

ETH306W

October/November 2014

INCLUSIVE EDUCATION B (EDUCATIONAL THEMES 306)

Duration · 2 Hours

100 Marks

EXAMINERS ·

FIRST :

SECOND

MRS JMC MOTITSWE

MRS TI MASHAU

Closed book examination

This examination question paper remains the property of the University of South Africa and may not be removed from the examination venue.

Examination instructions:

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

Questions 1 to 3 are COMPULSORY FOR ALL registered students for FOUNDATION, INTERMEDIATE, SENIOR AND FET PHASES. Each question counts 20 marks, thus 3 X 20 = 60.

1.1. The term “learning problems” do not refer to.....

- a) Learning problems which are primarily the results of visual, hearing or motor impairment, or intellectual impairment 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.

1.2. 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

1.3. A learner with would prefer to sit at the back of the class

- a) astigmatism
- b) myopia
- c) hyperopia
- d) albinism

1.4. Down's syndrome develops as a result of a deviation in the genes of the ——chromosomes.

- a) eighteenth
- b) twenty first
- c) thirteenth
- d) a, b, and c

1.5. When all four limbs of a person with cerebral palsy are affected, it is known as...

- a) monoplegia
- b) hemiplegia
- c) quadriplegia
- d) paraplegia

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

- a) 1, 2, 3,
- b) 2, 3, 4
- c) 1, 2, 4

d) 1, 3, 4

1.7. Choose the correct statement about epilepsy

- a) Epilepsy is the discharge of abnormal electric
- b) The cause of epilepsy is in the brain and also in the body
- c) Epilepsy is the discharge of normal electric activities in the brain
- d) Children with epilepsy sometimes manifest deviant tendencies which they can control.

1.8. has a separate grammar which is not based on spoken or written language.

- a) Signing
- b) Sign language
- c) One-handed alphabet
- d) Two-handed alphabet

1.9. 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

1.10. language is the language in which one thinks.

- a) Inner
- b) Receptive
- c) Expressive
- d) Non-verbal

1.11. Reflective language refers to....

- a) a representative symbolic thought system
- b) the communication of experiences and meaning
- c) the comprehension of auditory stimuli in the receptive area of the brain
- d) information according to corresponding features

1.12. The following are the cognitive characteristics of a person with Down's

- 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

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

- a) tactile
- b) physical
- c) kinaesthetic
- d) residual

1.14. 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

1.15. 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

Question 1.16 – 1.20: Indicate whether the following ten statements are TRUE or FALSE. Only write the number of the sub question in your examination book and next to it your answer, namely TRUE or FALSE for example:

1.16. False

1.17. True

1.16. Handwriting, spelling, composition are the elements of written language

1.17. Learners with intellectual disabilities do not perform at school to an extent which is in keeping with their potential

1.18. Learners with hyperopia would prefer to sit at the back of the class

1.19. Epilepsy is a discharge of normal electric activity in the brain

1.20. The stigma attached to learners' experiencing a physical or physiological impairment is worse in the rural area, as everybody knows everybody

[20 marks]

TURN OVER

QUESTION 2

- 2.1. Describe inclusive education in your own words (2)
- 2.2. What is the difference between mainstream education and inclusion? (8)
- 2.3. 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. (10)

[20 marks]

QUESTION 3

You are a teacher in the Foundation Phase or Intermediate Phase or Senior and FET Phase. Two learners in your classroom are exhibiting the following manifestations of barriers:

Learner number 1:

- rubs 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 number 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.

- 3.1. Identify the barriers to learning that each of these two learners are experiencing. (2)
- 3.2. Name FOUR more characteristics of each of these types of barriers as they may manifest in the classroom (8)
- 3.3. Discuss how you as a teacher would support each of these learners in the classroom in terms of each learner's specific type of barrier to learning. (10)

[20 marks]

Students registered for the ECD PHASE must answer TWO questions from Questions 4, 5 and 6. Each of these questions counts 20 marks thus 2 X 20 = 40

QUESTION 4

- 4.1. What is Down's syndrome and why should a teacher know it? (4)

TURN OVER

- 4.2. Name the types of motor skill problems that a learner with Down's syndrome might have (6)
- 4.3. What strategies can a teacher employ to support a learner with Down's syndrome who experiences the motor skill problems? (8)
- 4.4. How will you explain what autism is to a parent? (2)
- [20 marks]**

QUESTION 5

- 5.1 What type of reading problems might a learner in the foundation phase have? (5)
- 5.2. Define the following perceptual- motor abilities and indicate what problems a young learner can experience in school if these abilities are not well developed
- 5.2.1. Gross motor abilities (3)
- 5.2.2. Fine motor abilities (3)
- 5.2.3. Spatial perception (3)
- 5.2.4. Laterality (3)
- 5.2.5. Lateral dominance (3)
- [20 marks]**

QUESTION 6

- 6.1 What is cerebral palsy? (2)
- 6.2. What assistance could you give to a learner with physical impairment in your classroom? (8)
- 6.3 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. (10)
- [20 marks]**

Total: 100 marks

Students registered for the Intermediate, Senior and FET Phases must answer TWO questions from Questions 7, 8 and 9. Each of these questions counts 20 marks thus 2 X 20 = 40

QUESTION 7

- 7.1 What is the difference between paraplegia and quadriplegia (4)
- 7.2 What is cerebral palsy? (2)
- 7.3 Having a child with impairment affects various parents in different ways.

TURN OVER

Discuss this statement by referring to five patterns of parental attitudes before there is acceptance of the child with impairment

(10)

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

(4)

[20 marks]

QUESTION 8

Discuss any five of the 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.

(5 X 4)

[20 marks]

QUESTION 9

9.1 What is hidden epilepsy and what are the possible signs?

(5)

9.2 Why is it important to detect hidden epilepsy in the classroom?

(5)

9.3 What should you do as the teacher if a learner has an epileptic seizure in the class?

(10)

[20 marks]

Total: 100 marks

First Examiner: Mrs JMC Motitswe

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