

## BOOK REVIEW: TEACHING PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN THE REGULAR UBE CLASSROOM

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**AUTHOR:** T. C.Obani(Ed) (2006). Teaching pupils with special educational needs in the regular UBE classroom. Ibadan-Nigeria: Oluben Printers. ISBN: 978-8088-26-0.

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The text discusses the universality of human rights including the right to education with focus on pupils with special needs in Universal Basic Education (UBE) policy lunched in Nigeria in the late 90s in response to global call to increase access to quality education. It acknowledges the support of other policies like EFA, Inclusion and the potency of education as tools for both personal and national development.

It is organized in 11 chapters, each written by a specialist in different categories of exceptionality. Chapter one discourses on education as agent of change, global transformation, peace and cooperation. This is discuss in line with objectives of UBE,EFA and Inclusive education with professional concerned for children with special needs in Nigeria. The author of the chapter highlights education as right of all children including those with special needs children and emphasized the need for Nigeria to key into the policy in line with aforementioned policies. In chapter two, broader perspectives to special needs education and core terminology are explained to enhance understanding of readers. Different definitions of special needs children and evolution of myriad nomenclature with their psychological implications are thoroughly explained. The writer appreciates and recommend person first model of describing children with different categories of disabilities.

Chapters' three to nine focuses on various exceptionalities which include learning disabilities, visual, hearing, physical impairments, Intellectual disability, behavior disorders and the gifted and talented. In each category, the writer conceptualized the disability, types, etiology, prevalence, prevention, identification strategies; evidence based instructional pedagogies and other unique areas reflecting his/her experience and professional prowess. For

the gifted and talented, the author describes them as the jewels of the society that everyone will desire to have unlike disability. Historical acceptance of this class of special needs children is traced to the ancient city states of Greece. Renzulli and Terman perspective of giftedness is extensively discussed as well as contemporary understanding among specialists. Issues in gifted education in Nigeria, models of identification, educational/administrative strategies that enhance giftedness and talents; the risk of non-recognition and identification of giftedness in any society as articulated by Kirk, Richert, and Kolo is scholarly discussed with particular reference to Nigeria. Stakeholders especially teachers' role in regular schools in the development of talents and giftedness is also presented appropriately.

The last two chapters, ten and eleven deal with organization and administration of regular UBE classrooms for children with special needs as well as guidelines for provision of facilities and services at primary/secondary school levels in Nigeria are explained. Chapter ten presents a general overview and guide on the organization and administration of schools/classrooms with special needs learners with emphasis on curriculum development, programme, planning, adaptation, classroom management, staffing, collaborative teaching, funding among other salient areas. The last chapter provides cardinal information on the necessary facilities and their utilization, and stresses the need for disability friendly school plants. Contemporary supervision techniques and teachers' role in improvisation of instructional resources for quality instructional delivery to compliment government efforts is succinctly discussed.

The book is generally described as a good book and a repair kit for teachers, parents and other professionals in the education sector who are interested in the provision of quality education for children with special needs in UBE, EFA and inclusive education policy framework in Nigeria.

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