



CHAPTER 13

REMEDIAL READING APPROACHES FOR STUDENTS WITH EMOTIONAL BEHAVIOUR DISORDERS (EBD) IN INCLUSIVE CLASSROOM

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Introduction

EBD is an umbrella term which several distinct characteristics such as anxiety disorder, manic depressive disorder and oppositional defiant disorder fall. EBD is characterized by inability to build or maintain satisfactory interpersonal relationship with peers or teachers. Individuals with Disabilities Education Improvement Act (2004) stated that students with EBD are those who are unable to learn for reason which cannot be adequately explained by intellectual, sensory or health factors. Such students exhibit consistent or chronic inappropriate type of behavior or feeling under normal conditions. they display pervasive mood of unhappiness or depression, display tendency to develop physical symptoms, pains or unreasonable fears associated with personal or school problems. Milaham and Zaram (2013) stated that EBD is a demonstration of aggressive behaviour through frequent fights or use of abusive languages on teachers, peers or difficulty developing social skills. In school, teachers sometimes referred to them as emotionally disturbed, mad learners, socially maladjusted, deviants, psychologically impaired and delinquent. For example, if anyone goes to a funeral parlor and begins to smile at everybody, his smiling behavior becomes unacceptable.

Students with emotional behavioural disorders are those who chronically and markedly respond to their environment in socially unacceptable and or personally unsatisfying ways. Milaham and Zaram (2013) expressed that students with EBD are those who often exhibit inability to learn which cannot be explained by intellectual, sensory or health factors. These students show signs of inability to build or maintain satisfactory interpersonal relationships with peers and teachers. They exhibit inappropriate behaviours of feelings under normal circumstances. Individuals with Disabilities Education Improvement Act (2004) stated that EBD students always show pervasive mood of unhappiness or depression and have tendency to develop physical symptoms or fears associated with personal or school problems. Epstein, Nelson, Trout and Mooney (2005) also noted that the students have reading delays which ranges from one to two years behind their expected reading levels. Academic deficiencies and associated behavioral difficulties are strong predictors of EBD students. EBD does not only affect students' successes in



school, but also results in delays in securing and retaining employment (Falk & Wehby, 2005). In this paper, the writer discusses the concept of EBD, characteristics of students with EBD, reading characteristics of students with EBD, challenges face by students with EBD in class, reading interventions for students with EBD.

Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning. In other words, the readers bring their background experiences as well as emotions into reading process in order to understand what is being read. Remedial readers have low levels reading ability, limited vocabulary and less internalized strategic of reading skills. These students in most cases read below their grade level. They often need help to learn to read and understand information from texts. In remedial reading programme, the reading teacher works only with pupils who have severe reading problem which referred to them by the regular classroom teachers.

Remedial reading intervention is a specialized reading instruction that is adjusted to the needs of the students who did not performed satisfactorily with regular reading instruction. Milaham (2018) stated that remedial reading intervention is an intensive, specialized reading instruction for students reading considerably below expectancy. It is a developmental reading instruction set differently for an individual or a selected group of individuals who have been taught to read but due to certain characteristics failed. Remedial reading is a highly individualized instruction that takes place in a special classroom setting. It is a supplementary instruction to the regular classroom reading instruction. McGrath (2005) expressed that most students with EBD qualified for remedial instruction because of their frequent exhibition of antisocial behaviours, disruptive behaviours and low self-esteem. Remedial reading is considered when the students have been taught in a regular classroom but could performed alongside the other students.

Inclusive classroom is a classroom that addresses and responds to the diversity of needs of all learners through creating participation in learning, culture, communities and reducing exclusion within and from education (UNESCO, 2018). In an inclusive classroom, changes and modifications are made in the content, approaches, structures and strategies of the school curriculum to provide Education for All (EFA) including students with disabilities. Vatsa (2001) stated that inclusive classroom is a means of creating a barrier-free and student-focused learning environment for all students irrespective of disabilities. Inclusive classroom is not a marginal issue, but central to the achievement of high quality education for all learners and the development of an inclusive society. The aim of having students in inclusive classroom is to help them develop friendships, relationships and mutual respect for one another in the school. Inclusive classroom gives opportunities to students with disabilities to learn together with non-special needs in an environment where diversity is the norm rather than the exception.

In addition, in inclusive classroom, appropriate support to ensure that all students irrespective of conditions receive same education in a non-segregated facilities and settings, whether formal or informal are taken care of. Convention on



the Rights of Persons with Disabilities (2007) stated that in inclusive classroom, all effort is directed towards the development of the students' personality, behavioural, talents, mental, physical and social abilities to the fullest potentials. This is done to prepare the students for responsible social life in a free society, spirit of understanding and tolerance. In this paper, the writers discuss remedial reading approaches for use with students with EBD, characteristics of students with EBD, reading characteristics of students with EBD, causes of EBD among students in school and implication of using remedial reading approaches on students with EBD

Remedial Reading Approaches for Use with Students with EBD

Remedial reading approaches that are helpful for students with EBD to learn the basic skills of reading, writing, spelling and comprehension. These approaches according to Milaham (2018) help to stimulate students' metacognition, attention, behavioural, social, self-esteem and improves their organizational skills. In remedial reading approaches, the relationship between the teacher and students is developmental with each stage as preparation for the next. These approaches include;

Literary Awareness Programme (LAP)

This is a language activity which involves having an adult read interesting stories to the students every day. To use LAP to teach students with EBD to read, the following steps must be followed;

Step 1; Select books which the students will enjoy and have interest in them.

Step 2; Teacher reads the book himself to be familiar with words pronunciation or unfamiliar stories before reading it to the students. This helps the teacher to know areas that need to be stressed or dramatized.

Step 3; Locate a comfortable corner in the classroom or elsewhere within the school compound where the students can gather to hear the story read. This could be under a tree within the school compound if whether is conducive or if the school has a mat, the students can sit on it in a semi-circular form to enable each of them to see the picture of the story being read.

Reading the Story

Step 1: Do not read too fast. Adjust the reading pace to the story and to students. The teacher uses voice for dramatic emphasis just as he would, if he is to tell the story instead of reading it.

Step 2: Be responsive to the students' reactions. If the students appear bored because the book is not interested or appropriate for their age, discontinue it.

Step 3: Motivate the pupils to actively participate in the reading session, for example, repeating phrases, making comments, asking questions, predicting outcomes etc.

Step 4: Encourage the students to draw pictures of their favourite stories and label them. Help them to dramatize the stories and write summary of their best stories.



News on the Board (NOB)

This is another approach to remedial instruction that can be used with students with EBD. It involves asking students to share their news or experiences in the class and the teacher writes it for them on the board and he reads with them. Milaham and Milaham (2020) expressed that instructions using NOB is an excellent way to let students see that writing is speech written down. According to him, to teach students to read using NOB, the following steps must be considered:

Step 1: Teacher writes his news on the board as sample for the students to see.

Step 2: Three or four students are asked to give their News each day as the teacher write it on board for every student to see.

Step 3: Each student's name is attributed to his/her story.

Step 4: Teacher reads each word of the students as he writes it. Then reads the entire sentence for the students and with them pointing to each word

Step 5: Students are asked to copy the News in their exercise books. They can also be asked to add one or two sentences of their own or even draw picture of it.

Language Experience Approach (LEA)

LEA is a method of instruction where students are taught to read using their own dictated stories. Each student's dictated word is written down by the teacher. Milaham and Milaham (2020) stated that it is a reading method that uses the language and personal experiences of the students to create reading materials (written texts) for their reading instructions. The basic things about LEA is that students who can think, talk and listen can learn to read written or printed words more easily because the words are part of their everyday, familiar language and are describing their own personal experiences

Teacher can plan excursion with the students to a nearby kiosk, zoo, Wildlife Park or use pictures on wall calendar, traditional dances, football matches to enable them generate the story. The students are engaged in during these activities with the teachers before they can individually narrate or write their stories. The following steps are used to generate the experience story

Step 1: teacher writes the individual student's story as he dictates it.

Step 2; Teacher says the words out loud as he writes it.

Step 3: teacher directs the students to watch and listen as he writes it. This helps them to know that prints represent their ideas.

Step 4: Teacher uses the students' language to record their stories.

Step 5: the writing must be printed very neatly with adequate spacing between words.

Step 6: After recording the pupils' stories, read the entire story to the students.

Step 7: Ask the students to read the story with the teacher. Also ask students individually to stand up and read the story, pointing to each word one by one. They can be asked to illustrate their stories too.



Characteristics of Students with EBD

For a behavior to be referred to as emotionally disturbed, the student must exhibit it over a long period of time and to a degree that adversely affects the student's educational performance, social relation and psychological stability before they are referred as behaviour problem. Kauffman (2009) expressed that behavioural, social and academic deficit of students with EBD greatly impaired their social skills which leads to strained relationships with teachers and peers. McGrath (2005) stated that the most common behaviours exhibited by students in school which teachers found difficult to manage in the class are antisocial behaviour, disruptive behaviour and low self-esteem.

Antisocial Behaviour: Antisocial behaviour according to Kaufman (2009) is associated with students who exhibit EBD. This characteristic is one of the most serious disabilities in the EBD category. Antisocial behaviours include hostility and aggression towards others, willingness to commit rule infractions, deviance of adult authority and violation of social norms of the society. In the classroom, Walker, Colvin and Ramsey (2005) noted that students with antisocial behaviours show disregard for rules or policies. They challenge adults who are in positions of authority; bully and engage peers in verbal and physical aggression.

Disruptive Behaviour: This behaviour is often exhibited by students in classroom setting. Salmon (2006) stated that students with EBD often engage in impulsive and uncontrollable behaviours. They frequently fall off-task and consistently defy classroom rules. A study by Gunter, Coutinho and Cade (2002) found that due to frequency of the problematic behaviour, teachers often become frustrated with EBD students and spend less time engaging them in instructions and more time addressing their inappropriate behaviours. This reduction in instructions according to Salmon (2006) also reduces social interaction and academic performance of the students. EBD students often exhibit deficiencies in their academic functioning, particularly in the area of reading and calculation. These students spend less time attending to lessons and complying with group directives. They display higher rates of aggression, out-of-seat and noise making behaviours. They have higher rates of negative integration with teachers and peers. These high rates of behaviour problems according to Sutherland, Louis-Palmer, Stichter and Morgan (2008) are the root causes of their poor performances in academics where reading is the foundation for success.

Low Self-esteem: Reading is a basic developmental skill that allows students to access all subsequent learning. Students' success or failure to master reading skill occurs in classroom settings. Failure to acquire this vital skill according to Arseneau (2011) often results in development of emotional problems, difficulty with peer relations and low self-confidence. Students with EBD who exhibit reading difficulty and over lapse of disruptive behaviours are most likely to lack self-confidence necessary for effective participation in classroom activities or discussions.



Reading Characteristics of Students with EBD

Students with emotional behavior disorder often exhibit immature behavior despite their ages. They frequently withdraw from school or play truancy, have few friends, lack social skills necessary for meaningful interpersonal relationship with peers, teachers or other care providers. Shaywitz (2004) stated that these students sometimes resist routine change, exhibit inappropriate attachment to objects; always avoid eyes contact with people, sustained odd play, exhibit unsatisfactory intra-personal relationship and pervasive unhappiness or depression. The result, according to Milaham (2018) is that they found reading not only difficult, but intimidating and a frustrating task. Similarly, Harris, Oakes, Lane and Rutherford (2009) identified some signs of poor reading frequency exhibited the students with EBD to include; poor phonological processing, poor attention, behavior, rapid naming, low cognitive ability, poor English proficiency and low socio-economic status. These signs are the most predictive reading difficulties among EBD students which can result in behaviour problems in students, because the two conditions always co-exist.

Reading difficulties are associated with conduct disorder and delinquent behaviours. Payne, Marks and Bogan (2007) stated that students with emotional or behavioral problems often face serious challenges learning to read. They often demonstrate signs of under achievement in reading, face with complex pattern of risk factors such as; attention problems, low socio-economic status and limited language proficiency. Furthermore, Land (2004) expressed that students with behavioral problems are among the most at-risk populations in reading and reading comprehension. EBD is mostly found among male than female students due to high rate of intake of stimulants, anti-depressants and anti-anxiety drugs by boys. Reading disability among students with EBD includes, affective disorders, anxiety disorders, schizophrenia, attention and adjustment disturbances. National Association of School Psychologists (2004) stated that students with EBD are prone to resist reading than any other student. This problem according to Falk and Wehby (2005) contributes to high rates of drop-out from schools, absenteeism or failure in their academics as compared with students who have other types of disabilities.

Causes of EBD among Students in School

There are several causes of behavior problems exhibited by students in school such as: **Students Poor Participation:** when students are not actively engaged in activities of the school, they are not likely to exhibit appropriate behaviours needed for successes in the school. These students are not always actively involved in motor or oral activities to bring their internal self out for teachers to understand. Participation according to Lembke (2006) includes active response or opportunity to respond to given task. This is vital to academic achievement of students including those with EBD who can be distracted, belligerent, uninterested, depressed or quiet and removed from activities of the school. Students with EBD are the most vulnerable populations for school



dropouts. This group of students is found to have the highest dropout rate among students with disabilities. Reschly and Christenson (2006) had reported that 65.1% of students with EBD withdraw or drop out of schools yearly due to poor reading skill. Poor participation here means inability to engage in classroom and school's activities due to poor behavior and psychological problem. This makes the students not to feel a sense of belonging to the learning community. Participation in school activities encompasses four levels of engagement namely; attending school regularly, participating in class activities, responding to teachers' directives and involving in decision making in the school.

Academic Failure: Both students and teachers have negative attitudes when students fail academically. Lerner and Johns (2009) expressed that when students with EBD experience repeated failures in reading, they often show low levels of school or task participation and display low motivation in learning. Kuffman (2009) noted that students with EBD develop slow academically and consistently perform lower on achievement measures. This leads to difficult and unpleasant learning experiences. When these learning difficulties are combined with social, emotional and behavioural problems, the risk of school disengagement, failure and dropping out is greatly increased. Academic frustration, teasing, bullying, gangs, segregation with anti-social peers, harsh discipline, suspension, expulsion, dropouts, teachers bias on students are all causes of behavior problems.

Poor teacher-students' relationship in class: This is one of the causes of EBD among students in schools. Students with EBD often relate poorly with teachers. Their social, withdrawal (lack of communication) and poor performance in academics are seen as the most difficult to manage in the classroom by teachers.

Classroom Environment: The class or schools' environment that is designed for optimal learning may contribute to students' refusal to behave well. Poor sitting arrangements, extreme temperature or high noise level are all distracting elements in class that hinder learning and invariably cause behavior problems.

Lack of Self Confidence: Fear of failure occurs when students feel they cannot possibly live up to expectations. They resulted into misbehaviors as way to avoid participating in activities that may lead to failure.

Implication of using Remedial Reading Approaches on Students with EBD

The wide range of emotional behavioral disorders exhibited by students in schools makes it difficult to have a specific instructional strategy that is consider effective for use with EBD students. However, The National Reading Panel (NRP) (2000) identified the following as the most important instructional strategies that could be used for students with EBD; phonemic awareness, vocabulary, phonics, fluency and comprehension. These strategies help to consider the students' current reading ability and oppositional behaviour prior to beginning the instructional strategy.

Phonemic Awareness: Phonemic Awareness is the ability to notice, identify and manipulate the smallest units of sound that make up a word. Acquisition of



phonemic awareness according Shaywitz (2004) motivates students to focus on and manipulate phonemes in spoken syllables and words. For example, the students hear and understand that the word “car” has three sounds or phonemes /k/ /a/ /r/. Similarly, the NRP (2000) stated that acquisition of phonemic awareness and letter recognition skills are the best predictors of students’ ability to read.

Vocabulary: Vocabulary are words readers need to know in order to communicate with others. The NRP (2000) identifies four categories of vocabularies teachers can use to help students learn to read. These are; listening, speaking, reading and writing. Each of these contributes to reading skills of students such as acquisition of sight word recognition and comprehension skills. Acquisition of enough vocabulary makes the students to read with ease. Their word knowledge through direct and indirect instructions, repetition, learning in rich context are enhanced.

Phonics: This involves matching sounds of spoken English with individual letters or group of letters. For example, the sound /k/ can be spelled as c, k or ch. Acquisition of phonics skills is a good foundation for readings. Phonetic skills help students to blend sounds of letters together and decode unfamiliar or unknown words by sounding them out. Students are learned about and use different sounds and letters combinations to decode words. Shaywitz (2004) stated that phonics helps students to construct precise neural replica of a word, it helps them combine ways the word sounds and how words are spelt. Collins and Collins (2004) expressed that phonics acquisition helps readers to understand and use the alphabetic principle, which states the systematic relationship between graphemes and phonemes. Systematic phonics instructions introduce students to the simplest, most consistent and most frequent letter-sound pairings and then progresses to cover more complex ones. To teach phonics, the teacher moves from the smallest parts to the whole. This helps students to learn individual letter and its sound and builds or recombines them into syllables and words. For example, “participle” and “particle” are to be read by syllables such as, par-ti-ci-ple and par-ticle. The use of syllables helps students not to confuse similar but different words.

Fluency: Fluency in reading means rapid, accurate and expressive reading of text which increases as the need to decode words increases. Acquisition of fluency skills helps students to acquire more sight words. Readers are able to focus attention on comprehension to become successful in what they read. Collins and Collins (2004) stated that the ability to read rapidly frees up space in the readers’ memory which they use to understand what is being read. Two main types of fluency skills that are found to improve the reading fluency of students with EBD are repeated reading and guided oral reading (Cuhn & Stahl, 2003).

Repeated reading enables the students re-read a passage independently until they reach a set criterion level. Cuhn and Stahl, (2003) expressed that in repeated reading, the students are helped to read with fluency speed and accuracy, while in guided oral reading, they are provided with a model of what fluency reading sounds like. They are made to learn unfamiliar words rather than sounding the words out. Students are helped to read a typed version of the story or made see



how words can be grouped into meaningful passages. Guided reading instruction is an effective instructional strategy for improving expressive reading skill of students with EBD.

Comprehension: Comprehension is the final goal of reading instructions. Collins and Collins (2004) expressed that it is the ability to construct meaning reasonably and accurately by connecting what has been read to what the reader already knows and are thinking about. Two most common comprehension instructional strategies that help students with EBD learn to read are; questions and summarization. Students are asked questions at the different levels of comprehension and encouraged to actively bring out the main ideas in the passage and to relate it with their prior knowledge and experiences.

Peer Mediated Instructions: Peer mediated instructions such as peer tutoring and cooperative learning are strategies of reading practice which allows students to simultaneously build social skills from them (Coleman & Vaughn, 2000). One peer mediated instructional strategy is Peer Assisted Learning Strategy (PALS). Fushs and Burish (2000) stated that the use of PALS helps to engage the students and teachers in critical thinking, reading fluently, comprehension, summarizing, predicting and paraphrasing. It enables the teacher to pair students with similar abilities and with another that is somewhat more advanced reading than the other to work together to improve their academic skills. Lembke (2006) also stated that PALS which consists of direct instruction, repeated reading and reciprocal teaching enables all students with and without disabilities to actively participate in the class activity. Peer mediated instructions helps teachers to not only focus on academic outcomes of the students, but also on their social behaviours. Teachers know the strategies to use to address the reading deficiencies, to prevent, minimize or stop the occurrences of EBD among students in school.

Direct Instructions: This is an instructional strategy that has proven highly effective for teaching reading to students with EBD. Nichols (2000) noted that direct instructions helps students to interact within themselves and teachers. It helps teachers model, reinforce and give on-the-spot feedback to students. Active learning is central in direct instructions and is a major component of behavioural modification model. This is because to learn, students must not sit and passively to take in knowledge, they must be actively encouraged to in the teaching and learning process through verbal and none responses. Direct instructions enable students solve problem by themselves, enables teachers to scaffold and review of previously taught concepts with the students. Payne, Marks and Bogan (2007) are of the opinion that direct instruction allows students to be actively engaged in the lesson in order to build knowledge, skills and disposition that are related to the performance standard being taught.

Progress Monitoring: This is an instructional strategy that can be used to determine if a particular reading instruction is working for a particular student or not. Progress monitoring helps to accelerates students' learning through delivery of appropriate instructions. It leads students to have informed decisions, facilitates



efficient communication with teachers and other professionals. It also helps teachers to document students' progress in school for parents and other professionals to know. Nichols (2000) expressed that progress monitoring helps teachers to better organize and target instructional techniques that can facilitate students' achievement. Teachers use it to assess academic performances, social and behavior characteristics of the students in their classrooms.

Conclusion:

Students with EBD experience difficulty in school academically. Such students often exhibit an inability to learn which cannot be explained by intellectual, sensory or health factors. They show signs of inability to maintain satisfactory interpersonal relationships with peers and teachers. These students are often "at-risk" for academic works in the school where acquisition of literacy skills are major factors for success. The most important approaches that most teachers use are; LAP, LEA, NOB, while instructional strategies for use with students with EBD to enhance their reading abilities are; phonemic awareness, vocabulary, phonics, fluency and comprehension. These instructional strategies help students draw the attention of the students, particularly students with disruptive and antisocial behaviours succeed in school

Suggestion

It is highly recommended that teachers teaching in the inclusive classroom should have variety of positive behavioural and remedial reading intervention strategies while working with students with EBD. They should be flexible in using such strategies when teaching reading to students with EBD.

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