

Library as an Impetus to the Development of Academic Needs of the Exceptional Students / Special Learners

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Abstract

The paper attempted to capture a bird's eye view of what constitutes serving exceptional students or special learners in our Nigerian school library media centres. It identified the categories of exceptional students who are equally referred to as embodiments of less privileged students, though they are special learners but are exceptionally gifted with learning disabilities. The paper while highlighting the features of the exceptional students also highlighted the challenges before the school library media centres, in serving the exceptional students and curriculum planners, organizers, the implication of the government, organization, parents. The paper posits that if the questions raised in serving exceptional students are consciously adhered to therein, otherwise, the school library media centres cannot be said to be serving these group of people. However, educational development is sine qua non for all round development of a nation. Hence, no nation can afford to neglect the educational development of the less favoured, physically challenged and or exceptional students.

Keywords: exceptional students, Nigerian school library media, curriculum planners, educational development

Introduction

Education is the greatest force that can be used to bring about changes. It is also the greatest investment that a nation can embark upon for quick, balanced development in its economic, political, sociological and human resources. No nation can be regarded as developed without massive investment in the educational sector. United States of America, for instance aims at making sure that no child irrespective of the diversity is left behind. This is in line with the sociological school of thought that the school, which is the centre of educational enterprise and as a creation of the society, is meant to serve as a means of helping the society to deal with its problems. To this end, products of the school are required to acquire appropriate skills; values, attitude and knowledge that would enable them to meet the expectations of the society. Education should be for all no matter which side of divide a child should belong.

School media resource centres are part of the school facilities that purposely support learning behaviour of students. Presently, with the integration of technology in education, these libraries are called school media centres. The librarians serving students in these exceptional schools are the thrust of this paper. This paper shall concern itself with who are the exceptional students in media centres; media course what are the challenges before Nigerian school library media centre specialists; the implication on the government, the educationist, curricular planners, parents, and the society proffer some suggestions and recommendation.

Definition of Concept

The concept of exceptional students has been variously referred to as physically challenged students, less favoured students/children, special needs students/children, gifted children, twice-exceptional students and special students. This can mean any child who requires special instruction or related services to take full advantage of or to respond to educational programmers and opportunities because of a physical, mental, emotional, social or learning exceptionality, as determined by a multi-disciplinary team, which includes psychology, education, and or physical evaluation results provided by specialist qualified under Board of Educational rules. Exceptional students with disabilities include students with mental retardation, hearing impairments, visual impairments (including blindness), emotional disturbance, orthopaedic impairments, autism, traumatic brain injury and other health impairments, or specific hearing disabilities.

From the above working definitions, three categories of exceptional students are identified by Nielsen, *et al.* (1999 and 2002): (i) Students that have high learning ability gifted/ usually associated with high Intelligence Quotient (IQ) (ii) Students having learning disabilities, and not necessarily intelligent and (iii) Students with high learning abilities and disabilities.

A group of the twice-exceptional students is those who have been identified as gifted yet exhibit difficulties in school and are often under-achievers. Another group of twice exceptional abilities have not been identified as having learning disabilities, but whose exceptional abilities have not been recognized or addressed. The last group are those who are sitting in general classroom and are considered unqualified for services provided for students who are gifted or have learning disabilities. (Broody and Mills (1997 and Rizza and Morrison (2007).

Features of Exceptional Students

The under listed issues are some of the various features of exceptional students:

High Exceptional Learning Behaviour

- (i) A student whose abilities, talents, and potentials for accomplishment are so exceptional or developmentally advanced that required special provisions to meet their academic (educational needs) and
- (ii) They are capable of high performance, exceptional production, exceptional learning behavior by virtue of any or a combination of these areas of giftedness:
 - (a) General or specific intellectual ability (b) Specific academic aptitude (c) Creative or productive thinking (d) Leadership abilities and (e) Visual arts, performing arts, musical or psychomotor abilities.

Autism is a developmental disability significantly affecting verbal and non-verbal communication and social interaction. Features under these are: (i) engaging in repetitive activities and stereotyped movement, and (ii) Unusual response to sensory experience

Deaf Blindness: means concomitant hearing and visual impairments, the combination of which causes severe complication.

Deafness: a hearing impairment so severe that a child is impaired in processing linguistic information through hearing with or without amplification that adversely affect a child's educational performance.

Emotional disturbances: (i) An inability to learn that cannot be explained by intellectual, sensory, or health factors (ii) An inability to build or maintain satisfactory interpersonal relationship with peers and teachers (iii) A general pervasive mood of unhappiness or depression (iv) A tendency to develop physical symptoms fears associated with personal fear or school problems.

Hearing impairment: An impairment in hearing whether permanent or fluctuating, that adversely affect a child's educational performance but it is not included under the definition of "deafness".

Mental Disabilities/Disorders: This is also referred to as mental illnesses or psychiatric disorders or disabilities are behavioural or mental pattern that causes significant distresses or impairment of personal functioning. It is defined by a combination of how people behave, feel, perceives, or thinks.

Multiple Disabilities: Also refer to concomitant impairments such as mental retardation blindness, mental retardation- orthopedic impairment, etc. The combination of which causes such severe educational needs that they cannot be accommodated in special education programmes solely for one of the impairments.

Orthopedic impairment: These are impairment caused by a congenital anomaly, impairments caused by diseases (e.g., poliomyelitis, bone tuberculosis) and impairments from other causes (e.g. cerebral palsy, amputations, and fractures of bones that cause contraction.

Other health impairment: Those students having limited strength, vitality, or alertness including a heightened alertness to environmental stimuli, which results in limited alertness with respect to the educational environment.

Specific Learning Disability: (i) Psychological disorder, and (ii) Inability to speak well, understand or use language spoken or written.

Selection of Instructional Media

Exceptional students have unique styles and needs. There is a need therefore to match the unique characteristics of various instructional media with the unique needs of special learners. The following guidelines will be useful for selection of media for special learners:

a) Media should be related to the content of the curriculum and the objective stated out for the special learners. The available media do not determine what is to be taught but the contents of the curriculum should. Cognitive, affective and psychomotor objectives require different media. Films enhance acquisition of affective skills, and auditory media facilitate auditory skills, while psychomotor objectives are best achieved with manipulative.

b) The media selected should be commensurate with the grade or maturity level of learner. Most of the time, vocabulary determines level of intellectual ability of a learner. Some media can be with a wide range of students, if the vocabulary is varied. If vocabulary used in a selected or modified media are below or above that of the special learner, the media specialist can use his own narration. For the MR, what is selected should be familiar and not storage. Print media vocabulary should be within the level of learners. A book that uses repetition or refrain in its stories will be most helpful (Harris, 1986). Media selected for ED should be minimally frustrating for them. Books selected should provide non-threatening situations. For example, book that are open-ended and contain unresolved situation are not the kind of books that are needed for them (Harris, 1986).

c) Accuracy of information is very essential. Date of production should be checked to be sure that the messages contained in them are not outdated. If a MR should be taught an idea, it may take much effort and long time before it can be erased from his mind. Gifted learner will ridicule the teacher for not being up-to-date.

d) Main ideas should stand out and be clear to learner. For example, visuals should not be overcrowded with information. A drawing of an insect for a MR should not contain all the information as it would for students in advanced courses. Maps should not be overcrowded. It would be confusing to MR or ED learner if a single map (e.g., of Nigeria) contains on it the political, physical, agriculture, and vegetation features.

e) The media should be attractive or be of high quality. Good photography, graphics and sound (as the case may be) will enhance the quality of media. Visuals need to be bold and colourful to motivate MR learner. Audio recording with much noise may destabilize an ED learner.

If appropriate instructional media are nowhere to be selected, media specialists should try to develop new ones or modify existing ones to meet the immediate needs of the special learners (Fakomogbon, 2000).

Serving the Exceptional Students in the School Media Centre

Globally, school media centre besides providing assistant to student in locating materials, helping teachers create curriculum and obtain classroom instruction matters, conducting classes to teach students how to utilize the library resources, organizing and providing assistance for many types of material, such as books, magazines, audiotapes, DVDs, slide presentations, film strips, and educational software, are equally tasked while serving exceptional students to determine the best approach that will best serve such students.

The Nigerian Experience

In Nigeria, education for special need children/students was not considered as important investment until quite recently. In fact, the missionaries established the first school for special need children/students

(excluding the gifted) in 1982. However, by 1974, Government has thought it fit to accord it due, priority that it deserves. Since then, each state of the federation has been providing integration facilities for the handicapped in compliance with the federal government policy. Special educational treatment of children and adults who have learning difficulties because of various sorts of disabilities, because of their inability to cope with the normal school class organization and methods, with special supportive resources. There are also the specially gifted and talented children who are intellectually precious and find themselves insufficiently challenged by programmes of the normal schools, and who may take to behaviour problems in resistance to it. The Government has directed that all exceptional children should be provided for under the National policy on Education.

Consequently, there are special colleges of Education in the country, where teachers are trained for exceptional students, for example; there is one such college in Oyo town, Oyo State in Nigeria, former Federal School at Suleja, Niger State in Nigeria, is now a school for the gifted students. Virtually in all the states now there are schools for the special students.

Availability of Technological Aids in Serving Exceptional Students in Nigeria School Media Centres

A cursory look at most of our educational institutions, Secondary and tertiary reveal a case of inadequate not well-equipped school media centre that will cater for the exceptionally good students. We must admit here that, those students that have high learning ability are in a relative sense being taken-care. Most of our traditional universities have no plan-access building that will make learning easier for the physically challenged, not to talk of having a school media library centre that will cater for the exceptional students with all the necessary provision in terms of media centre environment, media resource/centre staff.

The various schools for exceptional students in the states in the states fall short of the exception of what is even in a school media centre. Before the school centres in Nigeria can qualify as actually serving the exceptional students, the following questions must be answered in the affirmation both for the media centre environment and school media centre staff. First for the school media environment:

(i) Is access to the school media centre adequate for the student served? (ii) Are the circulation desk and book return clearly marked and wheel chair accessible? (iii) Is there ample contrast, large print directional signs throughout the media school centres? (iv) Are shelf and stalk identifiers provided in large print and Braille if visually impaired students are served? (v) Are call numbers on book spines printed in large type? (vi) Is equipment marked with large print and or Braille? (vii) Does the media centre have a designated staff member who co-ordinates services for exceptional students, monitors sensitive technology, and responds to requests for accommodation? (viii) Does the media centre have a written description of services for exceptional students including services available and how to request special accommodations? (ix) Does the school media centre advertise the services to both parents and students? (x) Are large print and Braille version of the school media centre handout and guides available if visually impaired students are served.

The School Media Staff

(i) Are media specialists willing to make necessary centre environment, staff, services, equipment and digital resources to establish a universally accessible media centre? (ii) Do they have the training resources to make necessary change? (iii) Are media centres staff members aware of the various exceptional students? (iv) Does the media staff wear large print name badges? And (v) Are media centre members trained in the use of:

Alternatively access to computers (Keyboards trackballs, switches); Talking word processor; Word prediction software; Presentation software; Software tools that support reading (speech synthesis/screen review); Scanners and OCR software for scanning in text; Student writing tools; Tools that support cognitive organization and the Internet for curriculum purpose. The above questions pose a great challenge to our media systems.

Nigerian School Library Media Centre Services to Exceptional Students

Nigerian educational planners have deliberate plans to provide appropriate education for exceptional students in our society. This is because the goals of special education are clearly stated in the National Policy on Education (Federal Republic of Nigeria – FRN, 1998). These goals include provision of (a) adequate education for all cases and (b) a diversified and appropriate curriculum for all beneficiaries. It is also expressed in the policy that “all necessary facilities that would ensure easy access to education shall be provided”. To achieve the expressed goals regarding the exceptional students, school media specialists need to be supported by technology to allow them to deal with individual differences. They can take advantage of the latest development in media technology with a view to adapting them to media centres situation.

Students with perceptual or psycho-motor deficits may need sensitive technology. For example, those with visual disabilities could use video equipment for magnification of text or optical character recognition (OCR) to read the text. Heinch, Molenda, Ressel, and Smaldino (2002) believe that adjusting instruction for all exceptional groups requires heavy reliance on media and materials and the appropriate selection of these materials to fit specific purposes. Providing appropriate media services for the exceptional students is not an easy task because there are many categories of them (Hackbarth 1996; Adebisi et al., 2015).

Charles and Malian (1980) give the following categories of exceptional students:

Deafness; Hard-of-hearing; Mental retardation (MR); Orthopaedic impairment; Other health impairment; Emotional disturbance (ED); Specific learning disability; Speech impairment and Visual impairment.

The aim of this paper is to bring to the attention of media specialists responsible for rendering special learners some of which have been done or, can be done to provide equal educational opportunities for the handicapped and also enrich academic programs of the gifted. Such activities include designing, producing, selecting or modifying instructional media and equipment for the exceptional students. Traditional media and facilities such as audio media programmed instruction, film, television programmes, libraries and classrooms have been adapted or modified to suit this audience.

Auto Media

These can be used to enhance effective learning with those who are visually challenged. Use of audio media can help them benefit from many educational programmes on the radio. Educational radio broadcast can benefit blind students as it would a normal student if he/she is trained to be conversant with the timetable of broadcasts and taught to tune-in the station. A blind student can also be assisted to operate audio tape player so that educational radio broadcast can be taped off the air for students to listen to at a convenient time. Media specialists can record instructions and lessons on audiotape.

Media and Devices for the Hearing Impaired

Instructional media are available for the deaf and those hard of hearing. If a deaf person can read, she/he can have access to information from images/picture on television or film screen. This is film producers will help those deaf or hard of hearing to benefit from their programmes by captioning them. For example, a captioned video tape has been developed to teach and learn some aspects of introductory technology by hearing-impaired students in the Junior Secondary Schools (Fakomogbon, 1997).

In addition to captioned television and films, other supports for the hearing impaired include the Telecommunication Device for the Deaf (TDD) and The Typewriter (TTY) and the printer. The TDD gives the hearing impaired the opportunity to communicate with others because it allows sending, receiving and printing of information by hearing-impaired individuals. TTY enables the hearing-impaired individuals to communicate because typed information known as text message could be sent through the telephone (Shea & Bauer, 1994; Mates, 2001). Captioned pictures open awareness for important learning experiences for the deaf. Captions can convey development in languages usage, new terms, new idiomatic expressions and social changes to deaf persons in such a way that their experiences can expand into the real world. In the

United States, captioned television makes it possible for millions of deaf/hard-of-hearing to benefit from news programmes. Included in this service is closed captioning that permits captions to be converted into electronic codes which hide the captions in the regular television signal in such a way as to make them visible on the screen. Special decoding device is attached to a television set (Norwood, 1976).

Programmed Instruction and Computer

There are forms of instruction that are programmed as such that will provide for individualized learning. The difference is that programmed instructions are in print (as textbooks) while Computer Assisted Instruction (CAI) programmes are put on audio cassette or disk and when a user needs them, she/he can play on available Microcomputers with display screen. Either of the methods affords student opportunity to go at his own pace. With CAI or programmed instruction, a highly motivated student can be given extra work to do for academic enrichment with little or no teacher's guidance. While above average student can work on their own, a media specialist would pay more attention to the weak students. Such an arrangement will minimize boredom for the gifted while it will also minimize frustration for the slow learners. On the other hand, Computer Managed Instruction (CMI) enables a media specialist to know the academic strengths and deficits of users. As such she/he will be able to prescribe appropriate instructional media to support learners and follow the progress of such learners. If a teacher has access to CMI he will be able to cater for educational need of variety of special learners in his classroom. Computer and instructional videodiscs could be designed to allow interactivity in a learning setting (Hackbarth, 1996).

Visuals

Visuals such as pictures, models, diagrams, regalia are common resources and can be used to enhance learning experience. Some categories of handicapped learners (e.g., Mentally Retarded – MR and Emotionally Disturbed – ED) may not understand some concepts that students in normal classes would normally understand. Pictorial illustration may serve the need of a MR or ED better than a sketch which is more abstract. When confusion arises from picture or drawing, a model or real object may be used. Care must be taken all models are used with MR or ED students to avoid misconceptions on their part. As far as possible, the model should be the same size with the original. Visually challenged students can even benefit from some visuals e.g., those that have relief (raised surfaces) so that they can feel some salient parts. For those partially blind (weak eyesight), large print text could be made available (Mates, 2001).

Equipment and Physical Environment

Another important service that is often overlooked is providing accessibility to resources, instructional media centres. Also overlooked is provision of equipment that exceptional students can handle effectively. Whatever activities might be lined up for these students especially the orthopedically handicapped in the classrooms, media centres and so forth would be worthless if they have no access to the resources (Charles & Milian, 1980).

When designing an instructional media Centre, media specialist should have input and impress on school authority or architects handling the projects the need to provide access route (to the building) for the orthopedically challenged. Whenever there are steps or stairs, alternative ramps should be provided for wheel chairs. In case of tall buildings, there should be lift in them (Raddon & Dix, 1980).

Seating arrangements is very important especially in a mediated classroom. Those who have eyesight problems should be located at the appropriate places where they can see pictures. Note that the brightest pictures are seen by students who sit at a certain angle of coverage from screen.

Equipment should also be made easy to operate for an orthopedically handicapped. Since many of them poor muscle control, it becomes necessary to think of equipment that are automated, Audio cassette tape recorder becomes a better choice that open reel audio tape recorder. Portable equipment is preferable to bulky ones. Some modifications may even be necessary on equipment for different categories of special learners. A typical example us a situation where visually handicapped person could be provided with

appropriate tools to interact with and get messages from computer screen. One of such tools includes screen readers. Mates (2001) describes a screen reader as a “software programme that works with a speech synthesizer to provide users with a verbal accounting of everything on the screen that is labelled, including control buttons, menus, text and punctuation” (p.18). It is true that the technology is sophisticated; a screen reader will effectively read and narrate the text that is on the screen.

Challenges in Serving Exceptional Students in the Nigerian School Library Media Centre

Libraries and media centres are essential parts of schools from elementary to high school. School library media specialist is library professionals that work in school library environments and aid variety of students and staff members.

School library media specialists in Nigeria face some challenges in serving exceptional students. Some of these problems are: (i) Lack of provision of these educational technologies for those with learning disability. These materials for teaching and learning of special learners are grossly inadequate in the Nigerian School library Media Centre. (ii) Lack of adequate training in the usage of these educational technological aids. The school media staff/media specialists of these students were not properly trained in the use of educational instructional materials. (iii) Lack of proper planning especially in the area of access building to make for free/easy entrance and usage. It has always been problematic in most Nigeria School library Media Center by putting the special learners into consideration in terms of proper planning in the area of access building for easy entrance and usage. (iv) The problem of repairing damaged educational aids. The Nigerian media centres lack maintenance culture by repairing damaged educational aids. And in addition, (v) Lack of innovation of the school library media specialist on the parts of the government. The government has not shown keen interest in the training and retraining of school library media specialist.

Implication of Serving Exceptional Students in Nigeria School Library Media Center to the Government

Government plays key role in education. Hence, it is the government that will ensure that no School library media centres are accessible by given room for free movement in the centre. Also, the government should ensure that the exceptional students are made comfortable in the school library media centre. Similarly, all the school library media centres facilities such as technologies, learner’s instructional materials are provided, and placed accordingly for easy access and usage. Also, the government should make sure that well trained and able school library media specialist staff are employed without been sentimental in their appointment in the various school library media centres. Above all, adequate framing and instructional learning materials should be provided for the school library media specialist. The modern educational technologies and their software for the exceptional students should be sufficiently provided for their usage.

Serving Exceptional Students in Nigerian School Library Centres: Implication to Educationist (Curriculum Planning)

Planning for the educational needs of exceptional students in our school library media centre is quite challenging. However, it is important to focus on the following when designing a curriculum for the exceptional students. There is the need for appropriate curriculum that addresses both of their special educational needs. These needs relate to their specific intellectual giftedness and to their specific learning disability (Whitmore of Maker 1985). Similarly, students need assistance in area of weakness, but also require time to recognize and develop themselves. Secondly, there is need to provide appropriate programme that is challenging and provide structure and strategies to accommodation weakness. When a student’s talent is identified and nurtured, there is an increased willingness on the part of the students to put forth more effort to complete tasks; this will encourage students to compensate for weakness by developing strengths.

Implications of Serving Exceptional Students in Nigeria School Library Media Centre to the Parents

The task of serving exceptional students in Nigeria school library media is quite challenging. Not only the school media library specialist can effectively carry it out, but parents are also to be actively involved. Parents can do the following to support services provided for exceptional students by the school media library specialist. In the sense that they need to create a home environment (conducive environment) that nurtures their child's strength and interest. Also, they need to build a working relationship with their child's school and keep the time of communication cordial. More so, if a child is depressed, she/he dislikes school, under achievers, or develops behaviour problems. Parents need to communicate their child's problems and needs to the school authority. Similarly, parents need to encourage their children to develop the skill necessary to become an independent life-long learner. Help them to learn how to become a self-advocate, and work in partnership with the school to identify your child's learning and/or social and emotional problems.

Organization, Interest Group in the Service of Exceptional Student in Our School Media Library Centre

Encouraging education at all level calls for the participation of private establish interest groups. Private organizations can support in terms of donation of equipment to various school library media centres, which is one of services private establishment, could render to the school library media centre to complement the efforts of the government. Another very important service that private organization or interest group could provide for the special learners is to sponsor programmes such as sport, debating contest and quiz, etc. They could as well sponsor students exceptional learning ability in future studies. In addition, by helping if need be in making the learning school library media centre accessible and relevant to the exceptional students.

Suggestions and Recommendations

The exceptional students need to be given special attention if education must be for all (this of course should be the vision and mission of any responsible government) then the government and all concerned must address the issue of serving exceptional students in our school library media centers; here are some suggestions/recommendations:

- (i) Government should ensure the legislation of supporting the rights of students with learning disabilities.
- (ii) Government should ensure that all relevant technological learning of ends and auxiliaries are provided for in the school media centre.
- (iii) Government should ensure that there are adequate funds to run the centres.
- (iv) Government should engage the services of school library media specialist, who will train others.
- (v) Government should make provision for staff training in the latest learning technologies.
- (vi) Government should encourage private/parents' participation in providing supporting services.
- (vii) School library media specialist should also be dedicated to servicing exceptional students.

Conclusion and Advocacy

Provision of appropriate education for the exceptional students requires committed efforts of media specialists. They also need to work closely and should have some background experience in dealing with exceptional students. Such an experience will be useful especially when it becomes necessary to select/modify instructional media or to design and produce those that may be appropriate for special learners. The media and services mentioned in this paper are only a few of what can be done for the special

learners to try and equalize educational opportunities for them. Teachers and media specialists should not feel helpless when they come across special learners. They should use what would enhance effective learning and teaching when they are in contact with them.

It attempted to define what exceptional students are, identifying the various categories those students with ability, those students with high learning ability, those students with both exceptional learning abilities and learning abilities, and lastly those students with learning disabilities. Features for easy identification, ranges from deafness, hard of learning, mental retardation (MR), orthopaedic impairment, emotional disturbances (ED), and specific learning disability, speech impairment. The paper also identified the challenges before the school library media specialist and the implication of serving exceptional students to the government, educational curriculum planners, parents, organizations/parents and by extension the society, at large. For a balance learning environment system that will be of immense benefits to our government, the educational curriculum planners, parents, the learners themselves, and of course the school library media specialist.

So much has been written about child right and education of the special students. Every year we religiously mark May 27th as Children's day and all the seminars, sympathies, and media hype end that day. If existing legal framework scarcely provides and protect the normal child, then, fate of the special student/child is better imagined. Although the National policy on Education (Federal Republic of Nigeria – FRN 1998) has clearly made provisions; (a) adequate provision for education for all cases, and (b) a diversified and appropriate curriculum for all children, both the normal and special children. However, all that only exists in the realm of paper and not in the provision of necessary infrastructure for the special students.

As far back as 1974, government restated the need for the provision of facilities for the special students. Consequently, special colleges of education were established in Oyo and Suleja in Nigeria. To further underscore government's non-commitment to the provisions in the National policy of education, the first school for special students was established in 1982 by the missionaries. Although, for much pressure from advocacy and right activists, both States and Federal Government are making very feeble attempts for the integration of the special students to the school system. Nevertheless, such attempts are considered very feeble by this group of researchers as libraries and resource centres both at federal, state and local government levels have no provisions for the special students. For instance, these researchers took a critical look at the National Library Decree No. 29 of 1970, which makes provisions for resources to be assembled, organized and disseminated to all categories of users, and similar provisions in State Library Edicts.

In any case, in practice, both the national library of Nigeria with two National Reference Centres at Abuja and Lagos, and 22 state branches have no single provision and consideration for the special students. In the same vein, the researchers checked with the Rivers State Library Board – Central Library, Bernard Car Street, Port Harcourt, Bayelsa state library board – Central library, Swali, Yenagoa and Lagos state library board, CMS, Lagos, shows no provision for the special or exceptional students. It has therefore become imperative that this should be brought to the attention of educational planners, States and the National Assemble for rectification.

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