

# **A REVIEW OF SERVICE DELIVERY SYSTEMS AND THE TECHNIQUES OF EVALUATING SPECIAL NEEDS EDUCATION**

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## **Abstract**

*This paper attempts to posit the current discrepancies that exist in the special needs education services delivery systems in Nigeria, and wonders whether the system or government policy statement is capable of ensuring the provision of appropriate and adequate education to children with special needs. Useful suggestions on the need for a new service delivery system that will guarantee efficiency to the provision needs education service delivery system are made.*

## **Introduction**

The process of service delivery system and its evaluation in relation to special needs education is very important. However, this trend provides every child with special needs with the most appropriate service delivery system he/she requires and subsequently the programme or service delivery system needs to be evaluated, so that it would determine the programme effectiveness or ineffectiveness, to children special need.

Hence, this paper should examine the policy governing the establishment of special needs educational the National Policy on Education, and to discuss on the service delivery system n existence. However, the procedure of evaluating the facet(s) of the programme within the context of special needs education would be highlighted the major problem is that, children with Special need had not been adequately provided with the most essential service delivery system they needs for their development, e.g. educational career guidance, job opportunities, etc were side stepped. Hence does the Nigerian Government provide all the fudm materials logistic etc that, the Policy requires guiding special education in Nigeria and to what extent does it commit itself to the practicalization of the modalities of the policy? However, there is a need to have an over view of the NPE on special education.

## **The National Policy on Education (NPE)**

The federal government recognizes the importance of children with special needs as members of the Society who have certain right on the society to be provided with educational opportunity. Hence, the government becomes duty bound and Committed towards this direction. Sequel to commitment, it provides a policy that is inserted in the National Policy on Education (NPE Section 8:55 a&b).

This implied that, each and every child with special needs would be provided with educational opportunity as their so-called normal peers irrespective of their conditions,

location or otherwise cost inclusive. This has not been a reality because there are many children with special needs education who have not been attended to due to lack of knowing their statistics which is due to lack of effective Co-ordination.

The NPE (Section 8:56.1) states that a Committee would be established which would be responsible for co-ordinating special education activities in conjunction with the ministries of Health, Social Welfare and Labour. This assertion signifies that there would be an integral holistic development for the individuals with special needs. Can the National Policy on Education justify this notion when only the health and social sectors play some roles in the process of special needs education while other sectors were not aware of this trend? Even the health and social sectors cannot really give full account or statistics records of child, with special needs, especial at the level of the pre-natal and post-natal record.

The government, according to the policy (section 8:56.2),; would take census of all the handicapped individuals, by age, sex, locality and type within the country, and mandates All schools in the country to make referral of gifted and talented. This section explains the intent of placing children with 'exceptional conditions in the most appropriate educational programmes. I wonder if this had been possible over the,' years. It could also be agreed that this aspect of the NPE has not been applicable in most of the states of the country, Especially in Kano it is not in practice, may be due to lack of human resources. i.e enough special education teachers in the public schools.

The government would provide trained teachers and supportive staff (section 8:56.3). Can this be possible when the federal government has just only established one Federal College of Education (Special) in the country in Oyo with no more than just a capacity of admitting students up to 45,000 every session? And not all students of B.Ed and M.Ed special education are sponsored by the federal government. The country is very, low in its attempt to produce enough human resources that could cater for the services delivery system of its programmes.

That there would be children's clinic attached to a hospital for his purpose of early identification of handicapped conditions, well as for curative measures (section 8:56.9). This implied that, the clinic would provide curative measures at the pre-natal period or post-natal period, whereas in situation where the condition persists the child would be referred to the multidisciplinary team, whose responsibility would be to assess and diagnose the child's condition, labeling the child, providing individualized educational planning and lastly placing the child in the most appropriate services delivery system that he/she requires. The establishment of multidisciplinary team approach is not a problem when there is availability of human resources as experts. But the issue of establishing is a task, which is yet to come by.

### **The Service Delivery System**

Aserlind and Browning (1987) asserted that service delivery system is a systematic design of providing individuals with special needs with the most appropriate

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programmes. This, however, implied that each exceptional condition requires a specific programme of the service delivery system that could help in the educational intervention of the specific condition, Flavel (1977) cited that it is a highly articulated procedure of placing a handicapped child in the most appropriate programme, which the educational needs of children with special needs cannot be met in the regular school. This assertion clearly explains the significance and meaning of the concept of service delivery system to the exceptional child. In other words, appropriate placement of a child with special need education is paramount. But this provision is yet to be realistic in practical terms. According to Aserlind and Browning (1987), the focus of service delivery system is the consideration of the following factors:

- i. Physical location of the school;
- ii. Provision of different education goal, objective, activities, skills, etc to the exceptional child;
- iii. Provision of compensatory methodology;
- iv. Provision of individual instruction; and
- v. Provision of therapeutic processes.

However, the major purpose of the service delivery system is geared towards providing exceptional child with the following (Browning 1986):

- i. Access to education irrespective of the child's condition;
- ii. Equal education opportunity as the normal child; and
- iii. Freedom of social interactions, social service and socialization process as any other child irrespective of his/her handicapping condition.

The service delivery system can be categorized into: home base, hospital base, centre base/ rehabilitation centers, mainstreaming/ integration, and least- restrictive environment (Browning, 1986).

- a) **Home Base:** This programme is designed for the exceptional children from one month to three years. The parents are reluctant to leave their houses due to economic or other reasons, nevertheless the area is sparsely populated and the professionals can be shared with economic feasibility and at the same time the professionals can handle five to eight exceptional children at a time, while the parents receive training from the professional on how to demonstrate or train the exceptional children as well as keeping records of the children's activities.
- b) **Hospital Base:** The exceptional child of this category is severely sick that he/she must be hospitalised, though this occurs mainly at the developmental period. The professionals provide training to the hospital officials and the parents on how to instruct, demonstrate on provide exercise to the exceptional child. While the professionals, at a given period, provide instructions self-help skill, cognition, socialization, motor skills, etc to the exceptional child, which were detailed in the development checklist (Sage & Burrello, 1986).

The entire task above has a record, which can be referred to by the nurse/parent that serves as a guide on what to demonstrate, exercise, or training that can be provided to the child.

- c) **Community Base Rehabilitation Centre:** This is the most popular model where the community manage the appraises of the centre and the centre is within the community of the system delivery system due to its multidimensional. The programme has provided on access to all the required facilities and equipment for the individual with special needs and the environment is well designed to suite the particular condition(S)e.g. language laboratory, infant development programme etc. And also it may contain more than one type of exceptional condition. The professionals handle this programme with the assistance of supportive staff and some members of the community
- d) **Inclusion:** This is the temporary provision of instructions and social integrate of eligible exceptional children with their normal peers in the regular school.

While the exceptional children have their Individual education Planning (IEP) as a guide, the school provides a, resource room and the regular teachers are being trained on how to instruct, guide and demonstrate to the exceptional child, their IEP and teachers and & supportive staff are also required in the School on schedule of periods, It is truism that services delivery system is the process of Providing with special needs children, with the most appropriate Programme; thus the establishment and development of the programme call for examining the objective and or the processes or performances of the programme. Because of the education intervention provided to the exceptional child, the system or programme is to be reexamined with the intention of making certain corrections, modifications adoptions or outright rejections of certain factors in the programme.

### **Evaluation of Special' Need Education**

Sage and Burrello (1986) asserted that evaluation is the process of assessing an organizational process or activity. This implied that all the activities of an organization must be reviewed or re-examined so as to take decision for the improvement of the organization. Evaluation is the process of re-examining the responses of a designed activity within a system or programme.

Evaluation is the method of delineating, obtaining and providing useful information for judging and decision alternative (Browning, 1981). Thus, evaluation can be viewed as the means of investigation an existing phenomenon, which had been established for long period of time.

The major purposes of evaluation in special education are;

1. To review an existing programme;
2. To comply with the standard;
3. To improve the programme; and
4. To highlight policy makers.

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There are many models of evaluation in special education (Sage and Burrello, 1986), and each model has a target audience. The models range from the traditional approach evaluation, objective evaluation, responsive evaluation, review programme evaluation, goal-based evaluation and process oriented evaluation, etc.

The traditional, objective responsive and review evaluation models are most popular and successful in the suburb, while the goal based and process oriented models are most successful at a wider range or nationwide. The review program evaluation, responsive evaluation and goal-based evaluation would be discussed for the purpose of this study.

1. **Review Program Evaluation:** The method of evaluation in this category examines one or more facets of the practices of the designed activities within the unit of the program be it leadership style, courses adaptation, changes, expansion, students achieve/academic performance etc. The major value and futurist of this process of evaluation is limited because of the limitation in Scope.
2. **Responsive Evaluation:** This procedure intends to examine the performances of the staff development and the performance of the studentship with the view to initiating staff training and curricular modification the objective of establishing this factor serves as a clear term of reference and the expected task is the measuring standard of both staff and students' performance.
3. **Goal-Based Evaluation:** This process accommodates the pluralistic or holistic value within the school which can be evaluated. The process is capable of identifying the achievement indicator and the process indicator the achievement indicator includes psychological well being of child, knowledge, skills, values, attributes etc acquired, occupational competence, civic responsibility, foresight, creativity of the children, while with special needs the process indicator comprises of Child finding, Staff activities, staff development services, facilities, and equipments, parents and societal participation, the environment Policies and objectives, and finally the Individual Education Planning (IEP). The rationale behind an evaluation process is to provide acceptable data of actual performance or achievement that could be utilized for decision option that would lead to an objective action plan.

The process initiates modification of factors, issues, method or strategies, and curriculum changes in the programme.

Evaluation does not provide drastic changes or instant changes of a phenomenon, rather it provides fundamental changes, which may be slow in nature but it will be progressively increasing. Also evaluation can be successful when there is a compromise between the evaluators and the administrators and all recommendation are implemented by the authority, then there would be on evidence of substitution or modification of the phenomenon within the system. An evaluation may be abortive especially when the needs and demands exceed the capacity, resources willingness of the policy makers who might out rightly reject the suggestion. The few samples of evaluation procedure were

cited to signify that service delivery, system could be evaluated through the most needed or adequate evaluation model.

### Conclusion

This paper has highlighted on the NPE towards the provision of a realistic special need education and the categorization of the services delivery system, which ranges from home base, centre base, mainstreaming, etc. Also it has provided an overview of evaluation processes, which range from review programme evaluation, responsive evaluation and goal-based evaluation.

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