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RESEARCH

Interests	Inclusive education · Special Education · Parental involvement in education · early identification and assesment of special needs
Areas	Safety Research · Education · Clinical Psychology · Developmental and Educational Psychology · Sociology and Political Science · Statistics and Probability

RESEARCH SUMMARY

34	354	9	9	1.35	15%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 34 publications listed below, 2005–2026. Field-weighted impact is the mean over the 13 works scored for it; 1.00 is the world average for works of the same field, type and year. 2 of the 13 papers scored for it are among the world's most cited tenth for their field, type and year.

PUBLICATIONS

Journal articles 31

1. Albert Sagoe, **Irene Vanderpuye**, Martha-Pearl Okai, Francis Britwum (2026). Early identification and intervention of children with special educational needs: Views of teachers and parents. *Support for Learning*. https://doi.org/10.1111/1467-9604.70071
2. Gifty Nana Yaa Rockson, **Irene Vanderpuye**, Felix Kumedzro, Ivy Danquah Perdison, Francis Kwame Anku, Prince Oduro (2026). Myths and Realities: Teachers' Knowledge of Dyslexia in Ghanaian Basic Schools. *Journal of Education Learning and Management*. https://doi.org/10.69739/jelm.v3i2.2085
3. **Irene Vanderpuye**, Martha-Pearl Okai, Daniel Miezah, Maxwell Peprah Opoku, Gyimah Ebenezer Mensah (2025). Formal and informal support services available to parents of in-school children with disabilities in Ghana. *Children and Youth Services Review*. https://doi.org/10.1016/j.childyouth.2025.108127
4. Isaac Nyame, Emmanuel Kofi Gyimah, **Irene Vanderpuye** (2025). Social Support and Quality of Life Perceptions Among Persons with Disabilities. *American Journal of Multidisciplinary Research and Innovation*. https://doi.org/10.54536/ajmri.v4i1.3960
5. **I Vanderpuye** (2024). Challenges inherent in the academic endeavours of students with visual impairment. *International Journal of Inclusive Education*.
6. GK Obosu, **Irene Vanderpuye**, NA Opoku-Asare (2023). A qualitative inquiry into the factors that influence deaf children's early sign language acquisition among deaf children in Ghana. *Sign Language Studies*. https://muse.jhu.edu/pub/18/article/905538/summary
7. Emmanuel Kwame Larbi Mantey, **Irene Vanderpuye**, Lebbaeus Asamani (2023). An Assessment of Inclusive Education Experiences of Teacher-Trainees with Sensory Impairment in Colleges of Education in Ghana. *Open Journal of Educational Research*. https://doi.org/10.31586/ojer.2023.692
8. **Irene VANDerpuye**, MP Okai (2023). Effective use of assistive technology in inclusive classroom: views of teachers on resources and challenges in a developing economy. *Support for Learning*. https://doi.org/10.1111/1467-9604.12433
9. Ivy Ama Kpodoe, **Irene Vanderpuye**, Edward Kofi Ntim, Justice Dadzie (2023). Enhancing Teachers' Understanding and Support for Students with Emotional and Behavioral Disorders (EBD) in Ghanaian

Second Cycle Educational Institutions. *Journal of Education and Practice*. https://doi.org/10.7176/jep/14-28-04

10. **Irene Vanderpuye**, Isaac Nyame, Martha-Pearl Okai (2022). Challenges inherent in the academic endeavours of students with visual impairment. *International Journal of Inclusive Education*. https://doi.org/10.1080/13603116.2022.2036830
11. MP Okai, Emmanuel Kofi Gyimah, **I Vanderpuye** (2021). Effect of repeated reading on the reading ability of children with reading difficulties. *Ghana Journal of Education: Issues and Practice (GJE)*. https://journal.ucc.edu.gh/index.php/gje/article/download/1100/545
12. EK Ntim, **Irene Vanderpuye**, C Derkye (2021). Expanded core curriculum and academic achievement of students with visual impairment. *Advances in Social Sciences Research Journal*. https://www.researchgate.net/profile/Charles-Derkye-2/publication/353248450_Elements_of_Expanded_Core_Curriculum_That_Best_Predicts_Academic_Achievement_of_Students_With_Visual_Impairment/links/637f5431554def6193662c9f/Elements-of-Expanded-Core-Curriculum-That-Best-Predicts-Academic-Achievement-of-Students-With-Visual-Impairment.pdf
13. **Irene Vanderpuye**, Martha-Pearl Okai (2021). Sustainability of Inclusive Education and COVID-19: Perspectives of Teachers and Parents of Children with Disability on Virtual Learning Platforms. https://doi.org/10.7176/jep/12-8-10
14. Felicity Adusei-Bonsu, **Vanderpuye, Irene**, Ntim3, Edward Kofi (2021). TEACHERS' PERCEPTION OF THE IMPACT OF INSTRUCTIONAL STRATEGIES ON CHILDREN WITH READING DIFFICULTY IN GHANA. *International Journal of Social Science and Human Research*. https://doi.org/10.47191/ijsshr/v4-i4-31
15. **Vanderpuye, Irene**, Attia, Isaac, Amoako, Richard, Fofie, Douglas, Asamoah, Daniel (2020). ASSESSMENT OF STUDENTS' SKILLS IN PROTECTIVE AND SIGHTED GUIDE TECHNIQUES: EVIDENCE FROM SCHOOLS FOR THE BLIND IN GHANA. *Open Access Publishing Group - European Journal of Special Education Research*. https://doi.org/10.46827/ejse.v6i2.3265
16. **Irene Vanderpuye** (2020). Assessing sign language competency of teachers of the deaf in Ghana. *University of Uyo Journal of Humanities*.
17. Eric Abodey, **Irene Vanderpuye**, Isaac Mensah, Eric Badu (2020). In search of universal health coverage – highlighting the accessibility of health care to students with disabilities in Ghana: a qualitative study. *BMC Health Services Research*. https://doi.org/10.1186/s12913-020-05138-0
18. **I Vanderpuye**, GK Obosu (2020). Sustainability of inclusive education in Ghana: teachers' attitude, perception of resources needed and perception of possible impact on pupils. *International Journal of Inclusive Education*.
19. **Irene Vanderpuye**, Gideon Kwesi Obosu, Mikako Nishimuko (2018). Sustainability of inclusive education in Ghana: teachers' attitude, perception of resources needed and perception of possible impact on pupils. *International Journal of Inclusive Education*. https://doi.org/10.1080/13603116.2018.1544299
20. **I. Vanderpuye** (2017). Parental expectations of their children in inclusive schools in Ghana. *Nigeria Journal of Educational Foundation*.
21. **Irene Vanderpuye** (2017). Perspectives of Teachers Regarding Inclusive Education in Ghana. *International Journal of whole schooling*. https://eric.ed.gov/?id=EJ1153995
22. **& Vanderpuye** (2016). Influence of compensation on retention among special needs education teachers in Ghana. *Journal of Counselling, Education and Psychology*.
23. **I Vanderpuye** (2015). Parental concerns about inclusive education and placement preference for children with special educational needs in Ghana. *In Prof. A. Arigbabbu et al. (Eds) Education as a tool for national development Proceedings of the 1st Interdisciplinary Conference of University of Cape Coast and Taisolarin University of Education, Nigeria held at the University of Cape Coast, Ghan*.
24. **Vanderpuye** (2010). Attitude of Head teachers, teachers and Parents towards children with disabilities in regular classrooms. *Journal of Business and Educational Policies*.
25. **Vanderpuye** (2010). Educating individuals with special needs in the regular classroom. The way forward for Ghana. *Journal of Business and Educational Policies*.

26. **Vanderpuye**, EK Gyimah (2009). Preparation for inclusive education in Ghana. *Ghana Journal of Education*. https://scholar.google.com/scholar?cluster=4203537837658270428&hl=en&oi=scholarr
27. **Irene Vanderpuye** (2008). Assessing instructional strategies: A study of selected regular schools in Ghana: Implications for inclusive education. *African Journal of Special Educational Needs*.
28. **& Vanderpuye** (2008). Resource room service: lessons from the University of Cape Coast child development unit. *Journal of Research and Development*.
29. **Vanderpuye** (2007). Regular pupil's attitude and pupils with disabilities feelings about inclusion. *Journal of Counselling, Education and Psychology*. https://scholar.google.com/scholar?cluster=14586001287497771884&hl=en&oi=scholarr
30. **Irene Vanderpuye**, Prosper Deku, Seth A Kwarteng (2006). The state of support services and effect of class size in mainstreamed schools: implication for inclusive education in Ghana. *IFE PsychologIA*. https://doi.org/10.4314/ifep.v14i1.23700
31. **& Vanderpuye** (2005). Towards a successful inclusion of children with disabilities in education in Ghana: making parents as partners. *African Journal of Special Educational Needs*.

Conference papers 1

1. **Irene Vanderpuye** (2023). Psychological distress and coping mechanisms among parents of children with developmental disorders. *INTERNATIONAL JOURNAL OF PSYCHOLOGY*. https://scholar.google.com/scholar?cluster=13698259296312444576&hl=en&oi=scholarr

Reports 1

1. Emmanuel Kofi Gyimah, **I Vanderpuye** (2011). Inclusive education in Ghana: what are the levers for change? *Distance Education and Teachers' Training in Africa (DETA)*. https://repository.up.ac.za/items/8f7fa0a8-8288-4d7a-b797-6695795b1ba9

Theses 1

1. **Irene Vanderpuye** (2013). Piloting inclusive education in Ghana: Parental perceptions, expectations and involvement. *University of Leeds*. https://etheses.whiterose.ac.uk/id/eprint/4976/