INCLUSIVE TEACHING MODEL: A LEEWAY TO SPECIAL NEEDS STUDENTS' COMMUNICATION DEVELOPMENT IN SCHOOLS

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Abstract
This paper focuses on inclusive teaching model: a leeway to special needs students' communication development in schools. The presenters identified education as a special tool for human development. To achieve UNESCO and UNO's education for all, this paper centres on educating all students in the mainstream of regular schools, irrespective of the learners' nature. It identify special needs students has learners with both positive and negative capabilities across the education subject areas, while the normal students are the ones without any negative capabilities in education subject areas. The paper sees communication development has process of improving usage of language skills for the effective communication. It discusses inclusive teaching model has preparing, planning, instructing and using the relevant instructional materials to suit the educational needs of all learners. It identifies the following rationale for inclusive: unification of learners, discouraging alienation education, reduction of educational cost, and social condemnation etc. Also, the personnel for inclusive are: teachers, psychologist, neurologist, ophthalmologists/optometrists, audiologist, physiotherapists, etc. The paper recommended the clinical teaching technique of using assessment, planning, implementation, and evaluation with modification skills in instructing learner via inclusive teaching model.
Keywords: Inclusive teaching, Special needs students, Communication development

Introduction
Education is a special tool for human development. The society of human beings is made up of both able and special needs people. With this, every citizen deserved a better education in order to be part of its society without alienation. The inclusive notion was brought up in order to achieve the idea of education for all, of United Nations and UNESCO. There were conferences both in Jomtein-Thailand in 1990 and in Salamanca-Spain in 1994 by United Nations and UNESCO, respectively (Stainback & Forecast, 1989), which centred on educating all students in the mainstream of regular education, irrespectively of their nature. The tool of achieving education is a good and effective communication of education context. Both teachers and students must be equipped with the mechanism of communication according to education demands. The adequate usage of language skills – listening, speaking, reading and writing, for both productive and receptive communication, makes education a worthy programme. The teachers' ability to package education context according to students' educational needs is an educational productive communication, while the students' ability to acquire education context presented by the teacher is an educational receptive communication.

Special needs students are learners with both positive and negative capabilities across the education subject areas. In line with Obani, (2006) learners that experience or manifest difficulties or problems in acquiring educational context compare to other students in regular schools are referred to as special needs students. These students need special consideration but not pampering while exposing them to training or learning of skills. Communication development is a process of improving the usage of language skills for the effective communication (oral, verbal and non-verbal techniques) for expressing and receiving information. In this paper, information is referred to as education context. Communication is the transmitting of thought, sharing or imparting information, linking people with good idea, expressing attitude or feeling and exchange messages within a network (Sesan, 2009). In line with Sannie (2001),

communication components are intra and inter personal, while the intra personal is within communication and the inter personal is between communication.

Inclusive teaching model is preparing, planning, instructing and using the relevant instructional materials to suit the educational needs of all categories of learners within and outside the classroom (Skogen & Holmberg, 2002). To achieve this, there is need for both teachers' collaboration and students' collaboration for flexibility and adaptation of instruction and materials. Schools are locations where teaching and learning take place with (out) discrimination. Buli-Holmberg & Skogen, (2008) identified schools has either regular or special for the effective education purposes.

- Regular schools are the one with a main focus of learner either for able students or special needs candidates.
- Inclusive schools are the one combined children with diversified and special needs. This type of school accommodates all learners irrespective of their natures. E. g Durbar Grammar school, Oyo and Methodist Grammar School Bodija, Ibadan

Rationale for Inclusive Teaching Models
Since education is the tool for social change, there is need to eradicate segregation education but inclusive one. To achieve cultural and moral growth, social skills and self-sufficiency, reduction of social crises, value appreciation, welfare for all and self-reliance education, etc. the following are the reasons for inclusive teaching model:

- All children are unique with their strengths and weakness system. This will bring children together to appreciate each other. With this, no child is a waste. So, inclusive will provide education for them at ones without the duplication.
- To encompasses heterogeneous groups with varied services. This will reduce cost in educating learners
- Giving instructional programme that compensate their disabilities to value their qualities and make them feel relevant. This will assist all learners to feel equal and live happily with others
- To promote constitutional human rights of all. This will reduce social stigmatization.
- To ends social segregation and condemnation. This easy the teachers' burden by working with other relevant professions
- To make education a collaborative profession. This will give room for other relevant professions' contribution to the education.

Personnel for Inclusive Teaching Model
Teaching profession is a collaborating career that accommodates other relevant professions, for the adequate achievement of education programme. Teaching of the learners is not the primer of academic but identification, preparation, planning, administration, evaluation and aiming at executing the making of change in the lives of learners. With this, Obani, (2006) Rundel, (2006) and Azanor, Isola & Ajobiewe, (2015) identified the following professionals as co-workers for the inclusive teaching: Psychologist: for the assessment of the child's psychological status for his/her educational pursuit by equipping the teacher with all information that will assist his educational work on the learners. Neurologist: for giving teacher information about the child's medical development and functions of central nervous system that will aid learners' effective learning. Ophathamologists: for helping teacher to aware of the child's sight quality for the effective receiving of graphic educational context. Optometrists: for assisting the teacher through the provision of alternative for sighting during learning by offering reading or correcting glasses based on ophtamologist's recommendation.

Audiologist: for equipping teachers with the information about learners' hearing quality for the effective audio communication in learning and teaching. This professional could offer hearing aids for the weak learners via hearing. Physiotherapists and physiologist: feeding teachers with all information about physical challenged learners' abilities for the effective teaching/learning for inclusive model. Social

workers: for linking the teachers with information concerning learners background that will aid teaching/learning at schools. Co-staff: for adequate cooperation with (out) disrupting the teachers' job either in the class or outside, like other academic and non-academic staff.

Teaching Technique for the Inclusive Model
Since the concept of teaching based on the effective series of interrelated activities engaged in, by the instructors to bring about changes in learners (Isola, 2008), teaching techniques for inclusive must incorporate all categories of learners without alienation. Though, Oluokun, (2008) grouped teaching methods into three broads:
a. Degree of teacher/learners' centre method — lecture, storytelling and demonstration etc.)
b. Degree of individual or group — Individualized or group instructional technique like Socratic, tutorial and computer assisted instruction method, etc. and group instructional method like lecture, discussion, folklore, storytelling, etc.
c. Degree of length of existence — Conventional/traditional method like lecture, storytelling, project, demonstration, etc. and Innovative/modern methods like programmed instruction, Computer Assisted Instruction, etc. This paper share opinion with the innovative/modern method of teaching which encourage clinical teaching that incorporate programmed instruction has identified by Azanor, Isola and Ajobiewe (2015).

The teaching technique for inclusive model is clinical teaching/instruction which is flexible, continual, systematic and procedural that determined not by the teacher alone but materials (both human and non-human) been used. Clinical teaching makes use of the three (03) identified methods by Oluokun in Isola (2008) but with the innovation according to the system dictate. So, clinical teacher is the one that combined teaching activities with clinical commitment and ready to work with other related professions for the individual learners' needs. This is a learner's centre method that Oladele, (2014) in Azanor, Isola & Ajobiewe (2015) called 'child watcher'.

The following are the procedure for using clinical teaching for inclusive model:
- **Assessment:** The education stakeholders need to assess the human and non-human needed, available and relevant for learners' education along their needs. This has to do with collaboration effort of all by, appreciating the human and non-human materials available before the educational programme.
- **Planning:** The stakeholders need to plan the education programme along the available relevant materials without assumption but reality. Planning must be along the available means not projection.
- **Implementation:** This is a reality stage, where the assessment and planning will be put to use. Teaching is not an abstract career but usage of available (human and non-human) resources along the set objectives. Teacher must aware of learner's background information, available materials, education objective and societal needs, etc. before the engagement in teaching of learners. This is a stage where teacher put in, his experience along the available resources to influence change in learners' life.
- **Evaluation:** This is the assessment of materials, learners' abilities in education and teachers' roles along the achievement of educational goals. The positive or negative academic performance of both teachers and learners determines by the effective management of assessment, planning and implementation that will lead to the next stage of action, i.e. modification.
- **Modification:** This is a stage where both teacher and learner identified with either progression or retrogression. If the earlier four stages – Assessment, planning, implementation and evaluation achieved the set educational objective, the programme will move to the next stage, but the inability to achieve the set objectives, the programme will restart all over with modification. The effective expressive and receptive educational communications do determine education success.

Roles of Communication Development in Inclusive Teaching Model
Communication development is the adequate training of young ones on how to use language skills - listening, speaking, reading and writing to acquire, share and maintain good relationship in the society via intra and inter communication (Sannie, 2001, Sesan, 2009; Ibitoye, 2011). Since the inclusive teaching model promotes non-alienation education, all concerned with learners' education, need to see the effective communication has the main tool to achieve educational goals. The federal government of Nigeria encourages code mixing and code switching in achieving the educational goals (FGN, 2014) to foster unity in diversity. Therefore, communication development in inclusive teaching model will serve the following roles:

- to improve learning of heterogeneous class because learners learning easily within the group of different natures.
- to bring about positive peer influence of learning because the considered weak one will gear up via class/education challenges.
- to encourage self-realization because the special needs students in the midst of normal learners will re-identify his/her potentials.
- to discourage the erroneous notion that the special needs students are weak in learning, because the grouping of special needs students with normal one will rediscover the facts about them.
- easy access to educational materials. Since, the educational materials producers are to producing for inclusive, they will incorporates all necessary information in materials.
- to encourage parents to support education of their special needs children, because parents seeing their children with normal children in and outside the class, working, playing and doing things together, such parents will feel fulfilled.
- reduction in the educational cost because it discourage separate education programme but unified one.

Strategies for Communication Development in Inclusive Teaching Model
Since communication in this paper referred to educational context, the inclusive teaching model stakeholders need to appreciate or value programme situation by considering the available (human and non-human) materials, language background of both instructors and learners, Nation's language policies, nature of learners' environment, educational objectives and timing etc. There is need to develop both intra and inter communication skills of learners via oral, written and non-verbal or body language communication. The four language skills – listening, speaking, reading and writing which are divided into oracy and literacy communication, that formed the expressive and receptive means of sharing, managing and recording information deserves adequate development before a good educational objective can be achieved. According to Ohiaeri, 2006 and Azanor, Isola & Ajobiewe, 2015, total communication is the best means of developing learners' communication by using a combination of speech, signs, pad and pencils, gestures and symbols etc. in line with the message involved.

The classroom arrangement should be in line with laboratory or theatre forms that all learners will be able to observe clearly without any distortions. With this, 'U' shape seating arrangement (Tuingstedt, 1995 in Azanor, Isola & Ajobiewe, 2015) or raised podium for instructors to aid learners' vision on messages receiving is recommended. Every learner will be allowed to interact with instructor, materials and responding during the instruction. Teacher needs to move around, observe and responding to learners' need at convenience. The timing arrangement of instruction needs adequate consideration since it's inclusive teaching model. Since educational attention span of normal and special needs learners are incomparable, the timing of instruction should be moderate without been too short or long. Instruction for inclusive teaching need the co-teaching, depending on the types of special needs students in the class. If the hearing impaired students were in the class, there is need for the interpreter. The visually impaired students need braille experts to co-teaching with the main tutor. The instructor need clinical teaching method of assessing, identify the needs and teach accordingly without imposing but friendly instructing learners.

There is need to evaluate learners' academic performance based on instruction not on their nature. The evaluator of inclusive teaching model should be objective and not emotional. The results of assessment should be used for the educational development not exploitation. Parental involvement in the education programme via inclusive teaching model is important. The school or teacher need to encourage parents' visitation to school for their children academic observation. Such action can lead to self-conviction about their wards performance. There is need to encourage co-sponsorship of education. The public or private can assist the school by donating to encourage inclusive teaching model. For instance, materials can be donated, lend and lease depending on their capacity to the need of inclusive. Therefore, inclusive teaching model is a flexible ways of instructing learners according to their needs, environment, educational objectives, Nation's demands and affordability.

It identify the following strategies for communication development in inclusive teaching model in schools: improvement of both expressive and receptive communication skills via total communication method, 'U' shape seating classroom arrangement for easy access to information, moderate instruction timing, co-teaching styles, proper evaluation, etc. The paper round off by considering inclusive teaching model has art of dishing out educational information to all, irrespective of learners' nature under the same classroom and recommend that government should monitor educational programme to identify the differences between policy statement, implementation and reality, class arrangement should encourage good interaction with instructor, materials and instructions, adequate development of both expressive and receptive communication of learners and teachers, parental involvement in education of their children and co-teaching by encourage other professions in the education of students, etc.

Conclusion
Inclusive teaching model is art of dishing out educational information to all, irrespective of learners' nature under the same condition but honoring their needs. This is a special teaching that allows the collaboration of other relevant professions for   the development of educational needs of all. This teaching model encourages modern method of discouraging alienation in education. The positive educative communication that is adequately used is the only tool for modern day's education development. This era of computer assisted instruction do encourage co-mixing of learning whether special needs or normal children.

Suggestions
Therefore, these studies hereby recommend that:
- The education stakeholders should implement United Nations and UNESCO's idea of education for all via the inclusive education
- Encourage adequate usage of language skills listening, speaking, reading and writing through both intra and inter communication at home and schools
- Discourage alienation education where normal and special needs will not be together in the same schools
- Promotes collaboration in education by allowing relevant professions to work with schools in the education for all
- Encourage education materials producers to inculcate inclusive ideas in their production to take care of all
- Education needs to be assessed, planed, implemented, evaluated and modified along the available resources not on assumptions.
- Teachers should be encouraged via in service training along the inclusive teaching model.

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