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Question 1

1.1 Learners who experience barriers to learning:

Barriers to learning is an obstacle that stands in the way of a child being able to learn effectively. Children with a disability will require levels of support to accommodate their disability to reach their full academic potential. Barriers to learning can be intrinsic, societal or environmental.

1.2 Internal and external barriers to learning:

Barriers to learning can manifest themselves in various ways. It is important for the educator to identify the barriers to learning to adapt teaching strategies to remove or prevent these barriers.

Internal issues come from within the learner, they are intrinsically generated, like poor self-esteem or specific issues such as ASD, ADHD and dyslexia.

Factors causing internal barriers to learning are known as physical and physiological impairments that can lead to disabilities if the society or education system does not make provision for these types of learners.

External barriers come from the environment. It is when processes, activities, resources and situations themselves creates barriers to someone accessing the learning opportunity.

Factors that can cause external barriers to learning includes

- Environment

Urban areas: learners grow up in apartment buildings and usually both parents work. They do not have the opportunity to play and usually have little supervision/control over school attendance and homework.

Rural environments: Parent are illiterate and does not see the value of education for their children. Children work from a young age and are unable to attend school.

Prosperous areas: Learners are raised without hardship and will seldom show a deterioration in school achievement. These parents place unnecessary pressure on their children to compete and achieve and it can lead to rebelliousness and negative attitude.

- Education

- School

Poor teaching: Unmotivated or lazy teachers with lack of qualifications and stereotyped teaching methods.

- Language

Educators are not fluent enough in English.

The basic knowledge of the children's English is bad.

Learners from rural areas usually have little exposure to English

- Culture

Question 2

2.1 Visual barriers to learning

Barriers to learning can manifest themselves in a lot of ways in which educators can identify it from external signs. It is important to recognize the manifestations of the barriers in order to enable the teachers to identify the learners for whom the curriculum and teaching strategies should be adapted so that the barriers can be removed or prevented.

Signs of possible visual problems can be:

The child:

- Rubs his/her eyes unusually a lot.
- Holds one eye shut or closed.
- Can't see thing clearly from a distant.
- Poor spacing when writing.
- Looses place frequently while reading.
- Gets confused with letters of similar shape (b,d,p,q)
- Clumsy in movements.
- Blinks more than usual.

2.2 Support strategies to assist learner with auditory impairments:

- Making use of an overhead projector to present learning material.
- Speaking in a moderate pace with a clear and normal voice tone.
- Making use of visual signs to keep and gain learners' attention.
- Ask questions to assure that the learners understand context and direction given orally.
- Summarise and repeat the main points of information presented orally.
- Rephrase content to make it more understandable for hearing impaired learners.

2.3 Manifestations of perceptual-motor barriers to learning:

Spatial perception

- It is important to do activities and exercises that promotes body awareness. If the child struggles or is unsuccessful in these activities they will not be able to distinguish between far, close by, big or small in relation to themselves. They will struggle in school to understand concepts of over/ under/ besides/ in front.

Laterality

- It is the awareness of left and right side of the body that develops from the awareness of the operation of balance. Learners who struggles with crossing their midline can experience problems with crossing over their left side of their body to their right side. Problems in school can be that learner might only wright on the one side of the age.

Lateral dominance ✓

- It develops from laterality. Learners who has not established their dominance can experience problems with the concepts of left and right outside of the body.

Directionality ✓

- It is a consequence of laterality that has important implications for academic learning. Learners who experience problems with this can be unable to identify an object that looks different between a bunch of the same objects. These types of learners usually have trouble with the order in which symbols are arranged.

Question 3

3.1 Importance of language development in young learners:

- Language reflects personal experience: Learners express themselves through play and their language reflects on the world they live in.
- Inner language accompanies thoughts and actions: learners ✓ often talk out loud and describe the process whilst playing.
- Language includes attitudes gleaned from the adult world: ✓ As learners learn their home language they also learn the culture and the value of their community. Language is thus not learnt separately but is inextricably bound to people and their life.
- Language reflects the level of thoughts: Thought ✓ and language develops simultaneously. The language of the learners can indicate to the teacher of their level of thought as well as the experiences to which they are exposed.
- Feelings can be expressed verbally: The ability to ✓ express feelings in words can be an indication of the learners growing capacity to exercise control.
- Misunderstandings: learners interpret verbal expressions literally and struggle to understand the phrase in its figurative meaning.

3.2 Practical strategies to assist learners to overcome language problems:

The environment and stimulation in which a child grows up determines their language development.

The primary teacher can help assist learners to overcome language problems by:

- Provide a rich and stimulating ✓ language environment so that learners can expand their language and abilities.
- Exposing learners to labels, defining, ✓ analysing, questioning and comparing rather than only communicating with learners ✓ in the form of instructions.
- Respecting each child for who he/she is ✓
- Try to understand what the learner is ✓ communicating.
- Treat learners fairly under all circumstances. ✓

The role of the teacher:

- Always take the learners' limitations into account.
- Speak in a direct and interested manner and address them by their names in a friendly and warm way.
- Use a normal, natural tone of voice.
- Always make eye contact.
- Try to understand what the learner is trying to say by paying attention to their facial expression, body posture and tone of voice.

The contribution of the school:

- Reading and writing exercises should be a normal part of their development,
- Provide opportunities for learners emerge literacy.
- Provide a classroom which invites learners to involve with literature.
- Provide an interesting reading corner.
- Provide a writing corner with enough stationary and writing equipment.

The use of suitable story material to assist learners:

Books should:

- Be interesting
- Have a logical sequential story line.
- Include repetition.
- Be enjoyable.
- Have predictable endings.

Question 4

4.1 Manifestations of emotional and behavioural problems experienced by learners in the Early childhood and Foundation phases.

Behavioural problems:	Emotional problems:
Prosocial behaviour <ul style="list-style-type: none"> • Imitation, healthy competition, cooperation, sympathy, empathy, social approval 	<ul style="list-style-type: none"> • <u>Withdraw</u>
Antisocial behaviour <ul style="list-style-type: none"> • Selfishness, stealing, aggression, lying, negativity, bossiness. 	<ul style="list-style-type: none"> • <u>Denial</u>
	<ul style="list-style-type: none"> • <u>Thematical play, play and child art</u>
	<ul style="list-style-type: none"> • <u>Anxious clinging</u>
	<ul style="list-style-type: none"> • <u>Fear</u>

4.2 Support strategies for learners experiencing emotional and behavioural problems at school:

Learners as individuals develop unique ways of reacting to the things happening around them. Behavioural problems can be caused by various factors.

Teachers can be in assistance to these learners by using techniques such as:

- Reinforcement: Using positive reinforcement to change unacceptable behaviour or to encourage positive behaviour.
- Ignoring: An effective technique for learners who seek attention from adults through irritating or unacceptable behaviour. Only give attention when the learner acts positively and ignore bad behaviour.
- Time-out: Technique to be used when aggressive behaviour should be stopped immediately. Warn the child beforehand and then take them to an isolated area in a calm way.
- Self-chosen time-out: learners who are overwhelmed by classroom activities must be given the opportunity to remove themselves from the area to a quieter corner for a while until they feel calmer.
- Prevention: technique to be used by teachers who observe and are aware of what leads to problem behaviour.
- Redirection: directing attention away from something by giving them a different object to play with.
- Discussion: work as a team with the child in a quiet and calm place to discuss the problem.
- Special time: provide a special time for learners who seek attention and therefore react in a problematic behaviour.
- Star chart: reinforce positive behaviour with a star chart by rewarding children with good behaviour.

Question 5

5.1 Manifestations of mathematics problems:

Often the first sign of problems in mathematics is when the learner tries to avoid the mathematics assignment. The learner is unsure how to set about the problem. It is not always possible to identify mathematical problem types of learners.

Foundation phase learners are:

- Unable to tell time
- Cannot understand measures of weight and volume
- Does not understand the concept of 10
- Inabilities to estimate quantities
- Struggle to count from a number given
- Does not understand positional values

5.2 Supporting learners who experience barriers related to written language:

General guidelines:

- Make time to teach written language and whilst doing the activity, give learners the opportunity to write something by themselves.
- Expose the learners to wide variety of written tasks in order to understand the purpose of writing.
- Integrate writing with academic school subjects and not only in language.
- Explain to learners that meaningful writing consists of gathering information during prewriting phase, writing down information during the writing phase and using the information during the post-writing phase.
- Assist learners to use the skills which will enable them to write information on paper.
- Let the learners evaluate the quality of their own writing to develop learner's knowledge of good written work.
- Set guidelines so that learners can do more sophisticated writing.
- Set goals so that learners can improve their own quality of writing.
- Do not make use of teaching styles that does not contribute to the improvement of the learners written work.

Question 6

Principles of Inclusive education in SA

1. Teaching all students
All learners learn in a different way. Think of three different ways to teach a lesson. By incorporating at least three different approaches in your instruction, you will have increased your student's learning outcomes by a factor of three.
2. Exploring multiple identities
Students who are excited and inquisitive about the world around them and other people, will more easily learn to be compassionate and understanding of people who are different from them.
 - Engage students in projects Engage students in projects where they can talk about their experiences
 - Create activities Create activities that help students talk about, and feel pride in, themselves and their unique experiences
3. Preventing prejudice
Talk about all the student's feelings and attitudes.
Set clear boundaries and rules about behaviours that are based on prejudices, such as teasing, bullying or excluding
4. Promoting social justice
Talk to students about issues of fairness, and of justice in terms of equality for all.
 - Use academic learning to encourage students to understand their unique roles in society and the contributions that they can make

5. Choose appropriate materials ✓
It is important to choose books and materials that reflect accurate images of diverse people. ✓
6. Teaching and learning about culture and religion ✓
It is important that students learn about other cultures and religions in a positive and comfortable manner. ✓
Allow opportunities for students to learn about the ever-changing cultures of the world. ✓
7. Adapting and integrating lessons appropriately ✓
educators be flexible in the adaptation of all the lessons in our curriculum as well as prescribed curriculum in general ✓

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Special education needs, study guide ETH306W, Dr F H Weeks, 2003, pg. 3-5, 143, 157, 197-198, 201, 206-208, 237-238, 281-286, 311-312, 319.

