

**QUESTION 1**

Answer TRUE or FALSE, e.g 1.1. TRUE

- 1.1 The medical model is a model of diagnosis and treatment T
- 1.2 The Salamanca statement is one of the international movements that inform the implementation of Inclusive Education worldwide. T ?
- 1.3 The goal of integration is to maximise the social integration of learners with and those without disability. <sup>(mainstreaming)</sup> medical / social model. T
- 1.4 Inclusive education is the responsibility of teachers only F.
- 1.5 Inclusive education focusses specifically on human rights issues T ?
- 1.6 Inflexible curriculum is one of the <sup>extrinsic</sup> intrinsic factors causing learning barriers in most of the learners in schools F.
- 1.7 Teachers must use school <sup>never</sup> readiness to determine if the learner is ready to access basic education F
- 1.8 Although interviews with parents/caregivers are an excellent way of establishing communication and cooperation between the parents/caregivers and the teachers, it can also hinder collaboration between them. T

[8]

**QUESTION 2**

Define the following terms

- 2.1. Individual support Plan (2)
- 2.2 District Based Support Team (2)
- 2.3. Mainstream schools (2)
- 2.4 Early identification (2)
- 2.5 Universal design for learning (2)

[10]

**QUESTION 3**

3 1 Inclusive education is an educational practice that focuses ONLY on addressing the learning needs of children with disabilities Do you agree with the above-mentioned statement? Elaborate on your answer by

3.1 1. describing the concept "Inclusive education" (3)

3 1 2 listing seven principles of Inclusive education. (7)

[10]

3 2 Explain why Bronfenbrenner's ecological model is regarded as a useful tool in the implementation of Inclusive education Refer to any <sup>(4)</sup> six different systems of the model and give 2 examples of each system – one with a positive and one with a negative influence on the learner's development, participation and learning [18]

3.3 Most of our learners in schools experience barriers to learning. These learning barriers can result from either extrinsic or intrinsic factors. To ensure effective implementation of Inclusive education it is therefore important for teachers to be aware of such barriers as well as strategies to address it. Do you agree with the above mentioned statement? Elaborate your answer by

3.3.1. defining the concept "barriers to learning" (2)

3.3 2. mentioning factors that create learning barriers as identified by the National Commission on Special Needs in Education and the National Committee on Educational Support Service (10)

[12]

**QUESTION 4**

4 1. Child abuse is one of the aspects that is increasing at an alarming rate in several countries It is important for teachers to be aware of different types of

child abuse in order to ensure their safety and their effective learning in schools.

- 4 1 1 Mention signs that can alert you that a child has been abused (7)
- 4 1.2. Explain the following factors that can result in child abuse
- 4.1.2.1 Parents factors (5)
- 4 1 2.2 Child factor (5)
- 4.1 2.3. Crisis or stress factors (5)
- [22]

**QUESTION 5**

5 1 Effective implementation of Inclusive education requires various strategies as well as strong collaboration of various structures. Discuss briefly the core functions of the following *role players*.

- 5 1 1 School Based Support Team (5)
- 5.1 2 District Based Support Team (5)
- 5 1.3. Special School as Resource Centre (5)
- 5 1 4 Full service school (5)
- [20]

[TOTAL: 100]

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Q 2.

- 2.1. Individual support plan - tool used for learners who require additional support above the normal classroom support provided. It's for learners who don't meet the set outcomes expected for their grade and age. Plan of action/direction.
- 2.2. District based support team - An integrated professional service at the district level. which aims at providing support to educators at various schools, in order for them to identify and address barriers to learning and promote effective teaching. It will comprise of staff from the District offices as well as staff from special schools in the district.
- 2.3. Mainstream schools - educate learners with ~~disabilities~~ special needs alongside learners who don't have special needs. (normal developing peers).
- 2.4. Early identification - The ability to recognize developmental milestones in children and provide intervention when necessary.
- 2.5. Universal design for learning - An approach to learning that aims to meet create an inclusive environment which is wable by all learners with various abilities.



3.1.1 It is an education framework that ensures access to education for all learners, regardless of their differences in culture, race, language, abilities, gender, socio-economic status etc). We all need to acknowledge learners differences and provide each one with necessary support.

- 3.1.2.
- Each child has his own strength & abilities.
  - All children can learn, regardless of their diff in age, gender, ethnicity, language, disability etc.
  - Education systems + learning methods must meet the needs of all learners.
  - Everyone needs to respect differences among learners.
  - Learning occurs in formal + informal settings (home + community).
  - Attitudes, behaviour + methods need to change to meet the needs of all learners.
  - Maximising participation of all learners + minimising barriers to learning are essential in all schools.

3.2. Bronfenbrenners model explains that many factors <sup>(systems)</sup> affect the ~~child's~~ <sup>persons</sup> learning and development. These systems exist within each other <sup>and affect each other.</sup> as follows:

Microsystem - represents the relationships between the learner and his immediate environment eg. family, peers, school. These systems contribute positively by giving the child a sense of love and security. Negative effects include child abuse, poverty, rejection, bullying or negative teachers etc.



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Mesosystem - refers to the relationships between the micro systems. The family, school and peer group interact with one another. A child with lack of support at home could have a loving, supportive teacher who can guide the parents on how to support their child.

Exosystem - represent systems with an indirect influence on learner development eg. parent workplace, education system, health services. If the parent is employed and can care for the child financially, this will impact positively, but if the parent is unemployed the family will struggle financially and the parent won't be able to provide for child which will negatively impact the learner.

Macrosystem - represents broader community. Includes systems like: political, health issues, criminal activity, etc. In rich communities systems are in place like: hospitals, security, good schools etc while in poor communities the crime is usually higher and medical care and education is lacking. The lack of support definitely impacts negatively on the learner.

3.2. I agree.

3.3.1. The concept barriers to learning is anything that interferes with the learning process, causing breakdown and exclusion. (It can be within the learner, school, education system or broader society.)



- 3.3.2 - Learning difficulties may arise from bodily impairments or deprivation.
- 2 - physical, sensory or intellectual impairments cause children learning difficulties + community participation problems.
  - 3 - Impairments need not hold children back. and disabilities need " be a handicap.
  - 4 - Instead of curing + impairment, we have to change the environment to reduce effect of impairment.
  - 5 - All children learn through their interactions with other people and experiences in + environments, especially children with impairments.
  - 6 - Disabilities are a result of lack of opportunities, participation + education, not impairments.
  - 7 - All children have basic needs, love, affection, security, food, shelter, etc. if any are missing <sup>or too little</sup> their learning is reduced.
  - 8 - 3 most important 'foods' for growth of + mind are: language, play and love.
  - 9 - Statement of rights + government policies may set aims, yet individual teachers can make inclusive Ed a success or failure.
  - 10 - When teachers take on + challenge of IE. They better themselves and all pupils not only those with special needs.

#### 4.1.1. - depression

- 1 - fatigue
- 3 - sexual acting out
- 4 - aggression
- 5 - anger and rage
- 6 - withdrawing
- 7 - fear + anxiety
- 8 - sudden deterioration of school work.



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#### 4.1.2 Parent factors -

- Parents have difficult financial / job circumstances.
- They have unsuccessful relationships
- They were abused as children.
- They had ~~poor~~ poor relationships with their parents.
- Their sex life is unsatisfactory.

#### 4.1.2 Child factor

- Unwanted child.
- Chronic illness, tense or emotionally demanding children.
- The child is not the gender the parent wanted.
- Orphans or street children with no protectors.
- The child who has to deal with parental projections often has to compensate for his weakness.

#### 4.1.3 Crisis or stress factor.

- Job insecurity / and financial needs of parents.
- Large families.
- Sudden changes in life pattern.
- Dislocation / alcohol + drug abuse.
- Single parenthood.

#### 5.1.1 School Based Support Team (school personnel)

- 1 - put in place <sup>co-ordinated</sup> learner-educator support services.
- 2 - identifying + addressing learner, educator + institutional needs.
- 3 - Involve district to support teachers + learners.
- 4 - Involve parents + communities to support learners + educators.
- 5 - Monitor standards of learning + teaching. and develop strategies to address barriers to learning.





### 5.1.2 District based support team - (Teacher support).

- 1 - Validate assessment process.
- 2 - Training + mentor of educators.
- 3 - Supply assistive devices.
- 4 - Mobilise children who are unable to come to school.
- 5 - Provide ongoing support to DBST.

### 5.1.3 Special schools as Resource Centres

- 1 - Educate children who need high intensity support.
- 2 - Function as an integrated part of the DBST.
- 3 - Provide early intervention + home programmes.
- 4 - Ensure learners who attend intervention programmes don't automatically get sent to SSRC but follow process of attending normal school to gain DBST support.
- 5 - Assist in mobilising children who cannot get to school.

### 5.1.4 Full service school

- 1 - Ordinary school converted to all inclusive school welcoming all learners irrespective of cultures, race, language, abilities etc.
- 2 - explore and address everyday challenges by capacity building amongst educators.
- 3 - Ensure safety and support of all learners + educators.
- 4 - Ensure accessibility of all learners in + locality so they can realise their full potential.
- 5 - Provide support programmes and structures for teaching + learning.