

*The Bridge from Segregation to Inclusion....A Long
Journey*



*The International Association
of Special Education*



The University of British Columbia

Proceedings for the Thirteenth Biennial Conference of the International
Association of Special Education.

Vancouver, British Columbia, Canada- July 7-11, 2013

Editors

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- To foster international communication in special education through *The Journal of The International Association of Special Education*.

Editors

Morgan Chitiyo
Greg Prater
Lynn Aylward
George Chitiyo
Elizabeth Dalton
Ann Hughes

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Table of Contents

Preface/ vii

Too Autistic to Play: The Playground as A Bridge to Inclusion - Llyween Couper, Dean Sutherland & Anne Van Bysterveldt/ 1

Building Inclusion from The Ground Up: A Review of Whole School Re-Culturing Programs for Sustaining Inclusive Change - Christopher McMaster/2

Systematic Change: Creating Model School Sites for Students with Significant Support Needs - Diane Carroll, Robin Brewer, Gina Quintana & Kara Halley/ 4

Cross-Cultural Models of Collaboration: Lessons from the Field - Ellen R. Browning & Patricia Caro/ 6

Improving the Note-Taking Skills of Students with Learning Disabilities Through Strategic Note-Taking - Joseph R. Boyle/ 7

Preparing Teachers for Inclusion: Models and Strategies - Ahon Adaka T./ 9

Challenges of Providing Special Education Services for Children with Visual Impairment in Nigeria - Clara K. Adeyemi/ 10

Access Acadia: An Inclusive Post-secondary Education Program - M. Lynn Aylward/ 12

Methods of Data Analysis for Small Samples and Single Subject Studies - George Chitiyo, Morgan Chitiyo & Aggry Tongai Musiyarira/ 13

Does Language Matter? Comparing Instrumentation to Measure Teachers' Attitudes Towards Teaching all Students - Jess L. Gregory & Lori A. Noto/15

Remembering what we Know...A Dozen Great Ideas to Support Diverse Learners - Elizabeth M. Dalton & Britt Tatman Ferguson/ 17

Acceptability, Readiness and Pedagogical Knowledge of Teachers for Inclusive Secondary Education in Nigeria - Grace Chinenye & Nweke Bibiana Ifeoma Okoli/ 19

Burnout in Parents of Children with Disability: Diagnosis and Analysis of the Problem - Małgorzata (Gosia) Sekułowicz/ 20

Collaborative Approach and Inclusion to Rehabilitation Services in Federal College of Education (Special) Oyo, Oyo State, Nigeria - Giwa Olukanyinsola Yetunde/ 22

Walking Through the Jungle of Hostilities in Nairobi Kenya - Ahmed Abdi Abdullahi & Humphrey K Kidaha/ 24

Pre-Service Teachers with Learning Disabilities' Perceptions of Their Professional Identity - Orly Lipka & Alona Forkosh-Baruch/ 26

Inclusive Education in Nigeria: Problems and Prospect - Ya'u Musa Dantata/ 27

Practicum and Field-Based Experiences: Are we bridging the Research to Practice Gap? - Adam Lockwood, Kristen Lilly, Karen Sealander, John McClure & Catherine Medina/ 29

Interdisciplinary Partnerships with Parents in Inclusive Schools - Iris Manor-Binyamini/ 31

Identifying Medical and Other Barriers to Inclusion into Mainstream Schooling: A Student Health Initiative Project - Andy Mthimkhulu, Mohamed R. G. Hussain, & Alicia Chin/ 32

Intellectual Disability in Motion Pictures: An Historical Analysis - Rhonda S. Black/ 34

Attitude of Classroom Teachers Towards Inclusion of Persons with Special Needs in Regular Classrooms in Ebonvi State, South Eastern Nigeria - Beth Oluka .N., Ncheke Chijioke D., Eke, A. N., & Ngwoke Dominic U./ 36

To Behave or Not to Behave: A Proactive Approach to Working with Students with Severe Emotional and Behavioral Challenges - Myka J. Breyman & Darci Fulton/ 37

Therapeutic Education for Young Adults with Special Education Needs - Aonghus Gordon & Gamal M. Ibrahim/ 39

Learning through Sun Sand and Surf: A Social Skills Curriculum for Students with Autism Spectrum Disorder - Lauren K. Cavanaugh, Sarah B. Rademacher, Joyce A. Rademacher, Ann Hughes & Grahame Rance/ 40

Helping Mathematics Educators Adjust their Teaching Styles to Meet the Needs of Students with Special Needs in Inclusive Classrooms - Edel Reilly & Joann Migyanka/ 42

Experiencing Sprechgesang: Theatre's Forgotten Instrument - Susanna Uchatius & James Coomber/ 44

Enhancing Literacy Skills of Deaf Students in Nigeria Using Babudoh's Comprehension Therapy - Gladys B. Babudoh/ 46

Understanding Poverty: Linking Language, Behavior and Personal Resources - Bob Bayuk/ 48

First School! Then What? Transition Planning for Deaf Students in Barbados - Stacey Blackman & Allyson Murray/ 49

Supporting Inclusive Schooling: How do Different Stakeholders Support Inclusive Schooling? An Examination in New York and Lower Austria - Maria-Luise Braunsteiner & Susan Mariano-Lapidus/ 51

Meeting District and State Needs for Early Childhood Special Education Teachers: Every Child Deserves an Excellent Teacher - Cory Cooper Hansen, Pamela J. Harris & Martha A. Cocchiarella/ 52

Students with Intellectual or Developmental Disabilities (ID/D) and Autism who Display Challenging Behavior: Medications and How Teachers can Enhance Student Classroom Experiences - Simone Kirwan & Beverley Temple/ 55

A Study About the use of Assistive Technology in Brazilian Schools - Eduardo José Manzini/ 56

Reverse Inclusion Intervention for Students with Autism: Transition to Full Inclusion - Sharon Matthews/ 58

Integrating Learning Styles and Multiple Intelligences and Empowering Students to Succeed - Lynn Vona/ 59

Capitalizing on Connectors: Paraeducator Supervision Training Infused in Teacher Preparation Programs - Caron A. Westland & Ritu V. Chopra/ 60

Evaluation of Push-in/Integrated Therapy in A Collaborative Preschool for Children with Special Needs - Stephen J. Hernandez/ 62

Alternative Communication Technologies in Schools - Débora Deliberato/ 63

Assesment Protocol for Physical Aecessibility Conditions in Pre Schools in a Brazilian City - Priscila Moreira Corrêa & Eduardo José Manzini/ 65

Arab American Parents' Perceptions of Educational Services for Their Children with Disabilities - Heidi Abadeh/ 66

Given a Voice: Schooling Experiences of Students with Social, Emotional and Behavioral Difficulties - Eva Brown Hajdukova, Garry Hornby & Penni Cushman/ 67

A Comparison of Special Education Between Thailand and the United States: Inclusion and Support for Children with Autism Spectrum Disorders - Doris Adams Hill & Sasipin Sukbunpant/ 69

High Incidence Disabilities in General Education Schools in Moro, Kwara State, Nigeria - Jonathan Omoniyi Olukotun/ 71

Research on Adults with Learning Disabilities and Dyslexia: Findings from the Evidence-Based Literature - Paul J. Gerber/ 72

Inclusion/Collaboration with Practical Activities for Special Learners: Practices and Trends - Madalen Sugrue/ 74

Making Inclusion Work: A Systematic Model for Inclusion in Your Country - Jill Williams/ 75

Serving as a Bridge for Young Adults with Special Needs in Hong Kong - Hazel Delfina Chang/ 77

The Face of Co-Teaching in Ohio - Martha G. Michael & Kimberly K. Miller/ 79

Predictive Influence of Psychosocial Factors on the Emotional Adjustment of Gifted Students in Nigeria - Fakolade Olufemi Aremu/ 80

Segregation and Mental Health: Understanding Stigma from Family Perspectives - Carla Reis Abreu-Ellis & Jason Brent Ellis/ 82

Increasing Pre-Service Teachers' Commitment to More Inclusive Classrooms - Laura J Daily/ 84

Remembering What we Know... A Dozen Great Ideas to Support Diverse Learners - Elizabeth M. Dalton & Britt Tatman Ferguson/ 85

Exclusion of Children with Intellectual Disabilities from Regular Classroom: Nigeria Perspective - Tolu Eni-Olorunda Temitayo & Kofowola Adebayo/ 87

Creating an All-Inclusive Classroom in Tanzania: Including The Community in the Process - Swaleha (Sally) Mohamedali/ 88

Supporting Teachers' Journeys Towards Full Inclusion of Students on the Autism Spectrum - Emma Goodall/ 90

How Inclusion Practices Vary Across U.S. Regions - Faith E. Andreasen/ 92

United States Teacher and Administrator Perceptions of Inclusive Practices: A Quantitative Study - Donna Tortu-Rueter/ 93

The Role of a Special Educator: A Comparative Analysis of Policies in Three Countries - Jodi D. Katsafanas/ 94

Inclusive Early Childhood Education in Nigeria: The Journey So Far - Ishola Akindele Salami/ 96

Using Stress Management Techniques to Support Inclusionary Education for Students With Emotional and Behavioral Disorders - James T. Jackson/ 97

Using Computers to Facilitate Learning for Students with Visual Impairments in an Inclusive Nigerian Classroom - Blessing U. Chukuka & Evangeline U. Chukuka/99

Three Steps to Success: Effective Teaching of Expository Text to All Learners - Gail S. Cahill & Barbara L. Govendo/ 100

The Hidden Deficit of Children with Learning Disabilities: Intervening for Social Skills - Kay Hanson/ 102

Special Education Services for Persons with Learning Disabilities in Nigeria - Abiodun T. Adewunmi/ 103

Building an Inclusive Center-Based Emotional Behavioral Disorders Program: Putting Research into Practice - David M. Sudia/ 105

Teachers' Perceptions about the Greek Co-Teaching Model - Dimitris Anastasiou & Tryfon Mavropalias/ 107

The Impact of Education Reform on Special Education Inclusion Policy in Qatar - Brenda B. Lazarus & Asma M. Al Attiyah/ 108

Learner Diversity: A Successful Blended Professional Learning Approach for Quality Inclusion - Hugh Clench & Brian Smyth King/ 110

Effective Management of Learning Facilities to Facilitate Knowledge and Learning in Persons with Special Needs in Oyo State - Theo Ajobiwe, E. O Adeniyi & Olabisi A. O./ 112

The Impact of Special Education Curriculum on Affective Dispositions of Student Teachers in Northern Nigerian Universities - Charity A. Andzayi, Abu E Ozegya & Juliana R. Bodang/ 113

Culturally Responsive Teaching In the 21st Century Inclusion Classroom - Bridgie A Ford, Denis H. Stuart & Shernavaz Vakil/ 116

Their Entry into the Society – Music and Dance a Pathway - Saraswathi Devi Tallapragada/ 117

Inclusion of Students with Intellectual Disabilities in Saudi Arabia - Ghaleb Alnahdi/ 119

Special Educators in Tanzania: Project Results on Acquired Skills to Differentiate Instruction - Laura M. Frey/ 121

Administrators and Teachers' Perception on Predictors of Successful Implementation of Inclusive Education for Students with Learning Disabilities in Oyo State, Nigeria - Kelechi Uchemadu Lazarus/ 123

Inclusion Through Music in a Community College Setting - Sue Carpenter/ 125

The Current Situation of Training for Human Resource in Special Education in Ho Chi Minh City of Vietnam - Le Thi Minh Ha & Vo Thi My Dung/ 126

Autism Awareness of College of Education Students in Turkey - Pinar Yasar & Kathleen A. Cronin/ 128

Learning Through Sun Sand and Surf: A Social Skills Curriculum for Students with Autism Spectrum Disorder - Lauren K. Cavanaugh, Sarah B. Rademacher, Joyce A. Rademacher, Ann Hughes & Grahame Rance/ 130

Bilingual Special Education Services Within A Dual Language Program: Questions and Considerations - Paula Hougan/ 132

The Coaching Partnership: Professors and Middle School Teachers Collaborating in Inclusive and Multicultural Settings - Shelly Meyers, Susan Cydis & Priti D. Haria/ 133

Matching Children's Strengths with Art Curricular Activities for Motivation and Learning - Laurette Olson, Debra Fisher, Bernard Winter & Mary Antony-Arora / 135

Building Bridges From Campus to Community - Clarissa E. Rosas, Roberta Kaufman & Caron A. Westland/ 137

Supporting International Students Through Their Doctoral Journey: Reflections From Faculty and Students - Robin Brewer, Silvia Correa-Torres, Supattra Wongvisate Andrade, Catherine A. Ayantoye & Effat Shugdar/ 138

Special Education Technology Classrooms of The Future: Foundation and Components - Elizabeth M. Dalton & Jack Eder/ 140

Blended Practice For Emergent Literacy Success - Robin A. Wells & Patricia Whitney/ 142

Who Can Read This? Examining The Readability Level of Educational Plans - Kathleen G. Winterman & Clarissa Rosas/ 144

Transitioning Paraeducators to Special Education Teachers: Successes and Challenges - Ritu Chopra/ 145

Using Formal Assessments with Response to Intervention for Students with Learning Disability: Transfer of Knowledge from The United States to Saudi Arabia - Maha Al-Sulaiman & Rashida Banerjee/ 147

Disproportionality in Special Education in Europe: A Comparative Study - Girma Berhanu, Mikael Luciak & Alan Dyson/ 149

PREFACE

The biennial conferences of the International Association of Special Education (IASE) are designed with the intent of bringing special educators, families, and other interested professionals and individuals together to share ideas and experiences, celebrate accomplishments, and of course create and renew friendships. This year the IASE is proudly sponsoring the 13th biennial conference on the theme "*The Bridge from Segregation to Inclusion... A Long Journey.*" Most would agree that it has been a long journey towards the realization of inclusive education for learners with special needs. Most would also agree that that ultimate goal has not been achieved across the globe. Hence, the need to continue exploring and sharing ways through which we can realize this goal. This conference was designed to do that.

It is our hope that these proceedings will be helpful to you in your endeavour to advance the education of learners with disabilities around the world. We have included the contact information for the presenters in case you would be interested in learning more about the presentations.

We thank all the presenters who submitted their abstracts for inclusion in the conference proceedings and all those who contributed to making the conference a success. Finally, we appreciate and honor all of you who are committed to making a difference in the lives of the many children who are challenged by disability around the world.

Morgan Chitiyo
Greg Prater
Lynn Aylward
George Chitiyo
Ann Hughes
Elizabeth Dalton

Summary

The pilot project results demonstrate success at SEKOMU for special education teacher candidates. They demonstrated acquired knowledge on inclusive education and differentiated instructional practices for students who receive special education services. Their education contributes positively to special education services as well as teacher shortages in Tanzania.

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ADMINISTRATORS AND TEACHERS' PERCEPTION ON PREDICTORS OF SUCCESSFUL IMPLEMENTATION OF INCLUSIVE EDUCATION FOR STUDENTS WITH LEARNING DISABILITIES IN OYO STATE, NIGERIA

Kelechi Uchemadu Lazarus, Ph.D

Nigeria took a bold step as a member of the United Nations and the United Nations Educational, Scientific and Cultural Organization (UNESCO) in particular to respond to several inclusive education-related international proclamations, declarations and agreements, such as the Salamanca Statement and its accompanying Framework for Action (UNESCO, 1994) and The United Nations Disability Convention (2005). In fact, the Federal Ministry of Education, Nigeria (2008) stated that Nigeria's concept of inclusive education has been influenced by several global and national normative instruments and frameworks to which she actively subscribes. Thus, in principle it is specified within the broader Universal Basic Education Scheme in The Federal Republic of Nigeria (2004) National Policy on Education that there should be inclusion of all children with disabilities into regular schools. More so, at the various state levels, inclusive education has also been adopted theoretically as a core aspect of the educational policy. For instance, the Lagos State government through the document of the Lagos State Office for Disability Affairs (LASODA) (2012) stated in Section 28 that all children with disabilities should be included in the school system, regardless of any difficulties or differences:

Every person with disability is entitled to free state education up to tertiary level as long as they have been certified by the office. All schools must be run so that they are accessible to persons with disability and they must have specially trained personnel and facilities that can teach persons with disability. In other words there should be no segregation, the schools should be inclusive. The teaching of Braille, Sign Language must be included in the schools' curriculum. (LASODA, 2012, pp3-4)

Despite these legislations, implementation of inclusive education policy in Nigeria has not fully been realized. Presently, not all the thirty-six states in Nigeria have commenced the implementation proper. Hence, the need to undertake a study into perceptions of administrators (such as principals, vice principals, accountants/bursar, and administrative staff) and teachers on factors that predict successful implementation of inclusive education at the secondary school level for students with learning disabilities.

Researchers have identified some salient predictors of successful implementation of inclusive education. According to Hallahan and Kauffman (2006) five essential factors that lead to effective participation of students with disabilities in regular education are (a) teacher competency and attitude (b) collaborative consultation (c) cooperation in teaching (d) utilization of appropriate teaching strategies such as cooperative learning and peer-mediated instruction and (e) accommodation and adaptation. Similarly, Winter and O'Raw (ICEP Europe) (2010) in conjunction with the 2007-2009 NCSE Consultative Forum identified the following keys to successful inclusive education: visionary leadership, teachers support, beliefs and attitudes, teacher training, teachers'

[Back to Table of Contents](#)

needs, teaching assistant, training and expertise, voice of the child that is, those with special educational needs, and accessible and flexible curricula. This study therefore, sought to examine administrators' and teachers' views about factors that contribute to successful implementation of inclusive education for students with learning disabilities in Oyo State, Nigeria.

To elicit information from administrators and teachers, the descriptive survey design of the questionnaire type was used while three hypotheses were formulated and tested in this study. The hypotheses are as follows:

- i. There is no significant difference in the perception of administrators and teachers on teacher training as a predictor of successful implementation of inclusive education for students with learning disabilities.
- ii. There is no significant difference in the perception of administrators and teachers on utilization of effective teaching strategies as a predictor of successful implementation of inclusive education for students with learning disabilities.
- iii. There is no significant difference in the perception of administrators and teachers on collaborative teamwork as a predictor of successful implementation of inclusive education for students with learning disabilities.

The study revealed that administrators and teachers agreed that the three variables namely, teacher training, use of certain teaching strategies and collaborative teamwork are factors that contribute to successful implementation of inclusive education for students with learning disabilities.

The implications of the study border on the need to intensify the training of both regular and special education teachers on the basic elements of inclusive education. The study also has implications for Nigerian government, school administrators and other stakeholders in education. In line with these findings, the following recommendations are suggested:

- For successful implementation of inclusive education, the Nigerian government should embark on professional development in terms of training in-service regular and special education teachers on inclusive education.
- Both regular and special education pre-service teachers should also receive adequate training on inclusive education.
- School administrators should encourage the teachers to employ research-based teaching strategies to teach all students in inclusive education classrooms.
- The usefulness of collaborative teamwork among all teachers, and then among teachers and support staff in the school should be emphasized.

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[Back to Table of Contents](#)