

SPECIAL EDUCATION SERVICES FOR STUDENTS WITH HEARING IMPAIRMENT: IMPLICATIONS FOR SUSTAINABLE DEVELOPMENT IN ENUGU STATE

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ABSTRACT

Special education has remained a valuable and viable means of indiscriminate process of impacting knowledge to every child across the globe disabilities notwithstanding. This has to a greater extent correct, retrieved, restore as well improve the standard of living. The actualization of this will be thwarted without the use of appropriate services. As this service must be offered alongside with the unique needs of children with hearing impairment to ensure that their abilities are extracted from their disabilities to enable them reach their maximum potential. Therefore, it is against this background that this paper discusses the need for education services for students with hearing impairment for sustainable development. Hence, there is every need to axiomatically, revealing the importance of these education services which should be offered to children with hearing impairment as to achieve the basic aim of special education at large which is to equip all children with disabilities not limited to hearing impairment to be a functional, reliable, independent and contributing members of the society at large.

Keywords: Special education, special education services, needs for special education services, students with hearing impairment, sustainable development.

INTRODUCTION

Men were made to be special from the creator. For this reason, it was clearly stated that men were carefully and wonderfully made. Thess as recorded in the holy scripture. Men are very much special as without them, no other creatures were given such attention to be carefully and wonderfully made. At home, the arrival of an individual as a new baby is always announced with so much joy, love, future expectations and immeasurable value. Above all, some of us are more special than others and thus needs attention and special education. Special education is customized educational program designed to meet the unique needs of persons with special needs. Special need persons include but not limited to some categories of visual impairment (blind and the partially sighted), hearing impairment (deaf and partially hearing), physical and health impairment, intellectual disabilities (mild, moderate, severe and profound), emotional and behavioral disorder (hyperactive, hypoactive or socially maladjusted), speech and language impairment. (Federal Republic of Nigeria, 2013 p.65).

According to Encyclopaedia Britannica 2004, Special education is the education of children who differ socially, mentally, or physically from the average to such an extent that they require modification of usually school practices. More so, special education is a form of instruction that is designed to meet the needs of students with disabilities so that they can learn the same skills and information as other children in school. It is education that is designed to meet the individual needs of students whose disabilities are physically, emotionally and or behavioral. (Lesley, 2023). Hallahan and Kauffman 2018 views special education as specially designed instruction which meets the unusual needs of exceptional student special materials,

teaching techniques, equipment and facilities may be required. Additionally, (Benitez and Carugon 2022) states that special education is an act and process by which students with special needs receive education via the process of addressing the differences while teaching them as much as possible in the typical educational environment of their peers.

Apparently, special education is an act and process of educating or inculcating knowledge to children or individuals whose entry characteristics deviate from norm that they need assistance and special services to enable them cope and adapt appropriately to their environment. This category of individual can be functional, self-reliance and independent members of the societies when offered special education services.

Special education services mean specially designed instruction and such related services as are necessary for an exceptional student to benefit from education. Such services may include transportation, diagnostic and evaluation services. Social services, physical services and occupational therapy; speech and language pathology services, job placement, orientation and mobility training, brailists, typists and auditory amplification, services provided by a certified listening and spoken language specialist, rehabilitation counselling, transition services, mental health services guidance and career counselling, specified materials, assistive technology devices, and other specialized equipment and such services as approved by rules of the state board. (<http://www.lawinsider.com/dictionary/special-education-programs-and-services>). Nevertheless, Ugbor 2010 defined special education services as specialized instruction and related services described in an eligible student IEP that are necessary to provide a free appropriate public education to the eligible students. It is education services with specially designed instruction to meet the unique needs of a child with disability including regular classroom instruction.

Therefore, all students with disabilities who requires special education services must have individualized Education Programs (IEPS). The IEP contains information about the child's interest, strength, needs, goals and educational program. It is a legal document that describes how the services will be provided. In view of Alison Academy 2023, education services are services that allow special need students to enjoy the same rights as students without disabilities, setting forth a framework describing that instruction should be provided in a regular classroom, a classroom specially modified to meet the special needs of the students under special conditions. (Individualized education or instruction in small groups in a special need classroom). It is important to note that public schools are obligated to provide special education conditions at no additional cost. Hence services for children with special needs include: Speech-language and audiology services, interpreting services, psychological services, occupational and physical therapy, recreation including therapeutic recreation, early identification and evaluation of disabilities in children.

Basically, in special education every service offered are done based on the unique need of the child. Services for children with intellectual disabilities are not the same with that of children with hearing impairment. Hearing impairment and deafness are not necessarily the same thing. Hearing loss greater than 90 decibels is generally categorized as deafness, but any impediment to hearing – whether temporary, permanent or fluctuating – impacts not only a child's experience in the classroom but their social and emotional development, literacy skills and speech and language abilities.

According to the National Deaf Children's Society, there are over 50,000 children and young people in the UK with hearing impairments, but this does not mean that they all have the same conditions or needs. There are three main types of hearing impairment that you may come across in children:

- Sensorineural deafness (nerve deafness)- Permanent hearing loss in the inner ear is usually caused by the cochlea not working effectively
- Auditory Neuropathy Spectrum Disorder (ANSD)- A problem occurring more deeply within the ear, where sounds are received normally by the cochlea, then become disrupted as they travel to the brain
- Conductive deafness- Usually temporary, sometimes permanent. Sound can't pass effectively through the outer and middle ear to the inner ear. Caused by blockages such as wax or fluid. The latter is known as glue ear — can last for up to three months and is very common in preschool children.

HOW TO SUPPORT A CHILD WITH A HEARING IMPAIRMENT IN SCHOOL

Going through school with a hearing impairment or deafness can be a frustrating, isolating and ultimately unproductive experience for a child without the right support. As a teacher, it can be equally challenging to teach a hearing-impaired child effectively without adequate tools or training. For both, it can sometimes feel like there's an imaginary pane of glass keeping each from communicating effectively with the other. The ideal environment for many hearing-impaired children to learn is one in which they are not singled out as different but instead, benefit from the kind of adjustments which go unnoticed by others but are truly transformative for the child this blog provides the information you need to handle hearing impairments with confidence.

A child whose hearing impairment negatively affects their learning is likely to withdraw further into themselves throughout their education, which has a knock-on effect throughout the rest of their life. The frustration of being unable to express themselves and communicate both inwardly and outwardly is highly damaging and can impact future employment and their relationships with both others and themselves. Every day frustrations in the classroom are not as simple as an absence of individual attention from the teacher. A child with a hearing impairment does not necessarily require constant additional help but rather a mindful and sensitive approach to teaching the whole class – not facing the whiteboard to speak, minimizing background noise and using visual aids as much as possible(<http://www.NHS.uk/condition/hearing-loss/symptoms>).

Subsequently, for a sustainable development of children with hearing impairment to be effectively achieved, there is an alarming call for appropriate implementation of these educational services as it appropriately addresses the unique needs of children with hearing impairment. Hearing support service are provided for students whose hearing loss is such that it impacts their progress within the general education curriculum. According to the Individuals with Disabilities Education Act (IDEA), a hearing impairment is an impairment in hearing — whether permanent or fluctuating — that adversely affects a child's educational performance. A student who is deaf possesses a hearing loss that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification.

Service delivery models include consultative, direct itinerant individual or small group pull out, push-in and classroom-based programs. With intervention of comprehensive educational programming and the use of assistive listening devices, the instructional staff strives to optimize the student's communication skills and overall potential.

Audiology and Assistive Technology

Audiology is the study of hearing. As a body science, it is concerned with the physics of sound, the anatomy and physiology of hearing, the disorders of hearing, and oto-neurological disorders of hearing. As a discipline within the health care industry audiologists evaluate,

diagnose and provide non-medical treatment of hearing disorders. Intermediate Unit 1 has a full-time educational audiologist who provides diagnostic services, consultation, prescriptions for state-of-the-art amplification devices (i.e., hearing aids, FM systems, sound field systems, etc.) and general consultation to constituents within Washington, Greene, and Fayette Counties.

In summary, the responsibilities of the audiologist can be grouped into the following categories:

- Hearing conservation
- Identification of hearing loss
- Assessment of hearing loss and other abilities
- Amplification and other assistive technology
- Educational planning and support
- Direct habilitative and rehabilitative services
- Family support
- Staff training
- Conduct functional listening evaluation
- Complete assessment for Central Auditory Processing Disorders

Audio logical support may be accessed by contacting the program supervisor directly and following the required special education referral procedures for evaluations and the procedures for consideration of assistive technology (Melanie.naylor@iu1.org).

Interpreting Services

Sign language interpreting is the process of facilitating communication between individuals whose native language is spoken English and those whose native language is American Sign Language or another manual communication system (i.e., Signed Exact English, Pidgen Sign Language, etc.). An educational interpreter acts as an intermediary in a communication-related situation so that participants, both deaf and hearing can understand each other.

Full-time educational interpreters are employed by Intermediate Unit 1 to support our students with deafness in the school environment. Interpreting services are requisite to ensure that our students are included in all activities and functions within the educational community. Education interpreters are required to attain a minimum score of a least 3.5 on the Educational Interpreter Performance Assessment (EIPA).

CONCLUSION

According to the American School Counsellor Association (n.d.), counselling services are intended to help all children in the areas of academic achievement, personal/social development and career development. This can include helping children with personal and social concerns such as developing self-knowledge, making effective decisions, learning health choices, and improving responsibility. Counsellors may also help children with future planning related to setting and reaching academic goals, developing a positive attitude toward learning, and recognizing and utilizing academic strengths.

Note that IDEA's list of related services includes other counselling services—parent counselling and training; and rehabilitation counselling (that is, counselling specific to career development and employment preparation). These are defined separately in IDEA and are clearly different from counselling services (which are also not to be confused with

psychological services). The applications of all these discussed will not only stabilize children with hearing impairment but will also encourage every family to extract the ability in the disabilities of every child.

RECOMMENDATIONS

1. Based on the findings of this study, the following recommendations were made; the school administrators should adopt all the most if not all the education services to enhance learning for children with all manner of disabilities not limited to hearing impairment.
2. Educational administrators should ensure that adequately modified infrastructure be made available for schools mostly in inclusive schools to accommodate all disabilities not limited to hearing impairment only.
3. Parents should screen every child at birth and early stage to identify any disability for early intervention and appropriate placement and delivery of right education services.
4. Awareness should be created by school workers to every governmental body on the need for education services for children with hearing impairment
5. Teachers, special educators and every other professional in the field should collaboratively work together to ensure that these education services will promote and equip these children to be an independent and contributing members of the society.

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