

INCLUSIVE EDUCATION ETH306W

Video Conference
17 August 2018
(09:00-13:00)

Presenters:
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Define tomorrow.

UNISA



INTRODUCTION TO LECTURERS

- Dr Jacomina Motitswe – Primary Lecturer
- Mr Lindokuhle Mkhuma – Secondary Lecture
- Dr Kate Malahlela - Third Lecturer

NB. Dr Clasquin-Johnson is not a lecturer for ETH306W anymore – Please do not bother her

COMMUNICATION WITH LECTURES

- Write an email/Phone directly. Use your student number as reference and your mylife email address
- Direct enquiries related to the module, ETH306W. Lecturers may not always assist in matters such as delivery of study material, special examinations, sick notes etc. Check myunisa website for direct contact to these services

SUPPORT

- Discussion forums
- Special Announcements on myunisa
- Telephone conversation
- Office visits with prior arrangement through an email
- Email responses

TUTORIAL SUPPORT - NOT

- We do not ask for payment for providing support to our students
- We do not have Saturday Tutorial classes for this module
- We do not have Tutors for this module
- We do not participate on Whatsapp groups

Learning Outcomes

By the end of this presentation, you should be able to:

- Demarcate the scope of the module ETH306W
- Explain the concepts such as 'barriers to learning and development', Inclusive Education (IE)
- Discuss some of the reasons for the adoption of Inclusive Education in South Africa
- Distinguish between intrinsic and extrinsic barriers to learning
- Discuss identification and support of some of the barriers to learning. For example, in blindness, reading difficulties

Outline of the Module ETH306W

1. The official study material for the ETH306W:

- Study Guide



- Tutorial letter 101, 102 and 201 (Tutorial letter 201) contains the feedback for the two assignments and will be provided prior to examinations)



- Announcements will be posted timely where there is a need
- You can download study material or receive it from mail
- Additional resources such as slides and other material will also be posted
- Due dates for assignments must be strictly adhered to
- As a student, you must read UNISA code of conduct from myunisa

ASSIGNMENT AND EXAMINATION

- Write assignments and examination in English ONLY
- Post your assignment on time
- Send through mynisa or through post office, unisa regional offices or Pep Stores
- ALWAYS keep a copy of your assignment

Demarcation of the study Material (Refer to pages 18-19 of Tut 101)

Intermediate / Senior / FET Phases' Students

- **Read:**
- Section A: Study Units 1, 2 & 3
- Section C
- Section B: Study Unit 6
- Section D: p 142 onwards in your study guide: Appendices A, B, C, D, E
- Appendices H & I
- Appendix N pp 319–331 (Sections 1 & 2)
- Appendix O

Demarcation of the study Material

ECD & Foundation Phase Students

- Section A: Study Unit 3
- Section C: Study Units 8 & 9
- • Section D: Appendix: J
- • Section A: Study Units 1 and 2
- Section D: p 142 onwards in your study guide: Appendices: A, B, C, D, E, F, G, H, I, K, L, M &
- Appendix N pp 319–331 (Sections 1 & 2)

3. The Concepts (Refer Education White Paper 6, pages 319 -351 App N)

3.1 Inclusive Education – Special Needs Education

3.2 Inclusive Education and mainstreaming –

3.3 Barriers to learning and development –



Adobe Acrobat
Document

What is Inclusion?

Definition of inclusion:

Inclusion is about **increasing the participation** ✓ of learners in and **reducing their exclusion** from the cultures, curricula, and communities of local schools.

It involves **restructuring the cultures, policies and practices** ✓ in schools so that they **respond to the diversity** ✓ of learners.

It is concerned with the **learning and participation of all learners** ✓ vulnerable to exclusionary pressures, **not only those with impairments** ✓ or those categorised as experiencing **barriers to learning and development** ✓.

What is inclusion (continued)

It is concerned with improving schools ✓ for staff as well as learners.

Acknowledging that all learners have a right to education ✓ in their local community.

Diversity ✓ is not viewed as a problem to overcome, but as a rich resource ✓ to support the learning of all.

Inclusion is concerned with fostering mutually sustaining relationships between schools and communities ✓.

Inclusion in education is one aspect of inclusion in society ✓.

Why did South Africa Adopt Inclusive Education?

Overview of White Paper 6: Special Needs Education: Building an Inclusive Education and Training System

Pillars of IE

Ten reasons for inclusion

- A human right
- Good educational sense
- Good social sense
- The right to learn and live together
- Accept diversity
- Respect for one another
- Uniform and responsive education system
- Remove discrimination
- Positive interaction and learning from one another
- Rehabilitative and supportive society

3.2

Mainstream or Integration

Mainstreaming is about getting learners to 'fit into' a particular kind of system or integrating them into this existing system.

Mainstreaming is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine.

Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes.

Inclusion

Inclusion is about recognising and respecting the differences among all learners and building on the similarities.

Inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met.

The focus is on teaching and learning actors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.

Mainstream or Integration

Mainstreaming and integration focus on changes that need to take place in learners so that they can 'fit in'.

Here the focus is on the learner.

Inclusion

Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs.

The focus is on the adaptation of and support systems available in the classroom.

What is Inclusion?

- Increasing participation of all learners, not only those with impairments
- Reducing exclusion from cultures, curricula and communities of schools
- Responding to learner diversity
- Improving schools for teachers and learners
- Overcoming barriers to access and participation
- Regarding education as a right
- Regarding diversity as a rich resource
- Fostering mutually sustaining relationships
- Acknowledging that all learners need support
- Meeting all learners' needs

External Barriers to Learning

At home, at school and in the community (differentiate)

External to the learner

- Socio-economic barriers
- Discriminating attitudes
- Inflexible curriculum
- Language and communication
- Inaccessible and unsafe environment
- Inapplicable or inadequate provision of support services
- A lack of empowering and protective policy
- Disability
- A lack of human resources development

***As a teacher look closely at the school related factors that may cause barriers to learning and development.

Refer to your study guide pages 19-20.

Intrinsic Barriers to Learning

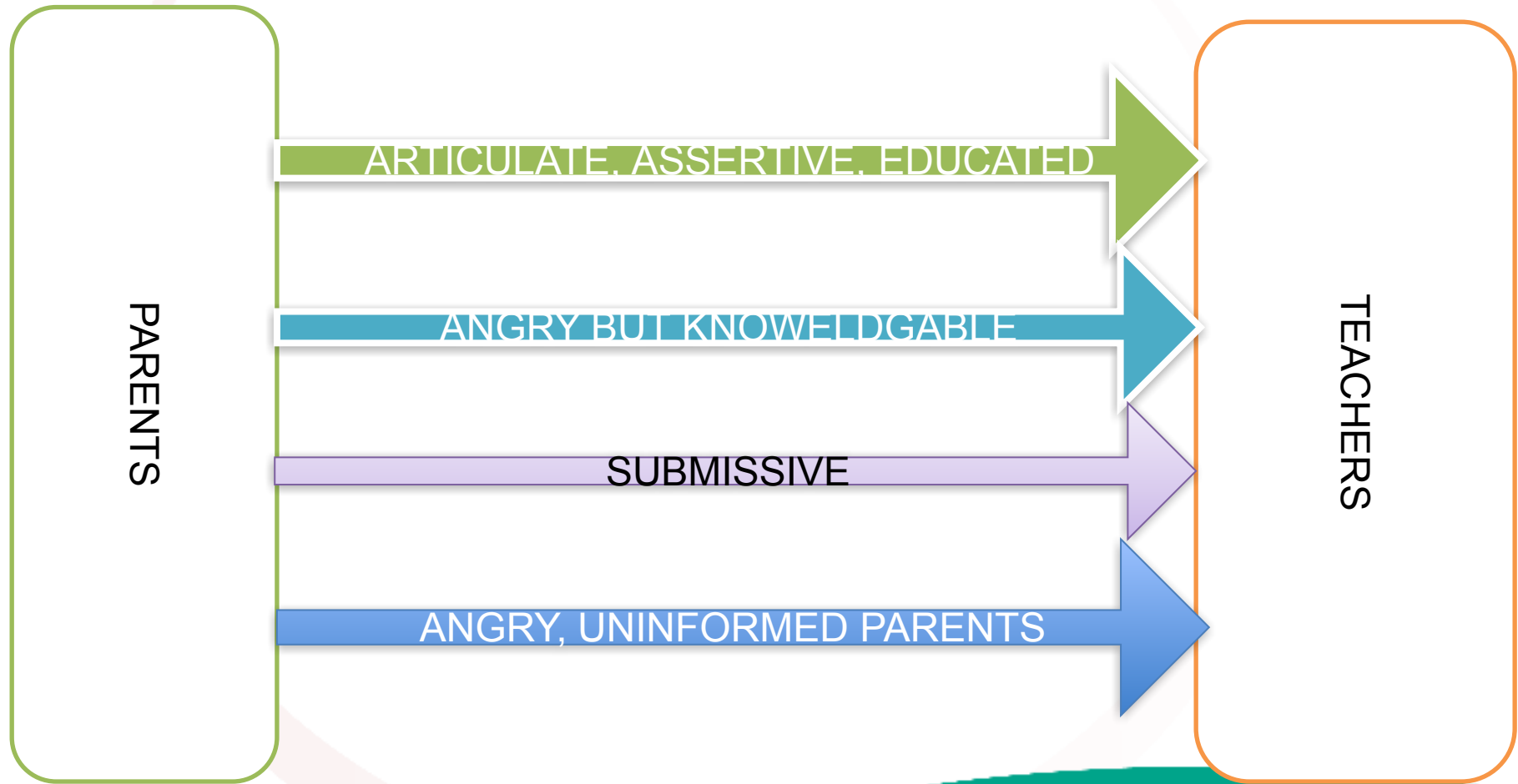
- Factors **inherent** in learners themselves.
- Learners were born with these or acquired them later on.
- Factors not related to education or environment.
- Include physical, physiological or mental impairments.
- **Note**: degrees of impairments
- Have a detrimental effect on learner's progress at school if learner does not receive appropriate support.
- **Note causes**: genetic factors, prenatal/perinatal/postnatal brain damage (epilepsy, cerebral palsy, learning impairments such as dyslexia (difficulty with reading) or dyscalculia (difficulty with arithmetic), intellectual impairment, hearing impairment, visual impairment)
- These learners require **more specialised educational methods and teaching aids**.

Samples of barriers and support

As a teacher, you have to be aware of the manifestation of difficulties and strategies to support learners in your class.

- Hearing, Blindness,
- Epilepsy
- Down syndrome, Autism
- Perceptual-Motor Skills
- Language, learning problems, Emotional problems, spoken language, written language, Mathematics, Emotional needs

Possible Behavioral Patterns of Parents towards teachers (P 52)



Hearing/Auditory Impairments: Characteristics

- Often misinterprets instructions
- Turns head to listen
- Watched the teacher's lips
- Cannot understand the teacher if the teacher's head is turned away or the teacher's lips are covered
- Finds it difficult to locate the source of a sound
- Speaks too loudly or too softly
- Speaks monotonously
- Speaks too quickly or too slowly
- Experiences unusual emotional problems
- Is often inattentive

Auditory/Hearing Impairments (Characteristics continued)

- Stares out of the window if the teacher stands at the back of the class while giving instructions
- May have difficulty hearing the bell ring
- Finds it difficult to associate with friends
- Cannot follow instructions given in a large hall such as a school assembly hall
- Cannot follow what is being said in a noisy or rowdy group
- Experiences problems with auditory memory
- Finds it difficult to retell a story
- Finds it difficult to discriminate aurally between pairs of words starting and ending with different sounds

Practical Classroom Support Strategies

Auditory Barriers

- Use an overhead projector to present material.
- Assign a peer to take notes using carbon paper.
- The peer can also check that the learner is following in the correct place when the class is working on an assignment.
- Speak clearly in a normal voice and at a moderate pace (speed).
- Use visual signals to gain the learner's attention.
- Ask questions to check learners' understanding of orally presented content or directions.
- Rephrase content or questions to make it more understandable.

Practical Classroom Support Strategies:

Auditory Barriers

- Supplement information presented orally, with visual aids.
- Give test directions, assignments and lecture outlines in writing.
- Cue the learner visually to indicate that someone is talking over the intercom.
- Make sure that someone explains the message over the intercom to the learners with auditory impairments.
- Provide learner with outlines, assignments, vocabulary lists before introducing new material.
- Remember to present all spelling and vocabulary words in sentences.
- Try to limit movement and unnecessary gestures when speaking to students with hearing impairments.

Written language – Appendix K

Elements of written language:

- a) Essay - cognitive component, linguistic, stylistic
- b) Spelling
- c) Handwriting

Manifestation, Support in each phase

Factors that may lead to Mathematical problems

- a) Inadequate instructions by the teacher
- b) Too much drill work
- c) Forcing learners to employ specific methods,
p310

MATHEMATICS - MANIFESTATIONS

- Cannot sort out objects into categories
- Struggling to understand numerical values
- Struggling signs such as =, -, X
- Struggling to add or subtract

It all depends on the phase. Read for other phases

Mathematics - Support

Generally:

- a) Start from concrete to abstract
- b) Sensitivity and empathy –p 314

Specifically:

- a) Teach basic facts
- b) Provide enough opportunities for repetition, drill and practical exercises – p316

Practical Classroom Support Strategies

Cerebral Palsy

- Give the learners tasks and responsibilities-with due regard to physical abilities.
- Arrange the furniture in the playroom in such a way that the cerebral palsied learners can move about freely. Also make sure that the washbasin and the toilet.
- Store apparatus and positions activities in places where the learners will be able to reach them.
- Organise floor and table games which the cerebral palsied learners can manage and which will encourage participation.
- It is always advisable to build up learners' self-esteem. Physically disabled learners feel different from other people.
- If the learners have difficulty with their handwriting, you could try to get hold of a typewriter, making more time for typing practice and even arranging for an oral examination for the learner.
- If learners write extremely slowly, you may allow them to do tests or exams orally. [2X5 =10 marks]

What will you do if a learner has an epileptic seizure in your class?

- Be alert! Look out for warning signs.
- Record all incidents of seizures.
- Remain calm.
- Prevent the learner from falling.
- Push furniture out of the way.
- **DO NOT HOLD THE LEARNER OR TRY TO PREVENT MOVEMENT!**
- Ensure that the airway is clear.
- Turn the learner onto his/her side to prevent choking on excessive saliva.
- Loosen tight clothing, especially around neck and waist.
- Seek medical assistance if seizure is protracted, or if learner chokes, or if learner sustains any injuries.

What will you do if a learner has an epileptic seizure in your class?

Medical assistance should be summoned if:

Severe seizures are protracted or recur at frequent intervals

The child chokes – seek immediate assistance, and ensure that the air passages are clear

If injuries that occur during a seizure require medical attention

Inform parents as soon as possible of any seizure

Treat learners with sympathy, but be firm

Strengthen their feelings of security, if they receive special assistance to join activities of groups, and if they feel accepted

Support learners to become useful members of society.

Behavioural Problems as a Barrier

- Antisocial behaviour
- Taking others' property
- Aggression
- Bossiness
- Egocentricity
- Destructiveness
- Antagonism towards members of the opposite sex
- Social aggression
- Negatively influence learner's development and learning

Explain each of the above.

Behaviour modification techniques:

- Reinforcement
- Ignoring
- Time-out / Withdrawal (special circumstances, with circumspection and warn the learner beforehand)
- Self-chosen time-out / withdrawal
- Prevention
- Redirection
- Discussion / conversation (and find a workable solution)
- Special time (spend time alone with the learner)

Revise pages 230-255

Perceptual-motor skills

Gross motor abilities refer to the poor of coordination in learners' larger muscles of the body. This may result in clumsiness when walking and in balance. Due this poor coordination, learners may be unable to participate in play activities and movement games.

Spatial perception refers to the ability to identify relations between objects using concepts such as far away, close, big etc. When learners have not developed these skills appropriately they may have problems in understanding concepts such as beneath, in front of behind etc which are necessary when one wants to point to a direction or make estimates such as length, distance time etc.

Laterality is not a skill which learners can learn but it is a concept. It is about identifying left or right sides starting from the side of the learner's body. If this skill is not well developed in three year olds it may affect areas such writing from right to left on a page and other areas where sides of the body are used to give direction.

Having a child with impairment affects various parents in different ways. Discuss this statement by referring to five **patterns of parental attitudes before there is acceptance of the child with impairment.**

- Grief
- Guilt
- Anxiety
- Resentment
- Denial
- Anger
- Overprotection
- Rejection
- Compensation
- Feeling rejected as parents

Read pages 41-45

Unmet emotional needs:

The need for love and affection

- relationships (bond) with mother and father
- attachment
- basis for all other relationships

The need for security (including the need for economic security)

- feelings of security
- stable relationships
- know what is expected
- self-image
- Identify: Who am I?

Down syndrome is the result of an oddity of genes in the twenty-first chromosome. Children with this syndrome **usually** have a slow rate of learning.

Motor skills' challenges are common.

Poor manipulation due to:

- Hypotonia (low muscle tone) in arms and hands
- Shorter limbs and digits
- Reduced stamina

Implications of motor skills' challenges are that:

- Handwriting may be oversized or undersized and light/sketchy
- Manual skills such as cutting, using concrete materials and equipment may be less accurate and completed more slowly.

Visual Perception:

- Difficulty ordering a sequence
- Reversal of images
- Random visual scanning

Implications of visual perception difficulties are:

- Difficulty in perceiving and predicting a pattern/sequence
- Unable to reliably read a number e.g. 43 becomes 34, 6 for 8 etc
- Will miss information when presented in a cluttered or random manner.

Cognitive characteristics include:

- Learners exhibit a wide range of abilities
- Comprehension/interpretation of verbal and written instructions appear to be more advanced than actual ability/level.
- Abstract thinking is limited
- Learners are unable to transfer knowledge to a new situation
- Learners are unable to separate pieces of information and form links

Implications of cognitive characteristics are:

- Asynchrony across subject areas i.e. may be more skilled in reading than in mathematics. A learner with Down syndrome varies in her/his abilities and skills compared to her/his peers. Comparisons are difficult
- Working pace is usually slow due in part to intellectual disability and poor motor skills.
- Appears to understand/confirm he/she understands but fails to comprehend the activity.
- The learner will misinterpret words with more than one meaning e.g. light can relate weight or illumination
- Unable to interpret and complete tasks

Memory

- Short term (working) memory is poor.
- Long-term recall is poor.
- Difficulty recalling and following the sequence e.g. using a calculator.

Implications of limited memory are that learners may:

- Be unable to store information long enough to process and respond to it.
- Use incorrect responses to previously known skills.
- Experience difficulty getting started as they are unsure of the sequence.

Attending skills

- Learner's work is incomplete
- Adult intervention is frequently required to keep the learners on the task
- Learners will exhibit a range of problem behaviors. They may not follow the whole class verbal instructions. They tend to complete the last section of the activity.
- Learners may pick up an element of the instruction and go off on a tangent in their thinking.

Support Strategies (motor skill problems experienced by learners with Down Syndrome):

Use alternative tasks for recording e.g. cut and paste, multiple choice, etc.

Use large/adapted equipment (ruler with ridge for gripping, blackboard compass)

Reduce the amount of activities/ work expected.

Provide proformas in a large size with some information already recorded.

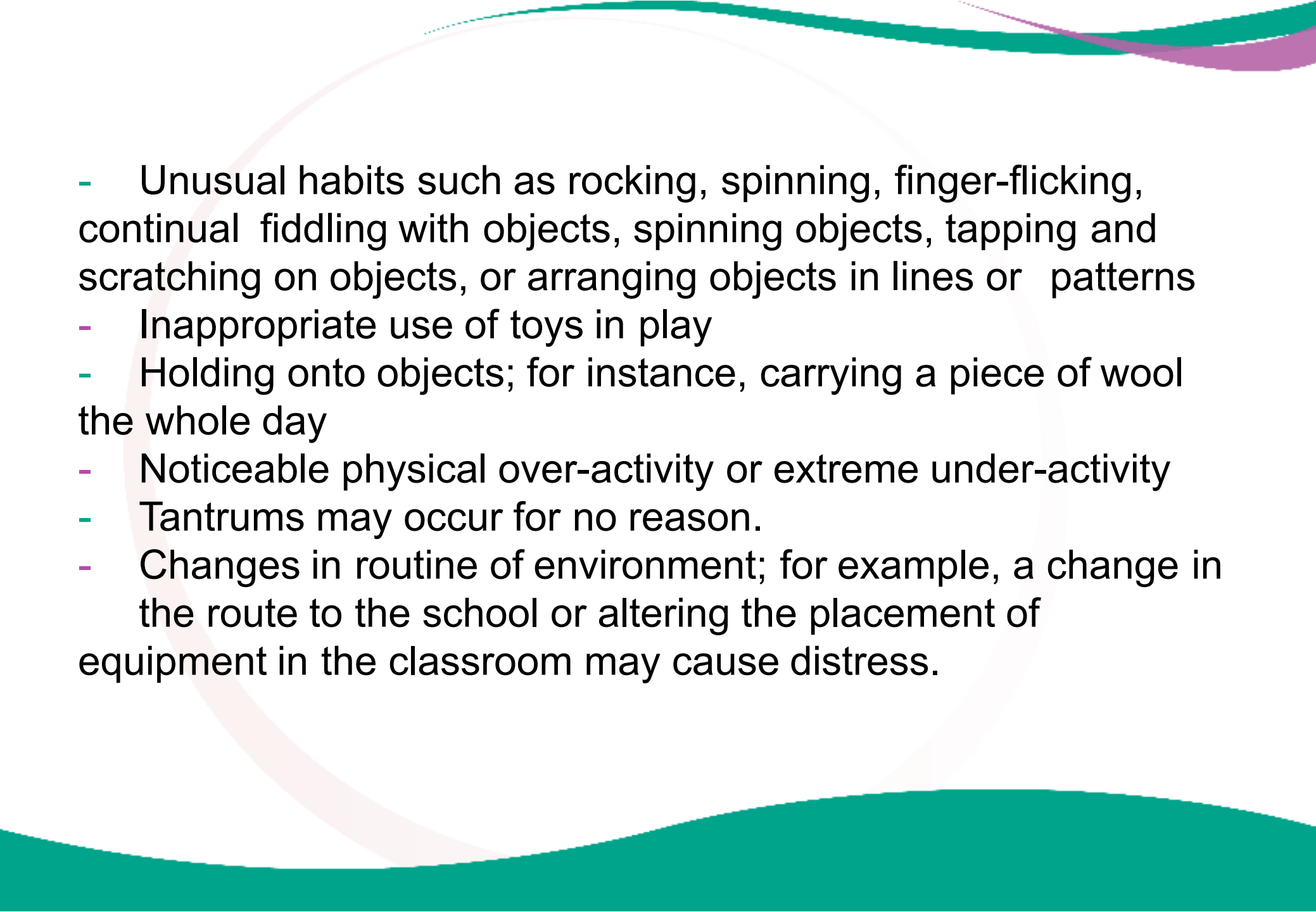
“Autism or Autistic Spectrum Disorder (ASD) is a lifelong, complex, pervasive developmental impairment, which appears to have a genetic predisposition and stems from a multi-faceted origin, causing disturbances in brain development and functioning.”

Typical behaviours may include the following:

- Little or no eye contact
- Abnormalities in the development of cognitive skills; for example, poor learning skills or resistance to normal teaching methods
- Unusual responses to sensory inputs, such as covering the ears
- Sense of touch, taste, sight, hearing and/or smell may be heightened or diminished
- Bizarre eating patterns
- High pain threshold

- Crying or laughing for no apparent reason
- Self-injurious behavior such as head banging, scratching and biting
- Abnormal sleep patterns
- The development of speech and language may be abnormal, delayed or absent.
- A person shows minimal reaction to verbal input and sometimes acts as though deaf.
- The repetition of words, questions, phrases and/or sentences over and over again
- Endless monologues about their special interests without adapting to the needs of the listener
- Words and phrases may be used incorrectly.
- The production of speech may be unusual. A flat monotonous tone or inappropriate variations in tone are often noted.

- Those who are verbal, may be fascinated with words and word games, but do not use their vocabulary as a tool for social integration and reciprocal communication.
- They have difficulty in initiating or taking part in conversations.
- Imaginative play may be limited or poor; for example, they cannot play with a wooden block as if it is a toy car.
- A tendency to focus on minor or trivial aspects of things in the environment instead of an imaginative understanding of the meaning of the whole scene
- They may display a limited range of imaginative activities, which a teacher may well find have actually been copied off the television or elsewhere.
- They pursue activities repetitively and cannot be influenced by suggestions of change.
- Their play may appear complex, but close observation shows its rigidity and stereotyped pattern.

- 
- Unusual habits such as rocking, spinning, finger-flicking, continual fiddling with objects, spinning objects, tapping and scratching on objects, or arranging objects in lines or patterns
 - Inappropriate use of toys in play
 - Holding onto objects; for instance, carrying a piece of wool the whole day
 - Noticeable physical over-activity or extreme under-activity
 - Tantrums may occur for no reason.
 - Changes in routine of environment; for example, a change in the route to the school or altering the placement of equipment in the classroom may cause distress.

- Interests and range of activities may be limited; for example, they are only interested in puzzles.
- A small percentage of learners have abilities that are outstanding in relation to their overall functioning; for example,] exceptional memory in a specific field of interest or exceptional art ability.
- Despite these definitive feature NO TWO autistic learners are the same.
- Every learner is unique and will have a unique profile.

Current research is promoting the view of autism as human diversity, natural human evolution and giftedness.

Demarcation or “scoping” for examinations and assessments

NB: In terms of a decision reached by the College, lecturers may not demarcate or ‘specific’ work for examination purposes. Examinations should be based on all work covering the notional hours of modules. Lecturers should encourage students to learn everything. In cases where competencies or skills are assessed differently during the period, the various methods of assessment will be spelled out clearly by the lecturer in the assessment memorandum. According to Assessment Procedure Manual 2013, paragraph 4.5.2(e), examination memoranda (guidelines, rubrics, and so on) shall not be made available to students.

Afbakening vir eksamens en assessering

NB: Ingevolge 'n besluit van die Kollege mag dosente nie spesifieke werk vir eksamendoeleindes afbaken nie en moet eksamenvrae gebaseer wees op al die werk wat die nosionele leerure van modules opmaak. Dosente moet studente aanmoedig om alles te leer. In gevalle waar bevoegdheid of vaardigheid gedurende die onderrigtydperk by wyse van ander metodes geassesseer word, sal die dosent die verskillende metodes van assessering duidelik in Studiebrieff 201 uiteensit.

Die 2013 Handleiding vir die Assesseringsprosedure, paragraaf 4.5.2(e), bepaal dat die eksamenmemorandums (riglyne, rubrieke, en so meer) nie aan studente beskikbaar gestel sal word nie.

Focus as Inclusive Education Teachers

- What is?
- Manifestation of difficulties
- Support Strategies in area of difficulty

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Thank you

Define tomorrow.

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