

ECD Foundation phase

ETH306W Assignment 2

Question 1

Inclusive education differs from separate education in special schools. It is where all children, regardless of differences have the opportunity to learn with and from each other. In inclusive settings differences are valued but the focus is on similarities which are common to all children. An inclusive school defines differences as an ordinary part of human experience, to be valued and organised for. In settings like these the modelling provided by peers reduces the amount of input required by the class teacher.

Inclusion should not be the sole responsibility of the specific class teacher. Everybody should be involved and take responsibility. However teachers make all the difference. Training for teachers should be sustained. It should most importantly focus on attitudinal change. They need to understand and accommodate the concept of learner diversity. They also need to be trained to be innovative and flexible with regards to multi-level curriculum instruction and classroom management styles. A school-based support team should develop strategies for the whole school to meet the needs of learners with special educational needs. This team should also be a resource for teachers experiencing problems in their classrooms.

All children benefit when all students are made to feel they belong and education is sensitive and responsive to individual differences.

Benefits of Inclusion

Children with disabilities

They can learn new skills through imitation.

They are with peers from whom they can learn new social and real life skills that will equip them to live in their communities.

They have the opportunity to develop friendships with typically developing children.

They get access to education in their communities instead of being sent away to

special schools or staying at home.

Children without disabilities

They are able to learn more realistic and accurate views about children with disabilities.

They can develop positive attitudes towards those different from them.

They can learn from others who successfully achieve despite challenges.

Both slow and gifted learners can benefit from the inclusion.

Communities

They can economise by providing one programme for all children rather than separate programmes.

People with disabilities who has developed their full potential through effective education no longer a burden to society but making a contribution.

Communities will learn to appreciate diversity in their midst

Families of children with disabilities

Will feel less isolated from the rest of the community.

Will develop relationships with other families who can provide them with support.

Can enjoy having their children at home during their school years without the need to send them away to special schools or hostels

Families with children without disabilities

Will develop relationships with families with children with disabilities and be able to make a contribution.

Will be able to teach their children about individual differences and the need to accept those who are different.

Question 2

2.1

Provide all lesson directions in writing.

Provide him/her with material (whatever you will be discussing with the class) in writing. You might give the student an outline of what you will be discussing or

provide a copy of whatever you are reading to the class.

When speaking to the class as a group, use as many visual aids as possible. Posters, charts, transparencies on the overhead, the chalkboard, big books, and slide shows are some examples of tools you can use in your classroom.

Also use hand gestures and body language when speaking to the class. The student may pick up on cues from you. If you know sign language, use it.

Meet with the student one-on-one sometime during the day to review content and lesson material. The beginning or end of day would probably work best. Make yourself available to the student for questions.

Provide him/her with a copy of the books that you read aloud so that he/she can follow along. You might also allow the student to take the book home to read if necessary.

Place this student in the front of the room and make sure to position yourself close to him/her when speaking.

Make sure the student can see you when you are speaking. Speak slowly, loudly, and clearly. Some hearing impaired students can read lips.

Avoid multiple verbal directions. Show him/her what to do. The student will follow along a lot better if shown what to do, rather than told what to do.

Write homework on the board for students to copy. Avoid giving homework assignments verbally.

2.2

Make sure the student is sitting where he or she can hear clearly.

When vital information is presented make sure the student is not left out. Verbally announce all assignments, changes in class time, exam dates, etc.

Read out loud what you have written on the board during your class presentation.

Rather than pointing and referring to "this" or "that," restate the information verbally.

Make sure the student receives all class hand-outs. Don't assume the student will not want them because they are printed. Offer to provide enlarged copies of hand-outs to students who are visually impaired.

Speak clearly; this is the only channel of communication the student can rely upon.

When overhead projectors or PowerPoint presentations are used, the student should be presented with a hard copy of the content.

Students can be evaluated only over materials to which they have had access.

Students who are blind or visually impaired may be unable to take their own notes. The student may request your assistance in arranging a volunteer notetaker for your class.

2.3

Widen aisles to make room for wheelchairs. Also, add walkers and handrails where needed.

Hang paper and other art supplies in reach of the children.

Allow for adaptations in the classroom. Seat the child closer to the front if she has visual or hearing impairments. If the child has hard time writing, allow him to record lectures with a tape recorder.

Change your style of teaching. You may have to make text larger on the overhead machine or the chalkboard. Remember to write lower on the board so it is at eye level, and always acknowledge the children's responses, even if it is only by nodding. If it is a test day, allow extra time for the child and provide special materials, such as a laptop or tape recorder, to speak her answers, whichever is easier.

Encourage social relationships by having the children form small groups to discuss ideas of recent chapters covered in the class. While some children may be the target of bullying, if the child performs at or above average level, she will often be accepted just like any of her other peers. Therefore, it is important to find tasks that show her strengths and let the children interact.

Question 3

1. Remain calm – if you panic, this will often spread to your other students and you will find yourself not only managing a seizure, but also managing the emotional needs of a group of distressed students.
2. Think step-by-step – take yourself mentally through what you know about the situation already (the student, their epilepsy needs, the action plan that would already be documented for the student in many cases).
3. Look for help -- in a school there will generally be other staff around who can help when needed. This might be bringing a blanket to cover a student who has wet themselves during a seizure (thus protecting their dignity and privacy needs) or calling an ambulance if the situation is beyond your skills or is required according to the situation. Out in public, there will usually be a crowd of people who gather at a medical situation such as a seizure - explain clearly what is happening and then choose someone who looks calm and reliable and give them clear instructions about what you need (keep other people out of the way, call for someone to help, ring an ambulance, move a piece of furniture away from the student so they are not injured).
4. Act, remember there are some simple things to do to keep the student safe (move hard objects away, protect their airways etc) and make them comfortable after a seizure has passed; although you can't really do anything at all to stop the seizure while it is occurring.
5. Document, after the seizure has been managed, remember to document what happened and what actions you took (note the time the seizure started and stopped, any problems or observations you think are important, and what you did during and after the seizure).