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COLUMN MATCH

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.

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Column A	Column B
1 16 Syndrome refers to a	A Uncertain and confused
1 17 A disability can be alleviated or prevented	B Provide for the diverse needs of learners
1 18 Learners who are rebellious do not	C Hereditary factors
1 19 Barriers to learning prevent learners from	D When one of the senses is affected
1 20 In some cultures, peoples with disabilities are treated as if	E Symptoms associated with a specific condition
1 21 Inflexible curriculum does not	F Accept the authority of teachers
1 22 When parents are inconsistent, children are	G Manifest as a total delay
1 23 Genetic factors	H Realising their optimal potential
1 24 Sensory impairments	I By creating a barrier-free environment through the reconstruction of society
1 25 Developmental problems can	J They are possessed by the devil

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Column A	Column B
1 1 A disability can be alleviated or prevented	A) Having no access to the environment
1 2 Barriers to learning can occur	B) Provide for the diverse needs of learners
1 3 Sensory impairments	C) Learners and teachers are estranged
1 4 Learning problems give rise to	D) Having more than one impairment
1 5 In some cultures people with handicaps are treated as if	E) Myopia
1 6 Developmental problems can	F) Hereditary factors
1 7 Intellectual impairments renders affected persons	G) Social mirror
1 8 Socio-economic barriers include the lack of	H) Occur when one of the senses is affected
1 9 Barriers to learning prevent learners from	I) Symptoms associated with a specific condition
1 10 Inflexible curriculum does not	J) Hyperopia
1 11 At-risk schools are when	K) Receptive language
1 12 Written language is an advanced form of	L) Manifest as a total delay
1 13 Special education needs implies that	M) Self-actualisation
1 14 Nearsightedness is also called	N) The need to be part of a group
1 15 Physical disability relates to	O) Accept the authority of teachers
1 16 Genetic factors are	P) By creating a barrier-free environment through the reconstruction of society
1 17 When parents are inconsistent, children are	Q) During the learning process
1 18 Multiple impairments	R) Uncertain and confused
1 19 According to Covey (1992), self-respect is significantly shaped by our	S) Spoken language
1 20 According to Maslow, the ultimate goal in life is	T) Realising their optimal development
1 21 The need to belong is related to	U) They are possessed by the devil
1 22 Reading is an advanced form of	V) Access to basic services
1 23 Learners who are rebellious do not	W) Underachievement

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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.

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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 ... (1) Learning problems which are primarily the result of visual, hearing of motor impairments, or intellectual impairments or as a result of emotional, environmental, cultural or economic circumstances.
- 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 ... any of the 5 senses
17. Decoding happens when learners are able to (2) translate written texts into spoken words.

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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.

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15. According to 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 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.**

1 2 has a separate grammar which is not based on spoken or written language

- A One-handed alphabet
- B Two-handed alphabet
- C Signing
- D Sign language

D) Sign language

1 3 The term "learning problems" do not refer to

- A learning problems which are primarily the result of visual, hearing or motor impairments, or intellectual impairments or as a result of emotional, environmental, cultural or economic circumstances
- B learning problems related to the psychological processes involved in understanding and using of language – both spoken and written
- C an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations
- D learners who have problems in acquiring certain skills which are necessary to make a success at school

A) Learning problems which are primarily the result of visual, hearing or motor impairments, or intellectual impairments or as a result of emotional, environmental, cultural or economic circumstances.

1 4 It is important to nurture the characteristics of the invisible curriculum when teaching learners who experience barriers to learning. These characteristics are inter alia

- A teamwork, team reward, organisation
- B organisation, peer group instruction, individualised instruction
- C team reward, reliability, motivation
- D teamwork, organisation, reliability

1 6 Choose the INCORRECT statement about perceptual-motor skills

- A Cooperation between hand and eye is called visual-motor coordination
- B Laterality is a concept which must develop in learners themselves
- C Direction certainty helps learners to know exactly where in space objects around them are
- D The use of smaller muscles is a gross motor skill

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- 1 7 Learners should be encouraged to read on their own initiative, because this is the most important means of expanding their general knowledge, eg
- A Prevention of negative attitudes and improvement of their handwriting
 - B Improvement of their command of language and vocabulary
 - C Changing their attitudes to reading and improving their association between letters and sounds
 - D Improvement of their knowledge of spelling rules and reading problems

1 8 language is the language in which one thinks

- A Inner
- B Receptive
- C Expressive
- D Non-verbal

A) Inner language or the language of the thought is the language in which one thinks. It is not necessarily expressed verbally. (pp201)

Reflective language express personal experience and level of thought (pp202)

- 1 9 Learners with problems find it difficult to break words into syllables or to put them together again

- A visual perception
- B auditory perception
- C visual-motor perception
- D spatial perception

B) Auditory perception

- 1 10 The following are characteristics of a learner with Down's syndrome

- A weak short term memory, good at remembering the sequence of a process, finds it difficult to transfer knowledge to a new situation
- B understands the literal meaning of words, weak long term memory, finds it difficult to transfer knowledge to a new situation
- C good short term memory, limited abstract thinking, understanding of verbal or written instructions is apparently better as the real skill
- D limited abstract thinking, finds it difficult to remember the sequence of a process, does not understand the literal meaning of words

[10]

D) Learners with Down's Syndrome has limited abstract thinking, are unable to transfer knowledge to a new situation, are unable to separate pieces of information and form links, short-term (working) memory is poor, long-term recall is poor, difficult recalling and following the sequence, e.g. using a calculator

8.3 Choose the INCORRECT statement.

To adapt a curriculum the following general framework should be considered:

- A the learners, parents, the classroom and the school environment
- B teaching strategies, school subjects and the learners
- C assessment, teaching strategies and school activities
- D school subjects, the learners, the classroom and school environment

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1 2 Reading is

- A an advanced form of expressive language**
B an advanced form of inner language
C dependent on a sight word vocabulary
D is an advanced form of receptive language

D) Advanced form of receptive language

1 3 Down's syndrome develops as a result of a deviation in the genes of the chromosome

- A eighteenth**
B twenty first
C thirteenth
D A, B and C

b) 21st

1 4 It is important to nurture the characteristics of the invisible curriculum when teaching learners who experience barriers to learning These characteristics are inter alia

- A teamwork, team reward, organisation**
B organisation, peer group instruction, individualised instruction
C team reward, reliability, motivation
D teamwork, organisation, reliability

1 5 is an advanced form of receptive language

- A Reading**
B Speaking
C Written language
D Inner language

A) Reading

1 13 Learners may have the following reading problems in the foundation phase:

- 1 they do not recognise words on sight
- 2 they add words when they read
- 3 they vocalise words
- 4 they do not recognise letters on sight

2) They add words when they read

1 7 Choose the correct statement about epilepsy

- A Epilepsy is the discharge of abnormal electric activity in the brain**
B The cause of epilepsy is in the brain and also in the body
C The cause of epilepsy is not in the brain
D Epilepsy is the discharge of normal electric activity in the brain

A) Epilepsy is the discharge of abnormal electrical activities in the brain (pp182)

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1 9 Choose the INORRECT statement about HIV/AIDS

- A HIV is the human immunodeficiency virus**
- B Children can acquire HIV pre-natally**
- C AIDS cannot be transmitted through day-to-day social contact**
- D AIDS is not the final phase of the HIV infection**

c) HIV can only be transmitted to people who are sexually active

8 3 Learners with would prefer to sit in front of the class

- A albinism**
- B myopia**
- C hyperopia**
- D strabismus**

8 4 If a person suffers from , he or she tends to lower the voice and to speak very softly

- A sensoneural hearing loss**
- B tinnitus**
- C partially hearing loss**
- D conductive hearing loss**

D) Conductive hearing loss

8 5 Learners with do not perform at school to an extent which is in keeping with their potential

- A learning difficulties**
- B auditory receptive problems**
- C physical disabilities**
- D intellectual disabilities**

A) learning difficulties

8 6 Children subject to sudden spells of aggressiveness, vandalism or bad temper, may suffer from

- A tremor**
- B disruptive behaviour**
- C disguised epilepsy**
- D neurological dysfunction**

C) Disguised Epilepsy

8 7 Learners with would prefer to sit at the back of the class

- A albinism**
- B hyperopia**
- C myopia**
- D astigmatism**

B) Hyperopia

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- 8 9** Choose the correct combination of options
Transformation in the education system with regard to learners who experience barriers to learning is vital for the following reasons
- 1 It is estimated that 70% of learners with disabilities of whom the majority are black disabled learners in rural areas, are currently outside the formal education system
 - 2 It would seem that learners who experience barriers to learning suffer a greater degree of exclusion in the early childhood development phase
 - 3 Where these learners are in fact accommodated in ordinary schools, access to the curriculum will not be problematic
 - 4 Where there is good cooperation between special schools and ordinary schools these learners will not be excluded
- A 1, 2, 3,
B 2, 3, 4,
C 1, 2, 4
D 1, 3, 4

8 10 The sense of touch is also known as sense

- A physical
B residual
C tactile
D kinaesthetic

C) Tactile

8 11 is sometimes known as sensory hyperactivity

- A Perceptual-motor manifestations
B Hyperactivity
C Distractibility
D Sensori-neural hearing

8 12 The following can be considered as pedagogical barriers to learning

- 1 the language of learning and teaching
- 2 intellectual disabilities
- 3 learning styles
- 4 insufficient support of teachers

- A 1 and 2
B 1 and 3
C 1 and 4
D 2 and 3

8 13 Sensory disability includes

- A auditory disability and visual disability
B autism and visual disability
C autism and Down's syndrome
D auditory disability and physical disability

A) Auditory and visual

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8 14 Choose the INCORRECT statement about epilepsy

- A Children with epilepsy should live normal healthy lives**
- B Epileptic seizures could increase if there are affective disturbances**
- C Children with epilepsy sometimes manifest deviant tendencies which they can control**
- D In the case of a partial seizure a child does not lose consciousness completely**

C) Children with epilepsy sometimes manifest deviant tendencies which they can control

8 16 can help to teach learners with physical disabilities everyday skills such as how to handle a knife and fork and how to dress

- A Occupational therapists**
- B Orthopaedic surgeons**
- C Physiotherapists**
- D Neurologists**

8 17 The White Paper on Inclusive Education is based on the following principles

- A Support to all schools**
- B A unitary education system**
- C Access to education to Foundation Phase learners**
- D Emphasis on learners' academic progress**

8 18 Special schools have a new role to play because they

- A have specialised equipment for identifying, assessing and assisting learners with barriers to learning**
- B can reach out to mainstream schools as they have only a few learners in their classrooms and thus have more free time**
- C have learners with many types of barriers coming from all walks of life**
- D are not interested in the theory of teaching but they are rather inclined to focus on the practical aspects of assisting learners**

8 19 Parents, guardians and teachers should see the manifestations or behaviour problems in a serious light if

- 1 they have occurred over a short period of time**
 - 2 they are accompanied by signs of social aggression**
 - 3 the learner stays away from school**
 - 4 the learner's scholastic performance begins to deteriorate after a breakdown with friends**
- A 1, 2, 3, 4**
 - B 1, 3, 4**
 - C 1, 2, 4**
 - D 2, 3, 4**

8 20 The NCSNET/NCESS report (1997) identified the following as causative factors of barriers to learning

- 1 A lack of facilities**
 - 2 Parent involvement**
 - 3 Discriminating attitudes**
 - 4 A flexible curriculum**
- A 1, 2, 3**
 - B 2, 3, 4**
 - C 3, 4, 1**
 - D 1, 3, 4**

[20]

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1.3 The term 'learning problems' do ...

- A not refer to problems which are primarily the result of visual, hearing or motor impairments, or intellectual impairments or as a result of emotional, environmental, cultural or economic circumstances
- B refer to problems related to the psychological processes involved in understanding and using of language – both spoken and written
- C not refer to an imperfect ability to listen, think, speak, read, write, spell or to do mathematical calculations
- D refer to learners who do not have problems in acquiring certain skills which are necessary to make a success at school

1.6 The elements of written language are:

- A reading, composition, linguistics
- B composition, spelling, handwriting
- C spelling, phonetics, reading
- D composition, handwriting, phonetics

B) Essay/ composition, spelling and handwriting constitute three elements of written language (p273)

1.9 Choose the INORRECT statement about HIV/AIDS:

- A HIV is the human immunodeficiency virus
- B Children can acquire HIV pre-natally
- C AIDS cannot be transmitted through day-to-day social contact
- D AIDS is not the final phase of the HIV infection

D) AIDS is not the final phase of the HIV infection

1.10 Learners may have the following reading problems in the foundation phase:

- 1 They do not recognise words on sight
- 2 They add words when they read
- 3 They vocalise words
- 4 They do not recognise letters on sight
- A 1, 2, 3
- B 2, 3, 4
- C 1, 2, 4
- D 1, 2, 3, 4

C) Can only recognize a very few words on sight such as their name and high frequent words such as 'is' and 'and',

Do not know the link between letters and sounds

Add words which are not there to a sentence or leave out words

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8.4 If a person suffers from ..., he or she tends to lower the voice and to speak very softly.

- A sensoneural hearing loss
- B tinnitus
- C partially hearing loss
- D conductive hearing loss

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

- A learning difficulties
- B auditory receptive problems
- C physical disabilities
- D intellectual disabilities

8.7 Possible behavior patterns of parents with children with impairments.

- 1 Submissive parents
- 2 Angry, but knowledgeable parents
- 3 Uncaring parents
- 4 Angry, but uninformed parents
- A 1, 2, 3
- B 2, 3, 4
- C 1, 2, 4
- D 1, 2, 3, 4

8.16 The following are misleading phenomena which could be confused with epilepsy:

- 1 migraine, childhood fits, vandalism, hysteria
- 2 dizziness, fainting, hysteria, depression
- 3 fainting, bad temper, migraine, vandalism
- 4 hysteria, narcolepsy, cataplexy, migraine

8.17 There is no direct relationship between intelligence and ..

- A distractibility
- B the degree of cerebral palsy
- C the handling of abstract concepts
- D validity

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7.1 Choose the INCORRECT reason why learning needs may arise according to White Paper number 6:

- A the involvement of parents
- B inadequate support services
- C inflexible curricula
- D inappropriately trained education managers

7 4 A person suffering from ... is totally unable to hear in noisy surroundings.

- A sensorineural hearing loss
- B recruitment factor
- C tinnitus
- D conductive hearing loss

A) Sensory neural hearing loss

**7.7 Choose the correct combination of options:
According to the Education White Paper Number 6, it was decided to accept the policy of inclusive education in South Africa for the following reasons:**

- 1 It makes good social sense
 - 2 It makes good financial sense
 - 3 It makes good educational sense
 - 4 It promotes respect for one another
 - 5 It promotes social welfare
- A 1, 2, 3
 - B 1, 3, 4
 - C 1, 4, 5
 - D 2, 3, 4

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

- A hemiplegia
- B monoplegia
- C diplegia
- D paraplegia

A) Hemiplegia

1.1 Learners with .. problems experience problems with the cooperation between eye and hand or eye and foot.

- A fine motor perception
- B lateral dominance
- C visual-motor perception
- D spatial perception

C) Visual motor perception

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1.2 The following factors can lead to handwriting problems:

- A letter-sound relationships, lateral dominance, emotional problems, poor vision
- B perceptual problems, hand dominance, poor motivation, emotional problems
- C perceptual problems, poor motivation, word analysis, cognitive problems
- D letter-sound relationships, cognitive problems, poor vision, hand dominance

(2) Perceptual problems, hand dominance, poor motivation, emotional problems

1.6 Learners' barriers to learning can present themselves in the following:

- A the learning centre, the school policies, the learners themselves
- B the learners themselves, the families of the learners, the broader social context
- C the system of education, the families of the learners, the learning centers
- D the broader social context, the system of education, the learning centers

1.10 Refraction errors can cause the following eye conditions:

- A strabismus, myopia, hyperopia
- B nystagmus, albinism, squint
- C hyperopia, astigmatism, myopia
- D astigmatism, squint, albinism

C) hyperopia, astigmatism, myopia

7.3 provides the framework for the provision of education in South Africa.

- A The White Paper on Education and Training of 1995
- B The South African Schools Act of 1996
- C The South African Constitution
- D The National Commission on Special Needs in Education

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7.7 Choose the correct combination of options:

According to the Education White Paper Number 6, it was decided to accept the policy of inclusive education in South Africa for the following reasons:

- 1 It makes good social sense
- 2 It makes good financial sense
- 3 It makes good educational sense
- 4 It promotes respect for one another
- 5 It promotes social welfare

- A 1, 2, 3
- B 1, 3, 4
- C 1, 4, 5
- D 2, 3, 4

B)1,3,4

7.3 The following are signs of possible auditory problems. A learner.....

- A speak monotonously, avoid oral activities, if often inattentive, finds it difficult to associate with friends
- B speaks too quickly or too slowly, if often inattentive, refuses to participate in ball games, confuses letters of similar shape
- C avoids oral activities, is prone to swiftly changing moods, relies heavily of gestures, speaks too softly or too loudly
- D turns his head to listen, moves his or her head when looking at pictures, refuses to participate in ball games, speaks too loudly or too softly

A) Speaks monotonously, avoids oral activities, is often inattentive, finds it difficult to associate with friends

7 14 Possible behaviour patterns of parents with children with impairments.

- 1 Submissive parents
- 2 Angry, but knowledgeable parents
- 3 Uncaring parents
- 4 Angry, but uninformed parents

- A 1, 2, 3
- B 2, 3, 4
- C 1, 2, 4
- D 1, 2, 3, 4

7.15 is sometimes known as sensory hyperactivity

- A perceptual-motor manifestation
- B hyperactivity
- C distractibility
- D sensory- neural hearing

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1.5. When all four limbs of a person with cerebral palsy are affected, it is known as...

- a) monoplegia
- b) hemiplegia
- c) quadriplegia
- d) paraplegia

C) Quadriplegia

1.11. Reflective language refers to....

- a) a representative symbolic thought system
- b) the communication of experiences and meaning
- c) the comprehension of auditive stimuli in the receptive area of the brain
- d) information according to corresponding features

1.14. Sensory disability includes...

- a) auditory disability and visual disability
- b) autism and visual disability
- c) autism and Down's syndrome
- d) auditory disability and physical disability

A) Auditory disability and visual disability

1.1 The following are possible barriers to learning:

- A The learning centres, the school policies, the learners themselves
- B The learners themselves, the families of the learners, the broader social context
- C The system of education, the families of the learners, the learning centres
- D The broader social context, the system of education, the learning centres

D) The broader social context, the system of education, the learning centres

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1.7 Which one of the following statements regarding epilepsy is correct?

- A Epilepsy is the discharge of abnormal electric activity
- B The cause of epilepsy is both in the brain and in the body
- C Epilepsy is the discharge of normal electric activity in the brain
- D Children with epilepsy sometimes manifest deviant tendencies, which they are able to control

A) Epilepsy is the discharge of abnormal electric activity

1 1 Inclusive education aims to

- a) address the needs of all students
- b) address the needs of students in full-service and special schools.
- c) address the needs of students in mainstream schools

A) address the needs of all students

1 2 The barriers to learning and development can be caused by

- a) the family and the school only
- b) an inflexible curriculum only
- c) a learner's biological makeup

1.3 The following is a sign of possible hearing problems. A learner ...

- a) avoids oral activities, changes moods, relies heavily on gestures and speaks too softly or too loudly
- b) rubs his/her eyes excessively
- c) experiences problems in respect of cognitive development

A) Avoids oral activities, changes moods, relies heavily on gestures and speaks too softly or too loudly

1 4 The following is a sign of possible visual barriers. A learner

- a) holds reading material unusually close to or far away from his/her eyes
- b) watches the teacher's lips
- c) relies heavily on gestures

A) Holds the material unusually close to or far away from his/her eyes

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- 1 5A teacher can support a learner who experiences visual barriers in class by
- playing a sound and letting the learner describe the sound and the direction from which it is coming
 - providing enough light in the classroom
 - speaking in a clear and normal voice

B) Providing enough light in the classroom

- 1 6A 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.
 - facing the learner when speaking.
 - making the classroom floor free of obstacles

A disability can be alleviated by ...

- finding a cure for the disability
- treating the impairment
- creating a barrier free environment**
- ignoring the impairment

Intrinsic barriers to learning exclude ...

- physiological impairments
- socio-economic barriers**
- intellectual impairments
- sensory impairments

Environmental factors that can cause barriers to learning do not include

- attention-seeking learners**
- a shortage of role models
- a lack of cognitive stimulation
- irregular and poor school attendance

The behavioural patterns of parents do not include

- articulate, assertive, educated parents
- hostile parents
- submissive parents
- angry, but knowledgeable parents

Choose the INCORRECT statement about epilepsy.

- Children with epilepsy should live normal healthy lives.
- Epileptic seizures could increase if there are affective disturbances.
- Children with epilepsy sometimes manifest deviant tendencies which they can control.**
- In the case of a partial seizure a child does not lose consciousness completely.

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The following factors can lead to handwriting problems:

- (1) Letter-sound relationships, lateral dominance, emotional problems, poor vision
- (2) Perceptual problems, hand dominance, poor motivation, emotional problems
- (3) Perceptual problems, poor motivation, word analysis, cognitive problems
- (4) Letter-sound relationships, cognitive problems, poor motivation, hand dominance

Eye conditions do not include

- (1) poliomyelitis
- (2) refraction errors
- (3) strabismus
- (4) trachom

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

- (1) learning difficulties
- (2) auditory receptive problems
- (3) physical disabilities
- (4) intellectual disabilities

Decoding happens when learners are able to:

- (1) Understand the message from the text
- (2) translate written texts into spoken words
- (3) use their Visual-motor perception correctly
- (4) use their Spatial perception in acceptable way

Individuals with Conductive Hearing loss often ...

- (1) think they speak louder
- (2) have disorder in meetings
- (3) do not see well
- (4) suffer from headaches

According to extensive research, intellectual disabilities occur in 3% of the population, and includes:

- (1) 70 in every 1 000 people are intellectually disabled.
- (2) 1 in every 10 000 people are intellectually disabled.
- (3) 30 in every 1 000 are intellectually disabled.
- (4) 20 in every 1 000 are intellectually disabled.

Postpoliomyelitis is also referred to as

- (1) polio
- (2) spina bifida
- (3) epilepsy
- (4) cerebral palsy

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

- (1) absence
- (2) convulsive general seizures
- (3) Partial seizures
- (4) apraxia

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Auditory perceptual skills allow learners to ...

- (1) differentiate between foreground-background sounds and concentrate on relevant sounds.
- (2) discriminate between different objects.
- (3) recognise and identify symbols
- (4) pay attention to new language concepts

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

- (1) difficulty having conversations
- (2) positional difficulties
- (3) misunderstanding instructions
- (4) difficulty following abstract conversations

Word recognition and ... enables Intermediate Phase learners to progress from “learning to read” to “reading to learn”.

- (1) decoding
- (2) critical reading
- (3) literal comprehension
- (4) automatization

TRUE OR FALSE

- ❖ 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. **TRUE PAGE 68**
- ❖ 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**

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- ❖ 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**

- 8 1 Crowded classrooms cannot be regarded as a causative factor of barriers to learning as the teacher can pay individual attention to learners in groups
- 8 2 A barrier becomes a disability when the social environment excludes the learner or does not give the learner the necessary support
- 8 3 The stigma attach to learners experiencing a physical and/or physiological impairment is worse in the rural area, as everybody knows everybody
- 8 4 Researchers (e.g. Turnbull, 1999) believe that the father is more adversely affected by a son who experiences a physical and/or physiological impairment, than he is affected by a daughter experiencing such an impairment
- 8 5 The intellectually disabled/impaired are categorised as "mentally retarded"
- 8 6 The request to "stop discrimination" is only relevant to the Constitution and not to the White Paper 6
- 8 7 Full-Service Schools will be equipped and supported to provide for the full range of educational needs
- 8 8 The method of *asking questions* used whilst identifying barriers experienced by a learner, is in no way different from asking questions when having an ordinary discussion
- 8 9 The learner's personal characteristics do impact on his or her motivation
- 8 10 Cooperative learning methods do not stimulate a better performance when the classroom is a multicultural classroom [30]

1.11 False
1.12 True

- 1 11 Handwriting, spelling, composition are the elements of written language
- 1 12 Learners with intellectual disabilities do not perform at school to an extent which is in keeping with their potential
- 1 13 Learners with hyperopia would prefer to sit at the back of the class
- 1 14 Epilepsy is a discharge of normal electric activity in the brain
- 1 15 The stigma attached to learners experiencing a physical or physiological impairment is worse in the rural area, as everybody knows everybody
- 1 16 Factors during birth such as an oxygen deficiency and the use of instruments and the Rh factor cannot cause deafness
- 1 17 If a person suffers from tinnitus he or she tends to lower the voice and to speak very softly
- 1 18 Children subject to sudden spells of aggressiveness, vandalism or a bad temper, may suffer from disguised epilepsy
- 1 19 Language consists of a variety of random series of speech sounds
- 1 20 In some cases the antisocial behavior of learners can be directly ascribed to authoritarian and prescriptive parents [

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<p>7 11 Crowded classrooms cannot be regarded as a causative factor of barriers to learning as the teacher can pay individual attention to learners in groups</p> <p>7 12 Epilepsy is a discharge of normal electric activity in the brain</p> <p>7 13 The stigma attached to learners experiencing a physical or physiological impairment is worse in the rural area, as everybody knows everybody</p> <p>7 14 Researchers such as Turnbull believe that the father is more adversely affected by a son who experiences a physical and/or physiological impairment, than he is affected by a daughter experiencing such an impairment</p> <p>7 15 The request to stop discrimination is only relevant to the Constitution and not to the White Paper 6</p> <p>7 16 In some cases the antisocial behavior of learners can be directly ascribed to authoritarian and prescriptive parents</p> <p>7 17 If a person suffers from tinnitus he or she tends to lower the voice and to speak very softly</p>	
<p>7 18 Pringle maintains that apart from the parent the teachers in whose presence the learner spends many hours of the day are among the most important role players within the life-world of the learner</p> <p>7 19 Factors during birth such as an oxygen deficiency and the use of instruments and the Rh factor cannot cause deafness</p> <p>7 20 Learners with intellectual disabilities do not perform at school to an extent which is in keeping with their potential [20]</p>	
1 13 Learners with auditory (aural) disability might avoid oral activities	
<p>1 16 According to the topographical classification of cerebral palsy the term diplegia is used when a person's legs are more severely affected than the arms</p> <p>1 17 The two main aspects of reading are recognising and understanding the words</p> <p>1 18 Children subject to sudden spells of aggressiveness, vandalism or a bad temper, may suffer from disguised epilepsy</p> <p>1 19 Language consists of a variety of random series of speech sounds</p> <p>1 20 In some cases the antisocial behavior of learners can be directly ascribed to authoritarian and prescriptive parents [20]</p>	

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<p>7 11 Adolescence represents a period of particular stress for learners experiencing barriers to learning and development</p> <p>7 12 Epilepsy is a discharge of normal electric activity in the brain</p> <p>7 13 The stigma attached to learners experiencing a physical or physiological impairment is worse in the rural area, as everybody knows everybody</p> <p>7 14 Researchers such as Turnbull believe that the father is more adversely affected by a son who experiences a physical and/or physiological impairment, than he is affected by a daughter experiencing such an impairment</p> <p>7 15 The request to stop discrimination is only relevant to the Constitution and not to the White Paper 6</p> <p>7 16 In some cases the antisocial behavior of learners can be directly ascribed to authoritarian and prescriptive parents</p> <p>7 17 According to the topographical classification of cerebral palsy the term diplegia is used when a person's legs are more severely affected than the arms</p> <p>7 18 Learners with auditory (aural) disability might avoid oral activities</p> <p>7 19 Factors during birth such as an oxygen deficiency and the use of instruments and the Rh factor cannot cause deafness</p> <p>7 20 Learners with intellectual disabilities do not perform at school to an extent which is in keeping with their potential [20]</p>		
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<p>1 11 1 Learners with myopia prefer to be seated at the back of the class</p> <p>1 11 2 Language consists of a random series of speech sounds</p>		
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INCLUSIVE AND BARRIERS

LECTURER SLIDE 2016:**✓ Definition of inclusion:**

- ✓ 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**.
- ✓ It is concerned **with improving schools** for staff as well as **learners**.
- ✓ Acknowledging that all learners have a **right to education** in their local community.
- ✓ **Diversity** is not viewed as a problem to overcome, but as a **rich resource** to support the learning of all.
- ✓ Inclusion is concerned with fostering **mutually sustaining relationships between schools and communities**.
- ✓ Inclusion in education is one aspect of **inclusion in society**.

WHAT IS INCLUSION?

- ◆ **Increasing participation of all learners, not only those with impairments**
- ◆ **Reducing exclusion** from cultures, curricula and communities of schools
- ◆ Responding to **learner diversity**
- ◆ **Improving schools** for teachers and learners
- ◆ Overcoming **barriers** to **access** and participation
- ◆ Regarding **education** as a **right**
- ◆ Regarding **diversity** as a **rich resource**
- ◆ Fostering mutually **sustaining relationships**
- ◆ Acknowledging that **all learners need support**
- ◆ Meeting all learners' **needs**

Hargrove & Poteet (1984) mention three basic skills that teachers should acquire before they will be able to identify problems that learners may be experiencing. Name these three skills and briefly discuss any one of these skills.

3 SKILLS TEACHERS ACQUIRE TO IDENTIFY PROBLEMS – PG 110

- ➔ Observation – the gathering of information through minute observation of the way learners behave (no preconceived ideas)
- ➔ Listening – the things learners say should be accurately heard (motive, odd questions etc)
- ➔ Questioning – put in a way so that they are forced to think aloud (verbalise reasoning)

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Describe, by making use of a case study, what the term educational intuition implies (7)

Name the nine steps of an assistance programme and discuss the first step of the assistance programme (12)

9 STEPS OF AN ASSISTANCE PROGRAMME AND DISCUSS STEP 1 – PG 115

- ◆ collect all possible information about the learners situation (situation analysis) – the total situation of the learner is taken in to account (personality, level of development in relation to age, home circumstances, school situation, relationships, previous school records, particular needs and weaknesses. NB attitude of the teacher. Teacher constantly collecting information about the learner
- ◆ formulate the expected outcomes
- ◆ select the contents
- ◆ choose the assistance strategy
- ◆ decide on the implementation of the programme
- ◆ decide who else will be involved in the programme and how
- ◆ decide about the methods of evaluation
- ◆ decide which teaching aids you are going to use
- ◆ conclusion of the programme

Discuss briefly the differences in language and culture as an extrinsic causative factor of barriers to learning (5)

Discuss briefly *differences in language and culture* as causative factor of barriers to learning

Language and culture differences as an extrinsic causative

- Differences in language, traditions, social customs, food preferences, religious affiliation
- Some cultural groups are people-orientated rather than task-orientated.
- Some have good memories as they have an oral tradition
- Some groups prefer intuitive to inductive/deductive reasoning and estimates to time, number and space.
- English is seen as the academic and political medium
- Teacher is not always fluent in English / other languages to teach it
- Learners basic knowledge is bad
- No exposure to English in rural areas and therefore no reinforcement
- Difficulty with sentence structure

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- Culture of prescribed books unfamiliar

Make a list of the learners who experience barriers to learning in your classroom (Senior and Intermediate Phase or Senior and F E T Phase) You need to support these learners to actualise their full potential Choose one of these learners that you have listed and name and discuss the first step of the learning support programme – in your discussion, indicate how you'll support the learner by implementing this step of the learning support programme

7 1 1 Describe inclusive education in your own words (2)

DESCRIBE INCLUSIVE EDUCATION IN YOUR OWN WORDS:

Inclusive education is about practices that allow each student to feel respected, confident and safe so he or she can learn and develop to his or her full potential.

It does not require that the curriculum level be decreased or that academic expectations be dropped down, but enhances learning for learners with or without special needs.

This promotes social cohesion, the feeling of belonging, active participation in learning, a holistic school experience and positive interactions with peers and others in the community

DESCRIBE INCLUSIVE EDUCATION IN YOUR OWN WORDS.

- **We accept** ordinary learners as well as disabled learners, learners with behavioural problems and learners with learning difficulties.
- **All children**, regardless of their differences should have the opportunity to learn with and from each other and that all need some form of support in learning
- **We attempt** to change attitudes, behaviour, teaching methods curricula and environments to meet the needs of all children
- **Inclusive education is broader** as it includes the home, the community and other opportunities for education outside of schools
- It is a **dynamic process** which is constantly evolving according to local cultures and contexts and is part of the wider strategy to promote an inclusive society.

7 1 2 What is the difference between mainstream education and inclusion? (8)

2 1 Use a simple table to illustrate the differences between the following concepts inclusion and mainstreaming (4 marks per concept) [8]

WHAT IS THE DIFFERENCE BETWEEN MAINSTREAM EDUCATION AND INCLUSION?

Mainstream education:	Inclusion:
- Get learners to fit into a particular system.	- Recognise and respect differences in learners and build on their similarities.
- Give extra support so learners can fit into a	- Focus on adaptations and support systems in the

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normal classroom routine.

classroom.

- Focus on changes that need to be made in learners so they can fit in

- Focus on learners, teachers and programs as a whole to meet the needs of learners.

LECTURER SLIDE 2016:

MAINSTREAM OR INTEGRATION	INCLUSION
Mainstream is about getting learners to 'fit into' a particular kind of system or integrating them into this existing system.	Inclusion is about recognising and respecting the differences among all learners and building on the similarities.
Mainstream is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine.	Inclusion 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, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.
Mainstream and integration focus on changes that need to take place in learners so that they can 'fit in'.	Inclusion 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.

- 7 1 3 In our schools different learning needs arise from a range of factors
Discuss both intrinsic and extrinsic factors that can cause learners to have learning needs (10)
- 2.2 Discuss the barriers to learning and development that learners may experience with reference to both intrinsic and extrinsic barriers (15)
- 4 4 What do you understand by "intrinsic barriers to learning"? Give examples (6)
- 2 2 The barriers to learning and development emanate from two sources, namely, the intrinsic and the extrinsic factors Use a simple table to indicate five intrinsic and five extrinsic factors (10)
- 3 1 What are extrinsic causes of barriers to learning? (10)

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LECTURER SLIDE 2013

DISCUSS BOTH INTRINSIC AND EXTRINSIC FACTORS THAT CAN CAUSE LEARNERS TO HAVE LEARNING NEEDS.

Manifestations of barriers to learning

Barriers to learning can manifest themselves in various ways: that is, there are external signs from which we can recognise these manifestation.

In the learners themselves – intrinsic barriers (when a physical and / or physiological impairment becomes a disability.

- ◆ Sensory impairments
- ◆ Physical impairments including cerebral palsy
- ◆ Intellectual impairments including Down's syndrome
- ◆ Chronic diseases such as diabetes, TB, HIV/AIDS
- ◆ Epilepsy
- ◆ Autism

Outside learner – extrinsic barriers

- ◆ Socio-economic barriers – poverty, drug abuse, gansters
- ◆ Factors of upbringing such as : mistake in upbringing; overprotecting parents;etc.
- ◆ School factors:
 - Inflexible curriculum
 - Poor teaching
 - Lack of resources
 - School environment
 - Language of learning and teaching
 - School organisation
 - Crowded classrooms

CAUSES OF BARRIERS TO LEARNING

- ◆ Socio-economic barriers
 - ◆ Discriminating attitudes
 - ◆ Inflexible curriculum
 - ◆ Language and communication
 - ◆ Inaccessible and unsafe environment
 - ◆ A lack of empowerment and protective policy
 - ◆ A lack of parental recognition and involvement
 - ◆ Disability
 - ◆ A lack of human resources development

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Internal Barriers to Learning

- Factors **inherent** in learners themselves.
- Learners were born with these or acquired them later on.
- Factors not related to education or environment.
- Include physical, physiological or mental impairments.

Note: degrees of impairments

Have a detrimental effect on learner's progress at school if learner does not receive appropriate support.

- **Note causes:** genetic factors, prenatal/perinatal/postnatal brain damage (epilepsy, cerebral palsy, learning impairments such as dyslexia (difficulty with reading) or dyscalculia (difficulty with arithmetic), intellectual impairment, hearing impairment, visual impairment)

- These learners require **more specialised educational methods and teaching aids.**

STUDENT NOTES:

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** socio-economic 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 discourages.

STUDENT NOTES

DISCUSS INTRINSIC AND EXTRINSIC FACTORS THAT CAN CAUSE LEARNERS TO HAVE LEARNING NEEDS

- **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

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- 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 for eg 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.
 - **Genetic factors** – these are hereditary factors
 - **Prenatal, Perinatal and Postnatal brain damage** – Some physical and/or physiological impairments arise in children as a result of brain damage incurred before, during or after birth.
 - **Personality problems** – some learners have specific personality characteristics that have a negative impact on their achievement at school and give rise to barriers to their learning.
 - **Learning problems** – when they find it difficult to master learning tasks which most other learners in the class can manage eg. In maths or languages etc
 - **Underachievement** – the learner does not do as well as one would expect of someone with his intellectual ability.
 - **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 socio-economic 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

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- **Language** – many learners taught in Eng (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)
- **Job prospects** – many learners leave schools but there are no jobs available so they get depressed and discouraged = underachieve at school
- **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. Other behavioural problems include:

SUMMARY

2.2 The barriers to learning and development emanate from two sources, namely, the intrinsic and the extrinsic factors. Use a simple table to indicate five intrinsic and five extrinsic factors.

Intrinsic Factors	Extrinsic Factors
Sensory impairments	Environment
Physical impairments	Education
Mental or intellectual impairments	Language
Physiological impairments	Culture
Developmental problems	Emotional problems

Explain briefly what is meant by the concept *invisible curriculum*

(5)

Invisible Curriculum – PG 122

- skills such as correct attitudes, views, behaviour, working habits, communication skills and problem-solving skills are usually built in to the normal school curriculum but are not consciously taught
- a good invisible curriculum will emphasise good working habits (organisation, structure, planning, commitment and good school attendance), teamwork, determination, honesty etc which are important characteristics for future success in adult life
- It is important to nurture the above especially LSEN as they will have low self-confidence

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Briefly discuss with the aid of examples the following school factors that can be barriers to learning under the following headings

6 1	Inflexible curriculum	(3)
6 2	Poor teaching	(3)
6 3	Lack of resources	(3)
6 4	School environment	(3)
6 5	Language of learning and teaching	(3)
6 6	School organisation	(2)
6 7	Crowded classrooms	(3)

VARIOUS FACTORS IN OUR SCHOOLS GIVE RISE TO DIFFERENT LEARNING NEEDS.

NAME AND DISCUSS THE SCHOOL FACTORS THAT CAN CAUSE BARRIERS TO LEARNING.:

INFLEXIBLE CURRICULUM

- An inflexible curriculum is rigid and non-inclusive, failing to provide for the diverse group of learner needs in schools today, causes learners to fail.
- What is taught by the curriculum is not applicable to the situation in which the learners find themselves.
- Inadequately trained teachers may use teaching styles which handicap the involvement & initiative of the learner

POOR TEACHING

- Lack of good qualifications
- Don't have expertise to teach English, Maths & Natural Science
- Unmotivated, lazy teachers (not enough time preparing)
- Lack of dedication, responsibility & positive attitude towards learning
- Stereotyped teaching methods – passive process, learner finds no meaning in it

LACK OF RESOURCES

- Lack of human resources – ongoing in-service training of teachers
- Lack of safe buildings and equipment
- Lack of support services to address barriers to learning

SCHOOL ENVIRONMENT

At risk schools are the following:

- Learners and teachers are estranged
- Standards are low & quality is poor
- There are varying expectations of the same learners

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- Most do not complete their studies
- Truancy & disciplinary problems are common
- Learners needs are not accommodated
- Learners not adequately prepared for the future
- Teachers feel isolated & suffer burnout

LANGUAGE OF LEARNING AND TEACHING

- Takes place in 2nd or 3rd language
- Teachers not always fluent in the language of instructions
- Particularly in rural areas
- Virtually no benefit derived from tuition as basic knowledge of English is so bad
- Little exposure to English in rural areas so not possible to reinforce what they learn at school
- Foreign language – English
- Culture reflected in prescribed books is unfamiliar
- 7.6 SCHOOL ORGANISATION 2
- Poor management
- Teachers not in class
- Inconsistent discipline
- general laxness
- no culture of learning
- autocratic vs democratic (authority is delegated so all concerned can participate)

CROWDED CLASSROOMS

- Limited contact with teacher
- Ineffective teaching strategies – repetition, rote learning
- Autocratic styles

ANSWER 2:

Poor teaching

- Poorly trained teachers who are not subject specialists are not aware of the problem areas or where to place emphasis in the subject.
- Unmotivated or lazy teachers.
- Teachers who are not sufficiently sensitive to the various needs of learners in the class
- Stereotyped teaching methods which do not allow learners to show initiative or develop their own strategies to solve problems.

Inappropriate study material

- A curriculum which is not relevant to the learners' culture and needs will cause the learners to find the material boring and meaningless.
- Teachers must link the contents of lessons with the learner's daily life.

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Inefficient school administration

- In schools where the management is poor, where teachers are often out of their classrooms and discipline is inconsistent, a general laxness prevails and there is no culture of learning.
- Discuss two types of school management, that is, autocratic and democratic.

Crowded classrooms

- Crowded classrooms limit the contact between the teacher and the learners.
- Lead to ineffective teaching and authoritarian methods based on repetition and mere imparting of facts.

At-risk schools

- Learners and teachers are estranged
- Standards are low and quality is poor.
- Most learners do not complete their studies.
- Truancy and disciplinary problems are common.

Inflexible curriculum

- It does not provide the diverse needs of all the learners in the class.

SUMMARY

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.

OVERVIEW OF WHITE PAPER 6: SPECIAL NEEDS EDUCATION: BUILDING AN INCLUSIVE EDUCATION AND TRAINING SYSTEM

Ten reasons for inclusion

- ◆ A human right
- ◆ Good educational sense
- ◆ Good social sense
- ◆ The right to learn and live together
- ◆ Accept diversity
- ◆ Respect for one another
- ◆ Uniform and responsive education system

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- ◆ Remove discrimination
- ◆ Positive interaction and learning from one another
- ◆ Rehabilitative and supportive society

INTERNAL / INTRINSIC:	EXTERNAL / EXTRINSIC:
Factors inherent in learners.	At: home, school / environment.
Learners were born with them / developed them later on.	Socio-economic barriers.
Factors not related to environment.	Discriminating attitudes
Physical, physiological / mental impairments.	Inflexible curriculum
Genetic factors.	Language and communication
Prenatal / perinatal / postnatal brain damage.	Inaccessible and unsafe environment
Intellectual, visual / hearing impairment.	A lack of human resources development

7 3 2 Explain what barriers to learning are

(4)

WHAT ARE BARRIERS TO LEARNING?

- It refers to **anything which stands in the way** of a learner being able to learn effectively.
- A learner may experience **one or more barriers** to learning
- It **requires support** to accommodate him in order to reach his full academic potential
- **Barriers can be present in:**
 - **The learner** – when a physical/physiological impairment becomes a disability
 - **The learning centre** – the school
 - **The system of education**
 - **The broader** social, economic and political context (including the environment)
- **Physical and physiological impairments** in learners can be identified at an early stage and can be treated by implementing effective methods and processes.
- **Barriers on the other hand, can occur at any time during the learning process if these learners do not get the necessary support**

WHAT TYPES OF ADAPTATIONS ARE NECESSARY TO REMOVE BARRIERS TO LEARNING AND TO MAKE IT POSSIBLE FOR ALL LEARNERS TO PARTICIPATE?

- **The classroom and school environment** – making changes in the classroom and in the school building and environment that could make it easier for the learners to come to school and to learn and also by using assistive aids that may be needed
- **The learner** – find out how the barriers to learning of the learners in your class affect their learning – find out from specialists and experts what you can do

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- **School subjects** – make changes to subjects you teach in terms of level and expected outcomes including the level at which you teach the subject to the learners as well as the range of subjects
- **Teaching strategies** – make changes to ur teaching methods to suit the learners needs
- **Participation in other school activities** – make changes in order to ensure the learner’s active participation
- **Tests, exams and assessments** – make changes in order to assess the learner’s learning more accurately

SENSORY IMPAIRMENTS

3 3 Two learners in your classroom are exhibiting the following manifestations of barriers

Learner no 1

- rubbing of the eyes
- moves the head when looking at pictures or when reading
- has poor spacing when writing
- refuses to participate in ball games

Learner no 2

- often misinterprets what has been said
- speaks too slowly or too fast
- is often inattentive
- finds it difficult to associate with friends

- | | |
|--|--------------|
| (i) Identify the barriers that each of these learners are experiencing | (2) |
| (ii) Name five more characteristics of this type of barrier as it will manifest in the classroom | (5) |
| (iii) Discuss the causative factors of these barriers that you think the learners are experiencing | (8) |
| (iv) Discuss in detail how you as a teacher, would assist each of these learners in terms of each learner’s specific type of barrier | (10) |
| | 13.51 |

You are a grade 5 teacher (Intermediate Phase) or a grade 8 (Senior and F E T Phase) teacher Two learners in your classroom are exhibiting the following manifestations of barriers

ner no 1

Rubbing of the eyes excessively
 Moves the head when looking at pictures or when reading
 Has poor spacing when writing
 Refuses to participate in ball games

earner no 2

Often misinterprets what has been said
 Speaks too slowly or too fast
 Is often inattentive
 Finds it difficult to associate with peer group friends

- | | |
|---|-------------|
| (i) Identify the barriers that each of these learners are experiencing | |
| (ii) Name FIVE more characteristics of this type of barrier as it will manifest in the classroom | |
| (iii) Discuss the causative factors of these barriers that the learners are experiencing | |
| (iv) Discuss, in detail, how you as a teacher, would support each of these learners in terms of each learner’s specific type of barrier and abilities | [20] |

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GRADE 5 TEACHER . TWO LEARNERS IN YOUR CLASSROOM ARE EXHIBITING THE FOLLOWING MANIFESTATIONS OF BARRIERS.

<p>Learner 1</p> <p>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</p>	<p>Learner 1 has a Visual Impairment</p> <p>Name four more characteristics of each of these types of barriers as they may manifest in the classroom.:</p> <p>Learner 1 – Visual Impairment</p> <ul style="list-style-type: none"> - is unable to see distant things clearly - has difficulty reading or other work requiring close use of the eyes - squints eyelids together or frowns - is clumsy in movement, drags feet and appears to feeling the ground <p>Discuss how you as a teacher would support each of these learners in the classroom in term of each learners specific type of barrier to learning. :</p> <p>Visual Impairment:</p> <ul style="list-style-type: none"> - Learners with myopia or cataracts can sit in the front of the class near chalkboard - a magnifying glass can be used if large print books are not available - Learners with hyperopia would sit in back of class as their far sight vision is better than near vision - learners with albinism should be placed in a darker part of classroom and away from windows - textbooks can be recorded for learners who find it difficult to read text books.
<p>Learner number 2</p> <p>often misinterprets what has been said speaks too slowly or too fast is often inattentive finds it difficult to associate with peer group friends Identify the barriers to learning that each of these two learners are experiencing:</p>	<p>Learner 2 has an Auditory Impairment</p> <p>Name four more characteristics of each of these types of barriers as they may manifest in the classroom.:</p> <p>Learner 2 – Auditory Impairment</p> <ul style="list-style-type: none"> - Watches teachers lips - Finds it difficult to locate source of sound - May have difficulty hearing the bell - Cannot understand if teachers is turned away or teacher lips are covered <p>Discuss how you as a teacher would support each of these learners in the classroom in term of each learners specific type of barrier to learning. :</p> <p>Auditory Impairment</p> <ul style="list-style-type: none"> • overhead projector

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- speak clearly in a normal tone
- use visual signals to gain learners attention
- rephrase questions or content
- test directions, lectures in writing
- que learner to show someone is talking over the intercom
- present words and spelling in sentences
- visual signal to alert dangerous situations
- limit movement and unnecessary gestures
- look up difficult-to-pronounce words in their dictionary

6 2 Why is it important for a teacher to know what visual perception is?

(3)

WHY IS IT IMPORTANT FOR EDUCATOR TO KNOW WHAT VISUAL PERCEPTION IS?

Visual perception problems can affect academic performance in the following ways:

- **sorting & classifying** objects – especially with colours, shapes, sizes and types.
- **Perceiving an object against a background** or in identifying fine details in a picture or identifying two objects which overlap
- **Recalling** what they have just seen
- **Puzzles** – bringing separate pieces together in relation to form a whole

ANSWER 2

WHY IS IT IMPORTANT FOR A TEACHER TO KNOW WHAT VISUAL PERCEPTION IS:

Problems with visual perception can lead to severe learning difficulties in the young child in primary school. It is therefore vital that this kind of problem is identified early & assistance is offered to the child. This is the specialized field of occupational therapists, who need to work in close co-operation with the teacher to overcome this difficulty.

LECTURER SLIDE 2013:

Visual barriers to learning

- ◆ Nearsightedness – myopia
- ◆ Farsightedness – hyperopia
- ◆ Astigmatism
- ◆ Albinism

Identification:

- ◆ Look for behaviour and appearance

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- ✓ Type of eye condition determines the classroom support. Auditory abilities good
- ✓ Hyperopia – at back of class
- ✓ Myopia – near board, large print, clear print
- ✓ Albinism – curtains, away from glare, hat

Visual impairments**Characteristics**

- Loss of or restricted vision influences the language, motor and socio-emotional 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

Practical Classroom Support Strategies:**Visual Barriers**

- ➔ 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.

IDENTIFYING AURAL DISABILITY

- Misinterprets instructions
- Turns head to listen
- Watches lips
- Cant understand teacher if head is turned away
- Difficult to locate sound source
- Speaks too softly/loudly
- Monotonously
- Speaks too quickly/slowly

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- Unusual emotional problems
- Inattentive
- Otherwise occupied if cannot see teacher giving instructions (stares out window)
- Hearing bell ?
- Associating with friends is difficult
- Cant follow instructions given in large hall
- Cant follow whats said in noisy group
- Problems with auditory memory
- Cant retell stories
- Pairs of words starting & ending with different consonants are hard to discriminate (rug, rub pool, tool)
- Relies on gestures
- Avoids oral activities
- Asks teacher to repeat
- Turns up volume of audio aids

3 1 Describe the manifestation of *conductive* hearing loss in the classroom (2)

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

DESCRIBE THE MANIFESTATION OF CONDUCTIVE HEARING LOSS IN THE CLASSROOM

Causes of Aural disability

- **Conductive hearing loss**
- **Sensory neural hearing loss**

Conductive Hearing loss

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

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- In **noisy surroundings these people will hear better** than normal people – In noisy surroundings, e.g. a factory, people are inclined to speak sufficiently louder to hear their own voices. Consequently, their speech is audible to the partially deaf ear. The background noise is softer & less disturbing to the partially deaf.)

Sensory neural Hearing loss

- With sensory neural deafness, not **all cells & nerves are affected at the same time**. The deterioration begins at the parts that perceive the highest frequencies, & then gradually spreads to those that perceive the lowest frequencies.
- **They can easily hear speech** because they clearly hear the low frequencies but have **difficulty in understanding** speech because of loss of hearing for high frequencies – many words will sound similar to them.
- They sometimes **depend on very small differences** to distinguish between sounds
- They **are totally unable to hear in noisy surroundings**
- Not loud, but **clear, slow speech** is the most easily comprehensible
- **Tinnitus (head noises) may cause discomfort. The buzzing is caused by the degenerative process in the hair cells or nerves**

6 3 Describe how auditory perception problems can lead to language problems in the classroom

(5)

DESCRIBE HOW AUDITORY PERCEPTION PROBLEMS CAN LEAD TO LANGUAGE PROBLEMS IN THE CLASSROOM.

- + 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.

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ANSWER 2

DESCRIBE HOW AUDITORY PERCEPTION PROBLEMS CAN LEAD TO LANGUAGE PROBLEMS IN THE CLASSROOM:

The basis of language acquisition is auditory in nature. If a child has an auditory perception problem, several of the following aspects of language development are affected:

1. Cannot pay attention to the teacher's instructions as they cannot differentiate between background & foreground noise, so do not know where to direct their attention. Cannot block out auditory stimuli that distract them.
2. Cannot distinguish contrasts in sounds: hard/soft, fast/slow, high/low, far/near, beginning/middle/end, rhyming words present difficulties. Letters and words which sound the same are confused.
3. Difficult to break words up into syllables & put them together again. May be able to distinguish sounds, but unable to put them together to form a word.
4. Struggle to memorize rhymes & songs and find it hard to repeat sound patterns. Can't remember, or correctly carry out instructions or retell a story in logical sequence.
5. They may hear well, but cannot interpret what they hear.

8 2 Discuss how you, as a teacher, would support a learner with auditory impairment in the classroom

(5)

8 1 Describe five (5) characteristics of auditory impairment that may manifest in the classroom

(5)

LECTURER SLIDE 2013:

AUDITORY BARRIERS TO LEARNING

Conductive hearing loss – better through bone conduction and can hear loud noise. Buzzing sounds

Sensorineural hearing loss -loss of hearing for high frequency sounds –can hear but understand

Identification

Turns head, misinterprets instructions, speaks too loudly or too softly

Classroom assistance

Visual support in classroom, speak clearly in normal tone, overhead projector, use signals

Practical Classroom Support Strategies

Auditory Barriers

- ◆ Use an overhead projector to present material.
- ◆ Assign a peer to take notes using carbon paper.

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- ◆ The peer can also check that the learner is following in the correct place when the class is working on an assignment.
- ◆ Speak clearly in a normal voice and at a moderate pace (speed).
- ◆ Use visual signals to gain the learner's attention.
- ◆ Ask questions to check learners' understanding of orally presented content or directions.
- ◆ Rephrase content or questions to make it more understandable.
- ◆ Supplement information presented orally, with visual aids.
- ◆ Give test directions, assignments and lecture outlines in writing.
- ◆ Cue the learner visually to indicate that someone is talking over the intercom.
- ◆ Make sure that someone explains the message over the intercom to the learners with auditory impairments.
- ◆ Provide learner with outlines, assignments, vocabulary lists before introducing new material.
- ◆ Remember to present all spelling and vocabulary words in sentences.
- ◆ Try to limit movement and unnecessary gestures when speaking to students with hearing impairments.

Hearing Impairments:**Characteristics**

- Often misinterprets instructions
- Turns head to listen
- Watched the teacher's lips
- Cannot understand the teacher if the teacher's head is turned away or the teacher's lips are covered
- Finds it difficult to locate the source of a sound
- Speaks too loudly or too softly
- Speaks monotonously
- Speaks too quickly or too slowly
- Experiences unusual emotional problems
- Is often inattentive
- Stares out of the window if the teacher stands at the back of the class while giving instructions
- May have difficulty hearing the bell ring
- Finds it difficult to associate with friends
- Cannot follow instructions given in a large hall such as a school assembly hall
- Cannot follow what is being said in a noisy or rowdy group
- Experiences problems with auditory memory
- Finds it difficult to retell a story
- Finds it difficult to discriminate aurally between pairs of words starting and ending with different sounds

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7 3 2 Describe EIGHT suggestions which a teacher might use to support a learner with a hearing impairment but is able to speech read (8)

3 2 Inclusive education makes provision for all learners to be included in inclusive education settings Should you have a learner who is deaf but who can speech read (lip read) in your class, what could you do to help this learner with speech reading? (4)

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 eye strain.
- ◆ 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

3 3 You are a Grade three teacher and you have a learner with a hearing impairment in your class You notice that the other learners sometimes laugh behind their hands when this learner makes a language mistake when she speaks What would you tell your class and what would you do to support her? (4)

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.

5 1 Sometimes it is difficult to identify learners with hearing disabilities Describe the manifestation of hearing problems by referring to characteristics which could assist a teacher to identify a possible hearing loss (10)

ANSWERED ALREADY

5 2 Discuss in detail how you as a teacher could provide classroom support to learners with hearing disabilities by referring to learners who find it difficult to follow instructions (10)

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**WHAT SUPPORT CAN U GIVE TO A CHILD WITH A HEARING IMPAIRMENT?**

- **Face them when speaking** - 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
- **Ask questions/rephrase content** for adequate understanding
- **Use lots of visual aids** during oral lessons
- **Give test directions and assignments in writing** as well.
- **Provide outlines, assignments and vocabulary lists** before introducing new work.
- **Present spelling & vocabulary words in sentences** - it could enhance meaning for them.
- Encourage learners to **look up difficult-to-pronounce words** in the dictionary.
- Make use of visual signals to get the learners' attention
- **Speak clearly in a normal tone** of voice and at a moderate pace
- **Agree on visual cues** to use for certain things, for eg, when a message is being announced on the intercom or to alert them of any dangerous situations
- **Involve some of the other learners in the class** by asking someone to take notes using carbon paper and to point to speakers during a group discussion.
- Others can ensure that impaired learners are in the **correct place at the correct time**.
- Work together as a class to **limit unnecessary gestures & movement** in the class
- **Have enough knowledge** about hearing impairments to provide for their needs
- **Communicate with the parents** regularly & have an open channel of comm with them.
- **Make contact with the nearest school** for the deaf in the area and ask for advice on suitable teaching methods and strategies.

You notice that there are two learners in your classroom with hearing and visual impairments.

3.1 Name FIVE characteristics of each of these types of impairment as they may manifest in the classroom. (5 x 2 = 10)

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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.

3.2 Discuss how you as a teacher would support these learners in the classroom in terms of each learner's specific type of barrier to learning (10)

ANSWERED ALREADY

3 1 You have been asked to write a parent newsletter on the topic, "Learners with Hearing Impairments"

3.1 1 Describe the characteristics of learners with hearing impairments (5)

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3 1 2 Provide advice to teachers on how they could support learners with auditory impairments (10)

3.2 Bongani is partially sighted and has recently joined your class

3 2 1 Describe the challenges that Bongani may experience (5)

3 2.2 Explain what you will do in order to accommodate Bongani during your class activities (5)

ANSWER 1**HOW A TEACHER WOULD SUPPORT LEARNERS WITH AUDITORY BARRIERS (PP157-158)**

When teaching learners with an aural disability, it is important to differentiate between a hard-of-hearing child and a child who is deaf.

Hard-of hearing learners may be best assisted in class if they wear a hearing aid and sit in front of the class so as to see the teacher's face most of the time.

The teacher must always speak facing them. The teacher should never turn to the chalkboard while giving explanations or instructions to the class.

The teacher must understand the special educational needs of a deaf child. Lessons must be recorded on tapes.

Adapt instructions or teaching processes so as to assist learners with hearing impairments by:

- Using an overhead projector to present material
- Assign a peer to take notes using carbon paper for the hearing impairment student.
- Teacher must speak clearly in a normal tone of voice and at a moderate pace.
- Ask questions to check understanding orally
- Use visual signals to gain the attention of the learner.
- Supplement information presented orally with visual aids.
- Give test directions, assignments, and lecture outlines in writing. Down syndrome is the result of an oddity of genes in the twenty-first chromosomes. Children with this syndrome usually have a slow rate of learning and other physical symptoms

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.

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- 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.

- 2 1 You have been asked to write an article to be published in *Teach*, a professional development newsletter for teachers on the topic, "Learners with Visual Impairments"
- 2 1 1 Describe the characteristics of learners with visual impairments (5)
- 2 1 2 Provide advice to teachers on how they could support learners with visual impairments (10)
- 2 2 Jessica has recently been assessed as having sensorineural hearing loss
- 2 2 1 Explain what the causes of sensorineural hearing loss are (5)
- 2 2 2 Describe what you will do in order to accommodate Jessica during your class activities (5)

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YOU HAVE BEEN ASKED TO WRITE AN ARTICLE TO BE PUBLISHED IN TEACH, A PROFESSIONAL DEVELOPMENT NEWSLETTER FOR TEACHERS ON THE TOPIC, "LEARNERS WITH VISUAL IMPAIRMENTS:

VISUAL BARRIERS

1. EYE CONDITIONS
2. IDENTIFICATION OF LEARNERS WITH VISUAL DISABILITIES
3. ASSISTANCE TO LEARNERS WITH VISUAL PROBLEMS

1. EYE CONDITIONS:

a. **Refraction Errors** – errors in bending of light ray through eye:

- Near-sightedness/myopia (rays focus in front of macula)
- Far-sightedness or hyperopia (rays focus behind macula)
- Astigmatism (rays fall behind & in front of macula) – hard to distinguish between round letters B/D G/D R/S. Spectacles can rectify.

b. **Cataracts** – clouding of the lens, occurring in old & young. Injury to eye or hereditary, lens transplanted . Thick spectacles.

c. **Strabismus** (Squint) – affected eye pulled to one side & does not look straight at object – double vision results. Weaker image suppressed by brain, so that eye becomes lazy. Common in babies up to 6 months, self-correcting. Spectacles & forcing lazy eye to work, surgery.

d. **Nystagmus** – involuntary oscillation (to & fro, jerky or rhythmical) of the eye, when concentrating on near vision activities. Accompanied by refraction errors or albinism.

e. **Albinism** – lack of pigment causes white skin & hair, reddish eyes. Light sensitive & photophobic, corrective sunglasses.

f. **Trachoma** – infectious eye disease, microorganisms carried by flies. Starts with inflammation of conjunctiva (inner eyelid) & ends in blindness. Scars & blisters form on cornea. Patient becomes photophobic. Infection eventually clears, but damage done. Common in Northern Province & Mpumalanga. Hygiene & clean water NB.

g. **Conjunctivitis** – Infection of membrane covering eye due to bacteria, viruses, parasites, allergies. Itchy, burny, red, pussy eyes. Antibiotic eye drops. Usually not dangerous, but abscesses on the cornea can leave small opaque scars (light transmission interference). Bacteria can enter eye itself, blindness resulting.

h. **Glaucoma** – usually in adults, but can occur at birth & develop any time up to 3. Too much aqueous humour produced in front chamber of eye & outflow is restricted/blocked. Painless pressure builds damaging optic nerve, causing vision loss.

i. **Macular degeneration** – usually hereditary. Sharp central vision in this part of retina, progressively destroyed leaving only side/peripheral vision. Turn heads to see.

j. **Retinitis Pigmentosa** – too much colouring (pigment) in retina causing gradual sight deterioration, from outside inwards, leaving only central vision. Narrowing tunnel. Appears from 6 years & can lose most of sight by 15.

k. **Retinoblastoma** – cancer of the retina, most common malignant eye tumor in children.

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2. IDENTIFICATION OF LEARNERS WITH VISUAL DISTURBANCES:

Eyes often look normal, so look at:

<p>✓ Behaviour</p> <ul style="list-style-type: none"> • Rubs eyes • Shuts one, tilts head, thrusts head forward • Difficulty reading • Excessive blinking, irritable – close work • Unable to see distant things • Squints/frowns • Clumsy, drags feet, feel with feet • Refuses ball games • Moves head when reading/looking at pictures • Loses place often when reading • Confuses letters similar shape B/D R/P • Holds books unusually, or far away • Poor spacing when writing 	<p>✓ Appearance</p> <ul style="list-style-type: none"> • Squint • Red / swollen / crusted • Inflamed, watery • Recurring sties • White skin & lashes • White pupils (pearl in the eye) • Learners of uneven size • Drooping lids • Eyes move excessively
<p>✓ Complaints</p> <ul style="list-style-type: none"> • Itching, burning, scratchy • Cant see well • Dizziness, headaches, nausea after close work • Blurred / double vision • Cant see in bright light <p>Notice severity & frequency of problem</p> <p>Snellen chart</p> <p>Optometrist or ophthalmologist – not GP (cant determine degree of visual loss)</p>	

3. ASSISTANCE TO LEARNERS WITH VISUAL PROBLEMS:

Loss of/restricted vision also influences language, motor & socio-emotional development – must be taught from early age, otherwise they lag behind.

Blind learners – taught to make better use of remaining senses

Partially sighted – taught to use vision with other senses

A. STIMULATION OF THE SENSES

B. LANGUAGE STIMULATION

C. PHYSICAL DEVELOPMENT

D. ORIENTATION & MOBILITY

E. SOCIO-EMOTIONAL DEVELOPMENT

F. CLASSROOM ASSISTANCE

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A. STIMULATION OF SENSES

- Blind Learners:

Stimulate other senses to compensate:

- ✓ Hearing

- o Orientation to surroundings & movement toward a spot
- o Develop & sharpen hearing
- o Localize sounds
- o Estimate distance between themselves & objects
- o Optimal use of auditory memory (tel no's)
- o Auditory exercises: Listen to sounds, read story & let them tell it, ask what they do weekends

- ✓ Touch & kinaesthesia

- o Depend on touch (tactile) & movement (kinaesthetic)
- o To detect shape, line, form
- o To orient themselves in ltd space
- o Fingers – more dexterous
- o Improve sensitivity
- o Improve fine tactile discrimination - Braille
- o Point out characteristics of shape placed in child's hand
- o Activities to improve fine motor co-ordination: punch holes, play dough, tear paper strips, button & zip garments, match shapes – blocks or figures
- o Blind don't respond spontaneously – no stimulus to watch/imitate.
- o Touch has limitations – objects out of reach

- ✓ Smell & taste

- o NB in orientation & mobility

- ✓ Residual vision

- o Enough to walk freely
- o Use remaining vision in conjunction with other sense
- o Age of blindness determines what impressions are retained (before 5-7 usually retain no impressions)
- o Teachers can assist by getting them to describe stories & events from the past

- Partially sighted learners

Take into account the particular eye condition & degree of residual vision.

Encourage them to combine vision with nonvisual methods which leads to heightened efficiency.

The more the eyes are used, the better they function.

Partially sighted learners are inclined to see only globally, must be taught to observe details Encouraged to use hearing & touch simultaneously to reinforce visual impressions.

B. LANGUAGE STIMULATION

No visual stimulation, yet must have concrete experience before understanding language describing experience. Give them running commentary of what's going on around them, describe objects while they touch them. Field trips, use of materials, play with conversations, stimulate language development.

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C. PHYSICAL DEVELOPMENT

Must be purposefully taught to touch, crawl & walk. Movement games help rhythmic walk. Teach balance & correct posture. Movement exercises are very NB, contributing to sound motor development & release for pent-up emotions.

D. ORIENTATION & MOBILITY

Orientation is “the process of using the senses to establish one’s position and relationship to all to the significant objects in one’s environment.” – for blind people, it’s a plan of a particular route, using senses.

Mobility is the actual location from starting point to anticipated destination – applying orientation plan.

Laterality (true relation of parts of the body, posture moving & locating objects) should be well established for orientation & mobility. Teach them left & right sides to detect origin of sounds.

E. SOCIO-EMOTIONAL DEVELOPMENT

Need not lag behind. Must play with others. May appear to have little respect for rights of others – sharing teacher’s attention. Strabismus & cataracts may cause teasing & withdrawal. Partially sighted learners don’t have conspicuous disability, but try to hide their defects when peers don’t understand them.

F. CLASSROOM ASSISTANCE

Type of condition & amount of residual vision determines assistance. Myopia & cataracts – sit in front of class near board, repeat what’s written to them.

Use large print books or magnifying glass, bolder lines than normal classwork books. Darkest copies. Clear, attractive & meaningful printed materials.

Hyperopia – sit at back of the class, enjoy outside play.

Albinism – sit away from windows, or facing away from them, with curtains regulating light. Clothing for sunburn & skin protection lotions.

Record books on tape, more than one copy as they may misplace.

Keep doors open or closed – safety hazard. Clear passages between

LIST 10 BEHAVIOURAL SIGNS THAT COULD ALERT TEACHERS TO A LEARNERS VISUAL PROBLEMS:

- The learner rubs eyes excessively
- Holds reading material unusually close to the eyes or unusually far away
- Has poor spacing when writing
- Moves head when reading or looking at pictures
- Loses place when reading very quickly
- Unable to see distant things clearly
- Frowns
- Is clumsy (feels with feet)
- Refuses to participate in ball games
- Steps too high or too low when going up or down stairs

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

(10)

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**WHAT BEHAVIOUR COULD GIVE TEACHERS AN INDICATION THAT A LEARNER IN THEIR CLASS MIGHT HAVE A VISUAL BARRIER?****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

Eye conditions**• Refraction Errors**

- Nearsightedness / myopia
- Farsightedness / hyperopia
- Astigmatism

• Cataracts – the clouding of the eye (more common in older people)**• Strabismus (Squint)** – the eye muscles do not function correctly & eye is pulled to side**• Nystagmus** – involuntary movement of eye. Cannot be corrected.**• Albinism** – lack of pigment in the eye leads to severe photophobia (light sensitive)**• Trachoma** – disease carried by flies that cause blindness**• Conjunctivitis** – infection of the membrane covering the surface of eye, becomes red

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- **Glaucoma** – painless pressure builds up in eye & damages optic nerve – loss of vision
- **Macular degeneration** – retina gradually destroyed - person has only peripheral vision
- **Retinitis pigmentosa** – too much pigment in eye distorts light – gradual deterioration

The type of visual impairment and the amount of residual vision would determine the support given to a learner in the classroom Discuss the statement (10)

SUPPORT FOR A LEARNER WITH A VISUAL IMPAIRMENT?

- The type of eye condition will determine the assistance given to a learner in class:
 - **Myopia & cataracts**
 - **Keep them seated** in front of the classroom in order to optimise their vision.
 - **Repeat** what's written on the board to help them check their own written work.
 - **Have a magnifying glass** handy in the classroom for books with small print
 - Ensure that the **lines in their work books are clear** ¬ dull - difficult to see.
 - Ensure that **printed materials are clear at all times**, using white paper and black writing as the contrast in print and background makes it clearer to see.
 - Ensure that **printed mats are printed in larger letters** &good spacing is used.
 - **Hyperopia**
 - **Sit at the back of the class**
 - **Albinism**
 - Sit in a darker place in the class – away from window or a glare
 - They should wear long sleeves and trousers and hats with wide rims
 - **In General**
 - **Record textbooks** for those that find it difficult to read their textbooks.
 - **Questions could be recorded** onto tape to ensure comprehension.
 - Keep **doors either opened or closed** as these could be a safety hazard.
 - **Pathways** between the desks should be clear to prevent any of the learners from stumbling over objects and hurting themselves or others.

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**ANSWER 2**

Visual barriers to learning experienced by learners are not the same, therefore the amount of residual vision and eye conditions should determine the amount or type of assistance to be given to learners with visual barriers. These eye conditions include myopia (near-sightedness), hyperopia (farsightedness), astigmatism, albinism, blind learners and partially sighted learners.

Learners with myopia and cataracts should sit in front, near the chalkboard. The teacher should also allow them to sit closer to the board to see better. It is a good idea to respect what is written on the chalkboard to help the learners check their own written work.

A magnifying glass may also be used if large print books are not available. Instead of using ordinary classwork books with dull lines, one could draw parallel lines on blank A4 paper, using a black pen (a marker 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 classwork books.

Printed material should be clear, attractive and meaningful. Reading materials that display the greatest contrast between the print and the paper are the easiest to see. Black large letters and good spacing is best. When handing out duplicated copies to learners, make sure that the visually impaired learner receives the darkest, clearest copies.

Learners with hyperopia would prefer to sit at the back of the class. They prefer to sit at the back of the class. They would enjoy outside play but may not be interested in school work.

The teacher should allow learners suffering from albinism to sit in a darker place in the classroom, away from the windows. Curtains should regulate the light coming in through the windows. To avoid a glare, learners should work facing away from a window if no curtains are available.

In a bid to assist the blind learners the teacher should stimulate the learners' other four senses to try to compensate for the loss of the visual sense. The other senses are the sense of hearing, touch, smell and taste, and the kinaesthetic sense which involves the sense of touch as well as movement.

Partially sighted learners can see, therefore, the visual sense should be stimulated but the particular eye condition and degree of residual vision should be taken into consideration. The teacher should encourage the partially sighted to combine vision with nonvisual methods. This leads to heightened efficiency. Over and above all, they should be taught to utilise residual vision fully.

Partially sighted learners are inclined to see globally only. They must be taught to observe finer details, for example, on excursions their attention must be drawn to details such as the various shapes of flowers, leaves and other objects such as insects. Where possible partially sighted learners must be encouraged to use their senses of hearing and touch simultaneously to reinforce their visual impressions.

By and large, in order to assist visual impaired learners teachers can record textbooks on audio tapes for learners who find it difficult to read their textbooks. Teachers must make sure that the background noise is limited and they must read fluently and not too fast. The recording must be easy to follow, by playing one paragraph before reading the whole chapter.

Doors should be kept either opened or closed because open doors can be a potential safety hazard to visually impaired learners who could bump into them and hurt themselves. Passages between desks should be clear to prevent visually impaired learners from stumbling over stray objects on the floor.

9 3 What will you say to the other learners if a new learner who has albinism is admitted to your class? (5)

9 4 What can you do to help this learner in the classroom? (5)

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- Sit in a darker place in the class – away from window or a glare
- They should wear long sleeves and trousers and hats with wide rims

PHYSICAL IMPAIRMENTS

2 5 Physical impairments - cerebral palsy

2 5 1 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 [8]

2 5 2 In your own words, explain what CP is [2]

2 5 3 Do you think CP can be cured? State one reason to support your answer [2]

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 (8).

• **Spasticity:** It is a common form of cerebral palsy which is characterised by muscle stiffness and contraction which causes disharmonious and jerky movement when a child tries to move or walk.

• **Athetosis:** This is a type of cerebral palsy which causes a lack of control in the child's body and this manifest itself in repeated involuntary and exaggerated movements, which cause hearing loss and speech defects.

• **Rigidity and tremor:** Rigidity is a severe degree of cerebral palsy and tremor is spontaneous, regular, rhythmic, involuntary movements.

• **Cerebellar ataxia:** A disturbance of equilibrium and coordination caused by a damaged cerebellum.

• **The mixed group:** These are various mixed types of cerebral palsy, which may be manifested in different combinations, for example, Athetosis and spasticity combined.

2.5.2 IN YOUR OWN WORDS, EXPLAIN WHAT CP IS? (2)

Cerebral palsy is a physical impairment of the brain which caused paralysis or stiffness of the body limbs due to poor brain function or development. Motor skills could not be properly functional due to this impairment.

2.5.3 DO YOU THINK CP CAN BE CURED? STATE ONE REASON TO SUPPORT YOUR ANSWER (2).

Yes, it can be treated. The reason is that there are some neurologists, who are specialists in the field of the brain and the central nervous system as whole. These specialists will examine and treat all neurologically related physical disabilities.

CEREBRAL PALSY

- ◆ • 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.

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- ◆ • 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.
- ◆ • If learners write extremely slowly, you may allow them to do tests or exams orally.

SUPPORT TO A LEARNER WITH CEREBRAL PALSY?

- **Arrange the furniture** in a way that they are able to move around freely
- The **washbasin and toilet** must be easily accessible.
- **Store classroom apparatus** away & position activities in places where the learners will be able to reach for it themselves.
- **Encourage learners to become independent** - organise the floor & table games which are easy to manage and which will encourage participation.
- Encourage them to **use disabled limbs**
- **Give them chores & responsibilities** – will feel just as important as the others
- Encourage him 2 **join in group activities** - to feel as a participant in group situations
- Help him to **feel physically & emotionally secure**-may explore with confidence
- **Explain to the rest of the class** to obtain & maintain understanding and cooperation
- **Comfortable with orthopaedic aids** & try to make the class & other areas easily accessible – so they can move around freely in the class while using their aids
- **With medication** – make sure that they take their medication regularly.
- **Keep close contact with parents** to keep up to date of any changes or developments.
- **Try to find a typewriter**, tablet or a notebook for learners who have difficulty with their handwriting and allow them to do tests or exams orally if and when necessary.
- **Restrict incidents** that might distract attention – to focus on the work to complete.

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- **Make provision for periods of absences** & assist with catching up of missed work.
- **Be creative in your teaching** - improvise when necessary and provide whatever assistance you can in order to assist learners.

Three learners with physical impairments are admitted to your school: two have cerebral palsy and one is in a wheelchair. You are requested by the principal to talk to the staff about these three learners. Prepare your talk and include the causes and medical background to these physical impairments. The main part of your talk should deal with support in the classroom.

12 1 What is the difference between paraplegia and quadriplegia? (5)

WHAT IS THE DIFFERENCE BETWEEN PARAPLEGIA AND QUADRIPLÉGIA?

ANSWER 1

2.2 What is the difference between paraplegia and quadriplegia?

Paraplegia: Lower limbs are affected

Quadriplegia: All four limbs are affected

ANSWER 2:

- ➔ 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.

TYPES OF PHYSICAL DISABILITY

Neurologically related physical disabilities (brain & spinal cord)

- **Spina bifida**
 - Baby is born with an **opening in the spinal column**
 - **At the opening** - membrane may bulge to form a sac containing cerebrospinal fluid & a part of the spinal cord
- **Paraplegia & quadriplegia**
 - **Paraplegia:** inability to move & absence of sensation in the **lower limbs**
 - **Quadriplegia:** inability to move all **four limbs**

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➤ The **spinal cord cannot relate information from brain to limbs** – *not the same as cerebral palsy*

- **Epilepsy**

➤ Physical disability with **neural connections**

➤ **Definition: sudden disturbance in brain function** caused by unusual electrical activity in the brain cells. Disturbance is temporary & once over the person returns to normal

- **Cerebral Palsy**

➤ A **section of the brain has been damaged** / failed to develop before brain is fully grown

➤ There are **observable signs** that the motor system has been affected

➤ Disability **may vary in degree** from mild to severe

➤ **Condition is complex** because there are usually other malfunctions

Causes of cerebral palsy

- Caused by an **underdevelopment of / damage** to certain parts of the brain concerned with movement

- This condition can be **caused by prenatal, perinatal or postnatal factors** – anything that prevents brain from getting enough oxygen can cause brain damage

Classification of cerebral palsy

The **topographical classification** (part of the body which is affected):

1. **Monoplegia.** One limb is affected.
2. **Hemiplegia.** One side of the body is affected.
3. **Paraplegia.** The lower limbs are affected.
4. **Triplegia.** Three limbs are affected.
5. **Quadriplegia or tetraplegia.** All four limbs are affected. When the legs are more severely affected than the arms, the term is **diplegia**.

- **Postpoliomyelitis (polio)**

➤ **Viral infection** which damages the motor cells in brain & spinal chord

Physical disabilities of the skeleton & muscles

- **Amputation** - loss of limb through accident or surgery
- **Deformed limbs** – born without limbs or have deformed limbs
- **Burn lesions** – person becomes physically disabled due to severe burns

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Physical impairment

Spina bifida, paraplegia and quadriplegia, cerebral palsy, epilepsypostpoliomyelitis, amputation, burn lesions, deformed limbs

Classroom assistance




- ◆ Classroom arrangement
- ◆ Organise floor games
- ◆ Storing apparatus not out of reach
- ◆ Encourage independence
- ◆ Classroom easily accessible
- ◆ Should be able to move around in classroom
- ◆ Washbasin to wash
- ◆ Toilet facilities

SUPPORT TO A LEARNER WITH CEREBRAL PALSY?

- **Arrange the furniture** in a way that they are able to move around freely
- The **washbasin and toilet** must be easily accessible.
- **Store classroom apparatus** away & position activities in places where the learners will be able to reach for it themselves.
- **Encourage learners to become independent** - organise the floor & table games which are easy to manage and which will encourage participation.
- Encourage them to **use disabled limbs**
- **Give them chores & responsibilities** – will feel just as important as the others
- Encourage him 2 **join in group activities** - to feel as a participant in group situations
- Help him to **feel physically & emotionally secure**-may explore with confidence
- **Explain to the rest of the class** to obtain & maintain understanding and cooperation
- **Comfortable with orthopaedic aids** & try to make the class & other areas easily accessible – so they can move around freely in the class while using their aids
- **With medication** – make sure that they take their medication regularly.

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- **Keep close contact with parents** to keep up to date of any changes or developments.
- **Try to find a typewriter**, tablet or a notebook for learners who have difficulty with their handwriting and allow them to do tests or exams orally if and when necessary.
- **Restrict incidents** that might distract attention – to focus on the work to complete.
- **Make provision for periods of absences** & assist with catching up of missed work.
- **Be creative in your teaching - improvise when necessary and provide whatever assistance you can in order to assist learners.**

A Hemiplegia Arm, body, leg affected on one side	B Diplegia Legs affected more than arms	C Quadriplegia Whole body affected
 <p>Arm turned in and bent Hand fisted, Leg turned in and bent, Tiptoe standing.</p>	 <p>Arms slightly clumsy Legs pressed together and turned in Tiptoe standing</p>	 <p>Poor head control Arms turned in & bent Legs pressed together Tiptoe standing</p>

4 1 What is cerebral palsy?

(2)

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.

4 2 Describe which support a teacher could render to young learners with physical impairments in the classroom

(8)

WHAT ASSISTANCE COULD YOU GIVE A LEARNER WITH A PHYSICAL IMPAIRMENT IN YOUR CLASSROOM?

- ◆ See that the learners are comfortable with their orthopaedic aids.
- ◆ Make classroom an other areas accessible.
- ◆ Learners should be able to move around freely in the classroom, 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.

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- ◆ 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

DOWN SYNDROME

WHAT IS DOWN SYNDROME?

- Down syndrome is a genetic condition.
- There are three types of down syndrome :

Trisomy 21, (nondisjunction),
translocation and
mosaicism

- Down syndrome is a chromosomes condition associated with intellectual disabilities

If a learner with Down's syndrome has visual perceptual problems and problems with motor skills, what implications could it have for the classroom? What strategies could a classroom teacher employ to support this learner with classroom activities?

(10)

NAME THE TYPES OF VISUAL PERCEPTION PROBLEMS THAT A LEARNER WITH DOWN SYNDROME MIGHT HAVE:

- Ordering – model pattern concrete objects matching directly
- Reversal of images – over learning using visual/tactile/verbal cues
- Random visual – rote learns (telephone number), scan from right and down the page

WHAT IS DOWN SYNDROME AND WHAT ARE THE EFFECTS THEREOF

- It is the result of **an oddity of genes** in the twenty first chromosome
- Usually have a **slow rate of learning and other physical symptoms**. Children with Down Syndrome are often very lovable hence the name "children from heaven"
- In order for the learner with Down's syndrome to be included in school activities, the following **characteristics will need to be given consideration:**
-

MEDICAL ISSUE/ PHYSICAL CHARACTERISTICS	IMPLICATIONS	STRATEGIES
<p>Motor Skills</p> <p>Poor manipulation skills due to:</p> <ul style="list-style-type: none"> • Hypotonia (low muscle tone) • Low shorter limbs • Reduced stamina 	<ul style="list-style-type: none"> • Handwriting may be oversized or undersized and light/sketchy • Manual skills like cutting, using concrete material & equipment may be less accurate and completed more slowly 	<ul style="list-style-type: none"> • Use alternate tasks for recording eg: cut and paste for multiple choice questions • Use large/adapted equipment – ruler with a bridge for gripping • Reduce the amount of

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	<ul style="list-style-type: none"> ● Slow at drawing up tables, charts etc 	<p>activities/work expected</p> <ul style="list-style-type: none"> ● Provide proformas in a larger size with some info already recorded
<p>Visual Perception</p> <ul style="list-style-type: none"> ● Difficulty - ordering & patterning ● Reversal of images ● Difficulty reading information presented in a random way 	<ul style="list-style-type: none"> ● Difficult to perceive and predict a pattern or sequence ● Unable to reliably read a number eg: 43 becomes 34 ● Will miss info when presented in a cluttered or random manner 	<ul style="list-style-type: none"> ● Model patterning by using concrete objects ● Rote learn numbers ● When counting physically touch or move or cross out objects
<p>Cognitive - Intellectual</p> <ul style="list-style-type: none"> ● Comprehension/ interpretation of verbal written instructions appear to be more advanced than actual ability level ● Literal understanding of vocabulary ● Abstract thinking is limited ● Unable to transfer knowledge to a new situation ● Unable to separate pieces of information to form links 	<ul style="list-style-type: none"> ● May be more skilled in reading than maths. ● Comparisons are difficult as they vary in their abilities and skills ● Working pace is slow ● Appear/confirm to understand but fail to comprehend the task ● Misinterpret words with more than one meaning eg light ● Unable to interpret and complete a task 	<ul style="list-style-type: none"> ● Reduce the workload so he can complete activities ● Teach components of a skill in sequence. When mastered - model the whole process ● Abstract concepts need to be supported by using concrete materials and learn by rote. ● Teach each piece of info separately while continually showing the links visually eg: 4+1=? It won't mean the same to them as 1 + 4 =?
<p>Memory</p> <ul style="list-style-type: none"> ● Short-term memory is poor ● Long-term recall is poor ● Difficulty recalling and following the sequence of a process – eg. Using a calculator 	<ul style="list-style-type: none"> ● Unable to store info long enough to process and respond to it ● Incorrect responses to previously known skills ● Difficulty getting started as they are unsure of sequence 	<ul style="list-style-type: none"> ● Use visual instructions ● Use over learning and ongoing revision of skills ● Use rehearsals (self talk) to go through a process ● Eg: turn on the calculator, verbalise each number and symbol

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<p>Specific learning difficulties</p> <ul style="list-style-type: none"> • Are easily distracted by visual distractions, noise & movement • Experience difficulty attending when the task is perceived as difficult or boring • Experience more difficulty attending to verbal info when they are part of a large group • Experience difficulty focussing on and responding to key element of verbal info and tasks 	<ul style="list-style-type: none"> • Work is incomplete • Adult intervention is often required to keep the student on the task • The student will exhibit a range of problem behaviours – may not follow whole class verbal instructions – only follows the last instruction • Learner may pick up an element of the instruction and go off on a tangent in their thinking 	<ul style="list-style-type: none"> • Remove the student to a less distracting environment • Give simplified instructions • Use visual displays of tasks to be completed followed by a reward/free time activity. • A number of shorter tasks produce better results than one longer task • Redirect the learner • Provide visual prompts
<p>Errorless learners</p>	<ul style="list-style-type: none"> • Difficult to correct wrong responses 	<ul style="list-style-type: none"> • Don't allow a learner to practice/internalise an incorrect procedure/task as it is difficult to unlearn and re-teach something
<p>Failure Avoidance</p>	<ul style="list-style-type: none"> • Refuse to attempt a task if it is perceived as too difficult - like too much info, written or verbal, even if the task is appropriate 	<ul style="list-style-type: none"> • Present only a small task/ part of a task at a time • Present activities in a routine format, intro changes to format or task gradually

6 1 What is Down's syndrome and why should a teacher know what Down's syndrome is? (4)

WHAT IS DOWN SYNDROME AND WHY SHOULD A TEACHER KNOW ABOUT IT?

- ◆ Down 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 syndrome are usually a very lovable person and therefore they are sometimes referred to as the 'children of heaven'.

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6 2	What type of motor skill problems might a learner with Down's syndrome have?	(3)
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WHAT TYPES OF MOTOR SKILL PROBLEMS THAT A LEARNER WITH DOWN SYNDROME MAY HAVE?

- Hypotonia
- Shorter limbs
- Reduced stamina

6 3	What strategies can a teacher employ to support the motor skill activities of such a learner?	(3)
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LECTURER SLIDE 2013

Learners who are intellectually impaired have a generalised or global delay in all areas of development.

Down's syndrome

Motor skills

- ◆ Poor manipulation skills due to:
- ◆ Hypotonia (low muscle tone) in arms, hands, back
- ◆ Shorter limbs and digits.
- ◆ Reduced stamina.
- ◆ Handwriting may be oversized; cutting slowly, slow at drawing up charts

Support

- ◆ Use alternate tasks for recording e.g. cut and paste, multiple choice.
- ◆ Use large/adapted equipment such as a ruler with ridge for gripping
- ◆ Reduce the amount of activities or work expected.
- ◆ Provide proformas in a larger size with some information already recorded.

Visual Perception

- ◆ Difficulty ordering a sequence.
- ◆ Reversal of images.
- ◆ Random visual scanning.
- ◆ Difficulty in perceiving and predicting a pattern or sequence.
- ◆ Unable to reliably read a number e.g. 43 become 34, 6 for 8

Support

- ◆ Model pattern by using concrete objects below or on top of a given pattern
- ◆ Over learning using visual, tactile or verbal cues
- ◆ Rote learns number e.g. telephone number.
- ◆ Teach to scan from right and down the page.
- ◆ When counting physically touch, moves or cross out objects

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8 1 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 characteristics and learning characteristics of a learner with an intellectual disability

(10)

“Intellectual disability can be caused by a great number of factors” Please discuss Also indicate specifically the interaction between extrinsic and intrinsic factors impacting on the causative factors

7.1 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.

An intellectual disability not only affects the child’s school performance but also the whole personality.

DEVELOPMENTAL CHARACTERISTICS:

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

LEARNING CHARACTERISTICS:

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

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 CHARACTERISTICS AND LEARNING CHARACTERISTICS OF A LEARNER WITH AN INTELLECTUAL DISABILITY.

- Mental capacity below normal
- Does not learn as easily as others
- Salient feature: Impaired amount & rate of learning
- Most common of all forms of disability
- Influences personality development from early age
- Appear normal – little sympathy & understanding
- Cant keep up, don’t understand – impaired self-concept
- Develop behaviour patterns

INTELLIGENCE:

- Ability to handle abstract concepts
- See connections & master new learning content
- Adapt effectively to new circumstances/situations

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Intelligence Quotient (IQ) provides quantitative indication of intellectual functioning. Assuming it is:

- Reliable (repeatable)
- Valid (represents truly)

ANSWER 3:

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).

Intellectual disability refers to a limited intellectual ability. Various terms such as mental handicap, mental retardation, mental sub-normality and intellectual handicap are used to refer to limited intellectual abilities. Therefore, an intellectually disabled child is a child whose mental capacity is below what is regarded as normal. This lesser intelligence means that this child does not learn as easily as other learners.

Besides hampering a learner's performance, intellectual disability also greatly influences development and personality of the learner. There are several reasons which make it very important for a teacher to know how intellectual disability can affect the development of a learner.

Developmental characteristics of the intellectually disabled learner:

- Intellectually disabled learners develop according to some pattern as normal learners, but not at the same pace, hence, they have a developmental deficit.
- The learners experience problems in their cognitive development. The rate of development is slow, the level reached is below normal and there are specific deficits.
- Deficits in language development are common to all intellectually disabled young learners. Vocabulary is limited and lacking variety. Sentence construction is simple and stereotyped.
- Understanding high-level language is low, articulation is poor, and voice errors are common.
- The learners generally experience perceptual difficulties. Perceptualisation is less precise and more superficial than that of other learners. They don't see differences easily. They give greater preference to visual than auditory modalities. Therefore, they learn more easily by seeing than by hearing.
- Usually, they have difficulty with their motor skills development. With regards to their fine motor skills development, they experience difficulty in mastering intricate skills.
- As a result of repeated failures, these learners often experience anxiety and tension. They cannot easily assess situations and are not able to predict the results of their actions.
- They depend on others.

LEARNING CHARACTERISTICS OF LEARNERS WITH INTELLECTUAL DISABILITY

- These learners learn at a slower rate than that at which other learners learn and the amount they learn is also less.
- It is important for teachers to find out how these learners learn and what their learning problems are. If the

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teacher knows why they learn with difficulty, he or she will know how to help them to learn more.

- As far as motivation is concerned these learners show a lack of that inner vitality which should move them to learn. They experience failure so often that they grow discouraged and do not wish to try again.
- These learners take a long time to pay attention in the classroom. Their resistance to distractions is weaker and their span of attention is very brief. In other words they lose interest quickly because they cannot concentrate as well as other learners can.
- Furthermore, these learners have difficulty with conceptualisation because of the poor quality of their perception. They are also slow to carry out cognitive operations such as grouping, sorting and arranging. Their thinking is more concrete, and not as flexible as that of other young learners and therefore they cannot easily think or reason in terms of abstract concepts.
- They have to hear something more than once to be able to remember it. They can only cope with a small amount of information.
- Finally, these learners find it difficult to transfer what they have learnt to different situations. This applies to rules they have learnt, to methods of solving problems and certain forms of behaviour.

4 3 A young learner with Down's syndrome may have the following characteristics as far as motor skills are concerned. Discuss the implications of this for teaching the learner and describe the strategies that you could employ to support the learner in the class

Motor skills poor manipulation skills due to

4.3.1 Hypotonia (low muscle tone) in arms, hands, back

4 3.2 Shorter limbs and digits

4.3.3 Reduced stamina

(8)

ANSWERED ALREADY

A barrier to learning manifests itself in the following ways sentences are short with very simple content, do not always understand instructions, vocabulary is limited, use incorrect sentence constructs, have difficulty following abstract conversations, describe a concept but cannot remember the term for it Identify the barrier by naming it and indicate how you would assist the learner specifically when he or she does not understand your instructions

(5)

ANSWERED ALREADY

4.4 Do you think that a learner with Down's syndrome should be admitted to a mainstream school? Provide reasons for your answer

(2)

OWN ANSWER

I think they should, provided there has been consultation with the parents and the school and that all the learning needs of the learner are met. Some schools allow this provided the child has their own class assistant provided by the parents and also that the family pay for this.

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**QUESTION 4: WRITE AN ESSAY ON DOWN SYNDROME**

“Down 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” Discuss the implications of teaching learners with Down syndrome, with specific reference to their unique characteristics. (25)

LECTURER SLIDE

DOWN 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.

Motor skills' challenges are common.

Poor manipulation due to:

- Hypotonia (low muscle tone) in arms and hands
- Shorter limbs and digits
- Reduced stamina

Implications of motor skills' challenges are that:

- Handwriting may be oversized or undersized and light/sketchy
- Manual skills such as cutting, using concrete materials and equipment may be less accurate and completed more slowly.

Visual Perception:

- Difficulty ordering a sequence
- Reversal of images
- Random visual scanning

Implications of visual perception difficulties are:

- Difficulty in perceiving and predicting a pattern/sequence
- Unable to reliably read a number e.g. 43 becomes 34, 6 for 8 etc
- Will miss information when presented in a cluttered or random manner.

Cognitive characteristics include:

- Learners exhibit a wide range of abilities
- Comprehension/interpretation of verbal and written instructions appear to be more advanced than actual ability/level.
- Abstract thinking is limited

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<ul style="list-style-type: none"> - Learners are unable to transfer knowledge to a new situation - Learners are unable to separate pieces of information and form links <p>Implications of cognitive characteristics are:</p> <ul style="list-style-type: none"> - Asynchrony across subject areas i.e. may be more skilled in reading than in mathematics. A learner with Down syndrome varies in her/his abilities and skills compared to her/his peers. <p>Comparisons are difficult</p> <ul style="list-style-type: none"> - Working pace is usually slow due in part to intellectual disability and poor motor skills. - Appears to understand/confirm he/she understands but fails to comprehend the activity. - The learner will misinterpret words with more than one meaning e.g. light can relate weight or illumination - Unable to interpret and complete tasks <p>Memory</p> <ul style="list-style-type: none"> - Short term (working) memory is poor. - Long-term recall is poor. - Difficulty recalling and following the sequence e.g. using a calculator. <p>Implications of limited memory are that learners may:</p> <ul style="list-style-type: none"> - Be unable to store information long enough to process and respond to it. - Use incorrect responses to previously known skills. - Experience difficulty getting started as they are unsure of the sequence. <p>Attending skills</p> <ul style="list-style-type: none"> - Learner's work is incomplete - Adult intervention is frequently required to keep the learners on the task - Learners will exhibit a range of problem behaviors. They may not follow the whole class verbal instructions. <p>They tend to complete the last section of the activity.</p> <ul style="list-style-type: none"> - Learners may pick up an element of the instruction and go off on a tangent in their thinking. <p>Support Strategies (motor skill problems experienced by learners with Down Syndrome):</p> <p>Use alternative tasks for recording e.g. cut and paste, multiple choice, etc.</p> <p>Use large/adapted equipment (ruler with ridge for gripping, blackboard compass)</p> <p>Reduce the amount of activities/ work expected.</p> <p>Provide proformas in a large size with some information already recorded.</p>

- Learners are unable to transfer knowledge to a new situation
- Learners are unable to separate pieces of information and form links

Implications of cognitive characteristics are:

- Asynchrony across subject areas i.e. may be more skilled in reading than in mathematics. A learner with Down syndrome varies in her/his abilities and skills compared to her/his peers.

Comparisons are difficult

- Working pace is usually slow due in part to intellectual disability and poor motor skills.
- Appears to understand/confirm he/she understands but fails to comprehend the activity.
- The learner will misinterpret words with more than one meaning e.g. light can relate weight or illumination
- Unable to interpret and complete tasks

Memory

- Short term (working) memory is poor.
- Long-term recall is poor.
- Difficulty recalling and following the sequence e.g. using a calculator.

Implications of limited memory are that learners may:

- Be unable to store information long enough to process and respond to it.
- Use incorrect responses to previously known skills.
- Experience difficulty getting started as they are unsure of the sequence.

Attending skills

- Learner's work is incomplete
- Adult intervention is frequently required to keep the learners on the task
- Learners will exhibit a range of problem behaviors. They may not follow the whole class verbal instructions.

They tend to complete the last section of the activity.

- Learners may pick up an element of the instruction and go off on a tangent in their thinking.

Support Strategies (motor skill problems experienced by learners with Down Syndrome):

Use alternative tasks for recording e.g. cut and paste, multiple choice, etc.

Use large/adapted equipment (ruler with ridge for gripping, blackboard compass)

Reduce the amount of activities/ work expected.

Provide proformas in a large size with some information already recorded.

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AUTISM

LECTURER SLIDE 2013:

Autism is 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. It is found to occur in four times as many boys as girls and the incidence of ASD seems to be on the increase

'Triad of Impairments':

- Social interaction
- Language and communication
- Behaviour and imagination
- More additional features

WHAT IS AUTISM (ASD) AND WHAT ARE THE EFFECTS THEREOF?

- Autism is a **lifelong, complex, developmental impairment**, it causes disturbances in brain development and functioning.
- It occurs in **4 times as many boys as girls** & the incidence of ASD is on the increase.
- **The onset** of autism is from birth or before the age of 3 years.
- They **often have more learning difficulties** & the range is vast – Epilepsy, sensory impairments & intellectual impairments can co-exist with it
- There are **many levels of severity** & they also display a wide range of individual characteristics – they are all affected by what is known as the **"Triad of Impairments"**

The Triad is associated with:

Repeating patterns of activities and **resisting change** in things which directly affect the person. It can be seen with an **impairment, in the quality of development** in the following areas:

- **Social interaction**
 - Little awareness of the **existence of others** or their feelings
 - A poor or **absent ability** to make appropriate social contact
 - Usually show an **attachment on a simple level** to parents/caregivers
 - **Dislike being held**, cuddled or touched
 - Have difficulty in **forming appropriate relationships** with others
 - In less severe cases they **may accept social contact** but will not make spontaneous approaches
 - Prefers to **play alone**

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo○ **Language and communication**

- **Development of speech and language** may be abnormal, delayed and absent
- **Show minimal reaction** to verbal input and sometimes acts deaf
- **Facial expressions** or gestures may be unusual or absent
- **The repetition of words, questions, phrases** & sentences over & over
- They can have **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 variation in tone are often noted
- If verbal, **may be fascinated with words** and word games, but do not use their vocabulary as a tool for social integration and comm.
- They have difficulties in initiating or **taking part in conversations**

○ **Behaviour and imagination**

- **Imaginative play may be limited/poor** – they cannot play with a wooden block as if it is a toy car
- Tend to **focus on minor aspects** of things in their environment, instead of an imaginative understanding of the meaning of the whole scene
- They **may display a limited range of imaginative activities**, which a teacher may find have been copied off the television or elsewhere
- They **pursue activities repetitively** & can't be influenced by suggestions of change
- Their **play may appear complex**, but close observation show its rigidity
- **Unusual habits** like 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 all day
- **Noticeable physical over-activity** or extreme under-activity
- **Tantrums** may occur for no reason
- **Changes in routine of environment**, eg, a change in the route to school or altering the placement of equipment in the class, may cause distress
- **Interest of activities may be limited**, for eg only interested in puzzles

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- **A small percentage may have abilities that are outstanding** in relation to their overall functioning, - exceptional memory in a specific field of interest or an exceptional art ability

The following **additional features** may also be observed:

- Little or no **eye contact**
- No **real fear** of danger
- **Abnormalities of posture** and motor behaviour such as poor balance
- **Poor gross and fine motor skills** in some learners
- **Odd responses to sensory input** such as covering the ears
- **Sense of touch, taste, sight, hearing and/or smell** may be heightened or diminished
- **Bizarre eating patterns**
- **High pain** threshold
- **Crying or laughing** for no apparent reason
- **Self-injurious behaviour** such as head banging, scratching, biting
- **Abnormal sleep** patterns

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

“Autism or Autistic Spectrum Disorder (ASD) is a lifelong, complex, pervasive developmental impairment, which appears to have a genetic predisposition and stems from a multi-faceted origin, causing disturbances in brain development and functioning.”

Typical behaviours may include the following:

- Little or no eye contact
- Abnormalities in the development of cognitive skills; for example, poor learning skills or resistance to normal teaching methods
- Unusual responses to sensory inputs, such as covering the ears
- Sense of touch, taste, sight, hearing and/or smell may be heightened or diminished
- Bizarre eating patterns
- High pain threshold

HOW WILL YOU EXPLAIN WHAT AUTISM IS TO A PARENT? (2)

Autism or autistic spectrum disorder (ASD) is a biological condition which occurs for a long time in the life of people and it has a negative impact on the development or growth of a child. Many factors can be attributed to be causing this condition which affects the development and function of the brain. Autism can occur from birth or

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before the age of three years.

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 limits

How will you explain to a parent what autism is?

(2)

HOW WOULD YOU EXPLAIN AUTISM TO A PARENT?

The following explanations can be used:

- A mental condition, present from early childhood, characterised by great difficulty in communicating and forming relationships with other people and in using language and abstract concepts.
- Autism is a group of complex disorders of brain development. These disorders are characterised, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviours

QUESTION 5: WRITE AN ESSAY ON AUTISM

“Autism or Autism Spectrum Disorder (ASD) is a lifelong, complex, pervasive developmental impairment, which appears to have a genetic predisposition and stems from a multi-faceted origin, causing disturbances in brain development and functioning.” Describe the behaviours that may indicate that a learner is autistic (25)

“Autism or Autistic Spectrum Disorder (ASD) is a lifelong, complex, pervasive developmental impairment, which appears to have a genetic predisposition and stems from a multi-faceted origin, causing disturbances in brain development and functioning.”

TYPICAL BEHAVIOURS MAY INCLUDE THE FOLLOWING:

- ✓ - Little or no eye contact
- ✓ - Abnormalities in the development of cognitive skills; for example,
- ✓ poor learning skills or resistance to normal teaching methods
- ✓ - Unusual responses to sensory inputs, such as covering the ears
- ✓ - Sense of touch, taste, sight, hearing and/or smell may be
- ✓ heightened or diminished

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- ✓ - Bizarre eating patterns
- ✓ - High pain threshold
- ✓ Crying or laughing for no apparent reason
- ✓ - Self-injurious behaviour such as head banging, scratching and biting
- ✓ - Abnormal sleep patterns
- ✓ - The development of speech and language may be abnormal, delayed or absent.
- ✓ - A person shows minimal reaction to verbal input and sometimes acts as though deaf.
- ✓ - 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 difficulty in initiating or taking part in conversations.
- ✓ - Imaginative play may be limited or poor; for example, they cannot play with a wooden block as if it is a toy car.
- ✓ - A tendency to focus on minor or trivial aspects of things in the environment instead of an imaginative understanding of the meaning of the whole scene
- ✓ - They may display a limited range of imaginative activities, which a teacher may well find have actually been copied off the television or elsewhere.
- ✓ - They pursue activities repetitively and cannot be influenced by suggestions of change.
- ✓ - Their play may appear complex, but close observation shows its rigidity and stereotyped pattern.
- ✓ 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, they are 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 exceptional art ability.
- ✓ - Despite these definitive feature NO TWO autistic learners are the same.
- ✓ - Every learner is unique and will have a unique profile.
- ✓ Current research is promoting the view of autism as human diversity, natural human evolution and giftedness.

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EPILEPSY

2 1	What is hidden epilepsy and what are possible signs of hidden epilepsy? Why is it important to detect hidden epilepsy in the classroom?	(5)
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ANSWER 1

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.

ANSWER 2

WHAT IS HIDDEN EPILEPSY AND WHAT ARE POSSIBLE SIGNS OF HIDDEN EPILEPSY? 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

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.

8 3	What is hidden epilepsy?	(2)
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<u>What is hidden epilepsy and what are possible signs of hidden epilepsy? Why is it important to detect hidden epilepsy in the classroom? (Pg 187) 5 marks</u>

Hidden epilepsy is a condition that can exist. We often come across it in learners who show no outward symptoms of epilepsy. They may merely present the particular problems associated with learning disabilities, or else they may show behavioral problems. We should not rule out the possibility of hidden epilepsy whenever such problems make their appearance suddenly, unexpectedly and sporadically while the learners otherwise do not act in this manner. Also called invisible epilepsy.

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2 2 What support could a teacher render if a learner has an epileptic seizure in the classroom?

(5)

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.

THE EFFECT OF EPILEPSY ON THE CHILD'S LEARNING

- Learners with epilepsy who are not treated correctly can easily **become disturbed** - other learners tease them or reject them - they do not know themselves what is wrong with them.
- They could become **aggressive fighters** or otherwise become negative, withdrawn & stubborn.
- They are sometimes **restless, hyperactive** & have poor concentration.
- They **may be clumsy** & have **perceptual problems** & find it difficult to **control emotions**.
- They **must be treated & guided sympathetically** but firmly, so they can grow up just as normally as non-disabled learners
- Seizures **can be brought under control** with medication- can become useful members of society.

CIRCUMSTANCES IN THE CLASS WHICH MAY AFFECT SEIZURE

- Seizures may increase if there's an **upset in the class**, exceptional excitement.
- **Unnecessary stress & frustrations** should be kept to a minimum
- They **must eat at regular intervals** – too great interval between meals leads to low blood sugar & make them more susceptible to seizures – they need a good breakfast before school.

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PARTICIPATION IN EVERYDAY GROUP ACTIVITIES

- **Can participate** in all games, but must be supervised at climbing apparatus & when swimming
- They **have less seizures if they are active** & if their attention is fully occupied by activities in which they are interested – extremes should be avoided
- **Overexertion or too much rest** during the day could also lead to seizures
- They **need normal consistent discipline** as normal learners
Do not overprotect or overlook misbehavior – this could hamper their social relationships.

7.2 Name four (4) types of epilepsy	(4)
--	------------

7.2 Name four types of epilepsy

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

NAME 4 TYPES OF EPILEPSY

- 1) Petit mal or absence
- 2) Convulsive general seizures (myoclonic convulsions/tonic convulsive seizures)
- 3) Partial seizures
 - Jackson seizures – jerky movements marches across the thumb, fingers, wrist, arm and face
 - Versive or adersive seizures – turning movements with the head
 - Postural seizures – assumes a posture – semi-seated, one arm is elevated and the head is facing that arm.
 - Seizures with vocalisation – seizure accompanying a loud utterance
 - Psychomotor seizures – continue automatically with what was being done before the seizure occurred (running, will continue to run but might run into a wall)

<p>2.4 In your classroom, one of your learners has an epileptic seizure while you are teaching. How can you support this learner? Discuss any five strategies [10]</p>

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WHAT WILL YOU DO IF A LEARNER HAS AN EPILEPTIC SEIZURE IN YOUR CLASS?
--

- 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.

12 1	A learner who sometimes gets epileptic seizures, is admitted to your class Explain epileptic seizures to your class	(3)
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WHAT IS EPILEPSY?

Epilepsy is a discharge of abnormal electrical activity in the brain which results in bodily seizures.

LECTURER SLIDE 2013:

Epilepsy is a discharge of abnormal electrical activity in the brain. Maybe invisible (hidden epilepsy) or bodily seizures

Classroom assistance:

- ✓ Inform learners in class if you are informed
- ✓ Prevent falling
- ✓ Push objects away
- ✓ Loosen clothes
- ✓ Turn on side
- ✓ Not necessary to put object in mouth
- ✓ Other learners better to leave classroom
- ✓ Could wet clothes
- ✓ Medical assistance in some cases
- ✓ Reassurance; treat with sympathy but firmly if necessary

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LEARNING PROBLEMS

LEARNING PROBLEMS AS A BARRIER TO LEARNING

MANIFESTATIONS OF LEARNING DIFFICULTIES
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1. **Problems with school subjects**

- **Maths:**

- cannot tell the difference between mathematical signs (+ - x ÷)
- cannot understand the two main forms of mental arithmetic (+ -)
- Cannot analyse and work out word sums
- Over-dependent on concrete aids to work out answers– in gr 3 still needs fingers for simple sums
- tends to use the same operational principle to work out answers to different kinds of sums
eg: $2 + 5 = 7$; $2 \times 5 = 7$

- **Spoken language**

- Sentences are short and the content insignificant
- Avoid conversations
- Find it difficult to follow conversations
- Do not always understand instructions
- Have a limited vocab
- Sentence construction is incorrect
- Use incorrect past tense and plural forms

- **Reading**

- Don't know what sounds letters stand for
- don't recognise words on sight
- Read slowly, vocalise words
- Add or leave out words
- Misread the text
- Cannot answer direct questions on the section they have read
- Cannot recount what they have read

- **Spelling**

- Don't know what sounds letters stand for
- Have difficulties with vowels (switch them around)
- Cannot identify the elements of words
- They spell phonetically instead of according to spelling conventions
- Cannot remember or apply simple spelling rules

- **Written language**

- sentences are short and rudimentary
- same sentence structure is repeated (The cake is sweet / The boy is ugly)

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- Sentence construction (word order) is deficient
- Spacing of letters and words is incorrect
- Can verbalise a proper sentence but cannot write it
- Cannot take dictation
- **Handwriting**
 - Letters are poorly formed
 - letters are formed incorrectly
 - line quality is poor – shaky or pressure applied (too heavy or light)
 - Pencil grip is incorrect and writing posture is poor
 - Spacing of letters and words is poor
 - Letters do not line up between lines or letter do not line up with each other

Assistance with respect to specific difficulties – School subjects

Maths

- Keep maths exercises **related to the 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.
- **Advise parents** that math operations should be related to a child's environment. Parents should not attempt formal instruction in maths because they tend to pass on the explanations they heard from teachers at the time when they were at school
- **Hints** which may be valuable for foundation phase:
 - **Initially maths exercises** should be done in a concrete way – instead of always using counters – use things from their natural environment
 - **The different operations** (+, -, x, ÷) must be explained to learners every time so they can become familiar with the operations and understand the differences
 - **Involve them** in collecting the ingredients for a recipe for a meal
 - **Draw the family into a board game** & encourage the child to keep the score and compare the scores of the different family members

Language Problems – Spoken language

- **Read stories** to learners to extend vocab, familiarise them with written language and language structures – discuss stories and use questions and answers. Learners can act out the story or create drawings and then discuss it
- **Never criticise** learners' language usage – this inhibits spontaneous conversation among them. Simply correct the incorrect form by rephrasing without comment after the learner has used it.
- **Group discussions** should be encouraged – they can tell stories to the group and afterwards it can be discussed - ask questions about it
- Allow **enough time** for informal conversation
- **Encourage learners to read** on their own as it's a means of expanding general knowledge, vocab and their command of language

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- **Advise parents** to make time every day for conversation within the family circle

Language Problems – Reading

- **Reading stories** helps learners to realise that written language is different from spoken language and will know how written language is formulated
- Ensure that learners **become competent at two main aspects of reading: recognising and understanding** the words
- **Enough time should be spent for learners to become familiar with high frequency words** in order to recognise these words on sight, as well as with the sounds associated with letters
- Learners should **become familiar with the composition of words & sentences** & should be able to apply this knowledge by writing words & sentences alone
- Teach the elements of reading to learners in a **playful manner** – don't sound out the words for eg, c+a+t is cat – this should be avoided
- Use **open ended questions**
- **Don't allow learners to fall behind** as they proceed through the class reader – rather keep passages shorter and get the group to follow in their readers
- **Read in unison** and in sequence for variation
- Learners can **make up their own stories** and these can be written down for them – they can illustrate the stories and then read them

Language Problems – Spelling and written language

- It is crucial that learners **know the relationships** between letters of the alphabet and the sounds they stand for.
- They must be able to **analyse** words & sentences & apply simple spelling rules
- **The relationships between letters** should be conveyed to learners by using varied, playful techniques and regular practice sessions
- **Once learners have learned a new spelling structure**, they should be exposed to other words containing the same spelling structure – they must understand and know the spelling rule and also learn to use it in written sentences
- **Parents should motivate** them to write correctly and take pride in their written work

Behaviours associated with learning difficulties

- Insecurity, withdrawal, daydreaming, tearfulness, unfriendliness, stubbornness, hyperactivity, complaints about stomach-ache, nausea, refusal to go to school
- Excessive sweating of the hands, urines-is & encopresis (uncontrolled bladder) may occur
- Excessive dependence on and seeking of approval
- Incomplete and untidy work
- Attention problems
- Perseveration – difficulty in switching attention from one activity to another

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**CAUSES OF LEARNING DIFFICULTIES****- Ecological factors**

- The home environment – communication, lack of basic needs, neglect
- The school – poor teaching, inadequate facilities & equipment, language
- Social problems – poor interaction, relationships, self confidence

- Cultural environment – poverty, family disintegration, few opportunities**- Emotional problems**

- continuous failure at school
- conflict at home
- poverty
- a negative attitude towards school in the home, low self-esteem, depression, anxiety and withdrawal

- Physical problems

- Visual and hearing problems
- Ill health
- Neurological dysfunction – auditory perceptual skills, visual perceptual
- Biochemical imbalance – in the brain
- Intellectual disability – low performance levels
- Gender differences – boys phys & cognitive development takes longer than girls

- Under-nutrition – Poverty, developmental problems, tired at school**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.

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Reading:

1. Learning disabled learners.
2. Unwilling learners.
3. Underachievers.
4. Slow learners.
5. Learners with limited reading opportunities.

- 3 4 Explain how a teacher should go about handling a young child with hyperactivity and distractibility in a classroom. In your explanation name at least eight strategies that a teacher could employ to deal with behavior problems (8)

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.

Hyperactivity = refers to a **surplus of motor activity**:

- learners are **constantly busy fiddling** and running around
- are hardly **ever quiet & must touch** & handle everything within their reach
- may **push or kick** others without any reason
- this **may become irritating** for both the teacher and other learners

Distractibility = sometimes known as **“sensory hyperactivity”**:

- learners are **continually on the move** as far as attention is concerned
- **any sensory stimulus** is so enticing - they can do nothing but pay attention to it
- they can pay attention, but they **cannot control their attention**
- **any movement** in the class or sound distracts their attention
- because of this they are **seldom able to finish tasks** but shift from one unfinished task to another

Handle them as follows:

1 Recognise the symptoms

- **Identify the learner’s weak and strong points**
 - Teachers & parents each compile a list – be objective – see what traits are characteristic of a learner in that age group and which are not
 - Determine the frequency of the behaviour – use a check list to record where the learner experiences problems and how often
 - Parents and teachers lists can differ and it’s important that regular discussions are held to review the situation at home and at school

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- Identify easy and difficult tasks and situations

- Be specific & write down the exact circumstances and events. Does the problem occur often? Is it the same in a group/individual situation? Specific games? The presence of adults? How tired he/she is?

- Identify skills necessary for each task and situation

- which skills are needed to successfully complete a task – determine weak and strong points.

- Investigate your own thoughts and feelings

- One may harbour negative feelings toward the child because he/she is so demanding – frustration because the learner turns all her hard work upside down with being disruptive

- Other people's reactions

- Mothers often are the 1st to suspect a prob–don't ignore it– begin to search for an explanation
- It is only when all involved understand the prob that an attempts to help them can be of value

2 Understand the learner's world

- Learn to understand the learners behaviour

- These learners have little experience of success to motivate them in stressful situations and their shortcomings prevent them from fulfilling the normal expectations for their age group
- Develop a sensitivity to how these learners feel and why they act in certain ways
- Build and maintain a positive relationship

- Keep the learner's level of development in mind

- Let the learner set his pace and not the teacher – on some levels the learner will perform according to chronological age, while on others according to a lower age limit

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- **Discuss problems with the learner**
 - helps them to understand themselves/explain the situation in lang they can understand

- **Verbalise the learner's unexpressed feelings**
 - it helps them to understand their feelings and put it into words.

- **Communicate with more than words**
 - They are often sensitive to hidden messages. Choose the right words and body language

- **Anticipate problems rather than wait for them**
 - watch for signs that warn of an outburst. Take positive steps to prevent potential problems and help learners to avoid situation in which they experience problems

- **Distinguish between the learner and the learner's behaviour**
 - learners must be aware that the teacher accepts and loves them as a person

3 Provide structure**Types of structure:**

- **Relationship structure** –Allow learners to succeed as often as possible - Be a good role model
- **Task structure** – tasks should be presented in such a way that learners:
 - Understand what is expected of them
 - Are not overwhelmed by the nature and scope of the task
 - Have enough guidelines to reduce frustration
 - Can complete the task with pride and feel that they've achieved something

- **Situation structure** – can't handle every situation – if routine is disturbed – prepare them

- **A few guidelines**
 - Prepare the learner for any disruptions in the normal routine
 - Explain what behaviour is expected of them – limits and consequences
 - The duration of the situation should suit the learner's tolerance level
 - Reward positive behaviour
 - Don't convey vague, unclear consequences to learners – no threats

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- Limit the learner's number of choices – attention is better held
- Follow a relatively constant daily routine at home and at school

4 Therapeutic discipline

- **Therapeutic discipline is a teaching method that:**
 - Tries to change, shape or reinforce learners' behaviour patterns
 - Is employed in agreement with the learner's level of development
 - Shows understanding for the needs of learners
- **Consequences for behaviour** – learners must become aware of the repercussions that their behaviour can lead to and the consequences of their behaviour should be discussed with them.
 - Positive behaviour & attempts to do good should always be recognised & reinforced
 - Chat to them often about behaviour – positive and negative

STRATEGIES SUMMARY

- - 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 reinforces

BEHAVIOURAL PROBLEMS:

Hyperactivity: surplus motor activity. Busy fiddling and running around.

- ◆ Touch and handle everything in their reach.
- ◆ Irritates classmates and teacher.

Distractability: sensory hyperactivity. Attention on the move.

- ◆ Reacts to every sensory stimulus.
- ◆ Cannot concentrate on one thing.
- ◆ Cannot control their attention.
- ◆ Antisocial behaviour- negative social activity such as selfishness

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- ◆ Aggression, bossiness
- ◆ Together ADHD

Behavioural Problems as a Barrier

- Antisocial behaviour
- Taking others' property
- Aggression
- Bossiness
- Egocentricity
- Destructiveness
- Antagonism towards members of the opposite sex
- Social aggression
- Negatively influence learner's development and learning

Behaviour modification techniques:

- Reinforcement
- Ignoring
- Time-out / Withdrawal (special circumstances, with circumspection and warn the learner beforehand)
- Self-chosen time-out / withdrawal
- Prevention
- Redirection
- Discussion / conversation (and find a workable solution)
- Special time (spend time alone with the learner)

6 1	Discuss the phenomena of hyperactivity and distractibility	(4)
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DISCUSS THE PHENOMENA OF HYPERACTIVITY AND DESTRUCTIBILITY

is known as ADHD (Attention Deficit Hyperactivity Disorder) – associated with neurological dysfunctions

DESCRIBE 3 TYPES OF PERCEPTUAL MOTOR DIFFICULTIES A YOUNG LEARNER MIGHT HAVE. INDICATE HOW EACH OF THE THREE PERCEPTUAL MOTOR DIFFICULTIES CAN INFLUENCE A LEARNERS PROGRESS IN SCHOOL.

A. GROSS MOTOR ABILITIES

The use of larger muscles of the body for crawling, walking, jumping.
Movement games, outside play, & music is affected

B. FINE MOTOR ABILITIES

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Use of smaller muscles used in creative activities.
Problems in handling small apparatus, doing up buttons

C. SPATIAL PERCEPTION

Perception of objects begin in relation to themselves, then in relation to each other- body awareness taught
Cannot understand concepts like front/behind, above/beneath, under/over. Cant estimate time, depth or distance in ball games, cannot determine direction accurately

D. LATERALITY

Awareness of left vs right, developing from gravity (balance)
Problems in crossing imaginary middle line

E. LATERAL DOMINANCE

Preference for specific side of the body to take the lead
Experience problems with concept of left & right outside the body

TEACHING PRACTICES FOR LEARNERS WITH PERCEPTUAL MOTOR PROBLEMS.

- Give the learner time to process language and respond.
- Listen carefully - your understanding will adjust.
- Encourage participation in all physical activity
- Practice cutting, sticking, tracing etc
- use pencil grips
- use interlined paper to indicate half the size
- accept messy work if it is the best effort
- accept printing
- Allow frequent use of computers
- show understanding and caring by using reflective listening
- empower the learner by teaching coping skills to handle emotions
- let the learner know what behaviours are acceptable
- provide vocabulary for expressing feelings
- role play to help the learner learn what behaviours are acceptable
- brainstorm ways to solve a problem
- be clear, firm and consistent about boundaries and limits
- set the stage for compliance by adapting tasks (time, skill level, method, amount)
- The teacher must minimise distractions
- The teacher must give short simple directions
- The teacher must provide a balance of structure and freedom

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- The teacher must allow time to transitioning to new activities.
- reinforce positive behaviour and acknowledge progress so that the learner will feel accepted, supported and capable of succeeding
- let the learner know what the expectations are (eg: the learner's best work)
- teach skills that promote problem solving, questions, self-discipline and independence
- learn behavioural signs that indicate the learner is having difficulty
- to promote motor planning: a learner could build an obstacle course or fort with locks
- to improve visual perceptual skills: a learner could assemble a jigsaw puzzle or find hidden pictures
- to improve fine motor skills: a learner could string beads
- to increase sequencing skills: a learner could clap rhythm patterns
- Ensure face to face and direct eye contact.
- Use simple and familiar language.
- Use short and simple sentences.
- Check understanding - learner to repeat the instruction.
- Use reading to help with speech and language.
- Emphasize key words.
- Avoid closed questions.
- Encourage the learner to speak aloud and read in class
- Create opportunities for speech for example send the learner with a message.
- Provide additional listening activities and games.
- Use large and adapted equipment for example a ruler with a bridge for gripping
- Reduce the amount of activities or work expected
- Create a fun track of different textures that learners can walk on, crawl on or maybe even slide across. You could use different things like, bubble wrap, astroturf, sandpaper, corrugated cardboard.
- Teachers could adapt games like "I spy" and make the learners combine it with a motor movement like "Jump like a rabbit and touch something blue"
- Teach the learners the song "head, shoulders, knees and toes" so that the learners begin to know their body.
- Memory games like broken down telephone can be played

Discuss laterality, lateral dominance and directionality and indicate what influence these perceptual motor manifestations might have on learners' scholastic performances

[10]

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.

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- Some children struggle to cross mid-line.

- 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 mid-line.

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:

- With the concept of left and right.

- Distinguish the difference 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.

ANSWER 2:

Laterality:

-Awareness of **left and right** side of body

-Some children **struggle to cross midline** – touch right foot with left hand. They will draw a line with left hand to middle of page & then continue drawing with right hand.

-Experience **problems in formal schooling** – only write on one side of the page and also experiences problems 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**:

-with the **concepts** of left and right

-distinguishing 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:

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- difficulty with the **order in which things are arranged**
- **write numbers upside down** like a 6 and 9, letters like p/d, pot/top
- can't identify **one duck in a row** facing an opposite direction

ANSWER 3**DEFINE THE FOLLOWING PERCEPTUAL-MOTOR ABILITIES AND INDICATE WHAT PROBLEMS A YOUNG LEARNER MAY EXPERIENCE AT SCHOOL IF THESE ABILITIES ARE NOT WELL DEVELOPED:****-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 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**

-Spatial perception:

Only when child can perceive an object in accurate relationship to himself, can he perceive them in relation to one another. Activities to promote body awareness are

NB. Problems with this skill means they can't understand concepts like above/beneath, in front/behind, under/over & beside, first, middle, last, cannot estimate time, depth or distance in ball games.

Get lost often as they cannot determine direction accurately

4 Choose one area of learning from the list below and discuss only five strategies that a teacher in ECD/Foundation Phase can use to support learners who display difficulties in this area

CHOOSE ONE AREA OF LEARNING FROM THE LIST BELOW AND DISCUSS ONLY FIVE STRATEGIES THAT A TEACHER IN ECD/ FOUNDATION PHASE CAN USE TO SUPPORT LEARNERS WHO DISPLAY DIFFICULTIES IN THIS AREA.

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**4.1 Spelling difficulties in respect of young learners (10)**

Spelling is the ability to put letters together according to accepted rules to form words (pp.274)

Strategies an ECD/Foundation Phase teacher can use to support learners who display spelling difficulties are varied:

The teacher can

- Concentrate on vowels, vowel combinations and consonants
- Use cognitive input to help learners apply spelling rules, for example, each syllable must include a vowel or vowel combination.
- Emphasise word rhythm. Let learners sing songs, which will nurture an awareness of the different syllables in words.
- Let the learners use and write the words that they have to learn in full sentences.
- Establish the link between the letter or letter groups by using repetitive games or mnemonic techniques, for example, "Look at the cook in the book!"
- Make learners aware of the certain consistencies within the spelling system which make it possible to convey certain concepts from word to another.
- Teaching spelling rules according to learners' level.
- Never teach the letter /b/ and /d/ to learners in the same lesson because the shape of the letters is similar and the sounds are also the same. Doing this may confuse the learners.
- Use rhymes to teach consonants and consonant constructions, for example, Baby Blue buys black boots.

OR

4.2 Reading difficulties in respect of young learners (10).

- Reading periods and reading instruction should always take place in a relaxed atmosphere.
- Reading passages should initially be short, but can gradually be lengthened as the learners' reading ability improves,
- Let the learners read just a part or several lines each day and then let them progress to the next lesson with the rest of the class.
- Create opportunities to practise verbal (expressive) language.
- Read aloud to them from story books
- Teach them the link between spoken sounds and letter symbols
- Develop their knowledge of letters
- Teach them how words are divided into syllables.

OR

4.3 Difficulties in respect of mathematics (10)

- Use direct methods of instruction to begin with. Explain to learners in a somewhat prescriptive manner how to solve a problem.
- Foster interest and enthusiasm. Teachers should really try hard to foster interest in and enthusiasm for mathematics in their learners. For teachers to achieve this goal they must:

(a) Give assignments within the scope of the learners

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(b) Provide the learners with opportunities for self-discovery.

- Go from concrete to the abstract. Learners have to go through three stages – the concrete, the semi-concrete and the abstract phase.
- Provide opportunities for practice. Learners ought to have plenty of opportunity to practise the new mathematical concepts.
- Help learners to monitor their own progress. Learners ought to be made aware of their own progress so that they are able to monitor it. For this reason it is important to provide immediate feedback on the correctness of their answers.
- Use group work. Use of group work gives learners an opportunity to learn from each other.
- Be sensitive and empathetic. Avoid insensitive behaviour, such as negative remarks about their results. Admit to the learner that some of the questions were difficult.
- Be patient
- Choose suitable content.

4 2 Reading difficulties in respect of young learners

[10]

DISCUSS VARIOUS READING PROBLEMS WHICH MAY OCCUR IN A FOUNDATION PHASE CLASSROOM:

- 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

Name and discuss briefly any four general guidelines for reading aid

(4)

QUESTION 2.4 – 6 guidelines for reading support – PG 294

- ❖ Reading for enjoyment – should take place in a relaxed atmosphere
- ❖ Experience success – short passages at first, acknowledge every attempt that is an improvement
- ❖ Don't let them fall behind – read a few lines and progress with others next day
- ❖ Reading together and allowed is another option – read their own stories
- ❖ Reading periods – controlled manner with interesting stories

ANSWER 2

GUIDELINES FOR READING AID

- Reading for enjoyment – should take place in a relaxed atmosphere
- Experience success – short passages at first, acknowledge every attempt that is an improvement
- Don't let them fall behind – read a few lines and progress with others next day

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- Reading together and allowed is another option – read their own stories
- Reading periods – controlled manner with interesting stories
- Parents co-operation must be obtained

2 2 What are the two main components of reading? (2)

WHAT ARE THE TWO MAIN COMPONENTS OF READING? – PG 289

Decoding and reading comprehension.

- Decoding – written words are translated in to spoken words
- Reading comprehension - understand literal and underlying meaning

2 3 When reading material is chosen for a Foundation phase learner with a reading problem, what points should be considered? (4)

QUESTION 2.3 – Reading material for reading problem – PG 293

- text content should suit age level
- text should be familiar and fit in to world of experience
- degree of difficulty with reading level (independent, instructional, frustration)
- reading material is limited, language experience approach (make themselves)

What type of reading problems might a learner in the foundation phase have? (5)

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.

2 4 Provide six general guidelines for reading support in the Foundation phase (6)

ANSWERED AREADY

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

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DESCRIBE FACTORS RELATED TO THE SCHOOL ENVIRONMENT WHICH COULD STIMULATE THE OCCURRENCE OF BEHAVIOURAL PROBLEMS

- + 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)

DISCUSS POSSIBLE MANIFESTATIONS OF DISRUPTIVE BEHAVIOUR IN THE CLASSROOM

- 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 which you can supply to teachers when dealing with behavioural problems in the classroom (7)

SUPPLY GENERAL GUIDELINES YOU CAN SUPPLY TO TEACHERS WHEN DEALING WITH BEHAVIOURAL PROBLEMS IN THE CLASSROOM:

- 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

6 3 What should a teacher do to handle disruptive behavior in the classroom? In your explanation name at least eight strategies that a teacher could employ to deal with behavior problems

(10)
[20]

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EXPLAIN HOW A TEACHER SHOULD GO ABOUT HANDLING A YOUNG CHILD WITH THESE PROBLEMS IN A CLASSROOM IN YOUR EXPLANATION NAME AT LEAST EIGHT STRATEGIES THAT A TEACHER COULD EMPLOY TO DEAL WITH THE BEHAVIOUR PROBLEMS.:

- intervene immediately, remove troublemaker/administer a warning
- analyse group influences and dynamics and identify leaders
- don't blanket blame – speak to guilty ones directly after class
- give benefit of the doubt if offer excuses that cannot be controlled (stomach ache)
- defuse potential explosive situation 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
- change the school timetable so that same teacher not exposed to difficult group
- avoid too rigid structures
- axis is attitude and actions of the teacher

Describe the following five emotional needs of young people as described by Howells, Mitchell, Pringle, Rath, Thompson and Poppen Describe how each of these needs manifest at home and at school Indicate with reference to each of the five emotional needs what a teacher can do to meet the emotional needs of learners

- 10 1 The need to belong
- 10 2 The need to be free from intense feelings of guilt
- 10 3 The need for praise and recognition
- 10 4 The need for a positive self-concept
- 10 5 The need for love and affection

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 school work 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.

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- 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 likes him as much as they did when he was younger.
- o Feel insecure and depressed.
- o Cry easily and frequently become ill.

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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.

Pringle's model on Unmet emotional needs offers you another way of understanding behaviour problems by focussing on the inner emotional needs of the learner and not only on the external causative factors, e.g. the divorce of the parents. You are a grade 7 (Intermediate Phase) or a grade 11 (Senior and FET Phase) teacher. You have studied Pringle's model and you want to utilise the model in order to support a learner with behaviour problems. Discuss how you would support this learner according to Pringle's model

[25]

Discuss any five of the emotional needs of young people as described by Howells, Mitchell, Pringle, Rath, Thompson and Poppen

Describe how each of these needs manifest at home and at school. Indicate with reference to each of the five emotional needs what a teacher can do to meet the emotional needs of learners
5 X 4 (20)

Name the five unmet emotional needs, which acts as trigger factors of behaviour problems, according to Pringle (5)

EMOTIONAL NEEDS MODEL OF PRINGLE AND OTHERS

- ◆ The need for love
- ◆ The need for security including economic security
- ◆ The need to belong
- ◆ The need for new experiences
- ◆ The need to be free of intense feelings of guilt
- ◆ The need to be free of feelings of anxiety
- ◆ The need to be praised and accepted
- ◆ The need for a positive self concept
- ◆ The need to realise one's potential
- ◆ The need to share and the need for self respect
- ◆ The need for responsibility

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**FIVE UNMET EMOTIONAL NEEDS:**

Identify ANY five from the list below

The need for love and affection

- relationships (bond) with mother and father
- attachment
- basis for all other relationships

The need for security (including the need for economic security)

- feelings of security
- stable relationships
- know what is expected
- self-image
- Identify: Who am I?

The need to belong

- Belong to family, peer group
- Feel they belong in the classroom
- Interact / participate in group situations

The need for new experiences

- For mental growth
- Stimulate thinking and development
- Prevent boredom
- Challenging and diverse tasks
- Relevant, interesting, meaningful learning experiences

The need to be free from the intense feelings of guilt

- Guilt as result of unrealistic expectations of parents and teachers
- Guilt leads to feelings of inadequacy and not belonging

The need to be free from feelings of fear

- Learners learn best when relaxed, calm and environment is stable
- Allow learner to share feelings, fears, anxieties
- Protect learners' emotional well-being

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**The need for praise and recognition**

- Learners will develop a positive self-concept
- Feel accepted
- Recognise their efforts and achievements
- Feel encouraged
- Enhances learners' effectiveness of learning
- Sense of efficacy
- Feel valued

The need for self-actualisation

- Feelings of accomplishment (success) – basis to seek new challenges
- Realise full potential
- Avoid/prevent destructive behaviours (drugs, alcohol, etc.)

The need for a positive self-concept and an understanding of the life-world

- Learners must feel good about themselves
- Feel that they know and can do things – experience success
- Self-confidence
- Feelings of security – take risks to ask questions, make mistakes in safe space of the classroom

The need for sharing and self-respect

- Pressure to conform to adults' expectations
- Need for ground rules, discipline
- Low self-respect leads to negative behaviour and poor sense of self-worth

The need for responsibility

- Classroom responsibilities, and chores at home (reasonable)
- Need positive adult role models
- Make responsible choices and decisions
- Take responsibility for consequences

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DISCUSS ANY FIVE OF THE EMOTIONAL NEEDS OF YOUNG PEOPLE AS DESCRIBED BY HOWELLS, MIRABEL, PRINGE, RATHS, THOMPSON AND POPPER. DESCRIBE HOW EACH OF THESE NEEDS MANIFEST AT HOME AND AT SCHOOL. INDICATE WITH REFERENCE TO EACH OF THE FIVE EMOTIONAL NEEDS WHAT A TEACHER CAN DO TO MEET THE EMOTIONAL NEEDS OF LEARNERS.

UNMET EMOTIONAL NEEDS (PP353-354)

- The need for love and security, praise and recognition, responsibility and need for new experiences
- If learners can experience an inward sense of well-being if his/her emotional needs are met. If a learner feels secure he/she is free from deep feelings of fear and guilt.
- Learners need to experience a sense of self-respect and of belonging as well as the satisfaction of seeing assignments successfully completed.
- Love, self-actualization, affliction, self-esteem and safety

What a teacher can do to meet the emotional needs of learners.

- The teacher must make the learners experience a feeling of “my teacher cares about me-my teacher feels that I is a worthy individual and my teacher wants to help me.
- Teacher must pay serious attention to the quality of teacher learner’s relationship in terms of satisfying the unmet emotional needs of learners.
- The teacher should imitate an old brother or sister who respects his/her younger brother or sister and who wants to be of more assistance to the younger brother/sister
- Must meet psychological and safety needs of the learner.

The need of love and security

- This can only be met only via the child’s meaningful, stable, continuous, dependable and loving relationships.
- The parental love for the child must be unconditional
- The more love children receive, the more love they will be able to give and receive themselves.

What a teacher can do to meet this need.

- Teacher must have loving encouragement, anticipatory interest and delight in his or her learners.
- Reward learners’ efforts to motivate them to continue to achieve in their academic work.

4 Choose one area of learning from the list below and discuss only five strategies that a teacher in ECD/Foundation Phase can use to support learners who display difficulties in this area

4 1 Spelling difficulties in respect of young learners [10]

Describe five methods that you might use to help learners in the foundation phase with spelling problems Provide examples where applicable (5)

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DESCRIBE 5 METHODS THAT YOU MIGHT USE TO HELP LEARNERS IN THE FOUNDATION PHASE WITH SPELLING PROBLEMS – PROVIDE EXAMPLES

- 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

Hammill & Bartel (1990) make the following statement *Spelling is the forming of words from letters according to acceptable usage* Name FIVE skills that a learner must be familiar with, is he or she is able to spell correctly (5)

WHAT SKILLS ARE NEEDED TO BE ABLE TO SPELL CORRECTLY:

- 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

MATHEMATICS

• Manifestations of problems

- Learner tries to avoid mathematics assignments, either orally or in writing.
- Signs of confusion, for example, not sure how to set about a problem, and no structure in the method by which a solution could be reached.
- Sitting and thinking for a long time before starting with calculations.

*** The nature of difficulties may take a different form as learners grow older hence there is section for Foundation and Intermediate phases

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4 3 Difficulties in respect of mathematics	[10]
2 1 1 What type of problems with mathematics might a learner in the foundation phase have?	(5)
<p>NAME THE PROBLEMS THAT A LEARNER IN THE FOUNDATION PHASE MAY EXPERIENCE IN MATHEMATICS.</p> <ul style="list-style-type: none"> - 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 1 2 Describe five methods that you might use to help learners in the foundation phase with mathematical problems Provide examples where applicable	(5) [10]
<p>DESCRIBE FIVE METHODS THAT YOU MIGHT USE TO HELP LEARNERS WITH MATHEMATICS IN THE FOUNDATION PHASE.</p> <ul style="list-style-type: none"> - 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 	
Name four general guidelines to assist a learner who experiences barriers to learning in regard to Mathematics	(4) [30]
<p>MATHEMATICS – SUPPORT</p> <ul style="list-style-type: none"> - Help the learners as soon as possible to avoid difficulty in mastery of mathematical concepts in the next grade. - Stress the utilitarian value of Mathematics to make learners who have problems realise the importance of Mathematics in their lives. - Plan thoroughly. Mathematics should always be taught in a systematic, sequential and structured way. - Use direct methods of instruction (prescriptive, formulary method) to begin with. For example, start with mathematical concepts, followed by methods of solving mathematical problems. 	

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- Foster interest and enthusiasm. For example, provide learners with opportunities for self discovery.
- Go from the concrete to the abstract.
- Provide opportunities for practice.
- Help learners to monitor their own progress. For example, by providing immediate feedback on the correctness of their answers.
- Use group work
- Be sensitive and empathetic.

4 Choose one area of learning from the list below and discuss only five strategies that a teacher in ECD/Foundation Phase can use to support learners who display difficulties in this area

CHOOSE ONE AREA OF LEARNING FROM THE LIST BELOW AND DISCUSS ONLY 5 STRATEGIES THAT A TEACHER IN FP/ECD CAN USE TO SUPPORT LEARNERS WHO DISPLAY DIFFICULTIES IN THIS AREA.

A) Spelling difficulties in respect of young learners:

1. Emphasize word rhythm – by letting them sing songs, a awareness of the different syllables in words can be nurtured, like lo-co-mo-tive
2. Let them use & write words they have to learn in full sentences as this provides a context for understanding
3. Never teach b & d in the same session, shapes & sounds are too similar.

Concentrate on one letter in a session.

4. Use repetitive exercises to establish the link between letters or letter groups.

Example of this mnemonic technique: LOOK AT THE COOK BOOK

5. Use a mirror to make them aware of the differences between rounded & unrounded vowels (i & u) if they struggle to differentiate them. Look at the shape of their mouths when they pronounce these letters & note the difference

or

B) Reading difficulties in respect of young learners or:

1. Reading lessons must always take place in a relaxed atmosphere – purpose of enjoyment.
2. Learners must experience success (passages initially short, gradually lengthened, recognize every attempt that improves on the last)
3. Don't let them fall behind the rest of the class in the reader (rather give shorter texts, so they don't loose thread of the story)

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4. Reading together & reading aloud - for a change
5. Schools should make provision for reading periods (to practice reading in a controlled manner). Classroom should contain a collection of reading material – fiction & non-fiction

6. Obtain parents' co-operation – they should motivate & stimulate children to read by themselves

C) Difficulties in respect to mathematics:

help learners as soon as possible. If learners do not master certain concepts fully, then they will have problems understanding concepts that follow the next year

- plan thoroughly: mathematics should be taught in a systematic, sequential and structured way.
- foster interest and enthusiasm - teacher should try hard to foster interest and enthusiasm for other students
- use group work : resort to group work so that learners are able to learn from each other. They have the chance to learn from each other but also derive encouragement from each other.
- show empathy and be patient : avoid negative remarks about test results.

- Stress Utilitarian value of mathematics: learners should work with general information they come across daily. If mathematics is proven to be useless on a daily basis, they will quickly understand the value and relevance of maths in daily lives

- Plan Thoroughly: maths should be taught in a systematic, structured and sequential manner.

- Foster interest and Enthusiasm: teachers should and foster enthusiasm and interest of maths in learners by giving assignments and goals, provide learners with opportunity of self-discovery

- Use Group work: resort to group work

2 2 Define the following perceptual-motor abilities and then indicate what problems a young learner can experience in the pre-school and in school if these abilities are not well developed

2 2 1	Gross motor abilities	(3)
2 2 2	Fine motor abilities	(3)
2 2 3	Spatial perception	(4)
2 2 4	Laterality	(4)
2 2 5	Lateral dominance	(4)

LECTURER SLIDE 2013:

Perceptual barriers to learning

Motor manifestations

Gross motor manifestations – clumsiness, poor balance

Fine motor manifestations – small muscles, holding a pencil

Visual motor coordination – eye-hand cooperation

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Perceptual motor manifestations

Spatial perception – object in relationship to self

Laterality – awareness of left and right side of body, middle line

Lateral dominance – use left or right hand, foot, eye, ear

Directionality – stable spatial world, ducks in row one facing differently

Perceptual manifestations

Visual perception problems – differences and similarities

Auditory Perception problems – distinguish sounds problematic

ANSWER 2

Perceptual-motor skills

1 **Gross motor** abilities refer to the poor of coordination in learners' larger muscles of the body. This may result in clumsiness when walking and in balance. Due this poor coordination, learners may be unable to participate in play activities and movement games.

2 **Spatial perception** refers to the ability to identify relations between objects using concepts such as far away, close, big etc.

- 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. These concepts are necessary when one wants to point to a direction or make estimates such as length, distance time etc.

3 **Laterality** is not a skill which learners can learn but it is a concept. It is about identifying left or right sides starting from the side of the learner's body.

- If this skill is not well developed in three year olds it may affect areas such writing from right to left on a page and other **areas where sides of the body are used to give direction.**

- 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 mid-line – touch right foot with left hand.

- Problem is when writing, children stops at the middle of the page

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**ANSWER 3****Define:****GROSS MOTOR ABILITIES**

Movements that involve using the large muscle of the body.

These are large movements a child makes with his arms, legs, feet or his/her entire body. Crawling, running and jumping are gross motor skills.

There are a range of diseases and disorders that affect gross motor skill development and skills. Among young persons, developmental problems such as genetic disorders, muscular

Child rely on gross motor skills engage in physical play and also children with gross motor skills for everyday activities such as walking in and out of a room, running, climbing up a tree, throwing a ball etc.

Gross motor skills are involved in movement and coordination of the arms, legs and other large body parts and movements, dystrophy, cerebral palsy and some neurological conditions adversely impact gross motor skill development.

FINE MOTOR ABILITIES

Fine motor abilities are small movements or action such as picking up small objects and holding a spoon that use a small muscle of the fingers, toes, wrists, lips and tongues.

When a child piles things up between his finger and thumb, he is using his fine motor skills

Use of lips and tongue to taste and feel objects.

SPATIAL PERCEPTION

Spatial perception is the cognitive ability to be aware of your relationships with the environment around you and with yourself

The ability to sense the size, shape, movement, and orientation of objects.

An organized knowledge of objects in relationship to oneself in that given space. It also involves the understanding of the relationships of these objects when there is change of position

Children need to understand their location as well as concepts like distance, speed and placement (over, under, behind etc.)

LATERALITY

The awareness of the left and right side of the body. It develops from the awareness of the operation of gravity (balance) and learners learn to manipulate their body accordingly. Laterality is manifested when children are not able to cross their arms over their chest, e.g. left hand on right shoulder or touch their right foot with their left hand. When these learners are asked to draw a horizontal line from one side of their body to the other on a piece of paper, they will draw the line with their left hand up to the middle of the page, and the continue with their right hand. A broken line can be noticed.

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LATERAL DOMINANCE

This is the preference for a specific side of the body to take the lead. This also develops from laterality. It can also be perceived as the ability of learners to react correctly to orders to move to the left and right. Some children have the left or right side dominance, hence they consequently experience difficulty in distinguishing the difference in direction between letter /b/ and /d/. This creates great problems for reading, writing and spelling.

ASSISTANCE TO LEARNERS WITH PERCEPTUAL-MOTOR PROBLEMS

Perceptual-motor skills can be improved thru the correct exercises. Keep in mind:

1. Perceptual exercises should always be **presented in an integrated way**, as a game or part of meaningful activities – they should not even know that they are busy with exercises.
2. **Don't emphasise** the child's weak areas, they are inclined to avoid activities they have problems with.

ACTIVITIES MAY BE PRESENTED TO DEVELOP PERCEPTUAL & MOTOR SKILLS.

Some practical hints:

1. Lay out **tracks of various textures** that learners can walk on / crawl on / slide across e.g. corrugated cardboard; damp sheet; rough mat; bubble wrap; grass
2. **Games such as "I-spy..."** can be combined with motor movements, such as "Jump like a frog and touch something red"
3. **Play games like "touch ur knee with your hand"** - progress to more difficult body parts
4. **Play memory games e.g. "I go shopping and I buy..."** can be played. (Limit to 6 learners).

2 1 Why are well developed perceptual-motor skills important for progress in the school? (2)

6.1 Describe THREE types of perceptual motor difficulties a young learner might have
Indicate how each of the three perceptual motor difficulties can influence a learner's
progress at school. (12)

DESCRIBE 3 TYPES OF PERCEPTUAL MOTOR DIFFICULTIES A YOUNG LEARNER MIGHT HAVE.

Indicate how each of the three perceptual motor difficulties can influence a learners progress in school.

A. GROSS MOTOR ABILITIES 3

The use of larger muscles of the body for crawling, walking, jumping.
 Movement games, outside play, & music is affected

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B. FINE MOTOR ABILITIES 3

Use of smaller muscles used in creative activities.
Problems in handling small apparatus, doing up buttons

C. SPATIAL PERCEPTION 4

Perception of objects begin in relation to themselves, then in relation to each other- body awareness taught
Cannot understand concepts like front/behind, above/beneath, under/over. Cant estimate time, depth or distance in ball games, cannot determine direction accurately

D. LATERALITY 4

Awareness of left vs right, developing from gravity (balance)
Problems in crossing imaginary middle line

E. LATERAL DOMINANCE 4

Preference for specific side of the body to take the lead
Experience problems with concept of left & right outside the body

MANIFESTATIONS OF PERCEPTUAL-MOTOR PROBLEMS AT PRESCHOOL LEVEL

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 **cooperation between eye-hand/eye-foot**.
- 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.

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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.

8 1 Discuss the teacher's role in providing assistance to learners with learning problems in the classroom (10)

QUESTION 5: WRITE AN ESSAY ON LEARNING PROBLEMS AS A BARRIER TO LEARNING

“Learning difficulties refers to problems learners experience with their academic subjects” Describe how you will assist your Foundation Phase or Intermediate Phase learners to overcome Language problems (25)

WRITE AN ESSAY ON LEARNING PROBLEMS AS A BARRIER TO LEARNING: "LEARNING DIFFICULTIES REFERS TO PROBLEMS LEARNERS EXPERIENCE WITH THEIR ACADEMIC SUBJECTS" DESCRIBE HOW YOU WILL ASSIST YOUR FP OR IP LEARNERS TO OVERCOME LANGUAGE PROBLEMS:

Those with learning difficulties do not perform to an extent keeping with their potential. Problem can be broad or specific, permanent or temporary.

Diverse response to aid:

- Never overcome
- Resolves after a number of sessions
- Resolves after no intervention

Similar problems could occur with one subject, but causes may be diverse.

A. MANIFESTATIONS OF LEARNING DIFFICULTIES:

1. Problems with School Subjects

- Maths – FDP
- ✓ Cant tell difference between signs
- ✓ Cant understand difference between 2 main forms (+ & -)
- ✓ Cant analyze word sums

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- ✓ Over-dependent on concrete aids
- ✓ Apply same operational principles to all sums (6-4=10)• Maths INT
- ✓ Negligent errors
- ✓ Word sums
- ✓ Use fingers to add
- ✓ Uncertain – think for long time
- Language problems

a. Spoken Language FDP

- ✓ Short, trivial sentences same with INT
- ✓ Avoid conversations same with INT
- ✓ Cant follow conversations cant follow abstract converse
- ✓ Cant understand instructions forget instructions
- ✓ Ltd vocab same with INT
- ✓ Incorrect sentence construction same with INT
- ✓ Incorrect past tense & plural forms vague, rambling

b. Reading FDP

- ✓ Don't know what sounds letters stand for
- ✓ Don't recognize words on sight
- ✓ Read slowly, vocalize words same slow reading
- ✓ Add/leave out words hesitate at longer words
- ✓ Misread text same with INT
- ✓ Cant answer direct questions poor comprehension
- ✓ Cant recount what they read poor punctuation

c. Spelling FDP

- ✓ Don't know what sounds letters stand for
- ✓ Vowel difficulty
- ✓ Cant identify word elements spell trial & error
- ✓ Spell phonetically same with INT
- ✓ Cant apply simple spelling rules misapply rules

d. Written language FDP

- ✓ Short rudimentary sentences same with INT
- ✓ Repeat sentence structures short essays
- ✓ Deficient word order incoherent content
- ✓ Can verbalize not write proper sentence same with INT
- ✓ Cant take dictation often incomplete

e. Handwriting FDP

- ✓ Letters poorly formed same with INT
- ✓ Incorrectly formed slant inconsistently
- ✓ Poor line quality same with INT
- ✓ Poor writing posture letters invert
- ✓ Poor pencil grip
- ✓ Spacing irregular same with INT
- ✓ Letters don't line up between lines work untidy

2. Behaviours associated with learning difficulties

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Learning problems may cause behavioural problems (secondary)

Opposite can also happen

Behavioural Problems: FDP

- ✓ Avoidance behaviours same with INT
- ✓ Hand sweating, urinesis, encopresis escapism
- ✓ Dependence on teacher – seeks approval dependence/alooof
- ✓ Incomplete, untidy work same with INT
- ✓ Attention problems – fidget, stare same with INT
- ✓ Perseveration – cant switch attention from one activity to next

B. CAUSES OF LEARNING DIFFICULTIES

1. Ecological Factors
2. Emotional problems
3. Physical Problems

1. Ecological Factors:

- ✓ Home environment (neglect, communication)
- ✓ School (poor teaching, language medium, rejection)
- ✓ Social problems (interpersonal relationships)
- ✓ Cultural environment (poverty, family disintegration – at risk)

2. Emotional problems:

- ✓ Continual failure
- ✓ Home conflict
- ✓ Poverty
- ✓ Negative attitude, low self esteem
- ✓ Inadequacy – become hostile & aggressive

3. Physical Problems:

- ✓ Visual/hearing problems – even slight can cause serious difficulties
- ✓ Ill health – rheumatic fever, asthma, allergies
- ✓ Neurological dysfunction (learning disability)

Learning disability is a neurological problem, impeding development of language & maths. But, those with behaviour, social perception & interaction problems do not necessarily have a learning disability.

Perceptual problems are a general symptom of a learning disability. They are:

- o Auditory Perceptual Skills
- o Visual Perceptual Skills
- ✓ Biochemical imbalance
- ✓ Intellectual disability – difficult to diagnose
- ✓ Gender differences – boys lag behind girls physically & cognitively
- ✓ Under-nutrition particularly at early stages of brain development (poverty)

C. ASSISTANCE

Not simply repeating what you do in class. It involves analysis of mistakes, observation of behaviour, causes of the mistakes & behaviour, conscious involvement with a learner.

ETH306W EXAM PREP (Semester 2: 2018) Jules Khomo**1. INDIVIDUAL ASSISTANCE**

Traditionally, this was done on a one-to-one basis

Advantages: method was easy to apply, allowed intensive treatment of each learning difficulty.

Disadvantages: only a few learners received assistance, majority cannot afford private practitioners.

2. GROUP ASSISTANCE

Has become necessary due to large numbers needing assistance.

Advantages: large numbers, social interaction, adjust more easily to class situation, language development & communication skills are learned, learners assist & support each other, enabling the teacher to give more attention to individuals.

Disadvantages: teacher can't always attend to all the problem of 1 member, assembling a sufficiently homogenized group can be difficult, some withdraw in a group situation, special management skills & planning are required in group assistance.

3. THE TEACHER'S ROLE

✓ Teacher's attitude to these learners – patience & acceptance improve success
✓ Organization of the classroom & lesson – seat learners carefully (those who hold each other back, very competitive learners, restless hyperactive learners not near window or doors, keep classroom uncluttered. Scheduling of work is NB – after break, it's hard for them to sit still & concentrate.

✓ Planning assistance programs :

- o Situational analysis
- o Formulate expected outcomes
- o Select content
- o Choose assistance strategies
- o Decide on implementation of program
- o Who are you going to involve & how
- o Decide on evaluation

✓ Accompaniment of learners to deal with their problems – see below

4. ASSISTANCE WITH SPECIFIC DIFFICULTIES (School subjects)**a. Mathematics**

- Confine yourself to the curriculum
- Relate the information to their life experiences
- Mechanical explanations are necessary
- FDP – concrete, related to their environment, explain operations carefully
- INTM – Allow them to continue with concrete examples, proceeding to abstract
- First explain solutions to similar problems, then ask them to look for their own mistake

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b. Language problems

• Spoken language

- ✓ Allow for informal conversation
- ✓ FDP: Read stories (written lang & lang structure, extends vocab)
- ✓ Never criticize language usage, simply correct by reformulating without comment, don't label habitual mistakes.
- ✓ Encourage group discussions

• Spelling & written language

- ✓ Go hand in hand
- ✓ Should be able to write words correctly in sentences
- ✓ FDP – know letters & sounds they represent
- ✓ Once they know a spelling structure, expose them to other words containing the same spelling structure (stow, window, mellow, yellow)

• Reading

- ✓ Encourage parents to assist
- ✓ Reading stories (written language is different from spoken language)
- ✓ Simply teach how to read
- ✓ Recognizing & understanding words are 2 most NB aspects
- ✓ Teach reading elements in fun, playful ways avoiding vocalizing method. Say words as a whole, not separately in syllable sequence. C + A + T should be CA + T.
- ✓ Ask questions about the text to check understanding, anticipative questions
- ✓ Don't focus on insignificant details
- ✓ Don't allow learner to fall behind rest of the class
- ✓ Reading in unison & in sequence can bring variation
- ✓ They can make up their own stories which can be written down for them.

• Handwriting

- ✓ Practice by repetition
- ✓ Penstrokes can be made to music/ other rhythms
- ✓ Writing movements should be flowing & relaxed
- ✓ Cultivate pride in their work

5. ASSISTANCE TO THOSE WITH BEHAVIOURAL DIFFICULTIES

- ✓ Learners must feel that the teacher is there for them
- ✓ Advise parent of behavioural problems, but always start with the positive characteristics
- ✓ Place negative behaviour in context
- ✓ Don't awaken guilt feelings in parents – tactful, advise them on:

• Patience

- Don't be sarcastic/ignore
- They must know you accept them completely
- Be consistent
- Structure daily events in family life
- Reward good behaviour
- Deprive them of privileges if necessary
- Never compare children in the family with each other

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- ✓ FDP: Very dependent on teacher's support & approval
- ✓ Her sympathy, acceptance & interest is vital to them
- ✓ Give much support & guidance to those with difficulties
- ✓ External positive motivation

- | | | |
|------|---|------|
| 11 1 | Sometimes it is difficult to identify learners with visual disabilities Describe the manifestation of eye problems under the following headings | |
| 11 2 | Behaviour of a learner as sign for a teacher of possible visual problems | (5) |
| 11 3 | Appearance of a learner's eyes as sign for a teacher of possible visual problems | (5) |
| 11 4 | Discuss in detail how you as a teacher could provide classroom support to learners with visual disabilities by referring to learners who find it difficult to read their textbooks, as well as learners with myopia, hyperopia and albinism | (10) |

LECTURER SLIDE 2018

Written language

Manifestations of Difficulties

a) Cognitive problems in essay writing

- Writing expression may be simple, repetitive, incoherent, and disordered.
- The text may reflect superficiality, concrete thoughts and a lack of logical reasoning

b) Linguistic problems

- Learner has poor language abilities and a limited vocabulary.
- Tends to forget words, use the wrong words and keep their sentences short.

c) Stylistic problems

- Finds the use of capital letters and punctuation difficult
- Problems with spelling and hand-writing

Written language – Support

- ✓ - make time for teaching written language, e.g. motivate and give learners opportunity to write something themselves at least four times a week.
- ✓ - Expose the learners to a wide variety of written tasks.
- ✓ - Create a relaxed atmosphere in the classroom and let the learners develop a class newspaper together.
- ✓ - Integrate language writing with other academic subjects too.
- ✓ - Guide learners to write meaningfully.
- ✓ - Develop learners' knowledge of good written work by letting them evaluate the quality of their own writing themselves.
- ✓ - Show the learners how to improve their own quality of written work by providing guidelines and setting

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goals.

- ✓ - Avoid teaching styles that do not contribute to the improvement of learners' written work.

AIDS/HIV

In its National integrated plan for children infected and affected by HIV/AIDS of the Department of Health programmes and initiatives, four fields were identified. Discuss the initiatives as identified in these four fields

(8)

Do you think that a learner who is HIV/AIDS positive should be regarded as a learner who experiences barriers to learning? Supply reasons for your answer

(2)
[10]

WHAT IMPACT DOES HIV/AIDS HAVE ON THE SOUTH AFRICAN ECD SYSTEM?

- It's **estimated that** at least 12% of eds are to be HIV positive – school effectiveness will decline cause many eds will be ill, absent & dying or pre-occupied with family crisis.
- The effect of Hiv/Aids will eventually also have to be taken into consideration when schools and the Dep of Ed are **doing budgets**.
- Kids from homes with infected family members are forced to assume adult responsibilities.
- **Families** are plunged into economic crisis and insecurity of children by their parent/s death and struggling thereafter.

NAME 4 PROGRAMMES/INITIATIVES THAT SHOULD BE PLANNED FOR HIV/AIDS INFECTED AND AFFECTED CHILDREN

- **Community-based Care** – the care system should ensure effectiveness & appropriateness – family & community strengths must be identified and care for their vulnerable children
- **Voluntary Counselling & Testing** – Provision of counselling & testing services has been shown to decrease risk behaviours & may therefore result in decreased transmission of HIV
- **Primary schools** –A phased approach is advised due to the enormity of this task, the scarcity of human and financial resources and the impact that large scale full time training could have on the effective function of schools
- **Support and sustaining of secondary school programmes have been limited** – Peer-group education is a way of reaching learners regarding issues such as sexuality and HIV/Aids. Various models are being implemented & even wider implementation is recommended.

WHY ARE SOME PLANS TO COMBAT HIV/AIDS IN SCHOOLS HINDERED?

- **A lack of teachers who are trained to offer life skills** as a school subject – vague Aids information and cultural and religious influences which offer resistance to sex.
- Even some of the teachers who have been trained to discuss this issue with learners **find it difficult to discuss the issue openly in a class** because they feel they do not have the necessary skills to give emotional support where needed

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- **Other challenges** arise like the costs of relieve staff for sick teachers, the need for home and hospital teaching for sick learners and counselling for teachers who have not declared their Aids status.

PARENTS AND FAMILIES

Parents often have experienced the same barriers to learning as their children are experiencing at school – consequently they exhibit unrealistic experiences regarding the scholastic performances of their children Discuss how you would go about interviewing these parents In your answer you must discuss the following

- (i) The type of questions you would be posing (4)
- (ii) How would you make use of paraphrasing as a technique (4)

INTERVIEW PARENTS WHOSE CHILD EXPERIENCES BARRIERS TO LEARNING : PG 405

Types of questions

- ❖ Ask so that they do not disturb the flow of conversation
- ❖ Constructed open question is better than structured (where shall we start?)
- ❖ Penetrating, investigative questions (how / who)
- ❖ Don't use double-barrelled questions
- ❖ A professional & friendly attitude
- ❖ Do not rush the interview/meeting
- ❖ You must listen to the parents, & make sure you hear correctly what they say
- ❖ Discuss the learning areas where the learner experience difficulties
- ❖ Give parents advice on how they can assist their child at home
- ❖ Be careful not to blame the parents for their child's problems
- ❖ Emphasise the partnership which exist between the school & the parents
- ❖ With a positive attitude, you can win the parents confidence & their cooperation with helping the learner with additional tasks at home

Paraphrasing

- ❖ You rephrase the main ideas contained in the learners communication
- ❖ You do not change the meaning of the learners statement, don't add anything
- ❖ You avoid simply repeating the learners comments
- ❖ To check and clarify your observations
- ❖ Showing that you understand what he has said and by doing so facilitate further discussion
- ❖ Indicates that you are trying to understand what the learner is saying

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Name four possible behaviour patterns of parents of learners with physical and/or physiological impairments (4)

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.

4 2 According to Weeks (2003 41), having a child with an impairment affects parents in different ways Discuss the emotions and attitudes that parents may experience before there is acceptance (15)

HAVING A CHILD WITH IMPAIRMENTS AFFECTS PARENTS IN DIFFERENT WAYS. REFER TO 5 PARENTAL ATTITUDES THAT MAY BE EXPERIENCED BEFORE THERE IS ACCEPTANCE.

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.

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<p><i>“Listening and attending to what the parents have to say is basic and fundamental to all helping skills”</i> What six important guidelines should teachers keep in mind when talking to parents?</p>	<p>(6) [35]</p>
<p>9 1 Having a child with an impairment affects various parent in different ways Discuss this statement by referring to five patterns of parental attitudes before there is acceptance of the child with impairment</p>	<p>(10)</p>
<p>FIVE PATTERNS OF PARENTAL ATTITUDES BEFORE THERE IS ACCEPTANCE OF THE CHILD WITH IMPAIRMENTS.</p> <ul style="list-style-type: none"> - 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 	
<p>Parents of children with physical or physiological impairments may behave in certain ways towards their children’s teachers</p> <p>Discuss at least five of these possible behaviours that teachers may expect from parents whose children have physiological or physical impairments. [10]</p>	
<p>PARENTS OF CHILDREN WITH PHYSICAL OR PHYSIOLOGICAL IMPAIRMENTS MAY BEHAVE IN CERTAIN WAYS TOWARDS THEIR CHILDREN’S TEACHERS.</p> <p>Discuss at least FIVE of these possible behaviours that teachers may expect from parents whose children have physiological or physical impairments (10).</p> <p>Teachers need to be conscious of parents’ feelings and behaviour. They must also realise that their feelings and actions do not always correspond. However, teachers must try to assist and support parents at all times.</p> <p>Five possible behaviours teachers may expect:</p> <ul style="list-style-type: none"> • Articulate, assertive, educated parents • Angry but knowledgeable parents • Submissive parents • Uncaring parents • Angry, uninformed parents • Quarrelsome parents • Parents who themselves experienced barriers to learning 	

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Articulate, assertive and educated parents communicate with self-confidence when speaking to teachers and other professional people. They seek independent advice, assume their own position in a discussion about their child. Above all, they have collected a great deal of information about their own child's problems. Teachers discuss with the parents their own shortcomings and particularly of the system. Through this discussion the parents are induced to take the initiative and launch their own support system.

Angry but knowledgeable parents are well informed about their child's problems but unfortunately they cannot discuss them in a calm and collected way. They clash with the professional people because they think they know better. Inwardly, there are angry with teachers and other professionals because they believe that they do not understand their child and are therefore not doing enough for him or her. They do not accept the fact that there are other learners who also need the teacher's attention and that the resources are not always available. Many teachers find it difficult to remain calm when engaged in conversation with such parents. Nevertheless, it is crucial to note that these parents are concerned about their child's education.

Submissive parents accept everything they are told about their child but they provide very little spontaneous information about the child. Everything has to be drawn out of them. Such parents lack confidence in front of the teachers to share what they know about their child with everyone. If they do not agree with a teacher, they reserve their criticism. They keep their feelings to themselves.

Uncaring parents do not seem to care about the fact that their learners are having learning difficulties or problems. They place the responsibility for learning support squarely on the shoulders of the teachers. It seems like they are not interested in continuing the learning support programmes for their learners at home. These parents might have an inner fear of the education system. They may have had a poor experience of schools which have left them with a low priority for education.

Angry and uninformed parents have an attitude which is similar to that of the angry, informed parents except for the fact that their knowledge of their child's problems is extremely limited. Very often they do not understand the reason for the problem and believe that they are always right. These are some of the most difficult parents to deal with. Although these parents misunderstand the problems that their child is experiencing they care very deeply for their child. Furthermore, they do not understand the learning support strategies that are being used for their child.

Quarrelsome parents are so set out on confrontation with teachers and on accusing the teachers for not doing their work that they often overlook their child's problems. They are more inclined on criticising the system and taking it to court than on attending to their child's problems.

These parents could be right because the system does tend to be cumbersome with the result that a great deal of time could be lost before decisions are made and executed. Teachers ought to be aware of the fact that each parent sees his or her problem as having top priority.

Parents who themselves experience barriers to learning may have the same problems as their learners, such as serious learning problems, communication problems and so on. They may find it difficult to express their thoughts in words; they struggle to read correspondence and reports about their child's progress. They may experience a language problem, in the sense that they cannot speak or even understand the language used in the school fluently. They, therefore, have to communicate by means of an interpreter.

Usually, they understand their child's problems but feel frustrated and guilty because their child is manifesting the same problems as they have. They also feel marginalised because they are not always correctly understood. Teachers have to devote more time to explaining the learning support to these parents and encouraging them to motivate their child.

In conclusion, teachers must not expect parents to present only one type of attitude. Like everyone they are also subjected to mood variations. Teachers need to be conscious of parents' feelings and behaviours to realise that their feelings and actions do not always correspond. By and large, teachers must try to assist and support parents at all times. The better the cooperation between the parents and the school, the more motivated the learners will be.

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- 4 1 Families are diverse and therefore respond in different ways to having children with impairments Discuss the factors that may influence an individual family's attitudes towards their child with a physical and/or physiological impairment (10)

LECTURER SLIDE 2013:**FACTORS THAT CAN INFLUENCE PARENTAL ATTITUDES**

- ◆ stereotypes, family size, cultural background, religion, socio- economic status, geographic area, degree of impairment, personal characteristics of parents

Patterns of parental attitudes

- ◆ Grief
- ◆ Guilt
- ◆ Anxiety
- ◆ Resentment
- ◆ Denial
- ◆ Anger
- ◆ Overprotection
- ◆ Rejection
- ◆ Compensation
- ◆ Acceptance

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4.1 Families are diverse and therefore respond in different ways to having children with impairments. Discuss the factors that may influence an individual family's attitudes towards their child with a physical and/or physiological impairment.

1. The gender of the child

- Parents seem to be less concerned by having a daughter with a physical impairment than a son.

2. Size of the family

- Larger families tend to be less distressed by having a child with a physical/physiological impairment in the family. There are more people to assist the child with the impairment.

3. Cultural background

- Some cultural lifestyles accept an impairment more readily than others and can assist the family in handling the implications of a learner experiencing barriers to his learning.

4. Religion

- Parents who believe that a child with an impairment is part of a divine plan, find it easier to accept the child than those parents who have no particular religious affiliations. Some view a handicapped child as a religious responsibility, a special gift.

5. The family's socioeconomic status

- Include the income, level of education and social status implied by its occupation of its wage earners

6. Geographic location

- the stigma of learners with impairments may be less in a rural than in an urban area because the learners might be more easily "accommodated on the farm". It is though very difficult to provide special education services in rural areas.

7. Degree and type of impairment

- The more serious the impairment, the more severe the impact on the family. The type of impairment also determines the effect on the family.

8. Personal characteristics

- Parents who themselves do not feel well or who suffer from some ailment may find it more difficult to cope with a learner experiencing an impairment.