

### Question 4 \*BELLA\*

- 4.1 - Gender: parents are less concerned about having a daughter with a physical impairment, than a son.
- Size of the family: larger families tend to be less distressed by having a child with a physical impairment.
  - Cultural background: some cultural lifestyles accept a child with an impairment more readily than others.
  - Religion: some parents accept the child's impairment as a divine responsibility.
  - Socioeconomic status: higher SES does not necessarily mean that the family copes better with the impairment.
  - Geographic location: the stigma may be less in a rural area because learners may be more easily "accommodated on the farm."
  - Degree and type of impairment: the more severe the impairment, the more stressful it is for the family, however this is not a strict science.
  - Personal characteristics of parents: sometimes, the wellness of the parents affects their ability to cope with the impairment. CPSS →

G 4.2 Grief: after the initial shock, the parents experience the  
 G feeling of grief for having lost the dream of having a "normal"  
 A child.

R Guilt: Many parents feel guilty and look for the fault  
 D within themselves.

A Anxiety: Usually goes hand in hand with worries for the  
 future and may depend on the degree of the impairment.  
Resentment: Some parents resent other families for being  
 able to lead carefree lives.

Denial: Parents often deny that there is an impairment  
 especially if it is not very obvious.



Anger- Parents sometimes act angrily towards anyone who offers advice or does not react as they do.

Overprotection:- The parents, especially the mother, may over protect the child, sometimes due to her own low self-esteem.

Rejection:- Parents may be unable to cope with the fact of having ~~W~~ a child with an impairment and so they reject the child. (P41 →)

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### Manifestations of barriers:-

Barriers can be present in the following:-

- \* the learner himself.
- \* the learning centre.
- \* the system of education.
- \* the broader social and economic and political context.

### Types of impairments:-

- \* Sensory
- \* Physical
- \* Mental / Intellectual
- \* Multiple

### Factors causing barriers:-

- socio-economic barriers
- discriminating attitudes
- inflexible curriculum
- language and communication
- inaccessible and unsafe environment
- inapplicable and inadequate provision of support.
- lack of empowering and protective policy.
- lack of parental recognition and involvement.
- disability
- lack of human resources development.

### Intrinsic factors:-

- \* Impairments
- \* Genetic factors
- \* Prenatal, post-natal, perinatal factors.

### Extrinsic factors:-

- \* Environmental factors
- \* Factors in upbringing

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- \* School factors

- \* Differences in language and culture

- \* Limited job prospects.

- \* See table (P33)

### Factors that influence parental attitudes:-

- \* The gender of the child.

- \* size of the family.

- \* Cultural background.

- \* Religion

- \* Socio-economic status

- \* Geographic location

- \* Degree and type of impairment

- \* Personal characteristics of parents.

### Patterns of parental attitudes:-

- \* Grief

- \* Guilt

- \* Anxiety

- \* Resentment

- \* Denial

- \* Anger

- \* Over protection

- \* Rejection

- \* Compensation

- \* Feeling rejected as parents

- \* Acceptance

### Behavioural patterns of parents:

- \* Articulate, assertive, educated parents

- \* Angry but knowledgeable parents

- \* Submissive parents

- \* Uncaring parents

- \* Angry uninformed parents

## Refraction errors:-

- \* Near sighted = myopia
- \* Far sighted = hyperopia
- \* Astigmatism =

- \* Cataracts → clouding of the eye lens.
- \* Strabismus → (squint) abnormal functioning of eye muscles.
- \* Nystagmus → involuntary oscillation of the eye.
- \* Albinism → lack of pigment (sensitive to light).
- \* Trachoma → eye disease caused by a microorganism.
- \* Conjunctivitis → infection of the membrane covering the eye.
- \* Glaucoma → high production of aqueous humour, pressure build up damages optic nerve.
- \* Macular degeneration → hereditary; macula degenerates.
- \* Retinitis Pigmentosa → too much pigment in the eye.

## Signs of visual problems:

- rubs eyes excessively
- shuts or covers one eye, tilts head
- has difficulty reading
- blinks more than usual
- unable to see distant things clearly.
- squints eyelids together or frowns.
- clumsy in movements, drags feet.
- steps too high or low on stairs
- refuses to participate in ball games.
- moves head when reading or looking at pictures
- loses place when reading
- confuses letters of similar shape.
- has poor spacing when writing

Assistance to visually impaired learners:

\* Stimulation of the senses :-

- Sense of hearing
- Sense of touch and movement
- Sense of smell and taste
- residual vision

Classroom assistance :-

- Learners with myopia and cataracts should sit at the front of the class.
- Repeat what is written on the chalkboard to help them check their work.
- A magnifying glass may be used when large print books are unavailable.
- Draw lines on blank paper with a dark pen instead of using ordinary books.
- Spacing between lines can be adjusted according to the learners needs.
- Printed material must be clear and attractive.
- Darkest, clearest copies must be handed to learners with visual problems.
- learners with hyperopia would prefer to sit at the back.
- learners with ~~cataracts~~ <sup>albinism</sup> should sit in a darker part of the room.