

Intrinsic Barriers to learning (within the learners themselves)

- Sensory impairments (visual , auditory)
- Physical impairments (cerebral palsy, spina bifida, quadriplegia, polio, amputation)
- Intellectual impairments (Down's Syndrome)
- Chronic diseases such as HIV/Aids, TB, diabetes, malnutrition, asthma, allergies
- Epilepsy
- Autism

Extrinsic Barriers to learners (outside the learner)

- Socio-economic barriers (poverty, drug abuse, gangsters)
- Factors in education, at home such as parental involvement)
- School factors (inflexible curriculum, poor teaching, lack of resources, school environment, language of learning and teaching, school organisation and crowded classrooms)

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

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.

What support could a teacher render if a learner has an epileptic seizure in the classroom? (Pg 193) 5 marks

- They should have enough knowledge about the various forms of seizures to enable them to identify and handle efficiently any seizures occurring in their group. They should know how to handle the group situation created by the seizure. They should not panic but should react in a matter-of-fact and calm way.
- They should know enough about epilepsy to realize when they are up against a real

crisis which calls for professional, medical or other assistance.

- Each seizure which they observe should be fully reported to the principal of the school, the parents of the learners, and the doctor.
- They should know what medical treatment the learners are receiving and how they can be of help in this respect. Must know the possible effect of medication on learners and report any harmful effects observed.
- They should know how the learner's development, mental life and behavior may be affected by the seizures, or by reactions to them, as well as how other people react too. They must take this into account and try to avoid or counteract any possible harmful effects.
- As the learner's teachers they should be informed of the additional disabilities which the learners with epilepsy may suffer from e.g. Learning disabilities of the same nature as those experienced by other learners with brain damage (severe or minor).
- The school affords a favorable opportunity for early identification of all kinds of handicaps to which the learners may be subject. Teachers should therefore be able to observe early signs of epileptic tendencies in the learners.
- They can do a great deal to help learners with epilepsy to attain a healthy, normal adjustment to life. They can help prevent the learners from being stigmatized because of seizures and from feeling rejected or insecure because of them.

Points on pg 190

- Not much they can do except look out for any warning signs so that they can take the learners to an isolated, safe place where they can lie down and not sustain any injury.
- If learners don't exhibit warning signs, teachers must, if possible, prevent the learners from falling. If convulsions /spasms occur, objects should be pushed out the way so that the learner doesn't hurt him/herself. Under no circumstances must anyone try to hold the learner and prevent movements of the body. This may lead to injury of the muscles or joints.
- The learners should be turned on one side so that excessive saliva, may run out freely and not clog the air passages causing choking. Unnecessary to insert an object between the teeth.
- Make sure the learners clothes are loose, especially round the neck and waist.

- Could wet clothes.
- May be better for the other learners to leave the classroom.
- Wait for the seizure to pass and guard against panic and alarm by remaining undisturbed themselves and going about things calmly and without any signs of agitation.
- Medical assistance must be called upon if seizures are protracted, if the child chokes or if the child incurred injuries that warrant it.
- Learners parents must be informed as soon as possible of any seizure. If the teacher knows the learner well, he/she will know if the learner recovers quickly or whether they need to be sent home. Most learners are able to resume normal activities in a short time. In this case, it wouldn't be necessary to call in a doctor.
- If it's the first seizure the learner has ever had , then it would be necessary to inform the parents asap or call a doctor, or summons the parents as well as the doctor.
- Reassurance: treat with sympathy but firmly if necessary.

Describe the manifestation of conductive hearing loss in the classroom (Pg155) 2 marks

A person suffering from conductive hearing loss hears badly through air conduction and relatively better through bone conduction. They have no difficulty in following speech provided that it is loud enough. Sufferers often complain of continued buzzing sounds in the head and ears (tinnitus).

Inclusive Educ 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 would you do to help this learner with speech reading? (Pg 158) 4 marks

- Visual support in the classroom.
- Speak clearly in a normal tone

- Overhead projector
- Use signals
- Always be in a position where you are facing the light so that your mouth and face is sufficiently lighted.
- There should be no other lights or mirrors behind you as this will cause eyestrain for the learner.
- You should be as near as possible to the level of the child's eyes.
- Always speak in complete sentence.
- Do not add gestures to the words.
- Keep your head as still as possible.
- An expressive face is easier to read.

You are a Grade 3 teacher and you have a learner with a hearing impairment. What would you tell your class and what would you do to support her? (Pg 158)

These are extra points in addition to the above points

- Assign a peer to take notes using carbon paper for the hearing-impaired student and to point to speakers during a group discussion. A peer can also ensure that the student is following the correct place when the class is working on an assignment.
- Ask questions to check understanding of orally presented directions and content.
- Rephrase questions or content to make it more understandable.
- Give directions for tests and lecture outlines in writing.
- Cue the student visually to show that someone is talking over the intercom.
- Present all spelling and vocab words in sentences as words presented in isolation look alike to lip readers.
- Provide the student with outlines and vocab lists before introducing new material.
- Repeat and summarise main points of orally presented info.
- Teach the student to look up difficult to pronounce words in the dictionary.

What is cerebral palsy (pg 174)

Cerebral palsy is a neurological condition that is directly related to some or other pathological or abnormal condition of the brain. The factors that cause the condition are already at work prenatally, at birth or directly after the birth of the child. Cerebral palsy is a permanent condition.

Describe which support a teacher could render to young learners with physical impairments in the classroom (179-180)

- 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 are easily accessible.
- Store apparatus and position activities in place where the learners will be able to reach them.
- Organise floor and table games which the cerebral palsied learners can manage and which will encourage participation.
- Provide aids where necessary so that the learners can learn to help themselves. E.g. you can provide a special spoon to eat with and a frame around the table so that the learners do not knock things down. You can stick the plate, paint and paper for a given activity to the table with Prestik.
- Encourage the learners to become independent by giving them opportunities to do things unaided.
- Give the learners tasks and responsibilities – with due regard to physical abilities.
- Encourage the child to use disabled limbs. Present activities which require the use of the disabled hand as well.
- Let the learners join in all the activities and feel an important participant in group activities, with due allowance for motor problems. E.g. when some learners cannot dance like bees during the music lesson, they could hold the flowers for the other bees to dance around.

- Create a physically and emotionally secure space for the learners so that they can explore confidently.
- Remember that success and enjoyment encourage exploration.

Discuss laterality, lateral dominance and directionality and indicate what influence these perceptual motor manifestations might have on learners' scholastic performances (Pg 197+198).

Laterality is an inner awareness that the body has two sides and that the sides have differences and similarities. The child must know that he/she has a left and a right side. Learners sometimes experience problems in crossing their imaginary middle line and so will not for e.g. be able to cross their arms over their chest or touch their right foot with their left hand. It's still normal for a 3 yr old child to be unable to cross the middle line, although the problem should receive attention at preschool level as it may cause problems in the formal schooling situation e.g. a child might only write on the one side of a page, depending on whether it is to the left or right side of the his/her body.

Lateral dominance: dominance (the preference for a specific side of the body to take the lead) also develops from laterality. It is also a developmental process that learners progress through naturally. Learners sometimes learn to react correctly to orders to move to the left or right, although they have not yet developed a natural awareness of left and right. If learners reach the stage of formal schooling without having established their dominance, they may experience problems with the concepts of left and right outside of the body. Consequently they may experience difficulty in distinguishing the difference in direction between b and d, and this poses serious problems for reading, writing and spelling.

Directionality: Direction certainty is also a consequence of laterality and has important implications for academic learning. In order to have a stable spatial world, learners must learn to know their body and be aware of it. Only then will they know exactly where in space objects around them are. Learners who

experience problems with this will, for e.g. be unable to identify the one little duck in the row that is facing the opposite direction. In formal school these learners will experience difficulty with the order in which symbols are arranged and may for e.g. turn numbers upside down (6/9) in arithmetic calculations or in written language (p/d, pot/top).

Describe 3 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. (pg 197-198)

Motor manifestations

- *Gross motor problems* – clumsiness, poor balance, uneven rhythm
- *Fine motor problems* – small muscles, holding a pencil, cutting, drawing and collage will create problems. Difficulty doing up buttons, threading beads etc.
- *Visual motor coordination problems* – problems with the cooperation between eye and hand or eye and foot to successfully execute movements with the hands or feet. Problems manifest in poor finger and hand movement during activities that demand finer hand skills or poorly coordinated movement of legs or feet e.g. When kicking a ball.

Perceptual motor manifestations

- *Spatial perception.* perceive objects in relationship to self. Learners who experience problems in this regard cannot understand concepts such as above/beneath, in front/behind, under/over, first/middle/last.
- *Laterality* : as above
- *Lateral dominance.* as above
- *Directionality.* as above

Perceptual manifestations

- *Visual perception problems.* differences and similarities, sorting and classification of objects by colour, size, shape and type, difficulty in distinguishing between and naming various shapes, difficulty perceiving finer details and problems recalling what they have just seen.
- *Auditory perception problems.* distinguishing sounds problematic, can't pay attention to teacher's instructions, can't differentiate between background and foreground noise in order to know where to direct attention, difficulty distinguishing between contrasts in sound e.g. Hard/soft, fast/slow/high/low, far/near, difficulty breaking words up into syllables, struggle to memorise rhymes and songs, hard to distinguish between m/n or p/d.

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

Because it can lead to severe learning difficulties in the child in primary school phase.

Describe how auditory perception problems can lead to language problems

- Same as above question but add in the following few points:
- Learners experience difficulties in perceiving the differences and similarities between words.
- May be able to distinguish between the various sounds but cannot put the sounds together to form a word.
- Struggle to remember correctly and carry out instructions, or cannot retell a simple story in a logical sequence.

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)

1. *Community-based care.* As far as community-based care and support is concerned, the care system should be transformed to ensure effectiveness and appropriateness. Family and community strengths should be identified to maximize the potential of each community to care for their vulnerable children.
2. *Voluntary counseling and testing.* The provision of HIV counseling and testing services has been shown to decrease risk behaviors and may therefore result in decreased transmission of HIV.
3. *Primary schools.* In view of the magnitude of the task (8 400 000 primary school learners) the scarcity of human and financial resources, the potential impact that large scale full time training could have on the effective functioning of schools, a phased approach, following a cascading model, is advised.
4. Due to various factors the *support and sustaining of Secondary school programmes have been limited.* Although peer-group education poses some challenges, it is acknowledged that peer-group education is an effective way of reaching learners regarding issues such as sexuality education and HIV/AIDS. Various models are currently being implemented by a number of schools countrywide and wider implementation is recommended.

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.

What behavior could give teachers an indication that a learner in one of their classes might have visual barriers? (pg 146)

- Rubs eyes excessively
- Shuts or covers one eye; tilts head or thrusts it forward
- Has difficulty reading or doing other work requiring close use of the eyes
- Blinks more than usual or is irritable when doing close work

- Is unable to see distant things clearly
- Squints eyelids together or frowns
- Is clumsy in movements, sometimes drags feet and appears to “feel” with the feet and
- Steps too high or too low when going up or down stairs
- Refused to participate in ball games
- Moves the head when looking at pictures or when reading
- Loses place frequently when reading
- Confuses letters of similar shape such as B,D or R,P
- Holds reading material unusually close to the eyes or unusually far away from the eyes
- Has poor spacing when writing

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 (pg 151)

- Learners with myopia and cataracts should sit in front, near the board. You should also allow them to sit closer to the board to see better. It’s a good idea to repeat what is written on the board 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 or koki. 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 print on white paper with fairly large letters and good spacing is best. When handing out 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 would enjoy

outside play but may not be interested in school work.

- Learners suffering from albinism should sit in a darker place in the class, away from the windows. Curtains could regulate the light coming in through the windows. To avoid a glare, learners should work facing away from a window if no curtains available. These learners must wear long sleeves and long trousers made of cotton instead of nylon and wide-brimmed hats, to avoid sunburn.
- Textbooks can be recorded on tape for learners who find it difficult to read textbooks. Please make more than one copy as learners may lose their tapes. A master copy should be stored in a safe place. Learners then need tape recorders and they should know how to use them. You can record the reading yourself or any other willing person can – just make sure that background noise is limited and that you read fluently and not too fast.
- Doors should be kept either open 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.

Describe factors related to the school environment which could stimulate the occurrence of behavioral problems. (Pg 248)

- o Strict and inflexible maintenance of school rules
- o A lack of mutual respect between learners and teaching staff
- o A lack of responsibility in terms of independent learning as well as in terms of the school (promotes especially vandalism)
- o A curriculum that overemphasizes competition
- o Inadequate attention to learners as individuals – their needs and concerns are not taken into consideration e.g. Perpetual changes are made to school timetables (learners' vulnerability is heightened if they feel that they are losing their identity)
- o If scholastic achievements are emphasized more than learners' personal needs, it is possible that the learners will be predisposed to failure, and can become

“problem learners” in the eyes of the teacher

- o The inconsistent application of discipline in schools can also lead to unnecessary problems in learners’ behavior in school
- o Sometimes problem behavior occurs due to the ways in which teachers act in the classroom

Discuss possible manifestations of disruptive behavior in the classroom (pg 250)

- Talking out of turn
- Hampering other learners
- Attention-seeking
- Disruptive behavior
- 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 behavioral problems in the classroom (pg 251)

- Intervene immediately and end an incident by removing the troublemaker or administering a warning
- Analyse the group influences and group dynamics in the class and identify leaders

- Do not blame the group leaders or the whole class for an incident if there are only two culprits. Rather speak to the guilty ones directly after the class has left.
- Give learners the benefit of the doubt if they offer excuses that cannot be controlled e.g. Stomach ache
- Defuse a potentially explosive situation by telling a joke for example
- Think twice before becoming angry about learners who eat in class – there are worse sins than that
- Try to prevent yourself as a teacher from becoming too involved with a learner's problems and home circumstances.
- Be aware of your own feelings and state of mind and be careful to not overreact when you do not feel good
- Change the school timetable, curricula and internal school organization so that the same teacher is not always exposed to the difficult learners or so that the composition of the class does not always include the same group of difficult learners. Periods with the same group of learners in the class may also be moved further apart.
- Avoid too rigid structures or forms of punishment

Discuss the phenomena of hyperactivity and distractibility. 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 behavior problems (pg245)

Hyperactivity refers to a surplus of motor activity. These learners are constantly busy fiddling and running around; they continue to be in motion without any apparent aim. They are practically never quiet and must touch and handle everything within their reach.

Distractibility is sometimes known as "sensory hyperactivity". Because it occurs so often along with hyperactivity, these phenomena are usually discussed together. Sensory hyperactivity or distractibility implies that learners are continually "on the move" as far as attention is concerned. Every sensory stimulus (things that they see and hear) is so enticing to them that they can do nothing but pay attention to it. It is therefore not a case of learners not

being able to pay attention, but rather that they cannot concentrate on any one thing for very long. Any movement or sound in class distracts their attention so they are seldom able to finish tasks but shift from one unfinished task to another.

Strategies that a teacher could employ:

- Do not expose learners to situations in which they will experience problems
- Prepare the learner for any disruptions in the normal routine
- Explain what behavior is expected of them, the limits and consequences of their behavior
- The duration of the situation should suit the learner's tolerance level
- Reward positive behavior e.g. star chart or special time
- Do not convey vague, unclear or unfeasible consequences to learners
- Limit the learner's number of choices
- Follow a relatively constant daily routine at home and at school

What is the difference between paraplegia and quadriplegia? (pg 175)

In paraplegia, the lower limbs are affected (legs and feet) so the learner cannot move their legs or feet while in quadriplegia all four limbs are affected (learner cannot move their arms, hands, legs or feet). When the legs are more severely affected than the arms, the term diplegia is used.

Discuss various reading problems that may occur in a Foundation phase classroom (pg212)

- The learners do not know what sounds letters stand for i.e. the link between letters and sounds)
- They do not recognize words on sight
- They read slowly, vocalize words (pronounce letter by letter, or syllable by syllable) and so forth
- As they read they either add or leave out words
- They misread the text
- They cannot answer direct questions on the section they have read
- They cannot recount what they have read

How to help learners with reading problems (Pg 294)

- Reading periods and reading instruction must always take place in a relaxed atmosphere so that children read for the enjoyment of it.
- Learners must experience success. (Passages short initially but gradually longer as reading ability improves)
- Don't let learners fall behind the rest of the class with the prescribed reader. Let them just read part of it and then progress to the next with the rest of the class.
- Create opportunities to practice verbal (expressive) language.
- Read aloud to them from storybooks.
- Make learners aware of the content of stories.
- Teach them the link between spoken sounds and letter symbols.
- Develop their knowledge of letters.
- Teach them how words are divided into syllables.
- Build up a sight vocabulary.

What are the two main components of reading? (pg289)

Decoding and reading comprehension

Describe five methods that you might use to help learners in the foundation phase with spelling problems. (pg 285)

- o Concentrate on vowels, vowel combinations and consonants
- o Emphasize word rhythm. By letting learners sing songs, an awareness of the different syllables in words can be nurtured e.g. complex words like lo-co-mo-tive have a certain rhythm when they are pronounced.
- o Establish the link between the letters or letter groups by using repetitive exercises like card games or mnemonic techniques e.g. Look at the cook in the book!
- o Never teach the letters b and d to learners in the same session, not only because the shape of the letters is similar, but because the sounds are also alike and can

therefore be confusing.

- o Use rhymes to teach consonants and consonant constructions e.g. Baby Blue buys black boots.

What type of problems with mathematics might a learner in the foundation phase have? (pg 211)

- o The learners cannot tell the difference between the different mathematical signs (addition, subtraction, multiplication and division)
- o The learners cannot understand the two main forms of mental arithmetic (adding and subtracting).
- o They cannot analyse and work out word sums
- o They are over dependent on concrete aids to work out an answer (fingers)
- o The learners tend to apply the same operational principle (addition for e.g.) to work out the answers to different kinds of sums

Describe five methods you might use to help learners in the foundation phase with mathematical problems (pg223-224)

- o It's important that the exercises done in mathematics be related to the life experiences of the learners so that they can appreciate the practical value of mathematics.
- o Initially mathematics exercises should be done in a concrete way. Rather than merely use concrete apparatus like counters, operations should always be related to the child's actual environment by making use of examples and pictures from his/her environment.
- o The mathematical operations (mathematical signs and combinations) must be shown and explained to the learners in each instance so that they become familiar with the operations and understand the differences involved.
- o Confine yourself to the curriculum – rather than experiment with large numbers, learners should deal with the numbers of the order prescribed for the grade concerned.

- o Give the child the opportunity to help draw up the shopping list and to estimate and jot down the price of each item next to it. The difference between the actual price and the estimated one can then be calculated.
- o Use group work
- o Provide opportunities for practice.
- o Foster interest and enthusiasm
- o Use direct methods of instruction to begin with.

Problems that learners in foundation phase have with spoken language (Pg 264)

1. Sentences are short with very simple content (you know, um and ah)
2. Avoid conversation
3. Have difficulty following conversations (huh, what, pardon, answers have nothing to do with topic)
4. Do not always understand instructions (incorrectly done or only half done)
5. Vocabulary is limited
6. Use incorrect sentence constructs
7. Uses past tense and plural form incorrectly
8. Inclined to speak a form of baby language (beatifullest picture)

Assistance to learners with spoken language problems (pg 267)

- Regularly tell and read the learners stories to broaden their general knowledge and vocab.
- Involve learners in group activities. Each learner in the group with spoken language problems should have the chance to take the lead in completing a specific task. Frequently ask the withdrawn learner questions like who, where, when and why.
- Learners must be given an opportunity to expand their vocab. This can be done by discussing pictures, reading or telling stories and excursions. Building work in class

around a theme gives the learners a chance to expand their vocab on the subject. The new vocab can be consolidated through repetition of the info.

- Make sure that the learners have paid attention to the instructions they've been given. If concentration poor, make some form of physical contact with them as you give the instruction. Make sure they look at you when you speak to them.
- Make frequent use of pictures, models, excursions and activities to explain new info to the learners to expand their vocab.
- The correct sentence construction may be taped. You may even record a number of examples of the correct sentence structure. Let the learners listen to the correct sentence structure a few times. Then let them listen to the incorrect sentence structure and allow them to explain the difference between the two. Then present the learners with two sentences and ask them to identify the correct sentence.
- Learners must hear correct examples frequently. Do this by often reading or telling them stories. Frequent repetition is essential for learners with serious problems with a specific language structure or form. This may be achieved by simple rhymes, songs or dramatization.
- Firstly get the cooperation from the parents. Parents must avoid using baby language. Correct form should be repeated for learners if they have used the incorrect form but they shouldn't be criticized every time they speak incorrectly.

Describe inclusive education in your own words

Inclusive education acknowledges that all children can learn and that all need some form of support in learning. It aims to minimize barriers to learning and is about changing attitudes, behaviors, teaching methods, curricula and environments to meet the needs of all children.

What is the difference between mainstream education and inclusion (internet)

Mainstream Education	Inclusion
Mainstreaming is about getting learners to 'fit	Inclusion is about recognizing and respecting

<p>into' a particular kind of system or integrating them into an existing system.</p>	<p>the differences among all learners and building on similarities.</p>
<p>Mainstreaming is about giving some learners extra support so that they can 'fit in' or be integrated into the 'normal' classroom routine. Learners are assessed by specialists who diagnose and prescribe certain interventions, such as the placement of learners in programs.</p>	<p>Inclusion is about supporting all learners, educators and the system as a whole so that the full range of learning needs can be met. The focus is on teaching and learning factors, with the emphasis on the development of good teaching strategies that will be of benefit to the learners.</p>
<p>Mainstreaming focuses on changes that need to take place in learners so that they can 'fit in'. Here the focus is on the learner.</p>	<p>Inclusion focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. The focus is on the adaptation of and support systems available in the classroom.</p>