



FLORENCE BOSEDE FAMOLU

Identification and Teaching of Students with Specific Learning Disability: Counselling Implications

ABSTRACT: *This study – using the qualitative approach and literature review – investigates identification and teaching of students with specific learning disability and its counselling implications. The study revealed challenges that are quite universal for teaching learners with developmental disability. The study establishes that learners with developmental disability pose challenges to special needs education teachers. Teachers in this study expressed the need for reduced class sizes, modern teaching materials, motivations to teachers, and additional support services from the government. This study also showed that placement of learners with developmental disability in the inclusive classrooms with ordinary learners is not enough, for example learners with developmental disability at school placed in an ordinary class with no proper support. It is important to make sure that learners with developmental disability receive all the necessary support and services for accessing the curriculum facilities. Lastly, the study suggested that government should give priorities to special case, such as learners with developmental disability; collaboration between special needs education teachers and parents for children with developmental disability is necessary for the wellbeing of their children; and in order to improve the poor learning environment for special needs educational for children with developmental disability, the teachers, parents/guardians, society, and government should work together.*

KEY WORDS: *Identification; Teaching; Students; Learning Disability.*

INTRODUCTION

Disability is a restriction or an inability to perform an activity in the manner or within the range considered normal for a human being, mostly resulting from impairment (WHO, 1980; Jones, 2001; and Barbotte *et al.*, 2011). In this context, NCSE (National Council of Special Education), in 2014, stated that special educational needs are defined in this act as:

About the Author: Florence Bosede Famolu, Ph.D. is a Lecturer at the Department of Guidance and Counselling, Faculty of Education, Osun State University, Osogbo, Nigeria. For academic interests, the Author is able to be contacted via e-mail address at: famolu.fb@gmail.com

Suggested Citation: Famolu, Florence Bosede. (2020). "Identification and Teaching of Students with Specific Learning Disability: Counselling Implications" in *TAWARIKH: Journal of Historical Studies*, Volume 12(1), October, pp.93-110. Bandung, Indonesia: Minda Masagi Press owned by ASPENSI, with ISSN 2085-0980 (print) and ISSN 2685-2284 (online).

Article Timeline: Accepted (May 20, 2020); Revised (July 3, 2020); and Published (October 30, 2020).

A restriction in the capacity of the person to participate in and benefit from education on account of an enduring physical, sensory, mental health, or learning disability, or any other condition, which results in a person learning differently from a person without that condition (NCSE, 2014).

Children with special educational needs are children with a variety of different disability, such as health and mental health conditions that require special intervention, services, or support. Parenting a child with special needs can be particularly challenging (Ainscow, 2016; Adegboyega, 2019; and Kirk *et al.*, 2019).

In other to ensure proper and quality education for children with disabilities, UNESCO (United Nations Educational, Scientific, and Cultural Organization), in 2019, elaborated on what an inclusive education system should be; it was pointed that “inclusive” education system can only be created if ordinary schools become more inclusive in other words, if they become better at educating all children in their communities (*cf* Ferrante, 2012; Ainscow, 2016; and UNESCO, 2019).

Orientation is the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society, and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency, and ultimately the cost-effectiveness of the entire education system (Minou, 2011; Ainscow, 2016; and UNESCO, 2019).

D.R. Mmbaga (2012), and other scholars, argued that inclusive education needs to be part of the whole school equal opportunity policy; in this case, children with learning difficulties, girls’ and boys’ learning needs would be incorporated into the curriculum and the school-learning environment (Ferrante, 2012; Mmbaga, 2012; and Mortimore & Zsolnai, 2015).

According to J. Weiss, A. Sullivan & T. Diamond (2013), and other scholars, when a child is diagnosed with a certain disability, all the attention is focused upon him. It is very important that parents understand the fact that their children’s progress will come gradually and that they will not be forced to neglect their children, regardless of the problems they are faced with (most important is that all parents accept their children as they are). Some parents are also stressed by the fact that they will have to provide their children with a lifelong support (Townsend & Bates eds., 2007; Weiss, Sullivan & Diamond, 2013; and Mortimore & Zsolnai, 2015).

Children with disabilities will experience some of the following problems throughout their school years. They may be subjected to a multitude of obstacles and barriers, like non-acceptance, discrimination, and stereotypically thinking. In some cases, these children experience

more than their normal share of frustration and difficulty in attempting to resolve the issues that are encountered with daily living activities (Kuper *et al.*, 2014; Soto, Poblete & Blume, 2018; and Maciver *et al.*, 2019).

It is not uncommon for children with disabilities to experience chronic hopelessness as a result of anxiety and depression. Sometimes, they have access and performance problems in schools, which could or could not be related to the disability. Also, they show delayed development of self-concept that can influence one's sense of self-worth, and viewing one's self as dumb, damaged, weak, and vulnerable (Cohen, 1986; Alesi, Rappo & Papi, 2015; and Ogundele, 2018).

Counselling is a helping relationship; the counselling services provided to children with disabilities are significantly outside the average range of general counselling. Many areas of the counselling profession in schools have fallen short, with a lack of understanding and appreciation (e.g. attitudes, values, and beliefs), a limited repertoire of skills (e.g. techniques, strategies, and interventions), and knowledge base. When school counsellors do not provide services or develop programs to accommodate the needs of children with disabilities, they deny these students of their expertise and themselves of the enrichment that comes with working with children with disabilities, who are challenging, deserving, and responsive (Malikiosi-Loizos, 2013; Oluka & Okorie, 2014; and Famolu, 2020).

For the purpose of this study, the researcher identifies developmental disability as a case. The term developmental disability was essentially created by the 91st United States Congress in 1970. Before developmental disability, there was many terms used, which are no longer used today. For this study the term of "Developmental Disability" will be used (*cf* Parmenter, 2011; Michael, 2013; and Parette & Peterson-Karlan, 2018).

Developmental disability is referred to as an intellectual disability. The AAIDD (American Association on Intellectual and Developmental Disabilities) uses the following definition: "Intellectual disability" is a disability characterized by significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills. "Developmental disability" reflects the fit between the capabilities of individual and the structure and expectations of their environments (Michael, 2013; Tassé, Luckasson & Schalock, 2016; and Parette & Peterson-Karlan, 2018).

Developmental disability is caused by many different kinds of trauma to the developing brain and nervous system. In many cases, it is difficult to pinpoint the exact cause of the damage or time when it occurred. Brain injury, or infection before, during or after birth, growth or nutrition

problems, and abnormalities of chromosomes and genes. Babies born long before the expected birth date also called extreme prematurity. Poor diet and health care. Drug misuse during pregnancy, including excessive alcohol intake and smoking. Child abuse can also have a severe effect on the development of a child, specifically the socio-emotional development (Connolly, 2006; Michael, 2013; and Tassé, Luckasson & Schalock, 2016).

The general purpose of this study – using qualitative approaches and literature review – was identification and teaching of students with specific learning disability and its counselling implications, to find out what challenges do teachers face, when teaching children with developmental disability; and how do they try to overcome these challenges. The methodology and approaches used by the teachers to teach children with developmental disability (Creswell, 2003; Braun & Clarke, 2006; Cohen, Manion & Morrison, 2007; Udoba, 2014; and Parette & Peterson-Karlan, 2018).

RESULTS AND DISCUSSION

Teaching Approaches and Methodology. Challenges faced by teachers, when teaching children with developmental disability, are: (1) Teaching material; (2) Lack of teacher trained in special needs education; (3) Lack of enough classes and poor learning environments; (4) Curriculum structure; (5) Acceptance in the society; (6) Motivation and poor salary; (7) Expectations from parents; and (8) How they overcome some of the challenges (*cf* Udoba, 2014; Alias & Salleh, 2017; and Faiz, Arif & Zia, 2019).

The teachers opined that children with developmental disability are just home where they do not learn anything, and have been mistreated by some members of the family. Many were left in the street to wander around. Ordinary children made fun of them by throwing stones at them and calling them names, which are derogatory words that change people's perceptions about people with disability (Balescut & Eklindh, 2006; Udoba, 2014; and Maturana, Mendes & Capellini, 2019).

Teachers also think that developmental disability is the outcome of epilepsy if this continues for a long time the brain can be damaged. Children with developmental disability are those children, who are mentally handicapped. Many children are born normal, but later due to epilepsy the brain is damaged leading to mental disability. It was explained that all children with developmental disability are given equal opportunity as ordinary students to attend ordinary classes (WHO, 2011; Udoba, 2014; and Maturana, Mendes & Capellini, 2019).

Many children with developmental disability are born this way: they cannot perform as an ordinary person. They have limited ability to learn or

live an independent life; thus, some for the rest of their life will need support in many aspects (Connolly, 2006; WHO, 2011; and Linn *et al.*, 2019).

Teachers understood students with developmental disability as having limitations in learning ability compared to ordinary students; thus, making some of them dependent for the rest of their lives. Developmental disability may be caused by many situations, accidents, problems during birth, cerebral malaria, and genetic disorders (WHO, 2011; Michael, 2013; and Udoba, 2014).

In our society, especially in villages, people believe in witchcrafts, meaning that if somebody has a child with down' syndrome, it is because she/he has been bewitched. Special need teacher need to educate the society about this, because many people do not understand. Neither of the parents should blame one another for having a child, who has a developmental disability and the good solution to this is to find how to help a child to manage the basics of everyday life (*cf* Groce & McGeown, 2013; Udoba, 2014; and Paul, 2019).

Developmental disability is delays in child cognitive development due to several reasons, during birth, due to epilepsy, and genetic disorders. She/he gave an example of a child with down' syndrome, saying that her/his cognitive development is slow compared to an ordinary child. For instance, the development of speech of the two children is very different in many ways (Buckley, 2005; Michael, 2013; and Udoba, 2014).

Teaching Approaches and Methods Used by Teachers. Teachers faced serious problem when teaching. Teaching materials are made locally; thus, the methods and approaches are difficult when they have unclear teaching material. Teachers always struggle with teaching methods. But, some of the methods and approaches used are involvement of parents and guardians regarding their children's progress, use of peers in the classroom, participatory method in small groups, picture drawings, and approaches of using positive reinforcement. The good teaching approaches and methods are those that make students enjoy the teaching and learning process (Villegas-Reimers, 2003; Townsend & Bates eds., 2007; and Udoba, 2014).

Some teachers normally use teaching methods that help to get the attention of students, use pictures, divide students into small groups, use the reinforcement approach, use physical material that students can see and feel, and also use the approach of including parents (Shinn, 1997; Townsend & Bates eds., 2007; and Hossain, 2015).

With regard to teaching methods and approaches, teachers manage the teaching and learning process in the classroom. Used methods, such as role-plays, songs, and pictures. Some of the approaches uses are such as

team teaching, reinforcement in a positive way, and including the parents of whatever is happening at school regarding the children (Townsend & Bates eds., 2007; Hossain, 2015; and Darling-Hammond *et al.*, 2020).

We constantly use the small groups when teaching; dividing students according to their ability of learning. Lastly, teachers also use some sign language to some of pupils, who are not able to communicate verbally, but they understand everything you tell them (Udoba, 2014; Hossain, 2015; and Darling-Hammond *et al.*, 2020).

Challenges Faced by the Teachers. The challenges are: (1) *Related to Teaching Material*; (2) *Lack of Special Needs Teachers*; (3) *Lack of Enough Classrooms and Poor Learning Environment*; (4) *Acceptance in the Society*; (5) *Expectations from the Parents*; and (6) *Motivation for Teachers and Poor Salary*. The explanations for each section are following here:

Firstly, *Related to Teaching Material*. When explaining about this challenge, teacher had the following to say regarding teaching materials. "If you do not have proper teaching materials, the teaching and learning is very difficult". We need things like books, nice blackboards, and different good drawings to help the students; chalk and dust boards. Teachers should be creative and find his or her own methods to help the students in class with teaching materials (Townsend & Bates eds., 2007; Shabiralyani *et al.*, 2015; and Darling-Hammond *et al.*, 2020).

Secondly, *Lack of Special Needs Teachers*. Potential teachers do not want to specialize in Special Needs Education. This is a big problem in the country; we do not have enough special needs teachers to teach in special schools. This is not a problem with regular teachers in ordinary classes. Government should look into this problem, because many special needs education teachers use their specialization as a stepping stone to get other jobs, which are not related to their profession (Ainscow, 1994; Udoba, 2014; and García & Weiss, 2019).

Thirdly, *Lack of Enough Classrooms and Poor Learning Environment*. Addressing this challenge, teachers had stated the following regarding the lack of classrooms: "We have only one classroom, the same room acts as our office, our store to keep things, our eating room, and our learning space" (Udoba, 2014; OECD, 2018; and García & Weiss, 2019).

Children with developmental disability need enough space to do many activities. Therefore, dividing students into groups according to their ability was crucial. In order to do this, they needed an extra classroom rather than mixing all the children in the same classroom (Ferrante, 2012; Udoba, 2014; and NCD, 2018).

Fourthly, *Acceptance in the Society*. With this challenge, the society treats children with developmental disability. No one is perfect in this

world, and for this reason. "They are humans like you and me, and due to this fact they deserve to be treated right, making fun of them and calling them all sorts of negative names is against human rights". People should accept these children as members of society (DePoy & Gilson, 2004; Stough, 2009; and Udoba, 2014).

Fifthly, *Expectations from the Parents*. On this topic, the teacher blamed the parents for expecting rapid changes after their children start school. Children with developmental disability cannot progress the same way as ordinary children. They need time to learn and to practice; every child in the class has his or her own difficulties in learning. Their learning capability is much different from ordinary pupils (Healey, 1996; Russell, 2003; and Udoba, 2014).

Sixthly, *Motivation for Teachers and Poor Salary*. Teaching is a hard job to do; it is funny enough that it is one of the lowest paid jobs in this country. "If I am not happy, then, my students will be affected, because my mind will be focused on my situation rather than on them. I have to look to other means to earn money for living rather than waiting for a low salary at the end of the month" (cf Al-Tayyar, 2014; Udoba, 2014; and CEDEFOP, 2016).

Thus, there is need to deal with the needs of students with disabilities properly to avoid the potential future negative results, such as the failure to get a job and social adjustment or even to suicide (Thompson & Littrell, 1998; Fall, Navelski & Welch, 2002; and Milsom, 2007).

F. Wamocho, G. Karugu & A. Nwoye (2018), and other scholars, emphasized that students with disabilities need continues support and guidance, they also need to counselling programs in all their levels and steps, because the students with disabilities often had negative feelings. F. Wamocho, G. Karugu & A. Nwoye (2018), and other scholars, also emphasized that the urgent need to develop counselling programs to face the problems of students with disabilities (Wamocho, Karugu & Nwoye, 2018; Wulz, Gasteiger & Ruland, 2018; and Famolu, 2020).

There are many rapid changes, due to scientific and technical progress, imposed on students with disabilities great challenges to face personal and professional needs. These challenges emphasize the need of students with disabilities at the university to counselling and guidance (Ainscow, 1994; Darling-Hammond *et al.*, 2020; and Famolu, 2020).

Discussion and Implications for School Counsellors. The results of this study are intended to bring greater awareness to both the school community and to counsellor education programs regarding the role and preparation of the school counsellor in providing services to students with learning disabilities. The results of this study contribute to the knowledge

base of the counsellor's responsibilities for addressing the needs of all students (Shaterloo & Mohammadyari, 2011; Darling-Hammond *et al.*, 2020; and Famolu, 2020).

The counselling needs of pupils with special educational needs and disabilities, the categories of needs expressed by pupils with special educational needs and disabilities were the social, physical and health, emotional, career, and communication needs. The social needs of pupils with special educational needs. Pupils also highlighted various social needs in their interactions with their colleagues, teachers, parents, and siblings (NCSE, 2014; Oluka & Okorie, 2014; and Famolu, 2020).

Reports of rejection, denial of academic support and disrespect from colleagues at the State School for the Deaf put the pupils at risk of inferiority complex, low self-esteem, and lack of respect. The pupils' further request for their colleagues to help them in their studies, offer them some snacks and even some pocket money further confirmed their dependence on their peers for social development. These results also underscored the social value pupils with special educational needs, in particular, placed on their colleagues (*cf* Gillies & Ashman eds., 2003; Ferrante, 2012; and Ocansey & Gyimah, 2016).

The situation of the studied pupils further highlights a lack of therapeutic environment as reflected by C. Rogers' Client-Centred Theory in 1959. So, C. Rogers (1959)'s Theory was of the view that if people can fulfil their potentials and become the best in life, it will depend more on the nature of their environment. Without the right therapeutic relationship, this would be impossible. Through such interactions, pupils will gain insights into their challenges and make meaningful adjustments to progress in life. This therapeutic relationship revolves round empathic understanding, unconditional positive regard, and genuineness (Rogers, 1959; Rogers, Lyon & Tausch, 2013; and Ismail & Tekke, 2015).

Additionally, the finding that teachers scolded, beat, and insulted pupils in some of the studied schools leaves much to be desired. In this context, A. Cohn & A. Cantor (2013); the CAS (Council on Scientific Affairs), in 2002, and other scholars, confirmed the existence of verbal abuse (insults) in Elementary, Middle, and High schools. A. Cohn & A. Cantor (2013), and other scholars, specifically report that as many as twenty-five percent teachers perceived bullying as normal in schools and would, thus, not intervene when they saw any such incident taking place (CAS, 2002; Cohn & Cantor, 2013; and Ocansey & Gyimah, 2016).

J. Hoover & P. Stenhjem (2013), and other scholars, on the other hand, blamed teachers for their indulgence in such unloving acts in schools. Reports of caning emphasized many severe damaging and long-term

psychological effects on its victims. The effects include guilt feelings, shame, anxiety, and poor social relationships in pupils (*cf* Hwangbo, 2004; Hoover & Stenhjem, 2013; and Ocansey & Gyimah, 2016).

Suicidal attempts have also been linked to such teacher mistreatments. All these effects of caning create a crippling psychological environment for the development of pupils, as emphasized by the client-centred theory (Wango, 2006; The HSC, 2014; and Ocansey & Gyimah, 2016).

Insults and ridicules from teachers, as found by the study also debunks reports by E. Walton *et al.* (2019), and other scholars, who project teachers as the direct providers of learner support in inclusive schools. The teacher mistreatment of pupils as found by the current study can adversely affect the relationship pupils have with their teachers in schools. It can also trigger negative academic behaviours like truancy, absenteeism and dropout (Agaba, 2014; Walton *et al.*, 2019; and Darling-Hammond *et al.*, 2020).

The current study finding, thus, portrays a contrary picture of teachers and it would be useful to eradicate the unacceptable teacher behaviours through the provision of teacher support in inclusive schools (Burden, 2010; Ferrante, 2012; and Hall, 2012).

In their interaction with their parents and siblings at home, some pupils at the New Horizon school also wanted to have more time to watch television, less noise and shouting at home as well as same sex siblings to play with. All these requests have implications for the social development of the pupils with special educational needs. Lessons should, thus, be drawn from the findings to make provision and facilitate the social development of pupils with special needs in inclusive and special schools (Lansdown, 2011; Wilson, 2011; and Ocansey & Gyimah, 2016).

The emotional needs of pupils with special educational needs emotional challenges, like teasing, rejection, lack of advice, and comfort as reported by pupils from the State School for the Deaf have also been confirmed by A. Cohn & A. Cantor (2013); J. Hoover & P. Stenhjem (2013); and W.L. Heward (2013). In this context, W.L. Heward (2013), for instance, observes that children with hearing loss often reported feeling isolated, without friends and unhappy in school (Cohn & Cantor, 2013; Heward, 2013; and Hoover & Stenhjem, 2013).

Study findings on pupils' emotional needs generally have implications for their personal development and self-actualization, according to Abraham H. Maslow (1968)'s Needs Achievement Theory. In this theory, the need for love, care, and a sense of belonging significantly enhances the individual's personal growth (*cf* Maslow, 1968; Gobin *et al.*, 2012; and Coon, 2016).

The pupils' lack of love, care, and belonging thus exposes them to low self-esteem, timidity, and delayed self-actualization. In this context, R.F. Baumeister *et al.* (2013); D. Coon (2016); and other scholars, describe low self-esteem for instance as the root cause of all social vices; and these findings do not augur well for special needs pupils (Prihadi & Chua, 2012; Baumeister *et al.*, 2013; and Coon, 2016).

However, the warm collaboration between parents and teachers at the New Horizon school, as found by the study, deserves commendation. Personal observations by researchers and the interviews reports from the school guidance officer and administrators also confirmed these cordial relations (Zabel, 2007; Ocansey & Gyimah, 2016; and Walsh, 2018).¹

N. Frederickson & T. Cline (2012), and other scholars, in fact, identify such positive relations as a major contributory factor in the overall development of pupils with special educational needs. It is, thus, not surprising that pupils at New Horizon were found to have fewer counselling needs, as compared to their colleagues in the other studied schools (Frederickson & Cline, 2012; Leahy, 2012; and Ocansey & Gyimah, 2016).

CONCLUSION

The study revealed challenges that are quite universal for teaching learners with developmental disability. The study establishes that learners with developmental disability pose challenges to special needs education teachers. Teachers in this study expressed the need for reduced class sizes, modern teaching materials, motivations to teachers, and additional support services from the government.

Most teachers teaching children with developmental disability did not receive any special needs education training from the university, they feel that they are not qualified to teach the children with developmental disability. This study revealed that the classrooms for children with developmental disability in developing countries at large have poor learning environment to support the learners with developmental disability.

It could also be concluded that placement of learners with developmental disability in an inclusive classrooms with ordinary learners is not enough, for example learners with developmental disability at school placed in an ordinary class with no proper support. It is important to make sure that learners with developmental disability receive all the necessary support and services for accessing the curriculum facilities.

¹See also, for example, "Scolded by Teacher for Talking to Boys, Schoolgirl Tries to Kill Herself" in *The Times of India*, on December 10, 2014. Available online also at: www.timesofindia.indiatimes.com [accessed in Osogbo, Nigeria: December 27, 2019].

The study suggested that: (1) the Government should give priorities to special case such as learners with developmental disability; (2) Collaboration between special needs education teachers and parents for children with developmental disability is necessary for the wellbeing of their children; and (3) In order to improve the poor learning environment for special needs educational for children with developmental disability, the teachers, parents/guardians, society and government should work together.²

References

- Adegboyega, L.O. (2019). "Challenges and Adjustment Needs of Students with Special Needs in Ilorin Metropolis, Kwara State" in *Ife Psychologia*, Volume 27(1), pp.61-74.
- Agaba, V. (2014). "Constant Teasing at School Forces Disabled Boy to Quit". Available online at: <http://www.newvision.co.ug/news/662830-constant-teasing-at-school> [accessed in Osogbo, Nigeria: February 3, 2019].
- Ainscow, Mel. (1994). *Special Needs in the Classroom: A Teacher Education Guide*. Paris, France: UNESCO Publishing. Available online also at: <https://unesdoc.unesco.org/ark:/48223/pf0000135116> [accessed in Osogbo, Nigeria: December 14, 2019].
- Ainscow, Mel. (2016). "Diversity and Equity: A Global Education Challenge" in *New Zealand Journal of Educational Studies*, Volume 51, pp.143-155.
- Alesi, Marianna, Gaetano Rappo & Annamaria Pepi. (2015). "Emotional Profile and Intellectual Functioning: A Comparison among Children with Borderline Intellectual Functioning, Average Intellectual Functioning, and Gifted Intellectual Functioning" in *SAGE Open*, Edition of July-September, pp.1-9.
- Alias, Azhar & Norshidah Mohamad Salleh. (2017). "Analysis of Problems Faced by Special Education Teacher in Teaching Multiple Disabilities Students" in *Journal of ICSAR*, Vol.1, No.1 [January], pp.60-67.
- Al-Tayyar, Khalid. (2014). "Job Satisfaction and Motivation amongst Secondary School Teachers in Saudi Arabia". *Unpublished Ph.D. Thesis*. England: Department of Education, University of York. Available online also at: <https://etheses.whiterose.ac.uk/6191/1/White%20rose%20K-Altayyar%20PhD%20final%20thesis%20submission.pdf> [accessed in Osogbo, Nigeria: December 22, 2019].
- Balescut, Jill & Kenneth Eklindh. (2006). "Literacy and Persons with Developmental Disabilities: Why and How?". Available online at: <https://unesdoc.unesco.org/ark:/48223/pf0000145940> [accessed in Osogbo, Nigeria: December 14, 2019].
- Barbotte, E. et al. (2011). "Prevalence of Impairments, Disabilities, Handicaps, and Quality of Life in the General Population: A Review of Recent Literature" in *Bulletin of World Health Organ*, Vol.79, No.11, pp.1047- 1055.
- Baumeister, R.F. et al. (2013). "Does High Self-Esteem Cause Better Performance, Interpersonal Success, Happiness, or Healthier Lifestyles" in *Psychological Science in the Public Interest*, Volume 4, pp.1-44.
- Braun, V. & V. Clarke. (2006). *Qualitative Research in Psychology: Using Thematic Analysis*

²**Statement:** I, undersigned below, state that my paper is not product of plagiarism, not to be submitted to the other journal(s), reviewed as well as published by other scholarly journals; and finally having received, it will also not to be withdrawn by Author from this TAWARIKH journal. This statement letter was made to be used by the Editor as an appropriate.

- in *Psychology*. London: Routledge.
- Buckley, S. (2005). "Autism and Down Syndrome" in *Down Syndrome: News and Update*, Volume 4(4), pp.114-120. doi:10.3104/updates.341.
- Burden, A. (2010). "Inclusive Education: Back to the Future with Commitment and Common Sense Case Studies" in *EDUCARE*, Volume 29, pp.28-39.
- CEDEFOP [European Centre for the Development of Vocational Training]. (2016). *Improving Career Prospects for the Low-Educated: The Role of Guidance and Lifelong Learning*. Luxembourg: Publications Office, CEDEFOP Research Paper, No.54. Available online also at: <http://dx.doi.org/10.2801/794545> [accessed in Osogbo, Nigeria: December 14, 2019].
- Cohen, Jonathan. (1986). "Learning Disabilities and Psychological Development in Childhood and Adolescence" in *Annals of Dyslexia*, Volume 36, pp.287-300. Available online also at: <http://www.jstor.org/stable/23769420> [accessed in Osogbo, Nigeria: December 7, 2019].
- Cohen, L., L. Manion & K. Morrison. (2007). *Research Methods in Education*. London: Routledge, Taylor & Francis Group.
- Cohn, A. & A. Cantor. (2013). "Bullying: What Schools and Parents Can Do?". Available online at: http://www.naspcenter.org/factsheets/bullying_fs.html [accessed in Osogbo, Nigeria: April 17, 2019].
- Connolly, B.H. (2006). "Issues in Aging in Individuals with Life Long Disabilities" in *Brazilian Journal of Physical Therapy*, Vol.10, No.3 pp.249-262.
- Coon, D. (2016). *Psychology: A Modular Approach to Mind and Behaviour*. Belmont: Thomson Wadsworth, Inc., 10th edition.
- Council on Scientific Affairs, (2002). Bullying behaviors among children and adolescents. Report 1 of the Council on Scientific Affairs (A-02)
- Creswell, J. (2003). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. New Delhi: SAGE Publications, Inc.
- CAS [Council on Scientific Affairs]. (2002). "Bullying Behaviors among Children and Adolescents" in *Report 1 of the Council on Scientific Affairs*, No.A-02. Available online also at: <http://www.amaassn.org/ama/pub/article/2036-6398.html> [accessed in Osogbo, Nigeria: December 22, 2019].
- Darling-Hammond, Linda *et al.* (2020). "Implications for Educational Practice of the Science of Learning and Development" in *Applied Developmental Science*, Volume 24(2), pp.97-140. DOI:10.1080/10888691.2018.1537791. Available online also at: <https://doi.org/10.1080/10888691.2018.1537791> [accessed in Osogbo, Nigeria: July 14, 2020].
- DePoy, Elizabeth & Stephen F. Gilson. (2004). *Rethinking Disability: Principles for Professional and Social Change*. Pacific Grove, CA: Brooks Cole.
- Faiz, Zikra, Amna Arif & Shamasul Zia. (2019). "Challenges Faced by Teachers during Teaching Students with Developmental Disability at Primary School Level in Lahore" in *Journal of Inclusive Education*, Vol.3, Iss.1, pp.19-32.
- Fall, M., L.F. Navelski & K.K. Welch. (2002). "Outcomes of a Play Intervention for Children Identified for Special Education Services" in *International Journal of Play Therapy*, Volume 11(2), pp.91-106. Available online also at: <https://doi.org/10.1037/h0088866> [accessed in Osogbo, Nigeria: December 22, 2019].
- Famolu, Florence Bosede. (2020). "Influence of Parents' Socio-Economic Status on Career Choice of Undergraduates in Kwara State, Nigeria: Implications for Counselling" in *SUSURGALUR: Jurnal Kajian Sejarah & Pendidikan Sejarah*, Volume 8(2), September, pp.159-174. Bandung, Indonesia: Minda Masagi Press and UBD Bandar Seri Begawan, Brunei Darussalam, ISSN 2302-5808 (print) and ISSN 2684-7388 (online).

- Ferrante, Charmaine Agius. (2012). "A Case Study of Inclusion and Diversity: A Whole School Approach Using the Social Model of Disability". *Unpublished Ph.D. Thesis*. Newcastle upon Tyne: School of Health, Community and Education Studies, the University of Northumbria. Available online also at: <https://core.ac.uk/download/pdf/9989301.pdf> [accessed in Osogbo, Nigeria: December 7, 2019].
- Frederickson, N. & T. Cline. (2012). *Special Educational Needs Inclusion and Diversity: A Textbook*. Buckingham and Philadelphia: Open University Press.
- García, Emma & Elaine Weiss. (2019). "The Teacher Shortage is Real, Large and Growing, and Worse than We Thought: The First Report in 'the Perfect Storm in the Teacher Labor Market' Series" in *Economic Policy Institute*, on March 26. Available online also at: <https://files.epi.org/pdf/163651.pdf> [accessed in Osogbo, Nigeria: July 27, 2020].
- Gillies, Robyn M. & Adrian F. Ashman [eds]. (2003). *Cooperative Learning: The Social and Intellectual Outcomes of Learning in Groups*. London: Routledge Falmer.
- Gobin, Baby Ashwin *et al.* (2012). "Investigating into the Relationship between the Present Level of Tertiary Students' Needs Relative to Maslow's Hierarchy: A Case Study at the University of Mauritius" in *The International Journal of Learning*, Vol.18, Iss.11, pp.203-220.
- Groce, Nora & Julia McGeown. (2013). "Witchcraft, Wealth, and Disability: Reinterpretation of a Folk Belief in Contemporary Urban Africa" in *Working Paper Series*, No.30, organized by Leonard Cheshire Disability and Inclusive Development Centre.
- Healey, Bill. (1996). "Helping Parents Deal with the Fact That Their Child Has a Disability" in *The CEC [Council for Exceptional Children] Today*, Vol.3 No.5 [November]. Available online also at: <http://www.idonline.org/article/5937/> [accessed in Osogbo, Nigeria: December 14, 2019].
- Hall, R. (2012). "Implementing Inclusive Educational Practices through Partnerships" in *South African Journal of Higher Education*, Volume 16, pp.31-37.
- Heward, W.L. (2013). *Exceptional Children: An Introduction to Special Education*. Boston: Pearson Education, Inc., 10th edition.
- Hoover, J. & P. Stenhjem. (2013). "Examining Current Challenges in Secondary Education and Transition: Bullying and Teasing of Youth with Disabilities, Creating Positive School Environments for Effective Inclusion" in *Issue Brief*, Volume 2(3), pp.1-6.
- Hossain, Mohammed Iqram. (2015). "Teaching Productive Skills to the Students: A Secondary Level Scenario". *Unpublished Master's Thesis*. Dhaka, Bangladesh: Department of English and Humanities, BRAC University. Available online also at: <https://core.ac.uk/download/pdf/74352632.pdf> [accessed in Osogbo, Nigeria: December 14, 2019].
- Hwangbo, Kyeong. (2004). "Trauma, Narrative, and the Marginal Self in Selected Contemporary American Novels". *Unpublished Ph.D. Dissertation*. USA [United States of America]: UNIVERSITY OF FLORIDA. Available online also at: http://etd.fcla.edu/UF/UFE0007302/hwangbo_k.pdf [accessed in Osogbo, Nigeria: December 22, 2019].
- Ismail, Nik Ahmad Hisham & Mustafa Tekke. (2015). "Rediscovering Rogers's Self Theory and Personality" in *Journal of Educational, Health and Community Psychology*, Vol. 4, No. 3, 2015, pp.143-150. Available online also at: <https://media.neliti.com/media/publications/24791-EN-rediscovering-rogerss-self-theory-and-personality.pdf> [accessed in Osogbo, Nigeria: December 22, 2019].
- Jones, R.B. (2001). "Impairment, Disability, and Handicap: Old Fashioned Concepts?" in *Journal of Medical Ethics*, Volume 27, pp.377-379. Available online also at: <https://jme.bmj.com/content/medethics/27/6/377.full.pdf> [accessed in Osogbo, Nigeria: December 7, 2019].
- Kirk, S. *et al.* (2019). *Educating Exceptional Children*. USA [United States of America]:

- Wadworth, 15th edition.
- Kuper, H. *et al.* (2014). "The Impact of Disability on the Lives of Children: Cross-Sectional Data Including 8,900 Children with Disabilities and 898,834 Children without Disabilities Across 30 Countries" in *PLoS ONE*, Volume 9(9):e107300. Available online also at: <https://doi.org/10.1371/journal.pone.0107300> [accessed in Osogbo, Nigeria: December 7, 2019].
- Lansdown, Gerison. (2011). *Every Child's Right to be Heard: A Resource Guide on the UN Committee on the Rights of the Child General Comment, No.12*. London: The Save the Children Fund. Available online also at: https://www.unicef.org/files/Every_Childs_Right_to_be_Heard.pdf [accessed in Osogbo, Nigeria: December 27, 2019].
- Leahy, Treasa. (2012). "How Teachers Develop and Sustain Resilience in Their Work". *Unpublished Ph.D. Thesis*. UK [United Kingdom]: Institute of Education, University of London. Available online also at: <https://core.ac.uk/download/pdf/111071592.pdf> [accessed in Osogbo, Nigeria: December 27, 2019].
- Linn, James G. *et al.* (2019). "The Global Impact of Intellectual Disability and Other Mental Disorders in Children" in *International Journal of Childbirth Education*, Vol.34, No.2 [April], pp.14-17.
- Maciver, D. *et al.* (2019). "Participation of Children with Disabilities in School: A Realist Systematic Review of Psychosocial and Environmental Factors" in *PLoS One*, Volume 14(1):e0210511. doi:10.1371/journal.pone.0210511.
- Malikiosi-Loizos, Maria. (2013). "Personal Therapy for Future Therapists: Reflections on a Still Debated Issue" in *The European Journal of Counselling Psychology*, Volume 2(1), pp.33-50, doi:10.5964/ejcop.v2i1.4.
- Maslow, Abraham H. (1968). *Toward a Psychology of Being*. New York: D. Van Norstrand, 2nd edition.
- Maturana, A.P.P.M., E.G. Mendes & V.L.M.F. Capellini. (2019). "Schooling of Students with Intellectual Disabilities: Family and School Perspectives" in *PAIDÉIA: Ribeirão Preto*, Volume 29:e2925. Available online also at: <http://dx.doi.org/10.1590/1982-4327e2925> [accessed in Osogbo, Nigeria: April 21, 2020].
- Michael, Wehmeyer L. (2013). *The Story of Intellectual Disability: An Evolution of Meaning, Understanding, and Public Perception*. USA [United States of America]: Brookes Publishing.
- Milsom, Amy. (2007). "Interventions to Assist Students with Disabilities through School Transitions" in *Professional School Counseling*, Vol.10, No.3, pp.273-78. Available online also at: <http://www.jstor.org/stable/42732520> [accessed in Osogbo, Nigeria: December 22, 2019].
- Minou, Tabatabaie. (2011). "New Trends in Education of Children with Disabilities" in *PROCEDIA: Social and Behavioral Sciences*, Volume 15, pp.1955-1959. Available online also at: <https://pdf.sciencedirectassets.com/277811/1-s2.0-S1877042811X00071/1-s2.0-S1877042811005805/main.pdf> [accessed in Osogbo, Nigeria: December 7, 2019].
- Mmbaga, D.R. (2012). *The Inclusive Classroom in Tanzania: Dream or Reality?* Stockholm, Sweden: Stockholm University Press.
- Mortimore, Tilly & Anikó Zsolnai. (2015). "Inclusive Education and Social Competence Development". *Unpublished Academic Paper*. Hungary: Faculty of Arts, Institute of Education, University of Szeged.
- NCD [National Council on Disability]. (2018). "The Segregation of Students with Disabilities: IDEA Series". Available online at: https://ncd.gov/sites/default/files/NCD_Segregation-SWD_508.pdf [accessed in Osogbo, Nigeria: December 14, 2019].
- NCSE [National Council of Special Education]. (2014). *Children with Special Educational*

- Needs: Information Booklet for Parent*. Dublin: NCSE Publications.
- Ocansey, S.K. & E.K. Gyimah. (2016). "Counselling Needs of Pupils with Special Educational Needs and Disabilities in the Greater Accra Region of Ghana: Implications for Inclusive Education in Ghana" in *Journal of Education and Practice*, Vol.7, No.21, 2016, pp.99-109. Available online also at: <https://files.eric.ed.gov/fulltext/EJ1109401.pdf> [accessed in Osogbo, Nigeria: December 22, 2019].
- OECD [Organization for Economic and Co-operation Development]. (2018). "Creating Effective Teaching and Learning Environments: First Results from TALIS (Teaching and Learning International Survey) Executive Summary". Available online at: <https://www.oecd.org/berlin/43024880.pdf> [accessed in Osogbo, Nigeria: December 14, 2019].
- Ogundele, M.O. (2018). "Behavioural and Emotional Disorders in Childhood: A Brief Overview for Paediatricians" in *World journal of Clinical Pediatrics*, Volume 7(1), pp.9-26. Available online also at: <https://doi.org/10.5409/wjcp.v7.i1.9> [accessed in Osogbo, Nigeria: December 7, 2019].
- Oluka, Beth N. & Gloria O. Okorie. (2014). "Impacts of Counselling on People with Special Educational Needs" in *IOSR Journal of Research & Method in Education (IOSR-JRME)*, Vol.4, Iss.6, Ver.III [November-December], pp.97-100. Available online also at: <http://www.iosrjournals.org/iosr-jrme/papers/Vol-4%20Issue-6/Version-3/N046397100.pdf> [accessed in Osogbo, Nigeria: December 14, 2019].
- Parette, H.P. & G.R. Peterson-Karlan. (2018). *Research-Based Practices in Developmental Disabilities*. Austin, Texas: PRO-ED, 2nd edition.
- Parmenter, Trevor R. (2011). "What is Intellectual Disability? How is it Assessed and Classified?" in *International Journal of Disability, Development and Education*, Volume 58(3), pp.303-319. Available online also at: <http://dx.doi.org/10.1080/1034912X.2011.598675> [accessed in Osogbo, Nigeria: December 14, 2019].
- Paul, Isiko Alexander. (2019). "An Expository Study of Witchcraft among the Basoga of Uganda" in *IJHSSE: International Journal of Humanities Social Sciences and Education*, Vol.6, Iss.12 [December], pp.83-96.
- Prihadi, K. & M. Chua. (2012). "Students' Self-Esteem at School: The Risk, the Challenge, and the Cure" in *Journal of Education and Learning*, Volume 6(1), pp.1-14. Available online also at: <https://media.neliti.com/media/publications/73559-EN-students-self-esteem-at-school-the-risk.pdf> [accessed in Osogbo, Nigeria: December 27, 2019].
- Rogers, C. (1959). "A Therapist's View of the Good Life: The Fully Functioning Person" in *The Humanist*, Volume 17. Expanded in on becoming a person. Boston: Houghton Mifflin, 1961, pp.184-196.
- Rogers, Carl, Harold C. Lyon & Reinhard Tausch. (2013). *On Becoming an Effective Teacher: Person-Centered Teaching, Psychology, Philosophy, and Dialogues with Carl R. Rogers and Harold Lyon*. London: Routledge.
- Russell, Frances. (2003). "Starting School: The Expectations of Parents of Disabled Children". *Unpublished Ph.D. Thesis*. UK [United Kingdom]: School of Education, the University of Leeds. Available online also at: <https://core.ac.uk/download/pdf/19634513.pdf> [accessed in Osogbo, Nigeria: December 14, 2019].
- "Scolded by Teacher for Talking to Boys, Schoolgirl Tries to Kill Herself" in *The Times of India*, on December 10, 2014. Available online also at: www.timesofindia.indiatimes.com [accessed in Osogbo, Nigeria: December 27, 2019].
- Shabiralyani, Ghulam *et al.* (2015). "Impact of Visual Aids in Enhancing the Learning Process Case Research: District Dera Ghazi Khan" in *Journal of Education and Practice*, Vol.6, No.19, pp.226-234. Available online also at: <https://files.eric.ed.gov/fulltext/EJ1079541.pdf> [accessed in Osogbo, Nigeria: December 14, 2019].

- Shaterloo, Aalieh & Ghasem Mohammadyari. (2011). "Students Counselling and Academic Achievement" in *PROCEDIA: Social and Behavioral Sciences*, Volume 30, pp.625-628. Available online also at: <https://core.ac.uk/download/pdf/82526163.pdf> [accessed in Osogbo, Nigeria: December 22, 2019].
- Shinn, Yun Ho. (1997). "Teaching Strategies, Their Use, and Effectiveness as Perceived by Teachers of Agriculture: A National Study" in *Retrospective Theses and Dissertations*, No.12244. Available online also at: <https://lib.dr.iastate.edu/rtd/12244> [accessed in Osogbo, Nigeria: December 7, 2019].
- Soto, Christian, M. Fernanda Rodríguez Poblete & Antonio P. Gutierrez de Blume. (2018). "Exploring the Meta-Comprehension Abilities of Students with Intellectual Disabilities" in *International Journal of Special Education*, Vol.33, No.2, pp.233-278. Available online also at: <http://www.internationalsped.com/documents/IJSE-ENTIRE-ISSUE-33-2.pdf> [accessed in Osogbo, Nigeria: December 7, 2019].
- Stough, Laura M. (2009). "The Effects of Disaster on the Mental Health of Individuals with Disabilities" in Yuval Neria, Sandro Galea & Fran H. Norris [eds]. *Mental Health and Disasters*. Cambridge: Cambridge University Press.
- Tassé, M.J., R. Luckasson & R.L. Schalock. (2016). "The Relation between Intellectual Functioning and Adaptive Behavior in the Diagnosis of Intellectual Disability" in *Intellectual Developmental Disabilities*, Volume 54, pp.381-390. doi:10.1352/1934-9556-54.6.381. Available online also at: <http://aaidjournals.org/doi/abs/10.1352/1934-9556-54.6.381> [accessed in Osogbo, Nigeria: December 14, 2019].
- The HSC [Hindu Special Correspondent]. (2014). "Student Commits Suicide After Teacher's Scolding". Available online at: <http://www.thehindu.com> [accessed in Osogbo, Nigeria: December 10, 2019].
- Thompson, R. & J. Littrell. (1998). "Brief Counseling for Students with Learning Disabilities" in *Professional School Counseling*, Volume 2, pp.60-67.
- Townsend, Tony & Richard Bates [eds]. (2007). *Handbook of Teacher Education: Globalization, Standards, and Professionalism in Times of Change*. Dordrecht, the Netherlands: Springer.
- Udoba, Humphrey Alexander. (2014). "Challenges Faced by Teachers When Teaching Learners with Developmental Disability". *Unpublished Master's Thesis*. Norway: Department of Special Needs Education, Faculty of Educational Sciences, University of Oslo. Available online also at: <https://core.ac.uk/download/pdf/30903449.pdf> [accessed in Osogbo, Nigeria: December 14, 2019].
- UNESCO [United Nations Educational, Scientific, and Cultural Organization]. (2019). *Policy Guidelines on Inclusion in Education*. Paris: UNESCO Publications.
- Villegas-Reimers, Eleonora. (2003). *Teacher Professional Development: An International Review of the Literature*. Paris: UNESCO International Institute for Educational Planning. Available online also at: <https://unesdoc.unesco.org/ark:/48223/pf0000133010> [accessed in Osogbo, Nigeria: December 14, 2019].
- Walsh, Robyn L. (2018). "The Experiences of School Counseling Directors in Relation to Job Satisfaction and Leadership". *Unpublished Ph.D. Dissertation*. Richmond, VA: Virginia Commonwealth University. Available online also at: <https://core.ac.uk/download/pdf/215483111.pdf> [accessed in Osogbo, Nigeria: December 27, 2019].
- Walton, E. et al. (2019). "The Extent and Practice of Inclusion in Independent Schools in South Africa" in *South African Journal of Education*, Volume 29, pp.105-112.
- Wamocho, F., G. Karugu & A. Nwoye. (2018). "Guidance: Development of a Guidance Programme for Students with Special Educational Needs in Kenya: A Study on Personal Orientation" in *British Journal of Special Education*, Volume 35(4), pp.221-229.
- Wango, Geoffrey Mbugua. (2006). "Policy and Practice in Guidance and Counselling in

- Secondary Schools in Kenya". *Unpublished Ph.D. Thesis*. UK [United Kingdom]: School of Education, the University of Birmingham. Available online also at: <https://core.ac.uk/download/pdf/9552745.pdf> [accessed in Osogbo, Nigeria: December 22, 2019].
- Weiss, J., A. Sullivan & T. Diamond. (2013). "Parent Stress and Adaptive Functioning of Individuals with Developmental Disabilities" in *Journal of Developmental Disabilities*, Volume 10(1).
- WHO [World Health Organization]. (1980). *International Classification of Impairments, Disabilities, and Handicaps: A Manual of Classification Relating to the Consequences of Disease*. Geneva: World Health Organization. Available online also at: https://apps.who.int/iris/bitstream/handle/10665/41003/9241541261_eng.pdf [accessed in Osogbo, Nigeria: December 7, 2019].
- WHO [World Health Organization]. (2011). *World Report on Disability*. Malta: World Health Organization and the World Bank.
- Wilson, René M. (2011). "Taking on the Perspective of the Other: Understanding Parents and Teachers' Perceptions of Parent Involvement in Students' Educational Experiences". *Unpublished Ph.D. Dissertation*. USA [United States of America]: School of Education Department of Educational Administration and Policy Studies, State University of New York.
- Wulz, J., M. Gasteiger & J. Ruland. (2018). "The Role of Student Counselling for Widening Participation of Underrepresented Groups in Higher Education" in A. Curaj, L. Deca & R. Pricopie [eds]. *European Higher Education Area: The Impact of Past and Future Policies*. Cham: Springer. Available online also at: https://doi.org/10.1007/978-3-319-77407-7_14 [accessed in Osogbo, Nigeria: December 22, 2019].
- Zabel, Carol. (2007). "Parents' Perceptions of the Role and Function of School Counsellors: A Literature Review". *Unpublished M.Sc. Research Paper*. Stout: The Graduate School, University of Wisconsin. Available online also at: <https://core.ac.uk/download/pdf/5067154.pdf> [accessed in Osogbo, Nigeria: December 27, 2019].



Education for Special Needs Children in Nigeria
(Source: <https://www.globalgiving.org>, 27/7/2020)

The study revealed challenges that are quite universal for teaching learners with developmental disability. The study establishes that learners with developmental disability pose challenges to special needs education teachers. Teachers in this study expressed the need for reduced class sizes, modern teaching materials, motivations to teachers, and additional support services from the government.