ETH306W 2015

SECOND SEMESTER MEMORANDUM

FOR

ASSIGNMENT 02

QUESTION 1

1.1 Describe inclusive education in your own words. (2)

Inclusive Education focus on eliminating social exclusion and respond to diversity in race, socio economic background, ethnicity, religion, gender, and ability which make education a basic human right to all individuals.

Acknowledges that all learners and young people can learn and that all learners and young people need support

Accepts and respects the fact that all learners are different in some way and have different needs, which are equally valued and are an ordinary part of our human experience

Enables education structures, systems and learning methodologies to meet the needs of all learners

1.2 What is the difference between mainstream education and inclusion? (8)

Mainstream education	Inclusion
Mainstreaming is about getting learners to'fit into' a particular kind of system or integrating them into the existing system.	Inclusion is about recognising and respecting the difference between all learners and building on the similarities.
Mainstreaming is about giving some learners extra support So that they can 'fit into' or be integrated into "normal" Classroom routine. Learners are assessed by specialists who diagnose and prescribe technical	Inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. The

| interventions, such as the placement of learners in programmes | focus is on teaching and learning factors, with the emphasis on the development of good

teaching strategies that will be of benefit to all

learners. |
|---|---|
| Mainstreaming and integration focus on changes that need to take place in learners so that they can 'fit in'. Here

the focus is on the learner. | Inclusion focuses on overcoming barriers in

the system that prevent it from meeting the full

range of learning needs. The focus is on the

adaptation of and support systems available

in the classroom. |

1.3 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. (2 x 10= 20)

<mark>NB! 10 marks for intrinsic barriers and 10 marks for Extrinsic barriers</mark>

INTRINSIC BARRIERS

Intrinsic factors are factors located within individual learners themselves. These learners are usually born with specific characteristics such as blindness or a missing arm. The learners' condition can be aggravated by a poor environment, ineffective education and inapplicable education so that they may become disabled.

The most prominent intrinsic factors are physical and/or physiological impairments and personality characteristics.

 Impairment

Genetic factors

Prenatal, perinatal and postnatal brain damage.

Disability and chronic illnesses can cause barriers to learning and development if the environment and the community do not adapt in order to provide for the needs of these learners. If, however, learners with impairments make use of

supportive or assistive devices the barriers hampering their learning and development can largely be removed. If, for instance, the learning centre is accessible to wheelchairs, learners in wheelchairs are not hampered in their access to the school building. If blind learners have access to reading and writing media (Braille and adapted computers) and mobility training they are also not hampered in their learning. Intellectual impairments, severe autism or multiple impairments, however, can prevent learners from ongoing involvement in programmes in the ordinary learning centre that are aimed at facilitating learning and development.

Sensory impairment. These occur when one of the senses is affected. A person has a visual or aural disability when his ability to see or hear is affected and the environment does not make provision for support.

Physical impairments. A person whose external physical appearance or functioning is affected has a physical impairment. For instance, an arm is missing or crippled, or a hand, leg or limbs cannot be used, with the result that movement requires the use of a wheel-chair or crutches. Further examples are a hunchback, club feet, and so on. However, the person is physically disabled only when he has no access to the environment.

Mental or intellectual impairments. This renders affected persons mentally less capable than the average so that they find it much more difficult to comprehend and to learn. They can, however, learn - therefore the emphasis in assessment is on what they know and can do.

Multiple impairments: Some persons have more than one impairment. They may, for example, have physical and intellectual impairments, or visual and hearing impairments. There are numerous other forms of physical impairments such as epilepsy, autism and other forms of communication and behavioural disorders.

 The phrase physiological impairments   refer to impairment in the functions of the body. These impairments comprise chronic diseases such as cancer, diabetes mellitus, Aids, tuberculosis, et cetera.

It is vital for learners with physical and/or physiological impairments to be identified as early as possible so that, from an early age, they may benefit from the best possible assistance, and so avoid developing a serious developmental backlog or delay - that is, do not become disabled on a social level.

EXTRINSIC BARRIERS

In the case of extrinsic factors the barriers are not within the learners themselves.

They are perfectly normal at birth but circumstances beyond or outside the learners - that is, their environment, home, upbringing or teaching - are so inadequate that they adversely affect their development and learning and ultimately cause barriers to their learning.

(1) Socioeconomic barriers. This includes the lack of access to basic services (medical services, housing), poverty, underdevelopment and other factors exposing learners to dangers such as child abuse, war and political violence.

(2) Discriminating attitudes. Labelling has a very negative effect on the self-image of learners. Labelling occurs when these learners are placed in special schools or when they are excluded from mainstream education - that is, it occurs when learners are categorised. Very often people who label learners cannot determine what is needed for the system to satisfy the needs of the learners: for instance, a learner is classified as intellectually disabled and therefore also as uneducable after one formal assessment session, without considering his real abilities. Inadequate knowledge of diseases such as Aids can lead to negative assumptions regarding this disease, so that a HIV-positive learner may be denied access to learning centres.

(3) Inflexible curriculum. An inflexible curriculum that does not provide in the diverse needs of all the learners in the class can cause learning to fail; inadequately trained teachers can use teaching styles that handicap the initiative and involvement of the learners; and what is taught by the curriculum is not applicable to the situation in which the learners find themselves, et cetera.

(4) Language and communication. For many learners, teaching and learning take place in their second or third language. This inhibits communication in class.

(5) Inaccessible and unsafe environment. Inaccessible and unsafe buildings in many instances prevent learners with physical disabilities from having access to the learning centres, for instance if there are no ramps for wheelchairs, or if furniture is put in aisles it hampers the movement of blind learners.

(6) Inapplicable and inadequate provision of support services. The labelling and categorisation of learners have caused educational services to be focused on the incompetence of learners rather than on the barriers within the system, such as poor and stereotyped teaching methods. The nature of the intervention caused the learners to be placed in a special school rather than to confront the problems of that specific learning environment. In the rural areas there are almost no support services.

(7) A lack of empowering and protective policy. This can promote the existence of barriers to learning and development directly or indirectly. Legislation on age restriction (which prevents learners from enrolling at schools or from staying in the education system as long as possible) can for instance be barriers to learning.

(8) A lack of parental recognition and involvement. A lack of recognition of parents as primary educators and continued negative attitudes as far as parental involvement is concerned can also contribute to barriers to learning and development.

(10) A lack of human-resources development. A lack of strategies for developing human resources and a lack of ongoing in-service training of teachers can lead to a low self-image, insecurity and a lack of innovative practices

QUESTION 2

Learners with the following types of impairment have been admitted to your classroom:

2.1 a hearing impairment

2.2 a visual impairment

2.3 cerebral palsy

Discuss the support that you can render in the classroom to each of these three learners. 3X 10

2.1 Visual impairment (10 marks)

The visual sense should certainly be stimulated but the particular eye condition and degree of residual vision should be taken into consideration. The partially sighted should be encouraged to combine vision with non-visual methods. This leads to heightened efficiency.

- Learners with myopia and cataracts should sit in front, near the chalkboard. You should also allow them to sit closer to the board to see better.

- repeat what is written on the chalkboard to help the learners check their own written work.

- A magnifying glass may also be used if large print books are not available.

- Instead of using ordinary class work books with dull lines, one could draw parallel lines on blank A-4 paper, using a black pen (a marker pen or koki). This will be more visible to learners who find it particularly difficult to write between the lines.

- The space between the lines may vary according to the residual vision of the learner, but the lines could be further apart than those in the classwork books.

- Printed material should be clear, attractive and meaningful.

- Black print on white paper with fairly large letters and good spacing is best.

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

- They would enjoy outside play but may not be interested in school work.

- Learners suffering from albinism should sit in a darker place in the classroom, away from the windows.

- Curtains could regulate the light coming in through the windows.

- To avoid a glare, learners should work facing away from a window if no curtains are available.

- Textbooks can be recorded on tape for learners who find it difficult to read their textbooks

2.2 Auditory impairment (10 marks)

- Make use of visual materials

- Face and mouth adequately lighted

- Assume position facing the light

- No lights or mirrors reflecting light behind you

- Lighting must be ample

- Face as near as possible to level of learner's eyes

- For young children- teacher must sits on chair

- Speak as naturally as possible: not too slowly/fast

- Always speak in complete sentences

- Do not add gestures to the words. Learners tend to look at gestures and not at mouth

- • Ask questions to check understanding of orally presented directions and content.

- • Rephrase content or questions to make it more understandable to hearing-impaired students.

- Supplement information presented orally with visual aids.

- Give test directions, assignments, and lecture outlines in writing.

- Cue the student visually to indicate that someone is talking over the intercom.

- Make sure that someone explains the intercom message to students with hearing impairments.

2.3 Cerebral palsy (10 marks)

Young learners

• Arrange the furniture in the playroom in such a way that the cerebral palsied learners can move about freely. Also make sure that the washbasin and the toilet are easily accessible.

• Store apparatus and position activities in places where the learners will be able to reach them.

• Organise floor and table games which the cerebral palsied learners can manage and which will encourage participation.

• Provide aids where necessary so that the learners can learn to help themselves.

For example, you can provide a special spoon to eat with and a frame around the table so that the learners do not knock things down so easily. You can stick the plate, paint and paper for a given activity to the table with Prestik.

Encourage the learners to become independent by giving them opportunity to do things unaided.

• Give the learners tasks and responsibilities - with due regard to physical abilities.

• Encourage the child to use disabled limbs. Present activities which require the use of the disabled hand as well (in the case of a hemiplegic).

• Let the learners join in all the activities and feel an important participant in group activities, with due allowance for motor problems. For example, when some learners cannot dance like bees during the music lesson, they can hold the flowers for the other bees to dance around.

• Create a physically and emotionally secure space for the learners so that they can explore confidently.

• Remember that success and enjoyment encourage exploration.

School learners

• See that such learners are comfortable with their orthopaedic aids. Take time to introduce and explain these aids to the rest of the class.

• Try to make the classroom and other areas where learners would like to go, easily accessible. (Ask the woodwork teacher to build ramps, if necessary.)

• Learners should be able to move around freely in the classroom, using their aids.

• It is always advisable to build up learners' self-esteem. Physically disabled learners feel different from other people. We, as class teachers, can help learners to form realistic images of themselves not only as disabled persons, but also as persons of worth who have potential.

• If learners are on medication, make sure that it is taken regularly. You could even keep a timetable for when medication must be taken during school time, if applicable. Remember, of course, that teachers are not allowed to change scripts or dosages, even if consulted by the parents.

• As teachers, we should be prepared to improvise. For instance, what would you do if a wheelchair developed a flat wheel or a child outgrew its prosthesis? (One solution would be to divide the learners in the class into groups and let them take turns to carry their classmate.)

• If learners have difficulty with their handwriting, you could try to get hold of a typewriter, and spend time with them, teaching them to type. Typing is good exercise for the smaller muscles of the hand (or fine motor control) and the learners' self-esteem might also improve if their work is neater.

• We should allow for long absences (eg for operations) on the part of physically disabled learners and for the fact that we will need to help such learners to catch up with their work. A good option is to ask the academically stronger learners to continue the work in absent learner's books so that they can just revise it when they get back.

• If learners write extremely slowly, you may allow them to do tests or exams orally.

(30marks)

QUESTION 3

What will you do if a learner has an epileptic seizure in your class? (10)

Prepare the other learners - have a talk

Look for warning signs and take to safe place

Let child lie down where no injuries could be sustained

Objects pushed away

Do not hold the child

No object between teeth

Turn on side

Loosen clothes

Let other learners leave the classroom

Help if learner wetted himself/herself

If learner chokes, calls for emergency assistance

Inform parents or guardians

Reassure learner afterwards

All people are the same

QUESTION 4

Do either question 4.1 or 4.2 depending on the phase for which you are enrolled.

Question 4.1 ECD phase

A learner in your class has behaviour problems. Explain the different behaviour problems that may occur and explain what assistance you can give to this learner. (30)

Hyperactivity surplus motor activity. Busy fiddling and running around.

Touch and handle everything in their reach. Irritates classmates and teacher.

Goalless activities (4)

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

Hurt others and themselves (6) Other applicable manifestations

If hyperactivity and distractibility are discussed under the umbrella of ADHD

Identify learner's weak and strong points. Identify easy and difficult tasks and situations. Identify skills necessary for each task. Investigate own thoughts and feelings.

Other people's reactions.

Learn to understand learner's behaviour. Keep level of development in mind. Discuss problems with learner.

Verbalise learner's unexpected feelings. Communicate more than words. Anticipate problems

Distinguish between learner and learner's behaviour.

Supply structures: relationship structure; task structure; situation structure

Behaviour modification techniques:

Reinforcement, ignoring, time out, prevention, redirection, discussion, special time, star chart- 2 marks for techniques

Other applicable guidelines also accepted

OR

QUESTION 4.2 Intermediate and FET phases

Describe five unmet emotional needs of learners in the Intermediate or FET phase and explain what you as the teacher can do to support learners with these unmet emotional needs.
(30)

Students' answers

• 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

Name need= 1, manifestation in the school and home = 3, what teacher can do= 2

If student did not explain the manifestation in the school/home but explained what the teacher can do in more detail, give marks for this. 6 X 5 = [30]