



## POST COVID-19 ASSESSMENT AS CORRELATES OF SCHOOL ADJUSTMENT AMONG PERSONS WITH SPECIAL NEEDS IN IBADAN NORTH AREA OF OYO STATE

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### ABSTRACT

The impact of Covid-19 Pandemic had been felt by all and sundry since its advent. It has actually imprinted itself on psyche of every individual; persons with special needs are not left out as almost, if not all aspect of their lives were disproportionately affected by the novel pandemic. This study therefore examined the post covid-19 assessment as correlates of school adjustment among students with special needs in Ibadan North local government area of Oyo State. Multistage sampling technique was employed to draw a sample size of 60 participants who participated in the

### INTRODUCTION

It is not a new thing for persons with special needs to be subjected to all manner of negative treatments like isolation, segregation, mockery and the related issues. Persons with special needs were disproportionately affected due to several barriers encountered in the heat of Corona virus Pandemic. Research had shown that school closures caused by the pandemic exacerbated previously existing inequalities, and that children who were already at risk of being excluded from a quality education have been mostly affected (Human Right Watch 2020). These children found it difficult to assess the needed support especially those that always depend on support for their daily living. They were not properly handled by parents and career, the environment was not equally friendly as the lockdown restricted everybody to their individual homes. Unfortunately, most parents were not prepared for what they met. Majority of parents have not been involved in the education of their children, Hence the difficulties encountered while trying to teach and attend to their myriads of needs during the lock down.

However, persons with special needs should not be left out in all the provision that were made for all persons during COVID-19 Pandemic. Virtual teaching and learning was the means through which majority were learning and carrying out various programs especially in the developed countries. It was discovered that most persons with special needs were left out as majority learners with special education needs were at home and parents could not get them engaged because they were not involved in their learning before the outbreak of the virus. It then became a problem to get them engaged.



study from among the students with special needs in Ibadan North local government area of Oyo state being the population for the study. Three research questions were raised and answered while a well-structured questionnaire was administered to collect data from the participants. The descriptive research design of ex-post facto type was used to analyze the collected data at 0.05 alpha level of significance. The results of the study revealed that persons with special needs had negative experiences as regards accessibility to helpful information about their safety, education and health during covid-19 pandemic. Also, persons with special needs had negative experiences when it came to access to community services and support during Covid-19. It was also discovered from the findings of the result that persons with special needs have negative experiences as regards their access to daily routine and IEP during Covid-19. Therefore it was recommended that necessary provision should be made for persons with special needs as relates to their safety, education, health, availability and participation in community services and support during a challenging period like this. It was also suggested that the daily routine and IEP for various types of persons and their disability status should be documented such that parents and careers will have something to fall back on in case of further lockdown and any other subsequent reasons for virtual learning.

**Key words:** Post Covid-19 Assessment, School Adjustment, Persons with Special Needs

According to UNESCO (2020), it was discovered that around the globe, the lives of at least 1.5 billion students and their families have been significantly affected by the school closures caused by the COVID-19 outbreak. Most people resulted to virtual learning to ensure that students continue to learn since this is the new normal in the education sector across the globe since the outbreak of this virus. This mode of learning did not cut across the marginalized and the disadvantaged group of learners like persons with special needs, children from ethnic minorities, the refugees, the displaced, and the poorest in the communities to mention but a few. Adequate access to virtual (online) learning during COVID-19 was a serious challenge for persons with special needs, and their parents (UNICEF 2020b, 2020c). The truth is that Nigeria is still struggling with remote learning. The closure of all educational institutions brought about school adjustment during covid-19 which became compulsory as a result of global challenge that interrupted the normal school runs and activities that had been planned by school owners and curriculum planners. The adjustment became more challenging in that what happened was not bargained for by any. For persons with special needs, it was not an easy period and even for the parents because it became an additional burden and responsibility to assume the role of a teacher and care giver. The advent of the Pandemic has brought a terrible space in learning which has resulted in serious gap in mode of learning which needs to be addressed.

There is need for availability and accessibility of this means of leaning for all learners irrespective of their disability status, This online learning platform and resources should be made available for all learners, and to accommodate both regular and special teachers, to see to it that no child is left behind weather school is opened or we are to stay at home because of the outbreak of any virus.



It is quite unfortunate and sad that nothing encouraging and worthwhile have been said so far by the government in the area of providing learning alternatives for learners with disabilities. Actually the government both federal and the state were confused at the outbreak of the virus, which led to the immediate closure of schools and companies. Most companies are coming up with post COVID-19 programs and plans to easily adjust and move on with their businesses, but what has been the government plans for schools generally and more importantly learners with Special Education Needs (SENs)?

The rate at which things are going and new cases being discovered every day is alarming. The situation is more tensed in some countries than the others. There is likelihood of schools being locked down again. Most businesses and company owners have come up with new normal of virtual learning and some private school owners are doing well as related to that. The big question is what is the position of our government? What would be the faiths of learners with SENs per adventure schools are closed down again due to the advent of new waves of the virus or if everybody has to start learning and working from home? It is quite unfortunate that in a zoom meeting organized by the Concerned Parents and Educators (CPE) initiatives shortly after the outbreak of the Pandemic in May 2020, where the commissioner for education was present, nothing was said by him as regards their efforts towards including learners with SENs in their plans to benefit and continue to learn like their counterparts without disabilities.

It is high time that Nigerian government rise up to the challenge and the task of creating real learning opportunities for learners with special education needs SENs. WHO, (2020) highlighted the vulnerabilities of certain groups of people including persons with disabilities. Emerson & Hatton (2008), averred that less apparent has been the plight of people with special needs who have a range of vulnerabilities that include health problems, mental disorders and social disadvantage. Their modes of learning are quite different from others. Each child with his/her peculiarities should be catered for, as regards having access to equal educational opportunities like their fellow students without disabilities. It is not good enough not to have provision for persons with special needs.

Most of the persons with disabilities have pre-existing health issues that make them susceptible to contracting the virus, many were without help and assistance and lack accessibility to support for their daily living skills and medical interventions. Majority of persons with disabilities were victims of greater inequalities, discriminations and medical bias during the pandemic. However, Berger, Evans, Phelan & Silverman, (2020) posited that provisions and responses should not exclude persons with disabilities. Inclusion is what is being advocated, therefore, adequate provisions should be made by the government of the day to promptly respond to both academic and mental health of persons with special needs.

#### **PROBLEMS ENCOUNTERED BY PERSONS WITH ID DURING THE LOCKDOWN**

Some of the problems encountered by persons with special needs during the lockdown include but not limited to the following. They did not have access to helpful information. Majority of persons with special needs did not have access to information as regards their safety, education and health during the saga of corona virus. Relevant and educative information on the preventive measures and how to go about their daily routine and schedules were not available and accessible to them. The government as a matter of duty and compulsion should incorporate persons with



special needs in their plans in preparation for likely occurrence later in life. For persons with disabilities, restrictions to their home can only work if they can easily access the needed support at home. Provision of accessible information for parents of children with special needs, their care givers and generic plans for persons with special needs themselves is essential more importantly where literacy skills are few or not even in place (MENCAP 2020).

It is essential to note that for the marginalized people like persons with disabilities to access remote learning, there will be need for special support for them to access the materials and content needed for them to easily learn. There is need to bear in mind the 2030 Sustainable Development Goal (SDGs), especially goal 4, which is mainly on education for all, irrespective of the disability status. To achieve this, and ensure there is an inclusive and equity in our educational system with opportunities for the marginalized, there is need for us to be prompt and strategic in provision of considerable and helpful information that are all encompassing for every individual even those with special needs.

Another serious problem and limitation faced by persons with special needs is deprivation of access to Community Services and Supports. It is quite unfortunate that persons with disabilities were denied access to community services and support during the COVID-19 Pandemic. Persons with special needs should have access to community services whereby they can socially exercise their rights and privileges as a full fledge citizen in their country and relevant members of their immediate community. Persons with special needs should not be limited to physical access to housing and disability related support, but they are to have access to mainstream community services like education, recreation, justice and participation in sports and leisure activities. Having access to community services always offer them an opportunity to improve on their interpersonal relationships, social competence and self-esteem. They meet with different types of people from whom they can learn how to socialize and at the same time improve on their social and emotional status.

The role of exercise and leisure activities in psychological well-being of persons with disabilities cannot be over emphasized. Leisure activities is important in peoples' life in that it brings about an improved self-esteem, confidence in one's self, and psychological well-being of persons with disabilities (Aitchison 2003). Successful leisure experiences equally help to elevate an individual's sense of competence and self-belief to a state which generally and automatically leads to significant increases in their self-esteem. Leisure activities are equally important in terms of acquisition of vocational and professional skills by individuals with disabilities who are always exempted from working (Gursel, Ergenekon, Batel 2007). Leisure activities are found to be effective in the development of social skills of persons with intellectual disability and also useful in the reduction of behavioural problems of such individuals, but it is quite unfortunate that majority of persons with disability were out rightly denied of access to this during the lockdown which had serious negative impact on their health status.

Further, persons with special needs suffered during the lock down due to lack of appropriate and proactive support for their parents and careers. Parents of most children with special needs were left without sufficient support by the government. There were no disabilities support services to proactively direct and control the activities of the children with the help of their parents since they are staying at home as it were. This affected both the parents and the children. Most parents were faced with the challenge of handling, anxiety, depression and unfortunately there was



nowhere to run to. Willner, (2020) averred that the challenges faced by informal careers usually the mothers of children with special needs have been largely overlooked during the corona virus crisis.

Lack of access to critical Medical Supplies and Intervention was another major problem faced by persons with special needs during the novel Pandemic. Majority of persons with disabilities were deprived of medical intervention which worsens their mental health. Persons with disabilities generally have more health-care needs than others. Despite this fact, persons with disabilities were subjected to series of discriminatory treatments that worsen their health conditions. However, having disability should not in any way put any one at the risk of contracting corona virus, but being at disadvantage and having underlying conditions can make them more vulnerable. It was gathered from past research that persons with disabilities found it difficult to access critical medical supplies which became even more dangerous and challenging as resources became scarce. Some persons with disabilities encountered serious level of social isolation than their counterparts without disabilities (Campbell, Gilyard, Sinclair, Sternberg & Kailes, 2009 and O'Sullivan& Bourgin, 2020).Antonio, (2020) maintain in his speech at the meeting of principals on the United Nations Disability Inclusion Strategy that the equal rights of persons with disabilities to access health care and life saving procedures during pandemic should be guaranteed. This simply means that during the Pandemic persons with disabilities access to prompt medical intervention was not guaranteed.

Also, persons with disabilities lack access to daily routine and IEP during the lockdown. For instance, learners with intellectual disability that are on routine. One major way of attending to such persons is by engaging the strategy of structured routine. The routine must have been planned by the teachers or careers and can be better used by them, but due to the pandemic which restricted these children to their various homes, the parents were forced to establish and be involved in the routine which they were not used to, this made parents of children with special needs struggled through this challenging period as they embarked on trial and error processes. Many parents kept on asking questions on how to access services that their children were used to before lockdown. It was a challenging moment of picking up the responsibilities of different professionals like the school teachers, the nurse, recess monitor, careers, therapist and even researchers who have been prevented from performing their roles due to the outbreak of the pandemic in order to meet the pressing needs of their children. Parents did not find this period easy because there was no access to learning materials, appropriate curriculum and educational plans to follow.

### **Statement of Problems**

Several researches on covid-19 abound. Many researchers have considered a lot about covid-19, for instance, causes, prevention, its effect on education, cure, the havoc it has performed in African countries and all over the world, its various waves and several others. Having a deep understanding of effect of covid-19 pandemic on education, health, homes, way of life, religion, and businesses to mention but a few will help individuals to have a right perspective of what life should be for all and especially the folks with special needs. However, few researches exist on post-covid assessment of experiences of persons with special needs. This study therefore, considered some of the experiences of persons with special needs during covid-19 pandemic with a view of shedding light





on how their immediate predicament can be properly handled and how such could be subsequently averted in case of persistent occurrences.

### **Purpose of Study**

The purpose of this study is to investigate post covid-19 assessment as correlates of school adjustment among persons with special needs in Oyo State, Nigeria and to specifically:

- 1) Determine the influence of the lock-down on the education and general well-being of persons with special needs.
- 2) Examine the effect of the Pandemic on accessibility of persons with special needs to community services, support and their daily routine.

### **Research Questions**

- 1) What are the experiences of persons with special needs as regards accessibility to helpful information about their safety, education and health during covid-19 pandemic?
- 2) What are the experiences of persons with special needs as relates to access to community services and support during Covid-19?
- 3) What are the experiences of persons with special needs as regards their access to daily routine and IEP during Covid-19?

### **Methodology**

#### **Research Design**

The study adopted the descriptive survey research design. This method is used because the study looked at the post covid-19 assessment as a correlates of school adjustment among learners with intellectual disability in Oyo state

#### **Sample and Sampling Techniques**

The population of the study consists of all students with special needs currently enrolled in different secondary schools in Ibadan North Local Government Area of Oyo State. A random sampling technique was used to select four public special schools for the study while a purposive random sampling technique was used to select 60 students with special needs attending schools in Ibadan North local government Oyo State.

#### **Instrumentation**

A well-structured questionnaire was designed to obtain information from participants. The questionnaire is divided into three sections. Section A contains 7 items tested on a 4-point likert scale of strongly agreed, agreed, disagreed, and strongly disagreed. Ten items are on experiences of persons with special needs as regards accessibility to helpful information about their safety, education and health during covid-19 pandemic. Section B contains 6 items that measured experiences of persons with special needs as relates to access to community services and support during Covid-19, and Section C measured the experiences of persons with special needs as regards their access to daily routine and IEP during Covid-19, they are self-developed by the researchers.



### Procedure for Data Collection

The researchers visited the schools used for the study, introduce themselves to the management and explained the purpose of the research and obtained permission to administer the questionnaire to the participants of the study (students with special needs). The researchers then administered the questionnaire to the participants and familiarize them with the items on the instrument.

### Method of Data Analysis

Frequency count and percentage were used for analyzing the data collected while the research questions was tested using the Mean and standard deviation.

## RESULTS

**Research Question One:** What are the experiences of persons with special needs as regards accessibility to helpful information about their safety, education and health during covid-19 pandemic?

**Table 1: Frequency Distribution of Respondents View on the experiences of persons with Special Needs as regards accessibility to helpful information about their safety, education and health during covid-19 pandemic**

SN	STATEMENT	SA	A	D	SD	Std. Dev	Remark	
1	Persons with disabilities access to prompt medical intervention were not guaranteed.	11 (18.3)	23 (38.3)	17 (28.3)	9 (15.0)	2.60	.96	Accepted
2	Lack of access to critical Medical Supplies and Intervention	11 (18.3)	24 (40.0)	15 (25.0)	10 (16.7)	2.60	.97	Accepted
3	Persons with special needs were deprived of medical intervention which worsens their mental health	9 (15.0)	23 (38.3)	20 (33.3)	8 (13.3)	2.55	.91	Accepted
4	Persons with disabilities generally have more health-care needs than others.	10 (16.7)	21 (35.0)	17 (28.3)	12 (20.0)	2.48	1.00	Rejected
5	Persons with disabilities were at the risk of contracting corona virus,	12 (20.0)	22 (36.7)	19 (31.7)	7 (11.6)	2.65	.93	Accepted



6	Persons with disabilities found it difficult to access critical medical supplies	14 (23.3)	23 (38.3)	15 (25.0)	8 (13.3)	2.72	.97	Accepted
7	Persons with disabilities lack access to health care and life saving procedures during pandemic	19 (31.7)	19 (31.7)	16 (26.6)	6 (10.0)	2.85	.98	Accepted
GRAND MEAN						<b>2.63</b>	<b>.93</b>	

Sources: Researcher's field-report, 2021

Table 1 showed that items 1 to 7 have the mean scores that are above 2.50 which are the mean score for decision making while item 4 is rejected. The highest mean score of 2.85 was recorded in item 7 while the lowest mean score of 2.48 was recorded in item 4. The grand mean and standard deviation are 2.63 and 0.93 respectively. Since the aggregate mean score is 2.63 and it is above the mean value of 2.50, majority of the items are therefore accepted which means that persons with special needs experiences had negative experiences as regards accessibility to helpful information about their safety, education and health during covid-19 pandemic (for instance, Persons with disabilities lack access to health care and life saving procedures during pandemic, Persons with disabilities found it difficult to access critical medical supplies and Persons with disabilities were at the risk of contracting corona virus, etc). From the findings, it has been clearly revealed by the respondents' opinion that persons with special needs had negative experiences as regards accessibility to helpful information about their safety, education and health during covid-19 pandemic.

**Research Question Two:** What are the experiences of persons with special needs as relates to access to community services and support during Covid-19?

**Table 2: Frequency Distribution of Respondents View on the experiences of persons with Special Needs as relates to access to community services and support during Covid-19**

SN	STATEMENT	SA	A	D	SD	Std. Dev	Remark	
1	Lack of appropriate and proactive support for their parents and careers	24 (40.0)	19 (31.7)	8 (13.3)	9 (15.0)	2.97	1.07	Accepted
2	Left without sufficient support by the government	22 (36.7)	13 (21.7)	10 (16.7)	15 (25.0)	2.70	1.21	Accepted
3	Lack disabilities support services to proactively	16 (26.7)	24 (40.0)	12 (20.0)	8 (13.3)	2.80	.98	Accepted





	direct and control the activities							
4	Challenge of handling, anxiety and depression	17 (28.3)	19 (31.7)	12 (20.0)	12 (20.0)	2.68	1.09	Accepted
5	Largely overlooked during the corona virus crisis.	18 (30.0)	22 (36.7)	11 (18.3)	9 (15.1)	2.82	1.03	Accepted
6	Subjected to series of discriminatory treatments	13 (21.7)	23 (38.3)	15 (25.0)	9 (15.1)	2.67	.98	Accepted
GRAND MEAN						<b>2.77</b>	<b>1.06</b>	

Sources: Researcher's field-report, 2021

The table 2 showed that all items 1 to 6 have the mean scores that are above 2.50 which are the mean score for decision making. The highest mean score of 2.97 was recorded in item 1 while the lowest mean score of 2.67 was recorded in item 6. The grand mean and standard deviation are 2.77 and 1.06 respectively. Since the aggregate mean score is 2.77 and it is above the mean value of 2.50, all the items are therefore accepted which means that persons with ID had negative experiences as related to access to community services and support during Covid-19. (For instance, lack of appropriate and proactive support for their parents and careers, they were largely overlooked during the corona virus crisis and they also lacked disabilities support services to proactively direct and control their activities). From the findings it has been clearly revealed by the respondents opinion that persons with special needs had negative experiences as related to access to community services and support during Covid-19.

**Research Question Three:** What are the experiences of persons with special needs as regards their access to daily routine and IEP during Covid-19?

**Table 3: Frequency Distribution of Respondents View on the experiences of persons with Special Needs as regards their access to daily routine and IEP during Covid-19**

SN	STATEMENT	SA	A	D	SD	Std. Dev	Remark	
1	Lack access to daily routine	14 (23.3)	20 (33.3)	16 (26.7)	10 (16.7)	2.63	1.02	Accepted
2	Parents lack access services that their children were used to before lockdown.	12 (20.0)	22 (36.7)	14 (23.3)	12 (20.0)	2.57	1.03	Accepted
3	Challenge of picking up the responsibilities of the school teachers,	14 (23.3)	20 (33.3)	17 (28.3)	9 (15.0)	2.65	1.00	Accepted
4	Challenge of picking up the responsibilities of	29 (48.3)	20 (33.3)	10 (16.7)	1 (1.7)	3.28	.80	Accepted



	the nurse, recess monitor, careers,							
5	Challenge of picking up the responsibilities of the therapist and even researchers	19 (31.7)	32 (53.3)	9 (15.0)	0 (0.0)	3.17	.66	Accepted
6	Challenge that prevent professional from performing their roles due to the outbreak	26 (43.3)	30 (50.0)	4 (6.7)	0 (0.0)	3.37	.61	Accepted
7	Parents did not find this period easy to access to learning materials,	25 (41.7)	23 (38.3)	11 (18.3)	1 (1.7)	3.20	.79	Accepted
8	Teachers did not find this period appropriate for curriculum and educational plans	26 (43.3)	25 (41.7)	8 (13.3)	1 (1.7)	3.27	.75	Accepted
<b>GRAND MEAN</b>						<b>3.01</b>	<b>.832</b>	

**Sources: Researcher's field-report, 2021**

Table 3 showed that items 1 to 8 have mean scores that are above 2.50 which are the mean score for decision making. The highest mean score of 3.37 was recorded in item 6 while the lowest mean score of 2.65 was recorded in item 3. The grand mean and standard deviation are 3.01 and 0.832 respectively. Since the aggregate mean score is 3.00 and it is above the mean value of 2.50, all the items are therefore accepted which means that persons with special needs had negative experiences as regards their access to daily routine and IEP during Covid-19. (for instance, challenge that prevent professional from performing their roles due to the outbreak, challenge of picking up the responsibilities of the nurse, recess monitor, careers and teachers by parents which did not make things appropriate for curriculum and educational planners ). From the findings it has been revealed clearly by the respondents' opinions that the persons with special needs have negative experiences as regards their access to daily routine and IEP during Covid-19.

### **Discussion of Result**

The result of the first research question shows that persons with special needs had negative and unpalatable experiences as regards accessibility to helpful information about their safety, education and health during covid-19 pandemic. This implies that the advent of Covid-19 had a remarkable and negative impact on students with special needs as it relates to their safety, education and health. This is consistent with the findings of UN, (2020) in her executive summary, which revealed that the COVID-19 Pandemic has created the largest disruption of education system in history, affecting almost 1.6 billion learners in more than 190 countries and continents. Also, UIS,(2019) study has shown that COVID-19 is worsening the situation of education in Sub-Saharan Africa where before the pandemic, 47 per cent of the world's 258 million children that are out- of-



school, live with 30 percent as a result of conflict and emergency. UNESCO (2020) had also revealed that according to estimation, about 40 per cent of the poorest countries failed to support learners at risk during the COVID-19 crisis. This study was also in line with Holmes O, Connor and Perry (2020) whose study confirmed that children with existing mental health functioning difficulties might be particularly affected by disruptions to services, isolation, and possible exacerbation of symptoms on response to pandemic-related information and behaviours. This result also negates the finding of OESD (2020) whose findings revealed that although there was a universal school closure during the pandemic, there was a provision of equitable and inclusive access to digital learning resources whereby there was a provision of online learning platforms to support teachers, students, and their families.

Result of the second research question reveals that persons with special needs had negative experiences as related to access to community services and support during Covid-19. This indicates that community services and support was not available during COVID-19, and where they were available, persons with special needs were not given access to participate. This development further indicates the level of disproportionate marginalized treatment that persons with special needs are always subjected to in their immediate environment even in the absence of challenging moments like that of Corona virus. However, it is a difficult situation to go through by some persons with specific disabilities, such as psychosocial disabilities and persons with autism to be strictly confined at home. According to COVID-19 Guidance and Support (2021), a short and careful outing throughout the day is key for them to cope with their condition. In reference to United Kingdom of Great Britain and Northern Ireland, the initially strict confinement rules have been relaxed and they have introduced exceptions to permit some persons with disabilities to go out and have access to helpful community services and support.

From the research question three, which is on access to daily routine and IEP by persons with special needs during COVID-19, 20 of the respondents agreed that they lacked access to their daily routine during lockdown, while 14 strongly agreed with that statement. The number of those that agreed outnumbered those that disagreed. This therefore shows the importance of daily routine and IEP to persons with special needs. It was not going to be an easy task for teachers to convert students' IEP into a take home assignment, but all the same something has to be done. This concurred with the findings of Marhaba (2020), who maintained that IEP requires that educators, students, parents and families work together to take a decision on the effectiveness of a remote-learning setting and how to best proceed with each child's mode of education during the pandemic. He also posited that persons with special needs should not be discriminated against because of COVID-19 crisis and that they may regress if not afforded the appropriate services required in their IEPs.

### **Conclusion**

From this study, it was discovered that COVID -19 had wreaked havoc in all the nations of the world. Its negative impact on persons with special needs as reflected in the areas of their safety, education, health, access to adequate information as it relates to community services and support and their daily routine and IEPs. If other countries of the world can embark on virtual learning and private sectors with adequate provisions for persons with special needs, there should be no excuse for excluding persons with special needs in any part of the world with the view of giving every



individual child equal right and access to educational opportunity the lockdown notwithstanding. However, persons with special needs may not learn at the pace of their counterparts without disabilities, but every individual child learns at his/her own pace, therefore if others can access education, health, safety, community support and services, persons with disabilities should not be denied access to any of the above mentioned services even at the face of the novel pandemic. All stakeholders, concerned parents and teachers should see to it that no child is left behind as a result of the period in which we are.

### Recommendations

Based on the findings of this study, the following recommendations were made

- 1) Persons with disabilities should be well considered and included in provision of adequate information that are helpful to them as regards their safety, education, health and general wellbeing during the present hit of covid-19. They are not to be left out of the present virtual mode of learning. They can also learn at their pace
- 2) Community services and supports are ways through which persons with special needs improve on their social skills, physical fitness and inactive and sedentary lifestyle. Therefore under no circumstances should they be prevented from having access to such. They can only be guided and assisted as per the right usage of such services.
- 3) Parents are to be fully involved in the affairs of their children especially those with special needs. They should know what comes first and what next in case the child has to be home for about a month. This will afford them the opportunity to know what to do if peradventure a lock down is pronounced again in case of new variant of COVID-19.

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