

FUNCTION OF SPECIAL EDUCATOR IN CARRYING OUT INCLUSIVE EDUCATION IN NIGERIA

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ABSTRACT: *This paper is on the function of special education personnel in carrying out inclusive education in Nigeria. This paper discussed that Inclusive education is connected to regular education innovation. It has been established on the basis that more productive for learners with special needs, have divers' experiences in social events leading to achievements in life. This paper also analyzed that inclusion entails a drastic meditation of policy and practice and mirrors a basic different way of thinking about the root of learning challenges. Also discussed is the worldwide shifts in the carrying out of educational services. This paper presented that the focus of inclusive education is to transform every aspects of human behavior. Children with special needs requires major preparation and adaptation. Also discussed are the fundamental steps of inclusive teaching. Personnel's here must be prepared in this wise. Some suggestions were made as a way forward for inclusive education in Nigeria.*

Keyword: *Function, Special educator, carryout inclusive education*

INTRODUCTION

Inclusive education is linked to the idea of regular education initiative (REI) arising from the U.S PL 92 - 142. According to Obi (2006), regular education Initiative was initiated in the 1980's. It was initially an attempt to educate the children with special needs especially cases that are mild and moderate. For many years, educators have questioned the rational for a continuous, segregation of children with special needs. Inclusion in education refers to a model where students with special needs spend most or all of their time with non-special needs students. It arise in the context of special education with an individualized education programme plan, and is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life.

INCLUSIVE EDUCATION

In the world today, assistance given to children with special needs rotates in three different ways, relative isolation, integration (or mainstreaming) and inclusion due the nature of teaching pattern in regular education, certain modification can be made to suit learners with special needs (Nanwjan, Uzor, Iyango, 2019 and Darling-Hammond, 1990). The setting of isolation part denied children access to public schools; children were mainly educated in residential institutions. They were in a lonely and different settings and had no communication with non- special needs children due to negligence. In the integration phase, children were mainstreamed into general education programmes when deemed appropriate. It involves the children spending part of their time in the regular class, and part in the special class. This process started in the early 80's in the U.S and U.K and is yet to be fully carry out in most developing countries where persons with special needs are mainly instructed in seclusion pattern.

The inclusion has to do with a drastic meditation of policy and practice and mirrors a basic different way of thinking about the origin of learning and behaviour difficulties. Inclusion as a global trend of educating special needs children is seen as a philosophy and practice of educating special needs children in general education setting. This is based on the equality principle that makes every child a valued member of his society. It involved bringing the ancillary and related services and resources to the child in a general class rather than placing the child in an isolated setting where services are located. Peterson and Hittie, (2003) admitted that inclusive teaching is the best for creating effective schools for all learners. As inclusive education is the practice of educating children with and without special needs in the same classroom with some modifications in physical structures, teaching aids and guides to match the conditions of each student.

(Bowe, 2005) sees inclusion as the most effective way of fighting discriminatory attitudes, creating welcoming groups, building an inclusive environment and achieving education for all type's learners. It helps to open move access to children with special needs as they attend neighborhood schools and makes the quality of education accepted amongst the people.

WORLDWIDE SHIFTS IN DELIVERING SPECIAL NEEDS SERVICES

The worldwide shifts in the provision of educational services to special needs children today is inclusion. It is the best way of making education accessible to children with special needs for the 21st century Sands, Kozleski, and French (2000). The goal is to gain better academic and social inclusion than the regular

education segregated approach and institutionalization of special needs children. Inclusion is a fundamental human right issue where the world affirmed commitment to education for all. It is based on the equalization of opportunities for persons with disabilities. Bowe, (2005) empathized the need to make education of PWDs an integral part of the education system; the Salamanca statement and framework of action on special needs education affirmed the placement of special needs children in general education where the Salamanca declarations were revisited with the challenge of ensuring the broad vision of EFA (Bowe, 2005).

INCLUSIVE EDUCATION TEACHING PROCESS

The version of education is to transform all round aspects of human behavior to enable the individual use his or her talents to the peak (Enya, Nanjwan and Amalu 2014). Teaching children with diverse needs call for appropriate planning and adaptation of instructions to suit these learners. As had been agued by proponents of inclusion, children with special needs require more attention of instruction to develop their skills than other learners need.

According to Hallahan , (2012) teaching in inclusive environments, the teacher may adapt instructions to accommodate the children and enhance their learning skills. Instructions should be made more relevant to the needs of the individual learner. To maximize success with learners in inclusive settings, According to Mintz, (2014) it was suggested that knowledge and good relationship in the Classroom is quite certain with the Prioritize objectives, adapt instruction, materials and the environment, Systematic instruction usage during instruction, Systematic implementation evaluation measures (PASS).

PASS represents a way of thinking and approaching instruction for learners in general inclusive educations environment:

Prioritize Objectives

Prioritizing objectives refers to specifying the relative importance of achieving each of the fundamental objectives relevant to learners with special needs and eliminates any objective that is' not important for the special leaner. For example, the teacher may decide to prioritize instructions for a child with physical disabilities poor class activity that involves the use of fine motor. Prioritizing objectives appears to many people as a straightforward intuitive task, namely to ask the decision-maker to prioritize the objectives for a problem.

Adapt Instruction, Materials and Environment

Successful coteaching partnerships enable both professionals to maximize their potential as educators and to provide all students with the direct assistance they need. Instructional adaptation is

necessary to accommodate more, children with special needs. Adaptation could take many forms. A general education teacher with impaired child with visual in the class may adapt instructions, materials and the environment to suit the child's needs. In learning, every child has a unique characteristic Salamanca statement asserts that education systems should take into account the wide the wide diversity of children's characteristics and needs are the most effective means of combating discriminatory attitudes, creating welcoming atmosphere in an inclusive society and achieving education for all (kyauta 2013). The teacher needs to plan ahead of the lesson what adaptations need to be made of the lesson what adaptations need to be made for the different learners with disabilities. Adaptation that will require minimal effort by the teacher is preferable. Adaptations that demand the most time and resources may be those requiring direct interaction of the student with another person

Systematic Teaching

Systemic instruction is the process of breaking a skill down into individual components so for students and identify the appropriate teaching method or prompting strategy that allow for students to fully comprehend instruction about a new skill or learning objective.

This refers to the use of appropriate presentation of learning variables by effective teacher. These variables have been formed into an acronym SCREAM by Mastropen and Scruggs, (2000).

SCREAM means:

Structure

Clarity

Redundancy

Enthusiasm

Appropriate space

Maximize evaluation, including questioning and feedback System; Evaluation: systematic evaluation means frequently measuring student's progress toward meeting the set objectives of the class as well as IEP objectives. Systematic instruction is a great way to show that any student can learn. Educators are also responsible for breaking skills down to help students learn, no matter their challenges. This will also give the teacher feedback as to the rate of progress of the students.

INCLUSION CONTENTION

Experts in the field have questioned the appropriateness and productiveness of the inclusive system. As stated earlier, there are many people who feel that not all children will benefit from inclusion and that only those who can meet the standard should be included. Also there are those who content that all students

belong to the general education and there should be full inclusions. These persons argued that general and regular classroom teachers should adopt that pedagogy and environment to suit children with special needs. Eleweke, and Rodda, (2010) There are many others who think that a midway approach should be adopted. These experts think that too little has been done to ensure that children's potentials are maximized and, that general education teacher may not be able to work with children with special needs effectively without assistance from experts.

Ensuring that each individual has an equal opportunity for educational progress remains a challenge worldwide. Inclusion is based on the social model theory of disability. The social model sees disability as an emancipation move aimed at liberating children with special needs. The social model rejects the medical model of disabilities and believes that it is the social system rather than the physical impairment that creates disability.

PRINCIPLES OF INCLUSIVE EDUCATION

The following are the basic principles of inclusive instructions to include:

- i. ***Inclusive education is incompatible:*** With segregated provision both within and outside mainstream education is incompatible.
- ii. ***Actively involve the learners:*** Teachers should involve learners in class activities to facilitate active learning.
- iii. ***Collaborate and coordinate efforts with others:*** Inclusion generally calls for collaboration between special and general education teachers Nanjwan, Ikwen, and Egaga, (2019). The different professional should be involved in providing the best instruction for all learners particularly the special learners.
- iv. ***Teach diagnostically:*** Diagnostic teaching involves an initial diagnosis to identify the child's deficit. This could be general or specific skills.
- v. ***Establish the experiential base for each lesson:*** The teacher should understand that just like skills facilitate task performance, learner's background facilitates understanding.
- vi. ***Use appropriate and realistic examples and demonstrations:*** Examples and demonstration that are relevant to the child in his everyday life promotes understanding and aid learning.
- vii. ***Provide appropriate practice and generous review:*** Practice reinforces learnt concept while review helps learners to master skills and concepts already learnt. Review should be done periodically.

- viii. ***Build interest and enthusiasm:*** Teachers should understand that unless children are interested in what they are learning and doing, learning cannot effectively take place.
- ix. ***Use appropriate questioning techniques:*** Effective questioning encourage active children participation in learning.
- x. ***Special and compactable learn styles:*** All learners' different learning styles and achievements are equally valued, respected and celebrated by society

IDEAS IN INCLUSIVE EDUCATION

Vandeh (2013) and David, Nanjwan and Amalu (2014) said in that there is every need for proper training of personnel to handle inclusive education programme. Teachers involved must be trained in that regards. Simpson, Richard, Sonja de Boer (2009) suggested way forward for inclusive education include:

1. Carrying out an authentic and meaningful assessment to guide the teacher and learner in the teaching and learning environment.
2. Ability to tailor instructions to meet individual learning needs.
3. Creating learning opportunities that will address the needs and goals of children with special needs.
4. Paying individual attention to children to enable them overcome challenging behaviour.
5. Developing and *carryout* a functional curriculum that meets the needs of children with special needs to enable them acquire requisite skills for independent living.
6. Time for teachers to plan, meet, create, and evaluate the students
7. Monitoring of the progress of the children as a feedback mechanism for all the stake holders
8. Parental involvement in all aspects of the education of their children, especially in curriculum design, assessment, and evaluation.
9. Ability to design and create a classroom environment that will make teaching and learning efficient.
10. Forging collaborative partnership with special educationists and other professionals.
11. Legislations and access to special education services provision.
12. Government efforts of access and quality.

CONCLUSION

One of the biggest concerns about inclusive education that comes from teachers is that the adaptations that students with disabilities require in inclusive classrooms will impede the learning of nondisabled students. Inclusion in education refers to a model wherein students with special needs spend

most or all of their time with those who are non-special needs. Nanjwan, and Ashi, (2019) admitted that it arise in the context of special education with the development of national policy on education and is built on the notion that it is more effective for students with special needs to have said mixed experience for them to be more successful in social interactions leading to further success in life. This requires the collaboration of classroom teachers, key teachers, school principals, education officers and policy makers

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