

TEACHER PREPARATION FOR SPECIAL CHILDREN WITH HEARING IMPAIRMENT IN AN INCLUSIVE EDUCATION SETTING

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Abstract

Hearing is invaluable asset of man, particularly young children, but problems with hearing can negatively affect a child in the area of language/speech, socio-emotional development and learning in school. So, hearing impaired children need specialized techniques and materials. This paper focused on special needs children with hearing impairment and the need for identifying their unique needs for proper teaching and learning in an inclusive education setting. The paper identified specific areas which include definition of inclusive education, objectives of inclusive education, special education teacher, the roles of teachers in an inclusive classroom also discussed in the paper hindrance of inclusive education, lastly conclusion was made.

Introduction

As any parent knows, every child comes into a family with abundance of needs that ranges from love to care for, nurturing, feeding, clothing and education among other needs. A child with special needs is basically a child who, because of his or her unique medical or developmental difficulties special has needs in addition to those basic needs shared by his/her peers. For example, a child that was born with congenital heart murmurs may have a special needs such as special caring needs that children without his condition won't require/or demand. A child with learning difficulties will have unique educational needs that most of his peers of the same age group won't need categorize of special needs may range from mild to severe. Most special needs respond well to treatment, special programme and services.

Successful treatment begins with identifying any discrepancy, problem or possibly a special needs a child may have. Ekanem (2000), posits that children come into the world with their unique characteristics truths. Each child has his unique and peculiar needs.

Abang (2005) noted that non hearing members are living in silence and are perpetually cut off from the world of people. Lokanadha, Ramar and Kusama (2007) indicated that hearing is the main sensory pathway which speech and verbal communication develop. If a child hears imperfectly, he is likely to speak incorrectly. again, hearing also influences learning and other aspects of maturation. Early detection of hearing impairment is very important for the child's over-all developments, they went further to state that hearing-impaired children are more disadvantaged than visually

impaired children because it hampers the Childs performance in learning. There is need for competence service delivery for these children in an inclusive education setting.

Ozaji (2003) sees service delivery as competences whose objectives revolves round the enhancement of quality education and care for special needs children and the establishment of care network among the helping disciplines in the overall interest of the children. They include: Interpreter services for the deaf, Development of the highest educational potentials of the children. This entails the development of regular school curriculum and its adaptation or improvisation to meet the needs of the children, Supporting regular teachers to be able to be able to contribute to adequate educational provisions for the children in the regular school. Telecommunication, sensory and other technological aid and devices.

Ameh (2009) cited Ugbong (2001) as true full time participants and members of their neighborhood, schools and communities.

Inclusive education

Inclusive education means more than simply placing students with disabilities in regular education classrooms, it means giving students with disability the opportunity to participate as members in all school activities and affirming their right to such opportunity (Maimuna 2013).

According to Smith (1995) inclusive education also states that every child should be included in a regular classroom to the optimum extent appropriate to the needs of that child while preserving the placements and services that special education provide. There are among features of inclusive education the following: Sense of community and social acceptance. Attention to curricular needs. Effective management and instructions. Personnel support and collaboration. And appreciation of students diversity (Maimuna 2013)

Objectives of inclusive education

Abang (2005) states that inclusive education is a panacea to the employment, education and therapeutic needs of the special need children because it reduce cost of education, inferiority complex and changes people attitude about children with special needs.

It also include foundation for equal learning opportunities for all irrespective of one's condition, to secure acceptance, collaboration and stimulating community in which everyone is valued. So inclusive education serve as a programme that allows children with special needs to learn together with other children in regular school with appropriate support (Ozaji 2006). This entails that effective inclusion is the use of appropriate supportive facilities and services to meet the needs of children with special needs in regular school, among the most important factors for servicing the special needs is the teacher himself.

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effective inclusion requires reflective educators to examine their attitudes and differentiate their assessment, teaching and classroom management practices, to accommodate individual needs and provide all learners with meaningful access to and progress in the general education curriculum.

Improper classroom management is another hindrance that would affect full inclusive education. Regular teachers who are asked to cater for children who display range of social and academic problem are questioning the boundaries of their responsibilities as classroom teachers. Poor implementation of policy in education is a great challenge of full inclusive education system to this end. National policy on education stress the need for equal opportunities in regular schools. So also the system allows inclusive schools. So also their system allows inclusive classes but poor implementation of policies affects full inclusive education more importantly in our country (National Policy on Education 2004).

Conclusion

Inclusive education is a developmental approach seeking to address the learning needs of all children, youth and adults with a specific focus on those who are vulnerable to marginalization and exclusion. Government interest in the learning needs of hearing impaired children is to be fully involved in the integration of hearing impaired children into regular classroom. Inclusive education requires collective efforts of a number of professionals from diverse background. So also processing the ability to re-structure the learning environment so that learners with special needs will be actively involved and motivated. This is what inclusive education is all about.

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