiness before administering the intervention. The individual children's mean scores for the pre-test results were obtained by marking the children's test out of 10 marks per every item. Table 1 presents the results of the children's marked scripts for the pre-test English Language Reading Readiness test.

Table 1: Pre-test Mean Scores of children

Class one children	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Score	18	20	18	18	16	12	09	12	08	06	08	06	04	00
Percentage	36	40	36	36	32	24	18	24	16	12	16	12	08	00

Overall mean score = 11.071 (22.14%)
Source: Researcher

Table 1 shows a total of 14 children took part in an English Language Reading Readiness pre-test. The test consisted of 10 short answer structured questions with a maximum score of 50 marks. The questions were based on the different aspects of the class one English syllabus. The English Language Reading Readiness Test items were based on; set scores in letter sounds, spelling, reading and writing simple English words. The highest pre-test score was 20 (40%), scored by one child, three children scored 18 (36%) while the lowest score of 0 (0%) was scored by one child. All the children scored below the half mark 25 (50%). This is an indication that almost all the children had low pre-test scores. The overall mean score in the English Language Reading Readiness pre-test was 11.071 (22.14%).

The low performance in the English Language Reading Readiness test by the class one children was due to the fact that they were evaluated before the checklist assessment method was applied. The children did not see the need to wish to achieve in their assessment because they were used to the traditional way of testing by the teachers: that of written examinations, strict dictation by teachers and the harsh corrective measures meted on them. The teachers were always harsh and kept on reminding them of their bad behaviours that made parents take them to the rehabilitation school. During the English Language Reading Readiness test, the children associated the usually harsh and abusive learning atmosphere with the test management. For this purpose effective teachers create conditions of cooperation, discipline and responsibility both for themselves and for their students (Riaz, 2009). Managing a classroom is the ultimate responsibility of a teacher.
A t-test of the mean of pretest and post test was done. The results of the unigroup independent sample t-Test are indicated on Table 2.

Table 2: Independent Sample t-Test on pre-test scores

	Mean	Std. Error Mean	T	DF	Sig. (2-tailed)
Equal variances assumed	.458	.188	2.27	13	.32

Source: Researcher

Table 2 contains the t-test on the pre-test scores. The T value of 2.27 with a degree of freedom of 13 and a 2-tailed significance of 0.32 means that we accept the null hypothesis that **t**here was no significant difference between the mean score of the group of children assessed without using the checklist assessment method and the mean score of the group assessed using the checklist assessment method in English Language Reading Readiness of children in class one at Kericho Rehabilitation School.

The Intervention – The Checklist Assessment Method
Assessment is an essential element of education used to inform instruction (Wren, 2004). The first step in implementing good reading instruction is to determine student baseline performance. A checklist is a tool that states specific criteria and allow teachers and learners to gather information and to make judgment about what learners know and can do in relation to the learning outcomes. After the researcher trained the teachers on using the Checklist Assessment Tool to replace the overreliance on written examinations as the assessment practice, the teacher found it easier to focus on individual children following their noted difficulty in specific aspects of English language learning. The teacher would spend a little bit of time on learners who had difficulty in spelling simple words with a view to addressing their specific needs. The teacher found it easier to plan for remedial work for the children. The children who had been being generalized as incorrigible were now able to make individual efforts to learn to read according to their own pace. Table 3 presents the pre-test and post-test mean score.

Table 3: Pre-test and Post-test Mean Scores

Class one children	Pre test score	%	Post Test score	%	Post test (%) gain
1	18	36	44	88	52
2	20	40	48	96	56
3	18	36	36	72	36
4	18	36	42	84	48
5	16	32	36	72	40
6	12	24	36	72	48
7	09	18	28	56	38
8	12	24	34	68	44
9	08	16	26	52	36
10	06	12	28	56	44
11	08	16	28	56	40
12	06	12	22	44	32
13	04	08	22	44	36
14	00	00	08	16	16

Overall mean: Pre-test=11.071 (22.142%)   Post-test=31.285 (62.571%)
Source: Researcher

Table 3 shows the pre-test and the post-test mean scores for each child in English Language Reading Readiness test. The highest post-test score is indicated as 48 (96%) as compared to the highest pre-test score of 20 (40%). The lowest post-test score was 8 (16%) as compared to the lowest pre-test score of 0 (0%). The results in table 3 shows that no child scored a score higher than 50% in the pre-test as compared to post-test where 11 children out of the 14 got a score more than 50%.

Table 4 shows results on assessment practices used to monitor the teaching and learning of English language in class one.

Table 4: Assessment practices used to monitor the teaching and learning of English language in class one

Assessment practices	N	Minimum	Maximum	Mean	Std. Deviation
I ensure exercises and assignments in English reading are given to learners and marked	4	1	4	2.00	1.414
CATS are given to monitor end of topic on weekly/fortnightly basis in English language reading	4	2	2	2.00	.000
I ensure that the English reading readiness examination is given after every month	4	1	2	1.50	.577
I release results officially on assembly/in class after an assessment	4	3	3	3.00	.000
The Checklist Assessment tool asses specific skills in English language reading readiness	4	5	5	5.00	.000
The Checklist Assessment enables the teacher to plan for remedial activities for specific learners	4	1	4	1.75	1.500
I always use dictation to test English language spelling/Writing speed	4	1	4	2.25	1.258

Source: Researcher

The findings indicated that the teachers agreed that they ensured exercises and assignments in English reading are given to learners and marked as shown by a mean of 2.00 and a standard deviation of 1.414. Classroom assessment and evaluation under the active management of teachers can also serve important professional development purposes since the information resulting from such evaluations provides teachers with valuable feedback about their instructional effectiveness that they can use to develop and improve their professional skills. As part of reflective teaching movement, teachers are encouraged to conduct research in their own classrooms (Nunan, 1989b; A1lwright and Baily, 1991; Richards and Lockhart, 1994); classroom assessment and evaluation is an important part of such research.

The results showed that the teachers agreed that CATS are given to monitor end of topic on weekly/fortnightly basis in English language reading as shown by a mean of 2.00 and a standard deviation of 0.00. Chastain (1988) believes that teachers need to evaluate constantly their teaching on the basis of student reaction, interest, motivation, preparation, participation, perseverance, and achievement. The conclusions drawn from such an evaluation constitute their main source for measuring the effectiveness of selected learning activities.

Teachers agreed that they ensure that the English reading readiness examination is given after every month as shown by a mean of 1.50 and a standard deviation of 0.577. Gensee and Upshur (1996) argue that evaluation involve comparison. More specifically, decisions that result

from assessment are arrived at by making comparisons between various components of instruction and the larger instructional context (including input factors, purposes, plans, practices, and outcomes) and then taking action to reduce mismatches between the components so that the desired outcome or match is achieved. If there is no mismatch, then instruction can proceed without changing anything.

Teachers were unsure if they released results officially on assembly/in class after a CAT as shown by a mean of 3.00 and a standard deviation of 0.00. According to Gensee and Upshur (1996) instructional plans specify what should be taught, and when and how it should be taught. They can be thought of as blueprint for achieving course objectives. Effective teaching requires detailed plans for an entire course, including plans for separate units and even individual lessons that comprise the course. Such plans are often referred to as the syllabus.

Teachers strongly agreed that the Checklist Assessment Tool asses specific skills in English language reading readiness as shown by a mean of 5.00 and a standard deviation of 0.00. Teachers agreed that The Checklist Assessment enables the teacher to plan for remedial activities for specific learners as shown by a mean of 1.75 and a standard deviation of 1.50. Genesee (cited in Carter and Nunan, 2001) is of opinion that for tests and alternative forms of language assessment to be useful for classroom based evaluation, they should be: linked to instructional objectives and activities; designed to optimize student performance; developmentally appropriate, relevant and interesting to students; accurate; fair and ongoing.

The teachers agreed that they use dictation to test English language spelling/Writing speed as shown by a mean of 2.25 and a standard deviation of 1.258. Genesee a nd Upshur (1996) state that it is necessary to consider classroom practices separate from plans because what is planned may not always occur in the classroom. Teachers may not implement instructional plans as prescribed for a variety of reasons (e.g. they do not understand them well; the plans are poorly described and, thus, cannot be implemented unambiguously, etc).

Table 5: One-Sample Statistics of checklist assessment practices

	N	Mean	Std. Deviation	Std. Error Mean
x3	4	25.357	4.266	2.133

One-Sample Test

	Test Value = 31.29					
	T	Degree of Freedom	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
x3	-2.782	3	.069	-5.933	-12.721	.855

The results given (df=3,p<0.05)
Source: Researcher

The significant value 0.069 is greater than the p-value 0.05. Since 0.069>0.05, we then accept the null hypothesis, and conclude that there is no significant difference between the means. Hence the checklist assessment practices has no impact on the final mean of students in English Language readiness in English Language.

According to Maxfield (2010), assessments can assist kindergarten teachers improve classroom instruction by showing children's strengths and weaknesses. Well-prepared teachers assess children's skills throughout the day, for example, by taking a picture of a child's block structure or writing a note at the end of the day about two children's social interaction. Focusing on language readiness assessment for the purpose of improving learning can support good teaching practices. Although the study does not contain a statistical significance, its however, from classroom teaching observation; correction of assignments, students' participation, formative checks, evaluation procedures and overall assessment of teaching, I found out that this greatly affects the learning when written work given is marked, oral questions used effectively this enhances conducing learning and enables students to easily capture what they are taught.

Conclusion and Recommendation

The study notes that Rehabilitation Schools in Kenya are offering the education service as well as offer the corrective programmes to children whom the judicial process places them in the institutions. The study recommends that the Department of Children Services should establish an ECDE Centre in order to lay a foundation for the learning of children within the rehabilitation schools. The Department should hire ECDE teachers to help children in class one who still require ECD services. The further notes that the Quality Assurance Department of the Ministry of Education should focus more on the quality of education offered in Rehabilitation Schools. It's also recommended that the teaching of English should emphasize the integration of the modeling discipline management approach in the foundation of pre-reading skills among the learners of class one in rehabilitation schools. Lastly, it's highly recommended that further research on the teaching and learning of children in rehabilitation schools be conducted to establish if the service is beneficial to the learners in all the rehabilitation schools in Kenya.

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