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## ETH306W EXAM PREP

### COLUMN MATCH

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,	Q) During the learning process

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children are	
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
1.24 Syndrome refers to a group of	X) Mentally less capable than the average person
1.25 Farsightedness is also known as	Y) Learners have needs that are different from those of the average learner

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
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<b>MULTIPLE CHOICE</b>	

**ETH306W EXAM PREP**

**1 1** The following are signs of possible auditory problems A learner

- A speaks monotonously, avoids 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

**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

**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

**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 Speech
- C Written language
- D Inner language

**ETH306W EXAM PREP**

<b>1 6</b>	<p>Choose the <b>INCORRECT</b> statement about perceptual-motor skills</p> <p>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</p>
<b>1 7</b>	<p>Learners should be encouraged to read on their own initiative, because this is the most important means of expanding their general knowledge, eg</p> <p>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</p>
<b>1 8</b>	<p>language is the language in which one thinks</p> <p>A Inner          B Receptive          C Expressive          D Non-verbal</p>
<b>1 9</b>	<p>Learners with _____ problems find it difficult to break words into syllables or to put them together again</p> <p>A visual perception          B auditory perception          C visual-motor perception          D spatial perception</p>
<b>1 10</b>	<p>The following are characteristics of a learner with Down's syndrome</p> <p>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</p> <p style="text-align: right;"><b>[10]</b></p>

**ETH306W EXAM PREP**

**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

**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**

**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

**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**

**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

<b>ETH306W EXAM PREP</b>	
<b>1 7</b>	<b>Choose the correct statement about epilepsy</b>
<b>A</b>	<b>Epilepsy is the discharge of abnormal electric activity in the brain</b>
<b>B</b>	<b>The cause of epilepsy is in the brain and also in the body</b>
<b>C</b>	<b>The cause of epilepsy is not in the brain</b>
<b>D</b>	<b>Epilepsy is the discharge of normal electric activity in the brain</b>
<b>1 9</b>	<b>Choose the INORRECT statement about HIV/AIDS</b>
<b>A</b>	<b>HIV is the human immunodeficiency virus</b>
<b>B</b>	<b>Children can acquire HIV pre-natally</b>
<b>C</b>	<b>AIDS cannot be transmitted through day-to-day social contact</b>
<b>D</b>	<b>AIDS is not the final phase of the HIV infection</b>
<b>8 3</b>	<b>Learners with            would prefer to sit in front of the class</b>
<b>A</b>	<b>albinism</b>
<b>B</b>	<b>myopia</b>
<b>C</b>	<b>hyperopia</b>
<b>D</b>	<b>strabismus</b>
<b>8 4</b>	<b>If a person suffers from            , he or she tends to lower the voice and to speak very softly</b>
<b>A</b>	<b>sensorineural hearing loss</b>
<b>B</b>	<b>tinnitus</b>
<b>C</b>	<b>partially hearing loss</b>
<b>D</b>	<b>conductive hearing loss</b>
<b>8 5</b>	<b>Learners with            do not perform at school to an extent which is in keeping with their potential</b>
<b>A</b>	<b>learning difficulties</b>
<b>B</b>	<b>auditory receptive problems</b>
<b>C</b>	<b>physical disabilities</b>
<b>D</b>	<b>intellectual disabilities</b>
<b>8 6</b>	<b>Children subject to sudden spells of aggressiveness, vandalism or bad temper, may suffer from</b>
<b>A</b>	<b>tremor</b>
<b>B</b>	<b>disruptive behaviour</b>
<b>C</b>	<b>disguised epilepsy</b>
<b>D</b>	<b>neurological dysfunction</b>

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

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

**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**

**8 11      is sometimes known as sensory hyperactivity**

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



**ETH306W EXAM PREP**

**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**

**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**

**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**

### ETH306W EXAM PREP

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]**

**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

**ETH306W EXAM PREP**

**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

**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

**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

**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

**ETH306W EXAM PREP**

**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

**8.13 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

**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

**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

**ETH306W EXAM PREP**

**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

**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

**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

**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

**ETH306W EXAM PREP**

**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

**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

**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

**ETH306W EXAM PREP****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

**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

**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

**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

**ETH306W EXAM PREP****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

**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

**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

**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

**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



**ETH306W EXAM PREP**

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

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

1.5 A teacher can support a learner who experiences visual barriers in class by

- a) playing a sound and letting the learner describe the sound and the direction from which it is coming
- b) providing enough light in the classroom
- c) speaking in a clear and normal voice

1.6 A teacher can support a learner who has a hearing problem in class by

- a) speaking clearly in a normal tone of voice and at a moderate pace.
- b) facing the learner when speaking.
- c) making the classroom floor free of obstacles

**TRUE OR FALSE**

<b>ETH306W EXAM PREP</b>	
<p>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</p> <p>8 2 A barrier becomes a disability when the social environment excludes the learner or does not give the learner the necessary support</p> <p>8 3 The stigma attached to learners experiencing a physical and/or physiological impairment is worse in the rural area, as everybody knows everybody</p> <p>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</p> <p>8 5 The intellectually disabled/impaird are categorised as "mentally retarded"</p> <p>8 6 The request to "stop discrimination" is only relevant to the Constitution and not to the White Paper 6</p> <p>8 7 Full-Service Schools will be equipped and supported to provide for the full range of educational needs</p> <p>8 8 The method of <i>asking questions</i> used whilst identifying barriers experienced by a learner, is in no way different from asking questions when having an ordinary discussion</p> <p>8 9 The learner's personal characteristics do impact on his or her motivation</p> <p>8 10 Cooperative learning methods do not stimulate a better performance when the classroom is a multicultural classroom [30]</p>	
<p><b>1.11 False</b> <b>1.12 True</b></p> <p>1 11 Handwriting, spelling, composition are the elements of written language</p> <p>1 12 Learners with intellectual disabilities do not perform at school to an extent which is in keeping with their potential</p> <p>1 13 Learners with hyperopia would prefer to sit at the back of the class</p> <p>1 14 Epilepsy is a discharge of normal electric activity in the brain</p> <p>1 15 The stigma attached to learners experiencing a physical or physiological impairment is worse in the rural area, as everybody knows everybody</p> <p>1 16 Factors during birth such as an oxygen deficiency and the use of instruments and the Rh factor cannot cause deafness</p> <p>1 17 If a person suffers from tinnitus he or she tends to lower the voice and to speak very softly</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 [</p>	
<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>	

<b>ETH306W EXAM PREP</b>	
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	
7 19 Factors during birth such as an oxygen deficiency and the use of instruments and the Rh factor cannot cause deafness	
7 20 Learners with intellectual disabilities do not perform at school to an extent which is in keeping with their potential	<b>[20]</b>
<b>1 13 Learners with auditory (aural) disability might avoid oral activities</b>	
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	
1 17 The two main aspects of reading are recognising and understanding the words	
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	<b>[20]</b>
7 11 Adolescence represents a period of particular stress for learners experiencing barriers to learning and development	
7 12 Epilepsy is a discharge of normal electric activity in the brain	
7 13 The stigma attached to learners experiencing a physical or physiological impairment is worse in the rural area, as everybody knows everybody	
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	
7 15 The request to stop discrimination is only relevant to the Constitution and not to the White Paper 6	
7 16 In some cases the antisocial behavior of learners can be directly ascribed to authoritarian and prescriptive parents	
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	
7 18 Learners with auditory (aural) disability might avoid oral activities	
7 19 Factors during birth such as an oxygen deficiency and the use of instruments and the Rh factor cannot cause deafness	
7 20 Learners with intellectual disabilities do not perform at school to an extent which is in keeping with their potential	<b>[20]</b>
<b>1 16 According to Education White Paper 6, inclusive education and training do not acknowledge and respect differences in learners, whether due to age, gender, ethnicity, language, class, disability, HIV status or other infectious diseases</b>	
<b>1 11 1 Learners with myopia prefer to be seated at the back of the class</b>	
<b>1 11 2 Language consists of a random series of speech sounds</b>	

<b>ETH306W EXAM PREP</b>	
1 11 4 Learners who grow up in an authoritarian family <b>are likely</b> to develop antisocial behaviours	
1 11 5 Disguised epilepsy may manifest in children through sudden spells of aggression, vandalism or bad temper	
1 11 6 Inclusive education is based on the philosophy that <b>all</b> learners can learn and <b>all</b> learners need support	
1 11 7 Learners with myopia and cataracts should be seated in front near the teacher	
1 11 8 Inclusive education is a policy that deals with disability and special schools in South Africa <b>only</b>	
1 11 9 Physical impairment is an example of an extrinsic barrier	
1 11 10 Learners with auditory impairments usually rely heavily on gestures	
<b>INCLUSIVE AND BARRIERS</b>	
<p>Hargrove &amp; 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</p>	
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)

<b>ETH306W EXAM PREP</b>	
Explain briefly what is meant by the concept <i>invisible curriculum</i>	(5)
Discuss briefly the differences in language and culture as an extrinsic causative factor of barriers to learning	(5)
<b>“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</b>	
<b>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</b>	
Discuss briefly <i>differences in language and culture</i> as causative factor of barriers to learning	
7 1 1 Describe inclusive education in your own words	(2)
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]
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)

<b>ETH306W EXAM PREP</b>		
7 3 2	Explain what barriers to learning are	(4)
3 1	What are extrinsic causes of barriers to learning?	(10)
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)
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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 <b>five</b> intrinsic and <b>five</b> extrinsic factors	[10]
<b>SENSORY IMPAIRMENTS</b>		

<b>ETH306W EXAM PREP</b>	
<p><b>3 3</b> Two learners in your classroom are exhibiting the following manifestations of barriers</p> <p><b>Learner no 1</b></p> <ul style="list-style-type: none"> <li>• rubbing of the eyes</li> <li>• moves the head when looking at pictures or when reading</li> <li>• has poor spacing when writing</li> <li>• refuses to participate in ball games</li> </ul> <p><b>Learner no 2</b></p> <ul style="list-style-type: none"> <li>• often misinterprets what has been said</li> <li>• speaks too slowly or too fast</li> <li>• is often inattentive</li> <li>• finds it difficult to associate with friends</li> </ul> <p>(i) Identify the barriers that each of these learners are experiencing (2)</p> <p>(ii) Name five more characteristics of this type of barrier as it will manifest in the classroom (5)</p> <p>(iii) Discuss the causative factors of these barriers that you think the learners are experiencing (8)</p> <p>(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)</p> <p style="text-align: right;"><b>[35]</b></p>	
<p><b>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</b></p> <p><b>ner no 1</b></p> <p><b>Rubbing of the eyes excessively</b>  <b>Moves the head when looking at pictures or when reading</b>  <b>Has poor spacing when writing</b>  <b>Refuses to participate in ball games</b></p> <p><b>earner no 2</b></p> <p><b>Often misinterprets what has been said</b>  <b>Speaks too slowly or too fast</b>  <b>Is often inattentive</b>  <b>Finds it difficult to associate with peer group friends</b></p> <p>(i) Identify the barriers that each of these learners are experiencing</p> <p>(ii) Name FIVE more characteristics of this type of barrier as it will manifest in the classroom</p> <p>(iii) Discuss the causative factors of these barriers that the learners are experiencing</p> <p>(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 <b>[20]</b></p>	
<p><b>3 1</b> Describe the manifestation of <i>conductive</i> hearing loss in the classroom (2)</p>	
<p><b>8 1</b> Describe <b>five (5)</b> characteristics of auditory impairment that may manifest in the classroom (5)</p>	

<b>ETH306W EXAM PREP</b>	
8 2 Discuss how you, as a teacher, would support a learner with auditory impairment in the classroom	(5)
2 3 Name <b>five</b> manifestations of each of the following impairments	
2 3 1 Visual impairment	[5]
2 3 2 Auditory impairment	[5]
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)
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)
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)
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)
<b>You notice that there are two learners in your classroom with hearing and visual impairments.</b>	
<b>3.1</b> Name FIVE characteristics of each of these types of impairment as they may manifest in the classroom.	(5 x 2 = 10)
<b>3.2</b> 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)



<b>ETH306W EXAM PREP</b>	
<b>3 1</b>	<b>You have been asked to write a parent newsletter on the topic, "Learners with Hearing Impairments"</b>
<b>3.1 1</b>	<b>Describe the characteristics of learners with hearing impairments (5)</b>
<b>3 1 2</b>	<b>Provide advice to teachers on how they could support learners with auditory impairments (10)</b>
<b>3.2</b>	<b>Bongani is partially sighted and has recently joined your class</b>
<b>3 2 1</b>	<b>Describe the challenges that Bongani may experience (5)</b>
<b>3 2.2</b>	<b>Explain what you will do in order to accommodate Bongani during your class activities (5)</b>
<b>2 1</b>	<b>You have been asked to write an article to be published in <i>Teach</i>, a professional development newsletter for teachers on the topic, "Learners with Visual Impairments"</b>
<b>2 1 1</b>	<b>Describe the characteristics of learners with visual impairments (5)</b>
<b>2 1 2</b>	<b>Provide advice to teachers on how they could support learners with visual impairments (10)</b>
<b>2 2</b>	<b>Jessica has recently been assessed as having sensorineural hearing loss</b>
<b>2 2 1</b>	<b>Explain what the causes of sensorineural hearing loss are (5)</b>
<b>2 2 2</b>	<b>Describe what you will do in order to accommodate Jessica during your class activities (5)</b>
<b>PHYSICAL IMPAIRMENTS</b>	

<b>ETH306W EXAM PREP</b>	
<b>2 5 Physical impairments - cerebral palsy</b>	
<b>2 5 1</b>	<b>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]</b>
<b>2 5 2</b>	<b>In your own words, explain what CP is [2]</b>
<b>2 5 3</b>	<b>Do you think CP can be cured? State one reason to support your answer [2]</b>
<b>4 1 What is cerebral palsy? (2)</b>	
<b>4 2 Describe which support a teacher could render to young learners with physical impairments in the classroom (8)</b>	
<b>What behaviour could give teachers an indication that a learner in one of their classes might have visual barriers? (10)</b>	
<b>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)</b>	
<b>7 3 1</b>	<b>What behaviour of a learner could give a teacher an indication that this learner might have a hearing impairment? (12)</b>
<b>7 3 2</b>	<b>Describe EIGHT suggestions which a teacher might use to support a learner with a hearing impairment but is able to speech read (8)</b>
<b>9 3</b>	<b>What will you say to the other learners if a new learner who has albinism is admitted to your class? (5)</b>
<b>9 4</b>	<b>What can you do to help this learner in the classroom? (5)</b>
<b>12 1</b>	<b>What is the difference between paraplegia and quadriplegia? (5)</b>

<b>ETH306W EXAM PREP</b>	
7 1 1	What behaviour could give teachers an indication that a learner in one of their classes might have visual problems? (10)
7 1 2	The type of eye condition and the amount of residual vision would determine the support given to a learner in the classroom. Discuss the statement (10) <b>[20]</b>
<p><b>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.</b></p>	
<b>DOWN SYNDROME</b>	
	<p><b>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?</b> (10)</p>
6 1	What is Down's syndrome and why should a teacher know what Down's syndrome is? (4)
6 2	What type of motor skill problems might a learner with Down's syndrome have? (3)
6 3	What strategies can a teacher employ to support the motor skill activities of such a learner? (3)
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)

### ETH306W EXAM PREP

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)

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)

#### 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)

#### AUTISM

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)

How will you explain to a parent what autism is?

(2)

#### 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)

<b>ETH306W EXAM PREP</b>	
<b>EPILEPSY</b>	
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)
2 2	What support could a teacher render if a learner has an epileptic seizure in the classroom? (5)
12 1	A learner who sometimes gets epileptic seizures, is admitted to your class Explain epileptic seizures to your class (3)
8 3	What is hidden epilepsy? (2)
7 2	Name <b>four (4)</b> types of epilepsy (4)
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 <b>five</b> strategies [10]
<b>LEARNING PROBLEMS</b>	
<p>Hammill &amp; Bartel (1990) make the following statement <i>Spelling is the forming of words from letters according to acceptable usage</i>" Name FIVE skills that a learner must be familiar with, is he or she is able to spell correctly (5)</p>	
<p>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)</p>	
<p>Name the five unmet emotional needs, which acts as trigger factors of behaviour problems, according to Pringle (5)</p>	

<b>ETH306W EXAM PREP</b>	
Discuss laterality, lateral dominance and directionality and indicate what influence these perceptual motor manifestations might have on learners' scholastic performances	<b>[10]</b>
4 Choose <b>one</b> area of learning from the list below and discuss only <b>five strategies</b> that a teacher in ECD/Foundation Phase can use to support learners who display difficulties in this area	
4 2 Reading difficulties in respect of young learners	<b>[10]</b>
Name and discuss briefly any four general guidelines for reading aid	<b>(4)</b>
2 2 What are the two main components of reading?	<b>(2)</b>
2 3 When reading material is chosen for a Foundation phase learner with a reading problem, what points should be considered?	<b>(4)</b>
What type of reading problems might a learner in the foundation phase have?	<b>(5)</b>
2 4 Provide six general guidelines for reading support in the Foundation phase	<b>(6)</b>
Describe factors related to the school environment which could stimulate the occurrence of behavioural problems	<b>(6)</b>
Discuss possible manifestations of disruptive behaviour in the classroom	<b>(7)</b>
Supply general guidelines which you can supply to teachers when dealing with behavioural problems in the classroom	<b>(7)</b>

<b>ETH306W EXAM PREP</b>	
6 3	<p>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</p> <p style="text-align: right;">(10) [20]</p>
<p>Pringle's model on <i>Unmet emotional needs</i> 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 F E T 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</p> <p style="text-align: right;">[25]</p>	
3 4	<p>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</p> <p style="text-align: right;">(8)</p>
<p>Describe five methods that you might use to help learners in the foundation phase with spelling problems. Provide examples where applicable</p> <p style="text-align: right;">(5)</p>	
4	<p>Choose <b>one</b> area of learning from the list below and discuss only <b>five strategies</b> that a teacher in ECD/Foundation Phase can use to support learners who display difficulties in this area</p> <p>4 1 Spelling difficulties in respect of young learners</p> <p style="text-align: right;">[10]</p>
<p>Discuss any <b>five</b> of the emotional needs of young people as described by Howells, Mitchell, Pringle, Raths, Thompson and Poppen</p>	
<p>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</p> <p style="text-align: right;">5 X 4 (20)</p>	
<p>Describe the following five emotional needs of young people as described by Howells, Mitchell, Pringle, Raths, 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</p> <p>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</p>	

<b>ETH306W EXAM PREP</b>		
6 1	Discuss the phenomena of hyperactivity and distractibility	(4)
2 1 1	What type of problems with mathematics might a learner in the foundation phase have?	(5)
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) <b>[10]</b>
	Name four general guidelines to assist a learner who experiences barriers to learning in regard to Mathematics	(4) <b>[30]</b>
4	Choose <b>one</b> area of learning from the list below and discuss only <b>five strategies</b> that a teacher in ECD/Foundation Phase can use to support learners who display difficulties in this area	
4 3	Difficulties in respect of mathematics	<b>[10]</b>
2 1	Why are well developed perceptual-motor skills important for progress in the school?	(2)
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) <b>[20]</b>
6.1	Describe <b>THREE</b> 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)



<b>ETH306W EXAM PREP</b>	
<b>6 2</b>	<b>Why is it important for a teacher to know what visual perception is? (3)</b>
<b>6 3</b>	<b>Describe how auditory perception problems can lead to language problems in the classroom (5)</b>
<b>8 1</b>	<b>Discuss the teacher's role in providing assistance to learners with learning problems in the classroom (10)</b>
<b>QUESTION 5: WRITE AN ESSAY ON LEARNING PROBLEMS AS A BARRIER TO LEARNING</b>	
<p>“Learning difficulties refers to problems learners experience with their academic subjects ” Describe how you will assist your Foundation Phase <u>or</u> Intermediate Phase learners to overcome Language problems (25)</p>	
<b>11 1</b>	<b>Sometimes it is difficult to identify learners with visual disabilities Describe the manifestation of eye problems under the following headings</b>
<b>11 2</b>	<b>Behaviour of a learner as sign for a teacher of possible visual problems (5)</b>
<b>11 3</b>	<b>Appearance of a learner's eyes as sign for a teacher of possible visual problems (5)</b>
<b>11 4</b>	<b>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)</b>
<b>AIDS/HIV</b>	
<p>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)</p>	
<p>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)</p>	
<b>[10]</b>	

<b>ETH306W EXAM PREP</b>	
<b>PARENTS AND FAMILIES</b>	
<p>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</p>	
(i) The type of questions you would be posing	(4)
(ii) How would you make use of paraphrasing as a technique	(4)
<p>Name four possible behaviour patterns of parents of learners with physical and/or physiological impairments</p>	
	(4)
<p>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</p>	
	(15)
<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>	
	(6) <b>[35]</b>
<p>9 1 Having a child with an impairment affects various parents in different ways. Discuss this statement by referring to five patterns of parental attitudes before there is acceptance of the child with impairment</p>	
	(10)
<p>Parents of children with physical or physiological impairments may behave in certain ways towards their children’s teachers</p> <p>Discuss at least <b>five</b> of these possible behaviours that teachers may expect from parents whose children have physiological or physical impairments. [10]</p>	
<p>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</p>	
	(10)

<b>ETH306W EXAM PREP</b>