

Exam Prep – ETH306W

May/June 2015

Question 2

2.1 What is Cerebral Palsy?

- It is a persistent but not unchanging disorder of posture and movement due to a dysfunction of the brain before it's growth and development are completed.

2.2 What is the difference between paraplegia and quadriplegia?

Paraplegia: Lower limbs are affected

Quadriplegia: All four limbs are affected

2.3 Classroom assistance to learners with physical impairments

- ✓ arrange furniture in a way so that learners can move freely
- ✓ store apparatus and position activities in places where learners can manage and that will encourage participation
- ✓ if they write extremely slowly, you may allow oral assessments of exams and tests
- ✓ ensure medication is taken regularly
- ✓ build up their self-esteem
- ✓ improvise
- ✓ allow for long absences
- ✓ if experiencing difficulty with handwriting, try and find a typewriter

2.4 What is epilepsy

- It is a discharge of abnormal electrical activity in the brain
- Its effects are observed during bodily seizures
- in the course of heavy seizures, learners will fall to the ground and their bodies will jerk or execute grotesque convulsive jerks

2.5 What to do if learner experiences epileptic seizure in class?

- ✓ be alert, look out for warning signs
- ✓ record all incidents of seizures
- ✓ remain calm
- ✓ prevent 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 the neck and waist
- ✓ seek medical assistance if seizure is protracted, learner chokes or sustains any injuries

Question 3

**You are a teacher in the Foundation Phase or Intermediate Phase or Senior and FET Phase.
You notice that there are two learners in your classroom with hearing and visual impairments.**

- 3.1 Name FIVE characteristics of each of these types of impairment as they may manifest in the classroom. (5 x 2 = 10)**

Characteristics of Visual impairments:

- ❖ Loss of or restricted vision influences the language, motor and socioemotional development of the learner
- ❖ Itching, burning or scratchy feeling in the eyes
- ❖ Inability to see well
- ❖ Dizziness, headaches, or nausea, following close work
- ❖ Blurred or double vision
- ❖ Inability to see in bright light

Characteristics of Hearing impairments:

- ❖ Turns head to listen
- ❖ Watch teacher's lips
- ❖ Speaks soft/loud
- ❖ Speaks quick/slow
- ❖ Finds it difficult to associate with friends
- ❖ Avoid oral activities
- ❖ Turns up volume in tv
- ❖ Struggle to hear the bell
- ❖ Struggle to locate direction of sound
- ❖ Often misinterpret instructions

3.2 Discuss how you as a teacher would support these learners in the classroom in terms of each learner's specific type of barrier to learning (10)

How to support learners with hearing impairments:

- ◆ Use an overhead projector
- ◆ Speak clear in a normal tone of voice
- ◆ Use visual signs
- ◆ Ask questions to check understanding
- ◆ Let the learner use a dictionary
- ◆ Repeat and summarise important information
- ◆ Try to limit movement when speaking to the learner
- ◆ Make sure someone explain things said over the intercom to the learner
- ◆ Assign a peer to assist the learner
- ◆ Supplement oral information with visual aids

How to support learners with visual impairments:

- ❖ The type of eye condition will determine the assistance required
- ❖ Learners with myopia and cataracts should sit in-front, near the chalkboard
- ❖ Repeat (verbally) what is written on the chalkboard
- ❖ Use a magnifying glass if large print books are not available
- ❖ Use a khoki pen to draw parallel line on paper
- ❖ Printed material should be clear, attractive and meaningful

Question 4

4.1 Describe inclusive education in your own words.

We accept ordinary and disabled learners, learners with behavioural problems and with learning difficulties. We attempt to change their behaviour, and improve their circumstances and opportunities.

4.2. What is the difference between mainstream education and inclusion

Mainstream education:

- ❖ Get learners to fit into a particular system
- ❖ Give extra support so learners can fit into a normal classroom routine
- ❖ Focus on changes that need to be made in learners so they can fit in

Inclusion:

- ❖ Recognises and respect differences in learners and build on their similarities
- ❖ Focus on learners, teachers and programmes as a whole to meet the needs of learners
- ❖ Focus on adaptations and support systems in the classroom

4.3 In our schools different learning needs arise from a range of factors. Discuss both the intrinsic factors and the extrinsic factors that can cause learning problems (10)

Intrinsic Factors:

- ❖ Usually born with the problem or acquired them later
- ❖ These are the learners with physical/physiological impairments
- ❖ Are sometimes obvious-blindness and sometimes not so obvious-hard of hearing
- ❖ These impairments may become disabilities if the society and the system of education do not make provision for these learners

Examples:

Sensory impairments = one of the person's senses is affected - visual or aural

Physical impairments = a person whose external physical appearance or functioning is affected has a physical impairment.

Mental or intellectual impairments = refers to persons who are mentally less capable than the average - they find it more difficult to comprehend and to learn.

Multiple impairments – Some people have more than 1 impairment – they may have physical & intellectual impairments, or visual & hearing impairments.

Physiological impairments refer to an impairment in the functions of the body - chronic diseases such as cancer, diabetes, Aids etc

Developmental problems – refer to learners whose development does not correspond more or less to that of other learners his age.

Extrinsic Factors:

- **They are not born with the barriers – because of other factors that affect their ability to learn such as their environment in which they are growing up or the school that does not encourage a learning culture.**
Some examples are:
 - **Environment** – unfavourable socioeconomic circumstances, urban areas (apartments, little supervision), rural environments (poor school attendance), prosperous areas (bored, drugs, pressure)
 - **Education** – poor teaching (lack of qualifications, unmotivated or lazy), incomplete participation on the part of learners, inappropriate study material, inefficient school organisation, crowded classrooms.
 - **Language** – many learners taught in English (not home language), often the teachers can't speak proper English either. They perform poorly due to a lack of understanding
 - **Culture** – need to accommodate diff cultures, we learn, think and do things differently – keep that in mind (religion, language, food, sense of humour)
- **Emotional problems** – this is reflected in the following ways: nervousness, tension, anxiety, depression, suicidal tendencies, etc.
- **Behavioural problems** – refers to those learners who show unacceptable conduct

Question 6

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

1. **GRIEF** – After initial shock that their child has been diagnosed. They lost their dream of having a normal child.
2. **GUILT** – Parent feel guilty and blame themselves, especially the mother. Some parents even look for the cause in their ancestors and blame each other.
3. **ANXIETY** – Worries about the child's future.
4. **RESENTMENT** – Sometimes parents feel that they are unique and that the problems they are experiencing with their child are unique. They also resent others who make well remarks, but take it resentfully.
5. **DENIAL** - Parents often deny the impairment. They think if they do nothing to the matter everything will come right by itself.
6. **ANGER** – Parents react angrily to their child's impairment and acts angry towards anyone that gives them well meant advice.
7. **OVERPROTECTION** – Giving more protection than what is really needed.
8. **REJECTION** – Parents that reject their child after being diagnosed.
9. **ACCEPTANCE** – Parents learn to accept the reality of their child's impairment as well as accepting themselves as they acknowledge their strengths & weakness.

October/November 2015

QUESTION 2

2.1 List ten behavioural signs that could alert teachers to a learner's visual problems.

- rubs eyes excessively
- shuts or covers one eye, tilts head or thrusts it forward
- has difficulty reading or doing other work requiring close use of the eyes
- blinks more than usual or is irritable when doing close work
- is unable to see distant things clearly
- squints eyelids together or frowns
- has poor spacing when writing
- refuses to participate in ball games
- loses place frequently when reading
- steps too high or too low when going up or down stairs

2.2. The type of eye condition and the amount of residual vision would determine the support given to a learner in the classroom. Discuss this statement.

- Learners with myopia and cataracts should sit in front, near the chalkboard.
- A magnifying glass may also be used if large print books are not available.
- Instead of using ordinary classwork books with dull line, one can draw parallel lines on a blank paper using a black pen or a marker pen, this helps those who find it difficult to write between the lines.
- Printed material should be clear, attractive and meaningful. Black print on white paper with fairly large letters and good spacing is best.
- Learners with hyperopia would prefer to sit at the back of the class. They would enjoy outside play but may not be interested in school work.
- Learners suffering from albinism should sit in a darker place in the classroom and wear long sleeved clothing.
- Textbooks can be recorded on tape for learners who find it difficult to read their textbooks.
- Doors should be kept either opened or closed because open doors can be a potential safety hazard to visually impaired learners who could bump into them.

Question 3

3.1 Describe inclusive education in your own words.

We accept ordinary and disabled learners, learners with behavioural problems and with learning difficulties. We attempt to change their behaviour, and improve their circumstances and opportunities.

3.2 What is the difference between mainstream education and inclusion

Mainstream education:

- get learners to fit into a particular system
- give extra support so learners can fit into a normal classroom routine
- focus on changes that need to be made in learners so they can fit in

Inclusion:

- recognise and respect differences in learners and build on their similarities
- focus on learners, teachers and program as a whole to meet the needs of learners
- focus on adaptations and support systems in the classroom

3.3 Various factors in our schools give rise to different learning needs, name and discuss the school factors that can cause barriers to learning.

- **Lack of qualifications** – Many teachers don't have experience in teaching / learning.
- **Unmotivated / lazy teachers** – Teachers who are not concerned about doing the best for their learners usually spend too little time in preparation.
- **Insensitive teachers** – They are not sensitive to learners needs.
- **Stereotyped teaching methods** – They don't allow learners to develop own strategies to resolve problems.
- **Irresponsible & negative attitude** – Don't treat learners with respect.
- **Not providing in emotional support** – Criticise the learner.

Question 4

4.1 What is cerebral palsy?

- It is a persistent but not unchanging disorder of posture and movement due to a dysfunction of the brain before its growth and development are completed.

4.2 What is the difference between paraplegia and quadriplegia?

Paraplegia: Lower limbs are affected

Quadriplegia: All four limbs are affected

4.3 As a teacher, what assistance could you give to a learner with a physical impairment in your classroom.

Arrange the furniture in the class in such a way that a child with cerebral palsy can move around with ease. All toys and equipment must be placed in such a way that it is accessible to these learners. Ensure that the toilet and basins in the bathroom is accessible to these learners.

Games and activities can be placed on the floor and table so that a child with cerebral palsy can be able to participate. Help and encourage learners with cerebral palsy to help themselves, think of practical solutions to problems to enable this child to help themselves, for example stick the paper and paint holder to the table with prestik so that it cannot be bumped over easily and at the same time it allows the learner to participate freely with the activity. Allow these learners to try things for themselves and feel independent. Give them special jobs to do in the class so they can experience responsibility.

Learners with cerebral palsy often ignore their disabled limbs, so it is important to do activities where the child is required to make use of the disabled limb. Allow all learners to participate in all activities so everyone feel they belong in the class. Create a class atmosphere where everyone feels safe and secure in a physical and emotional way so that they can explore, experience success and enjoyment. Always build up the learner's self-esteem so they can know their abilities and feel worthy.

If a child wears prosthesis make sure they are comfortable with their prosthesis and explain it to the rest of the class so that everyone can understand and accept the learner. Also ensure that medication is taken at the right time and the right amount is taken.

Be creative and always look for new ways to handle situations in a effective and friendly way.

4.4 What do you understand by “intrinsic barriers to learning”? Give examples

Intrinsic factors

- ❖ Are usually born with the problem or acquired them later
- ❖ These are the learners with physical/physiological impairments
- ❖ Are sometimes obvious – blindness and sometimes not so obvious – hard of hearing
- ❖ These physical or physiological impairments can occur in different measures – total loss of hearing or partial loss of hearing.
- ❖ These impairments may become disabilities if society and the system of education do not make provision for these learners.

Examples:

Sensory impairments = one of the person’s senses is affected - visual or aural

Physical impairments = a person whose external physical appearance or functioning is affected has a physical impairment.

Mental or intellectual impairments = refers to persons who are mentally less capable than the average - they find it more difficult to comprehend and to learn.

Multiple impairments – Some people have more than 1 impairment – they may have physical & intellectual impairments, or visual & hearing impairments.

Physiological impairments refer to an impairment in the functions of the body - chronic diseases such as cancer, diabetes, Aids etc

Developmental problems – refer to learners whose development does not correspond more or less to that of other learners his age.

Question 7

7.1 It is important for a teacher to know how intellectual disability can affect the development of a learner. Discuss this statement by referring to the developmental and learning characteristics of a learner with an intellectual disability.

An intellectual disability not only affects the child’s school performance but also the whole personality.

DEVELOPMENTAL CHARACTERISTICS:

- General.
- Cognitive.
- Language.
- Perceptual.
- Motor.
- Affective.

LEARNING CHARACTERISTICS:

- Motivation.
- Attention.
- Memory.
- Transfer.
- Conceptualisation.

7.2 Name four types of epilepsy

- ❖ Seizures with convulsions.
- ❖ Seizures without convulsions.
- ❖ Partial seizures.
- ❖ Unclassified seizures.

7.3 What to do if learner experiences epileptic seizure in class?

- be alert, look out for warning signs
- record all incidents of seizures
- remain calm
- prevent 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 the neck and waist
- seek medical assistance if seizure is protracted, learner chokes or sustains any injuries

Question 8

8.1 Describe five characteristics of auditory impairment that may manifest in the classroom

- ✓ Turns head to listen.
- ✓ Watch teacher's lips.
- ✓ Speaks soft / loud.
- ✓ Speaks quick / slow.
- ✓ Finds it difficult to associate with friends.
- ✓ Avoids oral activities.
- ✓ Turns up volume in TV.
- ✓ Struggle to hear the bell.
- ✓ Struggle to locate direction of sound.
- ✓ Often misinterpret instructions.

8.2 Discuss how you, as a teacher would support a learner with auditory impairment in the classroom

- Use an overhead projector to present material; allowing student to view visual presentation of the material and watch the teacher's lips simultaneously.
- speak clearly in a normal tone of voice and at a moderate pace.
- Establish a visual signal to alert students to dangerous situations.
- Let the learner use a dictionary to look up difficult-to-pronounce words
- Try to limit movement when speaking to the learner
- Ask questions to check understanding of orally presented directions and content
- Assign a peer to assist the learner
- Supplement oral information with visual aids
- Make sure someone explain things said over the intercom to the learner

8.3 Having a child with impairment affects parents in different ways. Discuss this statement by referring to five patterns of attitudes that parents may display before accepting that their child has an impairment.

1. Grief

- ❖ After the initial shock of their learners being diagnosed with a physical/physiological impairment or defect parents experience a feeling of grief – they lost a dream of having a “normal” learner. Not that the parents do not love them anymore, but that their hopes for their children are now dashed.

2. Guilt

- ❖ Many parents feel guilty and try to blame themselves or each other for their learner's impairment. In particular the mother who experience these feelings. Some even try to look for the causes in their ancestors and blame each other.

3. Anxiety

- ❖ It usually goes hand in hand with worries about the learner's future. The extent of this worry depends on the intensity and degree of the impairment. Parents tend to bubble their children.

4. Resentment

- ❖ In some cases, parents feel that they are unique and that the problems they are experiencing with their learners are unique. They then resent other families for being able to lead a carefree life with their learners.

5. Denial

- ❖ Parents often deny that there is an impairment. They think that if they do nothing about the matter everything will come right by itself. It is in particular the fathers who think like this especially if the impairment is not of a serious or obvious nature.

May/June 2016

Question 2

2.1 Use a simple table to illustrate the differences between the following concepts: inclusion and mainstreaming.

MAINSTREAM:	INCLUSION:
Is about getting learners to 'fit into' a particular kind of system or integrating them into this existing system.	Is about recognising and respecting the differences among all learners and building on the similarities.
Is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine.	Is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met.
Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes.	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.
Mainstreaming and integration focus on changes that need to take place in learners so that they can 'fit in'.	Focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs.
Here the focus is on the learner.	The focus is on the adaptation of and support systems available in the class- room.

2.2 The barriers to learning and development emanate from two sources, namely, the intrinsic and the extrinsic factors. Use a simple table to indicate five intrinsic and five extrinsic factors.

Intrinsic Factors	Extrinsic Factors
Sensory impairments	Environment
Physical impairments	Education
Mental or intellectual impairments	Language
Physiological impairments	Culture
Developmental problems	Emotional problems

2.3 Name five manifestations of each of the following impairments

2.3.1 Visual impairment

- rubs eyes excessively
- shuts or covers one eye, tilts the or thrusts it forward
- blinks more than usual or is irritable when doing close work
- refuses to participate in ball games
- has poor spacing when writing

2.3.2 Auditory impairment

- ❖ often misinterprets instructions
- ❖ turns their head to listen
- ❖ watches the teacher's lips
- ❖ find it difficult to locate the source of a sound
- ❖ speaks too softly or too loudly
- ❖ may have difficulty in hearing the bell ring

2.4 In my class, one of my learners has an epileptic seizure while I am teaching. How can I support this learner? Discuss 5 strategies.

- ❖ 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.

2.5.1 Cerebral palsy (CP) can be classified in terms of an individual's motor function (physiological classification). Write the name of each type of CP in this classification and one sentence that describes each type.

The topographical classification:

1. **Monoplegia**. One limb is affected.
2. **Hemiplegia**. One side of the body is affected.
3. **Paraplegia**. The lower limbs are affected.
4. **Triplegia**. Three limbs are affected.
5. **Quadriplegia or tetraplegia**. All four limbs are affected

2.5.2 Explain what CP is and can it be cured.

- ❖ Neurological condition that is directly related to some or other pathological / abnormal condition of the brain.

2.5.3 Do you think CP can be cured? State one reason to support your answer.

- ❖ It is a persistent but not unchanging disorder of posture and movement due to a dysfunction of the brain before its growth / development are completed. Caused by an underdevelopment of / damage to certain parts of the brain concerned with movement
- This condition can be caused by prenatal, perinatal or postnatal factors – anything that prevents brain from getting enough oxygen can cause brain damage

Question 5

As a teacher, you have a responsibility to identify the needs of learners that may cause barriers to learning at a later stage. Discuss the following needs that learners have and the support strategies that you will use.

5.1. The need for love and security

- ✓ Relationships (bond) with mother and father.
- ✓ Attachment.
- ✓ Basis for all other relationships.

5.2. The need to belong

- Belong to family, peer group.
- Feel they belong in the classroom.
- Interact / participate in group situations.

5.3. The need for new experiences

- o For mental growth
- o Stimulate thinking and development
- o Prevent boredom
- o Challenging and diverse tasks
- o Relevant, interesting, meaningful learning experiences

5.4. The need for sharing and self-respect

- ✓ Pressure to conform to adults' expectations
- ✓ Need for ground rules, discipline
- ✓ Low self-respect leads to negative behaviour and poor sense of self-worth

5.5. The need for responsibility

- Classroom responsibilities, and chores at home (reasonable)
- Need positive adult role models
- Make responsible choices and decisions
- Take responsibility for consequences

Question 6

Having a child with impairments affects parents in different ways. Discuss this statement by referring to five parental attitudes that may be experienced before there is acceptance.

1. **Grief** - After the initial shock of their learners being diagnosed with a physical/physiological impairment or defect parents experience a feeling of grief – they lost a dream of having a “normal” learner. Not that the parents do not love them anymore, but that their hopes for their children are now dashed.
2. **Guilt** - Many parents feel guilty and try to blame themselves or each other for their learner's impairment. In particular the mother who experience these feelings. Some even try to look for the causes in their ancestors and blame each other.
3. **Anxiety** -It usually goes hand in hand with worries about the learner's future. The extent of this worry depends on the intensity and degree of the impairment. Parents tend to bubble their children.
4. **Resentment** -In some cases, parents feel that they are unique and that the problems they are experiencing with their learners are unique. They then resent other families for being able to lead a carefree life with their learners.
5. **Denial** -Parents often deny that there is an impairment. They think that if they do nothing about the matter everything will come right by itself. It is in particular the fathers who think like this especially if the impairment is not of a serious or obvious nature.

Question 7

Parents of children with physical or physiological impairments may behave in certain ways towards their children's teachers.

Discuss at least five of these possible behaviours that teachers may expect from parents whose children have physiological or physical impairments.

- **ANGRY / KNOWLEDGEABLE PARENTS** – These parents are well informed about their child's problem but they cannot discuss them in a calm and collected way. They clash with professionals because they think they know better.
- **SUBMISSIVE PARENTS** – Parents accept everything they are told about their child but they provide little information about the child, everything has to be drawn out of them.
- **UNCARING PARENTS** – Some parents don't care about the fact that their child has learning problems. They place the responsibility onto the teachers.
- **ANGRY / UNINFORMED PARENTS** – Their knowledge about their child's condition is very limited. Often, they don't understand the problem and believe that they are always right. They are very difficult.
- **QUARRELSOME PARENTS** – Confront the teachers a lot and accuse them for not doing their work. They criticise the system a lot.

October/November 2016

Question 2

2.1 Inclusive Education is the policy target of White Paper 6 on Special Needs Education. Provide ten reasons why South Africa adopted this policy.

1. It's a human right.
2. Makes good educational
3. Makes good social sense.
4. Promotes the right to learn & live together.
5. Promotes acceptance of diversity.
6. Builds respect for each other.
7. Supports a uniform education / training system.
8. Removes discrimination.
9. Supports positive interaction & learning from each other.
10. Helps build a supportive society.

2.2. Discuss the barriers to learning and development that learners may experience with reference to both intrinsic and extrinsic barriers.

Barriers to learning are difficulties learners' experience which hinder the access or progress of education, or academic advancement due to unfavourable educational environments, or the child being gifted, or experiencing any physical impairments, psychological problems, physiological impairments, socio-economic circumstances, behavioural disorders, social barriers, sensory impairments, learning difficulties, or intellectual barriers. Different barriers require different levels of support.

❖ Learner's barriers to learning can manifest in various ways, with signs we can recognise these manifestations.

❖ **Barriers can be present in the following:**

1. The learner.
2. School.
3. Education system.
4. The environment.

❖ **These barriers manifests in various ways & often become clear when:**

1. Learner fails.
2. Learner drops out of the system.
3. Learners are excluded from ordinary systems

INTERNAL / INTRINSIC:	EXTERNAL / EXTRINSIC:
Factors inherent in learners.	At: home, school / environment.
Learners were born with them / developed them later on.	Socio-economic barriers.
Factors not related to environment.	Discriminating attitudes
Physical, physiological / mental impairments.	Inflexible curriculum
Genetic factors.	Language and communication
Prenatal / perinatal / postnatal brain damage.	Inaccessible and unsafe environment
Intellectual, visual / hearing impairment.	A lack of human resources development

COMBINATION OF INTRINSIC & EXTRINSIC BARRIERS TO LEARNING:

In some cases children can experience barriers to learning as a result to both intrinsic & extrinsic factors at the same time.

Intrinsic factors

- ❖ Are usually born with the problem or acquired them later
- ❖ These are the learners with physical/physiological impairments
- ❖ Are sometimes obvious – blindness and sometimes not so obvious – hard of hearing
- ❖ These physical or physiological impairments can occur in different measures – total loss of hearing or partial loss of hearing.
- ❖ These impairments may become disabilities if society and the system of education do not make provision for these learners.

Sensory impairments = one of the person's senses is affected - visual or aural

Physical impairments = a person whose external physical appearance or functioning is affected has a physical impairment.

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Developmental problems – refer to learners whose development does not correspond more or less to that of other learners his age.

Extrinsic factors

- Are not born with the barriers – because of other factors that affect their ability to learn such as their environment in which they are growing up or the school that does not encourage a learning culture.

Some examples are:

- **Environment** – unfavourable socioeconomic circumstances, urban areas (apartments, little supervision), rural environments (poor school attendance), prosperous areas (bored, drugs, pressure)

- **Education** – poor teaching (lack of qualifications, unmotivated or lazy), incomplete participation on the part of learners, inappropriate study material, inefficient school organisation, crowded classrooms.
- **Language** – many learners taught in English (not home language), often the teachers can't speak proper English either. They perform poorly due to a lack of understanding
- **Culture** – need to accommodate diff cultures, we learn, think and do things differently – keep that in mind (religion, language, food, sense of humour)
- **Emotional problems** – this is reflected in the following ways: nervousness, tension, anxiety, depression, suicidal tendencies, etc.
- **Behavioural problems** – refers to those learners who show unacceptable conduct.

Question 3

3.1.1 Describe the characteristics of the learners with hearing impairments:

- ❖ Turns head to listen
- ❖ Watch teacher's lips
- ❖ Speaks soft/loud
- ❖ Speaks quick/slow
- ❖ Finds it difficult to associate with friends
- ❖ Avoid oral activities
- ❖ Turns up volume in tv
- ❖ Struggle to hear the bell
- ❖ Struggle to locate direction of sound
- ❖ Often misinterpret instructions

3.1.2 Provide advice to teachers on how they could support learners with auditory impairments

- ❖ Use an overhead projector
- ❖ Speak clear in a normal tone of voice
- ❖ Use visual signs
- ❖ Ask questions to check understanding
- ❖ Let the learner use a dictionary
- ❖ Repeat and summarise important information
- ❖ Try to limit movement when speaking to the learner
- ❖ Make sure someone explain things said over the intercom to the learner
- ❖ Assign a peer to assist the learner
- ❖ Supplement oral information with visual aids

3.2 Bongani is partially sighted and has recently joined your class

3.2.1 Describe the challenges that Bongani may experience

- ✓ Loss of or restricted vision influences the language, motor and socioemotional development of the learner
- ✓ Itching, burning or scratchy feeling in the eyes
- ✓ Inability to see well
- ✓ Dizziness, headaches, or nausea, following close work
- ✓ Blurred or double vision
- ✓ Inability to see in bright light

3.2.2 Explain what you will do in order to accommodate Bongani during your class activities

- ❖ The type of eye condition will determine the assistance required
- ❖ Learners with myopia and cataracts should sit in-front, near the chalkboard
- ❖ Repeat (verbally) what is written on the chalkboard
- ❖ Use a magnifying glass if large print books are not available
- ❖ Use a khoki pen to draw parallel line on paper
- ❖ Printed material should be clear, attractive and meaningful

May/June 2017

Question 2

2.1 You have been asked to write an article to be published in Teach, a professional development newsletter for teachers on the topic, “learners with visual impairments”.

2.1.1 Describe the characteristics of learners with visual impairments

- ❖ Loss of or restricted vision influences the language, motor and socioemotional development of the learner
- ❖ Itching, burning or scratchy feeling in the eyes
- ❖ Inability to see well
- ❖ Dizziness, headaches, or nausea, following close work
- ❖ Blurred or double vision
- ❖ Inability to see in bright light

2.1.2 Provide advice to teachers on how they could support learners with visual impairments

- ◆ The type of eye condition will determine the assistance required
- ◆ Learners with myopia and cataracts should sit in-front, near the chalkboard
- ◆ Repeat (verbally) what is written on the chalkboard
- ◆ Use a magnifying glass if large print books are not available
- ◆ Use a khoki pen to draw parallel line on paper
- ◆ Printed material should be clear, attractive and meaningful

2.2 Jessica has recently been assessed as having sensorineural hearing loss.

2.2.1. Explain what the causes of sensorineural hearing loss are.

AUDITORY IMPAIRMENT MANIFESTATIONS:

Conductive Hearing loss

- 1. Hears badly through air conduction & better through bone conduction**
- 2. Has tendency to lower voice & speak softly**
- 3. Have no difficulty in following speech provided that it is loud enough**
- 4. If sound is amplified it is amplified in all frequencies & does not worry them**
- 5. They often complain of continued buzzing sounds in the head & ears (tinnitus).**

Sensorineural Hearing loss:

- 1. They sometimes depend on very small differences to distinguish between sounds.**
- 2. They are totally unable to hear in noisy surroundings.**
- 3. Not loud, but clear, slow speech is the most easily comprehensible.**
- 4. Tinnitus (head noises) may cause discomfort. The buzzing is caused by the degenerative process in the hair cells or nerves.**

2.2.2 Describe what you will do in order to accommodate Jessica during your class activities

- ❖ Use an overhead projector
- ❖ Speak clear in a normal tone of voice
- ❖ Use visual signs
- ❖ Ask questions to check understanding
- ❖ Let the learner use a dictionary
- ❖ Repeat and summarise important information
- ❖ Try to limit movement when speaking to the learner
- ❖ Make sure someone explain things said over the intercom to the learner
- ❖ Assign a peer to assist the learner
- ❖ Supplement oral information with visual aids

Question 3

3.1 Inclusive Education is the policy target of White Paper 6 on Special Needs Education. Give ten reasons why South Africa adopted this policy.

1. It's a human right.
2. Makes good educational
3. Makes good social sense.
4. Promotes the right to learn & live together.
5. Promotes acceptance of diversity.
6. Builds respect for each other.
7. Supports a uniform education / training system.
8. Removes discrimination.
9. Supports positive interaction & learning from each other.
10. Helps build a supportive society.

3.2 Discuss the extrinsic causes of barriers to learning and development

Extrinsic factors

• Are not born with the barriers – because of other factors that affect their ability to learn such as their environment in which they are growing up or the school that does not encourage a learning culture.

Some examples are:

- **Environment** – unfavourable socioeconomic circumstances, urban areas (apartments, little supervision), rural environments (poor school attendance), prosperous areas (bored, drugs, pressure)
- **Education** – poor teaching (lack of qualifications, unmotivated or lazy), incomplete participation on the part of learners, inappropriate study material, inefficient school organisation, crowded classrooms.
- **Language** – many learners taught in English (not home language), often the teachers can't speak proper English either. They perform poorly due to a lack of understanding
- **Culture** – need to accommodate diff cultures, we learn, think and do things differently – keep that in mind (religion, language, food, sense of humour)
- **Emotional problems** – this is reflected in the following ways: nervousness, tension, anxiety, depression, suicidal tendencies, etc.
- **Behavioural problems** – refers to those learners who show unacceptable conduct.

Question 4

4.1 Families are diverse and therefore respond in different ways to having children with impairments. Discuss the factors that may influence an individual family's attitudes towards their child with a physical and/or physiological impairment.

1. The gender of the child

- Parents seem to be less concerned by having a daughter with a physical impairment than a son.

2. Size of the family

- Larger families tend to be less distressed by having a child with a physical/physiological impairment in the family. There are more people to assist the child with the impairment.

3. Cultural background

- Some cultural lifestyles accept an impairment more readily than others and can assist the family in handling the implications of a learner experiencing barriers to his learning.

4. Religion

- Parents who believe that a child with an impairment is part of a divine plan, find it easier to accept the child than those parents who have no particular religious affiliations. Some view a handicapped child as a religious responsibility, a special gift.

5. The family's socioeconomic status

- Include the income, level of education and social status implied by its occupation of its wage earners

6. Geographic location

- the stigma of learners with impairments may be less in a rural than in an urban area because the learners might be more easily "accommodated on the farm". It is though very difficult to provide special education services in rural areas.

7. Degree and type of impairment

- The more serious the impairment, the more severe the impact on the family. The type of impairment also determines the effect on the family.

8. Personal characteristics

- Parents who themselves do not feel well or who suffer from some ailment may find it more difficult to cope with a learner experiencing an impairment.

4.2 According to Weeks (2003,41), having a child with an impairment affects parents in different ways. Discuss the emotions and attitudes that parents may experience before there is acceptance.

1. **GRIEF** – After initial shock that their child has been diagnosed. They lost their dream of having a normal child.

2. **GUILT** – Parent feel guilty and blame themselves, especially the mother. Some parents even look for the cause in their ancestors and blame each other.

3. **ANXIETY** – Worries about the child's future.

4. **RESENTMENT** – Sometimes parents feel that they are unique and that the problems they are experiencing with their child are unique. They also resent others who make well remarks, but take it resentfully.

5. **DENIAL** - Parents often deny the impairment. They think if they do nothing to the matter everything will come right by itself.

6. **ANGER** – Parents react angrily to their child’s impairment and acts angry towards anyone that gives them well meant advice.

7. **OVERPROTECTION** – Giving more protection than what is really needed.

8. **REJECTION** – Parents that reject their child after being diagnosed.

9. **ACCEPTANCE** – Parents learn to accept the reality of their child’s impairment as well as accepting themselves as they acknowledge their strengths & weakness.