

# **EDUCATING EXCEPTIONAL NEEDS YOUNGSTERS.**

**A RESOURCE FOR EDUCATORS, PARENTS, AND  
HEALTHCARE PRACTITIONERS: COUNSELING  
RAMIFICATIONS**

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## SECTION ONE:

### EARLY CHILDHOOD EDUCATION FOR CHILDREN WITH SPECIAL NEEDS.

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#### *The Philosophy of Pre-primary (Kindergarten) and Primary (Elementary) Education*

Pre-primary (Basic/Elementary) is to prepare the children below school age for education in primary (Basic) schools. It should be noted that not all the scholars, have agreed on need for or, effectiveness of such early school education Programmes for subsequent educational development of children. Some early writers such as (Robinson, 1968) hold the view that young children are not mature enough to learn complex skills demanded by pre-school educational programmes and that the warmth of the mother love and the fastening of children's emotional security are more important than any form of educational programme.

(Reissman, 1962) Also content that early childhood years should be utilize in firmly grounding the child in his/her subculture then exposing him/her to pre-school programmes which emphasize intellectual skills that would impose middle class values on the child and destroy the positive aspects of his/her sub culture. Also another leading scholars in early childhood education who have doubted in its wisdom are (Elkind, 1986) and (McEvoy, A., & Welker, R. , 2000). All express the fear that the short term academic gains would be offset by the long term listing of their motivation and self-initiated learning. In the same view (Stipek, D.; Feiler, R.; Daniels, D.; Milburn, S., 2013) cautioned that early academic gains in reading associated with formal instruction of preschoolers could' have long term negative effects on achievement.

(Robinson, 1968) in another studies in the same year have argued, that beginning early to educate children should not pose any dangers as it is difficult to see how pleasant experiences stimulating within reasonable limits and logically sequenced can be harmful to mental health or to cognitive development.

Moreover, some research evidences indicate that early childhood education have positive influences in children's effective conceptual and social development in subsequent years.

### **Nature, Purpose and Types of Early Child Education.**

- a. Nature of Pre-primary and Primary school: Pre-primary schools are in -form of kindergarten and nursery schools.
- b. Nursery school or classes are places for young children usually aged 3 – 5 years which prepare them for Kindergarten class.
- c. Kindergarten: Is a class or school for young children of usually 5 years which prepare them for normal school or primary education.
- d. Primary: This is a school which concern with education of children between five and eleven years old, at the normal rate it has primary one to primary six i.e. a child study for good 6 years.

### **Purpose of Early Child Education**

According to (NPE, 2013) state the following purposes of pre-primary education:

- a. Providing a smooth transition from home to school.
- b. Preparing the child for the primary level of education.
- c. Providing adequate care and supervision for the children while their parents are at work.
- d. Inculcating in the child the spirit of enquiry and creativity through the exploration of nature arid the local environment by playing with toys, artifices and musical activities etc.
- e. Teaching the rudiment of numbers, letters, colours, shapes, form etc through play

- f. Inculcating social norms,

### **Early Detection and Identification of Children with Special Education Needs**

There are two ways to detect or to find out very early these types of children:

- a. **Informal procedures:** These includes teacher rating and situational observations they are sometimes more preferable to formal procedures
- b. **Formal procedures:** This is to find out an undesirable factors in a child's development, and the child should not be a victim of inadequate teaching, malnutrition, and there should not be discontinue efforts to prevent sensory, linguistic and other problems.

### **Identification**

Screening is the best way of identification. Screening has been implemented from neonatal period through school years. Areas considered for examination are physical, neurological, and socio-cultural and criterion referenced academic considerations.

Screening ways have been composed of various combinations of predictive tests, checklist, interviews and observations. In identification we will identify some of the target variables, such as child behaviour and other factors, and techniques used to identify and assess them e.g. choice of. Target variable classroom manifestation of learning disabilities .i.e. skills of reading, computation, handwriting and so on.

Physical behaviour i.e. general health of the child between physical and psychological, development, motor behaviour, cognitive behaviour, language behavior, social emotional behaviours.



## **Working With Parents (Counseling) On Continuing Work Done In School At Home**

Tracking and recording information about the child at home etc. Due to their regular and intensive contact with their children, learning disabilities parents often notice early indication that their children are not learning well. A parent may therefore notice developmental lags or problems in motor, linguistic and social skills.

A survey conducted" by the California association for. Neurologically handicapped children (CANHC) indicated that mothers were often, credited with first noticing their child's problem (Tarnopol, 1977) indicated that school personnel were credited with the identification of 18% of the cases, pediatrician with 14%. The median. Age at which the problems was initially discovered. Was 4 years. However in more than 30% of the cases, the problem was not discovered until the child began attending, school.

(Bariroh, 2018) Found that some parents are not capable or willing to admit and deal with their children's learning disabilities. The various sources of information that parents usually, rely on for their screening efforts, includes comparison to sibling, information from other parents popular press and media and knowledge of behaviour expected in school.

Parent child interaction usually decide the quality of a child's early learning experiences, development of language, mental set, social attachments, and so forth. Is predicated upon intelligent, loving, support by parents (Ms. Naveena Thomas, Ms.Christy Baby, Mr. John O Pious, Ms. Cynthia Santhmayor, 2019). Parents and teacher who work actively and effectively with one another comprise a powerful team.

***A productive parent professional relationship provides professionals with:***

- a. Greater understanding of the. Overall needs of the child and as well as needs and desires of the parent.
- b. Data for meaningful selection of target behavior that are important to the child in her world outside the schools,
- c. Access to a wider range of social and activity reinforcement provided by parents.
- d. Increased opportunities to reinforce behaviour in both school and home settings.
- e. Feedback from parents as to Changes in behavior that, can be used to improve Programmes being implemented by professionals and parents.
- f. The ability to comply with legislation mandating continuing parental input to the educational process.

***The productive parent professional relationship provides the parents with the followings:***

- a. Greater understanding of the need of their child and the objectives of the teacher.
- b. Information on their rights and responsibilities as parents of an exceptional child.
- c. Specific information about their child's school program and how they can become involved.
- d. Specific ways to extend the positive effects of school programming into the home.
- e. Increased skills in helping their child learn functional behaviour that are appropriate for the home environment.
- f. Access to additional important resources (current and future) for their child.

***And of most importance, a productive parent professional relationship provides the child with:***

- a. Greater consistency in his/her two most important environments.
- b. Increased opportunities for learning and growth

- c. Access to expanded resources and services.

Working with other professionals includes social workers, medical personnel. Their activities are normally case meetings and case conferences which is a situation in which professionals will sit and discuss the case base on observations and research findings where by minutes and papers will be written for now and future uses.

### **Evaluation and Assessment of Child**

This is to find out the extent of the case situation on the child through test and other assessment measure and find or suggest ways of remediation of the case.

#### **Referrals:**

That is if a measure of remediation is taken and still no positive response the child could be referred to another measures. ,

#### **Collaboration:**

This is putting together of more than one professionals heads to attack on problem or the other in the eye of finding solutions to the problem.

In cases where a student requires support, the guidance counselor should become involved in assessing his/her needs and where necessary arrange a referral of an appropriate outside agency procedures for the referral of students to the guidance counselor and for referral to outside agencies should be include in the school plan. Psychologists provide-a source of advice to guidance counselors, on appropriate referral path-ways.

### **Educational Needs of Pre School Children with Special Needs**

#### **a. Home Based Programs:**

This largely depends on the training and cooperation of the child's parents. The parents normally assumed responsibility as

the primary care giver for their handicapped child. Parents training are usually provided by a teacher or trainer who visit the home regularly to guide the parents.

The visiting -teachers acts as a consultant and also evaluate the success of the intervention and make regular assessment of the child's progress.

In some Programmes, these home visitors (or home teachers or home advisors as they are often called) are specially trained para-professionals. They may visit as frequently as several times a week but probably no less than a few times a month in some cases they may carry the results of their assessment in home evaluation back to other professionals who make recommendation for changes in the programme e.g. the best known home based programme is the Nationally Validated Portage Project (Karine Tremblay, 2012)

**b. Centre Based Programmes:**

In contrast to home based programs, some intervention efforts are coordinated and carried-out in a special educational setting outside the home. The setting may be part of hospital complex, a special day care center, or preschool.

In other cases children may attend a specially designed developmental center" or training center, that offers a wide range of services for children with varying types, and severities, of handicaps.

The setting can be an outdoor playground specially built that offer the combined services of many professionals and para-professionals, from several different fields. Most of these Programmes encourage social interaction and some try to integrate handicapped children with, non-handicap children in day-care or preschool classes.

In some cases the child attend the center each weekday. Sometimes for all or most of the day. And sometimes the child may come less frequently though most of the centers expect to see the child at least once a week/Parents may spends time with