FACTORS AFFECTING THE ACQUISITION OF ADAPTIVE BEHAVIOUR SKILLS AMONG LEARNERS WITH INTELLECTUAL DISABILITY IN OREDO LOCAL GOVERNMENT OF EDO STATE

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DEDICATION

This project is dedicated to God Almighty

CERTIFICATION

We, the understanding, certify that **OGIATOR** Bridget Odufua with the Matriculation Number EDU1810248**,** has satisfactory completed the research requirement for the Award of Bachelor Degree (B.Sc. Ed) in Special Education.

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ABSTRACT

The study investigated Factors affecting the acquisition of adaptive behaviour skills among learners with intellectual disability in Oredo local government of Edo state. Specifically, the study aimed at investigating the curriculum used for learners with intellectual disabilities in these special schools, as well as exploring the teaching/leaning resources used for learners with intellectual, while also identifying teacher factors and teaching strategies for enhancing acquisition of adaptive behavior skills among learners with intellectual disabilities and the possible factors that affects the acquisition of necessary skills. To guide the study, four research questions were raised. The study population constituted of all teachers teaching learners with intellectual disabilities and study sample was drawn from two junior secondary schools in Oredo local government of Edo state-Ihogbe college and Charilove with total sample of 18 teachers.

A survey design which entails the use of structured questionnaire in obtaining data on the subject matter was adopted in sampling the opinions of the respondents. A total of 18 copies of the questionnaire was sent out to the respondents, retrieved and used for analysis. The study employed descriptive mean, in analyzing the data.

Findings obtained from the study established that teachers and learners have been struggling with inadequate resources for teaching learners with intellectual disabilities. In fact, all the respondents admitted that resources were inadequate for running school activities. Based on the study findings, the study recommended that government should provide regularly the equipment/resources needed in public special schools to teach children with intellectual disability in other to increase their adaptive skill

CHAPTER ONE

INTRODUCTION

Background to the study

Intellectual Disability (ID) is the most recent term which is used in place of the term mental retardation and it is one of the most common disabilities. Braddock and Parris (2002) have defined disability as socially determined interpretation of impairment by others. Thus, the whole concept of ID and how to define it or categorize people with ID (PWID) has been affected by how people in different cultures and in different periods of time have defined it and understood it. American Association on Mental Retardation (2002) defines intellectual disability as a condition characterized by significant limitations in both intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills and originates before age 18.

Children with intellectual disabilities have existed in all societies for a long time with their problems not being attended to (Pilusa, 2006). The reason is due to the fact that members of most societies have tended to see persons with intellectual disabilities as economically handicapped (Rashid, 2012). People with intellectual disabilities have been seen by such societies as having little to contribute to the welfare of the society (Olson, 2003). United Nations Education Scientific and Cultural Organization (UNESCO, 1994) expressed the views that parents of the handicapped children tended to feel ashamed. Such children were therefore hidden away from the society.

Ndurumo (1963) classifies children with intellectual disabilities into three levels. These are Educable Intellectually Disabled (with IQ of 75-70 %), Trainable Intellectually Disabled (with IQ of 50-25 %) and Severe/Profound Intellectually Disabled (with IQ of below 25%).

The study concentrated on the first two levels, the educable intellectually disabled (also referred to as mild) and the trainable intellectually disabled (also referred to as moderate) for these two categories are the ones most likely to be found in special schools and units. However, some few severe cases which are found in special schools were also included.

The earliest reference to intellectual disabilities dates back to Egyptian Papyrus of Thebes in 1552 B.C. (Harrison, 2006). The ancient Greeks and Romans felt that children with intellectual challenges were born because the gods had been angered. Often, children with severe intellectual disabilities would be allowed to die of exposure as infants rather than be permitted to grow up. However, the Romans did allow some protection to children who were born to the wealthy, by allowing some property rights and allowing them to have guardians (Harrison, 2006). Before 18th Century, societies differed on how or whether they conceptualized intellectual disability. Those with mild ID who were socially competent received special identification or treatment, and those with more severe conditions probably received protective care from families or in monasteries. Some societies considered people with more severe intellectual disabilities to be capable of receiving divine revelation (Beirne & Kim, 2006; Harris 2006). The display of adaptive behaviour has been important throughout the recorded history. The ancient Greeks asserted that the ability of individuals to care sufficiently for themselves and engage in community life reliably reflected intelligence and maturity (Clarke, Clerke & Berg' 1985). Development

of DLS may assist learners with ID to increase anatomy, co- independence and nurturing problem solving in the house, school and in the whole community at large (Lombardi, 2011).

Adaptive behaviour refers to 'the effectiveness and degree to which the individual meets the standards of personal independence and social responsibilities expected for his or her cultural group including what an individual does to care for him or herself and others and to relate to others (Grossman, 1983). It includes skills used by an individual to meet personal needs as well as deal with the natural and social demands in one's environment including skills needed to independently care for one's personal health and safety, dress and bath, communicate, display socially appropriate behaviours and academic skills, effectively engage in recreation work, and engage in community work (Lambart,1974). The American Association on intellectual and developmental disabilities promulgated a model of adaptive behaviour that is comprised of 10 skills; communication, community health, functional academics, 7 home and school living, health and safety, self direction, social work (American Association on Mental Retardation, 2002).

Nigeria signed the United Convention on the Rights of Persons with Disabilities (UNCRPD) and ratified its optional Protocol in 2010 and it was an attempt to protect the rights of disabled people and in January 2019, passed the Discrimination Against Persons with Disabilities (Prohibition) Act 2018. However, Nigeria is yet to implement the adequate measures required to promote the legal rights of disabled people in all aspects of society. It has been argued, that stigma and negative attitudes towards disabled people in countries such as Nigeria are often due to a public lack of awareness and understanding of the causes of disabilities. This lack of understanding and awareness affects the treatment and care of people with disabilities in

Nigeria. As a signatory of the UNCRPD, the country is obliged to maintain the rights and dignity of its disabled citizens, including those with ID. Therefore, it is crucial for more ID-focused research to inform and guide transformative interventions needed to improve the lives of people with ID in the country.

Statement of the problem

Learners with intellectual disabilities have an IQ below 70 and hence low reasoning capacity, delays in oral language development, deficits in memory skills, delays in the development of adaptive behavior among others (Gargiulo, 2009). Most of them cannot cope with the regular curriculum. The teaching of these children is characterized by several challenges like inadequate training of teachers, poor attitude towards these learners, and inadequate facilities to teach these children. Inadequate training of teachers leads to use of poor methods of teaching. Lack of training also leads to poor curriculum delivery. Hence most learners do not gain the adaptive skills in schools (Ruteere, 2009).

According to Nyakundi (2008) it has been found that some of the children who finish school are no better than those who did not attend school. The services offered at school are below the expected standard, he states. Friend (2008) states that though learners with intellectual disabilities undergo education in units and schools for the intellectually disabled, they come out lacking daily living skills. They are therefore not well integrated in the society leading to discrimination, segregation, rejection and abuse.

Based on the studies of Nyakundi and Friend (2008) and records from Charilove Group of School and Ihogbe College, most learners overstay in the schools and units only to come out at advanced age and having not gained much in terms of education. Could these be as a result of unsuitable curriculum content, inadequacy and unavailability of teaching resources, teacher factors like lack of training and pupil factors like severity of the intellectual disability among others?

Research Questions

The study sought answers from the following questions;

1. What are the factors affecting acquisition of adaptive behaviour skills?
2. What curriculum is used to teach learners with intellectual disabilities?
3. What is the teaching and learning resources used in teaching learners with intellectual disability?
4. What teaching strategies are used to enhance acquisition of adaptive behaviour skills among learners with intellectual disability.?

Purpose of the Study

The study seek to investigate if acquisition of adaptive behaviour skills by individuals with intellectual disabilities in selected junior secondary schools in oredo local government could be affected by the curriculum, teacher's experience, teaching and learning resources among others**.** The objectives include:

1. Investigate curriculum used for learners with intellectual disabilities in these special schools
2. Explore teaching/leaning resources used for learners with intellectual disabilities.
3. Identify teacher factors and teaching strategies for enhancing acquisition of adaptive behavior skills among learners with intellectual disabilities
4. Factors that could affect the acquisition of skills.

Significance of the study

The findings of this study will be beneficial to students, parents and special educations teachers by contributing to enhance acquisition of adaptive behaviour. It will help the parent of the mentally retarded child to pay more attention to the child disability and also contribute financially to the growth of the child. It will support teachers in providing targeted and effective instrument.

It may also help teachers to gain knowledge in tactics to impact skills on different levels of intellectual challenges. To this effect, teachers' attitudes towards the learners with intellectual disabilities will become positive after realizing the children's potential in performing adaptive skills. Fellow pupils will also appreciate and accommodate learners with intellectual disabilities as one of their own as they participate in group work.

It will also enable the special educator to use technology and data to inform teaching practices. This study will help student with intellectual disability (ID) by allowing personalized learning experiences, helping to identify and address student gaps in real time, help them to have more interest in academics through motivation.

This study will also benefit the Ministry of Education based on the recommendations from the study. The ministry may also realize the need to train more personnel for handling learners with intellectual disabilities. In addition, Ministry of Education may find ways and means of providing support to learners with intellectual disabilities. This study may also help the supervisors from ministry of Education to monitor special schools and schools with special units and offer support in material and human resources.

Scope and Delimitation of the study

This study seek to investigate factors affecting acquisition of adaptive behaviour skills among learners with intellectual disabilities in selected special junior secondary schools in Oredo local government of Edo state Nigeria. The study investigated curriculum used in teaching adaptive behaviour skills, teaching and learning resources for teaching adaptive behaviour skills, and teacher/learner factors affecting teaching of adaptive behaviour skills. The dependent variable is factors affecting acquisition of skills and the dependent variable is the learner with intellectual disability. The study will be delimited to special selected junior secondary schools in Oredo local Government of Edo State.

Operational Definition of Terms

The following terms are operationally defined:

Adaptive behaviour – The degree to which, and the efficiency with which, the individual meets the standards of maturation, learning, personal independence, and / or social responsibility that are expected for his or her age level and cultural group.

Adaptive behaviour skills – These are basic life skills taught to learners who cannot gain much on the formal academic curriculum (also referred to as daily living skills).

Daily living skills – These are skills taught to an individual to make him or her live independently. These skills include toileting, feeding, washing and bathing among others (also referred to adaptive behavior skills).

Disability – refers to loss or restriction of functional ability of part of the body due to impairment resulting in limiting the person's participation in the community

Functional curriculum – it instructs pupils in the life skills they require for successful daily living

Handicap – This refers to a disadvantage or restriction of activity which come as a result of society's attitudes towards the disability

Impairment – Damage caused to a part of the body either through accident, disease, genetic factors or other causes. It leads to a loss or weakening of the affected part.

Inclusion – refers to and focuses on adjusting the home, the school and them society at large, so that all individuals can have opportunity to interact, play, learn, experience the feeling of belonging and develop in accordance with their potential and difficulties.

Intellectual disabilities – A person whose intellectual functioning is sub-average and he or she has deficit in adaptive behaviour as compared to his peer of the same age, sex, cultural and environmental background.

Mental retardation–a disability characterized by significant limitations in both intellectual functioning and in adaptive behaviour as expressed in conceptual, social, practical adaptive skills. This disability originates before age 18.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter, review of related literature will be carried out under the following sub-heading:

- Concept of intellectual disability
- Curriculum provision for learners with intellectual disability
- Teaching and learning resources for learners with intellectual disability
- Teacher factor and teaching strategies used to teach learners with intellectual disability
- Pupil factors affecting acquisition of adaptive skills among learners with intellectual disabilities.

Concept of intellectual disability

Intellectual disability involves problems with general mental abilities that affect functioning in two areas. This includes Intellectual functioning (such as learning, problem solving, judgement), Adaptive functioning (activities of daily life such as communication and independent living).

Intellectual disability is identified as mild (most people with intellectual disability are in this category), moderate or severe. The symptoms of intellectual disability begin during childhood. Delays in language or motor skills may be seen by age two. However, mild levels of intellectual disability may not be identified until school age when a child has difficulty with academics.

There are many different causes of intellectual disability. It can be associated with a genetic syndrome, such as Down syndrome or Fragile X syndrome. It may develop following an illness such as meningitis, whooping cough or measles; may result from head trauma during childhood; or may result from exposure to toxins such as lead or mercury. Other factors that may contribute to intellectual disability include brain malformation, maternal disease and environmental influences (alcohol, drugs or other toxins). A variety of labor- and delivery-related events, infection during pregnancy and problems at birth, such as not getting enough oxygen, can also contribute.

Within the range of disabilities (e.g physical, sensory and intellectual), ID appears to be particularly hidden in communities, policies and research. Scior K (2015) argued that people with ID are the most abused, stigmatized, marginalised and socially excluded. For example, a recent survey conducted in Northern Nigeria by Sango PN(2022), used local community-based and disabled people's organisations in five administrative regions to contact disabled people in their communities. The majority of the 1067 respondents reported that they had physical, hearing or visual disabilities, and only 0.3% of the respondents were identified as having the characteristics of ID using the Washington Group Extended Set on Functioning questionnaire (2010).

Curriculum provision for learners with intellectual disabilities

In education, adaptive behaviour is referred to as that which meets the needs of community stake holders and those of the learner now and in near future. These behaviours include effective speech, self help skills, using money, cooking and reading. Adaptive behaviour includes socially responsible and independent performance of daily activities (IDEA, 2004). According to IDEA (2004), adaptive behaviour skills encompass a range of daily situations and they usually start with task analysis. The task analysis will reveal all steps necessary to perform the task in the natural environment. Adaptive behaviour skills include selfcare, communication, self direction, social skills, leisure skills, home or school living, functional academics, community use, work and health and safety skills.

Teaching adaptive behaviour skills is often part of the curriculum for students with intellectual disabilities. The IDEA (2004) gives adaptive skills according to the following skill areas; Self-care, Communication skills, Self directions, Social Skills, home or school living, Functional Academics, Communication, Work Ability, Health and safety. These children have special needs but are capable of learning, just at a slower pace. These children should be encouraged to be independent, with help from the parents, in dressing, grooming, and feeding. Parents and teachers can work together to increase adaptive skills by sharing information about what the children are learning. In addition, teachers should prepare individualized education program (IEP) (Ndichu, 2002). According to Friend (2008) learners with intellectual disabilities lack DLS for independent living. This is exhibited by the way they are discriminated, segregated, rejected, and abused by the society. Many studies conducted on learners with intellectual disabilities have not considered teaching of adaptive behaviour as a need for those who cannot

gain much from the regular curriculum. According to Robinson and Robinson (1976), the intellectually disabled have a low mental age when compared to their non disabled age mates. They further explain that mildly disabled adults have a mental age of an average non-disabled child of between 8 and 10 years. The moderate disabled adults have a mental age of an average normal child whose age ranges from 6 to 8 years. The severely disabled adults have a mental age of between 3 and 5 years of an average normal child. The profoundly retarded adults have a mental age of an average normal child of less than 3 years.

Kirk (in. Ndurumo,1983), states that the educable intellectually disabled children are not ready to learn basic writing, reading or arithmetic when they enter school at age six. The skills remain undeveloped until age eight or eleven. Therefore, the skills which do not involve literacy and numeracy could be utilized to achieve educational objectives at the ages below eleven years. Harring & Schiefelbusch (1976), observed that purely academic achievement is inappropriate for these children with intellectually disabilities. They stress that their programs should emphasize on social competence, occupational skills and selfcare. For the educable intellectually disabled, high priority has to be given to the development of vocational and social skills to enhance the person's transition from school to a job setting (Telford & Sawery, 1981). Kirk and Gallagher (1983) opine that there are basic skills that are offered in every class. In teaching these skills, they say, the educator must recognize the equivalent developmental ages in class for the intellectually disabled children, which range between 3 and 7 years. They suggest the following skills*; modified reading, arithmetic, writing, language, hygiene, practical arts and motor development*.

Gargiulo, (2009), states that these children are able to learn but they need instructional program that is individualized to meet their needs. He suggests that instructions provided for these learners must be comprehensive and functional; equipping them to the maximum extent possible with experiences they need to live and work in their respective communities. He also suggests different educational placement for those learners according to severity of intellectual disability. These are for example separate class, resource room and inclusive classroom. According to Gargiulo (2009), *functional curriculum* is the one that instructs pupils in the life skills they require for successful daily living and prepare them for those situations and environments they will encounter upon leaving school. In *functional curriculum*, academic skills are applied to everyday practical life situations, for example giving change, following directions from a cook book, reading washing instructions or completing job application, known as functional academics. These skills are often the core of instructional programs for individuals with mild or moderate intellectual disabilities. These children are additionally exposed to curriculum content focusing on personal hygiene, independent living skills, community resources and other issues that collectively are designed to enhance their current and future independence and successful adjustments (Johnson, 2005). Several approaches are available for teaching functional academics. Two of the most commonly used strategies are functional, generalized skills used for daily routine and embedded academic skills appropriate to specific life situations. Okpoko (1978) observes that every good curriculum for learners with intellectual disabilities should contain daily living skills. She asserts that trained teachers should identify and use correct methods to teach daily living skills, a fact that the current researcher concurs with. However, Okpoko does not explain the suitable methods and curriculum that can be used

to teach learners with intellectual challenges. Gargiulo (2009), suggests standard based curriculum as an alternative to functional curriculum which is used when the functional curriculum is not suitable for some individuals. He explains that standard based curriculum exposes an individual with intellectual disabilities to general educational curriculum and life skills depending on the student's needs and the wishes of the parent.

Psychiatry (2009) has consistently acknowledged the scarcity of information and empirical research about people with ID in developing countries such as Nigeria. For example, a recent meta-synthesis of disability research in Western Africa (J. Spec. Educ. 2022) revealed that, of the 223 disability articles from West Africa reviewed, only 24 were papers related to people with ID in the whole of West Africa. However, there was no information from the meta-synthesis on how many of these 24 ID studies were specifically derived from Nigeria. To researchers' knowledge, there has been no published scoping review on ID research in Nigeria.

Adeniyi and Omigbodun (2016) reported improvement in the social skills of pupils with ID using an adapted version of the "Explore" social skills curriculum. Participants whose mothers had no formal education had lower mean social skills scores than those whose mothers had either a primary or post primary education. No significant mean difference was found across the other demographic variables, such as age and gender. Isawumi and Oyundoyin (2016) found a wide variety of independent variables, such as "parental educational qualification, parent employment, attitude of fellow students, teacher's attitude, school library and sport facilities", that correlated significantly with social skill deficits among students with intellectual disability (ID). The participants in Olufemi et al (2008) found that students with ID and/or their teachers thought that persons with ID needed education in entrepreneurship skills and following such

education, that jobs needed to be provided for persons with intellectual disability (ID). The sample also thought that the facilities, infrastructure and financial support from the government were not adequate at schools for pupils with intellectual disability (ID).

Okoko (1978) looked into inclusion of intellectually disabled learners in the regular classroom. They have also looked into the resources and challenges facing teaching of the intellectually disabled learner. However, not many of these studies have researched on strategies of teaching adaptive behavior skills to learners with intellectual disabilities. Nyakondo (2000) recommends rewarding for motivation when teaching children with intellectual disabilities. He talks about plays and imitation as good methods to motivate these learners. Though Nyakondo's study has looked into effective methods of teaching learners with intellectual challenges the researcher opines that it lacks a way forward for those learners who require a special curriculum.

Adaptive behaviour skills for learners with intellectual disabilities

Adaptive behaviour includes socially responsible and independent performance of daily activities. However, the specific activities and skills needed may differ from setting to setting. When a student is going to school, school and academic skills are adaptive. However, some of those same skills might be useless or maladaptive in a job setting (Barrof, 2010). Teaching adaptive behaviour skills is often part of exceptional student's education (ESE). Adaptive behaviour skills are as important to student's success as are academic skills. The first step in any training process involves selecting the skills to be taught. When choosing the adaptive skills, the goal should be to increase the independence of the student. Other factors to be considered the

skill the student currently performs, the demand of the environment, in which the student participates, the students chronological age, the manner in which the peers perform the task and the typical environment in which the task will be performed (Gatimu, 2010).

The assessment of adaptive behaviour traditionally has been associated with eligibility criteria for intellectual disabilities (American Psychological Association, 2000). Harrison and Oak (2003) have investigated the display of adaptive behaviour with persons who display various disabilities including those with Down Syndrome and Learning Disabilities. Kaur (2005) clearly indicates that learners with ID can progressively acquire adaptive behaviour skills if exposed to conducive environment, trained personnel, and effective use of teaching methods. However, there are some demographic factors that could affect the acquisition of adaptive behaviour skills in individuals such as age.

Ndichu (2002), defines the following life skills; Toilet Training, Dressing, Bathing, Personal hygiene, Washing, Social skills, being courteous, Manners and mannerism and Functional academics-reading, writing, budgeting and shopping. The following are some selected adaptive skills that can be taught to learners with ID.

Basic self-care skills

These include hygiene, dental care, medical care, grooming, dressing, toileting, and feeding one's self. In hygiene the child taught to wash hands before meals, use of bathroom, food preparation and use of cleaners and other chemicals. Toileting, eating, dressing and personal hygiene are the most critical self-care areas (Gatimu, 2010). Toileting skills may need to be

adapted depending on environmental demands; for instance potty seats on toilets, a small child's potty chair (Webber & Scheurmann, 2002).

Dental care includes brushing, caring for one's teeth and visiting the dentist as recommended. Medical care includes taking care of one's body and avoiding injuries in exercises. In grooming, the child can be taught how to select cloths for different occasions, how to clean shoes among others (Ndichu, 2002).

Social skills

These include maintaining interpersonal relationship, understanding emotions, and social cues, and obeying rules and laws. The child can be taught how to make friends, how to maintain relationship and how to obey class rules and school sregulations (Ndichu, 2002).

Functional Academics

These include using reading, writing and mathematics skills in everyday life. Some signs of reading difficulties including hesitant reading and labored or slow reading especially when reading loud etc. The learners have problems of word attack. They fail to recognize words, miss one line, or read the same line twice or lose some words when reading. (Ogonda, 2001). In

mathematics, the child can be taught how to budget for shopping, how to get correct balance and how to identify different denominations.

Monetary skills

This includes budgeting and shopping. The learner should be trained to use different types of currencies (money identification). Budgeting includes making a list of all items to be bought and corresponding prices. The learner should also be able to calculate the total and the correct change. The learner should also be taught negotiation skills (Ndichu, 2002).

Vocational skills

They include skills where the learner uses his own hands to make valuable items like in woodwork (carpentry), mat making, shoe repair etc. They are taught in workshops by specialist teachers. Items made can be sold by the pupils for their own benefits (Ndichu, 2002).

Teaching and learning resources for learners with intellectual disability (ID)

A curriculum is void of practical meaning without supportive materials such as text books, visual aids, paper and chalk among others. The researcher concurs with Makumi (2010) who states that equipment and supplies for any schools must be up to date.

Adequacy and use of resources for maximum effect can make a big difference to school and the learner (Fisher, 1995). Teachers of learners with intellectual disabilities should not just settle for good enough but seek to do better by ensuring adequate and effective use of instructional resources. The teacher's first responsibility is to ensure that his class is adequately resourced (Edgington, 1998). The scholar argues that resources should be available as much as

possible and they should be sufficient to encourage imaginative use. Availability and adequacy of wide variety of instructional resources and from many sources can stimulate the interest and active engagement of learners with intellectual challenges (Heward, 2000). According to Edgington (1998), making as wide range of equipment as possible available for children to choose from every day is the best way of encouraging sharing and turn taking. The scholar argues that in class where staff limits the activities on offer or time available to use equipment, there is often an air of desperation about children who know that if they do not get a turn now, they may not get one at all before the equipment is taken away. But if they know that what is available today will still be available tomorrow, they are certain to be more relaxed about their involvement.

There is inadequate provision of appropriate teaching/learning material for special needs education because most of the materials available in the market are mainly developed for regular curricular and regular learners. There is limited availability of curriculum support material which limits the ability of teachers in SNE to employ a variety of content, teaching/learning activities for effective curriculum delivery. Learners with specific disabilities and special needs require specialized educational resources at individual school level depending on nature and extent of disability (Kimeu, 2012).

Strategies and methods for enhancing adaptive behaviour skills

All teaching methods are variations on a few common themes and those that are good for the nonexceptional are also good for the exceptional (Makumi, 2010). To make methods of teaching effective, teachers need to use various strategies such as IEP, task analysis, visual

approaches, modeling and reinforcement among others (Klein & Cook, 2011). The best methods are those which involve and motivate the learner. A study by Cannellta-Malone, Fleming, Yi-Chung, Geoffrey, Abby and Angela (2011) on teaching DLS to learners with ID compared effects of video prompting and video modeling in teaching learners to wash dishes and laundry work. Their findings were that video prompting was more effective than video modeling.

Carol Howei (1965) identified a cheap method of motivating learners with special needs used previously in USA. This is a dance therapy which she classified as communication through movement, resocialization, releasing tension and satisfaction of achievement. In certain cases, for instance the psychotic cases, language loses much of its effectiveness as a means of relating to others. Ruteere (2009) conducted a study on 'effectiveness of teaching methods for daily living skills to learners with intellectual challenges in special units in public schools Kasarani sub-county'. She found that using right methods, though at a slower pace, learners with intellectual disabilities are able to learn. She also found out that some teachers were using abstract methods to teach DLS; that some teachers do not use correct strategies to enhance teaching methods. She asserts that many head teachers in these schools are not even aware of what is taught in DLS. She recommends that a learner with ID requires a specialist in the area of her needs to acquire DLS. Ruteere's conclusion was that 90% of teachers and head teachers in the units are not aware of the correct methods to teach DLS and as a result the learners in the units are not taught effectively and recommends that schools with units should be headed by teachers who have trained in SNE and have a child at heart. The researcher concurs with Ruteere on the above findings. However, since Ruteere's study dealt on special units only, it

doesn't explain the situation in special schools which might be different. Makumi (2010) also talks about learning ability of the learners. She states that while teaching, the teacher should start slightly below the child's level. The researcher concurs with Makumi but opines that she should have mentioned about teaching of adaptive behaviour skills, which is the main area of concern for learners who are intellectually challenged.

In addition to good methods of teaching, the following strategies can be used to enhance acquisition of adaptive behaviour skills among learners with intellectually disabilities;

Task Analysis: Lindsy (2006) posits that for a teacher to accommodate learners with intellectual disabilities in learning activities he/she should demonstrate the ability to break tasks down into small steps and introduce the tasks one step at a time to avoid overwhelming the individual. This is where a complex behaviour (task) is broken down and sequenced into component parts (Albert & Truntman, 2006). Task analysis can be used to teach a variety of daily living skills and vocational skills to individual with varying degrees of cognitive impairment. Examples of these successful efforts include teaching food preparation skills to elementary students with moderate to severe intellectual disabilities (Fiseus, et.al., 2002); teaching functional counting skills to young children with moderate to severe intellectual disabilities (Xin &Horlmes, 2003), and teaching laundry skills to high school students with moderate intellectual disabilities (Taylor,et.al., 2002). Task analysis 'involves breaking a complex skill into smaller teachable units, the product which is a series of sequentially ordered steps or tasks (Cooper, et.al., 2007). Cooper (2007) conducted a case study on a child who was in a special classroom and was experiencing problems with getting ready to go home. The teacher presented the

child's problems. He said that the child was slow, easily distracted and sometimes almost missed the bus to go home. According to Cooper, the teacher felt it was simple for the child to go home, since all other children were able to do it. However, on Cooper's investigation, it was a complex task for the child for it involved a fairly complex sequence or behaviour. This included 22 steps with which Cooper created a task analysis. After 8 school days, the child completed the steps needed to leave the class independently (Cooper, 2007).

Cooperative learning: This is another instructional intervention that can be defined as an instructional technique in which small heterogeneous groups of learners are actively involved in jointly accomplishing an activity or assignments. The teachers structure a fashion that each pupil significantly contributes to the completion of activity according to his or her ability. Although recognition and rewards are based on group performance, the success of each individual directly affects the accomplishments of the classmates (Johns, Johnson & Holubec, 1998). Cooperative learning can be used with any subject area; however, it requires careful planning and consideration of the needs and abilities of each member. Pupils with disabilities may require special preparation and support in order to allow for their maximum participation and benefits. Cooperative learning benefits all learners, contributes and enhances the self esteem of individual with special needs and increase the acceptance of individuals with disabilities (Smith, 2008).

Scaffolding: This technique is especially applicable to students with intellectual disability, who are usually characterized as 'inactive' or 'passive learners. The aim of this approach is to help the learner become independent problem solvers. It is a cognitive approach to instruction. In

this teacher directed strategy, various forms of support are provided to students as they initially engage in learning a few tasks or skills. As the student becomes increasingly competent, the support or scaffolds are gradually removed. This instructional method begins with what the pupil already knows and attempts to connect new information with previously learned materials. New information is presented in a logical sequence, building on the student's knowledge. Pupils are then given opportunity to apply and practice what they have learned (Gargiulo, 2009).

Group work: It involves dividing learners into small groups to perform given tasks. Effective instructions take place in teacher directed groups that are academically focused. Effective instructions are also individualized for members of each group (useful methods for teaching mentally retarded students, 2006).

Individualized Education Programme: This is a teaching programme defining several strategies that assists teachers to cater for a child with special needs (Ruteere, 2009). It spells out where the child is, where the child is going, how the child will get there, how long it will take the child to get there, and how to tell that the child is already there in terms of performing a given task (Friend, 2008).

Applied Behaviour Analysis: It is an intervention strategy used by teachers to increase the occurrence of desired behavior and decrease undesired behavior in all learning situations (Reynold & Zupanic, 2011).

Modeling: Modeling is learned by observation and imitation. Modeling is also referred to as observation learning, copying or role playing. It incorporates such process as Attention Phase, Reproduction Phase, and Motivation Phase (Ruteere, 2009).

Structured Teaching: This is an intervention strategy that involves understanding of unique features and characteristics of learners with intellectual disabilities, organizing learners' environment, developing appropriate learning activities and teaching of daily living skills through various teaching methods. It also involves helping learners with ID understand what is expected of them (Brennan, 1987).

Teacher factors and their effects on teaching learners with intellectual disabilities

In Zimbabwe, Mapuranga and Nyakudzuka (2014) posit that perception of the teacher may affect the learning outcome of the learner with intellectual disabilities in a regular class. One of the major constraints to progress in special education in Nigeria is shortage of specially trained teachers.

According to Ruteere (2009) the main problem in teaching adaptive behaviour lies on lack of trained personnel in schools teaching learners with intellectual disabilities. Ruteere asserts that most head teachers of schools with a special unit are not aware of what happens in the units. Majority of teachers in our units use ineffective methods and approaches such as lecture, look and say, among others due to lack of training (National Action Plan, 2003-2015). Aluoch (1982) states that lack of resources both human and material are major constraints to curriculum

implementation. The researcher concurs with Aluoch that inadequate human personnel ends up in increased workload leading to poor performance. Lack of training leads to negative attitude which makes the teacher feel detached from learners. Teacher attitude is one of the most important variables in education of children with disabilities (Parasuram, 2006). Before implementation of any special education progress for students with disabilities within public schools, it is important to determine the attitude of the educators and administrators towards persons with disabilities.

According to Kuester (2000) and Powers (2002), training in the field of special education appears to enhance understanding and improve attitudes regarding inclusion. Inadequate training may result in lower teacher confidence (Mbae, 2012). This limits the teacher's attachment and interest in teaching daily living skills to learners with intellectual challenges (Ruteere 2009).

Pupil Factors and their effects on teaching learners with intellectual disabilities

Ardinger (2000), in *Identification and evaluation of mental retartedness* states that the signs and symptoms of ID are behavioural and this occurs in about 2 to 3 percent of the population. Most people with ID do not look as if they are afflicted with such especially if the disability is caused by environmental factors such as malnutrition and food poisoning. The so called typical appearance ascribed to people with ID is only present in a minority of cases, all which are syndromic. Ardinger also states that children with ID may learn to sit, to crawl and walk like other children or they may learn to walk later. Both adults and children may also exhibit delays in oral development, deficits in memory skills, difficulties in learning social rules, difficulties in

solving problems, delays in development of adaptive behaviour skills and lack skills to help them socialize with others. They take longer to learn languages, develop social skills, and take care of their personal needs, such as dressing or eating, learning will take them longer, require more repetition and skills may need to be adapted to their learning level. Nevertheless, virtually every child is able to learn, develop, and become a participating member of the community. According to Daily, Ardinger et al (2000), people with mild ID are capable of learning reading and mathematical skills to approximately the level of a typical child aged nine to twelve. They can learn self care and practical skills such as cooking or use of local mass transit system. As they reach adulthood they may learn to live independently and maintain gainful employment. In class, they have attention deficits, impaired memory, poor academic performance, lack motivation, lack generalization, have poor language development, and poor interpersonal relation. The educable intellectually disabled may learn academic skills up to a certain level while the trainable intellectually disabled may only learn adaptive behaviour skills also called daily life skills.

Connor (1964) states that uniqueness on the child with intellectual disabilities is responsible for his or her need for special education and that the uniqueness is also worthy exploration. Demands and expectation in the special class are adapted to the learners' special behaviour. According to American Association of Mental Deficiency (AAMD), (in Ndurumo 1963), intellectually disabled persons are classified according to degree or level of severity as measured using IQ test. Educationally, there are three categories; Educable Intellectually Disabled (IQ of 75-70), Trainable Intellectually Disabled (IQ of 50-25), and Severe/Profound

Intellectually Disabled (IQ below 25). The Educable intellectually disabled can be taught academic skills only to a certain level while the trainable can be taught adaptive behavior skills.

Children with mild mental retardation in Nigeria schools are educated with students without disability in regular schools and classrooms with no support, adaptation or modification. Students with moderate to severe forms of mental retardation are educated mainly in units in regular schools and special schools and residential settings for children with intellectual disabilities (Kiarie, 2006). Whether in units, special schools or residential settings, their education services are specialized in that they do not follow the academic curriculum (Mbae, 2015).

Gargiullo (2009), explains that although individuals with intellectual disabilities may exhibit particular feature as a group, not all individuals who are intellectually disabled may share these characteristics. He goes on to explain that their cognitive functioning may vary greatly. They exhibit difference in learning characteristics, memory, academic performance, motivation, among other characteristics. Some pupils may have other health problems affecting their physical and psychological functioning as in case learners with multiple disabilities. Gargiulo states that not all individuals identified as intellectually disabled share the same characteristics. He identifies factors that influence individual behaviour as chronological age, severity and etiology of the disability among others. Ruteere (2009) mentioned factors that affect teaching of DLS as teaching methods, teacher factors, and learning material but did not explore pupil factors as an effect in teaching adaptive behaviour skills to learners with intellectual disabilities. The retarded are essentially normal individuals who differ from non retarded primarily on their slow rate and lower level of cognitive development. Performance is predominantly a function of

development level and the retarded are similar to chronologically younger non-retarded children (Makumi, 2010).

Summary of Related literature

Literature reviewed that concept of Intellectual disabilities (ID, formerly mental retardation) as significant limitations in intellectual functioning (mental abilities) and adaptive functioning (life skills). Associated features, prevalence, life expectancy, and severity classifications were discussed. Intellectual disabilities do not represent a particular disease or disorder. Instead, they result from many causes. These are medical conditions, brain damage, genetic causes, and certain psychiatric conditions. Since intellectual disabilities are not illnesses, there are no treatments. Instead, Individualized Support Plans (ISPs) are developed. The goal of the ISP is to assess the individual needs and competencies of each person. Then, a strategy for maximizing competencies while limiting challenges is developed. The primary objective of the ISP is to optimize functioning and life satisfaction. Individual Support Plans address intellectual functioning through the provision of educational supports and adaptive functioning. Supports for adaptive behavior include: social skills training, supported employment, supported housing, and various therapies.

Literature also reviewed the curriculum that is put in place for children with intellectual challenges. These children have IQ below 70 and cannot fit in the regular curriculum. They require

a curriculum that accommodates teaching of adaptive skills which will be useful to them in and after they leave school. Daily living skills are essential to all human beings. Children are

supposed to learn them naturally as they undergo developmental milestones such as sitting, crawling and walking. However, children with intellectual disabilities delay in acquiring these skills. They have to be taught using methods and strategies which will help them acquire the skills.

Some of the adaptive behaviour skills reviewed in literature are Selfcare, Communication Skills, Self Direction, Social Skills, Home or School living and Functional academics. A lot of studies have been carrired out on intellectual disability as it affect their capacity to living such as Okoko (1978) who looked at the resources and challenges facing teaching intellectually disabled learners. Also, Harrison and Oak (2003) investigated the display of adaptive behaviours with persons having down syndrome and learning disabilities. Moreover, their methods of data analysis differed from this present study, while they also adopted hypothesis involving testing of the formulated hypothesis. This present study adopted research question which will be analysed using mean and standard deviation. The present study investigated the factors affecting the acquisition of adaptive behaviour among learners with intellectually disabled learners in oredo local government of Edo state, that is the gap this study intend to find.

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the method adopted in the study is discussed under the following sub-headings;

1. Design of the study
2. Population of the study
3. Sample and Sampling technique
4. Research instrument
5. Validity of instrument
6. Reliability of instrument
7. Method of data collection
8. Method of data analysis.

Research Design

The descriptive research design is adopted by the researcher.

Population

The target population constituted of all teachers teaching learners with intellectual disabilities in two special selected junior secondary schools in Oredo local Government of Edo State with total population of 18 teachers in the two selected special schools.

Sample and Sampling techniques

The study sample consist of all the 18 teachers in Ihogbe college and Charilove in Oredo local Government of Edo State.

Research Instrument

The questionnaire was designed by the researcher in order to know the factors that affect the acquisition of adaptive behaviour skills among learners with with intellectual disabilities in Oredo local government of Edo state. The questionnaire was basically designed to seek information from the special teachers. Questionnaires designed by the researcher were used to gather information from the teachers. The teacher questionnaire had two sections. Section one was used to fill the teacher's personal information. Section two was used to fill teacher's views on strategies used in teaching adaptive behaviour skills to learners with intellectual disabilities and it consist of four point scale of Strongly Agree(SA), Agree(A), Strongly Disagree(SD) and Disagree(D).

Validity of instrument

The instrument used to collect data was validated by the supervisor and two experts in EECP for proper scrutiny, modification and correction. Corrections were made and the final copy of the instrument was administered to the respondents.

Reliability of the instrument

The reliability of the instrument was determined by administering 10 of the research instruments to a set of respondents who were not part of the population study nor the sample. The data generated from the test was analyzed by using Cronbach's Alpha and reliability coefficient of .709 for Factors Affecting Acquisition,.701 for Teaching Strategies, .705 for Teaching and Learning Resources, and .803 for Teaching Strategies were obtained.

Method of data collection

The researcher visited each of the two selected schools where she held a meeting with each head teacher. With the head teacher's permission, the researcher arranged to meet each of the selected teachers, thereafter, the instruments were administered to the teachers on individual basis and questionnaires were retrieved the same day.

Method of data analysis

The descriptive statistics was used in analysing the data, research questions 1-4 were answered using mean and standard deviation.

CHAPTER FOUR

PRESENTATION OF RESULT AND DISCUSSION OF FINDINGS

Data Analysis

In this chapter, results obtained after analysis are presented and findings duly discussed.

Demographic Analysis

This section shows the socio-demographic details of the respondents

Respondents Demographics

S/N	Categories	Option	Responses	
			Frequency	**Percentage (%)**
1	**Name of School**	Ihogbe	10	55.56
		Charilove	8	44.44
		Total	**18**	**100**
2	**Class**	Jss1	6	33.33

		Jss2	6	33.33
		Jss3	6	33.33
		Total	**18**	**100**
3	**Highes Professional**	P1 certificate	**-**	**-**
	Qualification	Diploma	-	-
		Graduate	18	100
		Total	**18**	**100**
4	**Have you been trained**	Yes	18	100
	in special education	No	-	-
		Total	**18**	**100**

Source: Researchers Fieldwork, 2023

Name of School

Data of the above table shows that 10 (55.6%) of the teachers were from Ihogbe college, while 8 (44.44%) of the teachers were from Charilove.

Class

Table 1 showed a proportionate representation from each of the classes (Jss1-Jss3) with 6 (33.33%) respondents from each of the classes.

Highest Professional Qualification

Data on the educational level/qualification of the teachers showed that 100% of them were graduate teachers.

Training on special education

Tables 1 showed that all teachers have been trained in the area of special education

ANALYSIS OF RESPONSES ANSWERING THE RESEARCH QUESTIONS

This section shows the analysis of the research variables (dependent and independent) which were conceptualized to guide the study. The statistical descriptive mean and frequency were employed to describe the aggregated responses of the respondents to the questionnaire distributed

Research question 1: What are the Factors Affecting the Acquisition of Adaptive Behaviour Skill among Leaners with Intellectual Disability?

Table 2: Descriptive state of curriculum used to teach learners with intellectual disability.

SN	Items	$\bar{x}$	Std. Deviation	Remark
1	AGE	3.44	0.616	Agree
2	Teaching Strategies	3.94	0.236	Agree

3	Teacher's experience	3.94	0.236	Agree
4	Adaptive Skills	4.00	0.000	Agree
	GROUP MEAN	**3.83**	**0.272**	**AGREED**

N=18; Key:0.00 – 2.49 = Disagreed; 2.5and above = Agreed

Results from Table 2 present analysis on the factors affecting acquisition of adaptive behaviour skills among learners with intellectual disabilities. Four (4) factors were considered which are Age, Teaching strategies, Teacher's experience and Adaptive skills. Analysis of the data shows that age had a mean of 3.44 and a standard deviation of 0.616 indicating that age is not a factor that affect the acquisition of adaptive skills in children with intellectual disabilities. The table also shows that teaching strategies with a mean of 3.94 and a standard deviation of 0.236 indicating that poor teaching strategies can affect the acquisition of adaptive behaviour skill in children with intellectual disability (ID). The table also shows teacher's experience with a mean of 3.94 and a standard deviation of 0.236 indicating that a teacher's experience or qualification is an important factor in the acquisition of skills for learners with intellectual disability. Last on the table above which is adaptive skills with a mean of 4.00 and a SD of 0.00 indicating that the respondents agree that acquisition of adaptive skills depends on the child degree of disability.

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RESEARCH QUESTION TWO: What curriculum is used to teach learners with intellectual disability?

Table 3: Descriptive state of curriculum used to teach learners with intellectual disability.

SN	Items	$\bar{x}$	Std. Deviation	Remark
1	Unique	3.56	0.511	Agree
2	Individualized learning	3.94	0.236	Agree
3	Standard aligned	3.39	0.502	Agree
	GROUP MEAN	**3.63**	**0.412**	**AGREED**

N=18; Key:0.00 – 2.49= Disagreed; 2.5and above = Agreed

The table 3 above present analysis of the curriculum used to teach learners with intellectual disability. Three factors where considered which are unique, individualized learning and standard aligned. The first item (unique) with a mean of 3.56 and a standard deviation of 0.511 show that the respondents agree that the unique curriculum is used in their various schools to teach learners with intellectual disability. Analysis of the second item on the table with a mean of 3.94 and a standard deviation of 0.236 shows that the respondent agree that individualized learning improves a child adaptive skill. The last on the table which is standard aligned with a mean of 3.39 and a standard deviation of 0.502 shows that the respondents agree that curriculum used in their school is standard aligned.

The mean score of individualized learning curriculum has the highest mean value which implies that it is the most used curriculum for teaching learners with intellectual disability.

REASEARCH QUESTION THREE: What are the Teaching and Learning Resources used in teaching learners with Intellectual disability?

Table 4: Descriptive state of teaching resources used for learners with intellectual disability disability.

SN	Items	$\bar{x}$	Std. Deviation	Remark
1	Charts and pictures	4	0.00	Agree
2	Speakers	3.78	0.428	Agree
3	Teaching materials	4	0.00	Agree
	GROUP MEAN	**3.93**	**0.143**	**AGREED**

N=18; Key:0.00 – 2.49= Disagreed; 2.5and above = Agreed

From the above table 4, charts and pictures, speakers and teaching materials have means values of 4, 3.78 and 4 respectively. The mean values are greater (>) than the criterium mean. Therefore, charts and pictures, speakers and teaching material are resources used in teaching learners with intellectual disability. Charts/pictures and teaching materials are the most used

learning resources in teaching learners with intellectual disability because they both have the highest mean.

REASEARCH QUESTION FOUR: What are the Teaching strategies used to enhance acquisition of adaptive skills among learners with intellectual disability?

Table 5: Descriptive statistics of teaching strategies disability.

SN	Items	$\bar{x}$	Std. Deviation	Remark
1	Hands on approach	3.83	.383	Agree
2	Task break down	3.89	.323	Agree
3	Visual aids	3.89	.323	Agree
4	Feedback	3.94	.236	
5	Kinesthetic learners	400	.000	
	GROUP MEAN	**83.11**	**0.253**	**AGREED**

N=18; Key:0.00 – 2.49= Disagreed; 2.5and above = Agreed

From the table 5 above, all the teaching strategies mean are greater than the criteria mean of 2.5 which implies that the listed teaching strategies are used to enhance acquisition of adaptive behavioural skills among learners with intellectual disability. The table reveals also

reveals that kinesthetic method is the most used strategy to enhance the acquisition of adaptive behavioural skills among learners with intellectual disability while hands on approach is the least teaching strategy used.

DISCUSSION OF FINDING

The result of the study revealed that teachers are well qualified to handle learners with intellectual disabilities. When asked whether they had been trained in special needs education, all the respondents reported they had passed through a complete special needs curriculum and therefore qualified to handle special needs cases such as intellectually challenged learners. The findings concurs with Mbae (2015) who in his study found that training of teaching personnel is vital because lack of it may lead to poor perception and negative attitude towards learners with intellectual with disabilities.

The findings of the study also indicate that there are several factors that could affect the acquisition of a child adaptive skills. Such include poor teaching strategies, the child degree of disability, teacher's qualification. This is in agreement with Ruteere (2009) who asserts that the main problem in teaching adaptive behaviour lies on the lack of trained personnel in schools teaching learners with intellectual disabilities. Severity of challenge was another major finding of the study since pupils with more severe cases of intellectual challenges could not perform given tasks even after a long time. Makumi (2010) concurs with this study by stating that uniqueness on the child with intellectual disabilities is responsible for his or her need for special education and that uniqueness is also worth exploration.

The study also intended to investigate whether there was curriculum in place to teach adaptive behaviour skills to learners with intellectual disabilities and answers from respondents showed that the unique curriculum and individualized learning were being used and has been helpful in teaching these children. Gargiulo (2009) supports functional curriculum for learners with intellectual disabilities where learners with intellectual disabilities can be taught adaptive skills since they do not gain from the regular curriculum which is not the case with most units with learners who are intellectually disabled.

The study also looked at teaching and learning resources used in teaching learners with intellectual disability and it is depicted that pictures, books and charts were the major materials teachers used to teach adaptive behavior skills. Learners with intellectual disabilities would however, need more specialized materials such as those for toilet training, participation in games and simpler objects like sticks and self-made objects. The respondents reported that they experienced shortage of teaching materials. The implication is that the two schools with intellectually disabled learners experience frequent shortage of teaching materials, a situation that was found to affect teaching of adaptive behavior skills. Kimeu (2012) states that lack of resources is a major constraint in teaching of adaptive skills

Makumi (2010) supports this study by saying that equipment and supplies of teaching materials should be adequate and available to enable teachers and pupils achieve success in the teaching and learning processes.

Finally, the researcher also investigated teaching strategies that can enhance acquisition of adaptive skills and answers from the respondents through the questionnaire shows that the hand on approach, breaking down task, providing immediate feedback and so on are important strategies in teaching these learners. It can be observed that most popular methods were role play and teacher support. To make teaching methods effective teachers need to use various strategies such as IEP (Individualized Educational Plan) and task analysis (Klein & Cook 2011).

According to Parasuram (2006), teacher attitude is one of the most important variables in the education of children with disabilities. Teacher attitude has a lot of effect because it determines how much effort the teacher will put to make sure that learners acquire the required adaptive skills.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

Summary of findings

The study focused on factors affecting the acquisition of adaptive behaviour skills among learners with intellectual disability in oredo local government of Edo state. In the study, we were made to understand that there are many factors that could hinder the acquisition of adaptive skills of a child with intellectual disability. Some that where mentioned include age, degree of disability and teacher's experience or qualification. The study also went on to investigate the curriculum that is used to teach these learners and the researcher through the research questions administered found that the two special schools mostly used Individualized Educational Programme (IEP) which is one of the most important strategies favoring learners with intellectual disabilities. Every good curriculum for learners with intellectual challenges

should contain daily living skills. Trained teachers should identify and use correct methods to teach daily living skills.

The findings of this study established that teachers and learners have been struggling with inadequate resources for teaching learners with intellectual disabilities. In fact, all the respondents admitted that resources were inadequate for running school activities. Teachers admitted that these materials were in constant shortage and this can be the reason why many learners cannot perform some adaptive skills even after being taught for a long time. Availability and adequacy of wide variety of instructional resources and from many sources can stimulate the interest and active engagement of learners with intellectual disabilities.

Conclusion

The objective was to investigate factors that affect the acquisition of adaptive skills in children with intellectual disability in oredo local government of Edo state. It was noted that the special schools for learners with ID follow a special curriculum in which they teach various adaptive behaviour skills**.** There was lack of teaching/ learning resources which would make it easier for learners with ID to acquire important adaptive skills. Majority of teachers in the study stated lack of teaching resources as a factor leading to learners with ID not acquiring adaptive behaviour skills. However, it can be concluded that the current curriculum lacks adequate content needed to help them to acquire skills that can help them to cope with their daily lives. These skills are referred to as adaptive behaviour skills.

Recommendations

Based on the findings, the following are the recommendations that will help children with intellectual disability ID) acquire adaptive skills.

1. The researcher would recommend similar studies to be carried out in other special school around oredo local government to ensure that proper strategies are being used and materials needed to improve adaptive skills in children with intellectual disability are provided.

2. The researcher recommends a study to be carried on the effects of inclusion on teaching adaptive behaviour skills among learners with mild intellectual disabilities.

3. The government should provide regularly the equipment/resources needed in public special schools to teach children with intellectual disability in other to increase their adaptive skills.

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APPENDIX A

DEPARTMENT OF EDUCATIONAL EVALUATION AND

COUNSELLING PSYCHOLOGY

FACULTY OF EDUCATION

UNIVERSITY OF BENIN

QUESTIONNAIRE

Dear respondent, I am a student of the above-named department and institution. I am carrying out a study on the topic: Factors that affect the acquisition of adaptive behaviour skill among learners with intellectual disability in Oredo local Government of Edo State. Please your candid

response to this questionnaire will be highly appreciated as it will be used for academic purpose only and will be treated with utmost confidentiality.

Thanks,

Yours faithfully

Researcher.

SECTION A

Name of school: Ihogbe college ( ) Charilove ( )

Class: JSS1 ( ) JSS2 ( ) JSS3 ( )

Highest professional qualification:

P1 certificate ( ) Diploma ( ) Graduate ( )

Have you been trained in special education: YES ( ) NO ( )

SECTION B

Indicate the extent to which you agree or disagree with the following statement.

Key: Strongly agree (SA) Agree (A) Disagree (D) Strongly disagree (SD)

S/N	ITEMS	SA	A	D	SD

	Factors affecting the acquisition of adaptive behaviour skills among learners with intellectual disability				
1	Age is not a factor that affect acquisition of adaptive skill				
2	Poor teaching strategies affects acquisition of adaptive behaviour skill				
3	Teacher experience or qualification is an important factor in the acquisition of a child adaptive skill				
4	Acquisition of adaptive skills depends on the child degree of disability				
	What curriculum is used to teach learners with intellectual disability				
5	The unique curriculum suits intellectually disabled students in my school				
6	Individualized learning has improved has improved my student's adaptive skill				
7	Curriculum used in your school is standard aligned				
	Teaching and learning resources used in teaching learners with intellectual disability				
8	Charts and pictures are used in my school as teaching resources to enhance learning				
9	Equipment like speakers provided by NGOS in making learning easier for these learners are not available in my school				
10	As a teacher, I experience shortage of teaching materials				
	Teaching strategies used to enhance acquisition of adaptive behaviour skills among learners with intellectual disability				

11	The hand -on approach is helpful in teaching learners with intellectual disability in my school				
12	As a teacher, breaking down task into small steps as been an important strategy to enhance my student's adaptive skills				
13	People with intellectual disability do best in learning in environment where visual aids are used in teaching				
14	As a teacher, providing direct and immediate feedback is an important strategy in enhancing a child learning				
15	Most intellectual disability learners are kinesthetic learners				

APPENDIX B

Reliability

Scale: FACTORS AFFECTING THE ACQUISITION OF ADAPTIVE SKILLS IN LEARNERS WITH INTELLECTUAL DISABILTY

Reliability Statistics

Cronbach's Alpha	N of Items
.709	4

Reliability Statistics

Cronbach's Alpha	N of Items

Reliability Statistics

Cronbach's Alpha	N of Items
.701	3

Reliability Statistics

Cronbach's Alpha	N of Items
.705	3

Reliability Statistics

Cronbach's Alpha	N of Items
.803	5

APPENDIX C

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
1	18	2	4	62	3.44	.145	.616
2	18	3	4	71	3.94	.056	.236
3	18	3	4	71	3.94	.056	.236
4	18	4	4	72	4.00	.000	.000
Valid N (listwise)	18						

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
5	18	3	4	64	3.56	.121	.511
6	18	3	4	71	3.94	.056	.236
7	18	3	4	61	3.39	.118	.502
Valid N (listwise)	18						

Descriptive Statistics

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
8	18	4	4	72	4.00	.000	.000
9	18	3	4	68	3.78	.101	.428
10	18	4	4	72	4.00	.000	.000
Valid N (listwise)	18						

Frequency Table

Table 1: Respondents Demographics

S/N	Categories	Option	Responses	
			Frequency	Percentage (%)
1	Name of School	Ihogbe	10	55.56

		Charilove	8	44.44
		Total	**18**	**100**
2	**Class**	Jss1	6	33.33
		Jss2	6	33.33
		Jss3	6	33.33
		Total	**18**	**100**
3	**Highest Professional Qualification**	P1 certificate	**-**	**-**
		Diploma	**-**	**-**
		Graduate	18	100
		Total	**18**	**100**
4	**Have you been trained in special education**	Yes	18	100
		No	-	-
		Total	**18**	**100**

Descriptives

Table 2: Descriptive state of curriculum used to teach learners with intellectual disability.

SN	**Items**	**Std.**	**Remark**

		$\bar{x}$	Deviation	
1	AGE	3.44	0.616	Agree
2	Teaching Strategies	3.94	0.236	Agree
3	Teacher's experience	3.94	0.236	Agree
4	Adaptive Skills	4.00	0.000	Agree
	GROUP MEAN	**3.83**	**0.272**	**AGREED**

Descriptive

Table3: Descriptive state of curriculum used to teach learners with intellectual disability.

SN	**Items**	$\bar{x}$	**Std. Deviation**	**Remark**
1	Unique	3.56	0.511	Agree
2	Individualized learning	3.94	0.236	Agree
3	Standard aligned	3.39	0.502	Agree

GROUP MEAN	**3.63**	**0.412**	**AGREED**

Descriptive

Table4: Descriptive state of teaching resources used for learners with intellectual disability

disability.

SN	**Items**	$\bar{x}$	**Std. Deviation**	**Remark**
1	Charts and pictures	4	0.00	Agree
2	Speakers	3.78	0.428	Agree
3	Teaching materials	4	0.00	Agree
	GROUP MEAN	**3.93**	**0.143**	**AGREED**

Descriptive

Table 5: Descriptive statistics of teaching strategies disability**.**

SN	Items	$\bar{x}$	Std. Deviation	Remark
1	Hands on approach	3.83	.383	Agree
2	Task break down	3.89	.323	Agree
3	Visual aids	3.89	.323	Agree
4	Feedback	3.94	.236	
5	Kinesthetic learners	400	.000	
	GROUP MEAN	**83.11**	**0.253**	**AGREED**