

COLUMN A		COLUMN B	
1	A disability can be alleviated / prevented.	A	By creating a barrier-free environment through the reconstruction of society.
2	Barriers to learning can occur.	B	During the learning process.
3	Sensory impairments.	C	Occur when one of the senses is affected.
4	Learning problems give rise to.	D	Underachievement.
5	In some cultures people with handicaps are treated as if.	E	They are possessed by the devil.
6	Developmental problems can.	F	Manifest as a total delay.
7	Intellectual impairments renders affected persons.	G	Mentally less capable than the average learner.
8	Socio-economic barriers include the lack of.	H	Access to basic services.
9	Barriers to learning prevents learners from.	I	Realising their optimal development.
10	Inflexible curriculum does not.	J	Does not provide in the diverse needs of learners.
11	At-risk schools are when.	K	Learners & teachers are estranged.
12	Written language is an advanced form of.	L	Spoken language.
13	Special education needs implies that.	M	Learners have needs that are different from those of the average learner.
14	Near-sightedness is also called.	N	Myopia.
15	Physical disability refers to.	O	Having no access to the environment.
16	Genetic factors are.	P	Hereditary factors.
17	When parents are inconsistent, children are.	Q	Uncertain and confused.
18	Multiple impairments.	R	Having more than one impairment.
19	According to Covey, self-respect is significantly shaped by our.	S	Social mirror.
20	According to Maslow, the ultimate goal in life is.	T	Self-actualisation.
21	The need to belong is related to.	U	The need to be a part of a group.
22	Reading is an advanced form of.	V	Receptive language.
23	Learners who are rebellious do not.	W	Accept authority of teachers.
24	Syndrome refers to a group of.	X	Symptoms associated with a specific condition.
25	Farsightedness is also known as.	Y	Hyperopia.

1. Inclusive Education Policy was developed for: (4) All learners in the system of education.

2. One of the following options is not a good example of intrinsic barriers: (3) the system of education, the families of the learners, the learning centres.

3. One option in the following list is the best example of extrinsic barriers which may arise at school: (1) inflexible curriculum

4. Choose the best statement about Inclusive Education (3) It is about the rights of all learners in the education system.
5. The following can be a manifestation of reading problems in a learner: (1) adding words which are not in the text.
6. The following strategy can be used to support learners who experience barriers in reading: (3) choose an interesting reading material which suits the learner's reading level
7. The following group of learners is likely to experience difficulties in written language: (1) Learners with learning disabilities.
8. Teachers can support learners in written language through: (1) Integrating writing in all subjects.
9. Learners are likely to develop problems in mathematics if: (1) teachers spend much of their time in drill work instead of teaching basic concepts.
10. The following may be a manifestation of problems in mathematics: (2) inability to see the relationship between the concepts in mathematics and everyday life.
11. Parent should also support their children at home through: (2) exposing their children to the relationship between mathematics and activities at home e.g. buying a grocery.
12. Learners with visual impairments in class may often: (1) hold the reading material too close when reading.
13. Choose the INCORRECT statement about support to learners with visual impairments: (4) teachers must buy magnifying lens for learners.
14. The following is NOT a sign of auditory problems: (4) confuses letters such as D, B or R,P.
15. Choose the statement which is NOT related to support for learners with auditory impairment (3) avoid teaching mathematics for a long time, let learners relax.
16. Learners subject to sudden spells of aggressiveness, vandalism or bad temper, may suffer from ... (2) disruptive behaviour.
17. Ignoring, reinforcement and timeout are examples of strategies which can be used to address: (1) Behavioural problems.
18. The three areas of development which are affected in learners with Autism are: (1) Behaviour and imagination, language and communication, social interaction.
19. Choose one feature which may NOT be observed in learners with Autism. (3) Easy adjustment in an unfamiliar environment.
20. Learners with physical impairments can be accommodated in class by: (1) always having the class door open.
21. When all four limbs of a person with cerebral palsy are affected, it is known as: (3)

## **Quadriplegia.**

**22. Choose the INCORRECT statement about epilepsy. (2) Epileptic seizures could increase if there are affective disturbances.**

**23. Choose the most suitable description of learners who experience learning difficulties: (2) It refers to learners who do not perform according to their abilities in academic subjects.**

**24. Choose the most suitable statement about emotional problems in learners (1) Emotional problems affect both young and adolescent learners.**

**25. Taking learners on an educational tour can address the following emotional need in learners: (2) Need for new experiences.**

**1. A disability can be alleviated by ... (3) creating a barrier free environment.**

**2. Intrinsic barriers to learning exclude ... (2) socio-economic barrier.**

**3. Environmental factors that can cause barriers to learning do not include (1) attention-seeking learners**

**4. The following are possible barriers to learning: (4) the broader social context, the system of education, the learning centres. (pg 5)**

**5. The behavioural patterns of parents do not include (2) hostile parents.**

**7. The following factors can lead to handwriting problems: (2) Perceptual problems, hand dominance, poor motivation, emotional problems.**

**8. Eye conditions do not include (1) poliomyelitis.**

**9. Learners with ... do not perform at school to an extent which is in keeping with their potential.**

**10. (4) Reading is an advanced form of receptive language.**

**11. The term “learning problems” do not refer to ...**

**12 Down’s syndrome develops as a result of a deviation in the genes of the .... Chromosome. (2) 21**

**13. Refraction errors can cause the following eye conditions (3) hyperopia, astigmatism, myopia.**

**14. Individuals with sensorineural deafness can (1) hear easily but fail to understand.**

**16. Sensory disabilities includes ...**

**17. Decoding happens when learners are able to (2) translate written texts into spoken words.**

**19. Individuals with Conductive Hearing loss often (1) think they speak louder.**

20. According to extensive research, intellectual disabilities occur in 3% of the population, and includes: (3) 30 in every 1 000 are intellectually disabled.

21. Post poliomyelitis is also referred to as (1) polio.

22. Epilepsy originates in the brain. The types of epilepsy do not include

23. Auditory perceptual skills allow learners to (1) differentiate between foreground-background sounds and concentrate on relevant sounds.

24. Language problems manifest in different ways. This does not include ...

25. Word recognition and ... enables Intermediate Phase learners to progress from “learning to read” to “reading to learn”. (4) Automatization.

1. The following are signs of possible auditory problems: A learner: Speaks monotonously, avoids oral activities, is often inattentive, find it difficult to associate with friends.

2. Inner Language is the language in which one thinks.

3. Learners with ... Problems find it difficult to break words into syllables or put them together again. Auditory perception.

6. Which one of the following statements regarding epilepsy is correct? It is the discharge of abnormal electric activity.

7. Sign language has a separate grammar which is not based on spoken / written language.

9. The following are the cognitive characteristics of a person with Down syndrome:

2. According to the Education White Paper 6, which one is not a reason why learning needs may arise? Parental involvement.

3. Learners with ... problems experience coordination problems between the eye and hand or eye and foot. Visual motor perception.

8. A learner with hyperopia would prefer to sit back of the class.

9. Transformation in the education system with regard to learners who experience barriers to learning is vital for the following reasons:

Where there is good cooperation between special schools and ordinary schools, these learners will not be excluded.

It is estimated that 70% of learners with disabilities, the majority of whom are black disabled learners in rural areas, are currently outside the formal educational system.

It would seem that children who experience barriers to learning suffer a greater degree of exclusion in the early childhood development phase.

10. Children who experience sudden bouts of aggressiveness, bad temper or engage in vandalism may suffer from: Disruptive behaviour.

14. When one side of the body of a person with cerebral palsy is affected, it is known as...

## Hemiplegia.

15. According the Education White Paper 6 of 2001, the following reasons were given for accepting the policy of Inclusive Education in South Africa:

1. Inclusive Education aims to: **Address the needs of all children.**
2. The barriers to learning and development can be caused by...
3. The following is a sign of possible hearing problems. A learner... **Avoid oral activities, changes moods, rely heavily on gestures and speaks to soft / loud.**
4. The following is a sign of possible visual barriers. **A learner holds reading material unusually to close / far from his / her eyes.**
5. A teacher can support a learner who experiences visual barriers in class by: **Playing a song and letting the learner describe the sound and the direction it comes from.**
6. A teacher can support a learner who has a hearing problem in class by: **Speaking clearly in a normal tone of voice and at a moderate pace.**
8. Reading is an: **Advanced form of receptive language.**

- ❖ Learners with myopia prefers to be seated at the back of the class. **FALSE**
- ❖ Language consist of a random series of speech sounds. **FALSE**
- ❖ Epilepsy is a discharge of normal electric activity in the brain. **FALSE**
- ❖ Learners who grow up in an authoritarian family are likely to develop anti-social behaviours. **TRUE**
- ❖ Disguised epilepsy may manifest in children through sudden spells of aggression, vandalism / bad temper. **FALSE PAGE 187**
- ❖ Inclusive Education is based on the philosophy that all learners can learn and all learners need support. **FALSE PAGE 68 true**
- ❖ Learners with myopia and cataracts should be seated in front near the teacher. **FALSE PAGE 151**
- ❖ Inclusive Education is a policy that deals with disability and special schools in South Africa only. **FALSE**
- ❖ Physical impairment is an example of an extrinsic barrier. **FALSE**
- ❖ Learners with auditory impairments usually rely heavily on gestures. **TRUE**
- ❖ According to Education White Paper 6, inclusive education & training don't acknowledge & respect differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV status / other infectious disease. **FALSE**
- ❖ Factors during birth, such as an oxygen deficiency, the use of instruments, and the RH factor, cannot cause deafness. **FALSE**
- ❖ In some cases, antisocial behaviour in learners can be directly ascribed to authoritarian and prescriptive parents. **TRUE**
- ❖ Handwriting, spelling, and composition are the elements of written language. **TRUE**
- ❖ The stigma attached to learners who have a physical / physiological impairment is worse in rural areas because everybody knows everybody else. **FALSE**
- ❖ Learners with intellectual disabilities do not perform in line with their potential at school. **FALSE**
- ❖ People suffering from tinnitus tend to lower their voice and speak very softly. **FALSE**

**Inclusive Education is the policy target of the White Paper 6 on Special Needs Education. Provide 10 reasons why South Africa adopted this policy.**

- 1. It's a human right.**
- 2. Makes good educational**
- 3. Makes good social sense.**
- 4. Promotes the right to learn & live together.**
- 5. Promotes acceptance of diversity.**
- 6. Builds respect for each other.**
- 7. Supports a uniform education / training system.**
- 8. Removes discrimination.**
- 9. Supports positive interaction & learning from each other.**
- 10. Helps build a supportive society.**

**Discuss the barriers to learning and development that learners may experience with reference to both intrinsic & extrinsic barriers.**

**Barriers to learning:**

Barriers to learning are difficulties learners' experience which hinder the access or progress of education, or academic advancement due to unfavourable educational environments, or the child being gifted, or experiencing any physical impairments, psychological problems, physiological impairments, socio-economic circumstances, behavioural disorders, social barriers, sensory impairments, learning difficulties, or intellectual barriers. Different barriers require different levels of support.

❖ **Learner's barriers to learning can manifest in various ways, with signs we can recognise these manifestations.**

❖ **Barriers can be present in the following:**

1. The learner.
2. School.
3. Education system.
4. The environment.

❖ **These barriers manifests in various ways & often become clear when:**

1. Learner fails.
2. Learner drops out of the system.
3. Learners are excluded from ordinary systems.

<b>INTERNAL / INTRINSIC:</b>	<b>EXTERNAL / EXTRINSIC:</b>
<b>Factors inherent in learners.</b>	<b>At: home, school / environment.</b>
<b>Learners were born with them / developed them later on.</b>	<b>Socio-economic barriers.</b>
<b>Factors not related to environment.</b>	<b>Discriminating attitudes</b>
<b>Physical, physiological / mental impairments.</b>	<b>Inflexible curriculum</b>
<b>Genetic factors.</b>	<b>Language and communication</b>
<b>Prenatal / perinatal / postnatal brain damage.</b>	<b>Inaccessible and unsafe environment</b>

**COMBINATION OF INTRINSIC & EXTRINSIC BARRIERS TO LEARNING:**

In some cases children can experience barriers to learning as a result to both intrinsic & extrinsic factors at the same time.

**Intrinsic factors**

- ❖ Are usually born with the problem or acquired them later
- ❖ These are the learners with physical/physiological impairments
- ❖ Are sometimes obvious – blindness and sometimes not so obvious – hard of hearing
- ❖ These physical or physiological impairments can occur in different measures – total loss of hearing or partial loss of hearing.
- ❖ These impairments may become disabilities if society and the system of education do not make provision for these learners.

**Sensory impairments** = one of the person's senses is affected - visual or aural

**Physical impairments** = a person whose external physical appearance or functioning is affected has a physical impairment.

**Mental or intellectual impairments** = refers to persons who are mentally less capable than the average - they find it more difficult to comprehend and to learn.

**Multiple impairments** – Some people have more than 1 impairment – they may have physical & intellectual impairments, or visual & hearing impairments.

**Physiological impairments** refer to an impairment in the functions of the body - chronic diseases such as cancer, diabetes, Aids etc

**Developmental problems** – refer to learners whose development does not correspond more or less to that of other learners his age.

**Extrinsic factors**

- Are not born with the barriers – because of other factors that affect their ability to learn such as their environment in which they are growing up or the school that does not encourage a learning culture.

**Some examples are:**

- **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 can't 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)
- **Emotional problems** – this is reflected in the following ways: nervousness, tension, anxiety, depression, suicidal tendencies, etc.

- **Behavioural problems** – refers to those learners who show unacceptable conduct.

**Describe the characteristics of learners with hearing impairments. [5]**

- ✓ **Turns head to listen.**
- ✓ **Watch teacher's lips.**
- ✓ **Speaks soft / loud.**
- ✓ **Speaks quick / slow.**
- ✓ **Finds it difficult to associate with friends.**
- ✓ **Avoids oral activities.**
- ✓ **Turns up volume in TV.**
- ✓ **Struggle to hear the bell.**
- ✓ **Struggle to locate direction of sound.**
- ✓ **Often misinterpret instructions.**

**Provide advice to teachers on how they could support learners with auditory impairments.**

- **Use an overhead projector.**
- **Speak clear in a normal tone of voice.**
- **Use visual signs.**
- **Ask questions to check understanding.**
- **Let the learner use a dictionary.**
- **Repeat and summarise important information.**
- **Try to limit movement when speaking to the learner.**
- **Make sure someone explains things said over the intercom to the learner.**
- **Assign a peer to assist the learner.**
- **Supplement oral information with visual aids.**

**Bongani is partially sighted and has recently joined my class. Describe the challenges he may experience.**

- **Partially sighted learners can see and are not blind. Bongani's visual sense should be stimulated with vision and non-vision methods.**
- **Teach Bongani to observe finer details.**
- **Draw his attention on details such as various shapes of flowers, leaves and other objects such as insects.**
- **Encouraged him to use his hearing and touch senses.**

**Explain what I would do in order to accommodate Bongani during my class activities.**

- ✓ **I will help Bongani to use his vision together with his remaining senses.**
- ✓ **Orientation activities.**
- ✓ **Magnifying glass.**
- ✓ **Books / written material with large fonts.**



- ✓ **Seat in front – board.**

<b>MAINSTREAM:</b>	<b>INCLUSION:</b>
Is about getting learners to 'fit into' a particular kind of system or integrating them into this existing system.	Is about recognising and respecting the differences among all learners and building on the similarities.
Is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine.	Is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met.
Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes.	The focus is on teaching and learning actors, 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'.	Focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs.
Here the focus is on the learner.	The focus is on the adaptation of and support systems available in the class- room.

### **VISUAL IMPAIRMENT MANIFESTATIONS:**

- 1. Rubs eyes excessively.**
- 2. Shuts / covers 1 eye.**
- 3. Reading difficulties.**
- 4. Unable to see distance things clearly.**
- 5. Loses place frequently when reading.**
- 6. Poor spacing when writing.**
- 7. Refuses to participate in ball games.**
- 8. Blinks more than usual.**

### **AUDITORY IMPAIRMENT MANIFESTATIONS:**

#### **Conductive Hearing loss**

- 1. Hears badly through air conduction & better through bone conduction**
- 2. Has tendency to lower voice & speak softly**
- 3. Have no difficulty in following speech provided that it is loud enough**
- 4. If sound is amplified it is amplified in all frequencies & does not worry them**
- 5. They often complain of continued buzzing sounds in the head & ears (tinnitus).**

#### **Sensorineural Hearing loss:**

- 1. They sometimes depend on very small differences to distinguish between sounds.**
- 2. They are totally unable to hear in noisy surroundings.**
- 3. Not loud, but clear, slow speech is the most easily comprehensible.**
- 4. Tinnitus (head noises) may cause discomfort. The buzzing is caused by the degenerative process in the hair cells or nerves.**

**In my class, one of my learners has an epileptic seizure while I am teaching. How can I support this learner? Discuss 5 strategies.**

- ❖ **Be alert! Look out for warning signs.**
- ❖ **Record all incidents of seizures.**
- ❖ **Remain calm.**
- ❖ **Prevent the learner from falling.**
- ❖ **Push furniture out of the way.**
- ❖ **DO NOT HOLD THE LEARNER OR TRY TO PREVENT MOVEMENT!**
- ❖ **Ensure that the airway is clear.**
- ❖ **Turn the learner onto his/her side to prevent choking on excessive saliva.**
- ❖ **Loosen tight clothing, especially around neck and waist.**
- ❖ **Seek medical assistance if seizure is protracted, or if learner chokes, or if learner sustains any injuries.**

### **WHAT IS EPILEPSY?**

Epilepsy is a discharge of abnormal electrical activity in the brain – it results in bodily seizures or it may be invisible (hidden epilepsy)

**Cerebral palsy (CP) can be classified in terms of an individual's motor function (physiological classification). Write the name of each type of CP in this classification and one sentence that describes each type.**

#### **The topographical classification:**

- 1. Monoplegia. One limb is affected.**
- 2. Hemiplegia. One side of the body is affected.**
- 3. Paraplegia. The lower limbs are affected.**
- 4. Triplogia. Three limbs are affected.**
- 5. Quadriplegia or tetraplegia. All four limbs are affected.**

#### **Explain what CP is and can it be cured.**

- ❖ **Neurological condition that is directly related to some or other pathological / abnormal condition of the brain.**
- ❖ **It is a persistent but not unchanging disorder of posture and movement due to a dysfunction of the brain before its growth / development are completed.**

**Having a child with impairments affects parents in different ways. Refer to 5 parental attitudes that may be experienced before there is acceptance. [10]**

- 1. GRIEF** – After initial shock that their child has been diagnosed. They lost their dream of having a normal child.
- 2. GUILT** – Parent feel guilty and blame themselves, especially the mother. Some parents even look for the cause in their ancestors and blame each other.
- 3. ANXIETY** – Worries about the child's future.
- 4. RESENTMENT** – Sometimes parents feel that they are unique and that the problems they are experiencing with their child are unique. They also resent others who make well remarks, but take it resentfully.
- 5. DENIAL** - Parents often deny the impairment. They think if they do nothing to the matter everything will come right by itself.
- 6. ANGER** – Parents react angrily to their child's impairment and acts angry towards anyone that gives them well meant advice.
- 7. OVERPROTECTION** – Giving more protection than what is really needed.
- 8. REJECTION** – Parents that reject their child after being diagnosed.
- 9. ACCEPTANCE** – Parents learn to accept the reality of their child's impairment as well as accepting themselves as they acknowledge their strengths & weakness. **Parents of children with physical / physiological impairments may behave in certain ways towards their children's teachers. Discuss 5 of these possible behaviours that teachers may expect from parents whose children have physical / physiological impairments.**
  - **ANGRY / KNOWLEDGEABLE PARENTS** – These parents are well informed about their child's problem but they cannot discuss them in a calm and collected way. They clash with professionals because they think they know better.
  - **SUBMISSIVE PARENTS** – Parents accept everything they are told about their child but they provide little information about the child, everything has to be drawn out of them.
  - **UNCARING PARENTS** – Some parents don't care about the fact that their child have learning problems. They place the responsibility onto the teachers.
  - **ANGRY / UNINFORMED PARENTS** – Their knowledge about their child's condition is very limited. Often they don't understand the problem and believe that they are always right. They are very difficult.

- **QUARRELSOME PARENTS** – Confront the teachers a lot and accuse them for not doing their work. They criticise the system a lot.

**The type of eye condition and the amount of residual vision would determine the support given to a learner in the classroom. Discuss this statement.**

- ❖ **Learners with myopia / cataracts should sit in front, near the board.**
- ❖ **Use of a magnifying glass if large print books are unavailable.**
- ❖ **Instead of ordinary workbooks with dull lines, draw parallel lines with a koki on blank paper.**
- ❖ **Clear, attractive and meaningful printed material. Use reading material with large font.**
- ❖ **Learners with hyperopia would prefer to sit at the back. They would enjoy outside play instead of school work.**
- ❖ **Learners with albinism should sit on a darker place away from direct sunlight.**
- ❖ **Record textbooks on tapes for learners who struggle to read.**
- ❖ **Doors should be either kept close / open. Can cause an injury to a blind learner.**

**Various factors in our schools give rise to different learning needs, name and discuss the school factors that can cause barriers to learning.**

- **Lack of qualifications** – Many teachers don't have experience in teaching / learning.
- **Unmotivated / lazy teachers** – Teachers who are not concerned about doing the best for their learners usually spend too little time in preparation.
- **Insensitive teachers** – They are not sensitive to learners needs.
- **Stereotyped teaching methods** – They don't allow learners to develop own strategies to resolve problems.
- **Irresponsible & negative attitude** – Don't treat learners with respect.
- **Not providing in emotional support** – Criticise the learner.

**As a teacher, what assistance can I give to a learner with a physical impairment in my class?**

- **Give the learners tasks and responsibilities-with due regard to physical abilities.**
- **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.**
- **Store apparatus and positions 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.**
- **It is always advisable to build up learners' self-esteem. Physically disabled learners feel different from other people.**
- **If the learners have difficulty with their handwriting, you could try to get hold of a typewriter, making more time for typing practice and even arranging for an oral examination for the learner.**

**It is important for a teacher to know how intellectual disability can affect the development of a learner. Discuss this statement by referring to the developmental and learning characteristics of a learner with an intellectual disability. [10]**

## **DEVELOPMENTAL CHARACTERISTICS:**

- **General.**
- **Cognitive.**
- **Language.**
- **Perceptual.**
- **Motor.**
- **Affective.**

## **LEARNING CHARACTERISTICS:**

- **Motivation.**
- **Attention.**
- **Memory.**
- **Transfer.**
- **Conceptualisation.**

### **Name 4 types of epilepsy.**

- ❖ **Seizures with convulsions.**
- ❖ **Seizures without convulsions.**
- ❖ **Partial seizures.**
- ❖ **Unclassified seizures.**

### **Discuss how I as a teacher would support learners in terms of a visual impairments as a barrier to learning.**

- ✓ **The type of eye condition will determine the assistance required.**
- ✓ **Learners with myopia and cataracts should sit in-front, near the chalkboard.**
- ✓ **Repeat (verbally) what is written on the chalkboard.**
- ✓ **Use a magnifying glass if large print books are not available.**
- ✓ **Use a koki pen to draw parallel lines on paper.**
- ✓ **Printed material should be clear, attractive and meaningful.**

### **Characteristics of visual impairments:**

- ✓ **Loss of or restricted vision influences the language, motor and socioemotional development of the learner.**
- ✓ **Itching, burning or scratchy 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.**

### **What is Down Syndrome and why should a teacher know about it?**

(DS or DNS), also known as trisomy 21, is a genetic disorder caused by the presence of all or part of a third copy of chromosome 21. It is typically associated with physical growth delays, characteristic facial features and mild to moderate intellectual disability.

## **What types of motor skills problem may a learner have with Down Syndrome.**

- ❖ **Poor manipulation due to:**
- ❖ **Hypotonia (low muscle tone) in arms and hands.**
- ❖ **Shorter limbs and digits.**
- ❖ **Reduced stamina**

### **Define gross motor abilities.**

- ❖ **Causes clumsiness, poor balance, and uneven rhythm use of muscles.**
- ❖ **Problems can be observed during outside play / movement games / music.**

### **Define spatial perception.**

- ❖ **Learners 1<sup>st</sup> need to learn to perceive objects in an accurate relationship to themselves before they can perceive them in relation to each other.**

### **Define laterality.**

- ❖ **In not a learned skill, but a concept that must develop within learners themselves.**
- ❖ **The awareness of a left and right side of the body develops from awareness of the operation of gravity.**

## **Mention manifestations of difficulties in the following areas:**

### **Mathematics:**

- 1. Cannot tell the difference between mathematical signs (+ - x ÷).**
- 2. Make careless mistakes in basic calculations.**
- 3. Do not understand carrying over.**
- 4. Have problems with word sums.**
- 5. Count on fingers.**
- 6. Don't understand the concept 0.**
- 7. Are unable to read numbers greater than 100.**

### **Reading:**

- 1. Read words / phrases incorrectly.**
- 2. Show poor knowledge of what was read.**
- 3. Read slowly.**
- 4. React poorly to punctuation marks.**
- 5. Have problems with reading aloud.**
- 6. Avoids reading.**
- 7. Get stuck on long words – read them incorrectly.**

### **Spoken language:**

- 1. Sentences are short with simple content.**
- 2. Avoid conversation.**
- 3. Have difficulty following conversations.**
- 4. Don't always understand instructions.**
- 5. Vocabulary is limited.**
- 6. Use incorrect sentence structures.**
- 7. Use past tense / plural form incorrectly.**

#### **Written language:**

- 1. Sentences are short and simple.**
- 2. Written essays are short.**
- 3. Incorrect sentence construction.**
- 4. Work is incomplete.**
- 5. No paragraphs.**

#### **Discuss the possible causes of learning difficulties in the following areas:**

##### **Handwriting:**

- 1. Poor vision.**
- 2. Letters are poorly formed.**
- 3. Letters are formed incorrectly.**
- 4. Line quality is poor – shaky or pressure applied (too heavy or light).**
- 5. Pencil grip is incorrect and writing posture is poor.**
- 6. Spacing of letters and words is poor.**
- 7. Letters do not line up between lines or letter do not line up with each other.**
- 8. Emotional problems.**
- 9. Poor motivation.**
- 10. Hand dominance – left / right hand preference.**

##### **Mathematics:**

- 1. Inadequate instruction by the teacher.**
- 2. Too much emphasis on drill work.**
- 3. Forcing learners to do specific methods rather than giving them a choice.**
- 4. Label learners with math difficulties as lazy.**
- 5. Don't help learners to grasp concepts.**
- 6. Reading problems.**
- 7. Negative attitudes to the teacher / maths.**
- 8. Parents can contribute to difficulties.**

##### **Reading:**

- 1. Learning disabled learners.**

- 2. Unwilling learners.**
- 3. Underachievers.**
- 4. Slow learners.**
- 5. Learners with limited reading opportunities.**

**Discuss five possible strategies which you as a teacher can use to support a learner who experiences difficulties in:**

### **Writing**

- 1. Make time for teaching written language. Motivate and give guidance to the learners.**
- 2. Expose the children to a wide range of written tasks.**
- 3. Create a relaxed atmosphere in the class.**
- 4. Let the learners work together to create a newspaper.**
- 5. Integrate writing in all subjects.**
- 6. Set guidelines / goals.**
- 7. Avoid teaching styles that don't contribute to the improvement of writing skills.**

### **Inclusive Education:**

- ❖ Inclusion is about increasing the participation of learners in and reducing their exclusion from the cultures, curricula, and communities of local schools.**
- ❖ It involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of learners.**
- ❖ It is concerned with the learning and participation of all learners vulnerable to exclusionary pressures, not only those with impairments or those categorised as experiencing barriers to learning and development.**

### **Discriminating Attitudes:**

- ❖ Labelling has a very negative effect on the self-image of learners.**
- ❖ Labelling occurs when these learners are placed in special / excluded from mainstream schools.**
- ❖ It is when learners are categorised.**
- ❖ Inadequate knowledge of diseases such as HIV / AIDS can lead to a negative assumptions regarding this disease, so that a HIV positive learner may denied access to learning centres.**

**Education is an applied science. This means that teachers are expect to implement theory in their classroom practice. Using practical examples, describe how you will implement inclusive teaching practices for learners who experience the barriers below:**

### **Perceptual-Motor Problems:**

- ❖ The use of activities of develop perceptual & motor skills.**



- ❖ **Lay out a track of various textures that learners must walk on, crawl, slide across.**
- ❖ **Learners come to know their bodies with games such as: Touch your knee with your hand.**
- ❖ **Games such as I SPY... can be combined with motor movements such as Jump like a frog and touch something red.**
- ❖ **Memory games.**