

# INCLUSIVE EDUCATION ETH306W

**Video  
Conference**  
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Define tomorrow.

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# Welcome to ETH306W

In this module, **Inclusive Education: Educational Themes B**, we will learn about the importance of respecting, appreciating and celebrating our human diversity!

Our point of departure: ALL learners can learn and All learners need support.

# Overview

- Focus of ETH306W per specialisation – ECD/FP; Int/Sen/FET
- Inclusion – what it is, why teachers should support it, and its implications for our daily teaching practice
- Barriers (obstacles) to Learning: External and Internal Barriers
- Practical support strategies in your classroom
- Assessment Guidelines

# Focus of Inclusive Education B

## ECD & Foundation Phase Students

### Read:

- Section A: Study Unit 3
- Section C: Study Units 8 & 9
- Section D: Appendix: J

### Study:

- Section A: Study Units 1 and 2
- Section D: (p 142 onwards) in your Study Guide:  
Appendices: A, B, C, D, E, F, G, H, I, K, L, M &
- Appendix N pp. 319-331 (Sections 1 & 2)

**All tutorial letters: 101, 102, 201**

# Focus of Inclusive Education B

## Intermediate / Senior / FET Phases

### Read:

- Section C

### Study:

- Section A: Study Units 1, 2 & 3
- Section B: Study Unit 6
- Section D:
  - Appendices A, B, C, D, E
  - Appendices H & I
  - Appendix N pp. 319-331 (Sections 1 & 2)
  - Appendix O

**All tutorial letters: 101, 102, 201**

# What is Inclusion?

## Overview of White Paper 6: Special Needs Education: Building an Inclusive Education and Training System

### Ten reasons for inclusion

- A human right
- Good educational sense
- Good social sense
- The right to learn and live together
- Accept diversity
- Respect for one another
- Uniform and responsive education system
- Remove discrimination
- Positive interaction and learning from one another
- Rehabilitative and supportive society

## What is Inclusion?

- Increasing participation of all learners, not only those with impairments
- Reducing exclusion from cultures, curricula and communities of schools
- Responding to learner diversity
- Improving schools for teachers and learners
- Overcoming barriers to access and participation
- Regarding education as a right
- Regarding diversity as a rich resource
- Fostering mutually sustaining relationships
- Acknowledging that all learners need support
- Meeting all learners' needs

## External Barriers to Learning

- 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

Discuss each in detail.

Refer to your study guide pages 19-20.



## Internal Barriers to Learning

- Factors **inherent** in learners themselves.
- Learners were born with these or acquired them later on.
- Factors not related to education or environment.
- Include physical, physiological or mental impairments.
- **Note**: degrees of impairments
- Have a detrimental effect on learner's progress at school if learner does not receive appropriate support.
- **Note causes**: genetic factors, prenatal/perinatal/postnatal brain damage (epilepsy, cerebral palsy, learning impairments such as dyslexia (difficulty with reading) or dyscalculia (difficulty with arithmetic), intellectual impairment, hearing impairment, visual impairment)
- These learners require **more specialised educational methods and teaching aids**.

# Comparing External and Internal Barriers

## External Barriers

Factors emanating  
**OUTSIDE** the learner =  
extrinsic factors

## Internal Barriers

Factors located **WITHIN**  
the learner = impairments  
or intrinsic factors

## Practical Classroom Support Strategies:

### Visual Barriers

Take careful note of the characteristics of learners with visual impairments!

- The type of eye condition will determine the assistance required.
- Learners with myopia and cataracts should sit in-front, near the chalkboard.
- Repeat (verbally) what is written on the chalkboard.
- Use a magnifying glass if large print books are not available.
- Use a koki pen to draw parallel lines on paper.
- Printed material should be clear, attractive and meaningful.

# Practical Classroom Support Strategies

## Auditory Barriers

Take careful note of the characteristics of learners with auditory impairments!

- Use an overhead projector to present material.
- Assign a peer to take notes using carbon paper.
- The peer can also check that the learner is following in the correct place when the class is working on an assignment.
- Speak clearly in a normal voice and at a moderate pace (speed).
- Use visual signals to gain the learner's attention.
- Ask questions to check learners' understanding of orally presented content or directions.
- Rephrase content or questions to make it more understandable.

# Practical Classroom Support Strategies:

## Auditory Barriers

Take careful note of the characteristics of learners with auditory impairments!

- Supplement information presented orally, with visual aids.
- Give test directions, assignments and lecture outlines in writing.
- Cue the learner visually to indicate that someone is talking over the intercom.
- Make sure that someone explains the message over the intercom to the learners with auditory impairments.
- Provide learner with outlines, assignments, vocabulary lists before introducing new material.
- Remember to present all spelling and vocabulary words in sentences.
- Try to limit movement and unnecessary gestures when speaking to students with hearing impairments.

## **Practical Classroom Support Strategies: Intellectual Barriers**

**Take careful note of learners' characteristics!!**

- Ensure that the curriculum is suited to the individual learner.
- Provide individual attention.
- Divide longer assignments into smaller units of work.
- Stress important (relevant) information.
- Ensure that ALL learners experience success.
- Provide hints for learning.
- Help learners overcome problems with short-term memory.
- Use repetition.
- Do not cause confusion by constantly changing classroom rules and procedures.
- Love, accept and encourage learners.
- Build learners' self-esteem
- Motivate and praise learners' efforts.

**Revise pages 169-170!!**

# Practical Classroom Support Strategies

## Physical Barriers

Take careful note of learners' characteristics!!

- Ensure learners are comfortable with orthopaedic aids. Take time to explain these to the rest of the class.
- Try to make the classroom easily accessible.
- Build the learner's self-esteem – as persons of worth who have potential.
- Improvise – what would you do if a wheelchair had a flat wheel?
- If the learner has difficult writing, try to obtain a typewriter or computer and spend time teaching him/her to write.
- Allow learners to take tests and examinations orally.
- Try to restrict incidents that cause distractions.
- Provide washing facilities for learners who wheel themselves into the classroom (to wash their hands).

# Practical Classroom Support Strategies

## Epilepsy as a Barrier

Take note of definition and types of epilepsy!!

- Be alert! Look out for warning signs.
- Record all incidents of seizures.
- Remain calm.
- Prevent the learner from falling.
- Push furniture out of the way.
- **DO NOT HOLD THE LEARNER OR TRY TO PREVENT MOVEMENT!**
- Ensure that the airway is clear.
- Turn the learner onto his/her side to prevent choking on excessive saliva.
- Loosen tight clothing, especially around neck and waist.
- Seek medical assistance if seizure is protracted, or if learner chokes, or if learner sustains any injuries.



## Practical Classroom Support Strategies

Reading, writing, copying from the board, listening and remembering - all require perceptual-motor skills.

### Perceptual-Motor Barriers

- Set up a track consisting of various textures and let learners walk on, crawl on, and slide across it.  
E.g. slide on a smooth or rough surface.
- Play games such as “I spy...” combined with movement, “Hop like a frog and touch your nose”.
- Learners play games such as “touch your elbow with your knee”.
- Memory games such as “I go to the shop and buy...” (add a new item each round).

Revise pages 199-200

## Language as a Barrier

- **Auditory receptive problems** (listening) e.g. unable to differentiate between sounds, cannot understand meaning
- **Spoken language**
  - Speech refusal
  - Inadequate language
  - Unintelligible speech
  - Temporary hearing loss
  - Physical / structural deviation (e.g. cleft lip)
  - Articulation and rhythm disorders
  - Voice volume
  - Vocabulary
  - Sounds
- **Problems with a second language**
- **A lack of emergent literacy**

**Revise pages 201-209!**

# Practical Classroom Support Strategies

## Language as a Barrier

- Use simple clear language
- Speak directly to the learner (Address him/her by name)
- Do not use idiomatic expressions (Take the key and lock your lips)
- Speak in a natural 'normal' voice
- Speak to learners at their level and make eye contact
- Make the effort to try to understand what the learner is trying to say (pay attention to body language, facial expression, tone of voice)
- Provide support and encouragement
- Reassure the learner that it's ok to make mistakes (We are all still learning)

**Revise pages 206-207!**

## Practical Classroom Support Strategies

### Learning Problems as a Barrier

- Take note of the needs of learners in relation to the different age groups / phases of learning
- Note specific problems
- Pay special attention to the teacher's role

**Revise pages 210-229!**

## Autism

### Autistic spectrum disorders

- define in your own words
- outline the challenges that a learner may experience and provide reasons
- explain what the greatest barriers are to an autistic learner's development and learning
- describe how you will support the learner in your classroom

Refer to Tutorial letter 102.

## Practical Classroom Support Strategies

### Emotional and Behavioural Problems as a Barrier

- Reinforcement
- Ignoring
- Time-out / Withdrawal (special circumstances, with circumspection and warn the learner beforehand)
- Self-chosen time-out / withdrawal
- Prevention
- Redirection
- Discussion / conversation (and find a workable solution)
- Special time (spend time alone with the learner)

**Revise pages 230-255**

## Preparing for Assessment – Assignments and Examination

- Read and analyse the questions very carefully.
- Follow the mark allocation.
- Number your answers correctly.
- Do not deviate from the instructions:  
discuss, describe, name, explain or provide examples,  
compare/contrast/tabulate, motivate your answer/provide a  
reason for your opinion
- **Please note:**  
Some questions are compulsory.  
Some questions are for specific phases of specialisation.

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# Thank you

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