

DEVELOPING A MAINSTREAMING COURSE FOR A TEACHER
PROFESSIONAL PREPARATION PROGRAM IN NIGERIA: A PROJECT
CENTERED ON IDENTIFICATION TECHNIQUES AND INSTRUCTIONAL
STRATEGIES FOR THE BEGINNING EDUCATOR

A Project
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Elizabeth Mgbam
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DEDICATION

This project is dedicated to my husband Andrewphilip Mgbam and my three lovely girls Heritage, Godsgrace and Praise. For all your support, encouragement, patience and love. Thank you for all the undisturbed time you gave me, and for putting up with makeshift dinners. I could not have done it without you. I love you so much. To my friend Tonya, what more can I say, God bless you. You stepped in powerfully to help make this ride smoother. Love you girl.

Now unto the King eternal, immortal, invincible, the only wise God be glory and honor forever and ever, Amen. I bow before you in worship and gratitude for strength, health and wealth of knowledge.

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ABSTRACT

DEVELOPING A MAINSTREAMING COURSE FOR A TEACHER
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The focus of this research was to develop an evidence-based professional development training course on mainstreaming. This course will train general education teachers in Nigeria on techniques and skills needed to identify and instruct students with special needs. Many general education teachers in Nigeria are not equipped in their teacher training programs with rich curriculum content in procedures and practices for identification, reference, and placement of students for special education instruction. The number of students living with disabilities continues to increase but there are few teachers adequately trained to instruct them.

The National Policy on Education (NPE) 2013 asserts that irrespective of the nature of

disabilities, all student should be included in regular classrooms. This policy is largely not implemented by most states in Nigeria (Olukotun and Oke, 2005). With the increasing number of students with special needs making their way into classrooms, there is an urgent need to train teachers to educate these students. This course is a timely response to prepare, empower and equip general education teachers to identify, refer, place and instruct the students in their classroom especially those approved for special education instruction.

It is recommended that first, priority be given to evaluating and restructuring the teacher preparation programs to ensure that the curriculum is rich and proficient to prepare beginning educators for the arduous task of teaching all students in their classrooms especially those with disabilities. Secondly, the incorporation of a mandatory special education instruction in the teacher preparation programs to give teachers the skills they need to effectively instruct their students. Thereby, have a positive attitude towards mainstreaming. Finally, to incorporate practical and mentorship programs (field experiences) in the educator preparation programs like student teaching and internship programs to mentor and guide beginning educators with the instructional insights and interventions they need to be confident and successful.

CHAPTER I

INTRODUCTION

Many general education teachers in Nigeria are not equipped in their teacher training programs with rich curriculum, content, procedures, and practices for identification, reference and placement of students for special education instruction. The number of students living with disabilities continue to increase, but there are no teachers adequately trained to instruct them. It is therefore imperative for Nigeria's educational bodies to incorporate foundational knowledge coursework and curriculum coursework on special education instruction as a part of the teaching credential requirements. This professional development training should be a continuous education for teachers especially those who have already graduated but did not receive any special education training. This course will train general education teachers in Nigeria on techniques and skills needed to identify and instruct students with special needs.

Mainstreaming places students with differing educational abilities in a general education classroom for some time periods per their ability and skills. This term is used interchangeably with inclusion in this paper. Shyman, E (2015) defines inclusion as placing all students in the general education classroom irrespective of their exceptionality, while they receive supports necessary for thriving in that environment. Furthermore, The National Center on Educational Restructuring and Inclusion (NCERI, 1995) identifies inclusion as:

the provision of services to students with disabilities, including those with severe impairments, in the neighborhood school, in age-appropriate general education classes with the necessary support services and supplementary aids (for the child and the teacher) both to assure the child's success—academic, behavioral and social—and to prepare the child to

participate as a full and contributing member of the society. (p. 3)

Until recently in Nigeria, children with disabilities have not been educated due to negative superstitious beliefs. These negative beliefs are rooted in cultural and social perception and attitude of the society and government. Parents with children living with moderate/severe disabilities for example autism, cerebral palsy, intellectual disability, severe behavioral disabilities, emotional disabilities, and multiple disabilities, do not disclose or expose them in public for fear of marring their reputation. There is an ignorance of special education and a lack of understanding of why education should be provided to children with disability.

Presently, due to financial obligations that demand both parents work and bring in an income, enlightenment provided by education and media, parents are compelled to seek education for their kids with special needs. The problem with this is that the education system and teacher training has not been structured for students with disabilities in mind. This creates a huge problem for schools as they are unwilling to admit these students in their establishment. Section 7 of the revised National Policy on Education (2013) specifically prescribes inclusive education services for students with disabilities. Teachers, on the other hand, are not trained, and therefore lack the motivation or skill to educate students with disabilities.

This mainstreaming course will help general education teachers become effective and confident teaching student with special needs. It will provide the knowledge to effectively refer students for special education, differentiate instruction and provide necessary accommodations for students with disabilities.

Purpose of the Project

This project is significant because it attempts to present evidence to determine that a mainstreaming course will benefit general education teachers to become positive, effective and

confident teachers for students with special needs. This course will afford the general education teachers with techniques and a process to recognize students with special needs for referral, assessment, and placement. It will teach instructional strategies, and ways to differentiate instruction for the varying abilities of the student. The course will also incorporate ways to provide necessary supports to students with special needs by way of accommodations, differentiated instruction, reinforcements, visuals, promptings, and behavior management plans.

Scope of the Project

This research paper examined and analyzed the effectiveness of this mainstreaming course for general education teachers in Nigeria. It sought to equip teachers with the necessary training to identify and assess students with disabilities and have a positive attitude to teach in a mainstreamed classroom. This research took a qualitative research approach. It asked these questions: (1) Does the Nigerian history, culture and legal provisions limit special education and mainstreaming concept? (2) What is the benefit of mainstreaming in educating students with disabilities in Nigeria? (3) What educational training do teachers in Nigeria receive, and what is the attitude of teachers towards mainstreaming?

Limitations of the Project

The limitations of this research will be the cultural bias and perceptions of Nigerians regarding children with special needs, and diversity of participants. Another limitation will be to make a breakthrough with the Ministry of Education to approve and fund this course as a requirement for general education teachers' credential, and to accelerate its execution. (A lot of lobbying will be needed). The results of previous research on this topic and this current research show that a mainstreaming course will be effective and useful to equip general education teachers to teach the varying abilities of students in their classroom.

Researcher Positionality

As a Nigerian, I grew up through my primary, secondary and college education without encountering peers with disabilities except for a blind student. I was aware that there were children who were crippled, and of schools for the blind, and for the deaf or hard of hearing and that was it. I never saw or met a child with other moderate to severe disabilities until I was about 25 years old when I walked into a neighbor's home (whom I had known for eight years) unannounced and found a child strapped to a desk. This child was about ten years old and nonverbal. The shock from that sight made me take flight and it disturbed me. This experience caused me to start asking questions, and it was at this point that I realized that there were so many other children in my little neighborhood just like this child. The culture rendered them nameless and invisible. Their parents hid them from public view and longed for the day they would pass away, as far as all were concerned they did not exist.

Other children with milder disabilities like ADHD were 'treated' through spiritual means of prayers, fasting, exorcism, and offerings of sacrifices to gods. These children never get an education, as they are thought incapable of learning, and no one wants to deal with them.

Over the years, however, as more parents are enlightened through education and the media, they have become aware that their children with disabilities can have an education. They also have to work and need a safe place to keep their children, the school provides a cheaper avenue to keep these children. The new challenge that develops is that teachers are not trained to instruct these children, and do not want them in their classrooms. The very few education specialists are engaged in private schools where only the affluent can afford to send their children.

Hence the need for this mainstreaming course centered on identification techniques and instructional strategies for the beginning educator. There is a huge clamor in the Nigerian education system for teachers to be equipped and trained to serve the diverse and varying abilities of students in their classrooms.

Definitions of Terms

Almajiri: is a system of Islamic education practiced in northern [Nigeria](#). Almajiri is gotten from the Arabic word "Al-Muhajirun" meaning a person who leaves his home in search of Islamic knowledge (Wikipedia).

CRPD – UN Convention on the Rights of Persons with Disabilities

Least Restrictive Environment (LRE): IDEA, 2004 defines LRE as educating children with disabilities with their non-disabled peers to the maximum extent appropriate, and only removing them from regular classes when, with the use of aids and services, education in the regular classes cannot be attained satisfactorily due to the severity or attributes of the child's disability.

Mainstreaming is used interchangeably with inclusion in this paper. Shyman, E (2015) defines inclusion as when all students are placed in the general education classroom irrespective of their exceptionality, while they receive supports necessary for thriving in that environment. Inclusion is the placement of students with special needs in the same educational setting as students without special needs commonly referred to as the least restrictive environment (McLeskey, Waldron, & Redd, 2014).

NCE - National Certificate in Education

NPE -National Policy on Education

Professional Development: This is a tool for circulating new evidence-based research

strategies in a quick and efficient manner for quick utilization, and to ensure that the strategies would be implemented with fidelity.

UBE - Universal Basic Education Act

UNESCO – The United Nations Educational, Scientific and Cultural Organization

CHAPTER II

REVIEW OF RELATED LITERATURE

Prior to the 20th century, most people living with disabilities in the United States of America were institutionalized. These institutions were in poor condition, abusive, overcrowded, neglected, and sometimes fatal to residents. Bagenstos (2009), explained that those living with disabilities were disregarded, left out, and disparaged due to erroneous fear, charitable intent and were fated to live in facilities far away from family or the public. Generally, the decision to be institutionalized and provided services depended on professionals, family members, and policy-makers.

History of Special Education in the USA

Through the 19th century, the ‘disabled’ were regarded as people unable to live amidst members of the community; Society believed them to be “innocent victims of parental sin and fate”. This bolstered the concept of additional protection and concern but without education, as these ‘disabled’ were placed in institutions (Wolfensberger, 1969). These institutions which began with a charitable intent morphed to a site where no human rights existed, including getting married and bearing children, as some states sterilized residents. It became more like an asylum where the residents were kept from all humanity. Wolfensberger further stressed that “The protective model emphasized benevolent shelter, however, it bore the seeds of three dangerous trends: 1. Isolation, 2. Enlargement, and 3. Economization” (p.29).

The establishment of a humane and holistic model began with Édouard Séguin in 1846 with the construction of Victorian grand resort buildings with an abundance of light, well-ventilated rooms, lots of land for farming, and dairy, for the “moral training of will” of the feeble-minded or idiots. Byrom (2001) further explained that the creation of these “hospital-

schools” (institutions) in 1890 was for vocational training, work and education, which gave residents a sense of purpose. These large asylum buildings sheltered people with mental retardation and mental illnesses (Wolfensberger, 1969; Sacks, 2009). Those that were incapable of caring for family members with disabilities surrendered guardianship to these large institutions, trusting that they would be tended to in a humane surrounding. Quickly, these institutions, which epitomized a dignified and innocuous sanctuary became too big and housed up to 14,000 patients at one time (Sacks, 2009).

Due to these large numbers of patients, there were insufficient funds, insufficient staff, and medical personnel, inadequate and corrupt management of daily affairs which deteriorated the institutions further (Sacks, 2009). Many who signed up for what they understood to be a safe surrounding to learn an independent living, suffered a life of institutionalization, until death. The patients were left naked, smeared with urine, feces, food, vomit, and maggots in crib like beds (Ricci, 2004).

Protests and litigations increased from parents, individuals, and organizations clamoring for the closure of these institutions, and to educate these children in public school settings. One such litigation was the Belchertown case in 1972, where the Massachusetts District Court judge assigned to the case witnessed “a little girl drinking from a feces filled commode” when he visited the institution unannounced. The school closed in 1992 after the judge (Joseph Tauro) directed a revamp of the institution (Ricci, 2004). Another was the New York ARC v. Rockefeller 1972 where parents filed a suit over the inhumane condition that their children lived in at institutions. Judgment was entered for plaintiffs, and the state of NY was mandated to improve the conditions of the institutions. The facility was eventually closed in 1987. The closure of

institutions was largely due to the advent of the Civil and Disability Rights movement, and deinstitutionalization.

With the relocation of young persons with disabilities to public schools, exclusive special education segregated classrooms were created in public schools to cater for their necessities, bringing about a change from isolation to segregation (Winzer, 1993). Teachers argued that these segregated classrooms benefitted children with disabilities due to smaller class size, similar groupings, individualized instruction, and less competitive classes for the dignity of the children. Consequently, from 1910 to 1930 there was an increase in exclusive special segregated classrooms and support services (Winzer, 1993).

The Civil Rights Act of 1964 prepared the basis for regulation and enactment of the Education for Handicapped Children Act of 1972 (currently known as Individuals with Disabilities Education Act); Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act, 1990. The preparation of this essential policy was made to Congress by Self -advocates, families, and providers, who had a mutual concern in social justice and care for individuals with developmental and intellectual disabilities.

However, the segregation of children with disabilities continued to be extensively performed in all states despite compulsory education laws. Thus, parents and advocacy groups used litigation to demand and force states to provide educational rights to children living with disabilities. These efficacious endeavors steered the enactment of federal regulation to safeguard these rights. This legislation conferred students living with disabilities the right to a free appropriate public education (FAPE). It was motivated by the U.S. Supreme Court's decision in *Brown v. Board of Education* (1954), where it was held that segregation solely for unalterable characteristics of an individual (e.g., disability or race) was unlawful. “An outcome of the *Brown*

case was that the equal protection doctrine was extended to a "class" of people, in this case, racial minorities" (Turnbull, 1993). Other cases that were contributory in guaranteeing these constitutional rights include *PARC v. Pennsylvania* (1972), which was determined by consent judgement stipulating that all children between the ages of 6 and 21 years with mental retardation be granted a free public education and educated in the same programs similar to those afforded their nondisabled contemporaries (Levine & Wexler, 1981; Zettel & Ballard, 1982). In *Mills v. Board of Education* (1972), the court mandated that the school board grant a publicly supported education to all children with disabilities, and charted the due process methods for exclusion, labeling, and placement of students living with disabilities (Zettel & Ballard, 1982). These safety measures became the basis for the due process module of EAHCA.

History of Special Education in Nigeria

Nigeria has struggled to educate all its population, as well as those living with disabilities. Nigeria's sociocultural, traditional, and educational difficulties have prohibited stability and development in educational programs. Thus, the special education delivery system has failed. Nigeria being the most populated country in Africa, is also in the tenth place in the world's population (Bureau of African Affairs, 2005). Her land mass is about 356,667 square miles. Nigeria became independent from Britain on October 1, 1960; and has suffered many political and socioeconomic difficulties that have stunted its development since its independence (Damachi, 1972; Diamond, 1989).

The government's inability to eliminate discrimination, tribalism and corruption, has regressed the development and progress of both general and special education. The nation's military and civilian administrations, - more military administrations than civilian- has produced corruption, fraudulent practices, and power clutching of only a few (Obiakor, 1998). Thus, the

aspiration of many Nigerian citizens is to be employed with the government, or appointed to a political position where little or no amount of work is required to secure great wealth (Olatuji, 2010).

Despite the multiple talents and natural resources found in Nigeria, its education programs continue to wallow in inadequacy. Furthermore, Nigeria's socio-political complications being so extensive influence all realms of educational reconstruction plans. Thus, many Nigerians with disabilities are not in settings where they can grow or attain their full potential.

Pre-Colonial Education in Nigeria

Traditional education thrived in Nigeria before her colonialization by Britain. The development of individual family members was significantly entrusted to the family to (a) build up dormant physical skills; (b) instill obedience to authority and elders; (c) build intellectual skills and character; (d) learn a particular skill/craft (e) cultivate a healthy mindset to honest work; and (f) comprehend, value, and advance the tradition and culture of the community at large (Fafunwa, 1975; Obiakor, 1998). Traditional education was a communal responsibility of every member of the family, this allowed members to uphold the reputations of their family and not taint it. Further affirming the saying, "It takes a village to raise a child" (Obiakor, 2008; Obiakor, Grant, & Dooley, 2002).

Those who were wealthier took care of those who had less in the community, thus advancing members. The family instilled sociocultural and educational qualities in members (Obiakor, 1992). Education focused largely on virtues, morality, loyalty, and many other ideal qualities that elders believed to be important for living in the community. Traditional education identified that all children were different, but all "were dignified, valued, and

educated together for the common good” (Ozaji, 2005). Traditional education allowed adults to model and pass-down family values and traditions from one generation to another, people learned by doing. This produced an ardent and wholesome devotion from each member of the family and resulted in leaders that were patriotic. Kinship was passed from father to son but there was room for earned honor. For example, the Igbos in the east of Nigeria have a saying, “When a child washes his/her hands very clean, he/she would be allowed to eat at the King’s table” (Obiakor, 2008). Elders acted as jurors and judges resolving disputes in the community.

Colonial Era

European traders and Missionaries brought formal education to Nigeria. In their selfish attempt to convert the ‘pagan’ nations in Nigeria, sell their goods and acquire artifacts for little or nothing, education was introduced. The enormous human and natural resources available in Nigeria drove these traders and missionaries to grasp the opportunity to profit themselves (Castle, 1975; Fafunwa, 1975).

The missionaries functioned as little gods sent to save the ungodly people of Nigeria, while the traders accrued enormous wealth. Obiakor, (2005) explained that the missionaries and traders cunningly made friends with the elders, leaders, and Chiefs/kings in the communities to nurture a selfish relationship that made them appear godlike. The missionaries and traders used a divide -and - conquer idea to obstruct the unity of Nigerians (Obiakor, 2005). They dethroned Kings, Chiefs, and leaders who opposed them, and promoted their foreign education and values. Christianity was introduced without concern for the existing traditional values, religion, and education.

Although Christianity eliminated some brutalizing customs, - for example the killing of twins - it enforced some values that either eliminated or were hostile to traditional values.

The colonial education yielded colonial attendants and representatives like clerks, messengers and interpreters who were taught to oppose traditional education. They taught only enough arithmetic, reading, and writing to enable them to communicate intentions and conduct their affairs, which left their stooges semi-illiterates. Hardly any interpreter could interpret Sunday sermons from English to native languages without adding their own thoughts and meaning, as they could not effectively understand what was conveyed by their lords. Individuals with disabilities were merely disregarded and not considered for education. The colonial masters continually invented ways of using education to satisfy their agenda and disregard the traditional education which sought to improve the whole person and nurtured occupational skills for independence (Obiakor, 1998, 2005).

Introduction of Special Education in Nigeria

Formal and organized special education was introduced by the Sudan United Mission (SUM) in Nigeria by 1915. The SUM initiated the education of children with visual impairment. These children were taught to use Braille to read and write in an exclusive school setting apart from their sighted peers (Abang, 2005). Straight away SUM's initiative was copied by other missions who used their church building as classrooms for teaching the blind.

The Royal Common Wealth Society for the Blind in London played a substantial role in introducing inclusive education in Nigeria. This mirrored precolonial traditional form of education, and in 1953 a special education school was established at Gindiri Plateau State of Nigeria (Ozaji, 2003, 2005). This educational program enabled persons living with disabilities to obtain certificates after graduation. As the Nigerian government gave no credence to special education, the effort of the missionaries was applauded by the people, which consolidated the

place of the missionaries in the nation. With time, western ideas and education became ingrained in society (Abang, 2005).

Special Education in Nigeria today

The 1981 revision of the National Policy on Education (NPE) covers several options regarding suitable educational opportunities and important services to people living with disabilities in Nigeria. Article 55 of the NPE provides the following objectives and goals for people living with disabilities:

- (a) to provide tangible, meaningful knowledge, and balance to the educational needs of all children living with mental, emotional and physical disabilities.
- (b) to provide acceptable education to all people living with disabilities, so they can fully contribute to the growth of the nation.
- (c) to provide prospects for extremely exceptional kids to grow at their own stride to benefit from the nation's economic and technological development.

Article 24 UN Convention on the Rights of Persons with Disabilities (CRPD) expands the right to education to a right to inclusive education. Defining inclusive education as "a process that transforms culture, policy, and practice in all educational environments to accommodate the differing needs of individual students, together with a commitment to remove the barriers that impede that possibility" (Committee on the Rights of Persons with Disabilities, 2016, paragraph 9). Scholastic exclusion and segregation based on disability contravene the human right to inclusive education (Degener, 2009).

The Dakar Declaration of 2000 echoed the responsibility to actualize 'Education for All' by 2015 and fostered the creation of The Universal Basic Education (UBE) Act. The Act differentiates between "Basic Education" which covers early childhood education and care, in

addition to nine years of formal schooling; and “Universal Basic Education” which provides for the education of special groups including the disabled, ‘almajiri’, street children, nomads and migrants, girl-child and women. Furthermore, the 2004 NPE (section 10[94]) provides special educational training to people living with disabilities, and Section 10, 96 [c] [i] requires that "all necessary facilities ensure easy access to inclusive education or integration of special classes into ordinary/public schools under UBE scheme" Biermann, (2016).

Ajuwon (2008) citing section 7 of the NPE 2008, pointed out that inclusive education has been adopted in Nigeria to educate “children and youth with disabilities alongside their peers without disabilities in ordinary schools”. However, Dark, (2018) argues that Nigeria “has [the highest number of out-of-school children in the world](#),... as such any educational plan will most likely not address the needs of those with disabilities, pushing them further to the margins of society.”

Public education in Nigeria is quickly becoming extinct in the primary and secondary level. The responsibility of educating students on this level has been taken over by private schools, especially in the cities and metropolitan areas. The reason for this turn is the non-payment of teachers’ salaries in public schools, lack of infrastructure and training. Most state governments owe teachers up to eight months of arrears in salaries. This situation created a lack of motivation on the part of teachers to teach. Most teachers sought other means of livelihood to sustain themselves and their families, like tasking students to pay for items needed in the classroom and engaging in buying and selling in schools. Parents therefore pursued better education for their children, and private educators seized this opportunity to make money by taking over the government’s responsibility for educating children. Teachers from the public schools migrated to private schools as they were assured a monthly salary and a better classroom environment. Only

in rural areas where most people cannot afford the cost of expensive private education does public education still thrive.

Nigerian Culture and the Perception of Exceptional Students

Nigeria continues to struggle with educating her special population today. The planning of educational curriculum and pedagogical methodologies gave no consideration to the ideas and goals of the traditional system of education. It's all western influenced (Ogunsanya, 2010). The failure of the Nigerian government to adopt laws that support persons living with disabilities continue to create ongoing delusions about causes of disabilities (Abang, 2005).

Since Nigeria is made up of numerous ethnic nations with distinct cultures and ways of live which affects the attitude of members about persons living with disabilities; no uniform Nigerian cultural heritage or attitude subsists regarding anything. Most Nigerians have a negative attitude towards those living with disabilities. Obiakor, (2011) concurring with Ogbue, 1995, & Obani, 2002 noted that,

Disability is seen as (a) a curse on the family or the wider community for offenses against God or the gods, (b) an anger of the ancestors or ancestral gods for neglect or breach of promises, (c) a punishment of the child for offenses committed in the previous incarnation, (d) a punishment for a parent's misdemeanor, (e) a way to know a potential evil person curtailed by the gods, (f) a punishment for offenses against the laws of the land or breaches of custom, and (g) a wicked act of witches and wizards. (p. 29).

These negative beliefs are rooted in cultural and social perception and attitude of the society and government. Parents with children living with moderate/severe disabilities do not disclose or expose them in public for fear of marring their reputation. There is an ignorance of special education and a lack of understanding of why education should be provided to children with disability. Presently, due to financial obligations that demands both parents work, and

enlightenment provided by education and media, parents are compelled to seek education for their kids with special needs. The problem with this is that the education system and teacher training has not been sufficiently structured for students with disabilities in mind. This creates a huge problem for schools as they are unwilling to admit students with disabilities in their establishment.

The community and parents lack appropriate information and understanding of the function of special education usefulness for their children living with disabilities (Galadima, n.d). It is, therefore, crucial to educate and enlighten Nigerians regarding people living with disabilities, and their ability to learn, when supported with an appropriate education.

Political and tribal crises plagued, and still plagues Nigeria-. The evolution of this crisis began with the divide and conquer methods that the colonialists used to control Nigeria. The British divided the nations of Nigeria among three dominant groups, giving the political advantage to the Northerners who were the least educated and endowed with natural resources. Economic power was given to the West, and no significant power was left in the hands of the Easterners where the major economic resource that sustains Nigeria comes from - Crude oil. A cry of marginalization led to conflicts, military coups, and a civil war from 1967 to 1970. After the civil war, the government became more concerned and compelled to provide rehabilitation services for civil war veterans and special education. Many educational institutions for students with disabilities were launched.

Educational standards after the Nigerian civil war showed some advancements in special education programs, and the treatment of people with disabilities (Abang, 2005). The 1975-1980 third National Development Plan of the Federal Ministry of Education, introduced provisions that favored the operation of special education (Ozoji, 2003). Section 8 of the National Policy on Education (NPE) was established in 1977 to reinforce special education

services to all Nigerians. During this period the first Federal College for special education program was established at Oyo State. The Federal government also introduced special education course work into teacher education preparation programs and other tertiary institutions of learning (Fabunmi, 2005). Additional special education training programs were created at the University of Ibadan, University of Jos, the latest being the Ganaka International School of Special Education in 2005 (Ogunsanya, 2010). Despite these government efforts, special education continues to suffer great deficiency from lack of technological supports.

Many general education teachers are hesitant to include students living with disabilities in their classrooms. These teachers believe that the special needs student is incapable of learning and therefore do not engage them in learning instructions and classroom activities in school. The teachers are of the opinion that parents place their children with special needs in the classroom because they cannot afford daycares or have no one at home to care for the child. Only about one-third of general classroom teachers support mainstreaming, but they argue that they lack the skills, resources, training, and time needed. They recommend the exclusive special day classroom and the special education teacher as the appropriate placement for the student with special needs, Scruggs & Mastropieri, (1996). These special education teachers are unavailable. In practice, what most parents who have the means do is employ a full time one on one aide that stays with the kid in the regular classroom throughout the school day as there is no such assistance from the government. Oyebola, Abiodun & Kolawole (2005) as cited in Eni-Olorunda & Temitayo, (2014) explained that there is a significant deficiency of infrastructures and resources available in the general classrooms to serve the large number of students in the classroom in Nigeria. Only a few teachers who are committed are keen to embrace students with special needs in their classrooms

depending on the student's disability. A classroom culture that welcomes, supports and affords all students the best opportunity to learn irrespective of their cultural circumstances or competence must be created by every teacher.

Adepoju and Fabiyi, (2007), notes some problems associated with lack of motivation for teachers in Nigeria as a lack of community involvement and interests in the administration of schools, and lack of infrastructure. They explained further that 77% of students lack textbooks, 12 % of students in primary schools sit on the floor, and 87 % of classrooms are over congested.

There are many kinds of research that support the idea that teachers in general education classrooms hold negative attitudes toward educating students living with disabilities. These teachers' lack of competency, experience, and training constitute the major reasons for this negative attitude. In a study of 600 general education teachers in Ibadan, Nigeria by (Fakolade, Adeniyi, & Tella, 2009), they observed that male teachers, unmarried teachers, and teachers that were not highly qualified have more negative attitudes towards teaching students living with disabilities.

The common complaint of the teacher in general education today is their lack of time to plan instruction that is specific to the student with a disability in their classroom. They complain that their workload is already overflowing, therefore, adding another responsibility is more than they would want to address. They also believe that lots of time are taken away from other students when trying to explain and individualize instruction for the student with disabilities. A further complaint is not having the technical know-how to instruct these special kids. They must rely on the availability of a special education teacher – which is limited or non-existent - to assist them in modifying their lessons. They lack the skills to manipulate and use assistive technology and

accommodations available to these students. Idika & Eke, (2017) affirm that there are no clear-cut assessment procedures for students with disabilities, and as such the ministry of education should train and retrain teachers to effectively instruct learners with disabilities in an inclusive setting.

Teacher Training in Nigeria

No education structure can rise above the quality of its teachers as stated in the NPE Nigeria, 1977; revised 1981, 2004. The quality of the teacher is therefore important, teacher education must be sufficient to train teachers for this responsibility.

In Nigeria, the State and Federal governments grapple to tackle the challenges of teacher quality as there are inconsistent teacher education policies. The National Certificate in Education (NCE) through the College of Education (COE) provides a three-year post-secondary training to teach in primary schools. (NPE, Nigeria, 1977; revised 1981, 2004). Teacher quality became undermined due to the lack of reorganization of the COE curriculum. In recent times, the Primary Education Studies (PES) was created as an elective in the NCE curriculum to improve teachers' training at the primary level, but only a few choose it. Most times, students are pushed to train as teachers only when they cannot qualify for admission into the universities due to their inability to pass their O'level examinations with more than four credits. Teaching therefore becomes a fallback for unqualified candidates unable to obtain admission into more well-paid professional courses. Previously, the qualification to teach primary school was a Grade II teacher college certification acquired through a five-year post-primary school training.

The qualification to teach Secondary schools is acquired through a three-year post-NCE or GCE A'Level degree program in a university or Institute of Education, or a four-year post-secondary teacher training in the universities. The universities also certify those with a bachelor's

degree in pure Arts, Sciences and Social Science to teach in secondary school after a Postgraduate Diploma in Education (PGDE) (Ajeyalemi, 2002). Special Education Training in Nigeria is limited to very few universities, and only a handful of students pursue it.

Okebukola (2007) pointed out that recently qualified graduates lack knowledge of subject matter content, the ability to teach and communicate. He further claims that the training courses focus on academics, and lack practical training where teaching skills can be acquired. Therefore, the possession of a degree in Education does not necessarily mean the ability to teach. Many of these institutions lack the infrastructure, expertise, and funding to deliver appropriate training to students and teachers. It is therefore imperative for teachers to acquire the necessary skills needed for such instruction.

Special education training has been plagued with incessant problems of a lack of up-to-date teaching devices, ineffective instructional strategies and organizational/leadership crises that have hindered reform and advancement of teachers. Asagwara (1997) pointed out that those who designed the UBE scheme in 1976 evidently forgot to consider the significance of having qualified teachers, rich curriculum, necessary equipment and textbooks, suitable learning environments, classroom management, and supervision. The Nigerian Federal Government passed the reviewed Universal Basic Education Law in 2004, where it provides that 2% of its Consolidated Revenue Fund (CRF) will be used to finance the UBE program. It is doubtful if the increased budgetary allocations to the Universal Basic Education (UBE) scheme, will significantly improve the quality of education to achieve the goals conveyed in the UBE plan. The UBE scheme seeks to bring Nigeria into compliance with international protocols that pursue the development of quality educational and social services for its citizens.

Despite the provision in the law that teachers receive training in a module of Special Education, still many educational institutions are yet to execute this vital policy stipulation. Extending this further, Adepoju and Fabiyi (2007) pointed out that there have been numerous attempts to overhaul the education sector in the past 40 years without much success. It is therefore, important to include special education course work when training general education teachers to enable them to be somewhat prepared for teaching the varying abilities of students they will meet in their classrooms. A significant part of special education training should include the numerous techniques and practices that promote learning for the student with varying abilities, including skills for early identification of children with exceptional needs.

A mainstreaming course that trains and equips the general education teacher for the diverse population in the classroom is therefore pertinent. Hence, a six weeks course to prepare teachers with the urgent training that they need to identify and educate students living with disabilities in their classrooms.

Services Available for Exceptional Students

The Nigerian constitution provides for, “the right of every Nigerian child to quality education, friendship, and environment where holistic development of their potential is ensured irrespective of any developmental challenges that they may have” Salami, (2014). The education system practiced in Nigeria is the 1:6:3:3:4, which is one year in preschool, six years in primary, three years in junior secondary, three years in senior secondary and four years in college (National Policy on Education, 2004).

State policies on early childhood education began with the Nigerian government funding preschool education and making its attendance compulsory in 2004. This early childhood education policy provided: i) for inclusion or incorporation of special classes and units

into public schools under the Universal Basic Education scheme; ii) for “early detection of and management of children with disabilities”; iii) that “school will screen children at intake and periodically to detect any special needs, provide requisite facilities to assist children with special needs, motivate and ensure full participation of physically challenged children in learning activities and appropriate referral when necessary" (Nigerian Education Research and Development Council, 2007).

Preschools were established in existing primary schools, but no standards or curriculum were set to guide practices in these centers. There were no guidelines for identification and the referral process for placing students into special education, no environmental planning of buildings for easy access into educational facilities for students, no training of early childhood teachers, and inadequate funding for such a resource-driven education. These were enough to make the government’s effort unsuccessful.

In spite of the level of responsibility exhibited towards the education of children with disabilities, enormous problems still exist for the successful education of students with special needs. These include: low numbers of special educators, inaccessible special education facilities due to distance or equitable building access like ramps for wheelchairs, inadequate provision of aids, assistive technology and learning tools. In most specialized learning facilities like the school of the blind, or deaf, access was denied to children with special needs due to cost. Many families who have kids with special needs could not afford to pay for the transportation of their kids to these specialized schools. There is no availability of handicap access in public transportation or buildings. The government’s financial support is very lean. Hence, “families are discouraged by lack of appropriate schooling options, poor accessibility of facilities, long

distance and lack of transportation, school fees, and cost of uniforms and /or low expected returns to schooling for disabled children” (Johnson and Wilman, 2001).

Healthcare access for people living with disabilities is very poor. In a country without any government healthcare support, medical insurance, and limited healthcare facilities, healthcare access is denied to many. Many people living with disabilities do not have access to healthcare services due to its high cost, or unavailability. Disabilities are therefore not detected early or treated early to be minimized or reversed (WHO, 2012). Health care employees make the situation even worse by their attitudes towards people living with disabilities. Ogunjimi (2007) identified that 63.2% of healthcare workers in Calabar, Nigeria believe that the health of a person living with a disability was not as important as their typical peer; 56.33% have negative attitudes towards people living with disabilities; 57.74% indicated that only those living with disabilities are used for clinical trials of new drugs and equipment; 57.36% prefers separate hospitals for those living with a disability.

Salami (2014), reported that most public preschools and primary schools do not practice inclusive education are ill-equipped with appropriate infrastructure or have non-working equipment. The Nigerian government has poorly funded public education (Imam, 2012), and considered the education of students with disabilities a waste of funds that ought to be used to educate kids without disabilities (Fakolade, 2013). The practice of educating students with special needs have been transferred to private schools, which has become a good business venture for wealthy Nigerians. These private schools charge enormous school fees to enroll students. Since these schools have better facilities and better management of students with disabilities, parents have no other choice but to seek private education for their children. In a country where the minimum wage is N18,000 (\$50), private schools charge over N200, 000

(\$555) a term (three months). With these exorbitant fees, only the affluent can afford to send their kids to these schools. The question then is what quality of education do students without the wherewithal receive in public schools?

Identifying a Student with Exceptionality

The WHO (World Health Organization) (1990, p. 213) defined disability as:

An impairment or abnormality of psychological, physiological or anatomical structure or function; a disability is any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being; a handicap is a disadvantage for a given individual, resulting from an impairment or a disability, that prevents the fulfillment of a role that is considered normal (depending on age, sex and social and cultural factors) for that individual.

The onus of identifying a student with disability rests on schools, parents, and the community at large. The Individuals with Disabilities Education Act (IDEA) in the U.S. contains the Child Find mandate. The Child Find calls for the identification, evaluation, and discovery of children living with disabilities, irrespective of the gravity of their disabilities by school districts. This responsibility to find all children who could qualify for special education services subsist even if the special education services are not being delivered to the student by the school district. The IDEA requires states to formulate and effect a functional process to determine those receiving special education and related services (20 U.S.C. 1412(a)(3)).

Thus, the decision for special education eligibility is conducted by schools as they identify and evaluate students with disabilities who may be eligible for such services. This also determines government funding that is provided to the schools to cater to the student's needs.

The eligible age to qualify for special education services is between three through 21 years, and the student must fall under one of the 13 categories of disabilities identified by the IDEA. The disability must require special education instruction and services, so merely having any of these categories do not automatically qualify students for special education services. The 13 categories of disability are: autism, intellectual disability, deaf-blindness, deafness, visual impairment (including blindness), other health impairment, emotional disturbance, specific learning disability, hearing impairment, multiple disabilities, orthopedic impairment, speech or language impairment, traumatic brain injury (IDEA) 2004.

The weight of identifying most socially related disabilities rests on the teacher or parents, who can observe behavioral problems and critical/persistent gaps in achievements. The teacher is guided by different processes to ensure the placement of the child in the right learning environment, or least restrictive environment (LRE) as stipulated by the IDEA. The LRE requires students with disabilities to receive their education with their nondisabled peers, to the maximum extent appropriate unless such education in regular classes cannot be achieved satisfactorily [20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal regulations (C.F.R.) Sec. 300.114.]. The expertise needed to effectively evaluate and place a child must be learned, and the process followed through with fidelity. This would ensure that a child is not wrongfully placed and receiving services which may at the long run be detrimental to him or her psychologically, socially, physically and mentally.

The identification and evaluation process for special education eligibility includes: the

prereferral, referral, preplacement evaluation, eligibility determination, Individualized Education Program (IEP) development, special education placement determination, provision of services, annual evaluation of progress, and triennial reevaluation (Reschly, 1996). The IDEA specifies the requirement of a parent's consent before the child is evaluated for special services.

The Identification process begins early with the individual family service plan (IFSP) which is a legal document like an IEP. It provides early intervention services for infants and children up to the age of three. It includes medical diagnostic services, physical therapy and speech and language therapy. The Identification process continues with the identification and screening of students with disabilities who are above the age of three. This process includes both formal and informal observations by the teacher. The general education teacher assembles the prereferral team which includes experts like psychologists, special education teacher, counselors or administrators to assist in identifying other education strategies that may benefit the student before the student is evaluated for special education (Kauffman, Hallahan, & Pullen 2012). The teacher produces evidence of strategies and interventions that have been used to help the student succeed to the team. The team collaborates, and offer suggestions of other interventions and strategies that the teacher can use to further support the student to succeed. If the student fails to improve, then a full evaluation for special education will be requested.

The IDEA 2004 states that when establishing if a child has a specific learning disability, states could evaluate the child's response using scientific, research-based interventions.

The Response to Intervention (RTI) model offers quality instruction in the general classroom before a special education evaluation is requested where the student continues to perform poorly academically or behaviorally, despite supports (O'Connor & Sanchez, 2011). The RTI uses the multi-tiered model of prevention to identify and place students.

Tier one screens all students in the general education classroom to identify those who may be struggling and at risk of failure. Instructions are differentiated to struggling students, who are closely monitored using curriculum-based measurements (CBM) weekly. CBM determines students' response to intervention (Fuchs, Fuchs, Compton, Bryant, Hamlett, & Seethaler, 2007). It is important to note that RTI program that has been correctly implemented in Tier 1 mainstay instruction can lead to fewer students requiring special education. An IQ achievement discrepancy test can also be administered but requires the consent of the parent. Some states disallow the use of the IQ test, or to a certain race, for example, California.

Tier two provides more intense instruction to struggling students, which may include regular small group instruction, provision of explicit interventions and instruction in difficult areas. If improvement is still unnoticed, the multidisciplinary team rallies to determine if the student has a disability and is placed accordingly.

The Individualized Education Program (IEP) is a legal document that provides for specific educational services that a student receives. It is drawn up by a team that includes the parents of the student, general education teacher, special education teacher, psychologist (administrative designee and others with expert knowledge of the student.

Federal regulations require that all evaluation procedures must be non-discriminatory, authorized for the specific purpose, and conducted by properly certified professionals, and delivered in the child's main language. [Blanchett, Klingner, & Harry \(2009\)](#), concurred that it is imperative to identify culture, language, race, and class, at the facade of decision making in education. This is important so as not to misidentify students who are culturally and linguistically diverse (CLD) that have a disability.

In Nigeria, although the NPE provides that schools will screen children at intake and periodically to detect special needs, there are no clear-cut functional process or guidelines in place for the identification, referral, and evaluation of students with disabilities to determine special education and related services. Most people including teachers still view students who ought to be referred for special education as someone who is possessed by a demonic spirit that should be cast out by pastors in an intense prayer session or by a fetish priest. Some other teachers who are knowledgeable enough to understand that the student needs to be evaluated for special instruction meets a roadblock from the parents of the student, who is in denial, and abhors that their child is labeled, shunned, and bullied in a school setting.

Serving the Exceptional Student in a Mainstreamed Class

Mainstreaming is the practice of educating students with disabilities with their nondisabled peers in the same classroom. This term was first used in the 70s. Students in a mainstreamed classroom were held to the same standards as their nondisabled peers, National Policy on Education (NPE) 2008. Mainstreaming and inclusion are used interchangeably, though

some argue that the terms differ. Placing students with disabilities in the general education classrooms affords them the chance to learn in natural, invigorating settings, which leads to improved tolerance and positive reception of diversities. The Nigerian law is presently pressing for more students with disabilities to be attended to in a mainstreamed classroom.

Mainstreaming students with disabilities alongside a diverse group of students benefits them socially and allows them to develop the necessary lifelong skills to thrive as they receive education with their non-disabled peers. Mainstreaming enables students with special needs to intermingle with their atypical peers in ways that the exclusive special education classroom will never afford them, thereby creating diversity in the classroom. This also benefits the typical student, who is enlightened about students with disabilities, and learns to communicate, accept, interact, work, tolerate and show compassion towards students living with disabilities, which constitutes a life skill for the future.

With the use of accommodations and modifications, the student with a disability receives the same education with their atypical peers and learns what everyone is learning. It is cost-effective for the state and allows the student to feel accepted as a member of the community who is not secluded or institutionalized. This isolation is particularly felt in most Special Day classrooms (SDC) which are built apart from the rest of the school and barely have any windows. The fact that most students in the SDC with varying abilities are kept together for four years creates depression and loneliness and limits the student from rising above their abilities, which can mar the student for life. Many adults living with disabilities today have reiterated the benefit of mainstreaming and how it helped them succeed through life. All people deserve to be included in the social institution of culture per the United Nations convention. Mainstreaming all students in the same classroom allows the student living with a disability to learn acceptable behaviors and be

challenged to do more as more is expected from him/her (Pygmalion theory). Most students with disabilities want to be seen and treated like normal students and not special students. They would love to have recess with their peers, ride the bus with their peers instead of being scuttled away in their own special buses. This exclusivity results in shame and a lack of confidence to these students. Mainstreaming allows the student with a disability to learn independence and advocate for himself as he/she interacts with their peers without disability. It also allows the teacher to learn to differentiate instruction and adopt various strategies in the classroom, not only for the student with ability but others in the classroom with varying disabilities.

Boutot and Bryant, 2005 observed that young children with Autism Spectrum Disorder (ASD) in inclusive settings display more sociable behaviors than those in special day settings. These prosocial skills are best incorporated into a general education setting rather than a segregated one. Students make more academic progress and achievement when placed in a mainstreamed classroom than in a specialized classroom (Downing & Peckham-Hardin, 2007). A two years' study of students' growth in a mainstreamed classroom and a specialized classroom found that the students in the mainstreamed classroom made more gains in reading and mathematics than their peers in the specialized classroom (Peetsma, Vergeer, Roeleveld, & Karsten, 2001). Inclusive education rather than exclusion is most effective in battling prejudiced attitudes and realizing equal educational opportunities for all Stainback and Stainback, (1991).

In the US, the 1975 P.L. 94-142 assured children living with a disability, a free and appropriate public education (FAPE) in the Least Restrictive Environment. This assures student's interaction and placement in close enough contiguity to with one another. The Individuals with Disabilities Education Act (IDEA) requires that students with disabilities be placed in the general education classroom with the support of teacher aides and other supplemental services.

Mainstreaming best serves the student with a disability by providing a sense of balance between regular class time and specialized education.

The UNESCO (1994) extended this idea stating that for inclusion to achieve its goals, education must be about the child. Teachers must know where each student is socially, culturally and academically to decide the paramount method to accelerate their learning. Section 7 of the revised National Policy on Education (2013) agrees that children with disabilities be provided with inclusive education services. Despite these provisions, only one state out of over thirty states in Nigeria has started implementing inclusion at the primary school levels, some states are just beginning to initiate a unit in each of the schools for their inclusive classrooms.

Still, the question needs to be asked if a mainstreamed classroom will benefit all children with disabilities, i.e. if placing them in the mainstreamed environment will be counterproductive to their learning. It is essential to tackle this question on a need by need basis by putting forward what is best for the student in each circumstance. What is crucial is to place students where their least restrictive environment allows. It is vital to first consider the ability, peculiarity, and shortfall of a student before placing that student in a mainstreamed classroom.

Obiakor (2007) argued that the placements of students must be founded on his/her needs and not on cultural attributes. Differences in language should never be misunderstood for lack of intelligence, as this can have damaging results on the student. However, McLeskey & Waldron (2011) argue by stating that, "...we conclude that the best educational setting for most students with learning disabilities is a well-designed inclusive program, supplemented as needed by short-term, intensive, small group instruction in a separate setting." (Council for Exceptional Children Convention, 2011; p. 22). Finally, what is best for the particular child is where he/she will excel in accordance with the least restrictive environment as opined by the law.

Parental participation still lags in the education of their kids, and these parents need to be educated and enlightened about special education and disabilities to empower them to advocate for their kids. In as much as Nigeria has acknowledged the significance of special education for her populace with disabilities, it yet remains to fund it so that policies can be implemented, and to balance individual opportunities (Ozaji, 2003).

CHAPTER III

METHODOLOGY

Organization of Project

The creation of this project is to develop a mainstreaming course to teach and prepare general education teachers in Nigeria on the techniques and skills needed to identify and instruct students with disabilities. Many general educators in Nigeria are not prepared in their teaching training on procedures and practices for identification, referral, and placement of students for special education instruction. The population of students with disabilities continues to soar but there are few teachers adequately trained to instruct them. The problem starts during the teacher training program where the curriculum is not rich in content that covers special education training. This project creates a mainstreamed curriculum/course that is heavy on the identification, referral, and placement techniques to equip and prepare these teachers for the job of successfully teaching students in a mainstreamed classroom.

This course is heavy on identification techniques and instructional strategies. Based on my research on what teachers in Nigeria needs, the identification technique is needed because there is no functional identification process provided by the NPE or the UBE to determine children with disabilities needing special education and related services. Parents also live in denial of the fact that there is a disability existing in the lives of their children and would need to be provided with accurate information regarding their child's disability. It is also important to identify children early so that they can start receiving interventions early enough to help them be more successful.

Secondly, the instructional strategies provide evidence-based practices and techniques that will guide and equip a general education teacher to successfully instruct the varying abilities

of students in their classroom. This course begins by providing a general overview of special education, mainstreaming, categories and attributes of disabilities, and strategies for identification, evaluation, and placement of a student for special education instruction. This process includes: the pre-referral, referral, preplacement evaluation, eligibility determination, Individualized Education Program (IEP) development, special education placement determination, provision of services, annual evaluation of progress, and triennial reevaluation. These provide access to cognitive differences, language and communication, social skills functioning and programming, and sensory differences. It covers strategies for teaching in a mainstreamed classroom including differentiated instruction, small group instruction, one on one instruction, data collection, promptings, functional behavior assessment, behavior management plans, classroom management plan.

The textbook for use in this course is titled Exceptional learners: Introduction to special education (13th edition) by Hallahan, D. P. & Kauffman, J. M. (2014). This text provides great insights to special education, and identification techniques and instructional strategies for educators.

Syllabus

Week 1	Overview of syllabus <ul style="list-style-type: none"> • Course Introduction & Overview of Special education • What is mainstreaming? • What is Disability? • The 13 categories of disability. (1-6) 	Read Chapter 6-10, 12	1. Reflection Journal entry 2. Quiz on disabilities covered 3. Chapter readings
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Week 2	Law & Referral <ul style="list-style-type: none"> • Special education Laws • The Referral Process: prereferral, referral, preplacement evaluation, eligibility determination, Individualized Education Program (IEP) development, special education placement determination, provision of services, annual evaluation of progress, and triennial reevaluation 	Chapter 1-2	1. Reflection Journal entry 2. Quiz on Chapter 1-2 Presentation of the referral process
Week 3	Categories and Rights <ul style="list-style-type: none"> • The 13 categories of disability contd. (7-13) • Parents and Families 	Chapter 5, 11, 13 & 14 Chapter 4	1. Reflection Journal entry 2. Quiz
Week 4	Overview of teaching strategies <ul style="list-style-type: none"> • Understanding effective teaching strategies for students with disabilities (SWD) • Discovering the role of differentiated instructions - small group instruction, one on one instruction, promptings, reinforcement visual support, • Importance of Data taking and reporting • Importance of classroom organization • Analyze functional behavior assessment, behavior intervention 	Chapter 2, 6-7	1. Reflection Journal entry 2. Quiz 3. Anchor assignment due

	plans, classroom management plan		
Week 5	Early childhood interventions and the effects of culture and socioeconomic factors <ul style="list-style-type: none"> • Early Childhood Programs, Secondary school programs, and transitions • Multicultural & socioeconomic influences 	Chapter 2 - 3	<ol style="list-style-type: none"> 1. Reflection Journal entry 2. Quiz
Week 6	Reflection & Evaluation <ul style="list-style-type: none"> • Understanding the importance and value of relationship and connection in teaching. • Understanding the importance of collaboration, continuous training, and feedback for teachers. • Accommodations and modifications for students. • Assistive technology • Putting it all together 		<ol style="list-style-type: none"> 1. Reflection Journal entry 2. Final assignment

Adapted from Dr. Tal Slemrod's Overview of Special Education

This course is a six-hour weekly section that will run for six weeks. It will review the following course contents:

Week One: Overview of Guidebook

This will include why the author created this course, how the course will run, and what mainstreaming, and disability is. Paying detailed attention to the 13 categories of disability. This is to give a deeper understanding of what disability is, and how it manifests and affects the learning of the student so that the teacher will recognize it and know how to deal with the student.

Week Two: Review of special education laws.

The Referral process: Prereferral, referral, preplacement evaluation, eligibility determination, Individualized Education Program (IEP) development, special education placement determination, provision of services, annual evaluation of progress, and triennial reevaluation. This week's training will prepare the general education teacher to understand and adhere to the referral process that ascertains where a student should be placed for him to succeed.

Week Three: Categories and Rights

Discussion will continue with the categories of disability, and the role of parents and families in the life of the student with disabilities, their role in the classroom, and how they can support and advocate for their children.

Week Four: Overview of teaching strategies

This week will delve into specialized Instruction. The art of teaching in a mainstreamed classroom, using differentiated instructions, small group instruction, one on one instruction, data taking, promptings, functional behavior assessment, behavior management plans, classroom management plan, reinforcement, visual support, and transitioning.

Week Five: Early childhood interventions, culture and socioeconomic factors

A deep look into early childhood programs, secondary school programs, and transitions, multicultural & socioeconomic influences.

Week six: Reflection and Evaluation

This will cover special education resources to support general education teachers and Parents, updates, and Closure/Reflection. The course would conclude with a literature review cumulating assignment of the course review.

In conclusion, the author hopes that many general education teachers would benefit from this training course and be prepared to effectively identify and teach the diversity of students in their mainstreamed classroom.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The NPE (since 1977) and UBE (1999) has regulated the education of students with disabilities in Nigeria through the Ministry of Education. However, the State and Federal governments still grapple to tackle the challenges of teacher quality as there are inconsistent teacher education policies. Section 7 of the revised National Policy on Education (2013) concurs that children with disabilities be provided with inclusive education services. Including students with disabilities in general education affords them the opportunity to learn in natural, stimulating settings, which leads to increased tolerance and positive reception of diversities. It allows the student with a disability to learn independence and advocate for himself as he/she interacts with their peers without disability. The Nigerian law is presently pressing for more students with disabilities to be served in a mainstreamed classroom. Despite these provisions, only one state out of over thirty states has started the implementation of mainstreaming at the primary school levels, other states in Nigeria are just beginning to initiate a unit in each of the schools for their inclusive classrooms.

One of the major obstacles that still plagues the realization of this government initiative to implement mainstreaming in schools is the availability of effective teacher preparation programs and continuous teacher training. There remains little or no advancement due to the lack of up-to-date teaching devices, ineffective instructional strategies, limited special education instruction, corruption, and organizational/leadership crises. Clearly, these have

hindered reform and teacher's ability to serve the special needs population in their classrooms, therefore a special education course on mainstreaming is pertinent.

Certainly, the fundamental objective of all teachers whether special or general education is to promote learning and mentor the advancement of students by inspiring and facilitating mastery of a field. Jason Dent puts this nicely when he states that "Nothing pushes students to do their best work like a professor who takes pride not in his or her own accomplishments, but in helping others realize their potential." This course will therefore, train teachers on techniques and strategies for identification and instruction of students with disabilities, so as to attain to this fundamental objective. These strategies will also empower teachers to demonstrate skills and expertise that will allow them to implement best practices and equity for all learners in their classroom.

Conclusions

The review of related literature reveals that education in Nigeria has come a long way from the communal wholistic education of a child to profit-making mechanism fortified with a lack of direction and management on the part of the government. Nigeria's attempt to effectively educate all children with or without disabilities is still milestones away. The recent 2013 review of the NPE makes big promises that are unattainable. Following the poor educational ranking of Nigeria by the UNESCO in 2015 (103 out of 118 countries) there should be an urgency to overhaul and reorganize the teacher preparation programs. Teachers need to raise students who can stand at par with their global peers. A classroom culture that welcomes, supports, and provides all students with the best opportunity to learn irrespective of their cultural circumstances or competence must be created by every teacher.

Many researchers in the literature review supports the idea that general education teachers have negative attitudes toward educating students with disabilities due to their lack of competency, experience, and training. Therefore, the ministry of education should train and retrain teachers to assess learners with special needs in an inclusive setting.

This mainstreaming course is an important contribution by this author to help Nigerian teachers (especially beginning general educators) with the relevant identification techniques and instructional strategies to be successful at their pedagogy. It offers a six weeks course to provide an understanding of disabilities, the referral process, Universal Design for Learning principles, the role of parents and culture, effective teaching strategies for specialized and differentiated instructions, behavior management plans, to mention a few. These strategies will give students with special needs equal opportunity to access the curriculum and be as successful as their peers.

Recommendations

This research clarified to the author the needs of teachers in the Nigerian education system. The author identifies the following recommendations for Nigerian education policy makers to achieve best practices in inclusive education, and provide a free and universal basic education for every Nigerian child:

1. Priority should be given to evaluating and restructuring the teacher preparation programs to ensure that the curriculum is rich and proficient to prepare beginning educators for the arduous task of teaching all students in their classrooms especially those with disabilities.

2. To incorporate mandatory special education instruction in the teaching preparation programs to give teachers the skills and trainings they need to ensure a better attitude towards mainstreaming.
3. To incorporate practical and mentorship programs (field experiences) in the educator preparation programs like student teaching and internship programs to help beginning educators with the instructional insights and interventions they need to be confident and successful.

The following recommendations is made for the Nigerian government:

1. The government should make good on its promises to fund education and healthcare for students by establishing a process that ensures accountability that the funds disbursed to education is used for that purpose.
2. The government should also set realistic goals and objectives in the NPE reviews and work towards its implementation.

The following recommendations is made for researchers:

1. Further research should be conducted to seek evidence-based practices in education that will be effective in a complex cultural political system like Nigeria.
2. The reason behind why policies fail should be researched and addressed to stop further reoccurrence.

The following recommendations is made for teachers who may teach this class:

1. To closely follow the curriculum when teaching this class and make it very interactive and democratic.
2. To use multiple means of representations to teach this class and incorporate heavy use of technology so that teachers can learn to use multiple platforms to

show their work. This will enable them gain confidence in using technology in their classrooms.

3. To feel free to stretch the number of weeks this mainstreaming course can be taught as the weekly instructional content is dense and covers a lot of information.

Actionable next step: The author will build a website that would go along with this mainstreaming course to provide ease for teaching this class.

The importance of quality education cannot be overemphasized, as this shapes the future of any society. The speed and diversification of global intelligence and education mean that we need educators who are well prepared to think outside the box and advance their students (both with or without disabilities) to meet the challenges ahead of them. The author expects that this project will afford beginning educators and other educators as well the skills and pathway to educating students in the mainstreamed classroom.

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APPENDIX

DEVELOPING A MAINSTREAMING COURSE FOR A TEACHER
PROFESSIONAL PREPARATION PROGRAM IN NIGERIA: A PROJECT
CENTERED ON IDENTIFICATION TECHNIQUES AND INSTRUCTIONAL
STRATEGIES FOR THE BEGINNING EDUCATOR

By Elizabeth Mgbam

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Overview of Mainstreaming Course

This mainstreaming course is for a teacher professional preparation program in Nigeria. It can also be used as a continuing education course for other teachers as well, whether in general or special education. The purpose of this course is to train and support educators on identification techniques and instructional strategies to be successful in a mainstreamed classroom. The instruction for the course is provided in an intensive and interactive six week sessions.

Week One: Overview of syllabus

<p>Learning Objectives</p>	<ul style="list-style-type: none"> • Course Introduction & Overview of Special education • Understanding mainstreaming? • What is a Disability • The 13 categories of disability. (1-6)
<p>Agenda</p>	<ol style="list-style-type: none"> 1. Welcome and introductions: Instructor introduction <ul style="list-style-type: none"> • Introduce yourself (interests and personal) 2. Course Overview and Navigation <ul style="list-style-type: none"> • Why teaching? 3. The why and purpose of this course <ul style="list-style-type: none"> • Create a culture of learning within this community • Collaborate, learn, and grow together • Circumnavigating the learning management system • Syllabus & content 4. Communication 5. Resources
<p>Understanding Special Education</p>	<p>The Right to be educated (Section 7 of the National Policy on Education (NPE) 2013).</p> <ul style="list-style-type: none"> - The Disabled, -The Disadvantaged: The children of nomadic Pastorals, migrant fisher folks, migrant farmers, hunters, etc. due to

	<p>their lifestyles and means of livelihood, are unable to have access to the conventional educational provision and therefore require special education to cater for their particular/peculiar needs and circumstances.</p> <p>-The Gifted and Talented.</p> <p>Offer of FAPE (Free and Appropriate Public Education</p> <p>How free and appropriate is this education in Nigeria? How wide a population should be included?</p> <p>Discuss</p>
<p>Overview of Mainstreaming</p>	<ul style="list-style-type: none"> • What is Mainstreaming? • Least Restrictive Environment – Special Day Classroom (SDC) or General Classroom? • General Education Teacher Vs. Special Education Teacher • Collaboration and support • Advocacy • Administrators • Paraprofessionals • Benefits
<p>What is a Disability?</p>	<ul style="list-style-type: none"> • Disability Vs. Handicap • Disability Vs. Inability • The Nigerian perspective of disability

	<ul style="list-style-type: none"> • High and Low incidence disabilities
<p>Categories of disability under the 2013 edition of the NPE</p>	<ul style="list-style-type: none"> (a) visually impaired (blind and the partially sighted) (b) hearing impaired (deaf and the partially hearing) (c) physical and health impairment (d) intellectual disability (mild, moderate, severe and profound) (e) emotional and behavioral disorders (hyperactive, hypoactive & the socially maladjusted) (f) speech and language impairment (g) learning disabilities (psychological/neurological phobia or challenges) (h) multiple disabilities (i) the gifted and the talented (j) Albinos- (Vision and skin problems, lack of self-esteem, myths about Albinism, stigmatization and stereotype). <p>It is important to note the variations in language used in Nigeria to categorize disability with that used in the US.</p> <p>The 13 categories of disability under IDEA. (first six)</p> <ol style="list-style-type: none"> 1.) Specific learning disability (SLD) Ch. 6 2.) Other health impairment (OHI)- ADHD Ch. 7 3.) Autism spectrum disorder (ASD) Ch. 9

	<p>4.) Emotional disturbance (ED) Ch. 8</p> <p>5.) Speech or language impairment (SLI) Ch. 10</p> <p>6.) Visual impairment, including blindness (VI) Ch. 12</p>
<p>Group Discussion:</p>	<p>Form groups of 3-4 and create a graphical poster of Disability in Nigeria. Watch video clip and respond to the following prompts:</p> <p>https://www.youtube.com/watch?v=2MpipkGk9Zs</p> <p>Use together with today’s learning objective to respond to your understanding of Disability in Nigeria– Fact or Myth</p> <p>Include:</p> <p>A definition in your own words</p> <ol style="list-style-type: none"> 1. What it is 2. What it isn't 3. What are the its main characteristics/descriptors? 4. What are the types of disabilities represented 5. Articulate your response in a creative and graphical manner 6. Display your poster on the classroom wall. <p>With your group, walk through the classroom and view/study other group posters and note the following:</p>

	<ol style="list-style-type: none"> 1. What elements are common throughout most posters? 2. What trends and patterns did you see? 3. What characteristics of disability would you consider unique or outliers? 4. What elements of other posters would you like to add to yours?
<p>Assignment Due before next class session:</p>	<p>1. Complete Reflective Journal entry. Thoroughly discuss the following prompts:</p> <ul style="list-style-type: none"> • What is your understanding of mainstreaming? Define it in your own words. • What are your greatest challenges with regards to mainstreaming? • What new information have you learned? • What do you want to know more about? • Read chapters 6-10, 11 of "Exceptional learners: Introduction to special Education" • Use this reading as a resource/reference when completing your journal entry and be prepared to analyze/discuss the reading in the next class session.
<p>Closing</p>	<p>Complete Quiz on the first 1-6 disabilities reviewed.</p> <p>Begin looking at Anchor Assignment:</p>

	<p>Program Analysis of a school of your choosing –</p> <p>Describe & discuss the effectiveness of the Mainstreaming program.</p> <p>How are students with disabilities assessed.</p> <p>Due by 4th class section.</p> <p>Please review the following resources: How does this belief system affect the rights of people living with disability. How would you advocate for them?</p> <p>https://www.youtube.com/watch?v=aWuBIWxYR5w -</p> <p>Effect of culture and beliefs in disability.</p> <p>https://www.youtube.com/watch?v=2MpipkGk9Zs -</p> <p>Intellectual disability in Nigeria</p>
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Week Two: Law & Referral

<p>Learning Objectives</p>	<ul style="list-style-type: none"> • Impact of Special education Laws in Nigeria • Impact of Special education Laws in the US. • Understanding the Referral Process, prereferral, referral, preplacement evaluation, eligibility determination, Individualized Education Program
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	<p>(IEP) development, special education placement determination, provision of services, annual evaluation of progress, and triennial reevaluation</p> <p>Ch.2</p>
<p>Agenda</p>	<p>A. What laws govern Special education in Nigeria</p> <ul style="list-style-type: none"> • Section 7 of the National Policy on Education (NPE) (2013) <p>https://educatetolead.files.wordpress.com/2016/02/national-education-policy-2013.pdf</p> <ul style="list-style-type: none"> • Inclusive education services for students with disabilities • Other services provided for students with a disability in Nigeria
<p>Impact of Special education Laws in Nigeria</p>	<ul style="list-style-type: none"> • Section 7 of the NPE: <p>The Disadvantaged: The children of nomadic Pastorals, migrant fisher folks, migrant farmers, hunters, etc. due to their lifestyles and means of livelihood, are unable to have access to the conventional educational provision and therefore require special education to cater for their particular/peculiar needs and circumstances.</p> <ul style="list-style-type: none"> • The Gifted and Talented. <p>Special Peoples Law (SPL) 2011 – by Lagos State</p> <p>Government ratifying the CRPD</p>

	<ul style="list-style-type: none"> • Discrimination Against Persons with Disabilities (Prohibition) Act, 2018 - This law excludes disability discrimination and enforces fines and imprisonment on culprits. There is also a five-year transitional period to make accessible and usable public structures, automobiles, and buildings for the benefit of people with disabilities. It will establish a National Commission for Persons with Disabilities to ensure access to housing, education, and healthcare people living with disabilities. • Universal Basic Education (UBE) Act 2004- https://www.centreforpublicimpact.org/case-study/universal-basic-education-nigeria/ • UN Convention on the rights of persons with disabilities (CRPD) 2010 • UNESCO (1994). World conference on special needs education: Access and Equality. Salamanca, Spain, June 7-10 • Offer of FAPE (Free and Appropriate Public Education) <p>How free and appropriate is this education in Nigeria?</p> <p>How wide a population should be included? Discuss</p>
<p>Impact of Special education Laws in the US. Ch.1</p>	<ul style="list-style-type: none"> • The Individuals with Disabilities Education Improvement Act (IDEIA) 2004 makes available a free and appropriate

	<p>public education (FAPE) and related services to eligible children with disabilities in the US.</p> <ul style="list-style-type: none"> • Least Restrictive Environment (LRE) is a federal requirement that students with disabilities receive their education, to the maximum extent appropriate, with nondisabled peers and that they should not be removed from regular classes unless, even with supplemental aids and services, education in regular classes cannot be achieved satisfactorily. [20 United States Code (U.S.C.) Sec. 1412(a)(5)(A); 34 Code of Federal Regulations (C.F.R.) Sec. 300.114.] • Individualized Family Service Plan (IFSP) is a special services plan for children with developmental delays from birth to age three. • Individualized Education Program, (IEP) is a written legal document developed for each public-school child found qualified for special education. The IEP is created through a team effort and reviewed at least once annually.
<p>B. Understanding the Referral Process</p>	<ul style="list-style-type: none"> • The Child find law compels schools to find all children with disabilities, and who may qualify may special education services.

	<ul style="list-style-type: none"> • Response to Intervention (RTI), Multitiered Model for Identification & Universal Design for Learning (UDL)
<p>MTSS</p>	<ul style="list-style-type: none"> • A Multi-Tiered System of Supports which is used to provide specific support to struggling students. MTSS supports academic growth and achievement, behavior, social and emotional needs. These tiers of support increase in intensity from one level to the next as needed by the student. • The MTSS model provides early interventions to students and informs the teacher about students' who may need special education. When implemented with fidelity, MTSS will expedite the performance of every student to realize and/or exceed competence. • Tier 1: The Whole Class. • Tier 2: Small Group Interventions. (Multidisciplinary team convenes) • Tier 3: Intensive, Individualized Support. <p>Types of MTSS</p> <ol style="list-style-type: none"> 1. Response to Intervention (RTI) stresses on academics. It provides increasing levels of support to recognized

	<p>struggling students to aid them in catching up. Tier 1 is whole class instruction and support. Tier 2 and Tier 3 are planned so no learner misses any core instruction.</p> <p>2. Positive Behavioral Interventions and Supports (PBIS) is a school-wide system. All students are taught through positive instruction on how they are expected to behave.</p> <p>MTSS and Special Education</p> <p>When students make unsatisfactory progress in Tier 3 support a special education evaluation is conducted. There is a need for adequate collection of data to show interventions implemented and how such interventions have not influenced academic or behavioral growth for the student. These data collections are important when creating an IEP.</p> <p>The MTSS purpose is to screen early and provide specific support promptly. MTSS also differentiates between students who received inadequate instruction and those who really need special education.</p>
<p>UDL</p>	<p>Universal Design for Learning</p> <p>The three principles of UDL are:</p>

	<ol style="list-style-type: none"> 1. Multiple means of representation - provide students with various ways of receiving and gaining knowledge and information. 2. Multiple means of expression - provide students with various options and choices for demonstrating their knowledge. 3. Multiple means of engagement – Utilize students’ interests as a means of engagement to increase motivation and suitably challenge them. <ul style="list-style-type: none"> • Assessments & Progress monitoring (formal & informal): record! record! record! • The Prereferral team
<p>The IEP</p>	<ul style="list-style-type: none"> • Writing the IEP – Individuals who must be part of the IEP team (parents, General ed. Teacher, Special ed. Teacher, the student, Administrator, professionals – psychologist) Documents in the IEP: Information/eligibility, Transition Page, Present Levels of performance, Special Factors, Statewide Assessments, BIP, Goals, Services - Offer of FAPE, Educational setting (placement) – Offer of FAPE, Parents Consent.

	<ul style="list-style-type: none"> • Annual, Triennial, Exit (Age out, no longer qualifies due to present levels, transitions).
<p>Group Discussion:</p>	<p>Form groups of 3-4, discuss and share:</p> <ol style="list-style-type: none"> a) How are students with disabilities in Nigeria evaluated and identified for special education services? b) How is the intent of Section 7 of the revised NPE (2008) implemented for the benefit of students with disabilities?
<p>Assignment Due before next class section:</p>	<ol style="list-style-type: none"> 1. Complete Reflective Journal entry. Thoroughly discuss the following prompts: 2. Read Eskay, M., Eskay, O., & Uma, E. (2012). <i>Educating People With Special Needs in Nigeria: Present and Future Perspectives. Online Submission.</i> https://files.eric.ed.gov/fulltext/ED537995.pdf <ol style="list-style-type: none"> a) Discuss what the authors mean by “One Step Forward and Two Steps Backwards” b) What is your understanding of the Response to Intervention Model and the Multi-Tiered System of Supports (MTTS)?

	c) How is the intent of the law implemented in individualized education for students with disabilities?
Closing	<p>Quiz on Ch. 1 & 2.</p> <p>Read chapters 1 & 2 of "<u>Exceptional Learners: Introduction to Special Education</u>"</p> <ul style="list-style-type: none"> • Use this reading as a resource/reference when completing your journal entry and be prepared to analyze/discuss the reading in the next class session.

Week Three: Categories and Rights

Learning Objectives	<ul style="list-style-type: none"> • The 13 categories of disability contd. (7-13) • Rights and role of Parents and Families
Agenda	<ul style="list-style-type: none"> • Educating the parents and society at large • The poverty and belief stronghold • Resources • Communication
Poverty and belief stronghold	<ul style="list-style-type: none"> • The cost of educating a child with a disability • The role of culture and religion

	<ul style="list-style-type: none"> • National health benefits? • Agencies & NGOS • Professionals & Schools • Assistive Technology • The shame factors • Early Intervention
Rights and role of Parents and Families	<ul style="list-style-type: none"> • The guaranteed right of the parent • The parent as a powerful force in the life of a SWD
Communication	<ul style="list-style-type: none"> • Parents and teachers, professionals • Parents and child, Teacher and child • The student as an advocate
Categories of disability under the IDEA Continued	<p>The 13 categories of disability under IDEA. (7-13)</p> <p>7. Deafness Ch. 11</p> <p>8. Hearing impairment Ch. 11</p> <p>9. Deaf-blindness Ch. 13</p> <p>10. Orthopedic impairment Ch. 14</p> <p>11. Intellectual disability Ch.5</p> <p>12. Traumatic brain injury Ch. 13</p> <p>13. Multiple disabilities Ch. 13</p>

<p>Group Discussion:</p>	<ul style="list-style-type: none"> • Form groups of 3-4 Use today’s learning objective to respond to your understanding of these prompts: Write out in the provided poster paper. • Discuss your role as a teacher in educating parents of a child with a disability. • What effective communication process will you put in place to parents. • Display your poster on the classroom wall <ul style="list-style-type: none"> - With your group, walk through the classroom and view/study other group posters and note the following: <ul style="list-style-type: none"> a) What elements are common throughout most posters? b) What trends and patterns did you see? c) What characteristics of effective communication would you consider unique or outliers? d) What elements of other posters would you like to add to yours?
<p>Assignment Due before next class section:</p>	<p>1. Complete Reflective Journal entry. Thoroughly discuss the following prompts:</p>

	<p>How can parents be involved in the education of their children?</p> <p>a) What challenges do you foresee as you teach students with TBI and multiple disabilities? How will you tackle these challenges?</p> <p>b) What new information have you learned?</p> <p>c) What do you want to know more about?</p> <p>Read chapters 5, 11, 13, 14 of "<u>Exceptional Learners: Introduction to Special Education</u>"</p> <p>Use this reading as a resource/reference when completing your journal entry and be prepared to analyze/discuss the reading in the next class session.</p>
Closing	Complete Quiz on the 7-13 disabilities reviewed

Week Four: Overview of teaching strategies

Learning Objectives	<ul style="list-style-type: none"> • Understanding effective teaching strategies for students with disabilities (SWD) • Discovering the role of differentiated instructions <ul style="list-style-type: none"> - small group instruction, one on one instruction, promptings, reinforcement visual support,
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	<ul style="list-style-type: none"> • Importance of Data taking and reporting • Importance of classroom organization • Analyze functional behavior assessment, behavior intervention plans, classroom management plan
Agenda	<ol style="list-style-type: none"> 1.) Example of specialized instruction 2.) Overview of differentiated instruction, Data taking, and Functional behavioral assessment, behavior intervention plans, classroom management plan 3.) Sharing and collaboration
Examples of specialized instruction	<ul style="list-style-type: none"> • See table below • Specialized instruction is based on the individual strengths and needs of specific students who have been identified as disabled and needing special education. These services include accommodations, modifications, and adaptations in instructional methods, materials, techniques, assistive technology, physical setting, or environment.
Overview of Differentiated instructions	<ul style="list-style-type: none"> • Differentiated instructions - small group instruction, one on one instruction, promptings, reinforcement, visual support

	<ul style="list-style-type: none"> • Classroom organization (what is functional & efficient), scheduling, maintaining consistency in the classroom for SWD:
<p>Behavior Management</p>	<p>Classroom management plan: A teacher’s plan to maintain control of his/her classroom by providing expectations for the students. It should be written positively.</p> <ul style="list-style-type: none"> • Functional behavior assessment, behavior management plans, classroom management plan, Positive Behavior Intervention and supports (PBIS), Behavior Intervention Plans <p>Functional behavior assessment: A team convenes to understand why a student is behaving inappropriately.</p> <p>Behavior Intervention Plans (BIP): The team creates the BIP to teach and reward positive behavior.</p> <ul style="list-style-type: none"> • Paraprofessionals • Benefits
<p>Data collection</p>	<p>Data collection: Data is a powerful tool that provides insights, engages and creates opportunities for students in their education. It helps teachers make improvements to ensure that students are not at risk of falling behind.</p>

Group Discussion:	<p>Form groups of 3-4 and create a graphical poster detailing how you will use specialized instruction in your classroom. Include:</p> <ol style="list-style-type: none">1) A definition in your own words2) What it is, what it isn't3) What are its main characteristics/descriptors?4) What examples of specialized instruction will you use?5) Articulate your response in a creative and graphical manner6) Display your poster on the classroom wall. <ul style="list-style-type: none">• With your group, walk through the classroom and view/study other group posters and note the following: <ol style="list-style-type: none">a) What elements are common throughout most posters?b) What trends and patterns did you see?c) What characteristics of specialized instruction would you consider unique or outliers?d) What elements of other posters would you like to add to yours?
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<p>Assignment Due before next class section:</p>	<p>1. Complete Reflective Journal entry. Thoroughly discuss the following prompts:</p> <p>i) What is your understanding of classroom Management plan? Create one for your classroom.</p> <p>ii) What is the importance of data collection?</p> <p>iii) What new information have you learned?</p> <p>iv) What do you want to know more about?</p> <p>Read chapters 2, 6 -7 of "<u>Exceptional Learners: Introduction to Special Education</u>"</p> <p>Use this reading as a resource/reference when completing your journal entry and be prepared to analyze/discuss the reading in the next class session.</p>
<p>Closing</p>	<p>Quiz on Ch. 2, 6 – 7</p> <p>Anchor Assignment due:</p> <p>Program Analysis of a school of your choosing</p> <ul style="list-style-type: none"> • Describe & discuss the effectiveness of the Mainstreaming program. • How are students with disabilities assessed?

Specialized Instruction:

Examples of Specialized Instruction

Materials	Assistive Technology	Collaboration	Instructional Methods and Strategies	Environment
Math Manipulatives: base ten blocks, rulers, counters, calculators, abacus, number line, money cubes, pattern blocks	Interactive Smart Board presentations	Simplification and practice in list needs. Collaboration with special education teacher & aides.	Multi-Sensory Approach Appropriately paced instruction, Repetition, Small groups, Multiple means of presentation (kinesthetic visual, auditory), Provide immediate and specific feedback, activate prior knowledge, repeat instructions and check for understanding.	Modify lighting and sound, use suitably sized furniture
Reading manipulatives: word walls, dictionaries and word lists, letter and word cards, sentence builders, syllabication cards, student-made phoneme blocks, Charts, Segmentation, Cloze sentences.	Computers, projection screens, cut-outs and block outs, text and/or pictures on paper, models, posters	Observations in the special education classroom by the general education teacher	Sentence starters, Think alouds & reading questionings to inspire deeper examination of ideas, graphic organizer, story map, appropriately paced instruction, small groups, repetition, Multiple means of presentation (visual, auditory, kinesthetic), check understanding and repeat instructions where needed, Give instant and specific feedback, activate prior knowledge	Monitoring of temperature in the classroom

Writing manipulatives: indentation items, word banks, student made thesaurus, sentence strips, color cues & diagramming, sentence builders	Keyboard, pencil grips, voice to text	Frequent check-ins with special education teacher for instructional modifications and to review student's progress and render recommendations	Cloze activities, multiple means of presentation (visual, auditory, kinesthetic) small groups, repetition, paced instruction, provide immediate and specific feedback, activate prior knowledge, finger spelling	Auditory, kinesthetic, visual, sensory
Whiteboards	Etch-a-sketch boards	Direct and clarify activities, materials, modifications and accommodations needed for instruction to teacher assistants	Students will use whiteboards	Modify lighting
Cognitive		Aid special education teacher to execute IEP goals and behavior plans.	Media & pictures, movement, realia, mnemonic aids for memorization, memory development skills like chants, rimes & rhythm, visual, modeling, written, & oral means of expression	Provide a safe and sunny space for students in your classroom
		Support the special education teacher to execute strategies that benefit students.	Activate prior knowledge, organize information, sketch and doodle, highlight, outline and color texts	Strategically plan and organize student work section
Timer, Token economy			Alert students of transitions through timers, use to form a routine, motivate and show time for tasks.	Learning environment

Use video clips, images, highlights, colors to review information and activate prior knowledge		Observations to evaluate needs, daily work schedule and obstacles.	Arouse student interest and curiosity with motivational contexts. Use task analysis to show steps to complete tasks, use think aloud to model thought process, front load and teach new vocabulary before reading, KWL charts, predictions for texts.	Conducive learning environment
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Adapted from

http://www.mpsaz.org/special_ed/forms/files/examples_of_specialized_instruction.pdf

Week Five: Early childhood interventions and effects of culture and socioeconomic factors

Learning Objectives	<ul style="list-style-type: none"> • Understanding the importance of Early Childhood Programs and interventions Ch. 2 • Understanding the importance of Transition planning and empowerment Ch. 2 • How do multicultural & socioeconomic influences affect students with disabilities Ch. 3
Agenda	<ul style="list-style-type: none"> • Sharing and collaboration • Overview of Early Childhood Programs and interventions, Transition planning and empowerment, multicultural & socioeconomic influences • Developing an effective strategy/planning for transitions

Overview of Early Childhood Programs and interventions (birth – 4years)

- The UBE Act (2004) offers basic education for all children from age 5 to 16, while the NPE (2004) provides that education for all children with special needs shall be free at all levels, and all necessary facilities that ensure easy access to education would be provided through inclusive education of special class and units into ordinary/public classes under the UBE program.
- The need for adequate early detection and identification of disability.
- Professional evaluation: Psychologist, MD, Assessment team
- Uniform structure?

How can early Childhood Programs and interventions help a child with disabilities?

- Learn physical, communicative, social/emotional, cognitive and self-help skills
- Family-focused, child-focused, flexible, regular, supportive, developmentally appropriate, tracks progress and evidence-based.

	<ul style="list-style-type: none"> • Available free services in Nigeria • Specialized support –occupational therapy, speech therapy, physiotherapy, counseling, alternative therapies.
<p>Overview of Multicultural & socioeconomic influences</p>	<ul style="list-style-type: none"> • Effect of poverty, illiteracy, religion, and culture to early interventions • National healthcare provision – myth or reality • Public Vs. Private education • Socioeconomic factors: Education cost, health cost, minimum wage • Culture & religion • Illiteracy: Need to educate parents • English language learner and special education – identification issues? <p>Assessment issues in multicultural and bilingual special education</p>
<p>Overview of Transition planning and empowerment</p>	<ul style="list-style-type: none"> • Transitioning to adulthood: • Dropout rates • Student as advocate • Independent living & skills • College readiness

	<ul style="list-style-type: none"> • Vocation training • Workability programs/community engagement • Alternative learning centers • Adult services • Unemployment and underemployment • Family support
<p>Group Discussion:</p>	<p>Form groups of 3-4 and discuss your reading from chapters 2, 6 -7 of "<u>Exceptional Learners: Introduction to Special Education</u>"</p> <ul style="list-style-type: none"> • Write down three takeaways from each chapter that you will implement in your classroom.
<p>Assignment Due before next class section:</p>	<p>1. Complete Reflective Journal entry. Thoroughly discuss the following prompts:</p> <ul style="list-style-type: none"> a) What are the strategies for integrating people with disabilities into the larger society? b) What new information have you learned? c) What do you want to know more about? <p>Read chapters 2-3 of "<u>Exceptional Learners: Introduction to Special Education</u>"</p>

	Use this reading as a resource/reference when completing your journal entry and be prepared to analyze/discuss the reading in the next class session.
Closing	Quiz on Ch. 2 - 3 of "<u>Exceptional Learners: Introduction to Special Education</u>"

Week Six: Reflection & Evaluation

Learning Objectives	<ul style="list-style-type: none"> • Understanding the importance and value of relationship and connection in teaching. • Understanding the importance of collaboration, continuous training and feedback for teachers. • Accommodations and modifications for students. • Putting it all together
Agenda	<ul style="list-style-type: none"> • Sharing and collaboration • Overview of relationship and connection in teaching • Developing effective collaboration, continuous training, and feedback for teachers

	<ul style="list-style-type: none"> • Accommodations and modifications for students. • Questions • Closure
<p>Developing an effective collaboration, feedback, and continuous training for teachers</p>	<p>What is effective collaboration?</p> <ul style="list-style-type: none"> • Collaboration between general ed. teacher and Special ed. Teacher • Collaboration with staff in the classroom • Collaboration with teachers you co-teach with • Collaboration with Administrative staff • The role of the Mentor teacher <p>What is effective reflection and feedback?</p> <p>Diagnosing areas to improve teaching strategies and methodology</p> <p>Feedback system will put us on a path to ensure that all students get a great education</p> <ul style="list-style-type: none"> • Video your lesson, watch and reflect on it. • Reflect on how the lesson went and how students responded and if there's anything you could have done differently.

	<ul style="list-style-type: none"> • Have a colleague/mentor watch you teach and give you feedback. <p>What is continuous training?</p> <p>Acquiring continuous professional development is paramount for effective teaching.</p> <ul style="list-style-type: none"> • Teaching strategies, policies, curriculum, ideas are always evolving, so be informed. • The need to be one step ahead for effective teaching. • Teachers should acquire compulsory continuous education (CE) hours annually, they teach the next generation. • Watch Bill Gates talk on feedback and reflection <p><u>https://www.ted.com/talks/bill_gates_teachers_need_real_feedback/up-next?referrer=playlist-tv_special_ted_talks_educatio#t-605228</u></p> <p>How wide a population should be included? Discuss</p>
Accommodations and Modifications for students	Timing and Scheduling of Tasks, Assignments and Tests

	<ul style="list-style-type: none"> • Provide extended times, up to double may be given for learning to students with disabilities in class assignments and tests. <p>Response to Materials and instructions</p> <ul style="list-style-type: none"> • Reduce or shorten tests, assignments, and tasks • Extend time on in-class assignments and tests • Use notes for tests and assignments • Open books can be used for tests and assignments • Spelling errors will not impact grade when no opportunity for editing assistance or spelling check is available • Special projects or alternate assignments may be given in lieu of assignments given to students without disabilities • Proof-Reader and redo assignments or writing mechanics not graded • Student may use a calculator
<p>Presentation of Materials and instructions</p>	<ul style="list-style-type: none"> • Listen to books on tape or CD • Assignments and tests modified to address the identified needs of each student • Tests, Assignments, and directions can be read orally as needed

	<ul style="list-style-type: none"> • Tests and assignments may be shortened • Rephrase questions on tests and assignments • Allow the student to preview tests and assignments • Tests and assignments are broken down into smaller parts as needed
Related to Support	<ul style="list-style-type: none"> • Check for student’s understanding • Repeat and /or rephrase instructions • Present one task at a time • Soft music, lighting, and fidgets as supports • Preferential/assigned seating, yoga ball seats, cushions • Use assignment notebook or planner for organization • Provide student/parent with progress reports • Provide note-taking assistance • Provide access to computers on campus • Use a scribe when needed or word processing • Staff assistance and supports
Group Discussion:	<ol style="list-style-type: none"> 1. Rita Pierson talks Education

	<p>As you watch this video, create a K-W-L process grid to be posted in your reflective journal.</p> <p>What I Know:</p> <p>What I Want to Know:</p> <p>What I Learned:</p> <p>https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?referrer=playlist-tv_special_ted_talks_educatio#t-452163</p> <p>What is your push back/disagree with Rita Pierson's views?</p> <p>Have your views changed or expanded after this video?</p>
Assignment Due	<p>All Assignments and final assignment Due in two weeks:</p> <p>Final assignment:</p> <p>Design a checklist of identification techniques and instructional strategies that you would use in your classroom.</p>
Closing	<p>Putting it all together</p> <p>Questions?</p>

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