

VIDEO CONFERENCE

2013

JMC MOTITSWE
ETH 306W
Inclusive Education

INTRODUCTION AND WELCOME

- Welcome to the video conference of ETH306W, which is Special Needs Education.
- My name is Jacomina Motitswe the primary lecturer. The purpose of this presentation is to discuss the feedback of assignments and to provide guidelines for the examination.
- This module is part of Inclusive Education, which has gained a high status in the education system so that we can address the different diverse needs of learners.
- It is therefore the responsibility of every teacher to accept learners who experience barriers to learning in their classrooms and to adapt their education and learning support strategies in such a way that these learners will make progress in their classes.

CONTENTS

Examination

- **ECD Phase**
- **Study guide:**
- **Read only:** Study Unit 3
- Section C Study Units 8 and 9
- Section D: Appendices: J, M

- **Study:** Section A Units 1 & 2
Section D (page 142 and onwards) of the Study Guide.
Concentrate on Appendices A, B, C, D, E, F, G, H, I, K and L
Appendix N p319-327 (sections 1 and 2) Leave out O & P
- **You should know the content of Tutorial letters 103 and 104 for the examination.** There are questions on Autism and Down's Syndrome in the examination.

THE EXAMINATION PAPER

- **Intermediate, Senior and FET Phases**
- **Study guide: Read only Section C**

- **Study:** Section A: Study units 1, 2 and 3
- Section B: Study unit 6
- Section D: Appendices A, B, C, D, E
- Appendices H and I
- Appendix N p319 – 327
- Appendices O and P

- Content of the tutorial letters but you need **NOT study Down's syndrome** and **Autism for examination NOT study** the section on HIV/AIDS of tutorial letter 103.

EXAM CONT-

- **Examination paper**
- **Do either Section A ECD/Foundation phase or Section B Intermediate, Senior, FET phase**
- **Total of the examination paper is 100 marks. You need to obtain 50 marks or 50% in order to pass the paper.**
- **It is a 2 hour paper.**

- **TEACHERS' ATTITUDES**
- **According to Bothma, Gravett & Swart (2002:20) the international literature reports that the attitudes of teachers play a primary role in the successful implementation of an inclusive educational policy. For this reason, teachers should be brought to board whenever new implementation is needed. The successful implementation of inclusion depends on winning teachers' attitudes.**

- Advocate Thuli Madonsela 12 March 2011
- We have a constitution that is very ambitious. Many of these aims have been fulfilled and many have not. I think one needs a community where the supremacy of the law is accepted and everybody's human rights are respected irrespective of gender, race, disability or nationality.
- But even more important: That we shall stop to see one another from the viewpoint of colour, gender and disability, but that we shall embrace these as decorations of human existence.

Barriers to learning

- **Manifestations of barriers to learning**
 - Barriers to learning can manifest themselves in various ways: that is, there are external signs from which we can recognise these manifestation.
 - **Study Chapter 1 and 2 and the White Paper and sections as indicated in Appendix N**
- 1 In the learners themselves – intrinsic barriers (when a physical and / or physiological impairment becomes a disability.**
- Sensory impairments
 - Physical impairments including cerebral palsy
 - Intellectual impairments including Down’s syndrome
 - Chronic diseases such as diabetes, TB, HIV/AIDS
 - Epilepsy
 - Autism

2 Outside learner – extrinsic barriers

- Socio-economic barriers – poverty, drug abuse, gansters
- Factors of upbringing such as : mistake in upbringing; overprotecting parents;etc.
- School factors:
 - Inflexible curriculum
 - Poor teaching
 - Lack of resources
 - School environment
 - Language of learning and teaching
 - School organisation
 - Crowded classrooms

Causes of barriers to learning

- Socioeconomic barriers
- Discriminating attitudes
- Inflexible curriculum
- Language and communication
- Inaccessible and unsafe environment
- A lack of empowerment and protective policy
- A lack of parental recognition and involvement
- Disability
- A lack of human resources development

The role of parents & families

- **Factors that can influence parental attitudes**
- Feedback – stereotypes, family size, cultural background, religion, socio-economic status, geographic area, degree of impairment, personal characteristics of parents
- **Patterns of parental attitudes**
- Grief
- Guilt
- Anxiety
- Resentment
- Denial
- Anger
- Overprotection
- Rejection
- Compensation
- Acceptance

Sensory impairments

- **Visual barriers to learning**
- Nearsightedness – myopia
- Farsightedness – hyperopia
- Astigmatism
- Albinism
- **Identification:**
- look for behaviour and appearance
- **Classroom assistance:**
- type of eye condition determines the classroom support.
Auditory abilities good
- Hyperopia – at back of class
- Myopia – near board, large print, clear print
- Albinism – curtains, away from glare, hat

Auditory barriers to learning

Conductive hearing loss – better through bone conduction and can hear loud noise. Buzzing sounds

Sensorineural hearing loss - loss of hearing for high frequency sounds –can hear but understand

Identification

Turns head, misinterprets instructions, speaks too loudly or too softly

Classroom assistance

Visual support in classroom, speak clearly in normal tone, overhead projector, use signals




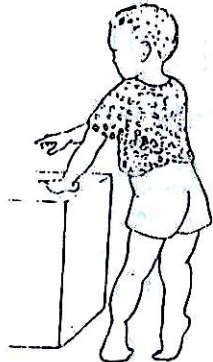

Intellectual barrier/ intellectually challenged

- Classification not necessary
- Learners who are intellectually impaired have a generalised or global delay in all areas of development.
- **Down's syndrome**
- **Motor skills** Poor manipulation skills due to:
 - Hypotonia (low muscle tone) in arms, hands, back
 - Shorter limbs and digits.
 - Reduced stamina.
 - Handwriting may be oversized; cutting slowly, slow at drawing up charts
 - Use alternate tasks for recording e.g. cut and paste, multiple choice.
 - Use large/adapted equipment such as a ruler with ridge for gripping
 - Reduce the amount of activities or work expected.
 - Provide proformas in a larger size with some information already recorded.
 -

Down's syndrome continued

- **Visual Perception**
- Difficulty ordering a sequence.
- Reversal of images.
- Random visual scanning.
- Difficulty in perceiving and predicting a pattern or sequence.
- Unable to reliably read a number e.g. 43 become 34, 6 for 8
- Model pattern by using concrete objects below or on top of a given pattern
- Over learning using visual, tactile or verbal cues
- Rote learns number e.g. telephone number.
- Teach to scan from right and down the page.
- When counting physically touch, moves or cross out objects

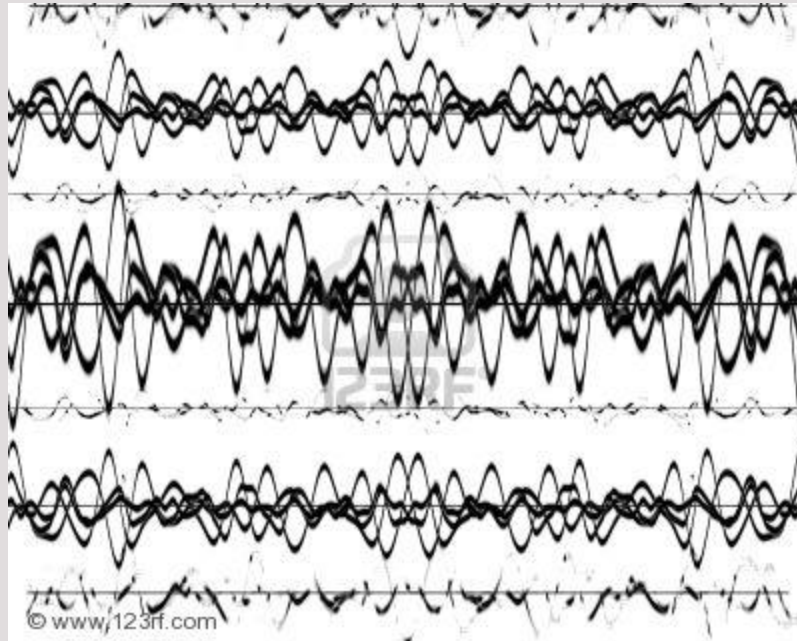


<p>A Hemiplegia Arm, body, leg affected on one side</p>	<p>B Diplegia Legs affected more than arms</p>	<p>C Quadriplegia Whole body affected</p>
 <p>Arm turned in and bent Hand fisted, Leg turned in and bent, Tiptoe standing.</p>	 <p>Arms slightly clumsy Legs pressed together and turned in Tiptoe standing</p>	 <p>Poor head control Arms turned in & bent Legs pressed together Tiptoe standing</p>

Physical impairment

- **Physical impairment**
- Spina bifida, paraplegia and quadriplegia, cerebral palsy, epilepsy, postpoliomyelitis, amputation, burn lesions, deformed limbs
- What is cerebral palsy?
- Medical and paramedical people helping with physical impairments
- **Classroom assistance**
 - Classroom arrangement
 - Organise floor games
 - Storing apparatus not out of reach
 - Encourage independence
 - Classroom easily accessible
 - Should be able to move around in classroom
 - Washbasin to wash
 - Toilet facilities





Epilepsy

- Epilepsy is a discharge of abnormal electrical activity in the brain. Maybe invisible (hidden epilepsy) or bodily seizures
- **Classroom assistance:**
 - Inform learners in class if you are informed
 - Prevent falling
 - Push objects away
 - Loosen clothes
 - Turn on side
 - Not necessary to put object in mouth
 - Other learners better to leave classroom
 - Could wet clothes
 - Medical assistance in some cases
 - Reassurance; treat with sympathy but firmly if necessary

Autism

- **Autism** is a lifelong, complex, pervasive developmental impairment, which appears to have genetic predisposition and stems from multi-faceted origin, causing disturbances in brain development and functioning. It is found to occur in four times as many boys as girls and the incidence of ASD seems to be on the increase
- **'Triad of Impairments'**:
 - Social interaction
 - Language and communication
 - Behaviour and imaginationMore additional features

Perceptual barriers to learning

- **Perceptual barriers to learning**

- **Motor manifestations**

- Gross motor manifestations – clumsiness, poor balance
 - Fine motor manifestations – small muscles, holding a pencil
 - Visual motor coordination – eye-hand cooperation

- **Perceptual motor manifestations**

- Spatial perception – object in relationship to self
 - Laterality – awareness of left and right side of body, middle line
 - Lateral dominance – use left or right hand, foot, eye, ear
 - Directionality – stable spatial world, ducks in row one facing differently

- **Perceptual manifestations**

- Visual perception problems – differences and similarities
 - Auditory Perception problems – distinguish sounds problematic

Learning problems

- **Learning problems as a barrier to learning**
- Mathematics
- Spoken language
- Reading
- Writing
- Handwriting
- Foundation phase teachers make sure you know something about problems with Mathematics, Spoken language and Reading and what can be done to support the children.

Behavioural problems

Hyperactivity: surplus motor activity. Busy fiddling and running around. Touch and handle everything in their reach. Irritates classmates and teacher.

Distractibility: sensory hyperactivity. Attention on the move.

Reacts to every sensory stimulus.

Cannot concentrate on one thing.

Cannot control their attention.

Antisocial behaviour- negative social activity such as selfishness

Aggression, bossiness

Together ADHD

Emotional needs model of Pringle & others

- **Emotional needs model of Pringle and others**
- The need for love
- The need for security including economic security
- The need to belong
- The need for new experiences
- The need to be free of intense feelings of guilt
- The need to be free of feelings of anxiety
- The need to be praised and accepted
- The need for a positive self concept
- The need to realise one's potential
- The need to share and the need for self respect
- The need for responsibility

ASSIGNMENT 1

- 1. 1
- 2. 3 (pg322 Appendix N)
- 3. 3 (pg 191)
- 4. 4
- 5. 1
- 6. 3
- 7. 3
- 8. 3
- 9. 4
- 10. 2

Assignment 02