PERSPECTIVES ON DISABILITY:

A Resource For Theological and Religious Studies in Africa

Edited by

Samuel Kabue
Helen Ishola-Esan
Isaac Deji Ayegboyin

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Education of Learners With Special Needs

O.A. Moronkola, A.Osisanya, K.U. Lazarus, J.A. Ademokoya

Introduction

Learners with special needs require specially designed instruction and necessary special materials, teaching techniques, equipment and/or facilities for them to meet set objectives and for learning to be easier for them. This has been identified as the single most important goal of special education (Hallahan& Kaufmann, 2007). Learners with special needs have innate abilities, and when properly harnessed through proper education would be able to contribute ultimately to their development as well as that of the society where they reside in terms of political, social, economic and technological development (Asiwe&Omiegbe's,2014). This is in line with one major aim of special needs education as specified by the Federal Republic of Nigeria (2013) in its National Policy on Education. According to this blueprint, special needs education is designed to provide adequate education for all persons with special needs in order that they may fully contribute their own quota to the development of the nation.

Objectives of Education of Learners with Special Needs

Special education has a bigger responsibility than the general education planned for individuals without special needs and has a commitment to the following objectives (Mangal, 2007).

1.   To help them in actualizing their abilities and capacities to the maximum extent possible.
2.   To help them in knowing and accepting themselves with their deficiencies or abundance of capacities in one or the other aspects of their personality.
3.   To arrange for the guidance services of the parents with an eye to seek their cooperation in the education and adjustment of the learners with special needs.
4.   To work for bringing educational opportunities to the doorsteps of every learner with special needs irrespective of his disability limitation or strength in one or the other areas of his development.
5.   To help the learners with special needs to learn to acquire necessary skills for their self-help, independent living and leading future life as properly as

possible.
6. To help them to acquire necessary social skills, emotional literacy to live and participate in school, home and community life as properly as possible.
7. To help them in receiving instructions and learning experiences in tune with their learning abilities and specific individualities.
8. To help them in seeking their successful transition from school to community and provide vocational and employment oriented training for being adjusted in the world of occupation.
9. To recognize and respond to all learners with special needs and attributes that is, the gifted, the pre-schoolers with disability, children at risk and adult with special needs.
10. To make intervention programmes of preventive, remedial or compensatory nature available to the learners with special needs.
11. To change attitude of the society in accepting them and identifying their needs.

In addition these objectives, Heward (2003), stated that in special education, the goal is providing purposeful intervention efforts at three levels: preventive, remedial, and compensatory. Education of persons with special needs is individually planned, specialized, intensive, and goal-directed. Similarly, the Ohio Department of Education (2015) indicated that this specially designed instruction, according to the Ohio Administrative Code, means adapting "the content, methodology, or delivery of instruction: (a) to address the unique needs of the child that result from the child's disability; and (b) to ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the school district that apply to all children". According to the *Ohio Department of Education* (2015), as teachers meet the needs of students with special needs, they must understand how students grow and assess how the specially designed instruction supports student learning. When practised most effectively and ethically, special education uses research-based teaching methods and is guided by direct and frequent measures of student performance (Heward, 2003).

Assessment of Learners with Special Needs
Assessment is a systematic process of gathering relevant and valid information about a student's strengths and needs and his or her interactions with the environment, to understand learning and developmental concerns, and to assist with appropriate educational planning for the student, which includes placement, intervention, and accommodations. Gearheart and Gearheart (1990) described assessment as a process that involves the systematic collection and interpretation of a wide variety of information on which to base instructional

and/or intervention decisions and make appropriate classification or placement decisions.

Lerner and Kline (2006) enumerated five specific reasons for giving tests to students. These are screening, referral, classification or placement, instructional or programme planning and monitoring pupils' progress. In the screening process, a cursory (brief) evaluation is given to ascertain which students need a more intensive evaluation. Referral is the process of seeking additional assistance from other professionals in order to assist the student or client. Many students are usually referred regularly for special services as the data from their assessment may suggest.

Assessment data are used to classify students into degrees, levels and classes. They help to identify students who are to be placed in a certain class, due to their exhibition of similar characteristics, and thus are eligible to receive certain special services, which might not be necessary for other students. Furthermore, assessment data can be used to determine the effectiveness of specific school programmes, classes, specific curricula and a variety of students support services. Therefore, it is important that teachers assess their students before and after instruction. Assessment data can be used to monitor individual student's progress. That is, assessment data help teachers, parents and students to know the extent of progress made by the pupil, making clear what specific educational objectives have or have not been achieved.

The goal of assessment is to better understand the needs of the learner. Therefore, psycho-educational assessment of students with special needs should be undertaken by qualified professionals and experts in psycho-educational assessment and should provide good clinical judgment about individuals assessed.

Assessments should be done using a battery of tests that examine such things as intellectual and academic functioning, information processing, social-emotional functioning and other determinants of individual's disability. Available sources of assessment information include (i) norm-referenced tests(comparison of student's performance to same age peers); (ii) criterion-referenced tests (comparing a child's performance to a list of skills, e.g., a math test that assesses long division skills);(iii) curriculum-based assessment (daily or bi-weekly assessment of in-class student work and performance, e.g., frequent timed tests in calculation and progress is charted). (iv) in-class assessment (analysis of daily class work including task and error analysis); (v) screeners/checklists (vi) the case history (vii) observations (e.g., classroom observations), (viii)self-report rating scales (e.g., documentation for screening

purposes);(ix) interviews (e.g., with teacher, parent, student) (Lerner and Kline, 2006).

Examples of Assessment Tools for Learners with Special Needs
Mangal (2007), Heward (2003) and Lerner and Kline (2006), identified a variety of assessment tools including:

(a) ***Measurement of Cognitive Ability of Learners with Special Needs:*** Some general intelligence tests that can be used to ascertain the cognitive ability of learners with intellectual disability, learning disabilities and gifted and talented learners include:

  (i) *The Slosson Intelligence Test-Revised Third Edition* (SIT-R3) was reviewed in 2006 by Nicholson, Hibpshman and Larson. It uses a standard score that has a mean of one hundred (100) and a standard deviation of sixteen (16) at all age levels. The Total Standard Score (TSS) of the scale indicates the ability of the individual assessed in relation to others in the standardization sample.

  (ii) *Stanford-Binet Intelligence Scale: Fourth Edition* by The Riverside Publishing Company. The Stanford-Binet tests individuals ages 2-23. The test measures general intelligence. It focuses on the areas of verbal reasoning, quantitative reasoning, abstract/visual reasoning, and short term memory.

  (iii) *Wechsler Intelligence Scale for Children –Third edition* (WISC 111): This is a standardized test for children ages 6 to 16. This test provides three IQ scores; verbal, performance, and full-scale IQ scores. The mean of each IQ score is 100, and the standard deviation is 15.

  (iv) *Wechsler Preschool and Primary Scale of Intelligence- Revised* (WPPSI-R): The Psychological Corporation. A standardized test for children ages 41/2 to 6. It assesses areas of language and perception.

  (v) McCarthy Scales of Children's Abilities: The Psychological Corporation. The McCarthy tests children ages 2½ to 8½. The purpose of the test is to evaluate the general intelligence level of children. It also identifies strengths and weaknesses in several ability areas. These areas include: verbal, perceptual-performance, quantitative, memory, motor, and general cognitive skills.

(b) Measurement of Achievement Levels of Learners with Special Needs: Some standardized tests that measure achievement in certain academic areas include:

  (i) The Durrell Analysis of Reading Difficulty

    (ii) The Gates-McKillop Reading Diagnostic Test

    (iii) The Gray Oral Reading Tests

    (iv) The Spache Diagnostic Reading Scale

    (v) The Woodcock Reading Mastery Tests

    (vi) KeyMath–Revised: A Diagnostic Mathematics Test

    (vii) The Stanford Diagnostic Mathematics Test

(c)   *Other Assessment Instruments for Learners with Special Needs*
     The Pupil Rating Scale is a screening instrument for pupils with learning disabilities. It was designed by Myklebust in 1971 and revised in 1981. It was published by Grune & Stratton, New York in United States of America. Professionals make use of the following measures in hearing assessment:

    (i) *Otoscope*: During hearing assessment, the otoscope is used to examine the auditory pathways of individuals assessed.

    (ii) *Audiometer*: This is an instrument used to assess the hearing degree of hearing loss among learners with hearing impairment usually expressed in Decibels.

    (iii) *Audiogram*: It is a graphical representation of individuals hearing level.

Assessment of a suspected communication disorder can be done with the use of the Sequenced Inventory for Communication Development- Revised (SICD): Slosson Educational Publications. The SICD assesses children ages 4 months to 4 years. The test assesses areas of expressive and receptive language skills.

Further assessment of language and communication disorders may include some or all of the following components: a. case history and physical examination, b. articulation test, c. hearing test, d. auditory test, phonological awareness and processing, e. vocabulary and overall language development test, f. language samples and g. observation in natural settings.

The SnellenChart (developed by Hermann Snellen, a Dutch Ophthalmologist) is the most common visual screening test. It consists of eight rows of letters (for those who can read alphabet) ranging from large to small or Es (for those who are illiterate or very young). At the time of eye examination, the child is made to sit or stand 20 feet away from the chart and is asked to read the letters with each eye (with the other eye closed). Assessment is based on how accurately the child identifies the letters (or directions of the Es).

Educational Placement Options for Learners with Special Needs

According to Mangal (2007), Heward (2003) and Lerner and Kline (2006), placement options for learners with special needs include:

1. *Regular Classroom*: This is a situation where learners with special needs receive educational instructions under the direction of the regular teacher in regular classrooms without the direct services of specialist but the teacher is able to acquire materials, equipment, and/or instructional methods that are appropriate.

2. *Regular Classroom Teacher with Consultation*: Learners with special needs receive their education under direction of regular classroom teacher who is supported by on-going consultation from the specialists. Such specialists may include: a school psychologist, reading specialist, communication disorder specialist, guidance and counsellors, educational diagnosticians, vocational education teacher, physician, nurses, physical and occupational therapist, adaptive physical education/recreation therapy specialist, social workers and rehabilitation counsellors.

3. *Itinerant Services*: A special educator (for instance, a teacher of those who are with visual impairment) may provide itinerant services to the learners with special needs or the regular teacher. The itinerant teacher travels from school to school to assist children directly. They diagnose, teach and consult.

4. *Hospital and Homebound Instruction*: This service is provided to learners placed in and who receive special education in a hospital or homebound programme. Often times, it is required by the learners who have physical disabilities although it is sometimes employed for those with emotional or behavioural disorders or other disabilities when no alternative is readily available.

5. *Special Day School*: The learners with special needs receive an all-day segregated experience and instruction under the direction of specially trained staff in a specially designed facility. The day school is usually organized for a specific category of exceptional learners and may contain special equipment necessary for care and education. These learners return to their homes during non-school hours.

6. *The Least Restrictive Environment*: This is a legal term referring to the fact that learners with special needs must be educated in a normal environment as possible. This means that the learners should be segregated from non-disable classmates and separated from home, family and community environment as little as possible.

Inclusiveness

Education for special needs persons has transited from three main phases before reaching the inclusion phase (Ademokoya, 2004). The three phases are (i) exclusion, (ii) segregation and (iii) integration. Transition through these phases actually captured how the attitude of the public (those without special needs) towards individuals with special needs in different societies has changed positively from the exclusionary past to the inclusionary present. This is particularly demonstrated by the development of special education in United States, Britain, Australia and Canada.

Inclusion is a philosophy that states that all individuals, regardless of ability, should participate within the same environment with necessary support and individualized attention. Inclusion is more than simply placing individuals together, it is a belief that all individuals belong and are valued (Kasser & Lytle, 2005). Furthermore, Beckett (2008) and Forlin (2010) maintained that inclusive education should be viewed as being founded upon a moral position, which values and respects every individual and which welcomes diversity as a rich learning resource. Buttressing this point, Lehohla and Hlalele (2012) argued that inclusive education enables each person's potential to be tapped into and developed, regardless of their disabilities and abilities.

Inclusion also refers to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend (if not placed in special education). It brings the support services to the child rather than moving the child to the services and requires only that the child will benefit from being in the class rather than having to keep up with the other students (Rogers, 1993). The strategy behind inclusion is to design supports such as innovative approaches to learning, differentiated instruction, curricular adaptations- for every student in the classroom, to include the entire spectrum of learners (Schwarz, 2006).

The Lieberman and Houston-Wilson Model of Continuum of Supports and Placements identified the following inclusion options:

I.   Full inclusion with no adaptations or support .

II.   Full inclusion with curriculum adaptations .

III.   Full inclusion with trained peer tutors .

IV. '   Full inclusion with teacher assistants .

V.   Full inclusion with interpreter (The Lieberman and Houston-Wilson, 2002).

Strategies for Teaching Learners with Special Needs

The vast majority of students with special needs respond favourably to some teaching strategies that are effective with students who do not have special needs. Some of these common methods include modeling and demonstration, class discussion, repeated exposure and practice, guided discovery, experiments, field study, participatory activities, use of multi-media technology, use of question-asking strategies, use of manipulative materials, educational games and play, use of positive and negative examples, corrective feedback, and individual or small-group projects.However, based on the unique individual educational demands of learners with special needs researchers such as the following specific teaching strategies can be employed to effectively teach them:

(i) **Communication strategies for teaching learners with hearing impairment**
   - a. The oral method
   - b. The manual method
   - c. Total communication

(ii) **Strategies for teaching learners with intellectual/learning disabilities**
   - a. Direct instruction
   - b. Task analysis
   - c. Prompts and cues
   - d. Use of Token Reinforcement
   - e. Adima's Strategy (especially for teaching learners with intellectual disability)

(iii) **Strategies for Teaching Learners with Visual Impairment**
   - a. Orientation and mobility training
   - b. Communication skills
   - c. Vocational guidance and career development
   - d. Personal competence, self-adjustment and daily living skills
   - e. Vision stimulation (that is, maximum utilization of the residual vision capacity)
   - f. Use of special aids and equipment such as tape and cassette recorders, record players and talking books, personal computers and electronic reading and writing devices (Mangal, 2007, Obani, 2006, Eni-Olorunda & Oyundoyin, 2013).

Assistive Technology

Assistive technology (AT) is being referred to as a term used to describe various devices designed and used by persons with disabilities to compensate for the loss capability to function normally. Assistive technology, is known as

technology related assistance act that connotes array of tools and strategies designed, and used to support persons with disabilities. The AT are specially designed products, facilities, and gadgets meant to compensate for functional limitation, as well as to increase, maintain, or improve functional capabilities of individuals with disabilities. These devices are tools for services meant to increase learning, independence, mobility, communication, environmental control/choice (LoPresti, Mihailids & Kirsch, 2004).

Assistive technology explains the different models, devices and services used for adaptive and rehabilitative purposes in making life comfortable for persons with disabilities. AT includes services for evaluation, design, customization, adaptation, maintenance, repair, therapy, training or technical assistance. Assistive technology supports persons with disabilities to complete tasks independently or with less help in areas such as mobility, communication, vision, utilisation of limbs and reasoning capability, home/community living, lifelong activities learning, employment, health and wellness. With the introduction and practice of inclusive education model, assistive technology has become a versatile tool to encourage the participation of the individuals with disabilities.

Career and Vocational Needs of Persons with Special Needs

Career is defined by the Hornby (2000), as a person's course or progress through life (or a distinct portion of life). In this definition career is understood to relate to a range of aspects of an individual's life, learning and work. Career is used is to describe an occupation or a profession that usually involves special training or formal education and is considered to be a person's lifework. In this case "a career" is seen as sequences of related jobs usually pursued within a single industry or sector for example, "a career in law" or "a career in the building trade".

Persons with special needs have the skills to pursue meaningful careers in any field of study and play an important role in educational and economic sectors of their society and they can also achieve success. In fact, experience with special needs can offer a competitive opportunity when it comes to work.

Therefore, the persons with special needs should be exposed to career education. According to Hoyt, Pinson, Laramore and Mangum (1973) career education represents the total efforts of public education and the community to help all individuals become familiar with the values of a work - oriented society, to integrate these values into the personal value structure and to implement those values in their lives that make work possible, meaningful and satisfying to each individual.

Career opportunities for the learners with special needs in our society are dependent upon favourable or unfavourable attitudes of the non-disabled. In fact, Adima (1981) stated that the fact that widespread prejudice towards the disabled exists in many homes and communities seems to be well established. Vocational education means getting people ready and keeping them ready for the types and services we need." Therefore, it is necessary to make separate arrangement for the education and training of learners with special needs.

Educational sector has built up vocational training programmes to develop the career of special people. According to Giachino and Galliington (1977),vocational education is designed for occupational preparation, evolving development of attitudes, understanding the skills which will enable the students to adjust more adequately to the duties and responsibilities of an ethical citizen and worker in his chosen field. Thus, the single most important goal of special education is finding and catalyzing on exceptional Children's abilities.

As a result, special educational programmes are offered at regular schools and specialized institutions from preschool to secondary level. Programmes in regular schools include support to students in regular classes, special classes, resource rooms, and itinerant assistance. Specialized institutions include Special schools, rehabilitation centers, support centers, hospitals, clinics day care centers, and so on (Shahid, Naheed, Tariq & Javed, 2012). Vocational training is the important part of treatment of special people as revealed by Nordt, Brigitt, Wulf, and Christoph (2007), mentally ill people were at the risk of poverty and had poor quality of life. They suggested that vocational training treatment was very important both at early illness and severe psychiatric disorder. This type of treatment enhanced patient's vocational potential and needs for support.

Taylor (2012) emphasized that the role and attitude of teachers greatly influence the achievement of students, therefore teachers need to promote self-reflecting attitude or show high self-esteem to motivate students and to project a positive attitude for the future. Special vocational curriculum should also pay attention to the aspect collaboration. Zainudin (2009)in his study cited in Noraini, Yasin, Deli, and Abdullah (2015) pointed out that collaboration with the community in education is very important to enhance the skills and career of group with special needs. The special vocational curriculum for students with learning disabilities should be tailor-made to expose the students involved to skills in socializing, career counseling, improving their self-confidence, independent living, vocational training, adaptation to the job, reading and spelling skills, organizing and governing the financial aspect, moral of

entrepreneurship and self-control skills that are key to success in any career field (Sitlington & Clark, 2006).

Conclusion and Recommendations

Educating learners with special needs requires a process of identifying, gathering and interpreting information about learners' learning needs and challenges. This will enable the learners with special need to have a fair chance of being appropriately assessed for maximum learning outcomes. Also, the assessment would help to provide information on the learners' achievement and progress and sets the duration for appropriate teaching and learning. Several educational provisions are available for learners with special needs, based on specially designed instruction and essential special materials, teaching strategies, equipment and facilities used to resolve the identified difficulties.

In educating the learners with special needs, it is necessary to obtain a holistic understanding of learners' needs through psycho educational assessment, which should be undertaken by qualified professionals. The nature of the education to be given to them should be individualized and concept based. Several facilities and materials to aid learning must be made available and utilized. Inclusive classroom environment must be created to help learners with special needs learn together with others without special needs, as this would promote personal, academic and social development.

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Endnotes

[1] Samuel Kabue, "Persons with Disabilities in Church and Society: A Historical and Sociological Perspective," in Samuel Kabue *et al.*, eds. *Disability, Society and Theology: Voices of Africa* (Limuru, Kenya: Zapf Chancery, 2011), 4; cf. WHO, *World Report on Disability 2011*, 3-4. www.who.int/topics/disabilities/en/ accessed October 5, 2015.

[2] WHO, *World Report on Disability 2011*, 5.

[3] WHO, *World Report on Disability 2011*, 5.

[4] WHO, *World Report on Disability*, 5 cf.

[5] Kabue, "Persons with disabilities," 5. See also Kabue's interesting discussion on the opinion of PWDs to definitions offered by the academia and care givers (6). I am myself one of those who prefer to refer to those with disabilities as persons who are "differently abled" even though I agree with Kabue that it is not generally known except by those in the ecumenical family. However, I do not agree that it is unhelpful simply because all are differently abled. If this is the case, then Persons with Disabilities would also not be an acceptable terminology since all persons are with disabilities. The strength of the term 'differently abled' is the positive affirmation it highlights of persons who are manifestly with disabilities. Nevertheless, in this work, they shall be referred to as Persons with Disabilities (PWDs), this term being more widely accepted even by PWDs and for the sake of uniformity through this work.

[6] WHO, cited in Kabue, "Persons with Disabilities," 5.

[7] Peter G. Bolt and Donald S. West, "Christ's Victory over the Powers and Pastoral Practice," in Peter G. Bolt, ed., *Christ's Victory over Evil: Biblical Theology and Pastoral Ministry* (Nottingham: Appolos, 2009), 221, 222.

[8] Bolt and West, *Christ's Power over Evil Powers*, 225-228.

[9] See chapter four of my *The Greater Purpose: The Sovereignty of God in the Context of Mission* (Lagos: Aidie, 2004), 63-96 for a more nuanced discussion of the issues involved with dealing with the devil.

[10] Everett Ferguson, *Demonology of the Early Christian World* (Lewiston: Edwin Mellen Press, 1984), 33.

[11] Plutarch, *The Obsolescence of Oracles (De Defectu Oraculorum)* in *Plutarch: Moralia Volume V with an English Translation by Frank Cole Babbitt* (Cambridge: Havard UP, 1936, 2003), 415A-4-818D, 379-397. Digitalized by the Internet Archive in 2013. *The Loeb Classical Library*. Accessed 15 October, 2015. Note that Babbitt translates *daimonas* as demigod and not in its literal meaning of demon.

[12] Ferguson, *Demonology of the Early Christian World*, 50, 51.

[13] Ferguson, *Demonology in the Early Christian World*, 59.

[14] See e.g. Peter G. Bolt's distinction between the "dirty demons" that are described from the point of view of this earth and the "pasty principalities" that are described from the point of view of the heavenly realms. "Towards a Biblical Theology of the Defeat of the Evil Powers," in Peter G. Bolt, ed. *Christ's Victory over Evil*, 49.

[15]   *Leahy, Satan Cast Out*, 64.

[16]   Ferguson John, *Demonology in the Early Christian World*, 71.

[17]   The Greek, *daimōn* occurs in the Septuagint in translation of Isa. 65:11 but the dimunitive form *daimonion* occurs seventeen times in the Septuagint. This word occurs 63 times in the New Testament whereas *daimōn* occurs in the New Testament in Matt. 8:31 and in textual variants of Mk. 5:12; Lk. 8:29; Rev. 16:14; 18:2. See Bolt, "Towards a Biblical Theology," 49 and notes 30 and 31.

[18]   cf. NIV Text note on Rev. 9:11; *Leahy, Satan Cast Out* 19.

[19]   NIV Text note for Deut. 13:13.

[20]   *Leahy, Satan Cast Out*, 19-20.

[21]   *Leahy, Satan Cast Out*, 20.

[22]   See more in K. van der Toorn, B. Becking and P. W. van der Horst, eds. *Dictionary of Deities and Demons in the Bible*, 2nd ed. Leiden: Brill, 1999.

[23]   *Leahy, Satan Cast Out*, 20n; cf. Ferguson, *Demonology in the Early Christian World*, 71.

[24]   Bolt, "Toward a Biblical Theology of the Defeat of the Evil Powers," 60, n. 69 cf. W. G. E. Watson, "Helel," in K. van der Toorn, B. Becking and P. W. van der Horst, eds., *Dictionary of Deities and Demons in the Bible*, 2nd ed. (Leiiden: Brill; Grand Rapids: Eerdmans, 1999), 392-394.

[25]   *Leahy, Satan Cast Out*, 20n.

[26]   *Leahy, Satan Cast Out*, 19-20, 22-32; Trevor Ling, *The Significance of Satan: New Testament Demonology and its Contemporary Relevance* (London: SPCK, 1961).

[27]   e.g. Shakespeare *Macbeth*, Act 4, scene 3, lines 22-23: "Angels are Bright still, though the brightest fell" It is also the basis of John Milton's Satan in *Paradise Lost* who, out of envy and revenge, led Eve into sin because he had "trusted to have equaled the Most High" in his vain ambition and was "Hurled headlong flaming from from the ethereal sky," such that he landed "With hideous ruin and combustion, down/ To bottom perdition; there to dwell/ In adamantine chains and penal fire,/ Who durst defy the Omnipotent to arms." See Eric Armstrong, ed., *Paradise Lost* (York University), I:34-49. See also lines 157-168. On the jealousy of Satan see the apochryphal book, *Life of Adam*, 12-17 and *Wisdom of Solomon*, 2:24. Josephus also notes the jealousy motif in *Antiquities* I.41-42.

[28]   A. R. Echardt, "Between the Angelic and the Diabolic," *Theology Today* 51.3 (1994): 411-412.

[29]   Catholic Church. *Catechism of the Catholic Church* (Homebush, NSW: St. Pauls, 1994), nos. 391-95

[30]   Bolt, "Towards a Biblical Theology of the Defeat of the Evil Powers," 61n; cf. A. H. van der Heuvel, *These Rebelious Powers* (London: SCM, 1966), 23.

[31]   *Leahy, Satan Cast Out*, 20.

[32]   Dunn, *The Christ and the Spirit*, 178

[33]   Dunn, *The Christ and the Spirit*, 180

[34]   Bolt, *Towards a Biblical Theology of the Defeat of the Evil Powers*, 51-52.

[35]   Bolt, "Towards a Biblical Theology of the Defeat of the Evil Powers," 51 cf. Ferguson, *Demonology of the Early Christian World*, 77-78.

[36] Amos Yong says: "Disability associated with evil spirits was a new association not present in the Hebrew Bible." See his *Theology and Down Syndrome: Reimagining Disability in Late Modernity* (Waco: Baylor UP, 2007), 27. Norman Cohn says that: "The demonology which figures in some of the Jewish Apocrypha and some of the Dead Sea Scrolls is also present, in a modified form, in the New Testament." Norman Cohn, *Europe's Inner Demons* (Frogmore, St. Albans: Paladin, 1976), 63.

[37] *Africa Bible Commentary*, 1231.

[38] Leahy, *Satan Cast Out*, 48.

[39] Walter Wink, *Naming the Powers: The Language of Power in the New Testament* (Philadelphia: Fortress Press, 1984) *Naming the Powers*, parts. 1 and 3.

[40] Carson, D. A., et al. eds., *New Bible Commentary*. 21ˢᵗ Century Edition (Leicester: Inter-Varsity Press, 2002), 1280.

[41] Cohn, *Europe's Inner Demons*, 64 cf. Jn. 8:44.

[42] Cohn, *Europe's Inner Demons*, 64 cf. 2 Cor. 4:4.

[43] Frank and Ida Mae Hammond, *Pigs in the Parlour: A Practical Guide to Deliverance* (Chichester: New Wine Press, 1992), 43-46.

[44] The following four websites speak to these beliefs in the Medieval times:

http://disabilityhistoryweek.org/timelines/,

http://disability-studies.leeds.ac.uk/files/library/Barnes-disabled-people-and-discrim-ch2.pdf, http://attitudes2disability.wordpress.com/category/themes/page/2/,

http://www.able2uk.com/news/disabilities/how-witchcraft-is-associated-with-disability.html. See also Cohn's *Europe's Inner Demons*. Although much of Cohn's hypothesis is questionable, his work demonstrates the depth of witch hunting in the Medieval world.

[45] Richard A. Muller, *A Dictionary of Latin and Greek Theological Terms: Drawn Principally from Protestant Scholastic Theology* (Grand Rapids: Baker Books, 1985), 61.

[46] Muller, *A Dictionary*, 61 cf.185 at the point in which he discusses "materia prima."

[47] Fracisco Suárez, *On Efficient Causality: Metaphysical Disputations 17, 18, and 19* (New Haven: Yale University Press, 1994), esp. 17, Sec. 2.

[48] Sean Collins, "Instrumental Causality: A Principle Small in Size but Great in Consequence." *Faith, Science and Philosophy*, 13 Jan. 2013. Accessed 20 Oct. 2015.

[49] Collins, "Instrumental Causality."

[50] Leahy, *Satan Cast Out*, 51.

[51] Sammy Githuku, "Biblical Perspectives on Disability," in Samuel Kabue, *et al.*, eds., *Disability, Society and Theology: Voices from Africa* (Limuru: Zapf Chancery, 2011), 79-93.

[52] Bolt, "Towards a Biblical Theology of the Defeat of the Evil Powers," 52-54.

[53] Yong, *Theology and Down Syndrome*, 22.

[54] Edmond Jacob, *Theology of the Old Testament*. Trans. Arthur W. Heathcote and Philip J. Allcock (New York: Harper & Row, 1958), 228.

[55] Richard W. Anderson, *Understanding the Old Testament*. Second ed. London: Prentince-Hall, 1957, 1966), 7.

[56]   Yong, *Theology and Down Syndrome*, 24. Cf. Hector Avalos, *Illness and Health Care in the Ancient Near East: The Role of the Temple in Greece, Mesopotamia, and Israel*. Havard Semitic Museum Monographs 54. Atlanta: Scholars Press, 1995: 242.

[57]   Yong, *Theology and Down Syndrome*, 22.

[58]   Willis H. Salier, "Deliverance without Exorcism? Jesus and Satan in John's Gospel," in Bolt, ed. *Christ's Victory over Evil*, 92-93.

[59]   Collins, "Instrumental Causality."

[60]   J. I. Packer illustrates antinomies with what light is made up of in both Newtonian and Einsteinian physics in his *Evangelism and the Sovereignty of God* (Downers Grove: InterVarsity Press, 1961), 18.

[61]   See, e.g., Osadolor Imasogie, *African Traditional Religion*. (Ibadan: Ibadan UP, 1985).

[62]   Robert F. Molsberry. *Blindsided by Grace: Entering the World of Disability* (Chicago: Augsburg Fortress, 2004), 20.