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**INCLUSIVE EDUCATION: EDUCATIONAL THEMES B**

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**Question 1:****1.1. Discuss the meaning of the concept “learners who experience barriers to learning”.**

When learners are faced with a range of problems that does not allow them to reach their full educational potential, the term barriers to learning is used. These barriers can be internal or external. These barriers may be present as one part or both. An example of this would be where a learner may have a hearing impairment (internal) and the learner sits at the back of the class and therefore is unable to hear the teacher properly (external). Included in this is the term disability as it also stems from barriers to learning because of a community's attitude towards persons with impairments, be it physical or physiological. This is why inclusive education is so important as it caters for the diverse needs of all learners.

**1.2 Distinguish between internal and external barriers to learning.**

Internal barriers are the barriers that are found within the learner. Here the learners are either born with the barrier or get them later in life. Another term for this is intrinsic. These barriers have to be medically treated.

Examples of internal barriers to learning are;

- ✓ visual disabilities
- ✓ hearing disabilities
- ✓ intellectual disabilities
- ✓ physical disabilities

Whereas external barriers are from the learner's surroundings (outside). Another term for this is extrinsic barriers. Here the learners do not have a physical or body impairment but are affected by the environment.

Examples of external barriers are;

- ✓ environmental factors
- ✓ education
- ✓ school
- ✓ language
- ✓ culture
- ✓ job prospects

**Question 2:****2.1 Describe the manifestations of visual barriers to learning in the classroom.**

Visual impairments refer to when a learner is affected in their eyes, this in turn can limit a child's normal development. They can range from mild to severe. A visual barrier can appear in different ways in the classroom. It is not always easy to identify them from

looking at a learners eyes as they may appear normal. The signs of showing that a visual barrier exists is in their

#### Behaviour

- rubs eyes excessively
- shuts or covers 1 eye; tilts head or thrusts it forward
- difficulty with reading or other work that requires close use of eyes
- blinks more than usual or is irritated when doing close work
- is unable to see distant things clearly
- squints eyelids together or frowns
- refuses to participate in ball games
- has poor spacing when writing
- holds reading material unusually close/far from eyes

#### Appearance

- Crossed eyes
- Red-rimmed, encrusted or swollen eyelids
- Inflamed or watery eyes
- Recurring sties
- White pupils
- Learners of uneven size
- Drooping eyelids
- Eyes that move excessively

#### Complaints

- Itching, burning or scratch feeling in the eyes
- Inability to see well
- Dizziness, headaches or nausea, following close work
- Blurred or double vision
- Inability to see in bright light

Sometimes a visual barrier is not always recognisable because learners may also try and hide their problem so that they are not labelled, whereas a simple classroom adjustment can assist.

#### 2.2 Discuss how you will apply practical support strategies to assist the learner with auditory impairments in your classroom.

Auditory impairments refers to some degree of hearing loss that can range from mild to severe. Examples of this would be partial hearing, hard of hearing and deaf. I would implement practical support by facing the learner when speaking as the learner may be able to lip read or gain meaning from hand signs or gestures & facial expressions. Use an overhead projector instead of a blackboard so you don't turn your back on them. I can ask questions/rephrase content for adequate understanding. I could also use lots of visual aids during oral lessons. I could give test directions and assignments in writing as well. I can

provide outlines, assignments and vocabulary lists before introducing new work. I can make use of visual signals to get the learners' attention. Speak clearly in a normal tone of voice and at a moderate pace.

### 2.3 Describe the manifestations of perceptual-motor barriers to learning.

Perpetual motor barriers refers to when a child may have problems with motor manifestations and spacial perception, lateral dominance or directionality.

#### Motor manifestations

- Gross motor problems

- Causes clumsiness, poor balance & uneven rhythm in the use of the larger muscles of the body
- Problems can be observed when child crawls, walks, runs, jumps, kicks, etc.
- Problems can be observed during outside play, movement games & music

- Fine motor problems

- Has a lack of fine motor coordination
- Experiences problems in using smaller muscles during creative activities(e.g. cutting, drawing & collage)
- Will battle do up buttons, thread beads, build with small blocks & page books
- Problems can be observed when handling small educational apparatus & during inside play

- Visual-motor coordination problems

- Experience problems with the cooperation between eye-hand/eye-foot in order to successfully execute movements with hands or feet
- Problems manifest in poor finger & hand movements
- Struggle with finer hand skills & also has poorly coordinated movements of the legs / feet when kicking a ball. Perceptual-motor manifestations

- Spatial perception

- Must learn to perceive objects in relation to themselves b4 perceiving them in relation to each other.
- Activities that promote body awareness are very important in preschool
- 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. They cannot indicate first, middle, last; cannot estimate time / depth / distance in ball games; cannot determine direction accurately & often gets lost.

**Question 3:****3.1 Explain the importance of language development in young learners.**

Language development follows developmental laws when it is normal development. Language is important to young learners as it allows learners to help people around them understand how they feel, what they thinking, what they want and what they mean. What other think, feel, want and mean is also possible through language. Language is important to learning, teaching, communication as well as thought. To be able to function effectively in a community learners also need to have a grasp of language so that they are able to communicate with people and form interpersonal relationships. New insights are transmitted to learners through language as they can ask questions and receive answers. Language plays a fundamental role in the development of young learners. The normal path of development or language is;

birth	crying and babbling
12 months	first word
18-24 months	two word sentences
4-5 years	able to grasp basic structure and syntax

**3.2 Describe practical strategies to assist learners to overcome language problems..**

Be aware of a learners developmental level and talk at their level of understanding. You can also address the learner by their name in a warm personal and friendly way and speak directly to them. You can try not to be impersonal by using too many pet names. Avoid idiomatic expressions as it does not make sense to the learners. Use a normal and natural voice. Make eye contact and speak to learners on their level. Try to understand at all times what a learner is trying to say by paying attention to their facial expression, body posture, tone of voice. Do not place too much emphasis on articulation and grammar.

**Question 4:****4.1 Describe the various manifestations of emotional and behavioural problems experienced by learners, especially in the Early Childhood and Foundation phases.**

- ✓ talking out of turn
- ✓ hampering other learners
- ✓ attention-seeking
- ✓ disruptive behaviour
- ✓ fighting
- ✓ aggressive acts
- ✓ negativism
- ✓ refusal to work or to work with others
- ✓ lack of motivation and interest
- ✓ boredom

The way behavioural problems in Early Childhood is presented is;

- selfishness
- taking others property
- telling untruths
- aggression

The way behavioural problems in Foundation phase is presented is;

- negativity
- aggression
- bossiness
- selfishness
- egocentricity
- destructiveness
- antagonism towards members of the opposite sex

**4.2 Suggest practical strategies to support to learners who experience emotional and behavioural problems at school.**

The way a teacher can make the learning process easier for a learner with emotional and behavioural problems is through reinforcement, learners should not only hear what is wrong, but also what is right. Ignoring, even though it is difficult to use it is very effective, though it must be used consistently by all the adults that interact with the child. Time out or withdrawal, this is only used in special circumstances, warn the child before hand and then only on when it is done the third time you remove the child from the group. Self chosen withdrawal and time out, this helps learners who find the outside stimulation of the class overwhelming. In these sort of circumstances earners should be given the opportunity to do this. Prevention, this works well more especially with teachers who is aware of what leads to behavioural problems. Redirection, his is where you take the child's attention away and direct them to another area, this works well for two year old. Discussion or conversation, find an area where you can discuss the behaviour problem with the child and then work together with the child to find a solution. Special time, this is where you set specific time aside for the child, in the long run it will save the teacher from having to spend a lot of time dealing with the behavioural problem in class. The star chart is effective for learners who enjoy a highly visible enforcer. It should not be used to show failure.

Other ways that learners can be supported is by:

- intervening immediately, remove troublemaker/administer a warning
- analysing group influences and dynamics and identify leaders
- don't blanket blame – speak to guilty ones directly after class
- give the benefit of the doubt if offer excuses that cannot be controlled (stomach ache)
- defuse potential explosive situations by telling a joke
- think twice about becoming angry about learners who eat in class
- prevent becoming too involved with learner's problems/home circumstances
- be aware of your own feelings and not to overreact

**Question 5:****5.1 Describe the manifestations of Mathematics problems.**

You will discover a learner has mathematics problems first when a learner tries to avoid the mathematics assignment either orally or in writing. Another is when a learner displays signs of confusion. Other manifestations would be when a learner has difficulty with sorting objects according to various characteristics – first, colour then shape. When a learner has an inability to estimate quantities. They count without comprehension, these are some of the manifestation in foundation phase. Learners may make careless mistakes in basic calculations. They may confuse the our main calculations. These are some of the manifestations found in the intermediate phase, although they are still subject to the problems found in foundation phase they are not so obvious here as the learners often rely on answers that they learned by rote. In the intermediate phase the manifestations are the learners are unable to read numbers greater than 100. The learner can not understand multiplication and long division.

**5.2 Explain how you would support learners who experience barriers related to written language.**

The highest form of communication is written language. Written language like reading is a skill that has to be consciously learnt. Written language encompasses essay writing, spelling and handwriting. Supporting learners who experience barriers to written language would start with encouraging learners to read regularly, including me as the teacher reading regularly to the class. Helping the learners to become used to written language, enjoy it and develop an interest in it. Other general guidelines that can be followed would be to make time to teach written language, expose the learners to a wide variety of written tasks so that they understand the purpose of writing. Creating a relaxed atmosphere in the classroom. Integrating writing with other subjects. Teaching styles that do not contribute to the improvement of the learners written work should be avoided. To help with essay writing learners in the foundation phase can be helped by expanding their sentences construction. If a learner repeats the same sentence construction then give them the first word or two and then let them try and complete them. With spelling the most successful way for learners to improve is to spend a lot of time reading both inside and outside of school. Reading and spelling should be in close interaction with each other. There are a number of strategies to help with handwriting. A few that can be tried is to make sure learners begin their words in the correct place. Use a space measure if learners have problems with space between words. Helping a learner who experiences barriers to written language should not be made to feel inadequate. Instead a teacher should praise a learner for the efforts they make.

**Question 6:****Discuss the pillars (principles) of Inclusive Education in South Africa as contained in White Paper 6 (2001).**

A broad range of learning needs exists among the learner population at any point in time, and that, where these are not met, learners may fail to learn effectively or be excluded from the learning system.

The pillars of Inclusive education are;

- 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
- acknowledges and respects differences in learners, whether due to age, gender, ethnicity, language, class, disability or HIV status
- is broader than formal schooling and acknowledges that learning also occurs in the home and community, and within formal and informal modes and structures
- is about changing attitudes, behaviour, teaching methodologies, curricula and the environment to meet the needs of all learners
- is about maximising the participation of all learners in the culture and the curricula of educational institutions and uncovering and minimising barriers to learning
- is about empowering learners by developing their individual strengths and enabling them to participate critically in the process of learning

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