UNIVERSITY OF CAPE COAST

EBS

EDUCATING INDIVIDUALS WITH DIVERSE LEARNING NEEDS

MARKING SCHEME

QUES. 1

Though Inclusive Education is universally accepted,its practice has been fraughts with lots of impediments.With specufic examples from your community,explain 4 of the impediments

**1.Tradeoff with non-disabled students' academic education:** One potentially serious disadvantage to inclusion is that the student may require much more attention from the teacher than non-disabled students in a general class. Time and attention may thus be taken away from the rest of the class to meet the needs of a single student with special educational needs. The effect that an included student has on the whole class depends strongly on the particular disabilities in question and the resources available for support. In many cases, this problem can be mitigated by placing an aide in the classroom to assist the student with special educational needs, although this raises the costs associated with educating this child.**2. Harm to students with disabilities' academic education:** Parents fear that general education teachers do not have the training and skills to accommodate special educational needs students in a general education classroom setting. However, professional training and supportive services can usually address these concerns. **3. Social issues:** Compared to fully included students with disabilities, those who are included for only certain classes or certain times may feel conspicuously or socially rejected by their classmates. They may become targets for bullying. Students may feel embarrassed by the additional services they receive in a regular classroom, such as an aide to help with written work or to help the student manage behaviours. Some students with disabilities may feel more comfortable in an environment where most students are working at the same level or with the same supports.**4. Costs:** Schools are required to provide special education services but may not be given additional financial resources. The average expenditure for students with learning disabilities is 1.6 times that of a general education student.**5. Increase teachers’ workload:** Teachers’ load is likely to increase since they will need to give the child with special educational needs sufficient attention.

**QUES. 2**

**Inspite of the numerous benefuts associated with the use of labelling,it has received a lots of criticisms in literature.Discuss four of the arguments.**

 **Labeling**

Labels are ways that we assign exceptional children with the various categories. For examples, exceptional children are classified into mental retardation, hearing impairment, behavior disorder, gifted and talented etc.

***Is there the need to label at all?***

There have been several debate in the uses of labeling. Whiles some authorities support the idea some do not. Those who support argue that; It facilitate the formation of association and pressure groups to champion their rights etc. Those who oppose it are of the view that it is offensive, it magnify individual’s weakness etc.

***NB: These are the advantages and disadvantages of labeling.its an argument,students should elaborate their points***

**ADVANTAGES OF LABELING**1. It allows funds to flow more easily to the categories of exceptional children.

2. It helps in data collections and analysis.3. It allows non-disabled peers to readily accept the behaviours of childrenlabeled as disabled.4. It allows professionals to better communicate results of research when theindividuals are placed in specific categories.**DISADVANTAGES OF LABELING**1. Labeling magnifies an individual’s weaknesses.2. Labels can cause students to acquire negative self-concept.3. Labeling allows professionals to keep students out of regular educationprogrammes.4. Labels cause teachers to use the so-called self-fulfilling prophecy to explainwhy their students do not do well.

**QUES. 3**

**Recognising the important role assessment plays in the field of special needs education,you have been appointed by the Special Education Division to lead a tean to assess children's special needs for curriculum decisions.Discuss four principles you would like your team to focus on in conducting the assessment.**

**PRINCIPLES OF ASSESSMENT**i. Educational needsii. Non-discriminatoryiii. Comprehensive and multidisciplinaryiv. Technical adequacyv. Beyond the childvi. Continuousvii. Respect the rights of the child and parentsviii. Proper recording and reporting

**i. Educational Needs:** Assessment must meet the child’s educational need. This means that assessment looks at the specific difficulty of the child in relation to the educational environment most suitable. In other words, it looks at the existence of impairment and how it qualifies a child for placement. Some of these educational needs are: ***- Academic problems*** e.g. inability to read, do maths, express ideas verbally etc.***- Social problems*** which involve inability to make friends and initiate conversation***- Emotional needs*** e.g. inattentiveness, distractibility and fidgeting

***Physical needs*** e.g. motor skills that involve both fine and gross turn. Fine motor skills relate to cutting, buttoning and writing while gross motor skills include jumping, running and hopping.**ii. Non-discriminatory:** Another principle is that assessment should be non-discriminatory. This means that assessment should be fair and that it should be free from cultural, sex, ethnicity and creed biases.**iii. Comprehensive and Multidisciplinary:** Comprehensive means assessment should cover all the need areas of the child and use different assessment techniques.Multidisciplinary implies the inclusion of professionals from different disciplines. The knowledge of each of these professionals should be brought in to ensure effective assessment of all domains of the child other than classroom assessment.**iv. Technical adequacy:** Technical adequacy deals with the trustworthiness of the tools/techniques used for obtaining information. It means using the appropriate assessment tools effectively to obtain valid and reliable information about a child’s educational needs.**v. Beyond the child:** This involves looking at other conditions or variables that influence the child’s behaviour. These include conditions at home and at school.**vi. The principle of continuity:** Assessment is a continuous process. It starts with the classroom teacher’s observation and pre-referral interventions and through the other steps until the observed problem is solved. **vii. Respect the rights of the child and parents:** Throughout the assessment, parental and students rights should be ensured. ***- Parental rights include***: Parental concern must be received before referral can be done; they have the right to review school records that concern their child’s identification, assessment and placement. They also have a right to the explanation of their child’s assessment results. Parents have to be part of the Individual Education Plan (IEP) team or the multidisciplinary team that will draw the programme for their child.***- Student’s rights include:*** right to comprehensive assessment and evaluation of his/her educational needs before being given special education services, annual evaluation of his/her progress on the programme and a

comprehensive re-evaluation of progress which should be done every three years.**viii. Proper recording and reporting:** While collecting information targeted behavior should be instantly recorded the moment they manifest. When this is done distortions are avoided. In reporting results, relevant information should be reported. It must be reported in simple language, straight and to the point so that those who are to use it can read, interpret and understand the results.

**QUES. 4**

**Examine the impact the following have on classroom management in your community.**

i.Noise level

ii.Seating arrangement

***iii.Rules and regulations:*** It is important to have a basic set of rules for students to

follow. These regulations will help maintain classroom management and discipline. These rules

do not have to be anything advanced; they can be as simple as making sure that all students adhere to timely attendance and making sure that everyone knows the consequences of missing or late assignments. In formulating the rules and regulations, the students should be involved. This will make it possible for them to adhere to them. If the rules are imposed, they have challenges obeying them

iv.Ventilation

**QUES. 5**

**Explain the following types of refractive errors.**

**i.Myopia:** - Shortsightedness**ii.Hyperopia:** - Far Sightedness

**iii.Astigmatism:** - People with distorted or blurred vision

**Discuss three strategies regular schools could adopt to accomodate the visually impaired.**

**Management Strategies**i. Eliminate unnecessary obstacles.ii. Keep doors completely closed or open.iii. Provide guides, orientation and mobility practice.

iv.Repeat information you write on the chalkboard.v. Inform students when changes are done to classroom arrangements.vi. Provide tape recorded material.vii. Use heavy black marking pen.viii. Write chalkboard instruction on a piece of paper for his or her use.ix. Ask others to read material to the pupil.x. Provide magnifying glass.xi. Call pupils by name. xii. Allow child to use Braille if possible.xiii. Talk directly to the student.xiv. Say when you are arriving and leaving the classroom.

NB: Marking scheme is not complete.=IC