

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 stops at the middle of the page.

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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.