Mr. Francis Kwame Anku

Department of Special Education
University of Education, Winneba

ORCID 0000-0002-0523-3925 · Google Scholar scholar.google.com/citations?user=LXkSKZ8AAAAJ&hl=en · Profile uew.peerford.com/staff/6c08071b-1f9b-4c0d-93d6-a0375d473e24

PROFILE

I am a Special Educator with expertise in the education of learners with neurodevelopmental disabilities. My primary areas of interest and specialisation include informal developmental assessment and adaptive behaviour interventions for learners with intellectual disability and reading difficulties. I have developed proficiency in designing and implementing Individualised Education Plans (IEPs) and classroom behaviour management strategies that foster a positive and inclusive classroom climate. Additionally, my work emphasises teacher preparation and training, as well as the advancement of inclusive education practices that support diverse learning needs.

RESEARCH

Interests	Special Education · Neurodevelopmental Disabilities · Learning Disabilities (LD) · Educational
Areas	Developmental and Educational Psychology · Safety Research · Clinical Psychology · Education · Occupational Therapy · Philosophy

RESEARCH SUMMARY

8	26	3	1	0.82	0%
Publications	Citations	h-index	i10-index	Field-weighted impact	World top 10%

Counted from the 8 publications listed below, 2021–2026. Field-weighted impact is the mean over the 5 works scored for it; 1.00 is the world average for works of the same field, type and year. 0 of the 5 papers scored for it are among the world's most cited tenth for their field, type and year.

POSITIONS

Lecturer of Special Education 2025–present
Department of Special Education, University of Education, Winneba, Winneba, Ghana

Assistant Lecturer of Special Education 2022–present
Department of Special Education, University of Education Winneba Faculty of Educational Studies, Winneba, Ghana

English Teacher 2018–2021
Language Department, Mfantsipim School, Cape Coast, Ghana

EDUCATION AND QUALIFICATIONS

MPhil Special Education 2018–2021
Department of Special Education, University of Education, Winneba, Winneba, Ghana

B.Ed. Special Education and English 2013–2017
Department of Special Education, University of Education, Winneba, Winneba, Ghana

DISTINCTIONS, MEMBERSHIPS AND SERVICE

University Teachers Association of Ghana (UTAG) 2022–present
Winneba, Ghana

Ghana National Association of Teachers (GNAT) 2018–2021
Cape Coast, Ghana

PUBLICATIONS

Journal articles 8

1. 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
2. Daniel Fobi, Alexander Gariba, **Francis Kwame Anku**, Jennifer Arthur (2025). Inclusive Education Practices in Early Years for Young Ghanaian Children With Disabilities. *Infants & Young Children*. https://doi.org/10.1097/iyc.0000000000000299
3. **Francis K Anku** (2024). 40. PROSPECTIVE TEACHERS'PERCEPTIONS TOWARDS USING AUGMENTATIVE AND ALTERNATIVE COMMUNICATION. *INTERNATIONAL ASSOCIATION OF SPECIAL EDUCATION 18TH BIENNIAL CONFERENCE PROCEEDINGS In Conjunction with The University of West Bohemia, Czech Republic June 28-July 1, 2024*. https://www.iase.org/_files/ugd/6cc07a_294eefef378a49acbfcabd0cf086dd17.pdf#page=239
4. **Francis K Anku** (2024). 51. PHONICS INTERVENTION TO REDUCE READING DIFFICULTIES IN GHANAIAN PRIMARY SCHOOLS. *INTERNATIONAL ASSOCIATION OF SPECIAL EDUCATION 18TH BIENNIAL CONFERENCE PROCEEDINGS In Conjunction with The University of West Bohemia, Czech Republic June 28-July 1, 2024*. https://www.iase.org/_files/ugd/6cc07a_294eefef378a49acbfcabd0cf086dd17.pdf#page=307
5. Ivy Danquah Perdison, **Francis Kwame Anku**, Brew Bright (2024). EFFECT OF ASSISTIVE TECHNOLOGY AND TRAINING ON ACADEMIC PERFORMANCE AMONG COLLEGE STUDENTS WITH PHYSICAL DISABILITIES AT PRESBYTERIAN COLLEGE OF EDUCATION, AKROPONG-AKUAPEM, GHANA. *European Journal of Special Education Research*. https://doi.org/10.46827/ejse.v10i6.5563
6. Daniel S. Q. Dogbe, **Francis Kwame Anku** (2024). PROSPECTS AND CHALLENGES OF EDUCATING A DEAF-BLIND STUDENT IN A UNIVERSITY IN GHANA. *European Journal of Education Studies*. https://doi.org/10.46827/ejes.v11i1.5157
7. **Francis Kwame Anku** (2024). The Impact of Phonemic Awareness and Phonics Instructions on the Reading Skills of Learners with Reading Difficulties. *International Journal of Research and Scientific Innovation (IJRSI)*. https://scholar.google.com/scholar?cluster=8636746055259908231&hl=en&oi=scholarr
8. **Francis Kwame Anku**, Daniel S. Q. Dogbe, Anthony Kofi Mensah (2021). ATTITUDES OF NON-DISABLED STUDENTS TOWARDS THEIR PEERS WITH DISABILITIES IN AN INCLUSIVE SETTING IN GHANA. *European Journal of Special Education Research*. https://doi.org/10.46827/ejse.v7i4.3973