

ETH306W - May/June 2014 *BELLA*

Question 1

1.1/ D (P201)

* 1.2/ B (P322)

* 1.3/ B (P273)

1.4/ A (P182)

1.5/ A (P201)

1.6/ True (P273)

1.11/ False (P154)

1.7/ False (P210)

1.12/ True (P155)

1.8/ True (P143)

1.13/ True (P187)

1.9/ False (P182)

1.14/ False (P258)

1.10/ False (P60)-(P40)

1.15/ True (P27)

LT

Question 2

2.1/ Laterality refers to the awareness of the left and right sides of the body.

It is not a learned skill, but rather a concept that must be formed within the learner.

Problems with laterality result in the learner being unable to cross the mid-line - (write on one side of the page only).

Laterality

Dominance, which develops from laterality, refers to the preference for one side of the body, eg writing, eat, etc with the right hand.

Problems with dominance may cause the learner to be unable to distinguish between left and right which in turn leads to reading and writing problems.

Directionality also develops from laterality. Learners need to be aware of the spatial world and must be able to understand the placement of their bodies in relation to objects around them. A child experiencing problems with this may transpose numbers and letters during formal schooling. (P197)

BELLA

- 22 - difficulty sorting objects according to characteristics:
- inability to estimate quantities.
 - counting without comprehension.
 - not understanding the use of the number line.
 - inability to grasp numerical values.
 - not understanding positional values.
 - inability to distinguish between mathematical signs.
 - not understanding that the figures on either side of the = symbol are equal in value.
 - not understanding the concept of 0.
 - inability to tell the time. (P312)

- 23 - Help the learner as soon as possible.
- Stress the utilitarian value of Mathematics.
 - Plan thoroughly.
 - Use direct methods of instruction.
 - Foster interest and enthusiasm.
 - Go from concrete to abstract.
 - Provide opportunities for practice.
 - Help learners to monitor their own progress.
 - Use group work.
 - Be sensitive & empathetic (P313-314)

Question 3

3.1 Down's syndrome is the result of an oddity of genes in the twenty-first chromosome, children with the syndrome have a slow rate of learning and other physical symptoms. (TL102 - P10)

- 3.2 Hypotonia (low muscle tone) in arms and hands
- Shorter limbs and digits
 - Reduced stamina (TL102 - P11)

3.3 Use alternative tasks for recording e.g. cut & paste, MCQ, etc.

- Use large/adapted equipment.
- Reduce the amount of activities/work.
- Provide proformas in a large size with some info already recorded. (TL102-P11)

Question 4

BELLA

4.1 Due to poor hearing through air conduction, the child will have the tendency to lower the voice and speak softly. (P165)

4.2 Intrinsic factors :-

- * Impairments
- * Genetic factors
- * Prenatal, perinatal and postnatal brain damage.
- * Personality problems
- * Disability

Extrinsic factors :-

- * Environmental factors
- * Factors in upbringing
- * School factors
- * Differences in language & culture
- * Limited job prospects (P20) * See P33.

4.3 I will explain the learner's impairment to the class.

I will seat the learner at the front of the classroom so she can see the teacher's face.

I will always face the learner when speaking.

Recommend a hearing aid for her. (P151)

4.4.1 Visual problem

4.4.2 - Assistance depends on the type of condition the learner has will determine what support is provided.

- Learners with myopia should sit at the front.
- Magnifying glasses or books with large print should be provided.
- A-4 pages with lines drawn in black can be provided as an alternative to standard books.
- Clear prints that are adequately spaced out are preferable.
- Learners with hyperopia should sit at the back. (P161)

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Questions

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s.1) In the case of paraplegia, the lower limbs are affected while in the case of quadriplegia, all four limbs are affected. (P176)

s.2) Cerebral palsy is a persistent but not unchanging disorder of posture and movement due to a dysfunction of the brain before its growth and development are completed. (P174)

s.3) - Arrange the furniture in a way that provides easy movement.

- Store apparatus and set up activities in easily accessible places.
- Organise games that will encourage participation.
- Provide aids where necessary.
- Encourage independence by providing opportunities for unaided activities.
- Give learners tasks and responsibilities.
- Encourage use of disabled limbs.
- Allow learners to have meaningful participation in group activities.
- Create a physically and emotionally secure space for the learners.
- Remember that success and enjoyment encourage exploration.

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TH306W - October (November 2014) *BELLA*

1.1 a (TL102 p9)

1.4 b (P322)

1.4 b *

1.2 b (P199)

1.7 a (P182) *

1.12 d (TL102 P12)

1.3 c (P151)

1.8 b (P160)

1.13 a (P148)

1.4 b (TL102 P10)

1.9 a (P156)

1.14 a (P1)

1.5 c (P175)

1.10 a (P201)

1.15 c (P187)

1.16 True (P272)

1.17 False (P210)

1.18 True (P151)

1.19 False (P182)

1.20 False (P50)-(P40)

Question 2

2.1 The inclusion of ALL learners in the education system without any prejudices based on the characteristics of the child. (own definition)

2.2 Mainstream:-

* getting learners to "fit into" a particular kind of system.

* giving some learners extra support so they can "fit in" and "be normal".

* learners are assessed by specialists who diagnose and prescribe.

Inclusion:-

* is about recognising and respecting differences.

* supporting all learners, educators and the system as a whole so that full range of learning needs can be met.

* focus is on teaching and learning, with focus emphasis on development of good teaching strategies. (Powerpoint) - P4.

2.3 Intrinsic barriers:-

* These factors are inherent in the learners themselves.

* Learners were born with it or acquired them later on.

* The factors are not related to education or the environment.

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* They include physical, physiological or mental impairments.

* Causes of intrinsic barriers are genetics, prenatal/perinatal/postnatal brain damage, learning impairments, intellectual, visual or hearing impairments.

External barriers:

* These are factors that are external to the learner such as:

- Socio-economic barriers
- Discriminating attitudes
- Inflexible curriculum.
- Language and communication
- Inaccessible and unsafe environment
- Inapplicable or inadequate provision of support services.
- A lack of empowering and protective policy.
- Disability
- A lack of human resources development. (Powerpoint) - P117

Question 3

3.1/ Learner 1: visual (P146)

Learner 2: auditory (P156)

3.2/ Visual:

- is clumsy in movements (drags feet)
- squints eyelids or frowns
- loses place frequently when reading
- confuses letters of similar shape (P146)

Auditory:

- turns its head to listen
- watches the teacher's lips.
- speaks monotonously.
- experiences unusual emotional problems.

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3.3/ Visual:-

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- * They type of support depends on the type of eye condition.
- * Learners with myopia and cataracts should sit at the front of the class.
- * If large print books are unavailable, a magnifying glass can be provided.
- * Instead of ordinary workbooks, A4 pages with black lines drawn on can be used.
- * Printed material should be sharp and clear. Darkest, clearest photocopies should be given to learners who are visually impaired.
- * Learners with hyperopia would prefer to sit at the back.
- * Learners with albinism should sit in a darker place. (P151)

* Auditory:-

- * Use an overhead projector to present material.
- * Assign a peer to take notes using carbon paper and point to speakers during group discussions.
- * Speak clearly in a normal tone and at a moderate pace.
- * Use visual signals to gain the student's attention.
- * Ask questions to check understanding of orally presented work.
- * Rephrase content or questions to make them more understandable.
- * Supplement oral presentations with visual aids.
- * Give test directions, assignments and lecture outlines in writing.
- * Present all spelling and vocabulary words in sentences. (P158)

Question 4

4.1 See Q3.1 (May/June 2014)

4.2 See Q3.2 (May/June 2014)

4.3 See Q3.3 (May/June 2014)

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4.4/ Autism is a lifelong, complex, pervasive developmental impairment, which appears to have a genetic predisposition and stems from a multi-faceted origin, causing brain development and functioning. (TL102-PI6)

Questions

- 5.1 • do not know the link between letters and sounds.
- can only recognise few words on sight, such as their own names and high frequency words.
- can sometimes not even recognise high frequency words.
- reads slowly, sounds out most words, repeats words or parts of words.
- add words which are not there or leaves words out.
- read things that are not in the text.
- cannot answer direct questions on the section they have read.
- cannot tell one about what they have read. (P291)

5.2.1 Gross motor abilities :- refers to the use of the larger muscles in the body. Poor gross motor co-ordination causes clumsiness, poor balance and uneven rhythm when crawling, walking, running, etc.

5.2.2 Fine motor abilities :- refers to the use of the smaller muscles e.g. when doing creative activities. Learners with poorly development^{ed} fine motor skills struggle to page through books, thread beads, use a pair of scissors, etc.

5.2.3 Spatial perception :- the ability to perceive objects in relationship to oneself. Learners with poorly developed spatial perception struggle to understand concepts such as behind/infront, above/below, under/over, etc.

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5.2.4/ Laterality :- the awareness of the left and right sides of the body, and the ability to manipulate the body accordingly. Learners who struggle with laterality have trouble crossing the mid line.

5.2.5/ Lateral dominance :- the preference for a certain side of the body to take the lead. If the learner's concept of left and right is not developed, they may be unable to distinguish the difference in direction between b and d, which poses a problem for reading, writing and spelling. (P196-A1)

Question 6

6.1/ A persistent but not unchanging disorder of posture and movement due to a dysfunction of the brain before its growth and development are completed. (P174).

6.2/ See Q5.3 (May/June 2014)

6.3/ * Imaginative play may be limited or poor.

* A tendency to focus on trivial aspects of the environment.

* They display a limited range of imaginative activities.

* Pursue activities repetitively and cannot be influenced by suggestions of change.

* Their play may appear complex, but close observation shows its rigidity and stereotyped pattern.

* Unusual habits such as rocking, spinning, finger-flicking, fiddling and spinning objects, etc.

* Inappropriate use of toys in play.

* Holding on to objects

* Noticeable over-activity or under-activity.

* Tantrums without reason.

* Changes in routine may cause distress

* Interests in range of activities may be limited.

* A small range of learners may have outstanding abilities in relation to their overall functioning. (P18-T1102)

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Question 1

- 1.1 a (P156)
- 1.2 a (P201)
- 1.3 b (P199)
- 1.4 b (TL102 - P10)
- 1.5 c (P175)
- 1.6 a (P182)
- 1.7 b (P160)
- 1.8 a (TL102 - P8)
- 1.9 d (TL02 - P11)
- 1.10 a (P7)

- 1.11 False (P182)
- 1.12 True (P213)
- 1.13 False (P50)
- 1.14 False (P210)
- 1.15 False (P151)
- 1.16 False (P154)
- 1.17 True? (P155)
- 1.18 True (P187)
- 1.19 False (P258)
- 1.20 True (P27)

Question 2

2.1 See 5.2 (2014/06) & 6 (2014/10)

2.2 Paraplegia means that the lower limbs are affected and quadriplegia means that all four limbs are affected. (P175)

2.3 See 5.3 (2014/06)

2.4 Epilepsy is the discharge of abnormal electrical activity in the brain. (P182)

2.5 - take the learner to a safe to or, isolated, safe place where they can lie down and not sustain injury.

- prevent the learner from falling, if possible.
- objects that could harm the learner must be pushed away.
- do not try to hold the learner or prevent movement.
- learner should be turned to the side so that excess saliva does not clog the air passages.
- loosen clothes around the neck and waist.
- remain calm. (P190)

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Question 3

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3.1 Visual Impairments:-

- rubs eyes excessively
- has poor spacing when writing
- is unable to see distant things clearly
- squints eyelids and frowns
- refuses to participate in ball games. (P146)

Auditory Impairments:-

- often misinterprets instructions.
- turns it's head to listen.
- watches the teacher's lips.
- is often inattentive.
- finds it difficult to associate with friends. (P156)

3.2/ See Q 3.3 (2014/10)

Question 4

4.1/ See Q 2.1 (2014/10)

4.2/ See Q 2.2 (2014/10)

Question 5

See (2014/10)

5.1 }
5.2 } TL102 - P10 ->

5.3/ See Q 5.1 (2014/10)

5.4.1/ See Q 5.2.1 (2014/10)

5.4.2/ See Q 5.2.3 (2014/10)

5.4.3/ See Q 5.2.4 (2014/10)

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ETH306W - October / November 2015

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Question 1

- | | | | | |
|---------------------|---|----------------------|----------------|---|
| 1.1/ D (P5) | A | 1.6/ D (TL102 - P12) | 1.11/ B (P160) | B |
| 1.2/ B (P327) | D | 1.7/ A (P182) | 1.12/ B (P143) | B |
| 1.3/ C (P197) | C | 1.8/ C (P151) | 1.13/ A (P201) | |
| 1.4/ B (P199) | B | 1.9/ B (P322) | 1.14/ A (P175) | A |
| 1.5/ A (TL102 - P9) | D | 1.10/ C (P187) | 1.15/ B (P311) | |

- 1.16/ False (P322)
- 1.17/ False (P154)
- 1.18/ True (P27)
- 1.19/ True (P272)
- 1.20/ False (P40)

Question 2

- 2.1/ - Rubs eye excessively.
- Poor spacing between words
 - Shuts or covers one eye.
 - unable to see distant things clearly.
 - is clumsy in movements.
 - squints eyes together or frowns.
 - refuses to participate in ball games.
 - loses place when reading
 - moves the head when looking at pictures or reading.
 - has difficulty reading or doing work that requires close use of the eyes. (P146).

2.2/ *Learners with myopia and cataracts should sit in front, near the chalkboard.

* Repeat what is written on the board to help them check their work.

* A magnifying glass can be used if large print books are not available.

* Draw dark lines on blank A4 instead of using dull books.

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* The lines can be further apart if it suits the learners.

* Printed material should be clear and attractive.

* Black print on white paper with good spacing is best.

* The darkest, clearest copies of duplicates should be handed to visually impaired learners.

* Learners with hyperopia would prefer sitting at the back and would rather play outside than be interested in schoolwork.

* Learners with albinism should sit in a darker area, away from direct sunlight.

* Textbooks can be recorded on tape for learners who struggle to read. (P151-152)

Question 3

3.1/ See Q2.1 (2014/10)

3.2/ See Q2.2 (2014/10)

3.3/ See Q2.3 (2014/10)

Question 4

4.1/ See Q5.2 (2014/10)

4.2/ Paraplegia means the lower limbs are affected, Quadriplegia means all four limbs are affected. (P175)

4.3/ See Q5.3 (2014/10)

4.4/ They^{se} are located within the learner (impairments or intrinsic factors)

- learners are usually born with specific characteristics such as blindness, or a missing arm.

- the most prominent intrinsic factors are physical and/or physiological impairments and personality characteristics.

- an impairment is a permanent physical or mental

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deficit that the person concerned has to accept.

- Some examples of intrinsic barriers included sensory impairments, physical impairments, mental/intellectual impairments, multiple impairments. (P21/1)

Questions

5.1/ See Q3.1 (2014/06)

5.2/ * Difficulty ordering a sequence.

* Reversal of images.

* Random visual scanning. (P11-Tut 102)

5.3/ Model pattern by using concrete objects matching directly below/on top of a given pattern.

• Over-learning using visual/tactile/verbal cue.

• Rote learn numbers e.g. telephone number.

• Teach to scan from right ~~to~~ and down the page. (P11-Tut 102)

5.4 - Student exhibit a wide range of abilities (may be more skilled in some subjects than in others).

- Comprehension/interpretation of verbal and written instructions appear to be more advanced than actual ability/level.

- Abstract thinking is limited.

- Unable to transfer knowledge to a new situation.

- Unable to separate pieces of information and form links.

- Working pace is usually slow due ~~to~~ in part to intellectual disability and poor motor skills.

- Learner will misinterpret words with more than one meaning.

(P11-Tut 102)

Question 6

6.1/ See Q4.4 (2014/10)

6.2/ See Q6.3 (2014/10)

6.3/ See Q5.1 (2014/10)

6.3.2/ * Decoding

* Reading Comprehension.

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Question 1

- | | |
|---------------|------------------------|
| 1.1/ a | 1.6/ b (P167) |
| 1.2/ b (P19) | 1.7/ a (P201) |
| 1.3/ a (P156) | 1.8/ c (P201) |
| 1.4/ a (P146) | 1.9/ c (P) |
| 1.5/ a | 1.10/ b (TL102 - P10). |

- | | |
|--------------------|-----------------|
| 1.11/ False (P151) | 9/ True * |
| 2/ False (P258) | 7/ True (P151) |
| 3/ False (P182) | 12/ False * |
| 4/ True (P27) | 9/ False (P21) |
| 5/ True (P187) | 10/ True (P156) |

Question 2

2.1/ See Q2.2 (2014/10)

2.2/ See Q2.3 (2014/10)

2.3/ Page 146 & 156 Also See Q3.2 (2014/10)

2.4/ See Q 2.5 (2015/06)

2.5.1/ *Spasticity:- when the child tries to move, some muscles contract instead of relaxing.

*Athetosis:- caused by damage to the basal-ganglia.

*cerebellar Ataxia:- damage to the cerebellum causes poor coordination and balance

*Rigidity & Tremor:- rigidity is when the person is severely spastic and tremor is spontaneous involuntary movements. (P176)

2.5.2/ Cerebral palsy is a permanent condition that affects motor functions due to brain damage incurred during the phase of its growth and development. own

2.5.3/ No. Brain damage is irreversible.

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Questions

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3.1 * talking out of turn

* hampering other learners

* attention-seeking

* disruptive behaviour

* fighting

* aggressive acts

* negativism

* refusal to work or to work with others

* lack of motivation and interest

* boredom

(P250)

3.2 - Intervene immediately and end the incident by removing the troublemaker or administering a warning.

- Analyse the group influences and group dynamics in the class and identify leaders.

- Do not blame the group leaders or the whole class for an incident if there are actually only two culprits.

- Give learners the benefit of the doubt if they offer excuses that cannot be controlled.

- Defuse a potentially explosive situation by telling a joke, for example.

- Think twice before becoming angry about learners who eat in class.

- Prevent yourself from being too involved with a learner's problems and home circumstances.

- Be aware of your own feelings and state of mind and be careful not to overreact.

- Change the school timetable, curricula and internal school organisation so that the same teacher is not always exposed to difficult learners.

- Avoid too rigid structures or forms of punishment.

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(P251)

Question 4

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Aij - Concentrate on vowels, vowel combinations and consonants.

- Use cognitive input to help apply spelling rules, e.g. each syllable must include a vowel or vowel combination.

- Emphasise word rhythm. By letting learners sing songs, an awareness of the different syllables in words can be nurtured.

- Let the learners use and write the words that they have to learn in full sentences.

- Encourage the learners to control every aspect of their written work before they are satisfied with it.

- Establish the link between the letters or letter groups by using repetitive exercises like card games or mnemonic techniques.

- An important aspect of spelling aid is to make learners aware of certain consistencies within the spelling system which make it possible to convey concepts from one word to another.

- Teach the spelling rules according to the learner's level. Learners should learn spelling rules as early as possible.

- Use a mirror to make learners aware of the difference between the rounded and unrounded vowels.

- Never teach the letters "b" and "d" in the same session, because not only do they look alike, they sound similar too. (P285)

4.2) * Build up a sight vocabulary.

* Learn a grapheme-phoneme relationship (letter-sound)

* Word analysis and synthesis (construction of elements of words)

* Contextual clues

* Word structural analysis (division into syllables)

* Aid for direct or literal comprehension.

* Aid for indirect comprehension.

(P245-7)

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| | | | | |
|------------|--------------|---------------|---------------|---------------|
| 1.1 P (P6) | 1.6 L (P8) | 1.11 C (P31) | 1.16 F (P22) | 1.21 N (P363) |
| 1.2 Q | 1.7 X (P7) | 1.12 S (P201) | 1.17 R (P21) | 1.22 K (P201) |
| 1.3 H (P1) | 1.8 V (P19) | 1.13 Y | 1.18 D (P1) | 1.23 O |
| 1.4 W (P8) | 1.9 T | 1.14 E (P143) | 1.19 G (P312) | 1.24 I (P27) |
| 1.5 U | 1.10 B (P19) | 1.15 A | 1.20 M (P371) | 1.25 J (P143) |

Question 2

2.1 *It is a human right.

* It makes good educational sense.

* It makes good social sense.

* It promotes the right to learn and live together.

* It promotes acceptance of diversity.

* It builds respect for one another.

* It supports a uniform and responsive education system.

* It supports the removal of all elementary discrimination

* It supports positive interaction and learning from one another.

* It helps to build a rehabilitative and supportive society. (P319)

2.1 See Q4.2 (2014/06)

Question 3

3.1.1

3.1.2

3.2.1

3.2.2

See Q3 (2014/10)

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Question 1

| | | |
|---------|---------|---------|
| 1.1/ a | 1.6/ b | 1.11/ a |
| 1.2/ b | 1.7/ c | 1.12/ a |
| 1.3/ a | 1.8/ b | 1.13/ c |
| 1.4/ a | 1.9/ b | 1.14/ |
| 1.5/ a | 1.10/ c | 1.15/ d |
| 1.16/ E | 1.21/ B | |
| 1.17/ I | 1.22/ A | |
| 1.18/ F | 1.23/ C | |
| 1.19/ H | 1.24/ D | |
| 1.20/ J | 1.25/ G | |

Question 2

2.1/ See Q3 (2014/10)

2.2.1/ - caused by the deterioration of the auditory cells of the organ of Corti, or the auditory nerve itself.

- deafness can be hereditary.

- deafness can be caused by antenatal injury to the auditory cells or nerve.

- injuries during or just after birth can damage the auditory cells.

- illnesses, especially those associated with a high fever.

- use of certain drugs causes deafness.

2.2.2/ See Q3 (2014/10).

Question 3

3.1/ See Q 2.1 (2016/10)

3.2/ See Q 4.2 (2014/10) * BELLA *

Question 4

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- 4.1 - Gender: parents are less concerned about having a daughter with a physical impairment, than a son.
- Size of the family: larger families tend to be less distressed by having a child with a physical impairment.
- Cultural background: some cultural lifestyles accept a child with an impairment more readily than others.
- Religion: some parents accept the child's impairment as a divine responsibility.
- Socioeconomic status: higher SES does not necessarily mean that the family copes better with the impairment.
- Geographic location: the stigma may be less in a rural area because learners may be more easily "accommodated on the farm."
- Degree and type of impairment: