

# PROCEDURES AND MANAGEMENT OF INCLUSIVE EDUCATION FOR CHILDREN WITH HEARING IMPAIRMENT

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## **Abstract**

*This paper examines the procedures and management of inclusive education for those with hearing impairment, such as: individual student plan, positive reinforcement, focusing achievements increasing classroom participation, mnemonics, Acronyms, loci method and inclusive practices are highlighted. It also discusses the concept of inclusive education. Challenges associated with the procedures and management of inclusive education for those with hearing impairment, such as; inadequate funding, political disenfranchisement, inadequate consultation, etc are presented. Recommendations in terms of adequate planning, training and re-training of qualified personnel, creation of more awareness through workshops/seminars are advanced as a way forward for the procedures and management of children with Hearing impairment.*

**Key words:** Procedures, Management, Hearing Impairment.

## **Introduction**

Inclusive education is seen as the programme that allows children with disabilities to learn together with other children in regular school with appropriate support Ozoji, (2006).

This implies that effective inclusion entails the use of appropriate supportive facilities and services to meet the needs of children with special needs in regular school system. Inclusive education is a process that involves the transformation of school and other cultures to cater for all children. It involves changes and modification in content, approaches and strategies, structures, facilities and services with a common vision that covers all children of appropriate age. The regular school setting is responsible to educate all children in the same neighbourhood schools with appropriate supportive resources that would meet each child's educational needs disability notwithstanding.

Inclusion in education is an attempt to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their

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time with non-disabled students regardless of their strengths or weakness in any area, and seek to maximize the potential of all students.

### **The Concept of Inclusive Education**

Inclusive education involves a procedural approach to educate all school age children/ youths in a general school setting where everybody belongs, accepted and supported notwithstanding his abilities or disability conditions. Inclusive education is basically a procedure or all about the practice of carrying out educational and ancillary services for children with special needs in an inclusive education setting. This practice as pointed out by Ajuwon (2008) anchors on the notion that every child should be an equally valued member of the school culture. What this implies then is that both children with disabilities and their peers without disabilities benefit from their experience of being together in the same school. Inclusive education is a commitment to educate each child to the maximum extent appropriate considering his abilities and disabilities. As revealed by Obani (2004) the goal of inclusive education is not to erase (or deny the existence of) differences, but to enable all students to belong to an educational community that values and validates their individuality.

The concept of inclusive education is therefore about the child's right to participate and the schools duty to accept him/her. It involves the following:

- Rejecting segregation or exclusion of learners for whatever reason (whether ability, gender, language, care status, family income, disability colour, religion or ethnic origin)
- Maximizing participation of all learners in their community schools of choice.
- Making learning more meaningful and relevant from exclusionary pressures.
- Rethinking and restructuring policies, circular, cultures and practices in school and learning environment so that diverse learning needs can be met, whatever the origin or nature of those needs (Wikipedia n.d.).

Inclusive education is a mandatory call to all to participate whether invited or not into education and learning process. It carries a wind of force that must move all persons away from darkness to light; from ignorance to knowledge and skill acquisition, from theory to practical, Iheanacho (2007) Inclusive education is seen as denoting three or more shades of meaning: First, it entails enabling all learners to participate fully in the life and work in an inclusive setting whatever their needs. Second, it conveys a continuing process of breaking down barriers to learning and participation for all children and young people. Ozoji (2005).

### **Procedures and Management of Inclusive Education for Children with for those with Hearing Impairment**

For the child with hearing impairment to benefit optimally from inclusion, it is imperative for teachers who teach at the basic level to be able to teach a wide range of children in the classroom. Knol (2008) outlined the following procedures:

**Getting the Basics Right:** (a) The teacher should maximize teaching time. Kno1 (2008) observed that a teacher who maximizes teaching time is going to be more effective not only with students with learning difficulties but the whole classroom. The teacher should introduce routines in the class for proper classroom management (b)The teacher should implement level of acceptance behaviour from the beginning of the school year such as classroom rules, as this reduces misbehaviour in the class and allows the teacher to re-establish discipline quickly, when needed (McPhillimy, 1996). The teacher should develop a range of cues to get children's attention e.g. written instructions on the board, and signs. Signs may include cue card showing a child signing while reading. The procedures include:

1. **Individual Student Planning:** When developing the Individual Education Plan Programme (IEP) or setting learning goals with a child, it is important that teachers ensure overall goals are set and then broken down into small and achievable steps that will not seem daunting to the child.
2. **Positive Reinforcement and Focusing Achievements:** (a) Teachers should avoid negative expectations (Fraser and Meltzen, 2000). If you truly want a child to achieve, you first need to believe they can. (b)It is important to ensure that positive reinforcement is targeted and specific, (c) When students experience academic success they are more likely to attempt to learn new subjects. A child that is struggling in reading and doing well in Mathematics and Art should be given regular opportunities to participate in these subjects, therefore increasing the opportunities to experience academic success, (d) To increase positive experiences and reinforcement the teacher can introduce structured cooperative groups which have been shown to improve academic performance and individual learning with close monitoring (Elbaum and Vanghan, 1999).
3. **Increasing Classroom Participation:** (a) To learn, students with hearing impairment need to pay attention and participate in the classroom. A teacher can use some basic teaching strategies such as planned repetition, use of examples and illustrations, effective questioning skill to assist a student with hearing impairment become more motivated to learn, (b) The teacher should take time to get to know the students and find out what a child is interested in and use this to teach them basic skills such as reading and writing, (c) The teacher should use a range of mediums for teaching students e.g. films, pictures, games, music, physical activity, group discussion, whiteboard instruction and individual learning. Alternating between different medium will keep students focused and interested, (d) A successful teacher can use the child's strength to gain their interest. A child with an aptitude and interest in art can be given written instructions to follow when attempting art. The child could also be asked to write instructions for other students to follow in order for other students to experience similar success in art. Instead of focusing on the weaknesses, set the child up as an expert in their field sharing their knowledge.

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## **Management of Inclusive education for Children with Hearing Impairment**

For an effective management of inclusive education to be successful, the teacher should consider the following steps:

### **1. Mnemonics**

The use of mnemonics is essential because many children with hearing impairment will spontaneously use mnemonics techniques to learn new concepts with encouragement and direction. Mnemonics strategies include:

- a. Acronyms: This is a chunking strategy such as using a fan sentence with each letter starting with the same letter as the words in the list the child needs to remember or create a rhyme using all the words they need to remember.
- b. Loci Method: Picture a list of items in a room familiar to the students, for example, picture a donkey jumping through your bedroom window, a monkey hanging from the light, etc. This method can help students to remember large lists of items.

### **2. Inclusive Practices**

The teacher must also consider the following steps for inclusive practices

- a) The teacher will need to plan in advance to ensure students have appropriate learning objectives. For example a science project may involve building a paper dart. One child will be learning about aerodynamics whereas another child may be developing fine motor control (folding paper) and learning to follow written instructions. Both students get to make a paper dart and fly it in class and both students are able to experience academic success that is relevant to their development.
- b) Teachers can also set up peer tutoring groups where one student who is familiar with a topic assists another student. This is valuable for both students as the process of teaching a concept helps to ensure that it is understood thoroughly and the student experiencing difficulty has one on one attention to learn a concept.

## **Challenges of Inclusion Education for Children with Hearing Impairment**

The ovation and promises of inclusive education notwithstanding, there are obvious constraints to which attention has to be drawn

- Government is more concerned about literacy and its management than in special needs education. Garuba (2003) gave instances that most intervention programmes carried out by international non-governmental organizations are in the area of literacy and non-formal education. Even the recently launched Universal Basic Education (UBE) programme of the Federal Government laid more emphasis on the basic education, especially regular primary and literacy education.

- Even though awareness of disabilities is gradually being created in the society, there is still, the problem of attitude towards persons with disabilities which is far from being favourable.
- Adepeju and Fabiyi (2007) citing three demographic studies, highlighted serious shortcomings of past education policies in primary education sector in Nigeria which revealed among other things that 12 percent of primary school students sit on the floor, 87 percent of classroom are overcrowded while 77 percent of students lack textbooks.
- Special education professionals do not take part in policy making on issues concerning the education of children with special needs. One of the instances of this is a case reported by Nwazuoke (2004) namely, stakeholders meeting on "Legislating for persons with Disability" held at the House of Representatives, National Assembly, Abuja on the 11<sup>th</sup> and 12<sup>th</sup> of June, 2001. Without a representative of the special education professional.
- Another challenge facing inclusive education in Nigeria is lack of professional special needs education teachers. The reason is not farfetched. Nwabueze (2009) reiterated that among the 36 Federal Universities and uncountable state and private owned ones, it is only in six and one college of Education that full programmes in special education are run.

### **Recommendations**

Inclusive education for those with hearing impairment without adequate preparation, management and critical areas being addressed will not yield satisfactory results. If the Implementation of inclusive education would be a reality in Nigeria, the following issues must be put into consideration.

- There has to be adequate planning and management which must be proactive and realistic more especially in the area of funding and take into consideration the peculiar degree of underdeveloped nature of the special needs education in our society. Strong financial support is required for the procurement of facilities, buildings, and remunerations for the personnel including other activities, involved in the management and implementation process of inclusive education. For those with hearing impairment budgeting allocations should not be based on incidences but on prevalence of special education needs and take into consideration the backlog created as a result of decades of neglect. Therefore professionals and other stakeholders should work towards getting the national assembly legislate the creation of special fund for the education of children with hearing impairment and other special needs children.
- The importance of awareness creation on inclusive education is very obvious and so campaigns on televisions, radios, posters newspapers magazines and other media

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outlets should be use to enlighten the public, government and all other stakeholders in the education of children with hearing impairment.

- The government should not ignore the importance of learning environment in the management and implementation of inclusive education. The local authorities and heads of schools and institutions should be made to be conscious about provision of barrier free environment to enable people with disabilities study in regular schools. There should be no dilapidations of school furniture in order to accommodate children with hearing impairment. The classroom arrangement in schools has to be made to contain about 20 children per class so that teachers give attention to individual needs of the learners.
- Professionals in special needs education should be involved in any policy, legislation or programme the government or any organization is carrying out as concern inclusive education. In a pluralist and democratic society, the views of those individuals who have reservation about inclusive education practices should not be ignored. To make inclusive education for those with hearing impairment, meaningful and effective, there is the need for -personnel preparation. Nwazuoke (2004) stated that personnel preparation is a critical factor which the planners must give adequate attention if the goals of inclusive education are to be realized.
- There is also the need for monitoring if the inclusive education project will be a reality. Monitoring and formative evaluation will be of great importance to ascertain the areas of strength as well as areas of weakness of the project. This evaluation should be regular and based on performance indicators specified management and implementation programme and accountability for effective implementation of inclusive education for children with hearing impairment and at all levels should be ensured.

## **Conclusion**

Procedures and management towards effective implementation of inclusive education for children with Hearing impairment in Nigeria must recognize the individual differences, group differences and diversity among special needs persons. This is to ensure that inclusive programmes are effectively planned and made possible, affordable, sustainable, appropriate and are of educational quality. Inclusive education programmes, particularly for children with hearing impairment, must be truly inclusive. Collaboration, team-work and full participation of parents and support service providers must be ensured. Curriculum flexibility, adaptation, and provision of adequate learning materials and equipment is necessary. Effective inclusive practice would also require adequate funding of programmes, data-based information on statistics and census of learners, training and re-training of staff and above all quality effort must be made towards attitude change of society in favour of persons with disability and disability related' programmes, like inclusive education. To achieve the laudable objectives of inclusive education for

children with hearing impairment, more public awareness on its importance and legislation on inclusive practice is imperative in Nigeria.

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