

**1. Describe Inclusive Education in your own words.**

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

**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 programs as a whole to meet the needs of learners.
- Focus on adaptations and support systems in the classroom.

**3. Discuss both intrinsic and extrinsic factors that can cause learners to have learning needs.**

Intrinsic factors (Born with a problem)

- Physical / psychological impairments that may become disabilities if society and the system of education do not make provision for these learners.
- Personality factors, especially types of temperament and unsatisfied emotional needs.

Extrinsic factors: (problem not in learners self, but in the circumstances they grow up in)

- **Environment:** Unfavourable socioeconomic circumstances, urban areas, rural environments, prosperous areas.
- **Education poor:** Teaching, lack of qualifications, unmotivated, lazy. Incomplete participation on the part of learners, inappropriate study material, inefficient school organisations, crowded classrooms.
- **Language:** Many learners taught in English (Not home language), often the teachers can not speak proper English.
- **Culture:** Need to accommodate different cultures.
- **Job prospects:** Many learners have schools but there is no jobs available so they get depressed and discouraged.

**4. Name FOUR characteristics of each type of barriers as they manifest in the classroom:**

**Visually impairment:**

- 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.
- Blinks more than usual or is irritated when doing close work.
- Is unable to see distant things clearly.
- Squints eyelids together or frowns.
- Steps too high/too low when going up / down the stairs.

**Hearing impairment:**

- Often misinterprets what has been said.
- Speaks too slowly or too fast.
- Is often inattentive.
- Finds it difficult to associate with peer group friends.
- Turns head to listen.
- Watches the teachers lips.
- Speaks monotonously.
- Relies heavily on gestures.
- Avoid oral activities.
- Difficulty in hearing the bell ring.

**5. What is the difference between paraplegia and quadriplegia?**

Paraplegia: the lower limbs are affected (legs)

Quadriplegia: All 4 limbs are affected.

Monoplegia: One limb is affected.

Hemiplegia: One side of the body is affected.

Triplegia: 3 limbs are affected.

Diplegia: Is when legs are more severely affected than arms.

## **6. 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.

## **7. Five patterns of parental attitudes before there is acceptance of the child with impairments.**

- Grief after the initial shock of knowing their child has been diagnosed with an impairment, parents experience a feeling of grief.
- Guilt parents tend to blame themselves for their child's impairment.
- Anxiety usually goes hand with worries about learners future.
- Denial-parents deny that their child has an impairment.
- Anger-parents react angrily to the impairment and to others who offers advice.

## **8. What assistance could you give a learner with a physical impairment in your classroom?**

- See that the learners are comfortable with their orthapadeic aids.
- Make classroom an other areas accessible.
- Learners should be able to move around freely in the classroo, using their aids.
- Build up the child's self esteem.
- If the learner is on medication, make sure that it is taken regularly.
- Be prepared to improvise.
- If the learner finds it hard to write, allow him/her to type.
- We should allow for long absence.
- If the child's writes slow, allow him/her to have an oral exam or test.
- You could disregard the spelling of learners with severe spelling problems.

**9. Discuss any five of the emotional needs of young people. Describe how each of them manifest at home and at school.**

The need to belong:

- Does not have as many friends as they would like or unable to befriend those they wish to be friends with.
- Want to belong to a peer group.
- Manifestations:
  - o Remains an observer.
  - o Daydream in class.
  - o Puts a lot of effort in their schoolwork to prove themselves.

The need to be free from intense guilt:

- When learners, their parents or teachers expect too much and are disappointed in consequence.
- Triggers feeling of inadequacy and not belonging.
- Manifestations:
  - o Blame themselves for real or imaginary shortcomings.
  - o May be extremely obedient.
  - o Shy in class.
  - o Fearful, anxious, indecisive.

The need for praise and recognition:

- When a child knows that the adult loves him/her, he wants to please them.
- The best encouragement for a child is parents and teachers excitement and emotions when they are informed of the child's achievements.
- If these people expect too much from him/her, he will experience a sense of anxiety.
- When too little is expected, he will adopt low standards of achievement.
- Manifestations:
  - o May verbalise the need.
  - o They are inclined to focus too much on small achievements.
  - o They tend to comment that they could have done better.
  - o They often complain about the teacher and their homework and blame circumstances for failures.

The need for a positive self-concept:

- Our self concept stems largely from our evaluation of ourselves.
- This evaluation is impacted by feedback from others.
- Most learner's negative feelings are formed from adults evaluation.
- Once formed, a negative self-concept is difficult to reverse.

- Manifestations:
  - o A lack of knowledge reduces the child's faith in himself.
  - o They become discouraged and start to think that adults are stupid and school is boring.

The need for love and affection:

- This need can be met only via the child's meaningful, continuous, dependable and loving relationship with parents or their substitutes.
- Parents also need to experience such a relationship with each other.
- The more love learners receive, the more love they will be able to give and receive themselves.
- Manifestations:
  - o Wishes his parents like him as much as they did when he was younger.
  - o Feel insecure and depressed.
  - o Cry easily and frequently become ill.
  - o Plays truant, lies on a frequent basis.

A teacher can:

- Give continuous love and care.
- Give generously of your time and understanding.
- Provide new experiences and expose child to language.
- Encourage them to play.
- Give more praise for effort.
- Give the child responsibility.
- Remember each child is unique.
- Don't expect gratitude.

**10. What is hidden epilepsy and what are the possible signs?**

- May present as particular problems associated with learning disabilities or behavioural problems.
- Sudden, unexpected, sporadic spells of bad temper. Aggressiveness, vandalism, changing moods.
- These learners suffer from a process of irritation in brain which does not result in epileptic symptoms but these symptoms that take the place of a seizure.

**11. Why is it important to detect hidden epilepsy in the classroom?**

- These learner could get worse becoming a serious problem to themselves, the school and their parents.
- Teachers by close observations can detect the signs.

## **12. What should you do as the teacher if a learners has an epileptic seizure in the class.**

With a slight seizure:

- Be alert at all times.
- Look out for signs of a seizure and then keep an accurate record of incidences.
- Make sure that no one opposes the child or try to force them to act differently.

With tonic-clonic seizures:

- Prevent the learner from falling.
- Move any objects away so that he/she does not sustain an injury.
- Do not allow anyone else to try hold on to the learner or prevent the body movements.
- Turn the learner on one side so that excess saliva may run out and not cause learner to choke.
- Do not insert any objects into the learners mouth.
- Report all seizures to the parents and if necessary send the learner home.

**May / June 2015**

### **1. What is epilepsy?**

Epilepsy is a discharge of abnormal electrical activity in the brain which results in bodily seizures.

### **2. What is down syndromæ and why should a teacher know about it?**

Down syndromæ is the result of an oddity of genes in the twenty first chromosome. Children with this syndrome, usually have a slow rate of learning and other physical symptoms. Children with down syndrome are usually a very lovable person and therefore they are sometimes referred to as the 'children of heaven'.

3. Name the types of motor skill problems that a learner with down syndrome may have.
  - Hypotonia
  - Shorter limbs
  - Reduced stamina

#### 4. What types of reading problems might a learner in the Foundation Phase experience?

- Don't know the link between letters and sound.
- Can only recognise a very few words on sight.
- Can sometimes not even recognise high frequency words.
- Read slowly, sound out words, repeat words.
- Add or leave out words.
- Read things that are not in the text.

#### 5. Define the following perceptual-motor abilities and indicate which problems a young learner may experience at school if these abilities are not well developed.

##### Gross motor abilities:

##### Spatial perception:

- Must learn to perceive objects in relation to themselves before perceiving them in relation to each other.
- They learn that things may be far away, close, big/small in relation with them and with each other.
- Problems manifest when they cannot understand concepts such as above / beneath / in front / behind / under / over.

##### Laterality:

- Awareness of left and right side of the body develops from the awareness of the operation of gravity – learners learn to manipulate body accordingly.
- Some children struggle to cross midline – touch right foot with left hand.
- Problem is when writing, children stop at the middle of the page.

#### October / November 2013

#### 1. Name the problems that a learner in the foundation phase may experience in mathematics.

- Can not tell the difference between mathematical signs.
- Can not understand the two main forms of mental arithmetic.
- Cannot analyse and work out word sums.
- Over dependent on concrete aids to work out answers.
- Tends to use the same operational principle to work out answers to different kinds of

sums.



## 2. Describe FIVE methods that you might use to help learners with Mathematics in the foundation phase.

- Keep Maths exercises related to life experiences of the learners – so they can appreciate the practical value of maths.
- Mechanical explanations of how to arrive at solutions to math problems will be necessary in the case of learners having problems with working out solutions for themselves.
- Draw the family into a board game & encourage the child to keep the score and compare the scores of the different family members.
- Involve them in collecting the ingredients for a recipe of a meal.
- The different operations must be explained to learners every time so they can become familiar with the operations and understand the differences.
- Initially maths exercises should be done in a concrete way.

## 3. Discuss LATERALITY, LATERAL DOMINANCE and DIRECTIONALITY and indicate what influence these perceptual motor manifestations might have on learner's scholastic performance.

### Laterality:

- Awareness of left and right side of body.
- Some children struggle to cross midline.
- Experience problems in formal schooling – only write on one side of the page and also experience with reading as one's eyes need to cross the midline.

### Lateral dominance:

- Refers to one's preference of a specific side of the body – left handed / right handed.
- Learners progress to this naturally.
- If they reach school without establishing dominance, they may experience problems:
  - o With the concept of left and right.
  - o Distinguish the differences in direction between b and d, which poses problems for reading, writing and spelling.

### Directionality:

- Learners must learn to know their body and be aware of it. Only then can they know where objects in space are.
- Problems:
  - o Difficulty with the order in which things are arranged.
  - o Write numbers upside down.

#### **4. What are the TWO main components of reading?**

Decoding and reading comprehension.

#### **5. Discuss the phenomena of hyperactivity and distractibility.**

It is known as ADHD (Attention Deficit Hyperactivity Disorder) – associated with neurological dysfunctions.

#### **6. Explain how a teacher should go about handling a young child with hyperactivity and distractibility in a classroom. Name at least eight strategies that a teacher could employ to deal with behaviour problems.**

- Reinforcements – encourage positive behaviour.
- Ignoring – give attention when child is showing positive, or else ignore.
- Time out – works well to stop aggressive behaviour.
- Prevention – stop situation before it happens.
- Redirection – distract child's attention.
- Discussion – talk to child to solve problem.
- Special time – make time for that child if he seeks attention.
- Star chart – some children respond better to visual reinforcers.

#### **7. Describe the manifestation of conductive hearing loss in the classroom.**

- Tendency to talk very slowly.
- Often complains of continuous buzzing in ears, hear better in noisy situations than other people and has no difficulty following speech as long as it is loud enough.

#### **8. What can you do to help a child who is deaf but can speech read?**

- Your mouth and face should be lighted.
- No mirrors or light reflecting from behind you – causes eyestrain.
- Lighting should be ample.
- Your face as near as possible to child's level of eyes.
- Speak as naturally as possible.
- Always speak in complete sentences.

- Do not add gestures to the words –distracting.
- Keep your head as still as possible.
- Facial expressions is very important.

**9. What would you tell your class if they are laughing at a child who is deaf.**

- Explain to them that the learner has a hearing impairment, show them the hearing aid and explain how it works.
- Assign a peer to take notes on carbon paper and to point to speakers during group discussions.
- Speak clearly and in normal tone of voice and at a moderate pace.
- Face child when speaking.

**10. How will you explain to a parent what autism is?**

It is a life long, complex, pervasive developmental impairment, which appears to have genetic predisposition and stems from multi-faceted origin, causing disturbances in brain development and functioning.

**11. Describe how a young learner level of development with regard to imagination and behaviour as part of the so called Triad of Impairments can give a teacher an indication that the learner is autistic.**

- Imaginary play may be limited or poor.
- They pursue activities repetitively and cannot be influenced by suggestions of change.
- Unusual habits such as rocking, spinning, finger-flicking, fiddling with objects, tapping, scratching etc...
- Inappropriate use of toys in play.
- Holding onto objects.
- Noticeable physical over activity or under activity.
- Tantrums may occur for no reason.
- Changes in routine of environment.
- Interest and range of activities may be limited.

12.