

ETH306W

October/November 2011

INCLUSIVE EDUCATION B (EDUCATIONAL THEMES 306)

Duration 2 Hours

100 Marks

EXAMINATION PANEL AS APPOINTED BY THE DEPARTMENT

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Dear Student

Best of luck! We hope that you enjoy writing this paper Remember that we are as delighted as you when you pass

This paper consists of 12 pages

Examination instructions:

Please write the numbers of the questions on the outside of your examination script.

SECTION A: 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

SECTION B: INTERMEDIATE PHASE and SENIOR AND FET PHASE : All students registered for these phases have to complete the questions in **Section B**.

Question 8 is compulsory Question 8 counts 20 marks

You have an option to answer FOUR questions from questions 9, 10, 11, 12 and 13
Each question counts 20 marks You have to answer four of these questions 4 X 20 = 80 marks

[TURN OVER]

SECTION A

Students registered for the ECD Phase must answer the questions in Section A.

Instructions:

Answer all the questions.

In Question 7 you must do TWO of the sub questions.

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

1.1 Special schools have a new role to play because they ...

- A have specialised equipment for identifying, assessing and assisting learners with barriers to learning
- B can reach out to mainstream schools as they have only a few learners in their classrooms and thus have more free time
- C have learners with many types of barriers coming from all walks of life
- D are not interested in the theory of teaching but they are rather inclined to focus on the practical aspects of assisting learners

1.2 Parents, guardians and teachers should see the manifestations of behaviour problems in a serious light if ...

- 1 they have occurred over a short period of time
 - 2 they are accompanied by signs of social aggression
 - 3 the learner stays away from school
 - 4 the learner's scholastic performance begins to deteriorate after a breakdown with friends
- A 1, 2, 3, 4
 - B 1, 3, 4
 - C 1, 2, 4
 - D 2, 3, 4

[TURN OVER]

1.3 The term 'learning problems' do ...

- A not refer to 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 refer to problems related to the psychological processes involved in understanding and using of language – both spoken and written
- C not refer to an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations
- D refer to learners who do not 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 Speaking
- C Written language
- D Inner language

1.6 The elements of written language are:

- A reading, composition, linguistics
- B composition, spelling, handwriting
- C spelling, phonetics, reading
- D composition, handwriting, phonetics

1.7 Choose the CORRECT statement about epilepsy.

- A Epilepsy is the discharge of abnormal electric activity in the brain
- B The cause of epilepsy is in the brain and also in the body
- C The cause of epilepsy is not in the brain
- D Epilepsy is the discharge of normal electric activity in the brain

1.8 ... language is the language in which one thinks.

- A Inner
- B Receptive
- C Expressive
- D Non-verbal

[TURN OVER]

1.9 Choose the INORRECT statement about HIV/AIDS:

- A HIV is the human immunodeficiency virus
- B Children can acquire HIV pre-natally
- C AIDS cannot be transmitted through day-to-day social contact
- D AIDS is not the final phase of the HIV infection

1.10 Learners may have the following reading problems in the foundation phase:

- 1 They do not recognise words on sight
- 2 They add words when they read
- 3 They vocalise words
- 4 They do not recognise letters on sight
- A 1, 2, 3
- B 2, 3, 4
- C 1, 2, 4
- D 1, 2, 3, 4

[10]**QUESTION 2**

2 1 1 What type of problems with mathematics might a learner in the foundation phase have?

(5)

2 1 2 Describe five methods that you might use to help learners in the foundation phase with mathematical problems Provide examples where applicable

(5)

[10]**QUESTION 3**

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

(10)

QUESTION 4

4 1 How will you explain to a parent what autism is?

(2)

4 2 Describe how a young learner's quality of development with regard to behaviour and imagination as part of the so called '*Triad of Impairments*' can give a teacher an indication that the learner is autistic

(8)

[10]**[TURN OVER]**

QUESTION 5

- 5 1 Describe the manifestation of *conductive* hearing loss in the classroom (2)
- 5 2 Inclusive education makes provision for all learners to attend the same schools. 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)
- 5 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 6

- 6 1 What is Down's syndrome and why should a teacher know what Down's syndrome is? (4)
- 6 2 What type of motor skill problems might a learner with Down's syndrome have? (3)
- 6 3 What strategies can a teacher employ to support the motor skill activities of such a learner? (3)
- [10]**

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

OR/AND

[TURN OVER]

Question 7.2

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

OR/AND**Question 7.3**

- 7 3 1 Describe inclusive education in your own words (2)
- 7 3 2 Explain what barriers to learning are (4)
- 7 3 3 In our schools different learning needs arise from a range of factors Discuss both intrinsic and extrinsic factors that can cause learners to have learning needs (14)
- [20]**

Total Question 7: 2 X 20 = [40]**Total Section A: 100****SECTION B**

Students registered for the Intermediate and Senior and the FET Phases must answer the questions in Section B.

Instructions:

Answer question 8 which is a compulsory question. Question 8 counts 20 marks.

Answer FOUR questions from Questions 9, 10, 11, 12 and 13. Each question counts 20 marks thus 4 X 20 = 80

[TURN OVER]

QUESTION 8

Answer the following multiple questions. Only write down the number and the corresponding letter next to it, e.g.

- 1 1 A
1 2 B, etc

8.1 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

8.2 The term 'learning problems' do ...

- A not refer to 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 refer to problems related to the psychological processes involved in understanding and using of language – both spoken and written
- C not refer to an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations
- D refer to learners who do not have problems in acquiring certain skills which are necessary to make a success at school

8.3 Choose the INCORRECT statement.

To adapt a curriculum the following general framework should be considered:

- A the learners, parents, the classroom and the school environment
- B teaching strategies, school subjects and the learners
- C assessment, teaching strategies and school activities
- D school subjects, the learners, the classroom and school environment

[TURN OVER]

- 8.4 If a person suffers from ..., he or she tends to lower the voice and to speak very softly.**
- A sensoneural hearing loss
 - B tinnitus
 - C partially hearing loss
 - D conductive hearing loss
- 8.5 Learners with ... do not perform at school to an extent which is in keeping with their potential.**
- A learning difficulties
 - B auditory receptive problems
 - C physical disabilities
 - D intellectual disabilities
- 8.6 Children subject to sudden spells of aggressiveness, vandalism or bad temper, may suffer from .**
- A tremor
 - B disruptive behaviour
 - C disguised epilepsy
 - D neurological dysfunction
- 8.7 Possible behavior patterns of parents with children with impairments.**
- 1 Submissive parents
 - 2 Angry, but knowledgeable parents
 - 3 Uncaring parents
 - 4 Angry, but uninformed parents
- A 1, 2, 3
 - B 2, 3, 4
 - C 1, 2, 4
 - D 1, 2, 3, 4
- 8.8 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

[TURN OVER]

8 9 Choose the correct combination of options.

Transformation in the education system with regard to learners who experience barriers to learning is vital for the following reasons:

- 1 It is estimated that 70% of learners with disabilities of whom the majority are black disabled learners in rural areas, are currently outside the formal education system
- 2 It would seem that learners who experience barriers to learning suffer a greater degree of exclusion in the early childhood development phase
- 3 Where these learners are in fact accommodated in ordinary schools, access to the curriculum will not be problematic
- 4 Where there is good cooperation between special schools and ordinary schools these learners will not be excluded

- A 1, 2, 3,
B 2, 3, 4
C 1, 2, 4
D 1, 3, 4

8.10 The sense of touch is also known as ... sense.

- A physical
B residual
C tactile
D kinaesthetic

8.11 .. language is the language in which one thinks

- A Inner
B Receptive
C Expressive
D Non-verbal

8.12 The following can be considered as pedagogical barriers to learning:

- 1 the language of learning and teaching
 - 2 intellectual disabilities
 - 3 learning styles
 - 4 sufficient support of teachers
- A 1 and 2
B 1 and 3
C 1 and 4
D 2 and 3

[TURN OVER]

8.13 Sensory disability includes:

- A auditory disability and visual disability
- B autism and visual disability
- C autism and Down's syndrome
- D auditory disability and physical disability

8.14 Choose the INCORRECT statement about epilepsy:

- A Children with epilepsy should live normal healthy lives
- B Epileptic seizures could increase if there are affective disturbances
- C Children with epilepsy sometimes manifest deviant tendencies which they can control
- D In the case of a partial seizure a child does not lose consciousness completely

8.15 . is an advanced form of receptive language.

- A Written language
- B Inner language
- C Speech
- D Reading

8.16 The following are misleading phenomena which could be confused with epilepsy:

- 1 migraine, childhood fits, vandalism, hysteria
- 2 dizziness, fainting, hysteria, depression
- 3 fainting, bad temper, migraine, vandalism
- 4 hysteria, narcolepsy, cataplexy, migraine

8.17 There is no direct relationship between intelligence and ..

- A distractibility
- B the degree of cerebral palsy
- C the handling of abstract concepts
- D validity

8.18 Special schools have a new role to play because they ...

- A have specialised equipment for identifying, assessing and assisting learners with barriers to learning
- B can reach out to mainstream schools as they have only a few learners in their classrooms and thus have more free time
- C have learners with many types of barriers coming from all walks of life
- D are not interested in the theory of teaching but they are rather inclined to focus on the practical aspects of assisting learners

[TURN OVER]

8.19 Parents, guardians and teachers should see the manifestations of behaviour problems in a serious light if .

- 1 they have occurred over a short period of time
 - 2 they are accompanied by signs of social aggression
 - 3 the learner stays away from school
 - 4 the learner's scholastic performance begins to deteriorate after a breakdown with friends
- A 1, 2, 3, 4
B 1, 3, 4
C 1, 2, 4
D 2, 3, 4

8 20 The NCSNET/NCESS report (1997) identified the following as causative factors of barriers to learning:

- 1 A lack of facilities
- 2 Parent involvement
- 3 Discriminating attitudes
- 4 Flexible curriculum

- A 1, 2, 3
B 2, 3, 4
C 3, 4, 1
D 1, 3, 4

[20]

Answer FOUR questions from Questions 9, 10, 11, 12 and 13. Each question counts 20 marks thus 4 X 20 = 80

QUESTION 9

Having a child with an impairment affects various parents in different ways. According to Holbrook there are no right or wrong emotions experienced by such parents. Describe emotions or attitudes that parents can experience before they accept the child with an impairment.

[20]**QUESTION 10**

Describe the following five emotional needs of young people as described by Howells, Mitchell, Pringle, Raths, Thompson and Poppen. Describe how each of these needs manifest at home and at school. Indicate with reference to each of the five emotional needs what a teacher can do to meet the emotional needs of learners.

- 10 1 The need to belong
- 10 2 The need to be free from intense feelings of guilt
- 10 3 The need for praise and recognition
- 10 4 The need for a positive self-concept
- 10 5 The need for love and affection

5 X 4
[20]

[TURN OVER]

QUESTION 11

- 11 1 What behaviour could give teachers an indication that a learner in one of their classes might have visual problems? (10)
- 11 2 The type of eye condition and the amount of residual vision would determine the support given to a learner in the classroom. Discuss the statement (10)[
20]

QUESTION 12

- 12 1 A learner who sometimes gets epileptic seizures, is admitted to your class. Explain epileptic seizures to your class (3)
- 12 2 What is cerebral palsy? (3)
- 12 3 Why must a teacher know what cerebral palsy is? (2)
- 12 4 As a teacher what assistance could you give to a learner with a physical impairment in your classroom? (12)
[20]

QUESTION 13

- 13 1 Describe inclusive education in your own words (2)
- 13 2 Explain what barriers to learning are (4)
- 13 3 In our schools different learning needs arise from a range of factors. Discuss both intrinsic and extrinsic factors that can cause learners to have learning needs (14)
[20]

Total Section B: 100
Total examination paper: 100

First Examiners: Prof AJ Hugo
Second examiner: Mrs FD Mahlo