Globalization and Special Needs Education



EDITED BY:
THEO AJOBIEWE (Ph.D)
PETER I. OSUORJI (Ph.D)

National Centre for Exceptional Children

Globalization
and
Special Needs Education

Edited by:

Theo Ajobiewe (Ph.D)

Peter I. Osuorji (Ph.D)

GLOBALIZATION AND SPECIAL NEEDS EDUCATION

Edited by:

- **Theo Ajobiewe (Ph.D)**
- **Peter I. Osuorji (Ph.D)**

© National Centre for Exceptional Children (NCEC)

Published in June, 2011

All rights reserved
No part of this publication may be reproduced, stored in a retrieval system, transmitted or utilized in any form or by any means: electronic, mechanical, photocopy, recording or otherwise, without prior permission in writing from the publisher.

ISBN: 978-31064-2-4

Published and Bound in Nigeria by:
Glory -Land Publishing Company.
66, Gbadebo Street,
Mokola, Ibadan.
Tel: 08035830802, 07031051956
E-mail: emman_20078@yahoo.com

DEDICATION

This book is dedicated to our indefatigable and erudite scholar who has gone to rest: late Proffessor Beatrice Agbonma Okeke-Oti, the immediate past President, National Centre for Exceptional Child.

May her gentle soul rest in perfect peace.

PREFACE

The annual gathering of members of the National Centre for Exceptional Children (NCEC) in a conference provides a forum for intense intellectual intercourse by the members as well as academics and educational practitioners across the country. The 20th Annual National Conference of the Association was held at the Federal College of Education (Special), Oyo, Oyo State, between the 23rd and 27th August, 2010.

It was well attended and rewarding for those who attended. The theme of the conference: *Globalization and Special Needs Education* was very timely. Globalization as a concept is currently the focus of most professional conferences and special needs educators cannot but join the trail to enable them know how its impacts on their profession either positively or negatively, globalization is affecting all of the social, political and economics structures and processes.

In this book, which is a product of the conference, there are shades of opinions on globalization and special needs education.

The contributors addressed issues in the areas of preparation of effective teachers of children with special educational needs, curriculum adaptation, career guidance, implications of globalization for basic science and technology, economic meltdown and special needs education, challenges of collaborative partnership in special needs education, relevance of millennium development goals, and funding of special needs education in a global economic meltdown were fully discussed.

This book is recommended for practicing teachers and other educators who are responsible for the education of persons with special needs. It is our hope that special education classroom teachers as well as other persons concerned with the education of special needs people will find this book to be a valuable resource.

The editors, commend the efforts of the contributors of the papers.

Theo Ajobiewe, Ph.D.
Editor

TABLE OF CONTENTS

DEDICATION iii

PREFACE iv

1) PREPARATION OF EFFECTIVE TEACHERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS IN AN ERA OF GLOBALIZATION
LADIPO, S. O. (Ph.D) 1

2) CURRICULUM ADAPTATION FOR PERSONS WITH SPECIAL NEEDS
UNEGBU, JUSTINA IFEOMA 7

3) AN APPRAISAL OF THE APPLICATIONS OF COGNITIVE LEARNING THEORIES IN THE MANAGEMENT OF STUDENTS WITH LEARNING DISABILITIES
LAZARUS, KELECHI U. (Ph.D) 13

4) CAREER GUIDANCE AS AN INTEGRAL PART OF REHABILITATION PROGRAMME FOR PERSONS WITH DISABILITIES IN NIGERIA
SALAKO, ADEBAYO ADEYINKA & OSOBISI, DAVID AYODELE 23

5) IMPLICATIONS OF GLOBALIZATION FOR BASIC SCIENCE AND TECHNOLOGY EDUCATION OF CHILDREN WITH SPECIAL NEEDS
OGUNKUNLE, SEGUN JACOB 30

6) ADJUSTMENT PROGRAMMES FOR ADULTS WITH ACQUIRED HEARING LOSS DURING THE PERIOD OF GLOBAL ECONOMIC MELT DOWN
ISAIAH, OLUGBENGA O. & EZELE, N. E. 35

7) CONSTRAINS TO EFFECTIVE IMPLEMENTATION OF SPECIAL EDUCATION IN NIGERIA
DAMUL, RAHILA PHILEMON & IBRAHIM, BARNABAS BWANDI 43

8) EFFECTIVE COMMUNICATION IN THE CLASSROOM WITH SPECIAL NEEDS CHILDREN
TIJANI, RAHEEM .O. & TIJANI AROYEHUN, FAUZIYYAH .O. 47

9) THE SURVIVAL OF SPECIAL EDUCATION IN AN ERA OF SERIOUS FINANCIAL MISMANAGEMENT
ADEBOWALE, A. A. & BOLAJI, Y. O. 56

10) SPECIAL EDUCATION IN NIGERIA: HISTORICAL DEVELOPMENT AND PROBLEMS
OLARIBIGBE, O. O. 63

11) COUNSELING NEEDS OF CHILDREN LABELLED WITH DISABILITIES
NALADO ABUBAR LIMAN 69

12) THE PROSPECTS, BENEFITS AND CHALLENGES OF SPECIAL NEEDS EDUCATION IN NIGERIA
UGOCHI NNENNA NDOH 73

13) GENDER, IDENTITY AND CREATIVITY: POETIC EXPRESSIONS OF THE GIFTED AND DISABLED WOMEN
AKINMOSIN, KEMI ADEJOKE 79

14) GLOBALIZATION AND PERSONS WITH DISABILITIES
ENWERONYE, O. N. 90

15) FACILITATING THE VOCATIONAL TENDENCIES OF SPECIAL NEEDS CHILDREN THROUGH VOCATIONAL COUNSELLING
ASAMAIGO, E. E. 94

16) CURRICULUM ADAPTATION FOR CHILDREN WITH LEARNING DISABILITIES: GENERAL TIPS
OLADELE, ADETOUN OLUBANKE 100

17) IMPLICATIONS OF ECONOMIC MELTDOWN ON SPECIAL NEEDS EDUCATION IN NIGERIA
MICHAEL ABEDNEGO 105

18) CHALLENGES OF COLLABORATIVE PARTNERSHIP IN SPECIAL NEEDS EDUCATION IN NIGERIA
OGWU, ONALO MICHAEL 111

19) THE PLACE OF COMPUTER IN THE EDUCATION OF PERSONS WITH INTELLECTUAL DISABILITY
DADA, OLUBUKOLA C. (Ph.D) 117

20) EVALUATING SPECIAL NEEDS EDUCATION FOR EFFECTIVENESS: THE NIGERIA EXPERIENCE
OMEDE, ANDREW A. 121

21) VOCATIONAL EDUCATION AND REHABILITATION SERVICES – ITS IMPLICATION TO INCLUSIVE EDUCATION
CHRIS M. VANDEH (Ph.D) 128

22) COMMUNITY BASED REHABILITATION MODEL: COMPANION TO INCLUSIVE EDUCATION
ADAKA, T. A. 133

23) HANDLING STUDENTS WITH MATHEMATICS SKILL DEFICIT: THE TEACHING PERSPECTIVE
ADENIGBAGBE, S. A. 140

24) COUNSELLING PARENTS FOR GOOD POSTURE AND GAIT OF CHILDREN WITH VISUAL IMPAIRMENT IN NIGERIA
BOLCHIT GIDEON DALA & DOROTHY LENGDANG PAKSOHOT 145

25) RELEVANCE OF MILLENNIUM DEVELOPMENT GOALS TO PEOPLE WITH DISABILITIES
UFFORD, A. A. 150

26) PEDAGOGIC STRATEGIES IN CURRICULUM ADAPTATION FOR ENHANCING SPECIAL EDUCATION NEEDS IN NIGERIA
KOLEOSO, BOLANLE BOSEDE 157

27) CURRICULUM DEVELOPMENT AND INTERVENTION STRATEGIES FOR TEACHING CHILDREN WITH SPECIAL NEEDS
TALATU GOBUM SUWA & MILAHAM RAHILA SAMUEL 165

28) CURRICULUM ADAPTATION FOR CHILDREN WITH LEARNING DISABILITY IN NIGERIA
AZUBIKE, P. NGOZI 171

29) CURRICULUM ADAPTATION TO MEET THE EDUCATIONAL NEEDS OF STUDENTS WITH VISUAL IMPAIRMENT IN NIGERIA
LAITU, J. BAKHALPUP 178

30) APPLICATION OF ICT A PANACEA FOR EFFECTIVE TEACHING OF AGRICULTURAL SCIENCE IN SCHOOLS
EZE, S. O. (Ph.D) 184

31) PSYCHOLOGICAL IMPACTS OF REHABILITATION COUNSELLING ON THE LIVELIHOOD OF ADOLESCENT WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES
DADA, O. C. (Ph.D) & AKANNI, OLUROTIMI OLADAYO 191

32) EVALUATING THE IMPLEMENTATION OF SPECIAL NEEDS EDUCATION IN NIGERIA: PROBLEMS AND PROSPECTS
PROF. M. M. LERE & UNEGBU JUSTINA I. 197

33) PROBLEMS AND PROSPECTS IN THE FUNDING OF SPECIAL NEEDS EDUCATION IN A GLOBAL ECONOMIC MELTDOWN
EZEUGWU, P. I.; YAKUBU, S. A. & YUNUSA, U. 209

34) CURRICULUM ADAPTATION FOR CHILDREN WITH SPECIAL NEEDS IN AN INCLUSIVE EDUCATIONAL SETTING
PATRICK M. AKOS 215

35) MEDICAL TREATMENT FOR CHILDREN WITH LEARNING DISABILITIES: CLASSROOM MANAGEMENT STRATEGIES
MILAHAM, SAMUEL 220

36) PSYCHO-SOCIAL ADJUSTMENTS AND REHABILITATION OF THE VISUALLY IMPAIRED
BAKARE, FOLASHADE ADEJOKE 227

37) INCLUSIVE EDUCATION PRACTICE IN PLATEAU STATE: THE JOURNEY SO FAR
GWANSHAK NANDI ABANI & LONGPOE PATRICIA KWALZOON 233

38) INCLUSIVE EDUCATION FOR THE CHILDREN WITH SPECIAL NEEDS THROUGH EDUCATIONAL PLANNING
OKOLI, OBIAGELI SARAH 236

39) IMPLEMENTING SPECIAL NEEDS EDUCATION IN THE NIGERIA'S EDUCATION REFORM ACT
MILAHAM SAMUEL 241

40) PHYSICAL EDUCATION IN THE INCLUSIVE SETTING
AJIBADE, IBIJADE OLABISI & OJOGWU, P. N. 247

APPENDIX I 253

APPENDIX II 255

NOTES ON CONTRIBUTORS 257

GENERAL INDEX 260

CHAPTER NINETEEN

The Place of Computer in the Education of Persons with Intellectual Disability

DADA, OLUBUKOLA C. (Ph.D)

Introduction

The use of computer has become part of everyday activities of human beings. It is now a prominent feature of life. Computer is used for everything in life nowadays. It is used for learning new skills such as drills, mathematical activities, meeting daily needs like the use of microwave ovens, ATM machines and enjoying leisure time activities. The use of computer determines individual's success in this computer age. In order to perform tasks at borne, at work and in the community depends on the ability to make use of computer for some individuals. It is clear that computer technology is not a passing phase but is becoming an integral part of everyday life. In pursuance of this it is important that the potential of this innovation to enhance the quality of life of students with mental retardation and other developmental disabilities.

Computers have many potentially useful applications in support and services for students with intellectual disability. In early intervention, computers can be used to help a child acquire an understanding of cause and effect, to learn basic concepts such as colour, number, shape, social skills for following directions and taking turns. In general education classrooms by means of curriculum modifications, to facilitate access to content areas such as science and social studies in the academic curriculum and to develop peer relationship through interactive games and collaborative learning. As a result, there is growing recognition that computer skills are critical for students with intellectual disabilities to achieve successful outcomes (Foshay, 2005).

Importance of Computer in the Education of Persons with Intellectual Disability

The use of computer in the education of persons with intellectual disabilities can assist them in the following areas:-

(a) Improved academic achievement.
(b) Accessibility to General Curriculum.
(c) Development of peer relationships.
(d) Employment opportunity.
(e) Improved Recreation and Leisure Activities.

Improved Academic Achievement

Educations generally have used computer mediated supports to improve the academic achievement of learners with menial retardation by focusing on additional practice of concepts and skills, reinforcement of learning from other classroom activities, review of content, written expression, word recognition and math skills.

In order to achieve academically, the soft ware should be task-analyzed for persons with intellectual disabilities. Instruction should begin from simple to complex bearing in mind their chronological and mental age. The mental age should be focused because this will determine their level of operation. Time delay could also be used for them in order to build fluency in them. Practice should be systematic. Reinforcement and feedback are important. Reinforcement should be given immediately after the completion of a successful task and should not be delayed. Feedbacks are necessary to point out areas of mistakes and to correct such.

The multimedia computers easily display text, graphics, audio, video and animation files. In using computer mediated supports with students with mental retardation, there are two important considerations you should keep in mind related to media formats. The software should be able to hold the attention of the intellectually disabled due to their short attention span. All displays should support the skill or concept being practiced.

Many students with intellectual disability have difficulty reading. Hypertext software programmed can provide assistance to learners on words they do not recognize or understand. In such programmes the students can select the unknown word. The student can make the computer read and redefine the word and read the definition. Pictures may also be used to convey the meaning of the word (Lindsey, 2000).

Accessibility to General Curriculum

All students with disabilities must have access to the general curriculum. Computer mediated supports may be utilized to promote learning in general education settings and to promote much access.

Multimedia presentations may provide text information in both text and auditory formats. Several existing technologies allow for text to be heard as spoken language. This technique may address reading difficulties. Screen reading programmes also work with computer operating systems to read all on-screen text, including menu commands, icons and web pages (Hasselbring & Glaser, 2000).

Interactive multimedia presentations may also provide repetition and opportunity for practice. The ability to replay audio or video clips or to hear a text passage for a second time may produce knowledge acquisition and serve as memory aids to students with mental retardation. Many students utilize the multiplication tables as a memory aid, in a similar fashion.

Development of Peer Relationships

Computer help in developing peer relationships. Computer enhances social skills. In public schools, students with mental retardation have many occasions to interact with peers in both planned and unplanned activities.

A basic use of computer in school programmes is for social integration, to increase interactions with peers, either by providing a more effective means of communicating with others or by making it possible to participate in activities in pairs or small groups.

Young children may learn the social skill of turn taking with computer which is area of deficit for persons with mental retardation. Forming small groups of peers and using

software that requires an open ended response can provide opportunities form turn taking. The teacher can model and reinforce appropriate social behaviours such as cooperation, sharing, praising, eye contact and initiations of communication. Structured play sessions with young children with mental retardation centred on computer based activities can lead to social engagement and cooperative play.

Computer provides opportunities for individuals with mental retardation to display competence to others and develop peer relationships. Many students with mental retardation may have grown up with computers in their households while other students may not have had such exposure. When a student with mental retardation is allowed to show off or otherwise display competence at manipulating the computer may elevate his or her social status in the class which could lead to further social interactions. Some students with mental retardation posses special abilities in drawing. Teaching students basic painting and drawing software packages might allow for these individuals to excel in the classroom.

Employment Opportunity

Productive employment is a desired outcome of then transition process. Adolescents with metal retardation can benefit from a variety of supports in the work place, particularly when professions have used thorough and valid assessment information to determine the needed intensities of support. Trainers may use a digital camera and image editing programmes to produce a series of sequential images to depict the steps in a task. The student may place the visual aid in a specific location at the job site or a smaller version may be included in a wallet-sited version.

Auditory cues may also promote on-task behaviour. A student could wear a CD player with headphones and listen to directions or prompts for various tasks similar to the use of such technology by walking lours at museums or other attractions. The use of audio and visual cues could be used during the acquisition and maintenance of specific job activities. For example, a compact disc could contain a recording of a co-worker's voice that helps that person wearing the headphones have access to specific prompts for specific tasks in the sequence of completing a multi step task.

An emerging computer technology that may support adolescents with mental retardation at work is voice recognition. Students who have difficulty producing information in written form may benefit from voice recognition if they have the ability to enter information via voice.

Improved Recreation and Leisure Activities

Most students develop a variety of leisure and recreational interests to entertain themselves and to interact with others. Often, these interests reflect personal preferences. Recreation and leisure activities may provide many students with mental retardation a context in which to integrate skills including intellectual, social and physical skills. Using and enjoying creation and leisure activities with others can include turn taking, initiating and terminating and opportunities for social communication. These important skills can be practiced through recreation and leisure activities using computer technologies.

Personal computers have historically included a recreational component. For a long time, games have been a standard software category enjoyed by adolescents, adults and children. Students can use computer for leisure activities as simple as playing a game of virtual solitaire or checkers, or as complex as video games or virtual reality environments. Using computers for recreational activities can include more than games and often may address students'.

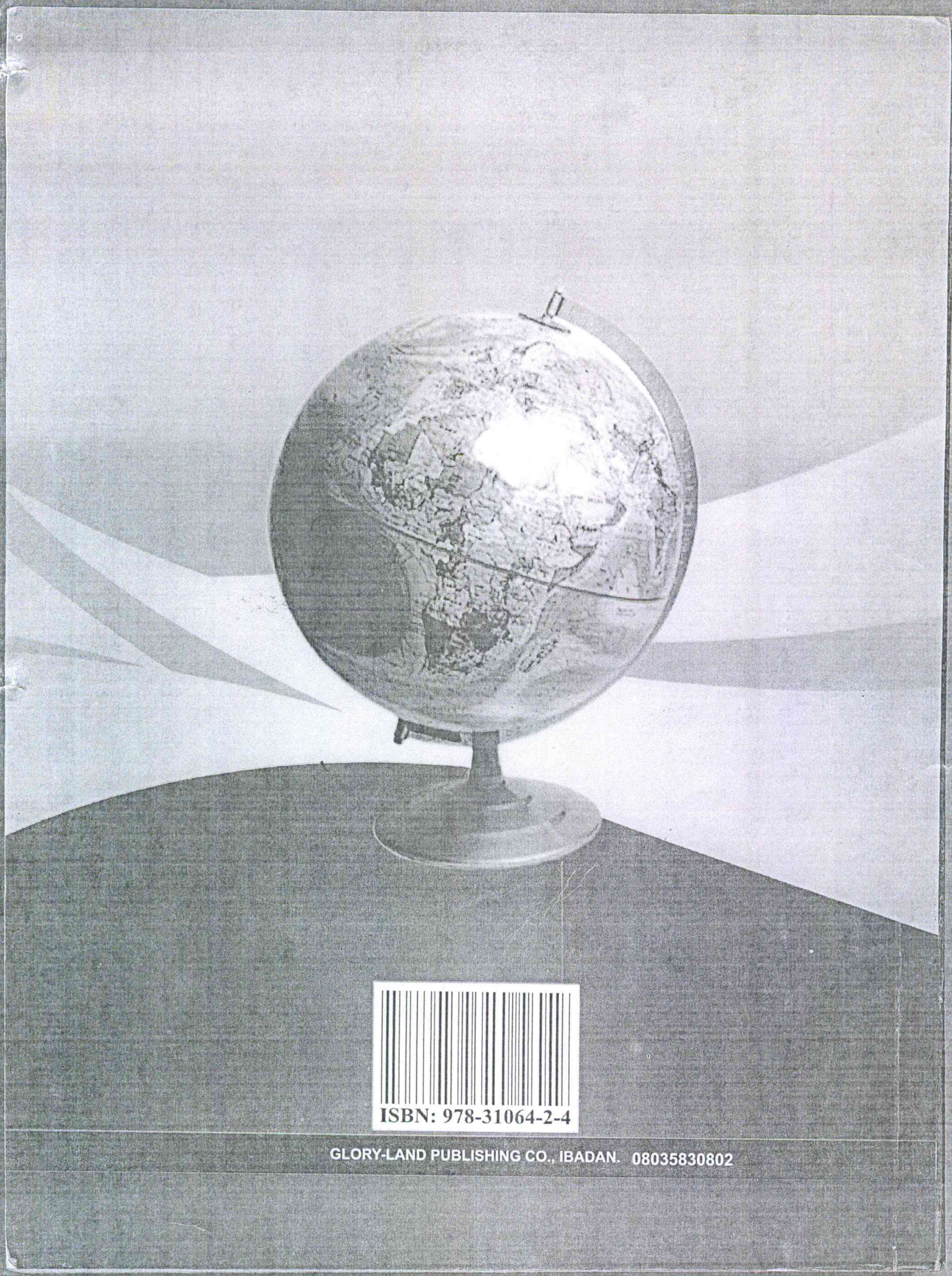
References

Alliance for Technology Access (2000) Computer & Web Resources for People with Disabilities: A Guide to Exploring Today's Assistive Technology. Berkeley, C.A. Hinter House Publishers.

Foshay, J.D. (2005) Implementing Computer – Mediated Assisted Supports and Assistive Technology in M.L. Welimeyer & M. Agran. Mental Retardation and Intellectual Disabilities: Using innovative and Research Based Strategies in Teaching Students Boston. Pearson Custom Publishing.

Hasselbring, T.S. & Williams Glasser, C.H. (2000): Use of Computer Technology to help Students with Special Needs. *Children and Computer Technology* 10(2), 102-122.

Lindsey, J.D., (Ed) (2000). *Technology and Exceptional Individuals*. Austin TX; Pro-Ed.



ISBN: 978-31064-2-4

GLORY-LAND PUBLISHING CO., IBADAN. 08035830802