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UNISA



assignment cover

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STUDIE EENHEID bv. PSY100-X
STUDY UNIT e.g. PSY100-X

ETH306W

WERKSOPDRAGNOMMER
ASSIGNMENT NUMBER

02

UNISA P.2050

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SOUTH AFRICA



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First Semester

Assignment 2

Senior and FET PHASE

Question 1

1.1. Arrange the furniture in a way that they are able to move around freely.

The washbasin and toilet must be easily accessible.

Store classroom apparatus away and position activities in places where the learners will be able to reach for it themselves.

Encourage learners to become independent - organise the floor and table games which are easily to manage and which will encourage participation.

- Encourage them to use disabled limbs.

- Give them chores and responsibilities will feel just as important as the others.

- Encourage him/her to join in group activities - to feel as a participant in group situations.

- Help him/her to feel physically and emotionally secure - may with confidence.

- Explain to the rest of the class to obtain and maintain



understanding and cooperation.

- Comfortable with orthopaedic aids and try to make the class and other areas easily accessible - so they can move around freely in the class while using their aids.

- With medication - make sure that they take their medication regularly.

- Keep close contact with parents to keep up to date of any changes or developments.

- Try to find a typewriter, tablet or a notebook for learners who have difficulty with their handwriting and allow them to do tests or exams orally if and when necessary.

- Restrict incidents that might distract attention - to focus on the work to complete.

- Make provision for periods of absences and assist with catching up of missed work.

- Be creative in your teaching - improvise when necessary and provide whatever assistance you can in order to assist learners.



1.2.1 Auditory impairments

- Face them when speaking - may be able to lip read or gain meaning from hand signs or gestures and facial expressions.

- Use an overhead projector instead of a blackboard, turn back at them.

- Ask questions / rephrase content for adequate understanding.

- Use lots of visual aids during oral lessons.

- Give test directions and assignments in writing as well.

- Encourage learners to look up difficult to pronounce words in the dictionary.

- Make use of visual signals to get the learners.

- Speak clearly in a normal tone of voice at a moderate pace.

- Have enough knowledge about hearing impairments to provide for their needs.

- Communicate with the parents regularly and have an open channel of comm with them.

- Present spelling and vocab words in sentences - it could enhance meaning for them.



1.2.2 Visual impairments

Myopia and cataracts

- Keep them seated in front of the classroom in order to optimise their vision. ✓

- Repeat what's written on the board to help them check their own written work. ✓

- Have a magnifying glass handy in the classroom for books with small print. ✓

- Ensure that the lines in their work books are clear and not dull difficult to see. ✓

- Ensure that printed materials are clear all the times, using white paper and black writing as the contrast in print and background makes it clear to see. ✓

- Ensure that printed mats are in larger letters and good spacing is used. ✓

Hyperopia

- Sit at the back of the class. ✓

Albinism

- Sit in a darker place in the class? away from window or a glare. ✓

- They should wear long sleeves and trousers and hats with wide rims. ✓



General

- Record textbook for those that find it difficult to read their textbooks.
- Questions could be recorded onto tape to ensure comprehension.
- Keep door either opened or closed as there could be a safety hazard.

1.2.3 Physical impairments

- Arrange furniture for those who are disabled in legs.
- Provide wheel-chairs and crutches for them.
- We must provide them with enough space in the classroom to move around with wheel-chairs and crutches.
- The entrance on the door must be flat and don't provide steps only.
- Store classroom apparatus away and position activities in places where the learners will be able to reach for it themselves.
- Restrict incidents that might distract them when they moving around the classroom.
- Move any dangerous things away so that he/she does not sustain an injury.



12.4 Epilepsy

With slight seizures:

- Be alert at all times.
- Look out for signs of a seizure and then keep an accurate record of the incidences.
- Simply guide the learner to a place of safety.

With tonic-clonic seizures:

- Prevent the learner from falling.
- Move any objects away so that he/she does not sustain an injury.
- Make sure learners' clothes are loose, especially around the neck and the waist.
- Wait for the seizure to pass and ensure that other learners remain calm.
- If a learner has a seizure for the first time, inform the parents as soon as possible or call for a doctor or both.
- Call for medical assistance if the learner:
 - Has seizures at frequent intervals,
 - Is at a loss for oxygen,
 - If the learner chokes or
 - If the learner sustains injuries which require medical attention.



Question 3

3.1.1 Home Environment

In the early stages of their lives learners language development and the building up of their basic skills and general knowledge are critically influenced by their parents. As role models, the parents affect the learners progress at school. If parents have negative attitude towards school work, their learners may display the same attitude and lack of interest in school.

3.1.2 School

Quality of interpersonal work relations between learners and teachers or fellow learners is decisive for the learners total development because they spend a large part of the day at school. Inadequate teaching can lead to learning difficulties. If the teacher's subject matter and teaching methods are not suited to the learner's abilities and needs, the learners will experience frustration and then reject the teaching events. Forms of poor teaching can also cause learning difficulties. Learners will not perform adequately at



school if the teacher is lacking in commitment to the teaching task, or is insufficiently trained or lacks the teaching skills to convey information logically to the learners.

3.1.3 Social Problems

Learners emotional and cognitive development is based on their social interaction with friends and peer. Poor interaction with the community leads to emotional problems and inability to learn adequately. Learners who perform well at school may be ostracised (marginalised or discriminated against as social outcasts) and branded or stigmatised by their peers as toadies "teacher's pets" who seek favour with the teachers.

3.1.4 Cultural Environment

Gradual changes in learners environment continually make new demands on them. Examples of important factors in this regard are poverty and family disintegration, which may cause changes in learner's cultural environment and weaken their ability to learn adequately.



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Most learners who have to cope with such circumstances can be regarded as learners at risk.

3.2.1 The child need a stable relationship within the family. Stable and dependable relationships in this regard relate to mother/child, family, father/siblings and child/close relative relationships, the latter typically include the child relationship with the grandparents.

3.2.2 Parents and teachers must make sure that the learners feel secure at home and school, by having some rules. Parents must provide good driver's transport for their kids and also know drivers. Teachers must make sure they have security guards at the gate of school, and even in the classroom no one allowed to hit one another.



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References

1. STUDY NOTES
2. Special Education Needs - Only
study guide only ETH306W

