

# **STRENGTHENING INCLUSIVE EDUCATION IN LAGOS STATE THROUGH CO-OPERATIVE TEACHING**

*Part 1 & 2*

**BY**

**FESTUS FAJEMILO FOUNDATION (FFF),**

**JOINT NATIONAL ASSOCIATION OF PERSONS WITH DISABILITIES (JONAPWD),  
LAGOS STATE CHAPTER, AND**

**DAUGHTERS OF CHARITY OF ST. VINCENT DE PAUL, PROVINCE OF NIGERIA (DC)**

*This manual has been developed in line with provisions  
of the Lagos State Inclusive Education Policy*

# **STRENGTHENING INCLUSIVE EDUCATION IN LAGOS THROUGH CO-OPERATIVE TEACHING**

## **PART 1**

**(MANUAL GUIDE FOR TEACHERS ON BASIC INCLUSIVE SCHOOL PRACTICES)**

**BY**

**FESTUS FAJEMILO FOUNDATION (FFF)**

**JOINT NATIONAL ASSOCIATION OF PERSONS  
WITH DISABILITIES (JONAPWD), LAGOS STATE CHAPTER**

**&**

**DAUGHTERS OF CHARITY OF  
ST. VINCENT DE PAUL, PROVINCE OF NIGERIA**

**WITH**

**FUNDING SUPPORT FROM  
LILIANE FOUNDATION, NETHERLANDS**

**DECEMBER, 2020**

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Joint National Association of Persons with Disabilities (JONAPWD), Lagos State Chapter

Daughters of Charity Nigeria

**DECEMBER, 2020**

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**Disclaimer**

The content of this document does not represent the views of Liliane Foundation which provided funding support for the conduct of the research and publishing of this manual.

DECEMBER, 2020

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# ACKNOWLEDGEMENT

The Project Team (FFF, JONAPWD-Lagos and Daughters of Charity of St. Vincent De Paul, Province of Nigeria deeply appreciates the Lagos State Government through the Honorable Commissioner for Education Mrs. Folasade Adefisayo, the Chairman Lagos State Universal Basic Education Board (LASUBEB), Honourable Wahab Alawiye-King, the Chairman, Teaching Service Commission Mrs Elizabeth Olabisi Ariyo and the Permanent Secretary, State Ministry of Education Mrs. Abosede Omobolanle Adelaja for the support and partnership regarding the inclusive education project(Cooperative Teaching).

The invaluable contributions of the Director in charge of special education in the State Ministry of Education Mrs. O.A. Somoye and Head, Early Child Care Development/Special Education Unit of Lagos State Universal Basic Education Board, Mrs. Hilda Twins, Mrs. Akinlade O.O, Director, Education Resource Centre in the development of the manual as well as their cooperation and guidance in the conduct of all processes and activities are well appreciated.

The project team also appreciates the professional inputs of the following officers; Mr. Afolabi Oyeade, Head of Inclusive Unit, Mrs. Ogunmola, Mrs. Ojo L.O., Mr. Okanlawon A.S., during the two-day interface meeting in the process of developing this manual.

The professional ingenuity of Dr. Adeleke Philip (Lecturer at the Special Education Department, University of Calabar) and Dr. Dada-Olu Shonibare (Director & Head of South West Zone, Nigerian Educational Research & Development Council) deployed in the writing of this manual is of note.

Lastly, contributory efforts of the project team members towards the final production of the manual cannot be over emphasized; Mr. Afolabi Fajemilo, Project Team Lead and Executive Director FFF; Rev. Sr. Fidelia Unigwe, former National Coordinator, Daughters of Charity of St. Vincent De Paul (Liliane Coordination Office) Nigeria; Mrs. Rita Boyo Co-ordinator, Education Committee, JONAPWD, Lagos, Dr. Adebukola Adebayo, Project Technical Adviser and State Chairman JONAPWD-Lagos.

## **LIST OF ABBREVIATION**

<b>IE</b>	Inclusive Education
<b>IEP</b>	Individualized Education Programme/Plan
<b>FFF</b>	Festus Fajemilo Foundation
<b>JONAPWD</b>	Joint National Association of Persons with Disabilities
<b>MDA</b>	Ministries, Departments and Agencies
<b>CWDs</b>	Children with Disabilities

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# CHAPTER ONE

## 1.0 Introduction

### 1.1 Background:

Inclusive education (IE) is the process of making schools accessible to all learners regardless of their social, economic, gender, disabilities, and other status. Proponents of this educational process believe that IE offers the best response to the quest of achieving “Education for All” (EFA), as well as being the best process for effectively utilizing the very scarce educational resources especially in less developed countries like Nigeria. Although inclusive education targets all out-of-school vulnerable children, several global studies have exposed the higher vulnerability status of children with disabilities (CWDs), showing that CWDs are more likely to remain out-of-school if specific and strategic actions are not taken to ensure schools are safe, accessible and inclusive to meet their special needs.

The proactive step by Lagos State Government to meet this global demand in education is what informed the Inclusive Education (IE) programme embarked upon since 2003 which led to the creation of 44 public Inclusive Education Schools (31 primary & 13 secondary) in all Local Government Areas in the state. However, prior to the creation of the inclusive schools, children with disabilities have limited access to education in the state because only five special schools with limited enrollment space were available. Lagos state has further backed the IE programme up with State Policy on Inclusive Education in 2015. This was further strengthened with legal and policy frameworks to address implementation of IE at national in Nigeria, Lagos.

Despite these efforts from the Lagos State government, multiple studies on the appraisal of IE in Lagos state have raised concerns on the significant levels of challenges threatening the availability and sufficiency of teaching personnel, other relevant professionals and service providers and their strategic roles in the effective delivery of functional education to CWDs. In addition, a recent World Bank report on Inclusive Development in Nigeria (2020) acknowledges that the dearth of qualified special teachers and other relevant professionals remains the major bane for the successful implementation of inclusive education in Lagos State and Nigeria in general.

The need to strongly address the challenges posed by inadequate special teachers and other relevant professionals in the implementation of IE in Lagos state prompted the consortium of non-governmental disabled people’s organizations including Festus Fajemilo Foundation (FFF), the Lagos State Chapter of the Joint National Association of Persons with Disabilities (JONAPWD) and the Daughters of Charity of St. Vincent De Paul, with funding support from

the Liliane Foundation, Netherlands, to conceptualize an innovative intervention project with a view to seeking creative and cost-effective approaches of utilizing available human resources in the 44 inclusive primary and secondary schools to make inclusive education more successful in Lagos state.

The four-year project sought to adapt the concept of “Cooperative Teaching” as a means of achieving a more judicious use of the scarce human resources available to deliver IE in Lagos state. This meant the fostering of more innovative forms of technical and professional interactions between special and regular teachers, as well as other relevant professionals available in the 44 inclusive schools in order to improve the quality of teaching and learning for CWDs.

In line with the design of the project, a mapping and assessment of the 44 inclusive schools was conducted to review the nature and level of inclusive practices therein, and to evaluate the suitability of the educational situations in the 44 inclusive schools for the adaptation of “cooperative teaching” as a possible means of reducing the challenges created by insufficiency of special teachers and other relevant professionals required for the effective delivery of IE in the 44 inclusive schools.

Finally, this Manual is a synthesis of the mapping and assessment results and the recommendations presented therein. It is therefore expected that the Manual will serve as strategic guide for strengthening the delivery of IE in Lagos state.

## **1.2 Objectives of the Manual:**

- i. Profile children with disabilities for admission
- ii. Enhance relevant teachers’ skills to effectively meet educational needs of all categories of learners with disabilities in public schools in Lagos state.
- iii. Increase teachers’ knowledge of the fundamental rights of every child to quality education.
- iv. Fill existing gaps in teachers’ knowledge of the learning environment for rights/needs-based education for learner with disabilities.

### **1.3 User's Guide:**

This manual aims to provide step-by-step guide to teaching in special and inclusive education classrooms with practical guidelines on interpersonal relationship of cooperating teachers for effective delivery of instruction. The guide provides both regular and special education teachers with practical guidelines with supportive information on how to jointly plan and deliver instruction in a heterogeneous classroom setting where typical and children with disabilities are learning together,

The manual is expected to be used in the field of special and general education, in a variety of settings, including a resource room, self-contained special class, or a mainstreamed classroom setting, with the sole objective of enhancing quality of teaching and learning for all.

Users are expected to make use of the document with focus on the various steps that should be taken to ensure the welfare of children with disabilities in inclusive classroom settings; the classroom arrangements; information that should be gathered; process of communicating with relevant stakeholders, parents, paraprofessionals, and assistant teachers; and other areas to make inclusive teaching easier and more rewarding. The cooperating teachers should be more proactive in the use of the manual by adapting the guide objectively and seek clarification when necessary. The practical and experience-based body of knowledge provided by this manual should be put into use with the objective commitment of all school administrators, both at the Ministry of Education (MoE), State Universal Basic Education Board (SUBEB), Local Government Education Authorities (LGEAs) as well as schools. The workability of this manual depends on the commitment of the teachers and their readiness to always update their teaching skills through regular self-development. Government should also organise capacity development programmes for teachers on relevant and recent teaching skills. Children with disabilities students will reach their full potential when parents, families and schools work collaboratively.

# CHAPTER TWO

## 2.0 Overview of Inclusive Education

Inclusive education is a process of making education more accessible to all children of school age, irrespective of their socio-economic status, disabilities, race, ethnic or cultural background and gender. It is a form that recognises, accepts, supports and welcomes diversity amongst all learners. Physical location of pupils in the school environment and the classroom are expected to be conducive and enabling, such that it enhances all learners' access to learning and accommodate their diverse needs. Inclusive Education is a process that recognises social, cultural and learning diversities among learners, and builds on factors that help to identify and remove barriers to learning and participation in education.

Inclusive education is the process of increasing the participation of students in, and reducing their exclusion from, the curricula, cultures and communities of local schools.

- Inclusive education focuses on the capacity of educational institutions to understand and respond to an individual learner's educational requirements and entitlements, as individuals who learn in different ways.
- Under inclusive Education practice, challenges facing learners are attributed to school's inefficiency rather than to individual learner's weaknesses.
- It builds on schools developing a learner-centred approach and engaging the whole school community to act as a supportive learning community.
- Inclusive education community: Supports the weakest, encourages the strongest to achieve their best, ensures all members feel respected, valued, and are enabled to fully participate in the school community.

## 2.1 The Differences between Integration and Inclusion

Inclusive Education is often misunderstood as a new term for "integration" and is thought to be related only to learners experiencing barriers to learning resulting from impairment/disability. In reality, inclusive education differs in both philosophy and practice from integration (see Table 1). Inclusive education involves the whole education system and all learners. In an education system, quality education should be provided in a learner-friendly environment where diversity is experienced, embraced and recognized as enriching to all.

**Table I: The Main Differences between Integration and Inclusion**

<b>Integration</b>	<b>Inclusion</b>
Requires learners' adjustment to the requirements presented by the school system.	School environments, curricula and assessment systems are continuously adjusted to the needs of all learners.
Focuses on learners with disability.	Focuses on all learners in the classroom and attends to their individual needs.
Curriculum centred and teacher directed.	Learner centred and goes through the Interaction - Communication - Dialogue. There is differentiation in approach, methods and assignments.

## **2.2 Aims of IE**

- i. Increasing active participation and engagement in learning,
- ii. achieving the optimum level of participation of all, and
- iii. introducing learner-centred approaches to suit diverse learning styles

## **2.3 Justification for IE**

- i. **Social:** Inclusive learning is the basis of a just and non-discriminatory society.
- ii. **Educational:** It is a way of producing higher quality schools.
- iii. **Economic:** It is less costly to establish and maintain schools which educate all, irrespective of differences

## **2.4 Principles of Inclusive Education**

The following are the principles which underpins the practice of inclusive education.

**Table II: Principles of Inclusive education**

<b>Principles</b>	<b>Description</b>
Inclusive Education is based on a belief in all learners potentials for learning and recognizes that each learner have peculiar learning needs:	All learners need not learn in the same way, and not all learners need to achieve the same goal, but all learners need to be supported to attain to their fullest potentials.
Inclusive education is a human right-based approach:	A human right-based approach emphasizes that all learners have equal right to access free quality education.

Inclusive education is a continuous process for improving the education system	It is about changing classroom practices and empowering educators to be more responsive and flexible in meeting the needs of all learners.
Inclusive education is about meeting the needs of all learners with a special emphasis on learners vulnerable to exclusion and marginalization	Inclusive education requires identifying and addressing discriminatory or abusive attitudes and practices in order to reduce barriers to learning and participation.
Inclusive education reflects the social model of disability:	The social model holds that people may have impairments but it is society, through attitudinal and environmental barriers, which disables them.
Inclusive education is about early detection of individual learners' needs and providing support to meet these needs:	It is necessary that any learning, psychosocial and health needs of learners are identified early and support is provided to prevent difficulties.
inclusive schools contribute to the development of inclusive communities:	Inclusion of all learners in the same schools and classrooms will enhance social inclusion and acceptance of diversities.
Inclusive education is all about access to quality education	Inclusive education is making education accessible to all learners in a favourable and safe learning environment

## 2.5 Understanding Access, Equality and Equity in Inclusive Education

Inclusive education revolves around three major factors: Access, Equality and Equity.

### 2.5.1 Access in Education

It is a process of making sure that all school-age children with or without disability receive education as needed.

- Providing education for all.
- Making sure that all learners are actually learning
- Making sure that differences in children, such as age, gender, ethnicity, language, disability, and health status, are acknowledged, respected and planned for.

- Making sure that educational structures, systems and methodologies are developed to meet the needs of all children in their diversities.
- Making sure that point of school location is within the immediate community of the parents and the child.



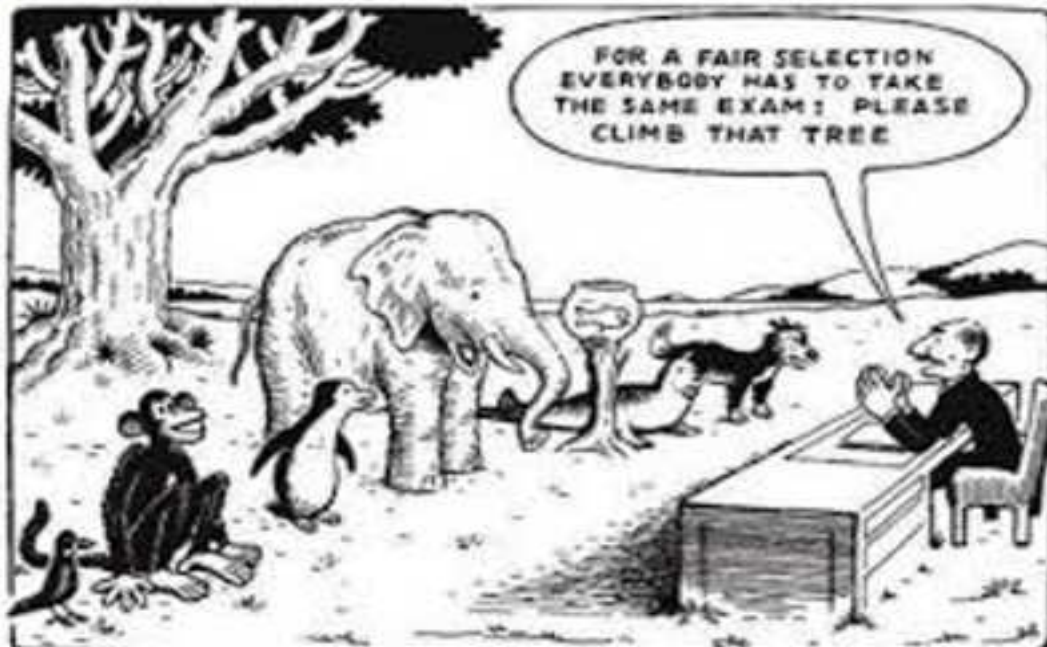
*The picture showcases a process of creating access to school and education in a local community.*

Figure 1: Adapted from International Workshop by Handicap International September 2007

### **2.5.2 Equality in education**

- Equality means treating everyone the same under the law, without consideration for individual differences (Ensuring the fair and equitable treatment of all in the education system).

## Have a look equality/equity



*This depicts equal right and treatment without consideration for individual ability and need*

Figure 2: Adapted from International Workshop by Handicap International September 2007

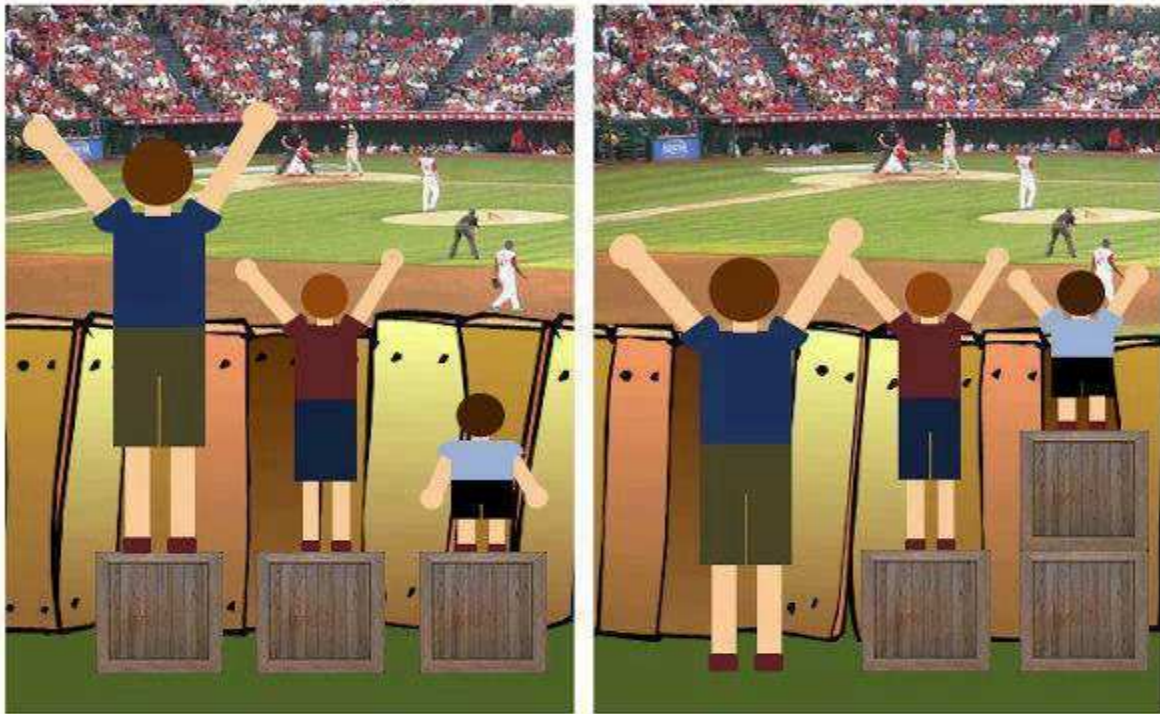
### 2.5.3 Equity in education

- Equity involves giving people the treatment they need
- Method of distributing educational resources to groups and is linked to excellence regardless of ability and disability variations.
- Ensuring fairness and basic equal rights to education in which sometimes actions must be taken to compensate for any form of learning disadvantages.
- Equity means providing what people need.
- Equity recognizes that students and schools are different, and that the treatment of unequal requires appropriate unequal treatment (making provision for learners based on individual needs to address inequality).

Equity is achieved when every member is provided for based on individual needs and ability, to foster equal opportunity for all, at the expense of the state.



- Equity must be ensured in 3 dimensions:
  - In access,
  - In process, and
  - In results.



## **EQUALITY**

## **EQUITY**

### **Pectoral demonstration of equality and equity in practice**

*Fig. 3: Adapted from International Workshop by Handicap International september 2007*

### **2.5.4 Understanding quality in inclusive education**

The main trust of education is to empower learners to be better informed so as to be useful to themselves and the society. One of the main components of inclusive education is quality which must possess the under listed attributes:

- Learning to know
- Learning to do
- Learning to live together
- Learning to be

Quality education must be need-based and within the ability of each learner.

# CHAPTER THREE

## 3.0 Implication of Inclusive Education on School Practices

The need to make education accessible to all school-age children has brought about significant change in the process of education. This has equally affected the school system as well. The demand of inclusion in education places many changes on school system.

The ability of the school administrators to observe the under-listed school practices will suggest the success or otherwise of inclusive education project. Inclusive education lays much emphasis on accommodation of all learners with diverse characteristics in the same learning environment, and this requires a whole school approach.

**Table III: Framework for IE school practice**

School Practice	Description
Leadership and Management	A school-based management system that gives recognition to the community leaders as participatory members in the ownership of schools. The need for some well-defined roles of all participants is important.
Whole school development planning	School system that gives room for all round growth and development of both human and material resource. All learners should be provided with appropriate orientation into the required knowledge of the environment. This should be continuously monitored, and induction updated as alteration in the planning is embarked upon.
Whole-school Environment	School environment that is welcoming and friendly to children and teachers which equally takes all learners as the central point of education activities in a sustainable way.
Communication	Effective communication based on 2-way strategy. Communication between the teacher and learner without any feeling of intimidation
Learner Well-being	School practice that takes learners well-being serious, educational, social, health and emotional.
Staff Well-being	School practice that takes well-being of all school staff members' serious, educational, social, health and emotional.
Curriculum Planning for Inclusion	A well-structured educational curriculum that accommodates all learners' differences. Parental role and input are vital here. It

	should be considered advisory but essential for the professionals involved in building up of the contents being developed in the setting.
Individualized Education planning	Educational system that provides for each learner to go at his own pace based on needs, interest, and ability, for self-usefulness.
Teaching strategies	Adoption of methods of instruction that is learner centered, and enhances effective learning
Learning Strategies	Consideration for different learning style of ability of each learner in the classroom.
Classroom Management (Classroom Protocols and Rules)	Comfortable place for teaching and learning. Classroom environment, including buildings and other surrounding environments that might include resources for learning as well as psychological-social environment.
Curriculum Implementation	Provision for motivated environment that provides learners opportunities for optimum learning and evaluation of learning, such as: school community, public places, and other appropriated environment
Support for and Recognition of Learning: Informal and Formal Assessment	Provision for motivated environment that provides learners opportunities for optimum learning and evaluation of learning, such as: school community, public places, and other appropriated environment.

### 3.1 Implication of Inclusive Education for General Education Practice

Inclusive education is a process of removing all identified barriers to effective learning. Prior to the global adoption of the practice of inclusive education, many categories of school-age children have been excluded from learning as a result of their peculiar characteristics, such as age, gender or disability. The practice in education was more segregated and less inclusive.

This new trend: inclusive education requires radical change in the process and practices in education with emphasis on curriculum modifications, adjustment in learning environment, leadership restructuring and educational placement process.

**Table IV: General Practice of Inclusive Education**

Implication	Expected practice
Curriculum change	Educational curriculum must reflect not on what the system wants the child to learn, but centres on what the child needs to learn to make him an independent citizen.
Teaching, learning adjustments	The teaching and learning activities will require modifications in areas such as teaching strategies, time allocated for teaching and instructional materials, to accommodate the learner with disability in the mainstream classroom.
Assessments adjustments	Because of the presence of learners with disabilities in the regular classroom, the conventional assessment process and approaches may need to be adjusted for effective appraisal of all learners based on their unique natures and ability.
A shift in emphasis of school leadership (dynamic leadership)	The school style of leadership in all conventional school settings may be fit enough to effectively accommodate all learners with diverse needs, therefore, leaders may need to adjust the style for the benefit of all.
IE moves beyond providing individuals with support to fundamental changes being made to the way teaching and learning is organized	Inclusive Education is not limited to mere provision of supports to identified learners with disabilities. It takes a holistic approach to modification of entire teaching and learning activities.

# CHAPTER FOUR

## **4.0 Admission Procedure, Assessment, Diagnosis**

For the purpose of inclusive education, school admission and enrolment will automatically assume a new dimension that gives room for diversity and creates alternative to fill the existing ‘opportunity-gap’ among children from different backgrounds.

Stereotype admission and assessment process must give way for a more robust and all-inclusive process that accommodates all school-age children without any form of discrimination.

### **4.1 Admission**

Inclusive schools are expected to admit children for educational placement, irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of each child.

Children with disabilities should be considered for admission on an equal basis with all other children according to the criteria set out in the admission policy in Lagos state, taking into account the suitability of the child to mainstream education and availability of resources and facilities to meet that child’s needs.

### **4.2 Procedure for Admission**

- i. The school is expected to emphasize early identification and intervention. Information about children’s needs is gathered on entry through meetings with parents.
- ii. Children with disabilities are expected to be screened initially by a team of experts that comprises of a special teacher, parent, counsellor, medical doctor, psychologist, social worker, speech therapist, occupational therapist and other experts as the case may demand, to ensure comprehensive assessment and ascertain if the child has any medical or psychological deficit.
- iii. During the screening, a verbal interview is conducted to evaluate their linguistic abilities and motor skills.
- iv. The interviewing committee analyses the child’s interaction to detect speech difficulties or mental disabilities.
- v. If any medical issue or learning disability is detected, the phase supervisor checks with the parents if there is an explanation of the difficulties, and parents are required to provide a medical report.
- vi. The parents are also required to meet the school head to ensure complete co-operation in order to maximize their child’s achievement.

## 4.3 KNOWING THE CHILD

### 4.3.1 CHILD BACKGROUND PROFILE

It is essentially important that the background of every school child is detailed in the child's school file and be part of school records. This is highly essential in the case of children with disabilities, and importantly in every inclusive education setting.

### 4.3.2 Assessment form (to be filled by parents during admission process)

Name: ..... Sex.....

Date of birth: .....

Type of disability: .....

Age of onset of disability: .....

Previous schools) attended:.....

.....

.....

Child's areas of interest.....

.....

.....

Is the child on medication: Yes ☐ No ☐ Types of medication

.....?

Child's reaction to medication or food: Yes ☐ No ☐ Name/Type of medication or food:

.....

#### ***Name of Parents:***

Parental occupations: ..... Parents' educational background:

.....

Address of parents: .....

.....

.....

Brief history of the child: .....

.....

.....

.....

.....

.....

.....

Any other information by the parents: .....

.....

.....

.....

.....

.....

#### 4.4 ASSESSMENT CHECKLIST FOR A CHILD WITH DISABILITY

Identification checklist/rating scale (Designed to assess children for placement purposes)

Table IV: Checklist for observing behavioural characteristics of general children

S/N	Items	Seldom	Occasionally	Frequently
	<b>LEARNING CHARACTERISTICS</b>			
1	Learns rapidly			
2	Uses practical knowledge			
3	Uses much common sense			
4	Knows many facts unknown to others			
5	Reasons things out and thinks clearly			
6	Observes and remembers what other children do not notice			
7	Remembers what he has read or heard			
8	Has large vocabularies			
	<b>Creativity Characteristics</b>			
1	Has a keen sense of humour			

2	Shows much curiosity about many things			
3	Is adventurous and always ready to take risks			
4	Expresses his opinion fearlessly			
5	Likes to adapt, improve, or modify things to make them work better			
6	Produces many ideas and solutions to problems			
7	Does not worry about being different			
8	Is attracted to things			
	<b>Leadership Characteristics</b>			
1	Express himself fearlessly			
2	Does whatever he promises to do very well			
3	Easily adapt himself to new situations			
4	Takes part in most social activities and sports			
5	Generally, likes to lead others			
6	Cooperates with teachers and classmates			
7	Gets along easily with other pupils of his age and adults			
8	Seems to be well liked by his classmates			

**Table V: Checklist for observing behavioural characteristics of children with learning disabilities**

S/N	Items	Seldom	Occasionally	Frequently
1	The child is often confused and unable to understand simple language used in the classroom			
2	Makes errors when speaking like younger children than his age			
3	Has unusual difficulty following simple oral instructions			
4	Unable to read the books used in the class			
5	Has unusual difficulty using his hands and eyes together in activities such as throwing and catching of ball etc			



6	Often finds it difficult to participate in class discussions			
7	Always expresses self with incomplete sentences			
8	The child has difficulty in writing			
9	The child is unable to recall/retell stories in their proper sequences			
10	The child is unable to relay his experiences of the past accurately			

**Table VI: Identification checklist for children with emotional and behaviour disorders**

S/N	Items	Very Often	Often	sometimes	seldom	Never
1	The child does not work in a group					
2	The child fights other children					
3	The child fakes sickness during class work					
4	The child steals in the classroom					
5	Always comes late to school					
6	The child always displays aggression					
7	The child is always restless in the classroom					
8	The child finds it difficult to make or sustain friendship					
9	Always absent from school					
10	Always unhappy					

**Table VII: Identification checklist for children with intellectual and developmental disabilities**

S/N	Items	Yes	No
1	The child has difficulties understanding and following social rules		
2	Lack or short attention span		
3	Has difficulties learning to wait for his turn		

4	Has difficulties sharing toys with others		
5	Has trouble thinking logically		
6	Has trouble solving simple life problems of his age		
7	Has trouble seeing the consequences of their actions		
8	Has some level of hypo-activity		
9	Has some level of hyperactivity		
10	Lack or short memory span		
11	The head is dis-proportionally big		
12	The head is dis-proportionally small		
13	The child has difficulty swallowing saliva		
14	The child has difficulty controlling his head		
15	The child has unstable body movement		

**Table VIII: Identification checklist for children with visual impairment**

S/N	Items	Yes	No
1	The child lacks eye contact		
2	No imitation of others' expressions and actions		
3	The child often keeps his/her head down; lack eye contact with others		
4	The child has limited facial expression and body language		
5	Tends to hold objects very close to the eyes when looking at them		
6	Jerky movements of the eyeballs		
7	Often presses own eyeballs with fingers		
8	Abnormal responses to bright light (gazing at light excessively or trying to avoid it)		
9	Often bumps into objects or fall over, and get confused with directions		
10	Searches for his/her way using hands		

**Table IX: Identification checklist for children with hearing impairment**

S/N	Items	Yes	No
1	Inability to follow verbal directions		
2	The child increases the volume of the television, radio, or computer to an abnormally high level		
3	The child says words incorrectly		
4	The child avoids social situations, sports, parties and family events		
5	Failure to pay attention when spoken to		
6	Mispronunciation of some words/sounds		
7	straining to watch a speaker		
8	Have tendency to speak loudly and to have difficulty monitoring voice level		
9	Frequently asking for repetition of words and sentences		
10	Demonstrate intense face and/or lip watching when listening to audience		

**Table X: Identification checklist for children with speech and language disorders**

S/N	Items	Yes	No
1	The child speaks through the nose too much		
2	The voice of the child often breaks or suddenly changes pitch		
3	The voice of the child is too high or too low for the child's age or sex		
4	The child substitute letters when speaking eg. 'P' for 'B' (bail for Pail)		
5	The child avoids speaking due to a fear of stuttering		
6	When the child's speech seems to have many prolongations		
7	When the child's speech seems to have many hesitations.		
8	When the child's speech seems to have many repetitions		
9	The child appears tense during speech		
10	The child feels discouraged in activities involving speaking.		

**Table XI: Identification checklist for children with Autism Spectrum Disorders**

<b>S/N</b>	<b>Items</b>	<b>Seldom</b>	<b>Occasionally</b>	<b>Frequently</b>
1	The child can't maintain eye contact			
2	Extreme fascination and preoccupation with objects			
3	The child has inability to relate typically with other people and situation			
4	The child pays too much attention on certain types of objects or activities			
5	Exhibits self-injurious behaviours			
6	Exhibits aggression			
7	Indulges in stereotypic or repetitive behaviours			
8	Habitual failure to use developed language for communication purposes			
9	Obsessive insistence on environmental sameness			
10	Excessive display of emotions (such as crying laughing, and tantrum)			

# CHAPTER FIVE

## 5.0 DEVELOPING AN INDIVIDUALIZED EDUCATION PROGRAMME (IEP)

Individualized education programme is a form of service provision for children with special education needs. It entails all programmes and activities to help meet educational needs of individuals with disabilities based on individual strength, needs and age.

Drawing a plan for the child with a disability is the core of the matter in responding to individual needs. It is important to identify all the needs of the child. For example, a child with Cerebral Palsy has several needs: psychomotor; speech; cognitive; learning disabilities; visual and behavioural challenges. They also need assistive devices for writing and speaking.

IEP is an important document for children with disabilities and those involved in educating them. IEP is meant to improve teaching, learning and results of education generally. IEP as educational document for each child with disability describes the designed educational program to meet that child's unique needs.

### 5.1 What IEP must contain

- i. **Current performance.** The current performance level of the child in the current school must be stated in the IEP (it is known as present levels of educational performance). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during re-evaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum.
- ii. **Annual goals.** These are goals that the child can objectively attain in a year. These goals should be broken down into short-term objectives or benchmarks. They may be academic, social or behavioural needs, physical needs and other educational needs. The goals must be measurable and achievable by the learner, i.e., must be possible to measure whether the learner has achieved the goals.
- iii. **Special education and related services.** IEP document must contain the special need education and related services to be provided to the child or on behalf of the child. This includes assistive aids and services that the child needs. It must also include modifications (adjustments) to the program or support activities for school personnel, such as training or professional development that will be provided to enhance and assist the child.

- iv. **Participation with typical children.** IEP must explain the extent (if any) to which the child will or not participate with children who have no disability in the regular classroom and other school activities.
- v. **Participation in state and national tests.** Lagos state and Nigeria give achievement tests to children in several grades. IEP must contain what modifications will be needed in the administration of these tests the child will require. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead.
- vi. **Dates and places.** IEP must describe when services will begin, how often, where they will be provided and how long they will last.
- vii. **Needed transition services.** Depends on the level and type of disability, and when the child is age 16 (or age appropriate), IEP must state what transition services are needed to help the child prepare for independent living.
- viii. **Measuring progress.** The IEP must state how the child's progress will be measured and how parents will be informed of that progress.

## 5.2 Template for Individualized Education Plan (IEP)

As mentioned above, functional IEP should contain relevant information based on the listed areas. The template is expected to be used in developing IEP for each learner with disability.

**Table XII: Template for IEP Plan**

Components	Description
<b>Current performance</b>	<p>The current performance level of the child in the current school must be stated in the IEP (it is known as present levels of educational performance). This information usually comes from the evaluation results such as classroom tests and assignments, individual tests given to decide eligibility for services or during re-evaluation, and observations made by parents, teachers, related service providers, and other school staff. The statement about "current performance" includes how the child's disability affects his or her involvement and progress in the general curriculum.</p> <p>A good source of the description above information could be from past academic reports; observations made from the child in the course of being presented for admission; simple responses to questions and pencil grasp. It must be understood that, at the IEP level, all the</p>

	professionals involved are expected to have turned in a report on their observations. There must be a Special Education specialist who is able to serve as a general Advisor to interpret the components to make meaning out of the submissions.
<b>Annual goals</b>	<p>These are goals that the child can objectively attain in a year. These goals should be broken down into short-term objectives or benchmarks. They may be academic, social or behavioural needs, physical needs and other educational needs. The goals must be measurable and achievable by the learner, i.e. must be possible to measure whether the learner has achieved the goals.</p> <p>For example, in the case of a child with short attention span standing as a behavioural need, the maximum time of attention would have been determined as in CURRENT PERFORMANCE above (I.E. 25 seconds), Based on this, activities are set up to increase the attention span from 25 to 30-35 in the first trimester of facilitation, Documentations of weekly attainments are carefully noted. The consistency on the results attained over time must be ascertained and celebrated with the learner consciously</p> <p>Pencil Grasp of a child of 7 with possible physical disability or Cerebral Palsy could be considered again. Activities based on intensive sand tray play; beans bottle refilling activities determined by number of plastic bottles filled in a an hour, or a given specified time; holding of stick to create some impression on sand tray; etc.</p> <p>Goals are set in line with the learning traits intended by the program drawn. No general claims can be made for all.</p>
<b>Special education and related services</b>	<p>IEP document must contain the special need education and related services to be provided to the child or on behalf of the child. This includes assistive aids and services that the child needs. It must also include modifications (adjustments) to the program or support activities for school personnel, such as training or professional development that will be provided to enhance and assist the child.</p> <p>From interaction, most classroom chairs in the general school systems are not adequate to place a child with Cerebral Palsy in class. There may be need for a developed chair based on the stability of the neck hold or waist support. In the area of speech training for a child stuttering, a speech therapist might be required to support the learning process; a physio therapist might be required to stabilise in muscle build up as a support for mobility. These are decisions to be taken as ancillary support to the main instructions accordingly.</p>

<b>Participation with typical children</b>	<p>IEP must explain the extent (if any) to which the child will or not participate with nondisabled children in the regular classroom and other school activities.</p> <p>Even though the Inclusiveness of the child is desired, there are circumstances where the safety of the child takes priority beyond participation. Rather, an adaptation of the original activity is most desirable or an outright exemption. For example, high jump for a Blind or physically impaired child, or intensive outdoor sunny activity for an Albino. These limitations should be developed and attached to the IEP program accordingly</p>
<b>Participation in state and national tests</b>	<p>Lagos states and Nigeria give achievement tests to children in several grades. IEP must contain what modifications will be needed in the administration of these tests the child will need. If a test is not appropriate for the child, the IEP must state why the test is not appropriate and how the child will be tested instead.</p> <p>Most public examination agencies are interested in the Special needs of a child at the point of registration. It is important to fill appropriately the needs. If the provision on paper is inadequate, efforts should be made to react outside the box to add further information or make specific and appropriate contact to ensure provisions are made to meet the needs. For example, a Braille reader, an interpreter, or level of distraction along the examination environment as the case may be.</p>
<b>Dates and places</b>	<p>IEP must describe when services will begin, how often, where they will be provided and how long they will last.</p> <p>In a standard practice, most children with Disabilities are required to spend a designated period in a Resource room with an itinerant teacher to develop certain skills and at the same time interact with their peers to build competitiveness and socialization. For example, assembly time if available must be specified</p> <p>Such timing could involve an outright rotation of days in school and out of school to attend medical therapy or vocation training not available within the school environment</p> <p>All of these must be indicated as a part of the IEP initiatives. Where and when required the school administrator must make provision and contact with the host institutions</p>
<b>Needed transition services</b>	<p>Depends on the level and type of disability, and when the child is age 16 (or age appropriate), IEP must state what transition services are needed to help the child prepare for independent living.</p>



	An IEP considers an appropriate setting with the age group of the child in question. An appropriate transition should be considered. For example, in the case of a child who has just undergone a surgery to improve on the gait, independent movement may be limited. In such a situation, the transition <b>MUST</b> be specified. Also, from one school setting and grade, it is very important to be specific on what to do and how to go about it by specifying services and setting to provide the needs accordingly
<b>Measuring progress</b>	<p>The IEP must state how the child's progress will be measured and how parents will be informed of that progress.</p> <p>The usual practice includes:</p> <ul style="list-style-type: none"> <li>➤ To create an information notebook on short term weekly basis for children who returns home daily.</li> <li>➤ An Open Day is created for all parents</li> <li>➤ A quarterly meeting for review</li> <li>➤ A very comprehensive report coming from ALL the Managers of the plan must be adopted.</li> <li>➤ Format and duration must be agreed upon by ALL</li> </ul>

### 5.3 IEP Team Members

The process of writing IEP is not a one man show. It requires that certain individuals must be involved. An IEP team member may fill more than one team position if the situation requires and based on the expertise of the person concern, e.g., child's evaluation result interpreter may also serve as the school representative. IEP team members are expected to work together to prepare the IEP document (Individualized Education Plan). The document must be prepared within a stipulated time frame. Team members are expected to provide relevant document for the development of the programme for each child and make child's case more understandable. The team members should include at least most of the following:

**5.3.1 Parents:** As key member of IEP team, parents know their child very well and can talk about their child's strengths and needs as well as giving necessary ideas that can enhance their child's education. They have insight about their child learning style, interests and basic needs. The parent should represent the child, and the child should be consulted, when required.

**5.3.2 Regular education teachers:** If the child is participating in the regular classroom, at least one of the child's regular education teachers must be on the IEP team. The regular education teacher might talk about the general curriculum in the regular classroom, the aids, services or

changes to the educational program that would help the child learn and achieve; and strategies to help the child with behaviour, if behaviour is an issue. Regular education teacher may also discuss with the IEP team the supports for school staff that are needed so that the child with disability can be well provide for in the school system.

**5.3.3Special education teacher** as professional, contributes important information and experience about how to educate children with disabilities. As a well-trained specialist, special teacher can work on curriculum modification and accommodations.

**5.3.4 Psychologist/ Guidance counsellor:** This team member is expected to interpret the child's evaluation result and talk about the instructional implications of the evaluation results and this will help the team plan appropriate instruction to address the child's needs.

**5.3.5 Representative of school management:** The individual representing the school system is expected to be a valuable member of IEP team. He must know about special education services available in the school and necessary school resources. This individual must have the authority to commit school resources and be able to ensure that whatever services are set out in the IEP will be provided.

**5.3.6Other specialists working with the child:** The IEP team may also include additional professionals such as vocational therapist, speech-language pathologists, occupational therapist, and physiotherapist. These individuals can be invited by the parent or the school system to participate on the teamwork. This depends mostly on the child's individual needs, and they help to develop the IEP relevant to the child's needs.

#### **5.4 Keeping on Track (Not crossing the lane: IEP Monitoring)**

##### **Monitoring IEP**

In order to ensure quality assurance in education and make sure that existing opportunity-gap is filled and each learner with disability benefits maximally from the education programme, there must be periodic monitoring of the IEP, expected to be carried out by education supervising MDAs in the state.

Lagos State Ministry of Education, through State Basic Education Department and Universal Basic Education Board (SUBEB) is expected to regularly monitor all-inclusive education units in the state to find out:

- How and whether the IEP team made the decisions contained in the IEP document.
- Whether IEP content are based on the child's needs.

- Whether there are state or local policies or practices that interferes with IEP content for the child's educational needs and the needed school services that would help to meet those needs; and
- Whether the school has made provision for the services listed in the IEP document.

# CHAPTER SIX

## PRACTICUM DURING INTERACTIVE SESSION

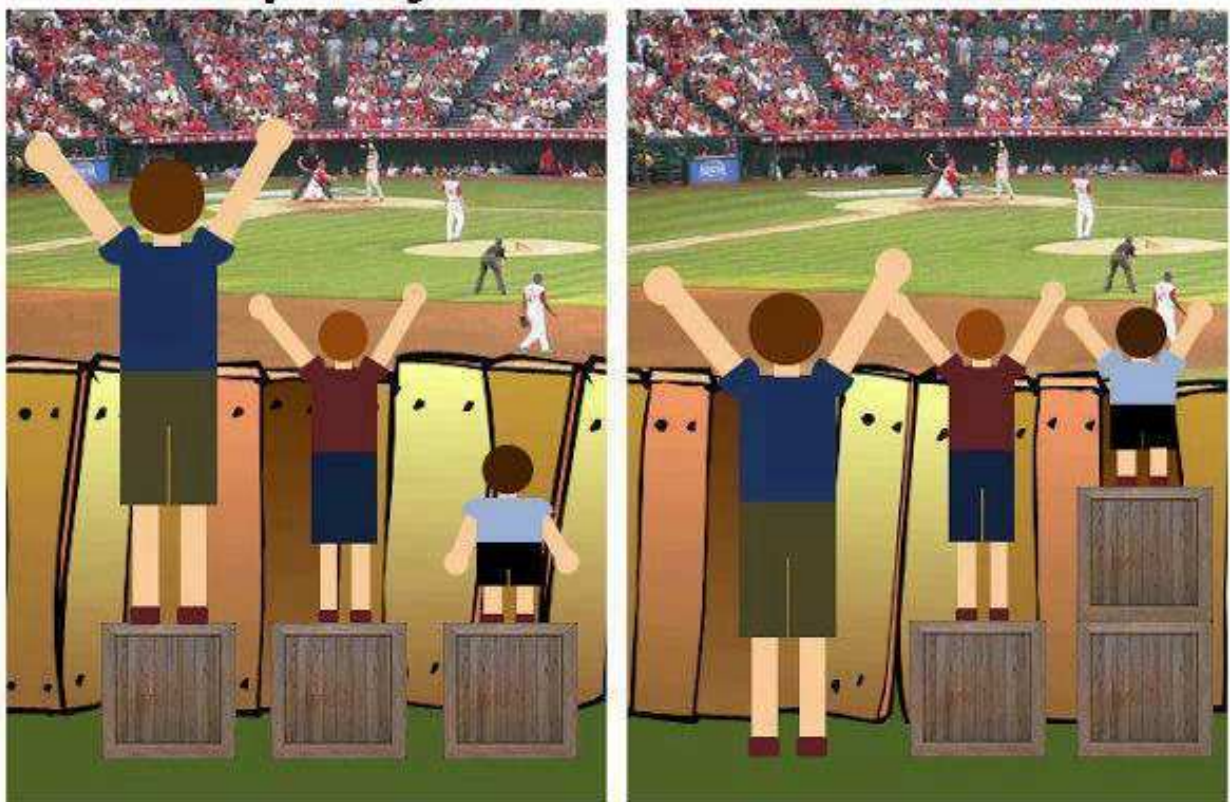
### Instruction

Participants will be assigned to a group of between eight and ten members with mixed exposure with the mandate to discuss and profile solution to various segment of the manual. The group should appoint a chair and secretary to give feedback on the group discussion.

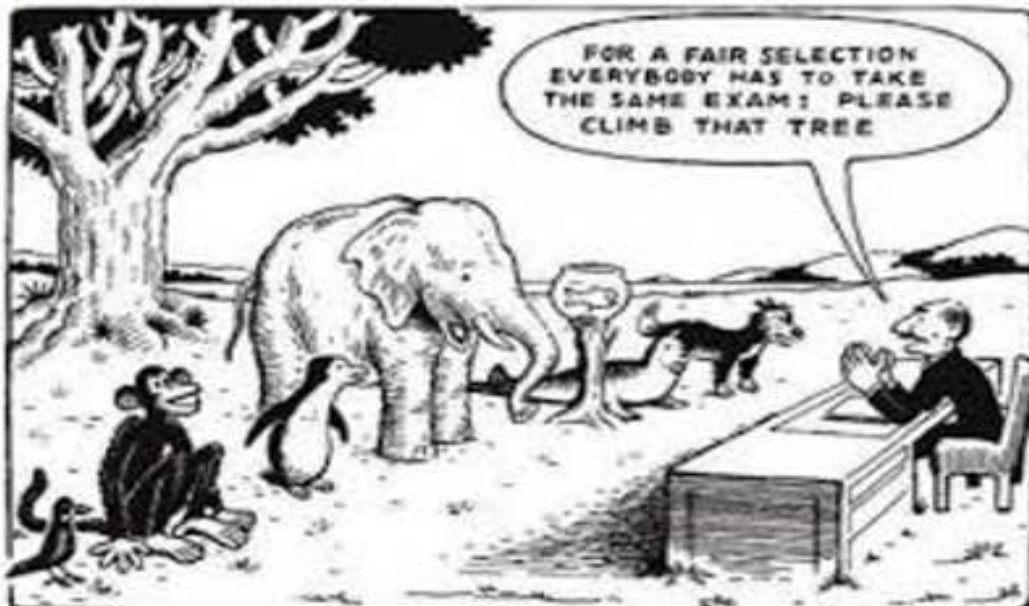
### Group Activity 1

#### Inclusive education

Critically study the two diagrams below and explain their implications for access and equity (Access is a process of providing for the needs of every child in education)) (Equity is the process of meeting the educational need of the child by providing equal opportunity)



## Have a look equality/equity



### **Group Activity 2:**

#### **Individual Education Plan (IEP)**

Discuss and present a report on:

- a. content of IEP
- b. IEP team members
- c. roles of parent in IEP planning

### **Group Activity 3**

Discuss and present a report on the role of parents and how to turn a parent to an advocate of inclusive education?

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# **STRENGTHENING INCLUSIVE EDUCATION IN LAGOS STATE THROUGH CO-OPERATIVE TEACHING**

## **PART 2**

***MANUAL GUIDE FOR TEACHERS ON CO-OPERATIVE TEACHING  
AS A STRATEGIC INCLUSIVE - CLASSROOM PRACTICES***

## **LIST OF ABBREVIATIONS:**

<b>JONAPWD:</b>	Joint National Association of Persons with Disabilities
<b>FFF:</b>	Festus Fajemilo Foundation
<b>CWD:</b>	Children with Disabilities
<b>ADHD:</b>	Attention Deficit Hyperactivity Disorder
<b>SBMC:</b>	School-Based-Management Committee



## **LIST OF TABLES**

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Table II: Understanding Co-operative teaching at a glance

Table III: Teacher Attitude Assessment Scale

Table IV: Grouping for Co-operative learning

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# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background Information

The global policy in education and other societal service delivery demands that no citizen should be left behind, both in the content, scope, delivery, and benefits (outcome). In an attempt to achieve this goal, cooperation among the various components of professionals (service providers) becomes important, since service providers can only specialize in limited areas of service provision.

To increase access to education, learners with various categories of disability have to be considered. The consideration is not a concession, rather, a right to personal development within the society. Since everyone will function in the society, the process of development should also be inclusive, without any segregation.

This consideration on access to self-development in health, education, transportation etc., notwithstanding any deviation from the normal, is what has given rise to the concept of inclusiveness. By implication, every needs of a citizen must be met within the society in which he/she functions. This equally goes for provision in education.

One of the most effective means of service delivery by professionals is through cooperation. In a survey on mapping and assessment of the 44 public inclusive primary and secondary schools in Lagos state, by Festus Fajemilo Foundation, Joint National Association of Persons with Disabilities (JONAPWD), Lagos State Chapter and Daughters of Charity of St. Vince De Paul (2020), funded by the Liliane Foundation, Netherlands, it was identified that myriads of challenges facing inclusive education practice in Lagos state include: inaccessible distance to most of the inclusive schools; absence of Standard Operating Procedures for enrolment, retention and progression of children with disabilities (CWDs) in the inclusive schools; very high ratio of pupil/student population to one special teacher; absence of standard operating procedures for inclusive practices, Co-operative teaching processes and adapted curriculum in the inclusive

schools; and inadequate funding, human and material resources. In addition to the above findings, the role of parents of learners with disabilities and other volunteers cannot be underestimated. Therefore, Co-operative method of teaching is being given a prime place in the service delivery in the facilitation of learning with persons with disabilities.

Co-operative method in this case refers to the working together between teachers who are special education experts and non-special education teachers, with the aim to share ideas and acquire skills in the management of children with disabilities in the school system.

## **1.2 Objectives of the manual are to:**

- v. Fill the gap of shortage of personnel in all special and inclusive schools in Lagos state.
- vi. Introduce Co-operative method of teaching to teachers by improving on their pedagogical skills.

## **1.3 Understanding the categories of impairments**

Inclusive schools in Lagos state accommodate children with varying categories of impairments, as well as those without any impairments as captured in the state's policy on inclusive education. However, it is important to identify various categories of impairments for easy understanding by the users of this manual.

**Communication disorders:** This category includes children with speech and language disorders.

**Learning disorders:** This includes academic and non-academic challenges. The academic problems are usually in the areas of mathematics, writing, spelling, and reading. Non-academic include challenges such as phonological processing, language, visual and auditory discrimination, special orientation, and memory processes problems.

**Behaviour disorders:** This category includes several problems which can overlap such as conduct disorders, anxiety and withdrawal, Attention Deficit Hyperactivity Disorder (ADHD), social maladjustment, and juvenile delinquency.

**Sensory impairments:** This category refers to visual and auditory impairments (Inability to see or hear), hearing impairment and visual impairment.

**Hearing impairments:** These are persons whose sense of hearing is defective; this could range from ability to hear partially to total deafness.

**IMPAIRMENTS**

**PERSON WHO IS DEAF**



*Figure 1: Source: PLAN INTERNATIONAL*

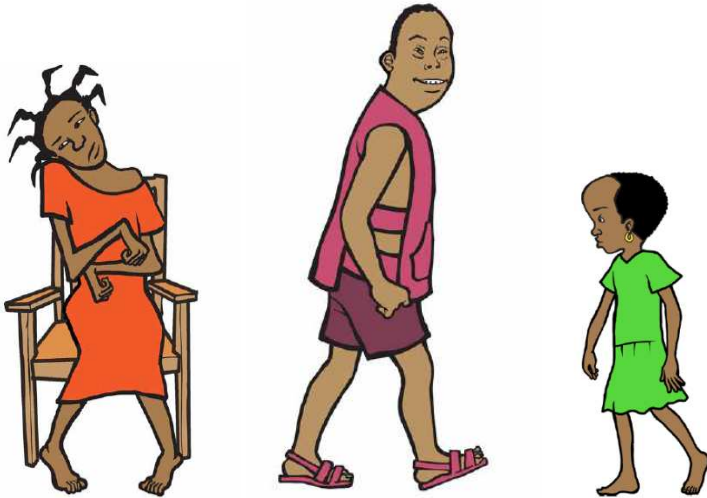
**Visual impairments:** These are persons whose sense of vision is defective and cannot see like any other person. This could range from ability to see partially to total blindness.

## IMPAIRMENTS PERSON WHO IS BLIND



Figure 2: *Source: PLAN INTERNATIONAL*

**Intellectual disorders:** It involves deficits in intellectual functioning which affects cognitive ability and adaptive behaviour areas. Most of these impairments are congenital, arising from developmental disorders. Examples are: Cerebral Palsy, Down Syndrome, multiple disabilities.



Cerebral palsy

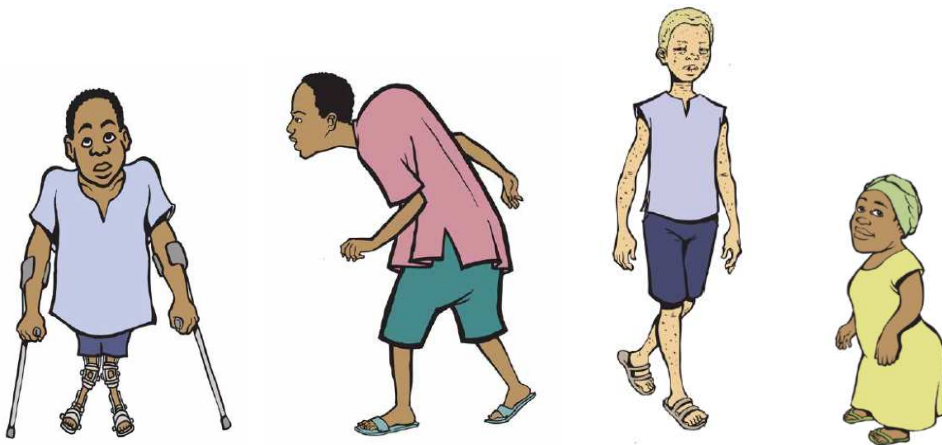
Down syndrome

Hydrocephalus

Figure 3:

Source: PLAN INTERNATIONAL

**Physical impairments:** Neurological problems (Spina bifida, Hydrocephalus), orthopaedic conditions, polio, Hunch back, dwarfism, amputee, Albinism, impaired health conditions and diseases are under this category.



Polio

Hunchback

Albinism

Dwarfism

Figure 4 Source: PLAN INTERNATIONAL



## 1.4 PSYCHOLOGY OF LEARNERS WITH DISABILITIES

Psychology of disability involves perception, judgment, effect, and behaviour on the part of the members of the society and persons with disabilities generally. These processes are influential and greatly affect people with disabilities, people without disability, caregivers and the general society. For people with disabilities, it affects two main areas: response of persons with disabilities towards positive/negative attitudes, and the processes of coping with disability. The general society is affected through the process of providing services for individuals with disabilities.

We understand that disability is the difficulties encountered by individuals in any or all three areas of functioning:

- Problems in the body function or alterations in the body structure – for example, paralysis or blindness.
- Limitations in performing activities – for example, walking or eating.
- Restriction in participation with involvement in any area of life – for example, facing discrimination in employment or transportation.

The following are the dimensions in the psychology of learners with disabilities that should be considered.

**Physical Dimension:** How do people with disabilities see themselves as individuals, relative to typically growing individuals?

**Emotional Dimension:** What is the emotional effect of disability on the individuals with disabilities and their family members? The emotional impact of disability.

**Intellectual Dimension:** How does the disability impact on the growth and development of the cognitive capacity of individuals?

**Environmental Dimension:** Is the immediate environment well-structured to accommodate various disabilities-inclusive-requirements? How disability friendly is the environment?

**Socio-Cultural Dimension:** How does the belief system of the local community impact on people with disabilities? Are various social activities in the local community inclusive in nature? (Different culture perceives disabilities differently, especially based on the type of disability).

**Spiritual Dimension:** How do various religions and their leaders view disabilities in terms of causes, prevention and management?

**Each disability has its psychological effects on the affected persons:** People with hearing impairment do not usually trust hearing people. To earn their trust, you must be patient and develop ability to communicate with them. People with visual impairment are well organized and

do not want their physical setting to be disorganized by anybody, as this portends danger for them.

### **Perception of disabilities according to socio classes**

High social class takes issues of disability very seriously and seeks early intervention and appropriate services, mostly from private service providers (In Nigeria), believing that public sector is ineffective.

Low social class seeks curative services, mostly from spiritualists and religious leaders and are late in seeking appropriate intervention. Lack of knowledge and economic challenge further compound the challenges.

## **1.5 Implications of Inclusive Education (IE) for Method of Teaching**

The main purpose of inclusive education (**IE**) is to make learning accessible to all. To achieve this, accommodation of diversity in the classroom setting through flexible curriculum and assessment policy is central, irrespective of the nature of their needs. To address these diverse needs of the learners, the curriculum needs to be understood in its entirety by the teacher. This includes:

***Table 1: Implications of inclusive education for methods of teaching***

<b>Components</b>	<b>Description</b>
Content (i.e., what is taught)	Learning content must be flexible to allow effective planning of IEP for children with disabilities
Language or medium of instruction	Classroom communication must be simple and clear enough for all learners to understand, preferably the use of language that all learners understand, such as local language of the immediate environment. Language of the local environment should be used at elementary level of education to enhance understanding.
Classroom organization and management Methods and process of teaching	Classroom arrangement and method of controlling the children in the class must consider diversity. Decision of management style must be very specific to the learner in

	reference. The baseline is usually the general assumptions. Thinking out of the box adequately brings ingenuity. The learner's input is equally vital at this level.
Teaching pace and instruction time available to complete the curriculum	The speed in teaching must be planned to accommodate the slow learners as well as fast learners in the same classroom setting. Opportunities must be available for revision for those that need such. Very often, the use of a resource room no doubt helps to compensate a learner with special needs with the additional skills and instruction required to update
Learning materials and facilities	Provision must be made for teaching and learning resources that are learner friendly in accordance with the NEEDS of the learners
Learning assessment processes	A basic philosophy of assessment in an inclusive setting has to do with prescriptive teaching. The feedback must be inculcated into the teaching and learning processes. The Processes and method of evaluating learning must be comprehensively structured to enable diverse learners' opportunity to respond; use of oral, written, observation, manipulative, and other assessment methods. Consideration for time is with a view to grant a minimum of 45% of the original time for the regular learners. The setting should be free of distractions: noise; movement and unusual continuous announcements.

To make curriculum accessible to all learners, all the above factors must be well considered.

## **1.6 Framework for selecting methods of teaching**

The selection of method of teaching for effective Co-operative teaching, especially when it involves learners with disabilities, must be based on specific principles. The following principles are essential:

- a. The focal point of every teaching, learning and assessment is the learner.
- b. Learners' discrimination is guided against as all learners are considered equal.
- c. Either full or partial participation of all learners are encouraged in each lesson.
- d. All teaching and learning activities should be adapted to meet the needs of individual learners,
- e. Diversity among learners is considered important in teaching, learning and assessment,
- f. Learners should be encouraged to make use of different ways for work recording.
- g. The expectations must be clear (clarity of focus)
- h. Teaching must consider the levels at which the learners are.
- i. Individual learner's learning style must be considered.
- j. High expectations must be set for all learners
- k. Learning pace of each learner must also be considered.
- l. Different learners' interests must be considered.
- m. Different cultural/language/religious background among learners should be duly appreciated.

Implications of the above listed principles for the effective use of Co-operative teaching are of great importance.

# CHAPTER TWO

## 2.0 CO-OPERATIVE TEACHING

### A Definition:

Co-operative teaching, in this context, refers to the understanding and enhancement of teaching skills that go on between the regular and special education teachers in the school setting. It is a special education **services delivery option** which involves two certified teachers (regular and special teachers). The cooperation is aimed at improving on the management skills of the regular teacher among children with disabilities. Studies have shown that not less than 25% of learners in every class is in need of special education practices in order for the child to learn. The interaction therefore between these two categories of teachers is seen as a landmark. Co-operative method is an arrangement in teaching whereby special education teacher and regular education teacher deliver specialised instruction along with core instruction to diverse group of learners in the same classroom setting. It involves joint instructional decision making and sharing of responsibilities and accountability to enhance learning.

Co-operative teaching is a model that emphasizes collaboration and communication among all members of a team to meet the needs of all learners. Neither of the two teachers is “assistant teacher”, their functions are dynamic and essential, and none is secondary to the other. The two teachers teach together with the aim to place learners with disabilities into the regular education classroom to learn alongside their peers and gain access to the general education content. Ultimately, the regular and special teachers share **instructional responsibilities and accountability**.

### Benefits of Co-operative teaching to learners:

- ▣ Enrichment opportunities
- ▣ Tiered levels of instruction within the classroom
- ▣ Access to a variety of instructional strategies supported by two highly qualified instructors
- ▣ A supportive system for educators that addresses students’ needs
- ▣ Opportunities for peer interactions
- ▣ Accommodations for students

- ▣ Reduced stigma for students with disabilities
- ▣ Exposure to positive academic and social role models
- ▣ Stronger instructional programs grounded in general education content for learners with disabilities
- ▣ Increased acceptance of learners with disabilities by their peers

**Benefits of Co-operative teaching to teachers:**

- ▣ Shared responsibility, which lightens the workload
- ▣ Combined ownership of the instructional environment
- ▣ It enables experts to collect and analyze data to inform instruction
- ▣ Increased collaboration in lesson development and delivery of instruction
- ▣ Mutual goals
- ▣ Less teacher isolation
- ▣ Greater teacher efficacy
- ▣ Shared responsibility for outcomes
- ▣ Classrooms with a potential for fewer behavior referrals
- ▣ Greater collegial exchanges of strategies between professionals
- ▣ Increased understanding of all learners' needs
- ▣ Decreased burnout for teachers
- ▣ It helps to school-based culture of collaboration
- ▣ It helps to establish supportive system for all educators
- ▣ It helps to regulate student-to-teacher ratio

**Table II: Understanding Co-operative teaching at a glance**

Co-operative Teaching <b>IS</b>	Co-operative Teaching is <b>NOT</b>
It involves joint responsibility of both professional teachers for planning, instruction delivery and classroom management	Only one teacher maintaining all planning and instruction
It is a component of a continuum of services for learners with disabilities	Just an extra helping hand in the classroom
Both professional teachers being responsible for all learners in the classroom	Having a “smaller” class in a large classroom
Both professional teachers present in class everyday	One paraprofessional teacher and one professional delivering instructing
Carefully matched professional teachers to ensure success for ALL learners	Two professionals providing instruction to learners with similar characteristics
Both professional teachers planning lessons to meet the needs of all learners in the classroom	A special education teacher working only with learners with disabilities

## **2.1 Models of co-operative teaching method:**

### **One teaches, one observes**

In this approach, one educator teaches in the classroom, while the other sits back and observes the students, drawing specific observations and analysing their behaviour. The model is often used at the beginning and end of the teaching period.

### **Implementation:**

- i. Instruction and mastery of concepts should be reviewed by both teachers.
- ii. Learners’ behaviour(s) should be reviewed and recorded by both teachers for decision making.
- iii. Effectiveness and delivery of instructional strategies must be evaluated by both teachers using the model.

### **Opportunities:**

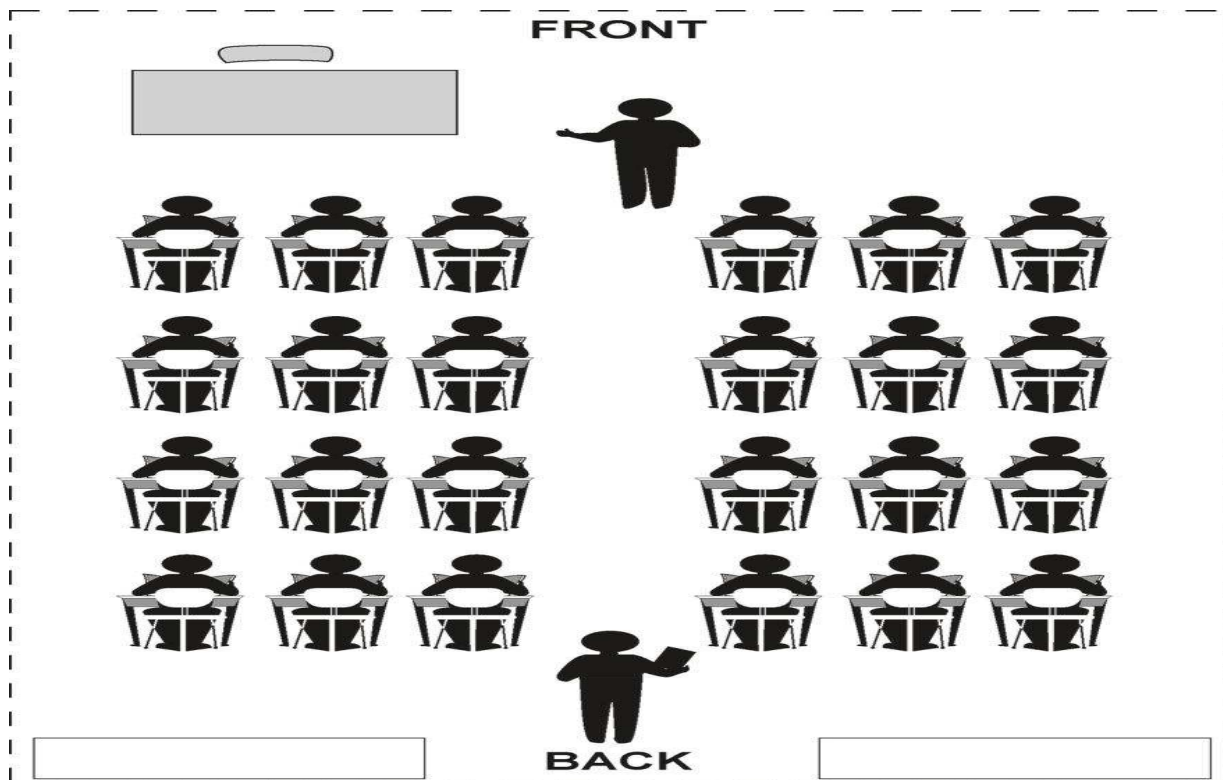
- i. It enables teachers to collect data for Individualized Education Program (IEP) planning.
- ii. The model allows both teachers focus on learners needs more explicitly.

- iii. It enables teachers to monitor their own teaching skills.

**Challenges:**

- i. The model requires teachers be equipped with effective research skill (ability to collect and analyze appropriate data).
- ii. The model can cause teacher's overuse
- iii. The model requires high level of trust among the Co-operating teachers.

**Classroom arrangement for One teaches, One observes.**



*Adapted from Gallo, Dickson, and Gibbs, (2011), Co-teaching handbook: Utah guidelines*

**One teaches, one assist (Lead and support)**

In this approach, one teacher is primarily responsible for teaching the lesson content while the other teacher moves round the classroom to provide necessary help for those in need. This is used specifically when one of the teachers has specific expertise in that content or to help gifted learners.

**Implementation:**

- i. Assisting teacher is expected to collect data and observe to ensure student active participation and understanding.



- ii. Struggling learners are to be assisted by the assisting teacher.
- iii. Learners' behaviour is to be monitored by the assisting teacher.
- iv. The task of teaching and classroom discussion belong to the instructing teacher.

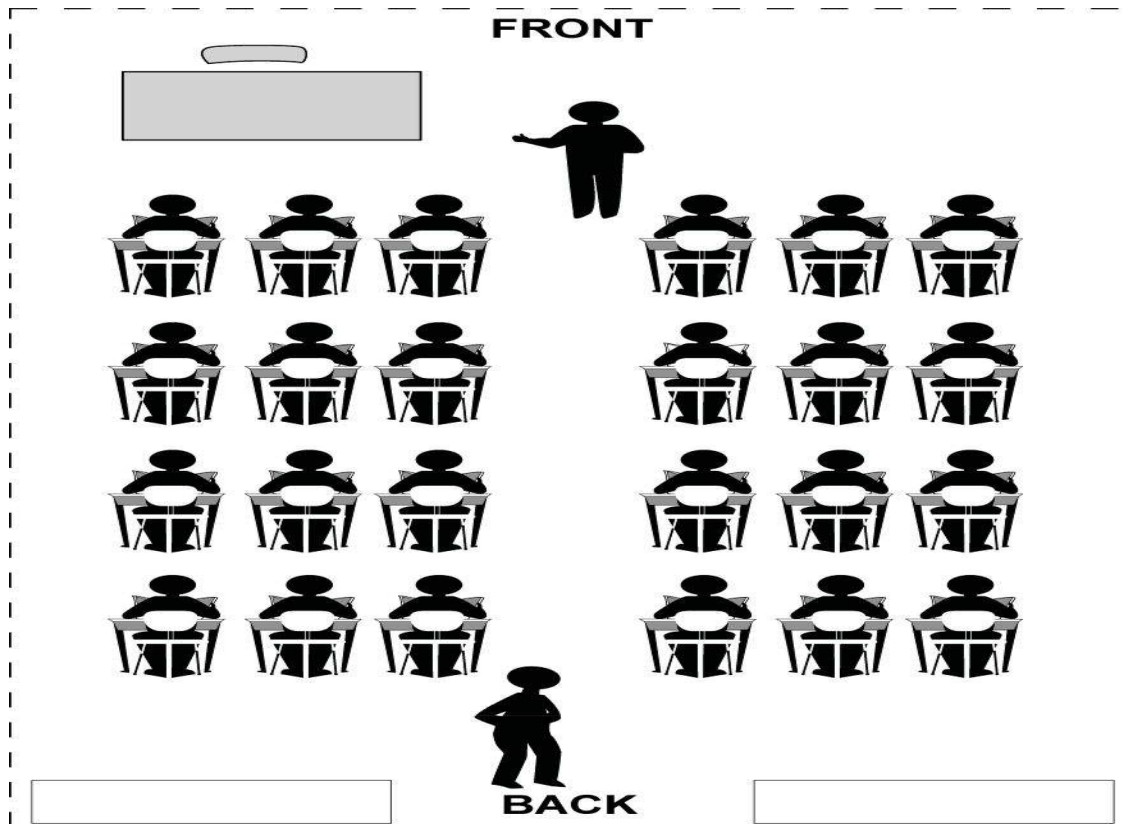
**Benefits:**

- i. The model allows the learners to signal for assistance without disrupting teaching and learning activities.
- ii. Assisting teachers can conveniently monitor learners' social and academic behaviour.

**Challenges:**

- i. The model may cause distraction when assisting teacher moves around the classroom. The model often pushes learners to seek individualised assistance.
- ii. The model may cause assisting teacher to become too passive while traditional method of teaching is maintained by the instructing teacher.
- iii. The learners may develop and see the instructing teacher as the only professional while the assisting teacher is viewed as assistant or mere aide.
- iv. The model requires that special education teacher should be an expert in the content area.
- v. Role balancing is often ignored in this model.

**Classroom arrangement for One teaches one assist**



*Adapted from Gallo, Dickson and Gibbs, (2011), Co-teaching handbook: Utah guidelines*

## **Station teaching**

In this approach, the educators divide the content between themselves and students sit with one educator before moving to the other. A third station may be formed where the student can work independently.

### **Implementation:**

- i. Learners are divided into two-equal groups.
- ii. Each teacher is expected to teach a portion of the lesson content within the same period of time.
- iii. Two or more stations must be prepared in advance by the teachers.
- iv. The instruction groups must rotate from one station to another station during the teaching session.

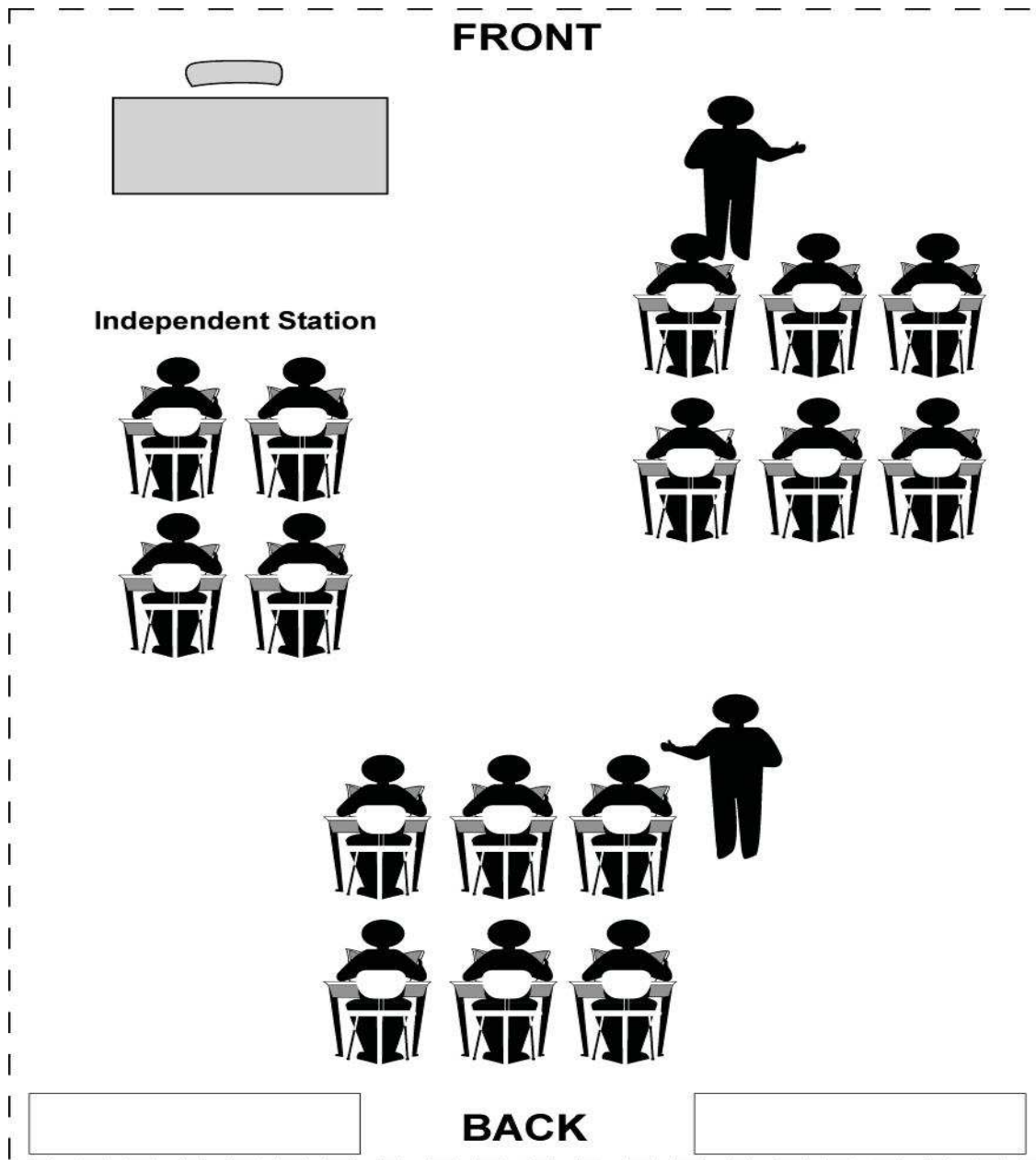
### **Benefits:**

- i. The model provides opportunity for both teachers to work with every learner in the classroom.
- ii. Lower student-teacher ratio is made possible.
- iii. It enhances learner participation and results in fewer behaviour issues during instructional time.
- iv. Enables teachers to closely monitor learners' learning and behaviour during teaching.
- v. The model is good in teaching complex content lessons.

### **Challenges**

- i. Space always poses big barrier because of class division.
- ii. Co-operating teachers may have different method of instruction.
- iii. The model requires both Co-operating teachers to have adequate knowledge of content and pedagogical skills to provide equal delivery of effective instruction.
- iv. Learners may experience distraction as a result of two teachers instructing at the same time.
- v. It is often difficult for the two instructing sections to function independently.
- vi. Planning time by the Co-operating teacher is often difficult to achieve.
- vii. The model often generates noise tolerance problem as the two teachers instruct at the same time.

## Classroom arrangement for station model



*Adapted from Gallo, Dickson and Gibbs, (2011), Co-teaching handbook: Utah guidelines*

## **Parallel teaching**

Here, the class is divided into two equal groups and each teacher handles one group, teaching the same content to both groups at the same time. This approach is used when a lower adult-student ratio is preferred. It may also be used to encourage student discussion.

### **Implementation:**

- i. Learners should be divided into equal-sized groups.
- ii. Each teacher teaches the same lesson content at the same time, using the same amount of time.
- iii. Each Co-operating teacher may use different method of instruction in his/her group.
- iv. Because both Co-operating teachers teach the whole lesson content, there is no need for group rotation.

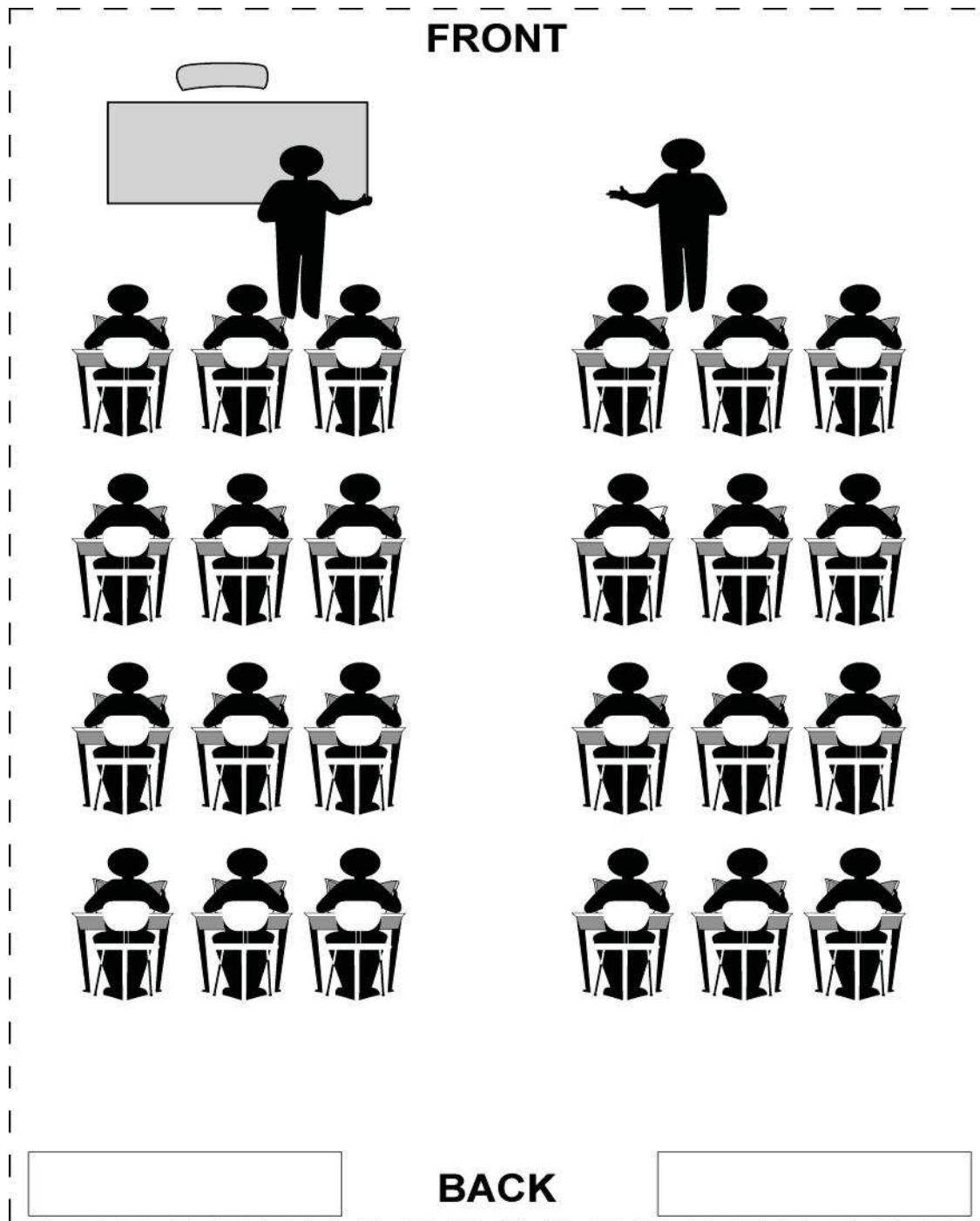
### **Benefits:**

- i. The model allows grouping of learners based on learners' characteristics or curricular needs.
- ii. Teacher flexibility can enhance instruction.
- iii. The model allows for lower learner-to-teacher ratio.
- iv. The model increases opportunity for learners to respond and participate effectively during teaching and learning activities.
- v. The model engages both teachers to play active roles during the teaching session.

### **Challenges:**

- i. Because of the grouping, identification of appropriate physical space often poses challenge to Co-operating teachers.
- ii. The model requires both Co-operating teachers to have adequate knowledge of content and pedagogical skills to deliver effective instruction equally.
- iii. Because the model requires two teachers to instruct at the same time in the same classroom, this may cause distraction.
- iv. Because of the closeness of the groups in the same classroom with instruction going on simultaneously, noise level may be high.

## Classroom arrangement for parallel model



*Adapted from Gallo, Dickson and Gibbs, (2011), Co-teaching handbook: Utah guidelines*

**Alternative teaching:**

In this model, learners that need extra attention are put into a smaller group that is handled by one of the Co-operating teachers separately while the other teacher works with the bigger group.

**Implementation:**

- i. Instructional/intervention needs of the class must be determined by the Co-operating teachers (based on group members' characteristics).
- ii. The lesson plan used for the larger group must be the same with the one used for the smaller group.
- iii. Because of the peculiar nature and needs of the smaller group members, teacher handling the smaller group must make accommodation and/or modifications to instruction to meet the learning needs of learners.

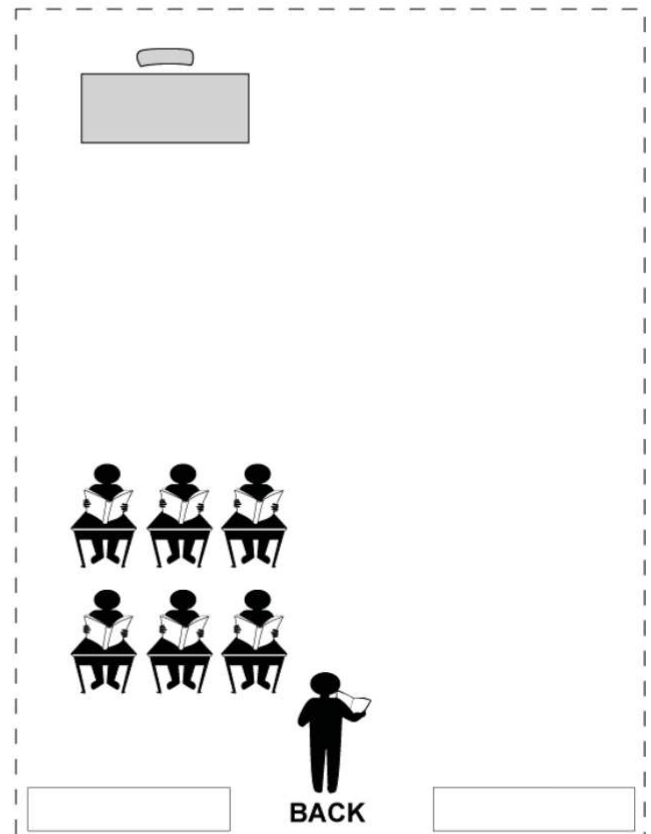
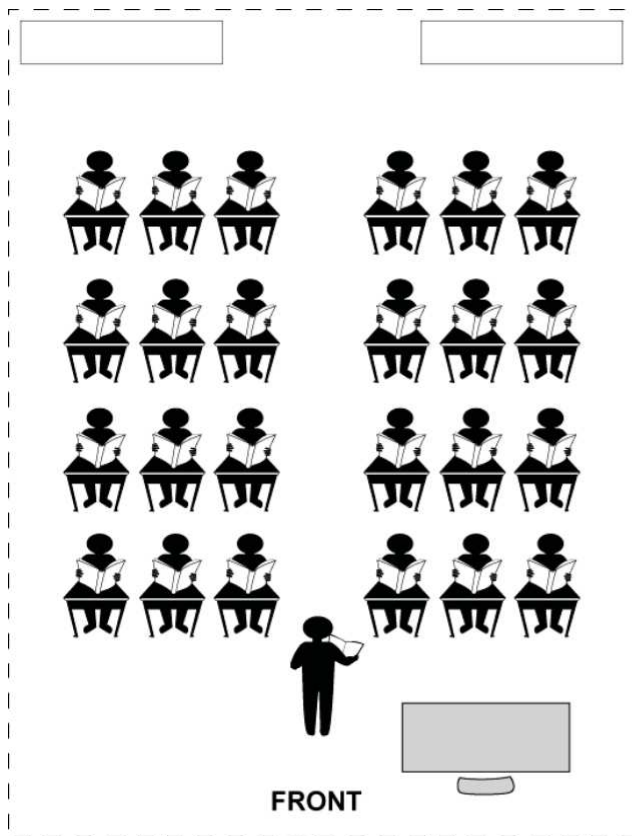
**Benefits:**

- i. The model is good to be used when the content knowledge of the learners varies tremendously.
- ii. It is good to manage learners' behaviour to enhance their focus on learning.
- iii. The model is good for monitoring learners' performance and to provide immediate feedback, correction, and positive reinforcement.
- iv. The model can help in informal assessment to determine instruction need and meet learners' needs objectively.
- v. The model is useful for pre-teaching observation and enrichment activities.

**Challenges:**

- i. This model may encourage segregation of learners with disabilities during instruction.
- ii. The model encourages labelling/stigmatization of learners with disabilities as they may be grouped together for instruction.
- iii. Teachers may have difficulty finding adequate planning time.
- iv. The model may encourage content and teaching style domination by one teacher.
- v. It may be difficult to finish teaching at the same time as a group is made up of learners with challenges that may not be able to learn at the same pace with the other group.

## Classroom arrangement for alternative model



*Adapted from Gallo, Dickson and Gibbs, (2011), Co-teaching handbook: Utah guidelines*

## **Team teaching**

Here, both Co-operative teachers work together, teaching the same content at the same time, filling in each other's gaps. This is also called 'tag-team teaching'. This approach is very complex but can be satisfying to both special and regular teachers in Co-operative teaching.

### **Implementation:**

- i. Both Co-operative teachers are fully involved in the delivery of the core instruction during the teaching and learning activities.
- ii. Both classroom and learners' behaviour management are joint responsibilities of the Co-operative teachers.

### **Benefits:**

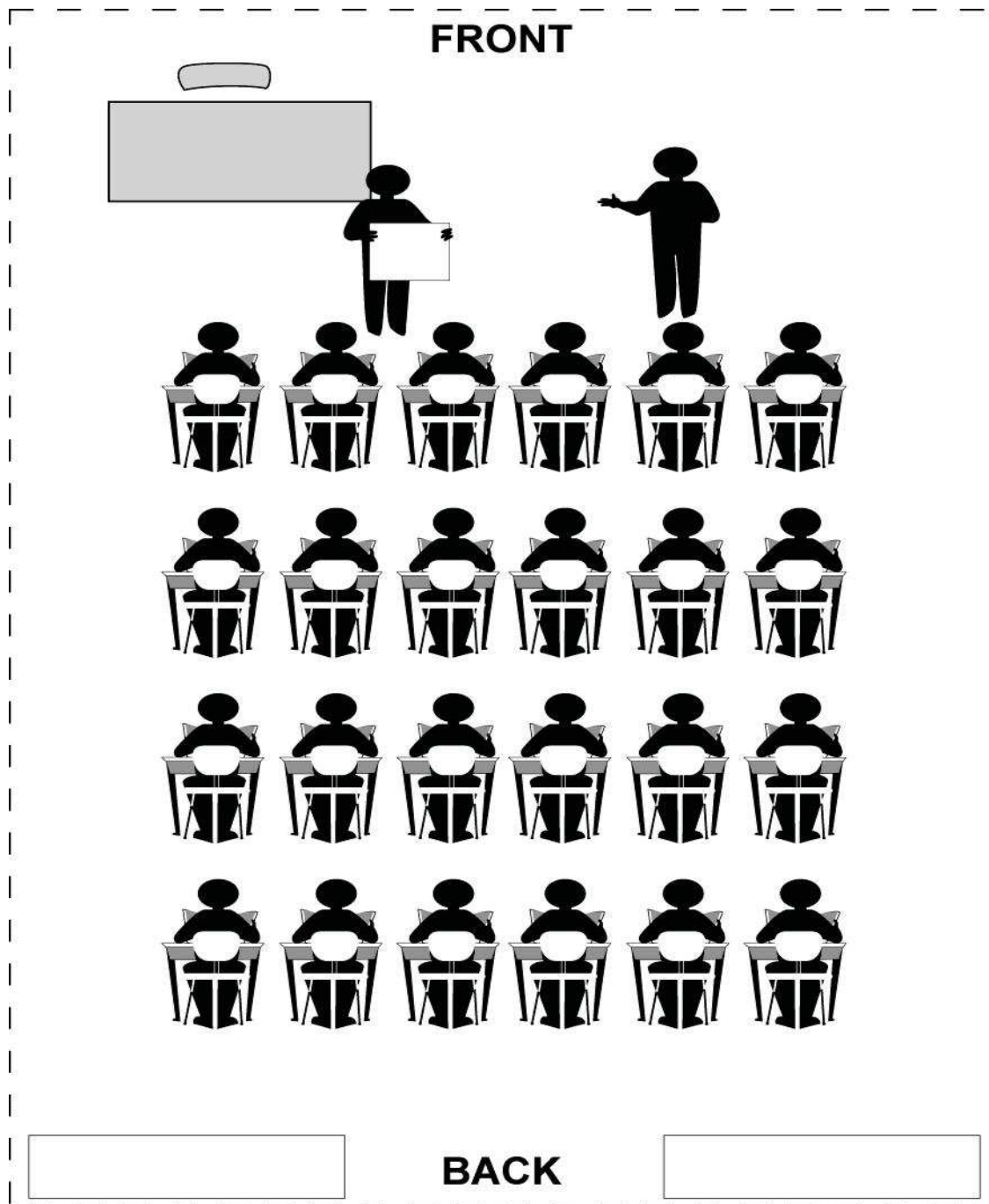
- i. The model allows the use of variety of teaching strategies which helps in broadening of the curriculum.
- ii. The model gives room for collaborative teaching, which makes it possible for teachers to work together.
- iii. Demonstration of individual teaching expertise is made possible through the use of this model.
- iv. Emphasis in teaching instruction is made possible through this model.
- v. With the use of this model, new concepts and topic can be easily introduced.

### **Challenges:**

- i. The model requires that both teachers have strong content knowledge.
- ii. To maintain pacing in teaching, the model demand that teachers gauge their contributions.
- iii. Planning time must be made available by the teachers.
- iv. Effective collaboration skills are required from the Co-operating teachers.
- v. For effective teaching and learning, both teachers must be fully aware of individual learner's needs.
- vi. The model demands greatest amount of commitment and trust from both teachers.



## Classroom arrangement for team model



*Adapted from Gallo, Dickson and Gibbs, (2011), Co-teaching handbook: Utah guidelines*

No one model works best in every situation for teaching every skill, especially for children with disabilities. The type of special condition (disability) of each learner must be well understood and put into consideration when selecting co-teaching model. Most effective Co-operative teaching models use a variety of models. It is crucial that teachers share their content and skills expertise with one another to ensure successful implementation of this model.

## **2.2 Things to Consider in Selecting Appropriate Co-operative Teaching model.**

**Student characteristics:** There is need to consider the behaviour of the students. Some learners have a low attention span, short memory span, and lack of self-motivation, all these inherent personal characteristics of diverse learners in the inclusive classroom must be taken into consideration.

**Teacher characteristics:** Personal characteristics of the co-teachers such as teaching style, teaching experience, gender, age bracket, personal interest etc., should be considered in the process of choosing the approach model. Co-teachers must get along with each other for effective cooperation.

**Curriculum:** The educational curriculum must also be considered while making a decision on the best approach to use. Each subject demands a different style of teaching. Content of the lesson will further suggest differing approach.

**Environmental factors:** Factors such as background sound, class size, classroom space, classroom lighting must be put into proper consideration because they will surely affect learning processes.

## **2.3 Helping Tips for Implementing Co-operative Teaching Method in School**

- The proposed programme vision, planning must be shared with all stakeholders, including parents.
- Put in place necessary human capital and professional development required for the success of the programme.
- Common planning time must be scheduled.
- Working team that will foster effective planning must be constituted.
- All member of the school system must be informed of the needs and relevance of Co-operative teaching.
- Encourage all school staff to value all learners equally without any form of discrimination or segregation.

- Seek the support of parents by providing necessary knowledge to them through awareness creation
- Allow special education teachers to also teach core lesson content based on their expertise/credentials.
- Make sure cognitive ability of group members are put into consideration during grouping.
- Ensure that Co-operative teachers are well familiar with individualised education plan of learners with disabilities in the group.
- Ensure that the number of learners with disabilities in primary education Co-operative teaching group is not more than 25%, and 33% for secondary school level.
- Ensure that both teachers that are to co-teach are compatible.

## 2.4 The factors essential to sustain a successful Co-operative teaching experience in the classroom:

**Establish Rapport:** Most essential factor is in building a relationship with the co-teacher which can go a long way in ensuring that both co-teachers are on the same page and understand each other. Connecting with the co-teacher on a personal level can help to establish better interpersonal relationship. This would help make the students more comfortable and teaching more result oriented.

**Understanding teaching styles:** Before venturing into a co-teaching session, it is helpful if co-teachers are able to understand each other's teaching style. This would help in planning teaching sessions together, ensuring that each co-teacher handles those aspects that he/she is comfortable with.

**Identifying strengths and weaknesses:** It is also helpful to know what you are good at and what your weaknesses are. Comparing lesson notes with the other teacher would help both co-teachers play according to their strengths and complement each other.

**Formulate a plan of action:** While planning teaching lessons, it is important co-teachers function as a unified team. This goes a long way to ensure that the efforts taken are coordinated and united.

## 2.5 Barriers to Success of Co-operative teaching

### ☐ Time.

This is of essence in meeting the needs of children with disabilities. The children require additional time for teaching, comprehension, retention, and assessment purposes. The requirement for time between the regular school teacher and the specialist during cooperation cannot be limited to the conventional school time table. Demand for more

time can therefore be limiting in achieving the set goals. The antidote is careful planning and use of extra time outside the regular class system.

▣ **Grading.**

Usually, children with disabilities are never assessed on normative measures, rather on the progress made from the starting line. It is important that cooperators in the teaching of children with disabilities understand and appreciate the starting point, progress made and landmark to be achieved. This is the only mode of motivation to a child with disability and a point of encouragement to all teachers involved. This is the uniqueness of grading these children. Celebrate every little achievement with excitement

▣ **Learner readiness**

A child's readiness for learning is a function of multiple factors: innate; environmental; parental readiness; time of onset of the disability and availability of resources. All of these factors must be considered and enhanced for optimal benefits of inclusive education. Such considerations reduce barriers encountered.

▣ **Teacher readiness.**

The teacher is the most dynamic element in teaching and learning especially in the management of children with disabilities. A teacher is required to deal with a bias from inception of working with these children. There is much to learn, relearn and unlearn, many skills to acquire cotemporary information to assimilate as a teacher. This is the only way the aggregate of the teacher readiness can be enhanced. An empowered teacher is a ready teacher to go.

▣ **Ensuring the integrity of the model vs. being a dumping ground**

*The type of special condition (disability) of each learner must be well understood and put into consideration when selecting co-teaching model (see above).* Assessment must be current, comprehensive, records updated, professionals involved, parent information must be given high value, the child given essential consideration and prompt feedback. If followed meticulously, most barriers can be surmounted.

▣ **Poor implementation & lack of proper training and coaching**

Training must be systematic, comprehensive, regular and responsive to teachers' needs based on needs assessment.

**2.6 Factors that Enhance Effectiveness of Co-operative Teaching**

- Common planning time: Maintain regular meetings between the regular and special teachers. Free expression should be encouraged during meetings. Feedback from both sides is paramount.
- Role definition and communication between regular teachers and special educators: A regular teacher is perceived to possess limited skills in the management of children with obvious disabilities, however, they are used to working with large numbers of children with hidden disabilities. On the other hand, a special teacher is trained to work with children with both hidden and obvious disabilities. The cooperation between these two categories of teachers is aimed at responding to disability issues in an inclusive setting. The role therefore is defined through perception of needs by both teachers and ability to communicate such across the board.
- Full administrative understanding and support including sharing of supervision between regular education administrators and special education administrators.
- Shared educational philosophies: The underlining philosophy is that every child, no matter the differences, must be developed to the optimum. This is the basis for cooperation between the teacher involved and the foundation for the policy framework.

# CHAPTER THREE

## 3.0 The Co-Operative Teacher (CT)

**Teaching and cheating:** Lack of appropriate qualities for effective teaching turns an individual teacher to become a cheater.

Co-operative Teachers (CTs) are assumed to be professionals in the field of teaching and education, they both involve in teaching a set of learners in the same classroom setting by sharing the inherent teaching responsibilities between themselves. One of the CTs is expected to be regular teacher while the other is a special education teacher. The core instruction belongs to the regular teacher while special education teacher is more involved with specialised teaching aspect that concerns CWD. Enhanced delivery of instruction to all children in the classroom is the ultimate responsibility of both CTs and must be jointly done by both teachers as a functioning team.

CT is not an itinerant teacher who assists in the regular classroom to facilitate learning for CWD, but an equal partner who works as team member in the planning, organisation and delivery of instruction in the inclusive classroom. Both CTs have equal right in classroom management and control, however, they jointly make instruction decisions and share responsibilities and accountability in teaching with sense of understanding, co-operation and maturity. In most cases, CTs are well-experienced teachers with peculiar qualities that can help facilitate effective co-operation and collaboration in teaching.

### Answer the following questions

#### Expected qualities of a good Co-operative teacher.

Co-operative teachers, by the nature of the assignment of teaching learners with diverse characteristics, should be endowed with the following qualities:

1. **Are you a good communicator?** Teacher's communication skills include verbal, nonverbal, and visual, which involve speaking, writing, imagery, body language, and the organization of ideas into understandable structures, which help to convey knowledge better and enhance learning. A teacher is aware when he has communicated effectively

and when he has not. A good teacher notices when even one student among many does not understand and makes an effort to communicate individually when necessary.

2. **Are you a patient listener?** Ability to carefully, actively and empathetically listen to what each learner has to say. A good teacher must be patient enough to listen and use what he/she heard to improve the communication in the teaching processes.
3. **Are you a master of what you teach?** A competent teacher is the one that develops high interest in the subject he/she teaches, desire to know more about the subject every day. He has the right answer to every question from the learner, able to expand the discussion, illustrate with clarity and relevant facts, makes teaching and learning duly enriched.
4. **Are the learners your friends?** Caring student-teacher relationship is essential to facilitate the exchange of information. Good teachers must be able to build caring relationships with their learners. The work of teaching requires that teachers must be people who can be approached by the learners. Therefore, every teacher must be friendly, not mean, harsh, crabby, or rude. Best teachers are open, easy to approach and very welcoming to all learners in the classroom.
5. **Are you an organised planner and manager in the class?** Ability to organise teaching materials and prepare effectively for every lesson are very important. Good teachers invest in self-development through regular study, learning more about their job, participating in professional development, and building their teaching capacity. Teacher must be able to establish class rule, routine and make flexible seating arrangement in the classroom. All these will help enhance effective classroom management that will improve teaching and learning effectiveness.
6. **Do you keep to the rules of teaching in the class?** Competent teachers are well equipped with necessary rules guiding the profession. They keenly adhere to the teaching ethic by keeping all the rules.
7. **Do you have high expectation to motivate the learners?** Good and competent teacher, based on the heterogeneous nature of learners in an inclusive classroom, must be able to have balanced expectation for each learner. Some learners may be high while others, medium and some low, they must be duly accepted and attended to by the teachers without any form of discrimination. Each learner performance must be viewed and assessed based on the interest, ability and need of each learner.
8. **Does your teaching build confidence in your learners?** Most learners lack self-confidence; therefore, teachers must help them to regain the confidence that will help enhance their self-esteem and success in life.
9. **Are you conversant with best ways to get result from your learners?** Based on the learners' learning style, ability levels, interest and learners' needs, teachers should be able to select the strategy that will enable effective learning for all learners.

### 3.1 Teacher Attitude Scale

#### **Determining attitude and attitudinal changes of teachers (self-assessment tool on attitude needed)**

Teachers are the pivotal of education system. To maximize learning, good teachers constitute essential ingredients. One most important factor related to teachers in Co-operative teaching to enhance instruction in inclusive classroom setting is the attitude of the teachers towards CWD. Negative attitudes towards CWD by the cooperating teachers can affect their service delivery. “disability per se may produce suffering and frustration, but the limitations imposed by the evaluative attitudes toward physique cut far deeper and spread far wider; they affect the person’s feelings about himself as a whole” (Ajobiewe, 2000). Attitude stems out of human belief and both are critical in ensuring the success or otherwise of the programme, since teachers’ acceptance of the programme is likely to affect their commitment to its implementation.

The success of Co-operative teaching in the inclusive classrooms depends much on the teachers who are to drive the programme. Therefore, it is very important to assess the attitude of Co-operative teachers towards CWD. This scale is meant to determine the attitude of teachers towards CWD. The scale can be used as self-screening tool to facilitate the selection of Co-operative teachers.

**Table III: TEACHER ATTITUDE ASSESSMENT SCALE**

S/N	ITEMS	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	UNDECIDED
1	Children with disabilities should be separated from other children educationally					
2	Children with disabilities are too frightening in the classroom					
3	Teaching children with disabilities is too tedious					
4	It is a waste of money to educate children with disabilities					
5	Children with disabilities are different and should be treated differently					
6	Inclusion is the best option for learners with					



	learning difficulties					
7	Inclusion is the least option for learners with learning difficulties					
8	It is a good idea to have all children with and without disabilities learning in the same environment					
9	Learners with difficulties are better off in segregated setting					
10	I can tolerate children with intellectual disability in my class					
11	I can educate children with intellectual disability with regular children					
12	The most difficult learners to teach are people with disabilities					
13	Children with disabilities cannot learn like regular children					
14	Children with disabilities are different and should be treated differently					
15	Educating children with disabilities should be based on charity					
16	Public fund should not be wasted on the education of people with disabilities					

# CHAPTER FOUR

## 4.0 Co-Operative Learning

The need to meet the educational needs of every learner suggest reason for collaboration and cooperation between and among learners in every given classroom environment. Different learners have different learning needs and styles, and all of them are expected to be together in a heterogeneous classroom setting (inclusive classroom). The abilities of learners vary; some are fast learners, and some are slow learners. Also, some are with leadership skills while some can even serve as teachers to others in the same classroom. Co-operative learning suggests the cooperation between two or three learners in learning the same materials. Co-operative learning is the structural use of small groups in which students work together to maximize their own and each other's learning.

It is an approach used in teaching and learning activity in which learners with diverse abilities, interests, background and needs work together to ensure that all members in their groups are able to learn the same content. When using Co-operative method, groups are organised and tasks are structured so that learners must work together to make a decision, solve a problem, produce a product or reach a goal.

### 4.1 Relevance of Co-operative learning approach

- i. It enables learners engage themselves in promotive interactions and constructive negotiations, which help to achieve better, academically, socially and psychologically.
- ii. It promotes healthy competition among all learners.
- iii. Interaction among learners in groups helps them to retain learning.
- iv. It helps to enhance in-depth learning through interaction
- v. It helps to develop positive attitudes towards learning.
- vi. With higher levels of attendance, achievement and student satisfaction, it improves relations among group members
- vii. It enhances higher self-esteem among learners
- viii. It enhances more mature cognitive abilities and better critical thinking skills.

### 4.2 Grouping for Co-operative Learning

It is important to make sure that each group is made of learners with diverse characteristics, there are times when it is appropriate to group learners based on peculiar characteristics, e.g., hearing impairments or visual disability, for specific attention.

**Table IV: Grouping for Co-operative learning**

<b>Grouping</b>	<b>How to use</b>	<b>Considerations</b>
Small group instruction	<p><b>This grouping can be facilitated by learner or teacher</b></p> <ul style="list-style-type: none"> <li>○ Same ability/skill group can assist teacher to focus on the development of a particular skill; learners who possess same type of disability be grouped to work with certain skills (e.g. Mobility, braille, sign language, daily living skill)</li> <li>○ Mixed ability/skill group useful for project work, learning a new skill or practicing one recently learned, discussing an assignment, problem solving – different objectives and sub-tasks can be assigned to different learners; it promotes co-operation, peer-support and valuing individual contributions</li> </ul>	<p>The use of same ability/skill groups should not become permanent.</p> <p>Group members should be changed regularly to avoid labelling.</p> <p>This can only be used to learn a particular skill.</p>
Whole class – large group	<p><b>This grouping can help promote sense of belonging and reduce isolation</b></p> <ul style="list-style-type: none"> <li>○ Sharing information and experiences through discussion</li> <li>○ Introducing new themes, or topics</li> <li>○ Developing new skills, understandings and concepts</li> <li>○ Developing rules, procedures and classroom expectations and refining classroom expectations.</li> </ul>	<p>It is important to know that physical inclusion does not guarantee instructional inclusion</p>
Interest group	<p><b>This group is small and based on the interest of group members.</b></p> <ul style="list-style-type: none"> <li>○ This grouping encourages learners to learn at their own level and more about their specific interest.</li> <li>○ Group interest can be a learning area or topic.</li> </ul>	<ul style="list-style-type: none"> <li>○ The group is usually motivational</li> <li>○ To increase learning, outcome should be shared with other learners</li> </ul>
Paired groups	<p><b>This grouping makes two learners to work together. It helps to enhance social and communication skills and also encourages friendships between learners, it build self- esteem</b></p> <ul style="list-style-type: none"> <li>○ Same/mixed skill/ability and interest can be used to form the group. Learners with and without disabilities can be paired.</li> <li>○ Grouping can be same Grade mates or cross-Grade mates</li> <li>○ One learner is assigned as a ‘leader based on the</li> </ul>	<p>This grouping required guide so that the group leader will not just dominate. Learning for both members must be emphasised, and a person with disability should be considered as the teacher.</p>

	experience, ability or skill.	
Cluster groups	<p><b>This grouping is for small instructional groups and based on peculiar characteristics of group members.</b></p> <ul style="list-style-type: none"> <li>o Usually learners stay in the cluster group for a longer period for a specific instructional reason (e.g. communication skills community work)</li> </ul>	<ul style="list-style-type: none"> <li>o This group should be used for instructional purpose.</li> <li>o Negative labelling should be discouraged</li> <li>o Learners can belong to several clusters in different learning areas</li> </ul>

# CHAPTER FIVE

## **5.0 The Roles of Specific Stakeholders in Co-Operative Teaching**

Co-operative teaching requires the coming together of more than one professional teacher to plan and deliver instruction to the learners, therefore, all members of the school system are involved and have specific roles to play in making Co-operative teaching more effective. The stakeholders include:

- Teachers
- Parents
- School administrators
- School-Based-Management Committee (SBMC).

## **5.1 School Administrators**

For effective practice of inclusion in schools, and for the use of Co-operative teaching method, school administrators play significant roles by:

- i. Encouraging cooperation among teachers
- ii. Providing necessary materials for teaching
- iii. Calling regular meetings to review the practice periodically
- iv. Rewarding acts of dedication, commitment, and hard work
- v. Being proactive in the selection of Co-operative partners with marching abilities
- vi. Identifying competences in teachers for effective partnership
- vii. Serving as resource person to all teachers on Co-operative teaching method
- viii. Being proactive in identifying inadequacies in the teaching and correct as appropriate
- ix. Serving as link between teachers and parents to assess achievement

**School administrator can achieve these by:**

- Seeing inclusive education as collaborative efforts of all.
- Make sure that required services for learners with disabilities are well provided.
- Make sure that Co-operative team grouping is appropriate.
- Encourage common planning time for team members.
- Allow teachers to volunteer for Co-operative teaching as this will enhance commitment and effectiveness.
- Ensure that needed professional development programmes are made available to enhance performance and success of the programme.
- Administrator must ensure that necessary steps to enhance learners' full participation, effective learning are put in place.
- Put in place necessary team to monitor the progress of the programme.
- Ensure that core value of government inclusive education programme is not undermined.

## **5.2 The Parents**

It is very important to acknowledge that parents of learners with disabilities, of whatever type, have gone through series of upheavals before securing a school for their wards. An effective practice with parents will be to make them integral part of every planning and management services for their children since they represent the entire family in the planning and eventual carrying out of the planned work.

### **5.2.1 Parents have the following specific roles to play in Co-operative teaching:**

- Provide needed information about the child, on health, behaviour etc., as a member of the Individualised Education Plan Team.
- Attend meetings regularly.
- Provide necessary material required by the child for the furtherance of his education.
- Follow up with school works at home and provide necessary assistance to teachers in the management of the child.
- Ensure the child gets to school early and comes to pick the child on time.
- Acknowledge observed changes in the child as a result of school activities.
- Show interest in advocacy on disability matters.

### **5.3.1 Address parents' concerns about their children in a Co-operative programme class**

Implementing Co-operative teaching programme in schools may generate concern among parents. Parents must be duly informed early before the commencement of the programme. This will foster understanding of the inherent benefits of the programme and enhance buy-in. Co-operative teaching programme awareness for parents can be done through parent forum and School Based Management Committee (SBMC), which available in all schools in Lagos state. Schools' management are expected to listen to parents' concerns and address it objectively.

## **5.3 School-Based-Management Committee (SBMC)**

School-Based-Management Committee (SBMC) is an integral part of Lagos state school system to act as a bridge between the school system and the local community that uses the school. SBMC is voluntary, non-party-political, non-religious organisation that represents the community in decision making at the school level, with the responsibility of assisting in the effective management of the school in partnership with the school administrator. The membership of the committee of SBMC is drawn from the immediate community, by identifying responsible members of the local community who has interest in education such as faith-based leaders, significant elders in the community, community heads or traditional leaders, responsible parents, pupils, teachers and community-based groups.

### **5.3.1 SBMC have the following specific roles to play in Co-operative teaching**

- Contributing to the overall planning, management and monitoring of school and to the decision-making process in schools.
- Encourages the interest of both community and government to support school improvement.
- Supporting CWD to attend and remain in school.
- Helps in building the foundation of a safe learning environment for all children in and around the school environment.
- Monitoring pupils' attendance, punctuality and behaviour in school with the aim of assisting to enhance all.
- Communicate and network with other organisations in and around the community.
- Helps in enhancing sustainability through effective maintenance of school facilities.

# CHAPTER SIX

## 6.0 PRACTICUM DURING INTERACTIVE SESSION

### Planning

Participants will be assigned to a group of between eight and ten members with mixed exposure with the mandate to discuss and profile solution to various segment of the manual. The group should appoint a chair and secretary to give feedback on the group discussion.

### Group Activity 1: Understanding of a child with disability.

- What are the categories of person with disabilities?

### Group Activity 2

- Discuss and present a report on the role of parents and how to turn a parent to an advocate on disability matters

### Group Activity 3: Co-operative teacher

- Discuss and write a report on qualities of a Co-operative teacher

### Group Activity 4: Co-operative Learning

- Itemize the relevance of co-operative learning
- List different groupings of co-operative learning

### Group Activity 5 (Debate): Organise debate groups for and against on two topics

**Debate one:** “Special education trained teachers are more important than school administrators in Co-operative teaching”

**Debate two:** “Non-special education teachers are more important than parents in Co-operative teaching”



# CHAPTER SEVEN

## 7.0 MANUAL REVIEW AT A GLANCE

1. What is your understanding of children with disabilities? .....  
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.....
2. List five classes of person with disabilities you know  
➤ .....  
➤ .....  
➤ .....  
➤ .....  
➤ .....
3. List five ways in which inclusion affects education practice  
➤ .....  
➤ .....  
➤ .....  
➤ .....  
➤ .....
4. In which five ways does inclusive education affects selection of methods of teaching?  
➤ .....  
➤ .....  
➤ .....  
➤ .....  
➤ .....
5. Explain the term;
  - Intellectual disorders .....  
.....  
Visual impairments .....  
.....
  - Learning disabilities .....  
.....  
.....

6. What is Co-operative teaching method? .....
7. In this context, why do we need Co-operative teaching methods for inclusive education practice? .....
8. Explain the following model of Co-operative teaching method:
- a. Station teaching .....
- One teaches, one assists (Lead and support) .....
- b. One teaches, one observes .....
- c. Team teaching .....
- d. Alternative teaching .....
- e. Parallel teaching .....
9. Mention four factors essential in selecting model of Co-operative method
- .....
  - .....
  - .....
  - .....
10. List six factors that are important to sustain Co-operative method of teaching in schools
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....

11. Mention five factors that can hinder effective use of Co-operative method in teaching  
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12. Who is a Co-operative teacher? .....  
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13. List seven qualities of a good teacher for Co-operative method in schools  
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14. What is the role of a good school administrator in the use of Co-operative teaching method? .....  
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15. Identify five specific steps that can be taken in school for effective implementation of Co-operative teaching programme.  
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16. Identify five specific roles of school administrator in the implementation of Co-operative teaching programme in school.  
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17. List five roles of parents in Co-operative teaching.

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18. Outline five specific ways that SBMC can contribute to effective implementation of Co-operative teaching in inclusive classrooms.

- .....
- .....
- .....
- .....
- .....

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## Appendix

### School readiness checklist

S/N	Items	Yes	No
1	There has been a pre-implementation capacity development training programme for teachers in the school.		
2	Necessary resources materials (instructional materials, co-teaching book, etc.) to support the implementation Co-operative teaching programme are duly available.		
3	There is evidence of support from school administration for effective implementation of Co-operative teaching programme, especially in areas such as planning time and capacity development for teachers.		
4	Necessary modality is in place for effective monitoring and evaluation of effectiveness of Co-operative teaching programme		
5	All school teachers and parents are duly informed about Co-operative teaching programme.		
6	Both special and regular education teachers are ready to collaborate for effective practice of Co-operative teaching in the school.		
	Programme planning time has be made available for teachers.		

### Co-operative Teaching Partner Checklist

S/N	Co-teaching partners	Yes	No
1	Has Co-operating teachers discussed and understood definition of Co-operative teaching	Yes	No
2	Understood necessary Co-operative teaching models		
3	Understood much about learners with disabilities, teaching accommodation and their learning needs		
4	Understand their roles and responsibilities as Co-operative teachers		
5	Discussed and shared ideas on classroom rules, grading, homework, classroom environment, disciplinary measures, and parent issues		

## ABOUT IMPLEMENTING ORGANIZATIONS

### **FESTUS FAJEMILLO FOUNDATION (FFF):**

Festus Fajemilo Foundation (FFF) is a disability-focused NGO which is largely based in Lagos state, with reasonable outreach and impact in few other States in Nigeria.

The organization was established in 2006, and it is the pioneer NGO in Nigeria advocating for & promoting the rights of persons impacted by spina bifida and hydrocephalus (SBH). Over time, FFF observed that children with SBH also develop other major impairments such as spinal cord injury, physical disability, intellectual and developmental disabilities, etc. Accordingly, FFF considered it necessary to also engage the mainstream disability community comprising of other categories of disabilities to enhance awareness, acceptance and inclusion for children and adults with SBH within the larger disability community and general public as a whole. As such, since 2009, FFF expanded its core activities to cover all types of disabilities while still committing significant attention to children and adults with SBH.

Our goal is to improve the standard of living for all persons with SBH and other forms of disabilities by strengthening legal, policy and institutional frameworks, as well as promote positive public attitude.

As part of our objectives and activities, we raise awareness and increase public education on SBH and other forms of disabilities, improve access of persons with SBH and other forms of disabilities to free or highly subsidized services in key sectors including health, education, rehabilitation, vocational training and sports. We collaborate with relevant local & international stakeholders to promote primary prevention for reduction in the incidences of SBH in Nigeria.

The Foundation has been largely main streaming advocacy for the rights and inclusion of persons with disabilities in general, especially in critical sectors including health, education, rehabilitation, and vocational training.

### **JOINT NATIONAL ASSOCIATION OF PERSONS WITH DISABILITIES (JONAPWD):**

The Joint National Association of Persons with Disabilities (JONAPWD) is the umbrella body of and for all disability groups and organizations in Nigeria; established in 1998 with the sole aim of promoting inclusion, access and participation of persons with disabilities in all sectors and spheres of life in the society. The association is duly recognized by and has been working with governments in Nigeria at national, state and local levels, and the UN and other major international development partners.

JONAPWD is duly registered in all the 36 states and the FCT-Abuja and in several Local Government Councils across the country. The Association is managed at national, state and local levels by elected members. The current Executive Council of the Lagos State Chapter of the Association was elected in October 2019. Pursuant to its aims and objectives, the Lagos State Chapter of JONAPWD intends to establish strategic partnership with relevant Ministries, Departments and Agencies of the Lagos State Government with a view to supporting government's efforts towards achieving effective inclusion, access and participation of persons with disabilities in all policies and programs of the State government.

### **DAUGHTERS OF CHARITY of St. Vincent De Paul, Province of Nigeria (DC):**

The Daughters of Charity of St. Vincent De Paul was founded in 1633 in France, for the service of people who are poor and most marginalized in society, without discrimination of culture, race, gender or religion. In Nigeria, the Daughters of Charity was established in 1963 as a faith-based NGO, with its Provincial House in Eleme, Rivers State. People and especially children and youngsters with disabilities, form a high proportion of the poor and most neglected in society and are at the core of the services of the Daughters of Charity. The services currently provided in Nigeria by the Daughters of Charity are in the areas of health, (inclusive) education, pastoral ministry, livelihood, sustainability, development and empowerment programmes, social integration, and justice and peace.

As a Strategic Partner Organization of the Dutch based Liliane Foundation and in collaboration with 27 local partner organizations in Nigeria, the Daughters of Charity implement the "Child Empowerment" programme which concentrates on the life areas that are crucially important for every person according to the World Health Organization's Community Based Rehabilitation matrix: (health, education, work and income, a social life and self-empowerment).

Through the twin-track approach of "Child Development" and "Enabling Environment" the programme facilitates the improvement of the functional capabilities of children and youngsters with disabilities, including medical and paramedical rehabilitation, education and livelihood opportunities. Children and youngsters with disabilities are equipped with education and skill development to enable them to take up jobs and earn a living in the future, contributing to greater resilience. The programme also facilitates the removal of infrastructural, behavioural and policy barriers that prevent them from participating in society, through awareness raising, advocacy, networking and collaborating with relevant government and non-governmental stakeholders, families and communities and organizations of persons with disabilities.



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