

NATIONAL COMMISSION FOR COLLEGES OF EDUCATION (NCCE)

Teacher Education in NIGERIA

A Publication
TO CELEBRATE THE SILVER JUBILEE OF NCCE

Editors
Prof. Monday T. Joshua
Dr. Alex A. Maiyanga
Dr. Sam Ugwuoti



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ISBN: 978-2924-53-9

NCCE, 2015

Printed by:
PEACOCK INVESTMENT LIMITED
+234 803 625 2622, +234 802 381 1783

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FOREWORD

Teacher Education in Nigeria was in disarray before the establishment of the National Commission for Colleges of Education (NCCE) in 1989. It was for everybody and nobody, as individual institutions established and implemented their own programmes and standards as they were persuaded. NCCE came to streamline Teacher Education at sub-degree level and brought NCE awarding institutions to the same page. From then, Teacher Education assumed a direction, standard and quality.

From the onset of the Commission in 1989 till date, various functionaries have provided leadership roles that have helped to carry out the mandate of the Commission in the areas of policy formulation and implementation, teacher preparation, curriculum, quality assurance, staff welfare, training and re-training of teachers, gender issues, e-learning programmes, etc. The success recorded by these leaders, for the first twenty five (25) years, did not come without challenges occasioning the dynamism of educational matters in a developing society such as Nigeria.To keep pace with the transformation of the Nigerian educational system for the provision of young children at the Basic Education level with knowledge and skills needed to function in the 21st century market economy, the roles and expectations of the National Commission for Colleges of Education (NCCE) as the regulatory body, over the Colleges of Education, have also been changing. Where is Teacher Education after 25 years of NCCE? To answer this question, and to celebrate 25 years of NCCE's existence and success story, this book on Teacher Education in Nigeria has been compiled. Specific attention has been focused on the global, economic, technological and social challenges that call for timely responses in terms of pedagogy, gender parity, quality teacher preparation, teacher apathy, special needs education, learners' achievement outcomes and teacher capacity to deliver quality service in the schools. Also, the success story of the Commission's former leaders has been captured in a full chapter dedicated to honour them. Deliberate effort was made to ensure that papers of all sub-themes were represented in this publication. We seize this opportunity to express our profound gratitude to our honourees, the past Executive Secretaries, the authors of all chapters and the editors of this book. We also appreciate all participants, the sponsors and indeed the Local Organizing Committee members that have contributed to make our Silver Jubilee celebration a great success. To God be the glory!

Prof. Monday T. Joshua, mnae
Executive Secretary
NCCE, Abuja, Nigeria

ACKNOWLEDGEMENTS

A Preacher man once said, "Convenience is the greatest enemy of success". This festschrift is a success in itself no matter the level of success. Even a single authored book needs other hands before its debut. This is the scenario of this book. Many hands, minds, brains were inconvenienced to produce this book, and so, must be acknowledged.

First in the series of our acknowledgements is God almighty who engraced us with wisdom to think out the project itself; and for its acceptance by the former Executive Secretary Prof. M.I. Junaid and his later Management Team. The outgone Executive Secretary and his Team accepted the idea and nurtured it until his departure. The present Executive Secretary Prof. Monday Tommy Joshua did not dampen our hope rather, he enkindled it by a spectacular statement of *'even if we don't have money, twenty-five years of existence and achievements is worth celebrating'*. This fired our enthusiasm to work harder on the book. We are deeply appreciative of these two academic personages.

We must also show our deep gratitude to the present Management Staff most of whom are members of the Silver Jubilee Celebration Committee. The publications Sub-committee were enthused by your encouragement and for this we say thank you.

A line in the scriptures says; many are called but few are chosen. The call for contributions to this book was extended to thirty prospective authors but only seventeen responded and the inconveniences these authors went through have translated into this worthy academic book. To say **"more ink to your pens"** is the least we can wish your pens but our expectations of your exploits in the academic harvest field is not in doubt. Thank you very much indeed.

The editors and of course the publications Sub-Committee of the Silver Jubilee Celebration Committee of this book must also be acknowledged for the indepth work and scrutiny of the papers submitted. Thus, we are pleased with the contributions of Prof. Shuaibu, Dr. Ugwuoti, Chief Onochie, Mr. Badmus, and Mr. Dauda. We thank you all very deeply. Mrs. Bello single-handedly typeset the entire manuscript. She deployed her expertise to bring us to the galley stage of this work before going to press. We owe her a lot of thanks for the patience and the hardwork.

Finally, we thank all hands visible and invisible that contributed to this project.

Dr. Alex A. Maiyanga
Chairman, Planning Committee

INTRODUCTION

This book titled **Teacher Education in Nigeria** is produced to celebrate the existence of NCCE for the last twenty-five years as a regulatory agency for teacher education at the sub-degree level. The NCCE came to being via Decree 13 of 1989 and is charged to supervise all teacher education issues outside the degree programmes. For the past 25 years, NCCE has recorded some mile posts to justify a celebration. Part of that celebration is the assemblage of these learned articles tied together to contribute to learning and research.

As noted above, this book is a celebration of our Silver Jubilee, thus Chapter One is dedicated to a very brief history of NCCE to give our readers the background information on this agency placed strategically to produce teachers for the all-important basic level of education in Nigeria.

The chapters in this book strive to find definitive answers to the crucial topical questions to the educational challenges in Nigeria. In **Aliu**for instance, a knowledge – based economic dimension is espoused as a panacea to achieving the entrepreneurial paradigm that has been accepted as a way forward for the Nigeria educational system. Similarly, the statistics provided in **Wasagu**is a clarion call to the effect that there is no illumination at the end of the tunnel. Is it not shocking that a meagre 2.2% is an enrolment figure for colleges of education in a country that has adopted for education as an instrument par excellence for its national development?

As we flip through the pages, we will discover that some chapters are too topical to be considered as resource materials for the next NCCE Minimum Standards review. While appreciating the new NCCE Curriculum, **Tahir** maintains that an adaptation to the nomadic world view would serve as cultural fitters for the purpose of teaching and learning in nomadic ECCE centres and primary

schools. In fact no time can be more expedient than now in proffering this advice because the curriculum in question is already four years old and by the turn of next year, preliminary steps would start in preparation for its review. By then, this type of insight and more from other chapters in this book would be deployed to sharpen the rough edges of the next document for teacher preparation.

On the whole, eighteen chapters are harvested for this book. To speak metaphorically, this book will shake other books on teacher education in our libraries.

CHAPTER EIGHTEEN

WHAT IS SPECIAL IN THE SPECIAL NEEDS EDUCATION?

Abstract

Everybody who has gone through school would most likely have experienced some difficulty, either in classroom or out of the classroom in one subject or the other. Such difficulties could have been encountered in learning to relate with peers or teachers; in coping with one demand of school life or generally adapting to school routines. Some students may have one form of low and high incidence disabilities ranging from emotional and behavioral disturbances, learning disabilities, intellectual disabilities amongst others. Such students are in need of special education and related services in order to be able to cope with the demands of education. There is the need to identify these students through child find, parental and professional referrals at home or community or regular classroom settings in order to place them appropriately for special education and related services after due parental involvement and consent in order for these students to maximize their potentials. Conclusively, special needs education is important to cater for specific needs of students with special needs.

Introduction

Special education or special needs education is the practice of educating students with special needs in a way that addresses their individual differences and needs. This process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials in accessible settings. The interventions are designed to help learners with special needs achieve a higher level of personal self-sufficiency and success in school and their community, than may be available if the student were only given access to a typical classroom education. Special needs education is a unique type of educational provision for students who cannot gain maximally in the regular classroom system without adequate provision of

specialized equipment and materials and this makes special education to be different from other aspect of education.

Special educational needs (SEN) as a concept are more or less an upgraded version of the older special education concept. It was introduced to minimize if not abolish practices which are dehumanizing, such as labeling categorizing and segregating or separating learners with disabilities and other learning difficulties. Instead special education needs directs efforts towards new thinking and practices which will result in a higher level of integration of disadvantaged learners into the school system. The current ideas in the SEN concept are designed to ensure that school provide for the diversity of their pupils without exception or discrimination and to make them more responsive to and inclusive of all. In the words of Braham Norwich, the SEN idea requires all schools to include and connect those with disabilities and other difficulties into mainstream education (Norwich, 1996 and Obani, 2006).

Special education programmes are designed for those students who are mentally, physically, socially and/or emotionally delayed. This aspect of delay is broadly categorized as a developmental delay; signify an aspect of the child's overall development (physical, cognitive, scholastic skills) which places them behind their peers. Due to these special requirements, students' needs cannot be met within the traditional classroom environment.

People with special needs are, therefore, those who experience/manifest more than the usual experience/manifest more than the usual difficulties and problems in learning and training as normally offered in regular schools. They are those who need closer personal attention, some modifications and adaptations of the school routines and practice, general curriculum and approaches to teaching and learning in order to attain their optimum learning levels and development. However, they are first and foremost, learners like any other learners who can be and should be taught in regular schools and classrooms by teachers who are painstaking enough to recognize and understand their problems and difficulties and who are innovative enough to find appropriate methods and approaches to meet their special learning needs.

Basic Steps in Special Needs Education

Step 1- Identification

There is the need to identify if a child needs special education and related services. The identification process is essential in order not to place a child/person wrongly in special education and related services. There are two primary ways in which children are identified as possibly needing special education and related services. The two systems are "child find" and "referral of a parent or school personnel". Each state is required by IDEA (Individuals with Disabilities Education Act) to identify, locate and evaluate all children with disability in the state who need special education and related services. In order to do this each state, local government is expected to conduct what is known as Child Find Activities. It is expected that the grassroots be searched in order to bring out children who are in need of special education and related services out of hidden places like in the primitive period. When a child is identified by Child Find as possibly having a disability and as needing special education, parents may be asked for permission to evaluate their child. Parents can also call the child find office and ask that their child be evaluated. It is also possible for a school professional to request that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. This request may be verbal, but it is best to put it in writing. However after identifying a child as needing special education and related services parental consent is needed before a child is evaluated. Under the IDEA regulations, evaluation needs to be completed within 60 days after the parent gives consent.

Step 2 – Child Evaluation

Evaluation is an essential aspect of special education process for a child. It is intended to answer some questions such as:-

- Does the child have a disability that requires the provision of special education and related services?
- What are the child's specific educational needs?
- What special education and related services are appropriate for addressing those needs?

The evaluation should focus on the child alone. The evaluation

must access the child in all areas related to the child's suspected disability. The evaluation results will be used to determine the child's eligibility for special education and related services.

Step 3 – Eligibility
After the evaluation there is the need to determine the eligibility of the child for special education and related services. A group of qualified professionals and the parents look at the child's evaluation results to decide if the child is with a disability. This is also essential to avoid labeling and to seek the parents' approval for appropriate placement of the child.

Step 4 – Eligibility for Service
If a child is found to be eligible for special education and related services, it is essential that within 30 calendar days according to IDEA, a team of professionals and parents must meet to write an individualized education programme (IEP) for the child.

Step 5 - Schedule of IEP Meeting
The school system schedules and conducts the IEP meeting. The school staff must contact the participants including the parent; notify parents early enough to make sure they have an opportunity to attend and schedule the meeting at a time and place agreeable to parents and the school. They should also tell the parents the purpose, time and location of the meeting; tell the parents who will be attending; and tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

Step 6: IEP meeting is held and the IEP is written
The IEP team must gather to talk about the child's needs and write the student's IEP. Parents and the child are full participating members of the team. If the child's placement is decided by a different group, the parents must be part of the group as well, parental consent is also very essential before the school system can provide special education and related services to the child.

Step 7 – Provision of Services
The school ensures that the child's IEP is carried out as it was written. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to IEP and knows his or

her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications and support that must be provided to the child, in keeping with the IEP.

Step 8 – Progress Report

The child's progress towards the annual goal is measured as stated in the IEP. His or her parents are regularly informed of the child's progress and whether that progress is enough for the child to achieve the goals by the end of the year. The progress reports must be given to parents at least as often as parents are informed of their non-disabled children's progress.

Step 9 – Review of IEP

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents and school ask for review. If a review must take place, parents and other team members must be invited to participate in these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP, and can agree or disagree with placement.

Step 10 – Re-evaluation of Child

At least three years, the child must be reevaluated. This evaluation is sometimes called a triennial. Its purpose is to find out if the child continues to be a child with a disability and what the child's educational needs are. However, the child must be re-evaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation (IDEA, 2004).

Types of Special Needs

Persons with special needs are categorized into two major types. These are Low and High Incidence disabilities. Low Incidence (LI) disabilities are rare and High Incidence (HI) disabilities which are common occur in 1 in 10 school age children. The number of students labeled with disabilities has increased to 15% in the past 20 years, partly as a result of the increased survival rates of premature babies who are 2-3 times more likely to have High Incidence Disabilities. While it is relatively easy to identify students who have low incidence disabilities (LI), High Incidence Disabilities (HI) are harder to assess. If evaluation comes too late, there is a missed opportunity

to prevent or at least reduce impact of the disability on the child.

Students with low incidence disabilities make up 20% of all students with disabilities. Friend and Bursuck (2012) say that students with low incidence disabilities have received some type of special education services since birth, need the same attention as students without disabilities; includes students with moderate to severe intellectual disabilities (IQ<50) and may have a developmental delay. Low Incidence disabilities include the following categories of persons with special needs:

i. Visual impairment / Low Vision
ii. Hearing impairment / Hard of hearing
iii. Physical and neurological impairments
iv. Health impairments
v. Traumatic brain injury
vi. Autistic spectrum disorder
vii. Developmental disabilities and severe intellectual disabilities
viii. Mental retardation
ix. Deaf-Blindness
x. Multiple disabilities

Students with high incidence disabilities make up 80% of all students with disabilities. Friend & Bursuck (2012) say that students with high incidence disabilities share these characteristics; often hard to distinguish from students without disabilities, especially in school settings, often display a combination of academic, behavioral and social problems and can meet same standards as students without disabilities when highly structured interventions are put into place. High Incidence disabilities include the following:

i. Learning disabilities
ii. Emotional and behavioral disturbances
iii. Mild intellectual and developmental delays
iv. Speech and language issues
v. Gifted and talented students (US Department of Education, 2003 & IDEA, 2004).

Placement Alternatives for Students with Special Needs

Where a student with special needs will be placed for instruction is a critical component of the assessment-teaching process. The placement of student with special need has

generated hot debates in the field of special education in general. A growing trend in the schools is to use an inclusive placement model, which means placing student with special need into general education class for instruction (Stainback and Stainback, 1992).In order to appreciate the inclusion debate, it is necessary to know certain basic concepts about placements for instructions in special education. The child's placements is determined by the severity of the handicap as established by the diagnosis and stated in the Individualized Educational Programme (IEP). In the written IEP, the type of educational placements, or where the child will receive services, is determined. The Special Education Law (Individual with Disabilities Act) stipulates two important conditions relating to the placement of a child in a setting for learning instruction (Oslon and Platt, 1992;Lerner, 1997). These are that there should be a continuum of alternative placements made available for the Child and parents concerned and that learners should be placed in the least restrictive environment.

The continuum of programme or placement alternatives displays various placement options which are arranged to render services in relation to the needs of individuals. They include general education class, resource room, separate Class, separate school, residential school and home bound hospital environment and one tone Instruction (Yeseldyke and Algozzine, 1990;Oslon and Platt 1992; Learner, 1997).

General Education Class: This refers to the practice of educating student with special needs in a general education classroom. This placement requires that the learners will receive special education and related services outside or inside the classroom for not more than 21% of the school day (U.S. Department of Education, 1995).

Resource Room: This includes learners who, receive special education and related services outside the general education classroom for at least 21% but not more than 60% of the school day(U.S. Department of Education, 1995). Some children may be fully placed in the resource room and only attend the general classroom on a part-time basis.

Separate Class: This programme includes those learners who receive special education and related services outside the general education classroom for more than 60% of the school day (Learner, 1997). The separate class can be on the same compound or on another compound.

Separate School: This is meant for children whose condition needs specialized methods and instruments. They receive special education for at least 50% of the school day. Smith (1991) noted that severe learning-disabled students perform better in such settings and develop a higher ego and self-concept.

Residential Schools: Learners placed here receive education for more than 50% of the school day in a residential school, on a full-time basis(U.S. Department of Education 1995). They only go home during vacation. It should also be noted that truly severe cases are found in this setting.

Homebound/*Hospital* Environment: Children usually placed in such a setting are those who have health/medical problems. They will be educated in their home or the hospital for the period the health/medical condition lasts.

One to One Instruction: It is a situation when one adult gives learning, instruction to one learner Slavin (1991) recommends it as one of the most effective types of teaching. Research has shown that children with mental retardation need this type of instruction (Bloom, 1984; Kirk, 1986; Bresly and Ranking, Wasik and Slavin, 1993, Slavin, Karwit and Wasik, 1994 Lerner, 1997).

Segregation Facilities: Segregation is a way of placing the students with special needs in environments exclusively for them without any contact with the non-disabled or wider society. Segregation can be effected in settings such as residential institutions, special schools or special classes.

Residential Institutions: Residential facilities usually provide full time placement for the student with special needs away from their homes. The students receive education in public or private residential facility for more than fifty percent of the school day

(U.S. Department of Education, 1995). However few students have severe special needs to deserve such placement. In some cases, if the community lacks adequate alternative facilities and if the emotional reaction among members of the family is debilitating due to the severity of the special needs, residential placement on a 24 hour basis may be the best solution for both the student and the family (Learner, 1997).Although residential institutions are the oldest provision for dealing with student with special needs, they have many disadvantages. They move the children and youth from home and neighborhood , emphasize the child's opportunities for social experiences in the larger lesser emphasis on residential placement for the certain student with special needs individuals especially the severe ones may require residential care.

Special School: Special school facilities are established for the students with special needs. These schools could be private or public schools. Children spend more than 50% of the day in a special school. Some children attend the special school on full time basis while others attend only half a day and may spend the balance of the school day in the public school. The disadvantages of special schools include the high expense on parents, the travelling distance and the lack of opportunity to be with other children for some portion of the school day. However, it also has certain advantages as it serves students with special needs more because they enjoy individualized educational programme than any other one. This could also serve as the ground for referral to regular schools.

Special Class: The special class within the school was one of the first placements used in public schools to provide education to students with special needs. Early classes had specially equipped rooms designed to reduce environmental distractions and teaching techniques were highly structured and exciting (Cruickshark, Bentzen, Ratzeburgh and Tannhauser, 1961). Special classes are small containing about six to fifteen pupils at a time and wide ranges of materials are available to teachers. It also offers the opportunity for highly individualized and closely supervised intensive instruction. It serves children for more than 60 percent of the day(Lerner 1997).Special classes could be categorical or

cross categorical. It is categorical when the mentally retarded are only in the placement while it is cross categorical when it consists of other children with disabilities. It helps students with special needs to develop positive self-concept than those in regular classes because the goal set for them are attainable. Smith (1991) noted that in special classes certain students with special needs make greater strides in both academic and social areas. With its lower teacher pupil ratio, this setting offers more intensive and comprehensive intervention needed by students with special needs. It also makes children to be more organized for independent learning which can make learning possible in a less restrictive environment. It also gears up placement of children in the general education class.

Information and Communication Technology in Special Education

ICT in special education can be broadly divided into three (3) types namely: audio, visual and audio-visual technologies. Audio-ICT refers to ICT gadgets that are only heard but not necessarily seen. They can be used to instruct students with special needs through their sense of hearing. Example includes audio tapes, special switches, hearing aids, ear molds, audio books and so on. Visual-ICT is technologies that provide visual access to communication and can be used to give instruction. These include video relay systems, video remote interpreting, closed circuit television, closed captioning and so on. Audio-Visual ICT refers to technologies that provide both audio and visual access to communication for students with special needs. These include video phone (VP), video conference, televisions, and so on.

The video-relay systems allow a person who uses sign to communicate through an online interpreter to a person who uses spoken language, or a person who does not sign to communicate with a signer. This system facilitates more contact between the teacher and the learner. Video remote uses video cameras to provide sign language interpreting services. The people are in the same room and look at the computer screen for interpreting and hear the interpreter speaks. There are many possible ways of using it such as in the classrooms, at interview sites or work-study programmes, and during individualized educational programmes (IEP) team meetings.

The video-conference allows two individuals who sign in to communicate directly. Children can take classes from geographically distant places. Itinerant staff can provide support to a child from a distance. Videoconference may also be of value in rural areas to ensure children have regular access to adult role models who use sign to provide opportunities for peers to talk with each other and take classes together. It could be used in teaching sign language, to children and adults. As videoconference becomes widely accepted, the communication need of persons should be considered as well. Video streaming such as like Signing Avatars, though not widely available, is an emerging technology which uses three-dimensional characters to communicate in sign language and use facial expressions. Many companies have used animation technologies to develop signing avatars, or cartoon characters that allow the characters to communicate in sign language. Not only does this technology have the potential for teaching literacy to young deaf children, it can be used as well to teach sign language to parents, staff, and other children. Video streaming also allows the use of video logs in which individuals can set up a visual log. Video logs provide visual commentary or news on a particular subject that involved more persons.

Videophone (VP) uses the same technology as videoconference. It takes advantage of link technology to allow people to make telephone calls through the internet and see each other. Itinerant staff can provide support to a child from a distance. Videophone may also be of value in rural areas for the mainstreamed child who needs specialized instructional techniques designed for deaf education.

The closed captioning is assistive technology designed to provide access to television for persons with hearing disabilities by displaying the audio portion on a television signal as text on the television screen. Currently, most television sets have a chip imbedded in the set to allow for the text to appear on the television set screen. This is also available on DVD; video tapes, and compact disks of commercially-made movies and programmes.

The Real Time Captioning (RTC) is a method (which parallels the work of court reporters) where a specially trained capturer uses a machine that is connected to a computer with software capable of translating graphic shorthand into words in caption formats and standard spellings, writes the spoken word on

the steno machine (Nanjwan & David, 2013). The computer software instantly translates the steno entries into readable English text on the computer at a near verbatim rate. It is commonly used for newscasts, lectures, presentations, meetings, and sporting events, but can be used for classroom instruction.

The Communication Access Real-Time Translation (CART) involves a trained stenographer encoding spoken English that is converted to English text and displayed on a computer screen or television monitor, CART is used in some classrooms, courtrooms, and professional conferences (Nanjwan & David, 2013).

Conclusion

Special education programme are in place to serve individuals from infancy to adulthood that have a special needs that might interfere with the educational process. Such disabilities include both low and high incidence disabilities such as autism, learning disabilities, emotional and behavioral disturbances amongst others. The focus of special education is to facilitate access to appropriate education, regardless of the special needs to help the student achieve academic success and this is facilitated by providing instruction in the least restrictive environment that is tailored to individual need and interest. A well written plan called an Individual Education Plan or IEP is drawn up to outline special accommodation and modifications within the educational environment for each special education student. This plan focus is structuring the elements that drive the educational process so that individuals can benefit from the educational environment. Without this specialized educational plan and effective use of information and technology the students' special needs might stymie educational efforts.

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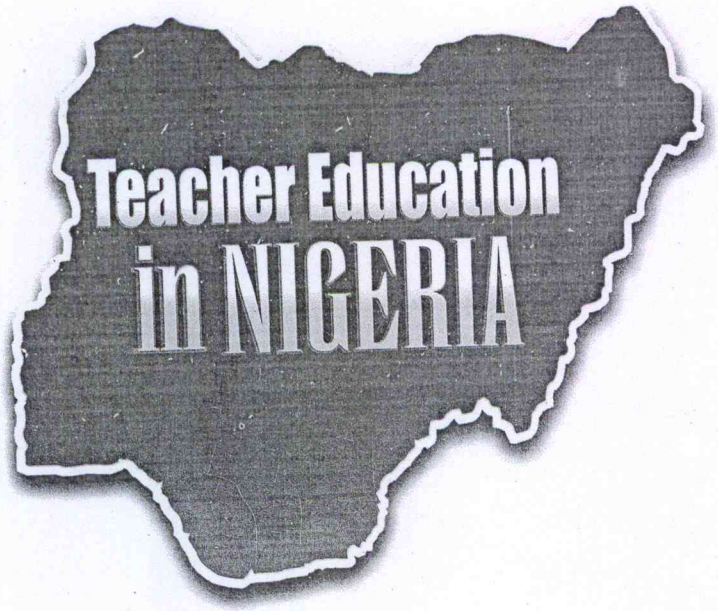
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