

**ETH306W INCLUSIVE EDUCATION B (EDUCATIONAL THEMES 306)
EXAM PACK
OCTOBER/NOVEMBER 2014 MEMORANDUM**

Question	CORRECT OPTION AND EXPLANATION
1.1	Option /d/ is correct.
1.2	Option a is correct (p198)
1.3	Option C is correct. Learners suffering from hyperopic can see well at a distance but their close vision is poor (p143)
1.4	Option B is correct.
1.5	Option C is correct. Quadriplegia or tetraplegia occurs when all four limbs are affected (p175)
1.6	
1.7	Option A is correct. Epilepsy is a discharge of abnormal electrical activities in the brain (pp182)
1.8	Option B is correct. Sign language has a separate grammar that is not based on any spoken or written language (pp 160)
1.9	Option A is correct (pp 156-157)
1.10	Option /a/ is correct. Inner language or the language of the thought is the language in which one thinks. It is not necessarily expressed verbally. (pp201)
1.11	Option B is correct. Reflective language express personal experience and level of thought (pp202)
1.12	Option d is correct
1.13	Option a is correct (pp148)
1.14	Option /a/ is correct. A person has a visual or aural/and story disability when his ability to see or hear is affected (p7)
1.15	Option c is correct. Learners subject to sudden spells of bad temper, aggressiveness, vandalism or who are very prone to swiftly changing moods

	Very depressed, elated, suffer from hidden or disguised epilepsy (pp187)
1.16	True. Essay/ composition, spelling and handwriting constitute three elements of written language (p273)
1.17	True. These learners will be underachievers. This means they do not do well as one would expect of them (p8)
1.18	True. Learners suffering from hyperopia or farsightedness can see well at a distance but their close vision is poor (pp143)
1.19	False. Epilepsy is a discharge of abnormal electrical activity in the brain. (pp182)
1.20	False. The stigma of a learner with a physical and/or physiological impairment may be less in a rural than in an urban area because the learners might be more easily accommodated on the farm. (pp40)

QUESTION 2

2.1 Describe inclusive education in your own words (2)

Inclusive education is a system of education which allows learners to receive teaching and learning instructions in the general mainstream education institutions/schools with special education services and accommodation coming to them. Through inclusive education children with disabilities are educated based on their own unique learning needs in classes of students with or without disabilities.

2.2 The difference between mainstream education and inclusion (8)

MAINSTREAM EDUCATION	INCLUSIVE EDUCATION
<ul style="list-style-type: none"> (a) It is about getting learners to fit into a particular kind of system (integration). (b) Focuses on giving some learners extra support so that they can fit into or be integrated into the normal classroom routine. (c) Focus is on learners who have special needs and the provision of necessary remedial interventions. (d) Focus on changes that need to take place in learners so that they can fit in. 	<ul style="list-style-type: none"> (a) It is about recognising and respecting differences between all learners and building on the similarities. (b) The system supports all learners, educators and the system as a whole so as to meet a variety of learning needs. (c) Focus is on teaching and learning factors. (d) Focuses on overcoming barriers in the system which prevent learners from getting a full range of learning needs. The system is

	<p>adapted so that there are support systems available in the classroom.</p>
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2.3 Discuss both intrinsic and extrinsic factors that can cause learners to have learning needs. (10)

- This is an essay type question
- The length of the essay must be one to one and half pages.
- The essay must have an introduction, body and conclusion

- Write the essay in logical coherent and cohesive paragraphs.
- When discussing provide facts FOR and AGAINST the issue under discussion.
- Evaluate, analyse and express your opinions or points of views

INTRODUCTION

- Briefly explain the key concepts: intrinsic and extrinsic factors; learning needs.
- Indicate/reveal your purpose of writing the essay in the introduction.
- Your presentation must be balanced.

BODY OF THE ESSAY

- It contains the content or main facts of the discussion- ideas on intrinsic motivation factors.

Discuss the following:

- Physical and/ or physiological impairments that may become disabilities if society and the system of education do not make provision for these learners.
- In your answer include the following: visual barriers, auditory barriers, physical barriers e.g. blindness and Down syndrome.
- Personality factor, especially types of temperament and unsatisfied emotional needs. Examples: shyness/lack of assertiveness/rebelliousness/attention-seeking children/poor self-image etc.

Central ideas on the concept of extrinsic factors

Include the following in your discussion:

- Environment
 - Unfavourable socio-economic circumstances
 - Circumstances in urban areas
 - Factors in rural environments
 - Factors in upbringing
 - Mistakes in upbringing
 - Unstable domestic/home circumstances and broken homes.
- School factors
 - Poor teaching methods
 - Incomplete or insufficient participation of the learners
 - Inappropriate or irrelevant study material
 - Inefficient school organization
 - Crowded classrooms
 - At-risk schools (learners and teachers are estranged/standards are low and quality is poor/truancy and disciplinary problems are common.)

- Differences in Language and culture
- Culture differences
- Language differences
- Limited job prospects (Macro-environmental factors)

QUESTION 3

3.1 Identify the barriers to learning experienced by the following learners

Learner	Barrier to learning
1	Visual problems (pp146)
2	Aural/Auditory disability (pp156-157)

3.2 FOUR MORE CHARACTERISTICS

Characteristics of visual barriers (pp146)	Characteristics of Aural/auditory disability (p156-157)
<ul style="list-style-type: none"> • Shuts or covers one eye • Has difficulty reading • Blinks more than usual • Unable to see distant things • Loses place frequently when reading • Confuses letters of similar shape such as B, D or R, P • Holds reading material unusually close to the eyesore usually far away. 	<ul style="list-style-type: none"> • Turns his/her head to listen • Watches teacher's lips • Speaks monotonously • May have difficult in hearing the bell ring. • Cannot follow instruction given in a large hall e.g. school assembly • Relies hearing on gestures • Avoid oral activities • Turns up the volume when listening to audio-visual aids such as televisions

3.3 How a teacher can support a learner with visual impairment. (p151)

Learners with myopia and cataracts should sit in front near the chalkboard. The teacher must repeat what is written on the chalkboard to help the learners check their own written work.

Allow learners to use magnifying glasses if large print books are not available. Learner must be allowed to use blank A-4 paper instead of ordinary class work books.

Printed material should be clear, attractive and meaningful.

Learners with hyperopia must be allowed to sit at the back of the class.

Learners suffering from albinism must sit in a dark place in the classroom, away from the windows. To avoid glare, Learners should work facing away from a window if no curtains are available. Textbooks can be recorded on the tape for learners who find it difficult to see and read their text books.

Door should be kept either opened or closed because open doors can be a potential safety hazard to visually impaired learners from stumbling over stray objects on the floor.

HOW A TEACHER WOULD SUPPORT LEARNERS WITH AUDIORY BARRIERS (PP157-158)

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

Hard-of hearing learners may be best assisted in class if they wear a hearing aid and sit in front of the class so as to see the teacher's face most of the time. The teacher must always speak facing them. The teacher should never turn to the chalkboard while giving explanations or instructions to the class.

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

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

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

QUESTION 4

4.1 What is Down syndrome and why should a teacher know it? (4)

Down syndrome is a genetic and chromosome condition which is associated with intellectual disabilities. Extra genetic material (chromosomes) causes delays in the way a child develops both mentally and physically.

Basically a teacher should be knowledgeable on the causes and condition of Down syndrome child so that he or she would be able to cater for them in a way which would make the learners to develop physically and mentally.

Without knowledge of Down syndrome the teacher will not be in a position to know the nature or type of support the learner needs. In order for the learners with Down syndrome to be successfully included in school activities, the following characteristics will need to be given consideration by all teachers involved in the day-to-day management of the learner's curriculum and classroom activities.

4.2 Types of motor skills problems a learner with Down's syndrome might have. (6)

Poor manipulation due to:

- Hypotonic (low muscle tone) in arms and hands.
- Shorter limbs and digits
- Reduce stamina

4.3 Strategies a teacher employ to support a learner with Down's syndrome who experiences the motor skills problems (8)

Due to hypotonia, (low muscle tone) in arms and hands, the handwriting of Down's syndrome learners may be oversized or undersized and light and sketchy.

- To solve this problem the teacher must use alternative tasks for writing or recording e.g. cut and paste, multiple choices etc.
- Due to shorter limbs and digits the manual skills of Down's syndrome learners such as cutting, using concrete materials and equipment may be less accurate and completed more slowly.

To solve this problem, the teacher may use the following strategies:

- Use large adapted equipment (ruler with ridge for gripping, blackboard compass)
- Reduce the amount of activities/work expected.
- Provide profomas in a large size with some information already recorded.

4.4 How will you explain what autism is to a parent? (2)

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

QUESTION 5

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

- The learner does not know what sound letters stand for.
- They do not recognize words on sight
- They read slowly, vocalize words (pronounce letter, or syllable by syllable)
- 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.

5.2.1 Define gross motor abilities (3)

Movements that involve using the large muscle of the body.

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

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

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

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

5.2.2 Fine motor abilities (3)

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

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

Use of lips and tongue to taste and feel objects.

5.2.3 Spatial perception (3)

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

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

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

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

5.2.4 Laterality (3)

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

5.2.5 Lateral dominance (3)

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

QUESTION 6

6.1 What is cerebral palsy?

A persistent but not unchanging disorder of posture and movement due to a dysfunction of the brain before its growth and development are completed (pp174).

6.2 What assistance could you give to a learner with physical impairment in your classroom? (8)

If learner's attention is easily distracted (as in the case with learners who have neurological deficits) try to restrict the incidents that might distract their attention.

Disregard the spelling problems of learners with spelling problems.

Learners who write extremely slowly may be allowed to do tests and exams orally.

Learners with handwriting problems must be allowed to use a computer. This will help them to exercise their smaller muscles of the hand (fine motor control) and improve the learners' self-esteem.

Reduce the amount of activities/work expected

Give the disabled learners alternative writing tasks for recording e.g. cut and paste.

6.3 Describe how young learner's quality of development with regard to behaviour and imagination as part of the so-called "Triad of impairments" can give a teacher an indication that the learner is autistic (10)

The triad of impairments is typically associated with a narrow repetitive pattern of activities and resistance to change in things, which may directly affect the individual child. With regard to behaviour and imagination in a young learner's development with regard to behaviour and imagination the child will manifest the following characteristics:

- Imaginative play may be limited or poor for example, they cannot play with a wooden block as if it is a toy car.
- The child will have a tendency of focusing on minor or trivial aspects of things in the environment instead of an imaginative understanding of the meaning of the whole scene.
- The Learner peruses activities repetitively and cannot be influenced by suggestions of change.
- Their play has a rigid and stereotyped pattern.
- The child will have unusual habits such as rocking, spinning, finger-flicking, tapping and scratching on objects or arranging objects in lines or patterns.
- Inappropriate use of toys in play
- Holding on to objects e.g. carrying a piece of wool the whole day.
- Tantrums may occur for no reason
- Changes in routine of environment, e.g. a change in the route to school or altering the placement of equipment in the classroom may cause distress.
- Interests and range of activities may be limited e.g. they are only interested in puzzles.

QUESTION 7

7.1 What is the difference between paraplegia and quadriplegia (4)

Paraplegia is an inability to move and an absence of sensation in the lower limbs while quadriplegia involves all four limbs. Therefore, the quadriplegic is completely paralysed.

7.2 What is cerebral palsy?

Cerebral palsy is a physiological condition which encompasses a set of neurological conditions which cause physical ability in human development. It affects the brain and nervous system. This condition is frequently accompanied by loss of sensation and uncontrollable body movements or tremors.

7.3 Having a child with impairments 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 impairments (10)

The following emotions or attitudes are experienced before there is acceptance:

GRIEF: Parents feel like they have lost a dream of having a normal child. This grief or loss of hope is not very productive. Parents should realise that this is a useless reaction.

GUILT: Many parents feel guilty and try to blame themselves or each other for their child's impairment. The mother experiences this feeling much. Some parents even try to look for the causes in their ancestors and blame each other. Parents should realise that no one should be blamed for their child's impairment.

ANXIETY: This feeling goes hand in hand with worries about the child's future. Parents of a blind child are for example more scared that their child will fall and injure himself so they overprotect the child. This type of behaviour disadvantages the child since he or she would not develop to be an independent individual.

RESENTMENT: Parents feel as if their situation is a strange one. They start to hate other people around them because they enjoy a carefree life with their children. Furthermore, they dislike people who make hurtful comments about their child's disability. The parents' social life is also destabilised because they need to give their child extra care and they blamed their child for that.

DENIAL: Parents often deny that there is a physical impairment. They think that if they do nothing about the matter everything will come right by itself.

Denial is both productive and unproductive.

ANGER: Sometimes parents react angrily to their learners' physical impairment, towards anyone who give them well-meant advice or towards everybody who does react like they do. Anger is very hurtful and it does not improve the matter. If the parents could learn to control their anger it would help to relieve tension and to focus their energy on activities that can be of benefit to the child.

7.4 As a teacher what assistance would you give to a learner with a physical impairment in your classroom? (4)

PRACTICAL SUGGESTIONS

- Arrange the furniture in the classroom in such a way that the cerebral palsied learners can move freely. Try to make the classroom easily accessible.
- Build up learners' self-esteem so that physically disabled learners do not feel different from other people.
- Allow learners with bad handwriting to use a computer to do their assignments.
- Allow extremely slow learners to do their tests orally.
- Disregard spelling errors of learners with severe spelling problems.

QUESTION 8

Discuss any five of the emotional needs of young people as described by Howells, Mirabel, Pringe, Raths, Thompson and Popper. Describe how each of these needs manifest at home

and at school. Indicate with reference to each of the five emotional needs what a teacher can do to meet the emotional needs of learners. (5×4)

Unmet emotional needs (pp353-354)

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

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

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

The need of love and security

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

What a teacher can do to meet this need.

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

ETH 306W INCLUSIVE EDUCATION B (EDUCATIONAL THEME 306)

MAY JUNE 2015 MEMORANDUM

QUESTIONS	CORRECT OPTIONS EXPLANATIONS
1.1	Option A is correct. Refer to page 156-157
1.2	Option A is correct. Inner language or the language of thought is the language in which one think. It is not necessarily expressed verbally (page 201)
1.3	Option b is correct, learners with auditory perceptual problems find it difficult to break word up into syllabus or put them together again (page 198-199)
1.4	Option B is correct. When a baby is conceived by the combining of one sperm cell with one egg cell, the baby receives 23 chromosomes. Sometimes, an accident in the production of a sperm or egg cell causes that cell to contain 24 chromosomes. This event is referred to as nondisjunction. When this defective cell is involved in the conception of a baby, that baby will have a total of 47 chromosomes. The extra chromosomes in down syndrome is labelled number 21. For this reasons, the existence of three such chromosomes is sometimes referred to as trisomy 21. Another relatively genetic accident which can cause down syndrome is called translocation during cell division, the numbers 21 chromosomes somehow breaks. A piece of the 21 chromosomes then attached to another chromosomes
1.5	Option c is correct. Quadriplegia or tetraplegia occurs when cell four limbs are affected (page 175)
1.6	Option A is correct. Epilepsy is a discharge of abnormal electrical activity In the brain (page 182)
1.7	Option b is correct. Sign language has a separate grammar that is not based on any spoken or written language such as English, Afrikaans or Tswana (page 160)
1.8	Option b is correct
1.9	Option d is correct. The following cognitive characteristics of a person with down syndrome must guide you to arrive at the correct answer: moderate to serve developmental delays, cognitive impairment, slowed learning, below average intelligence, slowed development
1.10	Option A is correct. Sensory impairment occur when one of the senses is affected. Visual or aural disability occur when a person`s ability to see or hear is affected (page 7)
1.11	FALSE: Epilepsy is a discharge of ubnormal electrical activity in the brain(page 182)
1.12	TRUE: To use written languages learners must master the following elements: The essay/ composition, spelling and handwriting.
1.13	FALSE: The stigma of a learner with a physical and/ or physiological impairment may be less in the rural than in the urban area because the learner might be more easily accommodated on the farm (page 40)

1.14	FALSE: Learners who are intellectually disabled have mental capacities which are below what is regarded as normal. This means they do not have the potential at all (page 161). However under achievers are learners who have Potentials at school but do not perform or do well as one would expect from them due to their intellectual ability. There is a gap between the learners achievement and what he or she is actually capable of (page 8-9)
1.15	FALSE: Learners with myopia and cataract should sit in front, near the chalkboard (page 151). These learners can see the objects close to them clearly (page 143)
1.16	TRUE: RH Factor, oxygen deficiency and the use of instruments causes brain damage(page 22)
1.17	FALSE: People with auditory disability speaks too softly or too loudly (page156)
1.18	TRUE: Learners subject to sudden spells of bad temper, aggressiveness, vandalism, and so on, or who are very prone to swiftly changing moods, who are at time very depressed, elated or fidgety, may possibly suffer from processes of irritation in the brain which do not results in epileptic symptoms (187)
1.19	FALSE: Language is a communication system by which people are able to express their thoughts. It does not consist of a variety of random series of speech sounds but of random series of speech sounds but of language symbols that form a connected set of relationships and patterns(page 236)
1.20	FALSE: Learners unacceptable behaviour originates from a need for attention, learners learn from expensive that the best way to obtain an adult`s undivided attention is to focus that person`s attention on them through the behaviour that adults disapprove (page 236)

QUESTION 2

2.1 Cerebral palsy (3)

-Cerebral palsy is a term which encompasses a set of neurological condition that causes physical disability in human development-they affect the brain and nervous system.

- The word cerebral refers to the area in the brain that is affected, while palsy means complete or partial muscle paralysis.

- It is frequently accompanied by loss of sensation and uncontrollable body movement or tremors.

-Cerebral means related to the brain or cerebrum. Cerebrum is a Latin word meaning “brain, top of the head, skull”.

-To be more precise cerebral palsy is a neurological condition that is related to some or other pathological or abnormal condition of the brain (page 174)

2.2 The difference between paraplegia and quadriplegia.

Paraplegia is an inability to move and absence of sensation in the lower limbs while quadriplegia involves all four limbs. Therefore, the quadriplegic is completely paralysed (page 173)

2.3 Assistance which a teacher can give to a learner with a physical impairment: (8)

- The teacher must make the learners comfortable with their orthopaedic aid. Take time to introduce and explain these aids to the other learners in the class.
- Make the classroom and other areas where such learners would like to go be easily accessible by building ramps.
- Building up learner`s self-esteem assist the learner`s to develop positive and realistic images about themselves.
- Assist learner`s to take medication regularly.
- Teach learner`s with bad handwriting to use a computer or laptop so as to develop some typing skills.
- Learners who write slowly must be allowed to do test exam orally. The teacher can read or scribe for them
- Disregard and do not penalise the learner`s severe spelling problems
- Try to restrict activities which may distract these learner`s attention. The teacher must stimulate one sense at a time. Short and clear instruction must be given eg address them in person, give them individual attention and check their progress frequently (page 180-181)

2.4 What is epilepsy? (2)

- Epilepsy is a discharge of abnormal electrical activity in the brain. (page182)

- Epilepsy means the same as seizure disorder it is a chronic disorder and human brain is the source of epilepsy

2.5 What can be done by the teacher if a learner has an epileptic seizure in the class: (5)

- Take the learner to an isolated safe place where they can lie down and not sustain any injury
- Prevent the learner from falling
- If convulsion or spasms occurs, objects against which the learners can hurt themselves should be pushed out of the way.
- Make sure that no-one will hold the learner and prevent movement of the body. This may lead to injury of the muscle or joints.
- The victim must be turned on one side so that excessive saliva which is responsible for the foaming at the mouth, may run out freely and will not clog the air passages which may cause choker.
- Do not place or insert an object between the teeth to prevent the learner from biting the tongue as these could cause more damage
- Loosen up clothes of the learner especially round the neck and the waist. (page 190)

QUESTION 3

3.1 Five characteristics of hearing impairment (aural disability)

The learner:

- Often misinterprets instructions
- Turns his/her head to listen
- Speaks too softly or too loudly
- Speaks too quietly or too slowly
- Experience unusual emotional problems.
- Is often inattentive
- Finds it difficult to associate with friends
- Rely heavily on gesture
- Avoid oral activities
- Watches teacher's lips etc. (page 156-157)

Five characteristics a learner with unusual problems

The learner:

- Rubs eye excessively
- Has difficulties in reading
- Blinks more than usual
- Is unable to see distant things clearly
- Frowns excessively
- Confuse letters of familiar shape such as B, D OR R,P

- Holds reading material close to the eye or unusually far away from the eye
- Has poor spacing when writing
- Inflamed or watery eyes
- Drooping eyelids
- Swollen eyelids
- Dizziness
- Headache
- Blurred or double vision
- Inability to see in bright light (page 146)

(ANY FIVE OF THE ABOVE.)

3.2 How the teacher can support learner`s with hearing impairments.

Salend (1990:271) provide a number of suggestions which teachers can use to support/help/assist learner

- Use an overhead projector when teaching. Power point can also help. Such learners must see a lot of visual presentation.
 - Assign or appoint another learner in the classroom to take notes on behalf of the learner with auditory problems. Carbon paper can be used when taking down the notes.
 - The teacher must speak clearly in a normal tone and at an average speed. The teacher must not speak fast.
 - Visual signals, gestures or body language must be used to give the learner`s attention.
 - Ask questions to check understanding of orally presented directions and content.
 - Give test directions, assignment and lecture outline in writing.
 - Provide the learner with outlines assignment and vocabulary list, before introducing a new topic
 - Repeat and summarise main points of orally presented information (page 158)
- (ANY FIVE OF THE ABOVE)

HOW THE TEACHER CAN SUPPORT LEARNER`S WITH VISUAL IMPAIRMENTS

- Learners with myopic or cataracts should sit in front, near the chalkboard.
- Repeat what is written on the chalkboard to help learner`s check their own written work.
- Allow learner`s to use magnifying glasses if large print books are not available.
- Learner`s must use blank A-4 paper with parallel lines drawn using a black pen or marker. They should not use ordinary classwork exercise books because they have dull lines for them.
- Make sure that these learners are using clear printed attractive and meaningful printed material that show the difference between the print and the paper for them to see clearly. Black print on white paper with fairly large letters and good spacing is the best.
- Give them the darkest and clearest copies.

- Allow learner`s with albinism to sit in a darker place in the classroom, away from the windows.
 - Textbooks can be recorded on tape for learner`s who find it difficult to read their textbooks (page151-152)
- (ANY FIVE OF THE ABOVE)

QUESTION 4

4.1 Describe inclusive education (2)

- Inclusive education is a huge type of education system which adjust all education structure, system and learning methodologist so as to accommodate the need of all learners irrespective of their impairments or a disability (page 322)
- OR
- Inclusive education is an education system which accept or mix all learners in the main stream should irrespective of the fact that the learners are able bodied disable, have serious behavioural problems or are underachievers (page 322)

4.2 The difference between mainstream education and inclusion (8)

MAIN STREAM EDUCATION	INCLUSIVE EDUCATION
<ul style="list-style-type: none"> • Exclude learners who experience barriers to learning from the education system 	<ul style="list-style-type: none"> • Include or enrol learners who experience barriers to learning within the education system, Caters for all learners whether able-bodied or disabled
<ul style="list-style-type: none"> • Learners who experience barriers to learning suffer a great deal of exclusion since they access to the curriculum is often invited by number of factors such as inaccessibility of buildings, inadequate provision of aid and teaching and learning practice 	<ul style="list-style-type: none"> • The system of advocates for changes to make to the education and health that is responsible and sensitive to the diverse range of learning needs.
<ul style="list-style-type: none"> • Promotes inequality labelling and discrimination of learners by recommending them to go and attend in special schools meant for people with impairment disabilities and learning problems 	<ul style="list-style-type: none"> • Promote equal participation of and non-discrimination against all learners process irrespective of their abilities.
<ul style="list-style-type: none"> • A mainstreamed child often has little or no additional classroom support. Learners handle the adjustment to a general education classroom on their own. 	<ul style="list-style-type: none"> • A student in an inclusion classroom often has an entire support team helping her to adjust to the classroom and the teacher provide individualised support for the learner

4.3 Discuss both the intrinsic and extrinsic factors that that can cause learning problems (pp19)

The causes of the occurrence of barriers to learning of learners to learning of learners may be divided into two broad groups, namely: intrinsic factors and extrinsic factors.

Intrinsic factors are those impairment which are located within the learner. Intrinsic factors are factors located within individual learners themselves. These learners are usually born with specific characteristics such as blindness or a missing arm. The learner's condition can be aggravated by a poor environment, ineffective education and inapplicable education so that they become disabled.

The most prominent intrinsic factors are physical and/ or physiological impairment and personality characteristics.

Impairment is a permanent physical or mental deficit that the person concerned has to accept. The deficit could seriously complicate the person's development and learning and thus become a disability.

Intrinsic factors such as genetic factors, prenatal, perinatal and postnatal brain damage causes physical and/ or physiological impairment in people.

On the other, in the case of extrinsic factors the barriers are not within the learners themselves. The child is perfectly normal at birth but circumstance beyond or outside the learners, that is to say, his or her environment, home, upbringing or teaching are so inadequate that they adversely, affect their development and learning and ultimately cause barriers to the learning.

Examples of extrinsic factors

Environmental factors these include unfavourable socio-economic circumstances eg lack of decent houses, living in informal settlement such as squatter camps. Lack or shortage of clean water, health nutrition, medical care, clothing and furniture

The following factors also make the learner's way of life not conducive to good academic achievement.

- Poor medical services
- Cramped, overcrowded, noisy homes
- Poor lighting
- Limited time for study
- A lack of cognitive stimulation ie little or no reading matter such as books, news-papers and magazines in the home, no electricity for television and radio

(a) Destructive urban environments.

- (b) Rural environment – parents are illiterate and do not see the value of education. They expect them to leave school at an early stage so that they can argue the family's income.
- (c) Rich family environment or prosperous areas. Rich family environment can give rise to the barriers to learning. If learner's grew up without hardship and have all their needs provided for (having plenty of pocket money) causes them to become bored and then seek excitement and adventure in the form of unlawful practices such as the abuse of alcohol and drugs.
- (d) Factors in upbringing
 - Pressure is to achieve success from parents
 - Overprotective parents
 - Parents who show little interest in the activities of their children
 - Poor discipline in the home
 - Too strict discipline in the homes
 - Parents who do not teach their children to choose good morals, norms and values

(e) School factors

- Poor teaching
- Poor participation of learner's
- Inappropriate study methods
- Inefficient school organisation

(f) Differences in language and culture

(g) Limited job prospects

SUMMARY

Intrinsic factors	Extrinsic factors
<ul style="list-style-type: none"> • Physical and/or physiological impairments • Personality factors, especially types of temperament and unsatisfied emotional needs 	<ul style="list-style-type: none"> • Environment • Education system • School • Language • Culture • Job prospect

- Down syndrome is a genetic condition. There are three types of down syndrome : Trisomy 21, (nondisjunction), translocation and mosaicism
- Down syndrome is a chromosomes condition associated with intellectual disabilities
- Characteristic of down syndrome

- Poor muscle tone
- Slanting eye with folds of skin at inner corners
- Hyper flexibility (excessive ability to extend the joints)
- Flat bridge of the nose

QUESTION 5

5.1 What is down`s syndrome and why should a teacher know about it (3)

- Down`s syndrome also called Trisomy 21, is a condition in which extra genetic material causes delay in the way a child develop, both mental and physically
- Why the teacher should know about down syndrome

Students with Down syndrome are likely to need support with speech and language, memory and processing information, social skills and independence, literacy and numeracy.

The teacher must know the degree of intellectual ability involved, the child`s talents and interest and the support and services he or she needs so as to provide an individualised Education Programme (IEP) for the child.

The teacher need to understand the physical and medical effects of Down`s syndrome

Down syndrome children may have: >a need to learn educational content at a slower pace or in a different format to their peers. Therefore, teachers need to plan a relevant programme of work for pupils with Down syndrome.

5.2 Name the type of motor skills problems problem that a learner with Down syndrome might have(3)

- Movement control (motor skills)
 - Fine motor skills (coordination, manipulation)

These skills involve the manipulation of the hands finger. They tend to perform skills less well than their peers. Learner`s with a lack of fine motor coordination will experience problems in the use of smaller muscles which are used during creative activities and art, for example (page 197)
 - Visual-motor coordination problems. Learner`s experience problems with the cooperation between eye and hand or eye and foot in order to successfully execute movement with the hands or feet. Problems manifest in poor finger and hand movement during activities that demand hands skills or poorly coordinated movements of the legs or feet, e.g. when kicking the ball (page 197) learners will have problems seeing differences in shapes/ remembering what letters look like/ writing with the non-dominating hand
 - Gross motor problems: Poor gross motor coordination causes clumsiness, poor balance and uneven rhythm in the use of larger muscles of the body, e.g. when the smaller child crawls, walks, runs, jumps, rolls,

etc. These problems can be observed during outside play, movement games and music.

Children with gross motor skills suffer from learning problems, speech, and problem, and self-esteem problems, lack of confidence, social isolation (page 196)

5.3 Types of reading problems might a learner in the foundation Phase experience. (5)

In the foundation phase reading problems manifest as follows:

Learners:

- Do not know the link between letters and sounds.
- Can only recognize a very few words on sight such as their name and high frequent words such as 'is' and 'and',
- Read slowly
- Repeat words or parts of words
- Sound out or pronounce most words
- Add words which are not there to a sentence or leave out words.
- Read things that are not in the text
- Cannot answer direct questions on the section they have read.
- Cannot tell about what they have read (291)

5.4 Define the following perceptual motor abilities and indicate what problems a young learner may experience at school if these abilities are not well developed.

5.4.1 Gross Motor abilities (3)

The ability of a child to utilize large muscles such as muscle of the leg or so. These are the abilities which are usually acquired during infancy and early childhood as part of child's motor development. These abilities help a child to stand up, walk up stairs etc. These gross movements come from large muscles groups and whole body movements. These skills develop in a head-to-toe order. The children will typically learn head control, trunk stability and then standing up and walking (p196). PROBLEM EXPERIENCED

5.4.2 Spatial perception

Spatial perception refers to the processing and interpretation of the physical relationships between objects, including our bodies. These relationships enable our interactions with single objects e.g. how do I shape my hand to grasp a mug. The perception of objects in an accurate manner. The ability to determine where horizontal or vertical is in the real world or the ability to judge whether things are far away, close, big or small to other people around (pp197) PROBLEMS

5.4.3 Laterality

Preference in use of homologous parts on one lateral half of the body over those on the other. Dominance in function of one of a pair of lateral homologous parts. Laterality refers to motor awareness of the two sides of the body. The child who has a laterality problem has not yet internalized the knowledge that the body has two sides. One manifestation frequently noted is called midline crossing problem, that is, the child is unable to continue a motor act like writing without switching hands and the point which faces his/her middle. The left hander for example writes up to the middle of the page and changes hands or moves to the next line leaving the right half blank, while the right hander writes from the middle leaving the left half blank. (pp197)

QUESTION 6

6.1 Discuss four patterns of parental attitudes before there is acceptance of the child with impairments. (20)

- Essay type question
- Your answer must be written in coherent and cohesive paragraphs.
- Your answer must have three parts, i.e. introduction, body and conclusion
- The length should be two to three pages
- In your discussion give facts or information which highlights the positive and negative attitude of parents. At the same time provide a critical view of the issue under discussion.

Facts to be included in the essay

- **Introductory ideas**
A child's impairment affects different parents in several ways. At the same time there are rights or wrong emotions portrayed by parents when they realize that their child has a physical or physiological impairment. Grief, guilt, anxiety, resentment, denial and anger are the most common attitudes experienced by parents.
- **Body**
Paragraph 1: Discuss the concept of grief and present its pros and cons. Define grief and explain/describe this reaction.
Paragraph 2: Discuss the concept of guilt and its pros and cons. Parents blame themselves or each other for the disability. In most cases the mother feels guilt. Some parents look for the causes from the prophets or traditional healers of which nobody should be blamed.
Paragraph 3: Discuss the concept of anxiety and its pros and cons. Parents may worry about the learner's future and be scared (e.g. blind). Overprotection of the child which has a negative impact on the development of the child.
Paragraph 4: Discuss the concept of resentment- Parents may feel that the problem is unique/queer/strange. They start to hate or dislike other families. They cease to socialize and interact with others. They also hate people who make hurtful comments about their child and this means that their social life is affected.

Paragraph 5: Discuss the concept of Denial-Parents refuse to accept the existence of the disability. They refuse to accept the doctor's diagnosis.

Paragraph 6: Discuss the concept of anger/overprotection/rejection and its pros and cons.

Conclusion

ETH306W OCTOBER/NOVEMBER 2015 MEMORANDUM

QUESTION	CORRECT OPTIONS AND EXPLANATIONS
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1.1	<p>Option D is correct. Barriers can be presented through the following:</p> <ul style="list-style-type: none"> • The learner himself. • The learning centre/school. • The system of education and the broader social, economic and political context (including the environment) pp.5
1.2	<p>Option C is correct. According to the White paper different learning needs arise because of:</p> <ul style="list-style-type: none"> • Negative attitudes to and stereotyping of differences. • An inflexible curriculum. • Inappropriate languages or language of learning and teaching. • Inappropriate communication. • Inappropriate and inadequate support services. • Inadequate policies and legislation. • The non-involvement of parents. • Inadequately and inappropriately trained education managers and educators (pp.327).
1.3	Option C is correct (pp.197).
1.4	Option B is correct (pp.199).
1.5	Option D is correct.
1.6	<p>Option D is correct. Learners with Down's Syndrome has limited abstract thinking, are unable to transfer knowledge to a new situation, are unable to separate pieces of information and form links, short-term (working) memory is poor, long-term recall is poor, difficult recalling and following the sequence, e.g. using a calculator.</p>
1.7	Option A is correct (pp. 182).
1.8	Option C is correct. Learners suffering from hyperopia can see well at a distance but their close vision is poor (pp.143).
1.9	Option D is correct. Option 2 is incorrect because, the absence of a cohesive integrated policy and plan for special education has contributed mainly to the exclusion of learners who experience barriers to learning from the education and training system (pp.322)
1.10	Option C is correct. Learners subject to sudden spells of bad temper, aggressiveness, vandalism, and so on, or who are very prone

	to swiftly changing moods, who are at times very depressed, elated or fidgety suffer from hidden or disguised epilepsy.
1.11	Option B is correct. Sign language has a separate grammar that is not based on any spoken or written language (pp.160).
1.12	Option B is correct (pp.143).
1.13	Option A is correct. Inner language or the language of thought is the language in which one thinks (pp.201).
1.14	Option A is correct (pp.175).
1.15	Option B is correct. In addition to the three correct reasons, the following reasons also lead to the acceptance of the policy of inclusive education: <ul style="list-style-type: none"> • It is a human right. • It promotes the right to learn and live together. • It promotes acceptance of diversity. • It supports a uniform and responsive education and training system. • It supports the removal of all elementary discrimination. • It supports positive interaction and learning from one another.
1.16	FALSE. Inclusive education acknowledges and respects differences in learners, whether due to age, gender, ethnicity, language, class, HIV or other infectious diseases (pp.322).
1.17	FALSE. Those factors cause brain damage (pp.22).
1.18	FALSE. Learners' unacceptable behaviour originates from a need for attention (pp.236).
1.19	TRUE. To use written language, learners must master the following three elements: the essay/composition, spelling and handwriting (pp.273).
1.20	FALSE. The stigma of learners with a physical and/or physiological impairment may be less in a rural than in an urban area because the learners might be more easily accommodated on the farm.

QUESTION 2

2.1 List TEN behavioural signs that could alert teachers to a learner's visual problems (10).

Tips for the teacher: signs or manifestations of possible visual problems (pp.146)

BEHAVIOURAL SIGNS

The child:

- Rubs eyes excessively.
- Shuts or covers one eye.
- Has difficulty in reading.
- Refuses to participate in ball games.
- Moves the head when looking at pictures or when reading.
- Has poor spacing when writing.

APPEARANCE

The child has:

- Squint/crossed eyes.
- Inflamed or watery eyes.
- White eye lashes.
- Eyes that move excessively.

COMPLAINTS

The child complains of:

- Itching, burning feelings in the eyes
- Inability to see well
- Dizziness, headaches or nausea
- Blurred or double vision
- Inability to see in bright light

2.2 The type of eye condition and the amount of residual vision would determine the support given to a learner in the classroom. Discuss this statement (pp.151-152).

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

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

A magnifying glass may also be used if large print books are not available. Instead of using ordinary classwork books with dull lines, one could draw parallel lines on blank A4 paper, using a black pen (a marker pen). This will be more visible to learners who find it particularly difficult to write between the lines. The space between the lines may vary according to the residual vision of the learner, but the lines could be further apart than those in the classwork books.

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

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

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

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

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

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

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

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

QUESTION 3

3.1 Describe inclusive education in your own words (2).

An education system which does not segregates or discriminates learners according to their impairments or disabilities. This education system highlights the need to support or assist learners with disabilities through interventions which will assist educators to cope with a diversity of learning and teaching needs so as to reduce the learning barriers (pp.325).

3.2 What is the difference between mainstream education and inclusive education? (8)

MAINSTREAM EDUCATION	INCLUSIVE EDUCATION
<ul style="list-style-type: none">• Mainstreaming is a about getting learners to fit into a particular kind of system or integrating them into the existing system.	<ul style="list-style-type: none">• Inclusion is about recognising and respecting the differences between all learners and building on the similarities.
<ul style="list-style-type: none">• Give some learners extra support so that they can fit into or be integrated into the normal classroom routine.	<ul style="list-style-type: none">• Support all learners, educators and the system as a whole so that the full range of learning needs can be met.
<ul style="list-style-type: none">• Focuses on changes that need to take place in learners so that they can fit in. Therefore, the focus is on the learner.	<ul style="list-style-type: none">• Focuses on overcoming barriers in the system that prevent it from meeting the full range of learning needs. Therefore, focus is on the adaptation of and support systems available in the classroom.
<ul style="list-style-type: none">• Learners are assessed by specialists who diagonise and prescribe technical interventions such as the placement of learners in programmes.	<ul style="list-style-type: none">• The focus is on teaching and learning factors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners.

3.3 Name and discuss the school factors that can cause barriers to learning (10).

FOCUS: There are **TWO** focus areas in this question

- (a) Identify/state/ mention/name/list school factors that can cause barriers to learning
- (b) Discuss/evaluate/assess the impact of the school factors that cause barriers to learning

FORMAT: Present your answer in the form of an essay

- Your answer must be written in coherent and cohesive paragraphs.
- It must have an introduction, body and conclusion.

POSSIBLE FACTS TO INCLUDE IN YOUR ESSAY

Poor teaching

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

Inappropriate study material

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

Inefficient school administration

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

Crowded classrooms

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

At-risk schools

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

Inflexible curriculum

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

QUESTION 4

4.1 What is cerebral palsy? (4)

Cerebral Palsy is a neurological condition that is directly related to some or other pathological or abnormal condition of the brain. A section of the brain has been damaged or has failed to develop, before the brain is fully grown. This condition leads to inadequate development of a child's central nervous system, damage of the motor system and other malfunctions of the body. Paralysis can occur later in the life of the affected child. This physical impairment is caused by several factors or conditions before birth, at birth or directly after birth of the child.

4.2 What is the difference between paraplegia and quadriplegia? (2)

Paraplegia is an inability to move and an absence of sensation in the lower limbs while quadriplegia is a condition which affects all the four limbs of a child. The quadriplegic child is completely paralysed.

4.3 As a teacher, what assistance could you give to a learner with a physical impairment in your classroom? (8)

- Make the classroom and other places or areas where the learner would like to go, easily accessible.
- Build the learners' self-esteem by helping them to form more realistic images of themselves not only as disabled persons but also as persons of worth who have potential.
- Allow learners who have difficulties with handwriting to use a computer, laptop or typewriter.
- If learners write slowly, allow them to do tests or exams orally and engage a scribe for them.
- Disregard spelling errors of learners with severe spelling problems.
- Encourage the learners to become independent by giving them opportunity to do things unaided.
- Arrange the furniture in the playroom in such a way that the cerebral palsied learners can move about freely.

4.4 What do you understand by intrinsic barriers to learning? Give examples. (6)

Intrinsic barriers are factors which are located within individual learners themselves. These learners are usually born with specific characteristics such as blindness or a missing arm.

The most prominent intrinsic barriers are physical and/or physiological impairments and personality characteristics.

The most common physical impairments are visual, auditory impairments, epilepsy and cerebral palsy. Epilepsy and cerebral palsy are directly related to brain damage.

Personality problems such as shyness, lack of confidence, attention-seeking, rebellious attitude, poor self-image and self-discipline are examples of intrinsic barriers.

QUESTION 5

5.1 What is Down's syndrome and why should a teacher know about it? (2)

Down's syndrome is an intellectual impairment which is the result of an oddity of genes in the twenty-first chromosome.

Down's syndrome causes the affected children to have a generalised delay in all areas of development. This results in a slow development in body control, as well as hand-eye integration.

The teacher must have knowledge of Down's syndrome so that he/she will know how to treat or handle the learners in the most appropriate way. Knowledge of the condition also helps the teacher to develop effective strategies which will eliminate learning difficulties or barriers to the learners concerned.

5.2 Name the type of visual perception problems that a learner with Down's syndrome might have (6).

- Difficulty ordering sequence. This means the learners will have difficulty in perceiving and predicting a pattern or sequence.
- Reversal of images: The child will be unable to reliably read a number, for example, 43 becomes 34, 6 for 8 etc.
- Random visual scanning: The child will miss information when presented in a cluttered or random manner.

5.3 What strategies can a teacher use to support a learner with Down's syndrome who experiences visual perception problems? (6)

- Difficulty in ordering a sequence: The teacher can model pattern by using concrete objects matching directly, below or on top of a given pattern.
- Reversal of images: The teacher can do over-learning by using visual or tactile or verbal cues.
- Random visual scanning: Teacher can engage in the following- rote learn numbers, e.g. telephone numbers; teach learners to scan from right and down the page.

5.4 Name and give examples of cognitive characteristics of a learner with Down's syndrome (6).

- Students exhibit a wide range of abilities, e.g. maybe skilled in reading than in mathematics or vice versa.
- Comprehension or interpretations of verbal and written instructions appear to be more advanced than actual ability or level.
- Unable to transfer knowledge to a new situation
- Abstract thinking is limited, e.g. the learner will misinterpret words with more than one meaning, for example, light can relate to weight or illumination.
- Unable to separate pieces of information and form links, e.g. unable to interpret and complete tasks.

QUESTION 6

6.1 How would you explain autism to a parent? ()

The following explanations can be used:

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

6.2 Describe how a young learner's quality of development with regard to behaviour and imagination- as part of the so-called triad of impairments- can indicate to the teacher that the learner is autistic. ()

- They pursue activities repetitively and cannot be influenced by suggestions for change. A child might spend hours repeatedly flicking or flapping his or her fingers or rocking back and forth.
- Some children with autism also tend to repeat certain actions over and over e.g. run from to room turning lights on and off.
- Inappropriate use of toys in play.
- They may display a limited range of imaginative activities. They copy behaviour from television or elsewhere.
- Their type of play has a rigid and stereotyped pattern.
- They hold on to some objects for a long time e.g. they can carry a piece of wool the whole day.
- Tantrums may occur for no reason.
- Changes in routine of environment, for example, a change in the route to the school or altering the placement of equipment in the classroom may cause distress.

6.3 What type of reading problems might a learner in the foundation phase experience? (6)

Learners in the foundation phase:

- Do not know the link between letters and sounds.
- Word recognition problem: They can only recognise a very few words on sight, such as their own name and high frequency words such as /is/ and /and/.
- Read slowly.
- Sound out most words.
- Repeat words or parts of words.
- Adds words that are not there to sentences or leave words out.
- Reading things that are not in the text.
- Cannot answer direct questions on the section they have read.
- Cannot tell about what they have read.

6.4 What are the TWO main components of reading? (2)

- Decoding or word recognition: translating written words into spoken words.
- Reading comprehension: Reading in order to understand the message.

QUESTION 7

7.1 It is important for a teacher to know how intellectual disability can affect the development of a learner. Discuss this statement by referring to the developmental and learning characteristics of a learner with an intellectual disability (10).

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

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

Developmental characteristics of the intellectually disabled learner:

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

Learning characteristics of learners with intellectual disability

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

7.2 Name FOUR types of epilepsy (4)

- Petit mal or absence
- Convulsive general seizures: myoclonic convulsions and tonic convulsive seizures.
- Partial seizures: Jackson seizures, versive or adversive seizures, postural seizures, seizures with vocalisation, psychomotor seizures.

7.3 What should you, as the teacher, do if a learner has an epileptic seizure in your class? (6)

Caution: Focus on what the teacher should do during the seizure in the classroom and not what a teacher should know, e.g. knowing the type of the child's medication is wrong but telling the class to remain calm and continue supporting the learner is correct.

Six facts or ideas are required in this question:

- Teachers must, if possible, prevent the learners from falling.
- If convulsions or spasms occur, objects against which the learners can hurt themselves should be pushed out of the way.
- Teachers must ensure that under no circumstances must anyone try to hold the learners and prevent movements of the body. This may lead to injury of the muscles or joints.

- The learner should be turned on one side so that excessive saliva, which is responsible for the foaming at the mouth, may run out freely and not clog the air passages, which may cause choking.
- Teacher should not insert an object between the teeth to prevent the learners from biting their tongues. This could easily cause more damage than the tongue being bitten.
- Furthermore, the teacher should see to it that the learner's clothes are loose, especially round the neck and the waist.
- Guard against panic and alarm by remaining undisturbed themselves and setting about things calmly and without any signs of agitation.

QUESTION 8

8.1 Describe FIVE characteristics of auditory impairment that may manifest in the classroom (5).

NOTE: Auditory impairments are also known as aural impairments.

Manifestations are also known as signs/symptoms/characteristics/features.

A child suffering from a hearing loss could exhibit many of the following characteristics which could assist the teacher to identify a possible hearing loss:

The child/learner

- Often misinterprets instructions
- Turns his or head to listen
- Watches the teacher's lips
- Speaks too softly or too loudly
- Speaks monotonously
- Speaks too quickly or too slowly
- Experiences unusual emotional problems
- Is often inattentive
- May have difficulty in hearing the bell rings
- Finds it difficult to associate with friends
- Relies heavily on gestures
- Avoids oral activities

8.2 Discuss how you, as a teacher, would support a learner with auditory impairment in the classroom ().

When teaching learners with an aural disability, it is important to differentiate between a hard-of-hearing and a child who is deaf. Hard-of-hearing learners may be best assisted in class if the wear hearing aids and sit in front of the classroom so as to see the teacher's face most of the time.

They should never speak to learners with auditory problems without facing them. This means that the teacher should never turn towards the chalkboard while giving explanations or instructions to the class.

The following suggestions by Seland (1990:271) will help teachers to adapt classroom instructions for the benefit of learners with hearing impairments:

- Teacher must use power point or an overhead projector to present learning material.
- Assign a peer to take notes using carbon paper for the hearing-impaired learner.
- Speak clearly in a normal tone of voice and at a moderate pace.
- Use visual signals to gain the students' attention
- Ask questions to check understanding orally
- Rephrase questions to make them more understandable to hearing impaired learners.
- Supplement information presented orally with visual aids.
- Try to limit movement and unnecessary gestures when speaking to students with visual impairment.
- Repeat and summarise main points of orally presented information.
- Teach the learners to look up difficult-to-pronounce words in the dictionary.

8.3 Having a child with impairment affects parents in different ways. Discuss this statement by referring to FIVE patterns of attitudes that parents may display before accepting that their child has an impairment (10).

FOCUS: There are two focus areas in this question:

- (a) How a child's impairment affects parents, that is, the mother and the father.
- (b) Identify and discuss five patterns of attitudes that parents may display before accepting a child's impairment.

FORMAT: Present your answer in essay form.

Having a child with physical impairments affects various parents in different ways. Nevertheless, parents should not be stereotyped in terms of behaviour patterns. According to Holbrook (1996:51-52) there are no right or wrong emotions experienced by parents when they are told that their child has a physical impairment. The father and the mother experience different emotions of different intensities at different stages than one another. The following emotions or attitudes are experienced before there is acceptance: grief, guilt, anxiety, resentment, denial, anger, overprotection, rejection, compensation, feeling rejected as parents and acceptance.

Grief is experienced after the initial shock when the child has been diagnosed with a physical impairment. Parents lose a dream of having a normal child. Their hope for the child would be dashed. In a nutshell, this grief is not very helpful or productive, and the parents should realise that it would be futile or useless to sit and cry about what their child will not be able to do.

Many parents feel guilty and try to blame themselves or each other for their child's physical impairment. Mostly, the mother experiences these feelings. Some parents even consult traditional or faith-based prophets to look for the causes in their ancestors or God and they blame each other. In this situation, parents should realise that in most cases nobody can be blamed for their child's physical impairment.

Anxiety usually goes hand in hand with worries about the child's future. The gravity or seriousness of this worry depends on the intensity and degree of the physical impairment. For example, parents of a blind child are scared that he or she will fall and injure himself or herself and they overprotect the child to such an extent that he or she does not learn to be able to move around independently.

Sometimes parents feel that they are unique and that the problems they are experiencing with their child are unique. They then resent or hate or dislike other families for being able to lead a carefree life with their children. They also hate people who make hurtful remarks. Eventually, their social life is destroyed or affected by the child's physical impairment and they blame their child for that.

Parents often deny that there is a physical impairment. They think that if they do nothing about the matter everything will come right by itself. Denial can also be productive in nature. Parents refuse to accept doctors' diagnoses and advice to put their child in special institutions. Parents may refuse to do so and will do everything possible to help their child grow up as independently as possible- often with great success.

Sometimes parents react angrily to their child's physical impairment, towards everybody who gives them some advice or towards everybody who do not feel like what they do. Such parental reaction is not very productive. Anger is hurtful, and it does not improve the matter. Parents should learn to control their anger so as to help to relieve tension and to focus their energy on activities that can be of benefit to the child.

These attitudes or emotions are normal experiences, but parents should take care that they do not become permanent.

Overprotection is giving the child more protection than the reality of the situation demands. This is done by the mother based on a mother's low esteem of herself. She hopes to establish herself as a good mother in her self-perception and in the eyes of the significant others around her. Such a child will never become independent of others and will always be dependent on other people to organise his or her life.

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QUESTION	CORRECT OPTION AND EXPLANATIONS
1.1	Option /a/ is correct (pp.331)
1.2	Option /c/ is correct. The response refer to intrinsic factors located within individual learners (pp.21).

1.3	Option /a/ is correct (pp.156-157).
1.4	Option /a/ is correct (pp.146).
1.5	Option /a/ is correct (pp.148).
1.6	Option /b/ is correct (pp.157).
1.7	Option /a/ is correct (pp.201).
1.8	Option /c/ is correct (pp.201).
1.9	Option /b/ is correct.
1.10	Option /b/ is correct.
1.11	FALSE. These learners are near-sighted, hence, they only see objects near them (pp.143).
1.12	FALSE. It does not consist of a variety of random series of speech sounds, but of language symbols (258).
1.13	FALSE. Epilepsy is a discharge of abnormal electrical activity in the brain (pp182).
1.14	TRUE. Overly emotional controlling parental style leads to unacceptable behaviour (pp.247).
1.15	TRUE (pp.187)
1.16	TRUE (pp.330).
1.17	TRUE (pp.151).
1.18	FALSE. It is a global phenomenon.
1.19	FALSE. It is an example of intrinsic barrier.
1.20	TRUE (pp. 157).

QUESTION 2

2.1 Use a simple table to illustrate the differences between the following concepts: inclusion and mainstreaming (8).

INCLUSION	MAINSTREAMING
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<ul style="list-style-type: none"> Recognise and respect the differences between all learners and building on the similarities. 	<ul style="list-style-type: none"> Gets learners to fit into a particular kind of system or integrating them into the system.
<ul style="list-style-type: none"> Support all learners, educators and the system as a whole so that the full range of learning needs can be met. 	<ul style="list-style-type: none"> Give some learners extra support so that they can fit into the normal classroom routine.
<ul style="list-style-type: none"> The focus is on teaching and learning factors, with the emphasis on the development of good teaching strategies that will be of benefit to all learners. 	<ul style="list-style-type: none"> Learners are assessed by specialists who diagnose and prescribe technical interventions, such as the placement of learners in programmes.
<ul style="list-style-type: none"> Focus 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. 	<ul style="list-style-type: none"> Focus on changes that need to take place in learners so that they can fit in. The focus is on the learner.

2.2 The barriers to learning and development emanate from two sources, namely, the intrinsic and extrinsic factors. Use a simple table to indicate FIVE intrinsic and FIVE extrinsic factors (10).

INTRINSIC FACTORS	EXTRINSIC FACTORS
Sensory impairments	Environmental factors
Physical impairments	School factors
Mental or intellectual impairments	Poor teaching
Auditory impairments	Inappropriate study material
Emotional problems	Language differences
Behavioural problems	Limited job prospects
Down's syndrome	Cultural diversity or differences
Epilepsy	The system of education or curriculum
Cerebral palsy	Broader social, economic and political context
Personality problems	

2.3 Name FIVE manifestations of each of the following impairments.

2.3.1 Visual impairments

The learner exhibits the following problems or mannerisms:

- Rubs eyes excessively
- Shuts or cover one eye
- Has difficulty reading
- Blinks more than usual
- Is unable to see distant things
- Refuses 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.
- Has poor spacing when writing

2.3.2 Auditory impairment

The child exhibits the following problems:

- Often misinterprets instructions
- Turns his or her head to listen
- Watches the teacher's lips
- Finds it difficult to locate the source of sound
- Speaks too softly or too loudly
- Speaks monotonously
- Speaks too quickly or too slowly
- Experiences unusual emotional problems (mood swings)
- Is often inattentive
- Finds it difficult to associate with friends
- Relies heavily on gestures
- Avoids oral activities

2.4 In your classroom, one of your learners has an epileptic seizure while you are teaching, how can you support this learner. Discuss any FIVE strategies (10).

- Take the learner to an isolated, safe place where they can lie down and not sustain any injury
- Prevent the learners from falling
- If convulsions or spasms occur, objects against which the learners can hurt themselves should be pushed out of the way.
- Ensure that no one will try to hold the child and prevent movements of the body. This may lead to injury of the muscles or joints.
- The child should be turned on one side so that excessive saliva, which is responsible for the foaming at the mouth, may run out freely and not clog the air passages which may cause choking.
- Should not insert an object between the teeth to prevent the learners from biting the tongue. This could easily cause more damage than the tongue being bitten, which in any case happens very seldom.

- Furthermore, teachers should see to it that the learners' clothes are loose, especially round the neck and the waist.
- Teachers can wait for the seizures to pass and in the meanwhile guard against panic and alarm by remaining undisturbed themselves and setting about things calmly and without any signs of agitation.

2.5.1 Cerebral Palsy (CP) can be classified in terms of an individual's motor function (physiological classification). Write the name of each type of CP in this classification and one sentence that describes each type (8).

- **Spasticity:** It is a common form of cerebral palsy which is characterised by muscle stiffness and contraction which causes disharmonious and jerky movement when a child tries to move or walk.
- **Athetosis:** This is a type of cerebral palsy which causes a lack of control in the child's body and this manifest itself in repeated involuntary and exaggerated movements, which cause hearing loss and speech defects.
- **Rigidity and tremor:** Rigidity is a severe degree of cerebral palsy and tremor is spontaneous, regular, rhythmic, involuntary movements.
- **Cerebellar ataxia:** A disturbance of equilibrium and coordination caused by a damaged cerebellum.
- **The mixed group:** These are various mixed types of cerebral palsy, which may be manifested in different combinations, for example, Athetosis and spasticity combined.

2.5.2 In your own words, explain what CP is? (2)

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

2.5.3 Do you think CP can be cured? State one reason to support your answer (2).

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

SECTION B

QUESTION 3

Behavioural difficulties can be a barrier to learning and teachers should be able to identify and address this challenge in earlier grades.

Discuss the behavioural difficulties of young learners with reference to the following.

3.1 Manifestations of behavioural difficulties (10)

A wide range of different behavioural difficulties can be seen at various stages in children's development.

Signs of emotional or behavioural difficulties in young children could include:

- Behaviour that is out of step with peers at similar age and stage
- Being withdrawn, fearful, anxious, or upset much of the time.
- Poor-quality play that seems limited and repetitive
- Difficulty managing anger and frustration
- Frequent tantrums or aggression
- Hit or beat other learners
- Disturb order in class
- Find it difficult to work with others
- The learner is selfish or egocentric
- Takes others' property
- Tell untruths
- Show bossiness
- Lack of motivation and interest
- Attention-seeking
- Talking out of turn
- Difficulty in paying attention, following instructions and completing tasks
- Frequent defiance and refusal to follow instructions
- Scapegoat learners, who get the blame for everything irrespective of whether he was involved or not
- Prevent other learners from participating in class
- Refusal to work with others in group activities

3.2 Strategies you as a teacher can use to support a learner who displays behavioural difficulties in your classroom (10)

- Intervene immediately and end an incident by removing the troublemakers 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, (for example, a theft) if there are actually only two culprits. Rather speak to the guilty one directly after the class has left.
- Defuse a potentially explosive situation by telling a joke, for example
- Teacher must involve learners to a large extent on a cognitive level with the curriculum and the teaching. If learners are not involved and do not feel stimulated on

a cognitive level, they become bored and pass the time by playing clown or amusing other learners with their disruptive behaviour.

- Grouping learners around worktables will help learners with learning difficulties to remain involved.
- Discuss the problems with the learners
- Verbalise the learners' unexpressed feelings. Help learners to understand their feelings and put them into words by involving them in drama and many other theatre arts activities.

QUESTION 4

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

4.1 Spelling difficulties in respect of young learners (10)

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

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

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

OR

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

- Reading periods and reading instruction should always take place in a relaxed atmosphere.
- Reading passages should initially be short, but can gradually be lengthened as the learners' reading ability improves,

- Let the learners read just a part or several lines each day and then let them progress to the next lesson with the rest of the class.
- Create opportunities to practise verbal (expressive) language.
- Read aloud to them from story books
- Teach them the link between spoken sounds and letter symbols
- Develop their knowledge of letters
- Teach them how words are divided into syllables.

OR

4.3 Difficulties in respect of mathematics (10)

- Use direct methods of instruction to begin with. Explain to learners in a somewhat prescriptive manner how to solve a problem.
- Foster interest and enthusiasm. Teachers should really try hard to foster interest in and enthusiasm for mathematics in their learners. For teachers to achieve this goal they must:
 - (a) Give assignments within the scope of the learners
 - (b) Provide the learners with opportunities for self-discovery.
- Go from concrete to the abstract. Learners have to go through three stages – the concrete, the semiconcrete and the abstract phase.
- Provide opportunities for practice. Learners ought to have plenty of opportunity to practise the new mathematical concepts.
- Help learners to monitor their own progress. Learners ought to be made aware of their own progress so that they are able to monitor it. For this reason it is important to provide immediate feedback on the correctness of their answers.
- Use group work. Use of group work gives learners an opportunity to learn from each other.
- Be sensitive and empathetic. Avoid insensitive behaviour, such as negative remarks about their results. Admit to the learner that some of the questions were difficult.
- Be patient
- Choose suitable content.

SECTION C

QUESTION 5

As a teacher, you have a responsibility to identify the needs of learners that may cause barriers to learning at a later stage. Discuss the following needs that learners have and the support strategies that you will use.

5.1 The need for love and security

Love and security constitute every child's emotional needs. It will only be possible for a learner to experience an inward sense of well-being if his or her emotional needs are met. If the learner feels loved and secure within himself or herself, the child would be free from deep feelings of fear and guilt, and is free to weigh up alternatives. It is argued that teachers make a difference in a learner's life, especially, if the teacher lets the learner experience feeling of love and security. The more love learners receive, the more love they will be able to give and receive themselves. More importantly, the love relationship between the learner and the significant others, such as his or her parents and teachers, provide the child with opportunities to realise who he or she is and whether he or she is worthwhile or not. The end results emanating from satisfying the love and security needs of a child will result in a healthy development of the personality and the possibility of becoming a loving and caring somebody. Love is difficult to replace and it will cause the child to be emotionally vulnerable, when deprived of this love.

Because love and security is a crucial need, the parental and teachers' love must be unconditional. Love must be bestowed on the child without any expectations or demands or gratitude. The parents or teachers must show love to a child by providing physical care, responding to the child's physical needs, protecting the child from harm or introducing the child to the social world. When the child is loved unconditionally, the child experiences the parents' love conditionally. The parents' attitude towards the child impacts forcefully on the child's self-image. If a child is loved he or she will realise accelerated progress, stimulated by parental and teachers' encouragement, anticipatory interest and delight in his or her behaviour.

The teacher and the parents must separate the deeds of the child from the child as a person, by indicating to the child that his behaviour is not acceptable, although he as a person is acceptable.

The child derives feelings of security from stable relationships within the family and the school context. Other factors that give the child a sense of security are a familiar place, a known routine where everyday events take place in exactly the same manner and sequence and availability of familiar objects. If the school system is secure it will provide the child with the needed reassurance to venture out knowing that he or she can return again to the comforting safety.

Teachers should set clearly defined acceptable and reasonable standards of behaviour so as to do away with uncertainty as regards what is deemed acceptable behaviour by learners. Rules and regulations or dos and don'ts must be very clear. Consistent discipline will have an impact on learners' feelings of security or insecurity.

The teacher must also act in loco parentis during the many hours of the day that the child is at school. The teacher's role in meeting learners' needs for love and security cannot be overemphasised.

5.2 The need to belong

The learners who experience a need to belong do not have many friends as they are unable to befriend the learners they wish to make friends with. These learners want to belong to a peer group and associate with friends.

A child who need to belong will verbalise the need, tend to remain on the fringe of any group activity taking place in the classroom, feel rejected and remain an observer, may act aggressively as a way of forcing himself or herself into a specific group and be accepted as a member of the group.

Teachers must listen to the learners concerned. They must observe the nonverbal behaviour of the learners who crave for companionship so as to find means and ways to bring the learner out of isolation. Group activities may assist in this regard.

5.3 The need for new experiences

The child needs new experiences in order for mental growth to take place just like the body needs food to maintain it. No learning takes place if the child is not exposed to new, stimulating situations. Nevertheless, learners should not be overstimulated as this will cause withdrawal and fear. Due to overstimulation the child will exhibit uncontrollable excitement, tenseness, exhaustion and disturbed sleep. In the classroom, overstimulation will manifest itself in confusion, mistakes, tenseness and frustration. Parents and teachers who expect too much from their children or learners without paying attention to their learners or showing some kind of affection in return, are likely to produce learners who will eventually choose a lifestyle that differs radically from that of their parents.

On the other hand, the child who has not been sufficiently stimulated will experience boredom, aimlessness and apathy. His attention will wander and his performance will deteriorate as he is insufficiently challenged. The desire for adventure that develops within the more intelligent learner can lead to vandalism and related type of delinquency.

The teacher must offer learners an opportunity to meet their need for new experiences by enabling them to get to know the world they live in and in presenting them with a means of expressing their emotions and learning how to deal with complex and conflicting feelings.

Learners must be exposed to a lot of play so that they can establish a synthesis between the inner world and the external world as well as rational and irrational processes.

Provide learners with an opportunity to express themselves both verbally and in written assignments and examinations.

Teacher as a bridge between emotion and learning must adopt teaching methods that will minimise the weaknesses of each learner and focus instead on their strengths or developing a curriculum which captures the interest of the learners by taking into consideration their stage of development.

Teacher as a bridge between the parental home and the broader community must involve parents, learners, the community and other educators in activities.

Teachers need to understand that education is not for today but also for tomorrow- if the teacher is flexible in his or her thinking, he or she will succeed in making learners receptive to new knowledge.

5.4 The need for sharing and self-respect

Learners develop a need for sharing or a need to be shown some consideration when decisions are made that have an impact on them and their lives. There is a tendency in schools to give learners very little say in the way they are treated. It is argued that if learners are not allowed to share or express an opinion their need for sharing is accentuated since this has an impact on their self-respect and feelings of self-worth.

Treating learners as people who warrant respect and consideration plays a crucial role in assuring them that they are accepted and have a place to fill within the classroom.

Teachers should not create an impression that they are trying to interfere and attempt to run the learners' life. They must show respect to their learners by implementing democratic processes in the classroom. Give learners opportunities to make decisions.

5.5 The need for responsibility

Learners can only learn how to act responsibly by being granted responsibility. Self-esteem is enhanced if learners are granted responsibilities that they can successfully deal with. The family, school and society do not provide sufficient training and guidance on how to act responsibly and independently. A child who grows up without having had opportunities to take responsibility will not be able to develop a sense of responsibility for himself or herself. Eventually, lack of this training causes learners to lack training in self-control this will lead to impulsive and irresponsible behaviour. Being given the opportunity to make their own decisions conveys to learners that they are able to cope with responsibility. If learners are not given the opportunity to take responsibility for themselves, they will not realise that any choices they make have certain consequences.

Teachers must give learners to make their own decisions, after weighing up the pros and cons, and then take responsibility for the results. Learners must be given responsibility, under adult guidance, so that they can learn to act responsibly.

Teachers must desist from teacher-centred teaching style. A learner-centred style will provide learners with opportunities for involvement and cooperation, so that they can plan their activities in accordance with their interests and levels of ability.

Furthermore, the curriculum must be related to real-life situations, in order to prepare learners to interact more effectively in their social relationships and to interpret themselves in relation to others.

QUESTION 6

Having a child with impairments affects parents in different ways. Discuss this statement by referring to FIVE parental attitudes that may be experienced before there is acceptance (10).

FOCUS: Identify the five parental attitudes and discuss whether these attitudes are productive or unproductive; positive or negative; healthy or unhealthy.

The same question has been answered in the October/ November 2015 paper. Revisit the memorandum for a detailed answer.

A synopsis of the key facts required

Having a child with a physical impairment affects parents in different ways. The following emotions or attitudes are experienced before there is acceptance: grief, guilt, anxiety, resentment, denial, anger, overprotection, rejection, compensation, and feeling rejected as parents.

NOTE: Use the above-mentioned ideas to write a full-fledged essay.

QUESTION 7

Parents of children with physical or physiological impairments may behave in certain ways towards their children's teachers.

Discuss at least FIVE of these possible behaviours that teachers may expect from parents whose children have physiological or physical impairments (10).

Teachers need to be conscious of parents' feelings and behaviour. They must also realise that their feelings and actions do not always correspond. However, teachers must try to assist and support parents at all times.

Five possible behaviours teachers may expect:

- Articulate, assertive, educated parents
- Angry but knowledgeable parents
- Submissive parents
- Uncaring parents
- Angry, uninformed parents
- Quarrelsome parents
- Parents who themselves experienced barriers to learning

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

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

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

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

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

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

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

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

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

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