
Volume 20 No. 1 June, 2021

ISSN: 1597 - 1767

THE SPECIAL EDUCATOR



The Special Educator
June 2021, Volume 20, No. 1
ISSN: 1597-1767

Editorial Board

EDITOR-IN-CHIEF

Chikodi, Joy Anyanwu, Ph.D - *Alvan Ikoku Federal College of Education, Owerri*

ASST. EDITOR

Adaka, Terfa, Ph.D - *Federal University, Lafia*

ASSOCIATE EDITOR

Dr. O. Dada - *University of Calabar*

Dr. Ayo Osisanyo - *University of Ibadan*

EDITORIAL ADVISERS

Prof. I. J. Ihenacho - *University of Jos, Jos*

Dr. Theo Ajobiewe - *c/o Federal College of Education (Special), Oyo*

Prof. I. A. Nwazuoike - *University of Ibadan, Nigeria*

Dr. J. M. Okuoyibo - *c/o Federal College of Education (Sp.), Oyo*

Prof. Ibrahim Kyauta - *University of Kano*

Prof. Gladys Belinda Babudoh - *University of Jos*

Dr. Mairo Hamid Ipadeola - *National President, NASET*

EDITORIAL COMMENT

The *Special Educator* is the official annual publication of the Nigeria Association of Special Education Teachers (NASSET). This volume 20 number 1 of 20221 Edition, is made up of 29 articles edited and accepted for publication. These articles are sourced from papers presented at the 2021 annual conference of the Association. This current edition contains both theoretical and empirical articles on topical issues in special and inclusive education. Some articles presented in this journal, addressed, COVID 19 aftermath in relation to best classroom practices for learners with special needs in the inclusive setting. Contents of this document are useful in the hands of policy makers, parents, teachers, pressure groups and other stakeholders in the education of persons with special education needs. They are presented in simple language for the benefit of all readers, who are interested in breaking barriers to the education, economic development and general adjustment of persons with special needs. Currently 15 articles were rejected due to failure of contributors to conform to laid down guidelines and standard practices in writing. Future contributors are encouraged to adhere strictly to the journal publication guidelines to avoid rejection of articles. On behalf of the editorial board, I wish to specially appreciate authors for their scholarly contributions and insightful recommendations.

Thank you.

Dr Chikodi J. Anyanwu
Editor in Chief.

EDITORIAL POLICY

The SPECIAL EDUCATOR publishes articles related to special education practices. These could be theoretical or experimental. Intending contributors are encouraged to also go as far as reviewing research, along historical as well as philosophical and case studies. Surveys, content analyses and reports of breakthroughs or innovations are also welcome.

Manuscripts (including references) should be typewritten, double – spaced on A4 paper size and submitted in both hard and softcopy to the Editor. While the hardcopy shall be returned to the author after peer review and a report whether the article is publishable or not. A double blind and impartial review shall be carried out by the Editorial Board. Accepted articles may be reviewed for clarity, organization and length.

To attain this aim, every writer shall include with each copy of the manuscripts, a cover sheet containing the title, author's name, address and date of submission. Subsequently, only research based articles will be published. This will be after subjecting them to grammatical and plagiarism test. Our focus is to publish research reports that meet international standards.

STYLE:

The content, organization and style of any manuscript should follow the APA (6th Ed.) manual regulations.

ABSTRACT:

All articles shall be preceded by an abstract of about 200 words. This should follow the current APA format.

RESPONSIBILITY OF AUTHORS:

Authors are solely responsible for the factual accuracy of their articles. Every author is also responsible for obtaining permission to use lengthy quote from a published material.

All Correspondence to:

Editor-in-Chief

Nigeria Association of Special Education Teachers (NASSET)

Website: www.nasetnigeria.org.

Email: nasetorg.ng@yahoo.com, info@nasetnigeria.org

TABLE OF CONTENTS

1. Assessment of the Availability of Instructional Materials for Children with Hearing Impairment in Matsango Inclusive Primary/secondary School, Azare. Bauchi State <i>- Muhammad, K.G., Nasiru, G., Garba, A.M. & Iliyasu, U.A.</i>	1
2. Application of ICT in Classrooms for Learners with Visual Impairment in an Inclusive Setting In Nigeria <i>- Auwalu, D. & Zainab, R.A.</i>	9
3. Educating Students with Learning Disabilities Implication for Counselling <i>- Garba, B. N. (PhD)</i>	18
4. Issues and Challenges of Vocational Training for Persons with Special Needs in Adult Education Centres in Zamfara State <i>- Abubakar, A.</i>	22
5. Use of Assistive Technology by Students with Visual Impairment in Aminu College of Education Azare, Bauchi State <i>- Nasiru, G., Muhammad, K.G., Garba, A.M. & Iliyasu, U.A.</i>	34
6. Use of Assistive Technologies in Libraries By Persons with Special Needs: A Catalyst for Access to Quality Education <i>- Musa, A.A. Ph.D, Auwalu, D.Y. & Hassan, M.</i>	39
7. Provision of Library Services and Instructional Materials for Special Needs Children as a Means For Sustainable Development <i>- Madinat, I.R. & Maryam, S.</i>	48
8. The Role of Technology in Providing Conducive Classroom Environment for Teaching And Learning <i>- Latwal, G.S</i>	61
9. Utilization of Assistive Technology in Classrooms for Learners with Special Needs in An Inclusive Setting In NigeriA <i>- Auwal, A.A., Abdullahi, U.A., Aminu, Y. & Hussaini, U.</i>	67
10. Teachers Perceptions of the Regular Learners' Behaviour Towards Pupils With Intellectual Disabilities <i>- Farouk, A.S., Maryam, S. & Adams, F.I.</i>	75

11. Parents and Teachers' Influence on Social And Emotional Development of Children with Special Needs in Oyo State <i>-Oladimeji, O.O. (Ph.D), Molokwu, A.N. (Ph.D) & Adebayo, F.T.</i>	84
12. Classroom Management Practices of Learners with Special Education Needs In An Inclusive Setting In Nigeria <i>-Ayinde, B.M.</i>	96
13. Enhancing Education Of Children with Visual Impairment using (ICT) <i>-Falalu, A.A. & Talatu, S.</i>	106
14. ICT Application for Teaching Arabic Sign Language to Non-arabs Persons with Hearing Impairment In An Inclusive Setting In Nigeria <i>-Auwal, A.A., Hadiza, Y., Khadija, M. & Abubakar, U.</i>	113
15. Management and Administration of Children with Special Needs in an Inclusive Education Setting in Nigeria <i>-Abagu, R.</i>	123
16. Empowering Sign Language Interpreters for Quality Special Needs Education in Nigeria: Implication for Learners with Hearing Impairment <i>- Ogunwale, O.R.</i>	130
17. Instructional Strategies for Learners With Specific Learning Disabilities in an Inclusive Education Setting In Nigeria <i>-Umar, A.T. (PhD)</i>	139
18. Curriculum Adaptations in Inclusive Classroom for Learners with Special Needs in Nigeria <i>-Sambo, M.D. & Sunday, I.S.</i>	148
19. An Investigation of Attitude and Motivating Factors Influencing Secondary School Students Towards Vocational Skills Acquisition <i>-Mairo, H.I.</i>	155
20. Effects of Task Analysis Method on Sight Word Recognition Skill of Students with Reading Disabilities in Junior Secondary Schools in Azare, Bauchi State <i>-Dauda, S.D.</i>	165

21.	Articulation Disorders in Students and Classroom Interventions - <i>Olorode, G. B., Arannolate, T.R. & Ugbo, E.K.</i>	176
22.	Empowering People with Hearing Impairment; Fine Art as an Option in Vocational Education - <i>Atteng, J.C., Ipadeola, H.M. & Tamunomiebaka, A.C.</i>	188
23.	Perceived Social and Emotional Challenges of Hearing Impaired Student in Inclusive Schools In Rivers State - <i>Amadi, G.E.</i>	193
24.	Curriculum Adaptation for Promoting Functional Special Education in an Inclusive Education Setting - <i>Baba, S.J., Balami, I.D. & Kabiru, S.</i>	205
25.	Challenges to Students with Visual Impairments' Participation in Tertiary Institution During the Pandemic in Oyo State. - <i>Egwim, G.</i>	216
26.	Effects of Repeated Reading Strategy on the Word Recognition Skill of Primary School Pupils With Reading Disabilities In Abuja, Nigeria - <i>Ndubuisi, S.I. PhD & Chikodi, J.A. PhD</i>	226
27.	Inclusive Education for Special Needs Students in Post COVID-19 Era: An Evidence Based Practice - <i>Hassana, S.D</i>	236
28.	Relationship Between Teachers Sensitivity and Bullying of Hard-of-hearing In-school Adolescents In Inclusive Learning Post-covid-19 Era In Owerri - <i>Iheme, M. PhD & Orji, O.C.</i>	246
29.	Meeting the Needs of Children and Adult with Special Needs through Entrepreneurship Education in Nigeria School Setting: the Way Forward - <i>Balami, I.D., Baba, S.J. & Nwigwe, I.B.</i>	257