

ETH306W

May/June 2010

INCLUSIVE EDUCATION B (EDUCATIONAL THEMES 306)

Duration 2 Hours

100 Marks

EXAMINATION PANEL AS APPOINTED BY THE DEPARTMENT

This paper consists of 8 pages

Examination instructions:

Early Childhood Development Phase (ECD) : All registered students for this phase, have to complete the questions in **Section A**

Please note that these students have to answer questions 1,2,3,4,5,6 and 7

Question 7 offers you options of which you have to choose TWO questions to be answered

INTERMEDIATE PHASE and SENIOR AND F.E.T. PHASE :

ALL students registered for these phases have to answer **ALL** the questions in **Section B**
– no options are offered

SECTION A

(All registered ECD Phase students answer must the questions in this section.)

QUESTION 1

Answer the following multiple questions. Only write down the number and the corresponding letter next to it, in your examination scripts e.g:

1 1 A

1 2 B, etc

[TURN OVER]

- 1 1 The following are signs of possible auditory problems A learner
- A speaks monotonously, avoids oral activities, is often inattentive, finds it difficult to associate with friends
 - B speaks too quickly or too slowly, is often inattentive, refuses to participate in ball games, confuses letters of similar shape
 - C avoids oral activities, is prone to swiftly changing moods, relies heavily of gestures, speaks too softly or too loudly
 - D turns his head to listen, moves his or her head when looking at pictures, refuses to participate in ball games, speaks too loudly or too softly
- 1 2 has a separate grammar which is not based on spoken or written language
- A One-handed alphabet
 - B Two-handed alphabet
 - C Signing
 - D Sign language
- 1 3 The term "learning problems" do not refer to
- A learning problems which are primarily the result of visual, hearing or motor impairments, or intellectual impairments or as a result of emotional, environmental, cultural or economic circumstances
 - B learning problems related to the psychological processes involved in understanding and using of language – both spoken and written
 - C an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations
 - D learners who have problems in acquiring certain skills which are necessary to make a success at school
- 1 4 It is important to nurture the characteristics of the invisible curriculum when teaching learners who experience barriers to learning These characteristics are inter alia
- A teamwork, team reward, organisation
 - B organisation, peer group instruction, individualised instruction
 - C team reward, reliability, motivation
 - D teamwork, organisation, reliability
- 1 5 is an advanced form of receptive language
- A Reading
 - B Speech
 - C Written language
 - D Inner language

[TURN OVER]

- 1 6 Choose the INCORRECT statement about perceptual-motor skills
- A Cooperation between hand and eye is called visual-motor coordination
 - B Laterality is a concept which must develop in learners themselves
 - C Direction certainty helps learners to know exactly where in space objects around them are
 - D The use of smaller muscles is a gross motor skill
- 1 7 Learners should be encouraged to read on their own initiative, because this is the most important means of expanding their general knowledge, eg
- A Prevention of negative attitudes and improvement of their handwriting
 - B Improvement of their command of language and vocabulary
 - C Changing their attitudes to reading and improving their association between letters and sounds
 - D Improvement of their knowledge of spelling rules and reading problems
- 1 8 language is the language in which one thinks
- A Inner
 - B Receptive
 - C Expressive
 - D Non-verbal
- 1 9 Learners with problems find it difficult to break words into syllables or to put them together again
- A visual perception
 - B auditory perception
 - C visual-motor perception
 - D spatial perception
- 1 10 The following are characteristics of a learner with Down's syndrome
- A weak short term memory, good at remembering the sequence of a process, finds it difficult to transfer knowledge to a new situation
 - B understands the literal meaning of words, weak long term memory, finds it difficult to transfer knowledge to a new situation
 - C good short term memory, limited abstract thinking, understanding of verbal or written instructions is apparently better as the real skill
 - D limited abstract thinking, finds it difficult to remember the sequence of a process, does not understand the literal meaning of words

[10]**[TURN OVER]**

QUESTION 2

- 2 1 What is hidden epilepsy and what are possible signs of hidden epilepsy? Why is it important to detect hidden epilepsy in the classroom? (5)
- 2 2 What support could a teacher render if a learner has an epileptic seizure in the classroom? (5)
- [10]**

QUESTION 3

- 3 1 Describe the manifestation of *conductive* hearing loss in the classroom (2)
- 3 2 Inclusive education makes provision for all learners to be included in inclusive education settings. Should you have a learner who is deaf but who can speech read (lip read) in your class, what could you do to help this learner with speech reading? (4)
- 3 3 You are a Grade three teacher and you have a learner with a hearing impairment in your class. You notice that the other learners sometimes laugh behind their hands when this learner makes a language mistake when she speaks. What would you tell your class and what would you do to support her? (4)
- [10]**

QUESTION 4

- 4 1 What is cerebral palsy? (2)
- 4 2 Describe which support a teacher could render to young learners with physical impairments in the classroom (8)
- [10]**

QUESTION 5

Discuss laterality, lateral dominance and directionality and indicate what influence these perceptual motor manifestations might have on learners' scholastic performances

[10]**QUESTION 6**

- 6 1 In its National integrated plan for children infected and affected by HIV/AIDS of the Department of Health programmes and initiatives, four fields were identified. Discuss the initiatives as identified in these four fields (8)
- 6 2 Do you think that a learner who is HIV/AIDS positive should be regarded as a learner who experiences barriers to learning? Supply reasons for your answer (2)
- [10]**

[TURN OVER]

Answer any TWO of the following questions, that is 7.1 or/and 7.2 or/and 7.3.

QUESTION 7

Question 7.1

- 7 1 1 What would you tell parents about the characteristics of Autistic Spectrum Disorder (ASD) if you suspect that their child who is in your grade one class has ASD? Refer inter alia to the *Triad of Impairments* in your answer (10)
- 7 1 2 If a learner with Down's syndrome has visual perceptual problems and problems with motor skills, what implications could it have for the classroom? What strategies could a classroom teacher employ to support this learner with classroom activities? (10)
- [20]**

OR/AND

Question 7.2

- 7 2 1 What behaviour could give teachers an indication that a learner in one of their classes might have visual barriers? (10)
- 7 2 2 The type of visual impairment and the amount of residual vision would determine the support given to a learner in the classroom. Discuss the statement (10)
- [20]**

OR /AND

Question 7.3

- 7 3 1 Describe factors related to the school environment which could stimulate the occurrence of behavioural problems (6)
- 7 3 2 Discuss possible manifestations of disruptive behaviour in the classroom (7)
- 7 3 3 Supply general guidelines which you can supply to teachers when dealing with behavioural problems in the classroom (7)
- [20]**

Total Question 7: 2 X 20 = [40]

[TURN OVER]

SECTION B

(ALL REGISTERED INTERMEDIATE AND SENIOR AND F.E.T. PHASE STUDENTS ANSWER ALL THE QUESTIONS (QUESTIONS 8,9,10 and 11) IN THIS SECTION. Please write the numbers of the questions on the outside of your examination script).

QUESTION 8

Please indicate whether the following ten statements are TRUE or FALSE. Each correct answer will provide you with three marks. The total of this question is 30 marks. Write the number of the sub questions down and next to it in your examination book, your answer namely TRUE or FALSE, e.g.

- 8 1 True
- 8 2 False

8 1 Crowded classrooms cannot be regarded as a causative factor of barriers to learning as the teacher can pay individual attention to learners in groups

8 2 A barrier becomes a disability when the social environment excludes the learner or does not give the learner the necessary support

8 3 The stigma attach to learners experiencing a physical and/or physiological impairment is worse in the rural area, as everybody knows everybody

8 4 Researchers (e.g. Turnbull, 1999) believe that the father is more adversely affected by a son who experiences a physical and/or physiological impairment, than he is affected by a daughter experiencing such an impairment

8 5 The intellectually disabled/impaired are categorised as "mentally retarded"

8 6 The request to "stop discrimination" is only relevant to the Constitution and not to the White Paper 6

8 7 Full-Service Schools will be equipped and supported to provide for the full range of educational needs

8 8 The method of *asking questions* used whilst identifying barriers experienced by a learner, is in no way different from asking questions when having an ordinary discussion

8 9 The learner's personal characteristics do impact on his or her motivation

8 10 Cooperative learning methods do not stimulate a better performance when the classroom is a multicultural classroom

[30]**[TURN OVER]**

QUESTION 9

- 9 1 Make a list of the learners who experience barriers to learning in your classroom (Senior and Intermediate Phase or Senior and F E T Phase) You need to support these learners to actualise their full potential Choose one of these learners that you have listed and name and discuss the first step of the learning support programme – in your discussion, indicate how you'll support the learner by implementing this step of the learning support programme
- 9 2 "Intellectual disability can be caused by a great number of factors" Please discuss Also indicate specifically the interaction between extrinsic and intrinsic factors impacting on the causative factors
- 9 3 Discuss briefly *differences in language and culture* as causative factor of barriers to learning
- 9 4 Explain briefly what is meant by the *invisible curriculum* [25]

QUESTION 10

Pringle's model on *Unmet emotional needs* offers you another way of understanding behaviour problems by focussing on the inner emotional needs of the learner and not only on the external causative factors, e g the divorce of the parents You are a grade 7 (Intermediate Phase) or a grade 11 (Senior and F E T Phase) teacher You have studied Pringle's model and you want to utilise the model in order to support a learner with behaviour problems Discuss how you would support this learner according to Pringle's model [25]

[TURN OVER]

QUESTION 11

You are a grade 5 teacher (Intermediate Phase) or a grade 8 (Senior and F E T Phase) teacher. Two learners in your classroom are exhibiting the following manifestations of barriers:

Learner no. 1

- _ Rubbing of the eyes excessively
- _ Moves the head when looking at pictures or when reading
- _ Has poor spacing when writing
- _ Refuses to participate in ball games

Learner no. 2

- _ Often misinterprets what has been said
- _ Speaks too slowly or too fast
- _ Is often inattentive
- _ Finds it difficult to associate with peer group friends

- (i) Identify the barriers that each of these learners are experiencing
- (ii) Name FIVE more characteristics of this type of barrier as it will manifest in the classroom
- (iii) Discuss the causative factors of these barriers that the learners are experiencing
- (iv) Discuss, in detail, how you as a teacher, would support each of these learners in terms of each learner's specific type of barrier and abilities [20]

TOTAL OF SECTION B: [100]

TOTAL OF EXAMINATION

SCRIPT: [100]

First Examiners: Prof. A J Hugo
Second examiner: Mrs. C Gericke