

CHAPTER TWENTY SEVEN

COUNSELLING AND OTHER SUPPORT SERVICES FOR LEARNERS WITH SPECIAL NEEDS IN INCLUSIVE SCHOOLS IN NIGERIA

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Introduction

The term 'Special Educational Needs' (SEN) was proposed by the Warnock Report (Department of Education and Science, DES, 1978) in an attempt to raise social acceptance of individuals with disabilities, as well as to re-conceptualize special education in Britain (Adams, Swain and Clark, 2000). Prior to this term, statutory categories had been used, which also included terminology such as 'disabled'. It characterizes provisions made for people who have learning disabilities (L/D), developmental disability, and intellectual disabilities (I/D). Other categorizations include; autism, cerebral palsy, down syndrome, dyslexia, dyscalculia, dyspraxia, dysgraphia, blindness, deafness, ADHD, and cystic fibrosis. The inclusiveness for learners with special needs is a much underestimated issue of discussion and implementation in our society as has been well sidelined. A society where even the people perceived to be able compete tooth and nail with themselves for survival, how much more those with special needs. The backlash and disdain they receive for being the way they are has pushed so many of these learners to coil in their shells and refuse to participate in their immediate world and environment.

Counseling and other support services bring into light the facts that if given opportunities as others do, children and learners with special needs have the inherent potentials to soar and lead fulfilling lives, and theretofore contribute to societal, cultural, and economic life of their communities. Inclusion goes beyond 'integration'. The latter connotes that children with disabilities are to be brought into a pre-existing framework of prevailing norms and standards. In the context of education, for example, integration might be attempted simply by admitting children with disabilities to 'regular' schools. This would fall short of inclusion, which is possible only when schools are designed and administered so that all children can experience quality learning and recreation together. In inclusion, the children or learners are not only mainstreamed as the word 'integration' implies, the learners are included in the passive and active programs of the school system. It means that Nigerian schools must be renewed or re-modified to welcome the peculiarities of the special learners. From the quality of instructors to the very learning environment. For example it would require providing learners with

Braille, sign language and adapted or customized curricula that allow them equal opportunity to learn and interact.

Supports services entail strategies or situations intentionally arranged to aid learners with specials to arrive at learning at a moderate pace and effective comprehension. At the heart of these differing forms and degrees of exclusion, however, lies the shared experience of being defined and judged by what one lacks rather than by what one has. Children with disabilities are often regarded as inferior, and this exposes them to increased vulnerability: Discrimination based on disability has manifested itself in marginalization from resources and decision-making, and even in infanticide. According to the World health Organization (WHO), Inclusion for children with special needs must be viewed from the Health aspects which involves; promotion, prevention, medical care, rehabilitation, and assistive devices. Inclusion from the education perspective involves; early childhood education, primary, secondary and higher education, non-formal education and lifelong learning. Inclusion from the livelihood perspective involves; skills development, self-employment, wage employment, financial services, and social protection. Inclusion from the social perspective includes; personal assistance, relationships, marriage and family, culture and arts, recreation, leisure and sports, justice. Inclusions from the empowerment perspective includes; advocacy and communication, community mobilization, political participation, self-help groups, recreation, leisure and sports. And these are the means by which the counseling and supportive services can be rendered to learners with special needs.

Inclusive school system is created when ordinary schools become more inclusive, in other words, if they become better at educating all children in the communities. Inclusive school is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range, complexities and a conviction that that it is the responsibility of the regular system to educate all children. Inclusive school is designed to recognize and address the learner's cognitive, emotional, social and creative development. (Nurul Fitria 2017)

Inclusive education entails providing meaningful learning opportunities to all students within the regular school system. Ideally, it allows children with and without disabilities to attend the same age-appropriate classes at the local school, with additional, individually tailored support as needed. It requires that the counseling and supportive services provided must match the uniqueness of the special needs learners and not just be a generic service. It requires physical accommodation - ramps instead of stairs and doorways wide enough for wheelchair users, for example - as well as a new, child-centered curriculum that includes representations of the full spectrum of people found in society (not just

persons with disabilities) and reflects the needs of all children. In an inclusive school, students are taught in small classes in which they collaborate and support one another rather than compete. Children with disabilities are not segregated in the classroom, at lunchtime or on the playground. This inclusion agenda also makes adequate provisions to educate the other learners who do not have special needs to be able to accommodate their counterparts with special needs.

UNICEF has defined persons with special needs as those with a measure of disability either predominantly medical, with a focus on specific physical or mental impairments. The International Classification of Functioning, Disability and Health (ICF), developed by the World Health Organization in its classification regards disability in two main ways: as a matter of the body's structure and functions, and in terms of the person's activity and participation. Disability, as defined by the ICF, is an ordinary part of human existence. ICF's definition effectively mainstreams disability, shifting the focus from cause to effect and acknowledging that every person can experience some degree of disability. The ICF definition also recognizes that functioning and disability occur in context, and therefore it is meaningful to assess not only bodily but also societal and environmental factors. Prior to the advance of knowledge and research studies in this guise, children with special learning needs have lived with a high dose of exclusion from the common life, common society, common amenities, and common social services. The society is not constructed to give them a place of active participation as everything available is already being contested over by the others, and so it seems that if it were possible, the society and even families would deny the special needs learners of breath. In Nigeria, in principle, all children have the same right to education but in practice, children with disabilities are disproportionately denied this right. The imbalance is so glaring that the disabled are left to roam the streets begging or cramped up at home by parents who feel they do not want to get disgraced or embarrassed by their disabled children.

The thesis statement of this discussion will be; (a) counseling services for learners with special needs (b) Other support services for learners with special needs (c) Benefits of Counseling and other support services to the lives of learners with special needs (d) Challenges that may impede successful implementation of these services

Discussion of Counseling Services and Other Support Services for Learners with Special Needs

Counseling and support Services that promote the inclusion of special learners in schools in Nigeria, are so numerous that it takes just more than the usual to bring about, and the importance of counseling and support services for this category of people cannot be overemphasized with issues ranging from; abuse and violence, inability to function as quick as required, societal indifference, rate of learning progress, community disparities, slow early childhood development, slow execution of universal human rights, denied and restricted opportunities, gender

profiling(as girls with special needs are less likely to get an education, receive vocational training or find employment than their male counterparts, families segregation in terms of interactions and participation in activities, impatient teachers, unqualified teachers with specializations on handling learners with special needs, traditional biases that confronts the disabled (such as seen during the era of the Sparta where disabled children were left on a certain mountain to die of abandonment and exposure).

Counseling services towards learners with special needs

The professional zeitgeist of this subject matter cannot be reached without a typical and rational conclusion of the object being reached. Special learners come in special shape, varieties, complexities, and uniqueness that require unique approach for the services to serve them well. Myriad of additional factors nowadays mitigate against the proficiency of counselors in learning situation, such that need to be ruthlessly tackled for the enabling of learners with special needs include; lack of specificity of school counselor's roles, goals and job descriptions. Too many administrative routine assignments and too high counselor-student ratio that does not allow school counselors to use their special skills (Gysbers, 1990). If children with disabilities should have equal access to counselors, the guidance curriculum, counseling resources, and all other direct and indirect services, much work must be done to readdress the objectives of counselors.

Then secondly, an in-depth study to unearth most of the peculiar challenges faced by this class of learners must be underscored. Children with disabilities will experience some of the following problems throughout their school age years. For some subjugation to a multitude of obstacles and hindrances such as non-acceptance and non-persona grata approach, discrimination and segregation, stereotypically thinking and such likes. In some cases, because of these perceived limitations they bear, this children experience more than their fair share of life's challenges, frustration and difficulty in the bid to face the issues that are encountered with normal daily living. It is not uncommon for children with disabilities to experience chronic hopelessness as a result of anxiety and depression. Sometimes they have access and performance problems in schools, which could or could not be related to the disability. Also, they show delayed development of self-concept that can influence one's sense of self-worth, and viewing one's self as dumb, damaged, weak, and vulnerable. Upon knowledge of these, the counselor structures a counselor-counselee forum that is embellished with primary and secondary tools to tackle the students emotional, mental, physical, career, social, and all needs. And because counseling services are basically and primary instructional, there must be a shift from reactive approach to proactive approach. Ipso facto, the school counselor must design and apply as it tallies with learners with special needs special tools such as:

- providing school counseling curriculum lessons, individual and/or group counseling to students with special needs within the scope of the provisions as

enshrined in the constitution. • providing short-term, goal-focused counseling in instances where it is appropriate strategically

- encouraging family involvement in the educational process.
- Initiating consultations and collaborating with staff and families to understand the special needs of a student and understanding the adaptations and modifications needed to assist the student
- advocating for students with special needs in the school and in the community
- contributing to the school's multidisciplinary team within the scope and practice of the

comprehensive school counseling program to identify students who may need to be assessed to

determine special education eligibility

- collaborating with other related student support professionals (e.g., school psychologists, physical therapists, occupational therapists, special education staff, speech and language pathologists) in the delivery of services

Counseling professionals historically have had limited contact with this population for a variety of reasons. Some counselors lack confidence and training to serve these groups. Some are uncomfortable around people with disabilities. Others have incorrect information about or prejudices toward those with exceptional needs (Tucker, Shepard, & Hurst, 1986) A counselor's, biases, fears, repulsiveness to abnormalities and personal reservations must be precluded to enhance effectiveness and efficiency of the services.

A patterned consultation process consisted of problem identification (PI), problem analysis (PA), treatment implementation (TI), treatment monitoring (TM) and treatment (plan) evaluation (TE), made operational by four structured interviews (Wilkinson, 2005). Acceptance and Commitment Therapy (ACT): ACT focuses on helping individuals develop psychological flexibility and acceptance while committing to making positive changes in their lives the challenges notwithstanding. Some of the therapies applied by a counselor to learners with special needs are highlighted as:

- Narrative Therapy: This approach focuses on exploring and reshaping the student's personal narrative, emphasizing their strengths and resilience. The counselor helps the student reframe their experiences and challenges, empowering them to see themselves as capable individuals with unique stories. Such stories help the learners see difference and respond uniquely.

- Cognitive-Behavioral Therapy (CBT): CBT can be adapted to address the cognitive and emotional challenges experienced by students with disabilities. It helps identify and change negative thought patterns, develop coping skills, and improve problem-solving abilities.

- Play Therapy: Play therapy is especially effective with younger students or those with developmental disabilities. It uses various play techniques to facilitate self-expression, communication, and emotional regulation. Remember, every special

learner is unique, and it's important for the counselor to tailor their approach based on the student's individual needs and preferences.

Others include: Solution-Focused Therapy, Family Therapy, Person-Centered Therapy, Solution-Focused brief Therapy.

Other Support Services for Learners with Special Needs

1. Sports and recreational services for learners with special needs

Kinesiology is a study that looks into provision of physical and health education in the academic and society front, in view of this, learners with special needs have a spot in the sport industry to both vitalize, tone and improve their physique as well as their mental health. Thus, facility and equipment cannot be trivialized, because the fast growing rates of Paralympics has greatly proven that those living with special needs can do just as much as their contemporary. Similarly, participation in physical activities helps to promote a positive view of disability. Sport, in particular, has helped overcome many societal prejudices. Physical activity can be a powerful means of promoting respect – it is inspirational to see a child surmount the physical and psychological barriers to participation, including lack of encouragement and support or limited adaptive equipment. In one study, physically active children with disabilities were rated as more competent than their non-disabled counterparts. However, care must be taken not to create an artificial atmosphere in which children with disabilities who demonstrate physical heroism are deemed worthy and those who do not are made to feel inferior.

Sport has also been helpful in campaigns to reduce stigma. Athletes with disabilities are often among the most recognized representatives of people with disabilities, and many use such platforms as the Paralympics and Special Olympics to campaign and to become role models for children with physical or intellectual impairments. Certain study conducted by the UNICEF show that access to sport and recreation is not only of direct benefit to children with disabilities but also helps to raise their standing in the community as they are seen to participate alongside other children in activities valued by society. Encouraging children with disabilities to take part in sport and recreation in company with all their peers is more than a matter of changing attitudes. Recreation is a solid service package that must be administered to learners with special needs. They need re-creative environment to saddle their minds away from what may seem like their limitations and help them break into certain new possibility, through physical activity physical fitness is attained, life expectancy is improved, soundness of mind is achieved, socialization is reached.

In the social stratification sports has been seen as one of those activators that raise people up the ladder of social stratification, people who involve in sports and exercises are considered more social than their sedentary counterparts, thus this can add unquantifiable values to learners with special needs. A special learner may not know how good they are until they engage in some recreational plays. With the

advent of this they are able to ward-off pressure, stress, and all forms of external vices that attempts to reduce their self-value. According to the WHO guidelines, it is important for people with special needs to do challenging but manageable strength and balance-focused activities on average of 3 times per week, it is also important for them to engage in 120 to 180 minutes of mostly aerobic physical activity each week, at a moderate-to-vigorous intensity.

2. Inclusive health services for learners with special needs

The subject of health cannot be overemphasized on any subject and no type of person needs more health attention than the other, therefore learners with special needs as much health attention as any other type of learner. The prevalence of immunization is a long lost health service. As paramount as it is, immunization is a component of global efforts to reduce childhood illness and death. They are among the most successful and cost-effective of all public health interventions, with the strong potential to reduce the burden of morbidity and mortality, particularly for children under five years of age. For this reason, immunization has been a cornerstone of national and international health initiatives. More children than ever before are being reached. One consequence has been that the incidence of polio – which can lead to permanent muscle paralysis. While immunization is an important means of pre-empting diseases that lead to disabilities, it is no less important for a child who already has a disability to be immunized. Unfortunately, many children with disabilities are still not benefiting from increased immunization coverage, though they are at the same risk of childhood diseases as all children. Concerted efforts must be provided within the learning environment to cater for immunization administration as a means of inoculating children with special needs from more intense vulnerabilities.

3. Psychological counseling and Educational assistants for learners with special needs.

The proliferation of children with special needs provokes the rise for disability activists, social workers who will stand front face with the society to defend the fast fading rights of the special learners. This in fact is the first warfront defense line in fighting the war against exclusion of special needs learners and ensuring inclusions. It is the duty of the counselor to provide mental energy to the learner with special need that facing life's difficulties is a war everyone must wage. It is no special war for special needs people. It just the societal stigmatization that makes it look gray. With a counselor on ground, learners with special needs have their hopes activated. The counselor must be trained to provide adjustable counseling services to the learners with special needs as they grow and evolve. Meaning, these counseling services must be designed to suit the differences and changes within the special education circle.

The educational assistants should be able to remove the feeling of isolation from the learner, break self-criticism, introduce to the learner convergent vs. divergent thinking, educate them on moral and social issues, improve their self-concept, and curb their emotional problems. The world is a social enterprise;

learners with special needs must be given the chance via counseling to take their place as full and not complimentary member of the society and as an equal member of the society. These assistants must be well knowledgeable in the things of special needs and must have gained some level of trust, reliance and confidence from both the learners and the parents. This goes a long way in helping the learners open up squarely to them. Psychological support is one of the foremost services learners with special needs require for complete inclusiveness in education. The absence of it creates a lot of depression, disappointments, mental strain and low self-esteem amongst learners.

4. **Skill acquisition, Resource and training centers for learners with special needs**

It is normal and natural for people living with disabilities not to want to put themselves in spots where their disabilities will be on the spotlight. Conjoined with the pains of gaining skills, special learners also experience the occasions where their personal abilities and strength are put on the trial: how fast he or she can learn the skill, how well, and how prone he or she is to beating the competitiveness out there. The society makes all these count and at such skill acquisition and vocational enterprise seems to be a no go area for the learners with special needs. That notwithstanding, with the provision of a psychological coach, a special learner is driven to see life and his or her peculiarity from the grim of a gift rather than a weak point. Resource centers that are lavished with variety of service complexes to meet to the needs of special learners must be provided within and outside the school learning environment. Books, audio and video programs related to stories of how they can journey to becoming useful in life.

5. **Social Protection services For Learners with special needs**

The bane of abuse and violence has not left the disabled in its claws. In fact the knowing that people with special needs seem to be limited in one area or the other makes the predators find it easy to prey off on the Special needs people. Social protection for children with disabilities and their families is especially important because these families often face a higher cost of living and lost opportunities to earn income. Discrimination against and exclusion of children with disabilities renders them disproportionately vulnerable to violence, neglect and abuse. The legal cost to maintain the rights of learners with special needs is high, but the need for this service is profound and paramount. Because of the aforementioned cases of violation of their rights, when legal justice is served to the advocacy of the legal units that will serve as a deterrent to the public not to use disabled people as a toy or doormat. The social protection helps to give the learners a covering both within the education center and outside. With the appropriate social protection agencies, rights and physical security of this learners is preserved and their vulnerabilities also.

6. **Humanitarian inclusions For Learners with special needs**

As relevant as humanitarian services count in supporting the government to provide a more inclusive atmosphere for learners with special needs, it must be

stated that these learners must not be treated or reduced to simple recipients of charity or some economic burden. Nigeria is a densely populated nation, and her economic resources are rather getting low to meeting her rising needs, the role of non-governmental organizations cannot be left aloof, the government must stay away from monopolizing the care for special needs education and allow support from the humanitarian services. This will go a long way to cushion the effects that come with giving proper care to special education. In view of this, the gaps should be closed between the humanitarian servants and the families, schools and children in need of this support. Humanitarian support services if well channeled can provide a bunch of relief to the learners.

7. Social support services, family and Public social responsibility For Learners with special needs

For, Jensen et al., (2014) social support services reduces depression for both genders of people across disability diagnoses and all ages, and posited that they sometimes subject themselves to a state of oblivion by way of social participation.

This type of service cannot be overlooked, as no matter whatever the government or other multi-sector NGOs do, will not avail until the society joins in. same as the involvement of families. The families happen to be the first point of contact for this set of learners even before they make contact with the society or the school environment. The policies guiding the education and protection of the rights of special needs learners should be modified to state that parents of these learners must also have special counseling sessions with the counselors, therapists, and psychologist that the disabled child visits. This is to bring balance to the inclusion process. If the school does its entire role and the parents at home are antagonistic, the special needs learners will not make any significant progress and the goal of other supportive services in bringing about inclusive education will be aborted. On the other hand, it is also the supportive role of the society to curb the height of discrimination casted on learners with special needs. This is society involvement. As the society changes its views on this set of people it will help hasten mainstreaming and inclusion of learners with special need.

8. Unique School environment and infrastructure Adaptation for Learners with special needs.

Education is the gateway to full participation in society. Most times the society uses the other type of learners to gauge the standards for the children with special needs. The aim for inclusion, counseling and supporting services will be defeated if the learners with special needs are not studied and treated with the peculiarities they come with. Just merely using the normal standards will only provide a steep setback. Schools for learners with special needs must be built in an inclusive way. It must have the construct of an embrace that spurs every nerve in the learner to want to learn. The unique school environment is affixed with a system for behavior management, alternate and re-modified curriculum, anger or stress management, provision of special education teacher for resource or withdrawal support, attendance monitoring, re-modification of teaching and learning

strategies, toileting and feeding, volunteer staff, and social integration subjects. The infrastructure for learning must be constructed in an adaptive manner. The staircases must be support sensitive, the toilets , the walkways around the education centers must be easy to navigate, must be easily accessible, the play or recreation grounds must be injury-free, the services they cannot use on their own must have helpers or assistants standby to always provide support for the special needs learners.

9. Designing a peculiar adapted curricula for learners with special needs

Nigerian society like every other society is a complex mix, a cross-section of different class of people, the disabled inclusive. In view of this, it is impossible to reach out to everybody in the same way. Schools and colleges needs be designed with curriculum that befits the child with special needs. This is what inclusion entails. It is not just to make the learner feel belong it is to make the learner have equal right to whatever is at stake in the learning environment, without in any way feeling limited, unable, or intimidated.

10. Inclusive media for Learners with special needs

According to UNICEF, media also have a key part to play. When children’s literature includes children and adults with disabilities, it sends out positive messages that they are members of families and neighborhoods. It is important for members of all groups, and especially those that may be discriminated against on the grounds of race, gender, ethnicity or disability, to be included in stories and textbooks for children – not necessarily as the main protagonists but simply to note their presence and participation. Books, film and media portrayal play an important role in teaching children about social norms. Just as the portrayal of girl characters in mainstream children’s media carries implicit notions of gender hierarchy and traditional expectations of gender, so the routine absence, misrepresentation or stereotyping of people with disabilities creates and reinforces social prejudices and leads to the underestimation of the roles and place of people with disabilities in society

11. Direct and specific budgeting for Learners with special needs

For effective all-inclusiveness in education, the government can apply the tool of disability specific budgeting. Provide financial services that cater directly, mainly and specifically for the children and learners with special needs. For instance, a government that has committed to ensuring that all children receive free, high-quality education would include specific goals regarding children with disabilities from the outset and take care to allocate a sufficient portion of the available resources to covering such things as training teachers, making infrastructure and curricula accessible, and procuring and fitting assistive devices. This approach allows for inclusion of free education, free health care, rehabilitation services, habilitation (training and treatment to carry out the activities of daily living), recreation, cultural and spiritual development be set into play.

12. Providing Fifth Generation supportive technology For Learners with special needs

Depending on the type of disability, a child may need any of a number of assistive devices and services. According to the World Health Organization, however, in many low income countries only 5–15 per cent of the people who need assistive technology are able to obtain it. major reasons for this include costs, which can be especially prohibitive in the case of children, who need their assistive devices replaced or adjusted from time to time as they grow. Children are often less likely than adults to access assistive equipment. These assistive technology has been categorized by the international organization for standardization as: Mobility (Walking stick, crutch, walking frame, manual and powered wheelchair, tricycle, Artificial leg or hand, caliper, hand splint, club foot brace, Corner chair, special seat, standing frame, Adapted cutlery and cooking utensils, dressing stick, shower seat, toilet seat, toilet frame, feeding robot), vision(Eyeglasses, magnifier, magnifying software for computer, White cane, GPS-based navigation device, Braille systems for reading and writing, screen reader for computer, talking book player, audio recorder and player, Braille chess, balls that emit sound) hearing(Headphone, hearing aid, amplified telephone, hearing loop) communication(Communication cards with texts, communication board with letters, symbols or pictures, electronic communication device with recorded or synthetic speech) and cognition (Task lists, picture schedule and calendar, picture-based instructions, timer, manual or automatic reminder, smart phone with adapted task lists, schedules, calendars and audio recorder, adapted toys and games).

The economic duress and financial weight tolls in Nigeria has made it difficult for children with special needs to be able to have access to this assistive technology that can make learning, and living in general inclusively easy and possible. But if the importance is weighed alongside the cost, the government may just discover that it would pay to provide this technology to the learners with special needs. This goes a long way to make reading and learning easier than normal. It supports education for special learners greatly.

13. Inclusive and parallel justice for learners with special needs.

A governments responsibility to protect the rights of all children under its jurisdiction extends equally to children with disabilities who are in contact with the law – whether as victims, witnesses, suspects or convicts. Specific measures can help: Children with disabilities can be interviewed in appropriate languages, whether spoken or signed. Law enforcement officers, social workers, lawyers, judges and other relevant professionals can be trained to work with children who have disabilities. Legal actions should be put in place to provide their rights as well as implement and checkmate any violations to their rights.

14. Therapeutic consultations and care centers for learners with special needs

Physiotherapy and kinesiology has well advanced to provide adequate therapeutic services for people with special needs. They have a way of not only servicing the muscle and mental duress of these learners but also providing them

with profitable counseling and motivation to serve as therapy for their emotions. Learners with special needs in this age require the intermittent services of physical therapists to keep their body sound so as to enable a sound mind. The therapeutic sessions help to repair their body for those who have body disabilities. It offers them soothing massages, slight and controlled exercise sessions, verbal counseling and overall therapy. Learners may be easily stressed by little academic work and need time out to spend with a therapist.

Benefits of Counseling and Other Support Services to Learners with Special Needs

1. Counseling provides mental and emotional therapy to remedy the internal struggles and challenges these learners constantly face. With the help of a professional counselor, learners with special needs can communicate their doubts, fears and confidences, thus obtaining proper counsel and guidance to navigate through studies and life in general.
2. The provisions made by physical education and exercise classes goes a long way to prepare the physique as well as the anatomy and physiology of learners with special needs to reduce their limitations in a very competitive world. Physical fitness programs if incorporated into their schools can help rediscover who they are and brand themselves far above their seeming limitations.
3. Technological facilities make learning smoother and hitch free as it allows ease of movement around the school premises, easy access to learning materials, learner friendly environment, as well as reduced occasions for falls and every sort of school accidents.
4. Social support helps to reduce psychological stress, enhance the quality of life and help them to achieve social inclusion. This is because social support deprivations increases the risks of depressive syndrome, social exclusion even within learning environment and at large, maladaptive behaviours and seclusions mortality. Based on existing literatures, learners with special needs, with enough social support have a great chance for social inclusion which further increases life satisfaction whereas, lack of social support is the dawn of social exclusion which intensifies the gravity of the disability.

Challenges in Successful Implementation of Services

According to Lang et al., (2019) people with disabilities who do not enjoy inclusive education are less likely to be employed and receive adequate health care and are more likely to become infected with diseases, experience abuses and undue influences on their major life's decisions.

1. **Weak educational policies.** : it is a common known factor that the constitution does not have good enough policies that suit the education and living condition of people living with disabilities. The government must

- strengthen the policies towards this ends so that profitable projects can be approved and implemented.
2. **Economic situation:** mismanagement of public funds not lack of it, is the major economic crises of Nigeria and most developing nations. This menace has impeded growth of the education sphere with the larger effect on the learners with special needs. It is no longer strange that in advanced nations the sector of education eats the fattest share of the fiscal budget each year; this is in pursuance of a delivery of top notch and global-standard education. But in Nigeria, the reverse seems to be the case as education is seldom left to suffer.
 3. **Incongruence between learners and instructors:** there is a massive gap between the number of specialized teachers and counselors for learners with special needs, such that only the regular teachers with little or zero experience on how to teach these set of learners are available. With this imbalance ratio, inclusiveness will not be effective even if all the other support services and facilities are provided. The government and other certified bodies should institute the training of teachers, counselors and managers to balance the deficit between the rising population of special needs learners and those of the teachers. By providing a more realistic ration, much progress can be attained in implementing the inclusive education and inclusive schools.
 4. **Stigmatization:** most times the stigma suffered b some of these learners impede the efforts made by the provisions of inclusive schools, inclusive society and inclusive education. By and large nothing comes out of these efforts because the learners with special needs find it difficult to belong or blend with the study environment where other types of learners are. Here again comes the role of the counselors who must help the learners come out of their shells and become what they should be by allowing the system and provisions to have it full positive course in them.
 5. **Gross ignorance:** although there is relatively enough literatures addressing these issues, the society as well as the government concerned no so little about inclusion and provision of support services for learners with special needs, and as a result little attention and budget is released towards the direction of the leaners. No special intervention programs towards these ends because of lack of proper knowledge about the people living with disabilities and the danger of limiting their access to an all-inclusive education through an all-inclusive school.
 6. **Poor structural modification:** most times inclusive education is implemented haphazardly, in the sense that there is much of paper work, eye work than structural work. For inclusive schools and education to be implemented, new structures or modified structures must be raised, the structure must suit the peculiarities and inconveniences of all the special learners. As captured in the support service of fifth generation assistive

technology, the arrangements and setting of the school must be very intentional such that all special learners find it user friendly.

Conclusion

This paper reaches an inarguable conclusion that counseling services are paramount in arriving at an all-inclusive education for learners with special needs. It also provides sustainable impacts and ideals that would be benefitted if other basic but requisite support services are provided for children with special needs. Studies have shown that gains in functional capacity can be largest when interventions occur early in a child's development. When barriers are removed earlier in life, the compounding effect of the multiple barriers faced by children with disabilities is lessened. As children advance through their early years, their ability to function can be enhanced through rehabilitation. Improvements in ability will have greater impact if school systems are willing and able to accept them and meet their educational needs. Moreover, acquiring an education would be more meaningful if there were also inclusive school-to-work transition programs and economy-wide efforts to promote the employment of people with disabilities. Secondly is the implementation and execution of social policies to favor the arm of special needs education.

Implications

From various profound it could be implied without any form of resentments that counselors and the service they provide are consequential in creating a different narrative for learners with special needs, and this backed up with the numerous support services can make arrival at effective education for special education effective. From this study it has been demystified the efficiency of counseling services and other support services in providing quality an inclusive education for learners with special needs in Nigeria. The findings provide both positive and negative implications if the aforementioned provisions are not engrafted in the education services provided for the learners with special needs.

Suggestions

A coordinated program of early intervention across the health, education and welfare sectors would help to promote the early identification and management of childhood disabilities. Across all sectors, early childhood interventions should be strengthened, by early diagnosis and remediation. Also, there have been so much about designing of policies and little or nothing is done about implementation of these policies. Favorable policies that check and control the abuse of the rights of learners with special needs as well as policies that supervise implementation of policies to the grassroot level.

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