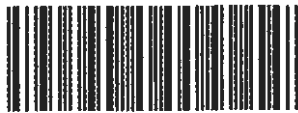




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# Table of Content

## Assignment: 02 ETH306W 2018

Question 1.1 - page 1, 2 and 3

Question 1.2.1 - page 3

Question 1.2.2 - page 4 and 5

Question 1.2.3 - page 6

Question 1.2.4 - page 7

Question 3.1.1 - page 8

Question 3.1.2 - page 9-10

Question 3.1.3 - page 10-11

Question 3.1.4 - page 11-12

Question 3.2.1 - page 12

Question 3.2.2 - page 12-13

Sources consulted - page 14

7



Semester 1

Assignment no 2 ETH 206W

Unique number: 846688

Intermediate and senior phase  
Question 1

1.1 As we are all aware of two learners with physical impairment in my classroom. One has Cerebral palsy and the other in a wheelchair. I would like us to work hand in hand as teachers at the school to provide support to these learners. I have compiled some practical support we can provide to these learners in our classrooms.

16

- See that these learners are comfortable with their aids.
  - We must also take time to introduce and explain these aids to the rest of the class.
  - Try to make our classrooms and other areas where learners would like to go; easily accessible.
  - Make sure that these learners are able to move around freely in the classroom; using their aids.
  - It is very important to build up these learner's self-esteem.
- Physically disable learners



feel different from other people therefore we, as teachers can help these learners to form realistic images of themselves not only as disabled persons, but also as persons of worth who have potential.

-It is advisable that we form some sort of a timetable, so that we make sure they take their medication regularly.

-As teachers, we should be prepared to improvise, for instance, what to do if a wheelchair develop a flat wheel or a child outgrew its prosthesis?

-you could try to get hold of a typewriter, and spend time with them teaching them to type if they have difficulties with their handwriting.

-We should allow for long absences on part of physically disabled learners and for the fact that we will need to help such learners to catch up with work. Allow them to do test or exams orally, if they write extremely slow. you could disregard spelling of learners with severe spelling problems. If learner's attention is easily distracted, try to



restrict the incidents that might distract their attention.

- Provide  washing facilities in your classroom for learners who wheel  themselves in their  wheelchairs, since their hands will be dirty.

(Weeks.F.H. Special education need. Only study guide for ETH306W. University of South Africa. page )

### 1.2.1 Auditory impairment

- Use  overhead projector to present material.

- Assign a peer  to take notes using carbon paper for hearing impaired student and to point to speaker during a group discussion.

10

- Speak  clearly in a normal tone of voice and at moderate pace.

- Use  visual signals to gain the student's attention.

- 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 direction, assignments



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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 student with hearing impairments

(Weeks. F.H. Special education need. Only study guide for ETH306w. University of South Africa. page )

## 12.2 Visual impairments

- 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-vision methods. This leads to heightened efficiency. Learners with Myopia and cataracts should sit in front, near the chalkboard. Repeat what is written on the chalkboard to help the learners check their own written work.

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- A magnifying glass may be used if large print books are not available. Instead of using ordinary class workbooks with dull lines, one could draw parallel lines on blank A4 paper using



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Tutorial Comments

a black pen. 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 class work books. Printed material should be clear attractive and meaningful. Black print on white paper with fairly large letters and good spacing is the 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 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. (Weeks, F.H. Special education need. Only study guide for ETH301W. 2003 University of South Africa)



### 1.2.3 Physical impairments

- See that such learners are comfortable with their orthopaedic aids. Try to make the classroom and other areas where learners would like to go easily accessible.
- Learners should be able to move around freely in the classroom, using their aids. It is always advisable to build up learner's self-esteem. If learners are on medication, make sure that it is taken regularly. As a 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? If learners have difficulties with their handwriting, you could try to get hold of a typewriter, and spend time with them teaching them to type.
- We should allow for long absences on the part of physically disabled learners and of the fact that we will need to help such learners catch up with their work. If learner write extremely slow, you may allow them to do tests or exams orally.
- you could disregard the spelling of learners with severe spelling problems. (Weeks. F.H. Special)

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education needs. Only study  
guide for ETH306k<sup>2003</sup>; University  
of South Africa

### 1.2.4 Epilepsy

- Educator should have individual-  
-lised educational plans for each  
learner that has chronic condition.

This plan must consist of learners  
photo, name and emergency contact  
information. Educators should  
maintain the physical classroom  
environment that is safe for  
learners with epilepsy. The educator  
should also teach other learners  
about epilepsy and helping them to  
understand and accept the learner  
with epilepsy. A teacher must be  
aware of treatment of epilepsy  
and the fact that it is protracted  
and sometimes lasts a lifetime.

- The teacher should assist the  
learner with epilepsy during  
slight seizures by being alert  
and record the incident of  
seizures. The teacher should  
comfort and pamper them a  
little and then let them rest.

- The teacher can assist the  
learner during tonic-clonic  
seizure by not preventing the  
learners movement during the  
seizure, remove hard or sharp

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objects from the area. Turn the learner on the side so that excessive saliva, which is responsible for the foaming at the mouth, may run out freely and not clog the air passages, which may result to choking. Loosen learner's clothes especially around the neck and the waist. Summon medical assistance should the seizure continue or learner is injured during seizure. Weeks F.H. Special education needs. Only study guide for ETH306

### Question 3

3.1 Ecological factors that may cause learning difficulties to learners at school

3.1.1 Home Environment

In the early stage of their lives learners language development and building up of their basic skills and general knowledge are critically influenced by parents. As role models, the parents affect the learner's progress at school. If the parents have a negative attitude towards school their learner may display the same attitude and lack interest in school. Lack of basic necessities, such

30



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as food and clothing, causes physical discomfort and problems within the family. This leads to physical discomfort which hampers the learner's ability to pay attention in class and learn adequately. If parents lack the basic necessities, they will have too little energy to pay sufficient attention to the learner's cognitive and intellectual development. The learners are then left to themselves for the greater part of the day and consequently they have little opportunity to come into contact with good language and learning opportunities.

### 3.1.2 The school

Inadequate teaching can lead to learning difficulties. If the teacher's subject matter and teaching methods are not suited to the learner's abilities and needs, the learners will experience frustrations and then reject the teaching event. Other forms of poor teaching can also cause learning difficulties. Learners will not perform adequately at school if the teacher is lacking in commitment to the teaching task, or is insufficiently



trained or lacks the teaching skill to convey information logically to the learners. Teachers who are too strict or too indulgent will not have the necessary success with their learners because learners may reject or fear overstrict teachers or they may ignore or ridicule over indulgent teachers. Many learners receive instruction in a language medium which they do not know well enough to understand the subject matter properly and benefit from the teaching methods. A school system that teaches in learner's second or third language contributes to their learning difficulties.

### 3.1.3 Social problems

Learners' <sup>is based on their</sup> emotional and cognitive social interaction with friends and peers. Learners learn the community's social norms and taboos in a random way. Satisfactory interpersonal relationship ensure the development of self-confidence and a positive self-image. Poor interaction with the community leads to emotional problems and inability to learn adequately.



Learners who perform well at school may be ostracised and branded or stigmatised by their peers as toadies who seek favour with the teachers. Sometimes such learners attach themselves to groups who scorn and reject the school system. To be accepted by the group these learners may deliberately neglect or refuse to spend time on their school work, with the result that they do as badly as their friends at school.

### 3.1.4 Cultural environment

gradual changes in learners's environment continually make new demands on them. Example of important factors in this regard are poverty and family disintegration, which may cause changes in learner's cultural environment and weaken their ability to learn adequately. Most learners who have to cope with such circumstances can be regarded as learners at risk. They have a few opportunities to build up their general knowledge, which they need for cognitive support. They reject the values upheld by school and would rather



identify themselves with a criminal subculture, whose members are known for their alternative or abnormal use of language.

Affecting this kind of language use typifies them as members of subculture concerned but does not contribute to the cognitive development they require for adequate learning.

(Weeks, F.H. Special Education need. Only study guide for ETH306W, 2003. University of South Africa. page 217: 215: 216)

3.2.1 Stable relationship within the family

- a familiar place

- The availability of familiar object like the teddy bear to cuddle with in bed

- A known routine where everyday events takes place in exactly the same manner or sequence.

- Stable marital relationship

3.2.2 Teachers and parents can assist learners to understand what is expected of them, by providing a caring environment, as opposed to environments that are characterised by a temporary loss of basic affection and



Concern (Pringle 1985:40).

- A caring teacher or parent can teach learners how to care (Pringle 1985:40).

- parent and teachers should be careful not to deal with financial matters in front of the learner, this can have negative emotional impact on the child if dealt with incorrectly.

Weeks, F. H. Special Education Needs. Only study guide for ETH306W. 2003. University of South Africa page 360-363



Source consulted

Week. F. H. Special Education  
needs, Only study guide for  
ETH306W. 2003. University of  
South Africa.





