

Chantel Prinsloo- 4730 305 0

ETH306W

Assignment 02-854113

Question 1

Good morning fellow students and colleagues. Today I want to make you aware of a new term, inclusive education. Now, what is inclusive education exactly, you may ask. If I can but a definition to inclusive education, it would read as follows "Inclusive education means that all students attend and are welcomed by their neighborhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school." In line with international trends, South African education is moving away from special education towards a policy of inclusion (i.e. Inclusion of learners with disabilities, impairments and historically disadvantaged in terms of access to curriculum into mainstream schools). International and South African perspectives on inclusion are closely related to wider social concerns about human rights. Inclusion in education is an approach once thought only necessary for educating students with special educational needs. Now it is crucial that all teachers ensure inclusive practice for all students in their classroom and the wider school. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs.

Inclusive education differs from previously held notions of integration and mainstreaming, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

The Department of Basic Education is committed towards the building of an Inclusive Education system at all levels as outlined in Education White Paper 6: Building an Inclusive Education System, 2001.

Such an inclusive system will facilitate the inclusion of vulnerable learners and reduce the barriers to learning, through targeted support structures and mechanisms that will improve the retention of learners in the education system, particularly learners who are prone to dropping out.

The DBE promotes inclusive education because:

- It acknowledges that all children can learn
- It enables education structures, systems and methodologies to meet the needs of all children
- It can contribute to the quality of education for all
- It enables children with disabilities to stay with their families and communities
- It is part of a wider strategy to promote an inclusive society
- It is consistent with the key principles of the Convention on the Rights of the Child and the Convention on the Rights of Persons with Disability.

This brings me to my next question, what is a barrier to learning? The term 'barriers to learning' covers an extremely broad range of factors which could impinge on a learner's access to learning.

It is important to know the causes of barriers within a learner for the following two reasons:

- 1) When we know what causes barriers to learning, we are in a position to take Preventative action. It makes so much more sense to have prior knowledge of the situations that cause problems, because this enables us to prevent these problems instead of waiting until they arise before attempting to solve them.
- 2) The cause of a learner's problem gives an indication of how to help the learner. For example, a learner with an attention deficit caused by brain damage at or before birth needs to be treated quite differently from a learner who is not paying attention because she is highly intelligent and therefore bored with the work in class.

The causes of the occurrence of barriers to learning of learners may be divided into two broad groups, namely:

1. Those located within the learner (impairments or intrinsic factors)

An 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. In English we distinguish between the terms "disability" and "impairment". "Impairment" refers to the person's specific deficit. If, however, this impairment and the society in which he lives really hampers the person in such a way that he cannot achieve in life what he wishes to achieve, it becomes a disability to him.

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 learners' condition can be aggravated by a poor environment, ineffective education and inapplicable education so that they may become disabled. The most prominent intrinsic factors are physical and/or physiological impairments and personality characteristics.

2. Those emanating from outside the learner (extrinsic factors)

In the case of extrinsic factors the barriers are not within the learners themselves. They are perfectly normal at birth but circumstances beyond or outside the learners – that is, their environment, home, upbringing or teaching are so inadequate that they adversely affect their development and learning and ultimately cause barriers to their learning.

Fellow students and colleagues, this brings me to the end of my very brief speech about inclusive education. Please feel free to read the Education White Paper 6: Building an inclusive education and training system which can be found on the Department of Basic Education's website for more details on this matter.

I thank u

Question 2

2.1

When teaching learners with an aural disability, it is important to differentiate between a hard-of-hearing child and a child who is deaf. Those normally called "deaf" are those who were born deaf or who became deaf at such an early age that they were unable to acquire speech and language in a natural way. The "hard-of-hearing" are those learners whose hearing loss is such that they are unable to acquire speech and language by more or less normal means. These learners have sufficient hearing left to enable them to acquire speech and language, even though their accomplishments in both these directions may be poor in many respects.

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. If there is either hard-of-hearing learners, or deaf learners in the class, the teacher must always remember never to speak to them without facing them. This means that the teacher should never turn towards the chalkboard while giving explanations or instructions to the class.

A hard-of-hearing child should benefit from the use of a suitable hearing aid.

According to Salend (1990:271), the following suggestions for adapting instruction for students with hearing impairments should help you to assist learners in your class, suffering from a hearing loss.

- . Use an overhead projector to present material: it allows the student to view a visual presentation of the material and watch the teacher's lips simultaneously.
- . Assign a peer to take notes using carbon paper for the hearing-impaired student and to point to speakers during a group discussion. A peer can also ensure that the student is following in the correct place when the class is working on an assignment.
- . Speak clearly in a normal tone of voice and at a moderate pace.
- . Use visual signals to gain the student's attention.
- . Ask questions to check understanding of orally presented directions and content.
- . Rephrase content or questions to make it more understandable to hearing- impaired students.
- . Supplement information presented orally with visual aids.
- . Give test directions, assignments, and lecture outlines in writing.
- . Cue the student visually to indicate that someone is talking over the intercom. Make sure that someone explains the intercom message to students with hearing impairments.
- . Provide the student with outlines, assignments, vocabulary lists, and the like before introducing new material. Encourage the student's parents to review these materials with their child.
- . Remember to present all spelling and vocabulary words in sentences
- . Establish a visual signal to alert students to dangerous situations.
- . Shine a light on the speaker's face when the room is darkened for films or slides. Providing the student with the script of a record or a filmstrip can help the student follow along.
- . Try to limit movement and unnecessary gestures when speaking to students with hearing impairments.
- . Repeat and summarise main points of orally presented information.
- . Provide written models to aid hearing-impaired students when checking the accuracy of their assignments.
- . Teach the student to look up difficult-to-pronounce words in the dictionary.

2.2

The type of eye condition and the amount of residual vision would determine the assistance given to a learner in class.

Learners with myopia and cataracts should sit in front, near the chalkboard. You should also allow them to sit closer to the board to see better.

It is a good idea to repeat 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 or "koki"). 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 print on white paper with fairly 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.

Learners suffering from albinism should sit in a darker place in the classroom, away from the windows. Curtains could 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. To avoid sunburn when they are in sunlight, these learners have to wear long sleeves and long trousers made of cotton material instead of nylon, and hats with wide brims. As a result of the lack of pigmentation to protect the skin, they are very susceptible to skin diseases and even skin cancer

Textbooks can be recorded on tape for learners who find it difficult to read their textbooks.

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.

2.3

Young learners

- . Arrange the furniture in the playroom in such a way that the cerebral palsied learners can move about freely. Also make sure that the washbasin and the toilet are easily accessible.
- . Store apparatus and position activities in places where the learners will be able to reach them.
- . Organise floor and table games which the cerebral palsied learners can manage and which will encourage participation.
- . Provide aids where necessary so that the learners can learn to help themselves. For example, you can provide a special spoon to eat with and a frame around the table so that the learners do not knock things down so easily. You can stick the plate, paint and paper for a given activity to the table with Prestik.
- . Encourage the learners to become independent by giving them opportunity to do things unaided.
- . Give the learners tasks and responsibilities with due regard to physical abilities.

- . Encourage the child to use disabled limbs. Present activities which require the use of the disabled hand as well (in the case of a hemiplegic).
- . Let the learners join in all the activities and feel an important participating group activities, with due allowance for motor problems.
- . Create a physically and emotionally secure space for the learners so that they can explore confidently.
- . Remember that success and enjoyment encourage exploration.

School learners

- . See that such learners are comfortable with their orthopaedic aids. Take time to introduce and explain these aids to the rest of the class.
- . Try to make the classroom and other areas where learners would like to go, easily accessible. (Ask the woodwork teacher to build ramps, if necessary.)
- . Learners should be able to move around freely in the classroom, using their aids.
- . It is always advisable to build up learners's self-esteem. Physically disabled learners feel different from other people. We, as class teachers, can help learners to form realistic images of themselves not only as disabled persons, but also as persons of worth who have potential.
- . If learners are on medication, make sure that it is taken regularly. You could even keep a timetable for when medication must be taken during school time, if applicable. Remember, of course, that teachers are not allowed to change scripts or dosages, even if consulted by the parents.
- . If learners have difficulty with their handwriting, you could try to get hold of a typewriter, and spend time with them, teaching them to type. Typing is good exercise for the smaller muscles of the hand (or fine motor control) and the learners's self-esteem might also improve if their work is neater.
- . We should allow for long absences (eg for operations) on the part of physically disabled learners and for the fact that we will need to help such learners to catch up with their work. A good option is to ask the academically stronger learners to continue the work in absent learner's books so that they can just revise it when they get back.
- . If learners write extremely slowly, you may allow them to do tests or exams orally.
- . You could disregard the spelling of learners with severe spelling problems. In order to eliminate decide on such issues.
- . If learner's attention is easily distracted (as is the case with learners who have neurological deficits), try to restrict the incidents that might distract their attention.
- . Provide washing facilities in your classroom for learners who wheel themselves in their wheelchairs, since their hands will be dirty.

Question 3

If teachers know beforehand that learners in their group suffer from tonic-clonic seizures, they should prepare the other learners for witnessing a possible seizure. They should not use the term "epilepsy" in this connection. With the learners they can dramatise a possible situation in which a learner faints, or is nauseous, or complains of stomach ache so that the learners will be prepared if an seizure occurs in the group. The question is what they should do as teachers when seizures occur. There is not much they can or should do except look out for any warning signs (prodrome or aura, particularly the latter) so that they can take the learners to an isolated, safe place where they can lie down and not sustain any injury. If the learners do not exhibit these warning signs, 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. Under no circumstances must any one try to hold the learners and prevent movements of the body. This may lead to injury of the muscles or joints. The learners 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. It is unnecessary to 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, which in any case happens very seldom. Furthermore, the teachers should see to it that the learners's clothes are loose, especially round the neck and the waist. For the rest, they can but wait for the seizure 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.

Medical assistance must be summoned in the following cases:

- . If severe seizures are protracted or recur at frequent intervals.
- . If the child chokes. In this case immediate emergency assistance is essential to clear the air passages.
- . If injuries which the child incurred during the seizure warrant medical attention. Should the seizure continue unduly, the doctor ought to be able to give injections to prevent further seizures. In rare cases respiration is impaired in a series of seizures to such an extent that oxygen may become necessary. In any case, the learner's parents must be informed as soon as possible of any seizure the child may have had in the group. If teachers know all about the learner, they will know whether the learner recover relatively quickly from seizures or whether it is necessary to send them home. Most learners are able to resume their normal activities within a short time. In such cases, it is not necessary to call in a doctor as the seizure will have passed before the doctor arrives. If it is the first seizure the learner have ever had, that is another matter; then it would be necessary to inform the parents as soon as possible, or call a doctor, or summon the parents as well as a doctor.

Question 4

4.1

At any normal preprimary school you can witness a wide variety of different behaviours. Learners as individuals develop unique ways of reacting to the things that happen around them. Most of these

behaviour patterns are acceptable and develop further if they elicit the approval of adults and peers. However, a class can include learners who hit each other, who disturb order in the class, who find it difficult to work with others or who often have little "accidents." Usually learners's unacceptable behaviour originates from a need for attention. Learners learn from experience that the best way to obtain an adult's undivided attention is to focus that person's attention on them through their behaviour (usually behaviour that the adult disapproves of such as hitting another child). For these learners, negative attention is better than no attention at all (Essa 1995:20).

Prosocial behavior is positive social interaction and includes behaviours such as imitation, healthy competition, cooperation, sympathy, empathy, social approval, to share and attachment to others.

Antisocial behavior, in contrast, is any negative social activity that evokes antagonism in the relationships between the learners and their environment. Antisocial behaviour that commonly occurs in the preschool years is selfishness, taking others' property, telling untruths and aggression. According to Hurlock (De Witt & Booyesen), antisocial behaviour patterns of concern when dealing with young learners are negativity, aggression, bossiness, selfishness, egocentricity, destructiveness, antagonism towards members of the opposite sex and prejudice.

Behaviour modification techniques:

Essa(1995:26±31) offers a number of guidelines for dealing with problem behaviour.

We may also call these behaviour modification techniques:

Reinforcement.

Positive reinforcement is one of the most important techniques and is used in conjunction with others to change unacceptable behavior or encourage positive behaviour. An adult's approval of a child's behaviour may be communicated to the child in various ways, for example, by saying something about it, or, in more subtle ways, by a smile, touching, eye contact or a hug. Learners should not only hear what is wrong, but also what is right. In some cases regular/repeated reinforcement is a good way of achieving quick results. For example, the positive behaviour of a child who hits others can be positively reinforced every thirty seconds. As the aggressive behavior lessens, so the reinforcement can also gradually diminish.

Ignoring.

Ignoring is a very effective strategy, although it is difficult to use. It is especially useful when learners try to secure the attention of adults through their irritating or unacceptable behaviour. Thus, if the teacher decides to ignore the attention-seeking child when he behaves in an attention-seeking manner, but give Attention when he acts positively, it will not help to ignore the child twice or three times only to then reinforce the negative behaviour by paying attention. Even a sigh, a facial expression or other nonverbal communication will undermine this method! This technique is also only effective if it is systematically applied by all the adults who are involved with that child. Because the child's negative behavior is

ignored, it is of the utmost importance that he receives attention and positive reinforcement when behaving well.

Time-out/Withdrawal.

This method is only used in special circumstances and then with circumspection. When aggressive behaviour should be stopped as soon as possible, this usually works well. The child should be warned beforehand and then only at the third transgression should he be removed from the group. Take the child by the hand and calmly lead him away to the isolation area. Explain briefly why he or she has been taken out of the group. Take note of the time and then leave without looking or talking again to the child. If the other learners ask about him, explain briefly that he needs a little time alone. When the time is up, simply say that the child may rejoin the group. Reinforce positive behaviour as quickly as possible after this.

Self-chosen withdrawal/time-out.

Learners who are overwhelmed by the classroom activity and who are oversensitive to stimulation must be allowed to move to a quiet corner or a while until they feel calmer. There as on for their badbehaviour is external and therefore this strategy can help them to calm down.

Prevention.

Prevention is an excellent technique, but can only be used by a teacher whose powers of observation are keen and who is aware of what leads to problem behaviour. It is especially effective for younger learners who have little self-control and who do not yet have the ability to express themselves effectively.

Redirection.

This can be used especially well with two-year-olds by directing their attention away from something or by giving them a different toy to play with. Two-year olds do not yet possess the social skills to handle the pressure of school and find it difficult to share things. Teachers should therefore help them to gradually learn these skills. Older learners should be guided towards successfully overcoming social problems themselves.

Discussion/conversation.

A child of four or five is often willing to change problem behavior and feels embarrassed about an outburst. Teachers could therefore find a quiet, calm place where the problem can be discussed and can work as a team with the child to find a workable solution.

Special time.

When you as a teacher feel that learners's problem behaviour occurs as a result of a need for attention, you can use special time. This means that you set aside a special time which you can spend alone with a child, possibly every alternative day or twice a week. Although such a time would have to be cut short In a busy day's schedule with a classroom full of learners, with good planning it is possible to find a suitable period of time. Early morning or just before the learners go home, during rest time, and soon

are good times. It may even be valuable here to ask a person from outside to come in and look after the class for a while. Remember that this time is put aside for the teacher and the child alone. Ask the child what he would like to do during the special time and try to comply with these wishes. It is amazing what a difference such a special time can make, and, in the long run, it saves time as the teacher will spend less time handling the problem behavior in the classroom. It also contributes to a more peaceful classroom atmosphere.

.

Star chart.

Some learners respond better to a highly visible reinforcer. Remember that only positive behaviour (success) should be reinforced in this manner and that it should not be used as an indication of failure. A star chart is very easy to make. Simply draw two columns: days of the week in one column and a place for stars in the column beside it.

