

## ETH306W – Inclusive education B

\* **Describe Inclusive education in your own words** (2)

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

\* **What is the difference between mainstream education and inclusion** (8)

**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 program as a whole to meet the needs of learners
- focus on adaptations and support systems in the classroom

\* **Discuss both intrinsic and extrinsic factors that can cause learners to have learning needs** (10)

**Intrinsic factors – born with problem**

- physical/physiological impairments that may become disabilities if society and the system of education do not make provision for these learners (impairments, genetic factors, brain damage)
- personality factors, especially types of temperament and unsatisfied emotional needs

**Extrinsic factors – problem not in learners self but in circumstances they grow up in**

- Environment – unfavourable socioeconomic circumstances, urban areas (apartments, little supervision), rural environments (poor school attendance), prosperous areas (bored, drugs, pressure)
- Education – poor teaching (lack of qualifications, unmotivated or lazy), incomplete participation on the part of learners, inappropriate study material, inefficient school organisation, crowded classrooms
- Language – many learners taught in English (not home language), often the teachers cant speak proper English either. They perform poorly due to a lack of understanding
- Culture – need to accommodate diff cultures, we learn, think and do things differently – keep that in mind (religion, language, food, sense of humour)
- Job prospects – many learners leave schools but there is no jobs available so they get depressed and discouraged = underachieve at school

\*\* **What is hidden epilepsy and what are possible signs of hidden epilepsy?** (5)  
**Why is it important to identify hidden epilepsy in the classroom?**

- Generalized seizure, child loses consciousness without any warning, typical absence is of short duration
- Observed as being a sudden immobility and a vacant stare which passes just as suddenly
- After absence child is ready to work – but information lost during absence
- Teachers need to identify, recognise and treat a child
- Will have a detrimental effect on the child's school work if regular black outs occur

**\*\* What support can a teacher render if a learner has an epileptic seizure in the classroom (5)**

**Slight seizure**

When a child has a slight seizure they will be 'absent' for a while and then continue with what they were doing before the seizure. If noticed the teacher must record the incidences of seizures. Teachers must keep an eye on the child so that they are safe; if needed comfort the child afterwards and allow the child time to rest.

**Tonic-clonic seizure**

If you are aware of a child in the class that has these types of seizures, you will need to prepare all the learners in your class for viewing this seizure and explain to them what they can expect so that they are not frightened. It can be helpful to dramatise and role play a seizure so learners can get an idea of what will happen.

Teachers need to keep an eye out for any warning signs of a possible seizure so they can take the child to a open isolated space free from hazards so that the child will not be injured. If possible try to prevent the child from falling when having a seizure, move all furniture and objects away from the child and then leave the child, do not hold the child down as this can cause injury to their muscles, bones and ligaments. Turn the child onto their side to prevent them from choking on foam and saliva, never insert anything into the child's mouth. Make sure that clothing is loose especially around the neck and waist.

As a teacher you must stay calm at all times and help calm the rest of the class down while waiting for the seizure to pass. When the child's seizure stops allow them time to rest as they often fall into a coma to help the body recover. Always inform the parents of a seizure. If severe seizures continue to occur within regular intervals you need to seek medical help. Also seek help if the child chokes, has serious injuries or cannot breath after a seizure.

**\*\* Describe the manifestation of conductive hearing loss in the classroom. (2)**

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

**\* What behaviour can be an indication of a hearing impairment (12)**

- often misinterprets instructions
- turns head to listen
- watches the teachers lips
- speaks too soft or too loud
- speaks too quickly or too slowly
- speaks monotonously
- relies heavily on gestures
- avoids oral activities
- cannot follow what is said in noisy crowds
- difficulty in hearing the bell ring
- difficult to associate with friends
- is often inattentive

**\*\*\* Inclusive education makes provision for all learners to be included in inclusive education settings. Should you have a learner who is deaf but can speech read (lip read) in your class, what could you do to help this learner with speech reading? (8)**

- Your mouth and face should be lighted
- No mirrors or light reflecting from behind you – causes eyestrain
- Lighting should be ample – don't sit directly under a light = shadows
- Your face as near as possible to child's level of eyes
- Speak as naturally as possible – not too slow/fast
- 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

**\* Describe how auditory perception problems can lead to language problems in the classroom. (5)**

- + Find it difficult to perceive the differences and similarities between words, contrast in sounds are difficult to hear (loud/soft, fast/slow), beginning, middle and end sounds are hard to identify.
- + Difficult to differentiate between m/n or p/b – letters and words that sounds the same are confused
- + Struggle to put the sounds together to form a word – difficult to break words up in syllables
- + Struggle to memorise songs and rhymes, hard to repeat sound patterns.
- + Struggle to correctly carry out instructions, cannot retell simple story in logical order.

**\*\* You are a grade 3 teacher and you have a learner with a hearing impairment in your class. You notice that some of the other learners often laugh behind their hands when this learner makes a language mistake when she speaks. What would you tell your class and how will you support her? (4)**

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

**\*\* What is cerebral palsy? (3)**

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.

**\*\* Describe what support a teacher could render to young learners with physical impairments in the class. (12)**

Arrange the furniture in the class in such a way that a child with cerebral palsy can move around with ease. All toys and equipment must be placed in such a way that it is accessible to these learners. Ensure that the toilet and basins in the bathroom is accessible to these learners.

Games and activities can be placed on the floor and table so that a child with cerebral palsy can be able to participate. Help and encourage learners with cerebral palsy to help themselves, think of practical solutions to problems to enable this child to help themselves, for example stick the paper and paint holder to the table with prestik so that it cannot be bumped over easily and at the same time it allows the learner to participate freely with the activity. Allow these learners to try things for themselves and feel independent. Give them special jobs to do in the class so they can experience responsibility.

Learners with cerebral palsy often ignore their disabled limbs, so it is important to do activities where the child is required to make use of the disabled limb. Allow all learners to participate in all activities so everyone feel they belong in the class. Create a class atmosphere where everyone feels safe and secure in a physical and emotional way so that they can explore, experience success and enjoyment. Always build up the learners self esteem so they can know their abilities and feel worthy.

If a child wears prosthesis make sure they are comfortable with their prosthesis and explain it to the rest of the class so that everyone can understand and accept the learner. Also ensure that medication is taken at the right time and the right amount is taken.

Be creative and always look for new ways to handle situations in a effective and friendly way.

**\*\* Discuss laterality, lateral dominance and directionality and indicate what influence these perceptual motor manifestations might have on a learners scholastic performance: (10)**

**\* Describe 3 types of perceptual motor difficulties a learner might have. Indicate how each of these can influence a learners progress at school: (12)**

**- Laterality:**

- + Awareness of left and right side of body develops from the awareness of the operation of gravity (balance) – learners learn to manipulate body accordingly.
- + Some children struggle to cross midline – touch right foot with left hand. Draw line with left hand until middle of page and then continue drawing with right hand.
- + Problem – when writing child stops at middle of page

**- Lateral dominance:**

- + A preference of a specific side of the body to take dominance develops from laterality
- + Problems: distinguishing between the difference of direction between letters d and b – serious problems for reading, writing and spelling.

**- Directionality:**

- + To have a spatial world learners must know their body and be aware of it.
- + Only then can they know where objects in space are.
- + Problems: difficulty with the order in which things are arranged – write numbers upside down like a 6 and 9, letters like p/d, pot/top

**\*\* How will you explain to a parent what autism is? (2)**

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

**\*\* Describe how a young learners 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: (8)**

- Imaginative play may be limited or poor, for example they cannot play with a wooden block as if it is toy car
- They pursue activities repetitively and cannot be influenced by suggestions of change
- Unusual habits such as rocking, spinning, finger-flicking, continual fiddling with objects, spinning objects, tapping and scratching on objects, or arranging objects in lines or patterns
- Inappropriate use of toys in play
- Holding onto objects, for instance carrying a piece of wool the whole day
- Noticeable physical over-activity or extreme under-activity
- Tantrums may occur for no reason
- Changes in routine of environment, for example a change in the route to the school or altering the placement of equipment in the classroom, may cause distress
- Interests and range of activities may be limited, for example only interested in puzzles
- A small percentage of learners have abilities that are outstanding in relation to their overall functioning, for example exceptional memory in a specific field of interest or an exceptional art ability

**\* What would you tell parents about the characteristics of Autistic Spectrum Disorder (ASD) if you suspect that their child who is in your grade 1 class has ASD? Refer inter alia to the Triad of Impairments in your answer (10)**

The triad is typically associated with a narrow, repetitive patterns of activities and resistance to change in things which may directly affect the individual person and it manifests with an impairment in the quality of development in the following areas:

***5.1 Social interaction***

- Little awareness of the existence of others, or their feelings
- A poor or absent ability to make appropriate social contact
- The most severe form is aloofness and indifference to others, although most learners with autism show an attachment on a simple level with parents or caregivers
- Indifference to or a dislike of being held, cuddled or touched
- Difficulty in forming appropriate relationships with peers or others
- In less severe forms an individual person accepts social contact, even showing some pleasure in this, though he or she may not make spontaneous approaches
- Prefers to play alone

***5.2 Language and communication***

- The development of speech and language may be abnormal, delayed and absent
- A person shows minimal reaction to verbal input and sometimes acts as though deaf
- The presence or the understanding of facial expressions and or gestures may be unusual or absent
- The repetition of words, questions, phrases and or sentences over and over again
- Endless monologues about their special interests without adapting to the needs of the listener
- Words and phrases may be used incorrectly
- The production of speech may be unusual. A flat monotonous tone or inappropriate variations in tone are often noted
- Those who are verbal, may be fascinated with words and word games, but do not use their vocabulary as a tool for social integration and reciprocal communication
- They have difficulties in initiating or taking part in conversations.

5.3 Behaviour and imagination – sien boonste vraag

\* **Define Down Syndrome** (2)

Down’s syndrome 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’s syndrome are usually very lovable persons and therefore they are sometimes referred to as the ‘children of heaven’.

\*\* **If a learner with Downs Syndrome has visual perceptual problems and problems with motor skills, what implications can it have for the classroom? What strategies could a classroom teacher employ to support this learner with classroom activities?** (10)

Medical issues and	physical characteristics	Implications
<p><b>Motor skills</b>                      Poor manipulation skills due to:</p> <ul style="list-style-type: none"> <li>· Hypotonia (low</li> <li>· Shorter limbs and</li> <li>· Reduced stamina.</li> </ul>	<ul style="list-style-type: none"> <li>* Handwriting may be oversized or undersized and light/sketchy</li> <li>* Manual skills such as cutting, using concrete materials and equipment (rulers compass) may be less accurate and completed more slowly.</li> <li>Slow at drawing up tables, charts, etc.</li> </ul>	<ul style="list-style-type: none"> <li>* Use alternate tasks for recording e.g. cut and paste, multiple choice.</li> <li>* Use large/adapted equipment (ruler with ridge for gripping, blackboard compass).</li> <li>* Reduce the amount of activities/work expected.</li> <li>* Provide proformas in a larger size with some information already recorded.</li> </ul>
<p><b>Visual Perception</b></p> <ul style="list-style-type: none"> <li>· Difficulty ordering a</li> <li>· Reversal of images.</li> <li>· Random visual</li> </ul>	<ul style="list-style-type: none"> <li>* Difficulty in perceiving and predicting a pattern/sequence.</li> <li>* Unable to reliably read a number e.g. 43 become 34, 6 for 8.</li> <li>* Will miss information when presented in a cluttered or random manner.</li> </ul>	<ul style="list-style-type: none"> <li>* Model pattern by using concrete objects matching directly, below/on top of a given pattern.</li> <li>* Over learning using visual/tactile/verbal cues.</li> <li>* Rote learns number e.g. telephone number.</li> <li>* Teach to scan from right and down the page. When counting physical touch/moves/cross out objects.</li> </ul>

\* Do you think a learner with Down Syndrome should be admitted to a mainstream school? Provide reasons for your answers: (4)

\* Why is it important for a teacher to know what visual perception is: (3)

\*\*\* **What behaviour could give teachers an indication that a learner in one of their classes might have visual barriers?** (10)

- + 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
- + steps too high/low when going up/down stairs
- + holds reading material unusually close/far from eyes

**\*\* How will you support a visually impaired learner in your class: (5)**  
 The type of visual impairment and the amount of residual vision would determine the support given to a learner in the classroom – discuss statement: (10)

Depend on their eye condition and residual vision, for example, learners with myopia and cataracts should sit close to the chalkboard or in front of the class. For these learners it will be of value to verbally repeat all written work on the chalkboard so that they can compare it to their own work or notes.

Draw parallel lines with a marker pen on a blank white A4 piece of paper to enable the learner to see the lines on the paper and to be able to write inside the lines. When handing photostat copies to the learners ensure that you give the darkest copy, this is usually the first copy printed, to the visually impaired learner.

As a teacher you can also record textbooks onto tapes and give it to the learners that are visually impaired. Make a master copy for safe keeping and hand out a copy to the learners; this will be helpful when a learner misplaced their copy. After reading a chapter the teacher should have a short discussion on the chapter to ensure that all learners understood the work correctly and still understands the content.

Children with albinism should not sit in direct sunlight but rather in the darkest place in the class. Also make sure that there is no glare from a window.

Make sure that all doors and windows are either properly open or close, as a visually impaired learner can easily get injured when they walk into these. Also keep the class floor clear of rubble and items to ensure safe walking.

As a teacher you must help these learners to develop their sense of hearing in your class by reading lots of stories and then letting the learners re-tell the story afterwards. Ask them to listen to sounds and identify and discuss the sounds they hear in the environment.

Help develop their sense of touch and kinaesthesia by letting them play with dough and clay, tear pieces of paper into strips, button and zip their clothing. Give them different figures and shapes to feel, identify and then sort into categories.

Improve their sense of smell and taste by giving them lots of opportunities to use these senses. Always discuss what things smell and taste like.

Focus on finer detail such as small insects, flowers and so on, as partially sighted learners tend to see things globally.

As a teacher you need to stimulate the learners language by reading lots of stories, have discussions, social play, finger puppets and puppet shows.

Present lots of movement activities to improve motor development and to give a outlet to the child for all their built-up emotions. Teach them orientation and mobility. Help them to have a sound knowledge of left and right

- \* **Discuss the phenomena of hyperactivity and distractibility. Explain how a teacher should go about handling a learner with such a problem in the classroom: Name at least 8 strategies that a teacher can employ to deal with behavioural problems.** (10)

It is known as ADHD (attention deficit hyperactivity disorder) – associated with neurological dysfunctions.

- + Reinforcement – encourage positive behaviour
- + Ignoring – give attention when child is showing positive behaviour or else ignore bad
- + 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

- \*\* **Describe factors related to the school environment which could stimulate the occurrence of behavioural problems** (6)

- + strict and inflexible maintenance of school rules
- + lack of mutual respect between teachers and learners
- + lack of responsibility in terms of independent learning as well as in terms of the school curriculum that overemphasises competition
- + inadequate attention to learners as individuals – their needs and concerns are not taken into account

- \*\* **Discuss possible manifestations of disruptive behaviour in the classroom** (7)

- 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

- \*\*\* **Supply general guidelines you can supply to teachers when dealing with behavioural problems in the classroom:** (7)

- Intervene immediately and end an incident by removing troublemaker or give warning
- Analyse group influences and dynamics and identify leaders
- Don't blame leader or whole class for an incident but speak directly to the culprit
- Give learners the benefit of the doubt if they offer uncontrollable excuses – stomach ache
- Defuse a potentially explosive situation by telling a joke
- Be aware of your own feelings and state of mind and don't over react
- Avoid to rigid structures or forms of punishment



**\*\* Discuss various reading problems which may occur in a foundation phase classroom:(8)**

- don't know link between letters and sounds
- can only recognise a very few words on sight
- can sometimes not even recognise high frequency words
- read slowly, sound out words, repeat words or part of words
- add or leave out words
- read things that are not in the text
- cannot answer direct questions on the text they have read
- cannot tell about what they have read

**\* What are the 2 main components of reading: (2)**

**Decoding and reading comprehension**

**\* Describe 5 methods that you might use to help learners in the foundation phase with spelling problems – provide examples (5)**

- use cognitive input to help learners apply spelling rules – ex. Each syllable must include a vowel or vowel combination
- Emphasise word rhythm – let learners sing songs
- Establish the link between the letters or letter groups by using repetitive exercises like card games
- Use rhymes to teach consonants and consonant constructions – ex. Baby blue buys black boots
- Use a mirror to make learners aware of the difference between the rounded and unrounded vowels such as i and u

**\* What skills are needed to be able to spell correctly: (5)**

- letter-sound relationships
- variations of letter-sound relationships
- vowel combinations
- consonant combinations
- consonant-vowel combinations
- word analysis and synthesis of – letters in words and syllables in words
- spelling rules
- variations of spelling rules
- prefixes and suffixes
- punctuation

**\* What is the difference between paraplegia and quadriplegia? (5)**

**Paraplegia** – the lower limbs are affected (legs)

**Quadriplegia** – all 4 limbs are affected. (diplegia is when legs are worse affected than arms)

### **Section A (ECD phase)**

Question 1 - compulsory for all ECD students

1.1 - 1.10 - Ten multiple questions

1.11 - 1.20 - Ten True or False questions

In the demarcation for the examination there are sections in which it is stated READ ONLY. Short questions in Question 1 could come from these sections. The other short questions will come from the sections that you have to STUDY.

Questions 2, 3, 4, 5, & 6 - Choose FOUR questions.