

Typical Disabilities in our classes



Learning Disabilities

Disability	ADHD	Dyslexia	Dyscalculia	Asperger
Definition	Biochemical Disorder: the “chemical messengers” (Neurotransmitters) of the brain do not work as they should resulting in poor attention, hyperactivity and lack of impulse control.	Neurobiological in origin associated with difficulties regarding accurate word recognition, poor spelling resulting in poor reading and poor reading comprehension as well as lack of vocabulary.	Condition that makes it hard to make sense of numbers. They miss the logic behind maths.	Developmental disorder on the high end of the Autistic Spectrum characterised by severely impaired social skills.
How learners are affected	<ul style="list-style-type: none"> Impulsive Lack of attention Hyperactive Loss of self regulation Lack of planning & organising Low Self-esteem 	<ul style="list-style-type: none"> Poor handwriting Poor spelling Low Self-esteem Reading & Comprehension problems Poor vocabulary Difficulty organising 	<ul style="list-style-type: none"> Lack basic understanding of counting principles & number sense Struggle with basic maths principles (Specifically subtraction & multi step calculations) Struggle to link written or spoken numbers to quantity Not good with drawing & lack of spatial awareness Poor coordination 	<ul style="list-style-type: none"> Eccentric Inappropriate Social Skills Obsessive interests Inflexible Inability to cope with change Lacking common sense
Specific Tips	<ul style="list-style-type: none"> Keep them busy Maintain eye contact Get them back if you see they are distracted Keep things simple Keep lesson interesting Always stay calm Make sure Homework is written down 	<ul style="list-style-type: none"> Break big tasks into smaller tasks Discuss the activity to make sure they understand Don't ask them to read aloud Help them with Homework. Use d6 <p><i>If a child can't learn the way we teach, maybe we should teach the way they learn.</i></p>	<ul style="list-style-type: none"> Assign manageable work to them Revise frequently Help them to visualise math problems Make problems applicable to the real life Use math games to motivate Let them track their own progress 	<ul style="list-style-type: none"> Help them with organisational skills Praise is important Use visual cues specifically with abstract thinking Avoid stress (use safe place / person) Don't take behaviour personally Avoid sarcasm at all cost Prepare them for change in routine Don't let them argue with you ...
General Tips	<ol style="list-style-type: none"> Always structure & prepare your lesson meticulously. Give clear step-step instructions. Help learners to start with activities and give guidance. Start off by setting them up for success. Set routines. Always maintain positive relationships. Give POSITIVE feedback. Learn to ignore the things that doesn't matter. Always make MP3's available to learners on work done to add value. Praise gives POWER, Criticism KILLS 			

We don't know how strong we are until

... being strong is the only choice we have.

Physical Disabilities



Cerebral Palsy (CP) = A developmental disorder {Cerebral = Brain + Palsy = problems using muscles}

Disability	Ataxic	Athetoid	Spastic Diplegia	Spastic Quadriplegia	Spastic Tripleg1a	Hemiplegia
Definition	Affects motor functions due to damage in the motor centre of the brain.	Abnormal involuntary movement fluctuating between stiffness and tension of the muscles to low muscle tone.	Tense Muscles & spasms. Joints tends to stiffen over time. Cognitive functions not severely affect ed, but takes longer to reach intellectual milestones.	Most severe disabling form of CP. Affects the whole body. All four quadrants of the body is affected. Can significantly affect intelligence and speech is also affected severely.	Affects three limbs of the body. Usually one arm and both legs, but sometimes affect both arms and one leg.	Affects one side of the body . Injury of the left side of the brain, affects the right side of the body and injury to the right side of the brain, affects the left side of the body.
How learners are affected	Can't control movements Problems with balance Problems with coordination Affect hands, arms, legs, feet, eyes, speech. Need extra time	Can't control movements Problems with balance Affect muscles of the whole body, including facial muscles and tongue Drooling & trouble swallowing Seizures is possible as well as lack of behavioural control	Affect hips, pelvis & lower legs Poor coordination & balance Joints may become stiff Hips might become dislocated	Can't control movements Problems with balance and coordination Affect hands, arms, legs, feet, eyes, speech. Will need care for most probably his lifetime. Wheelchair bound	Considerable loss of function Lack of balance and coordination	Varying degree of stiffness Difficult to store & recall information Agitated, mood swings RH: Organisational skills affected, speech, depression, aggression LH: Impulsive and short attention span, confusion



- General Tips**
- 1 Don't leave them in the same position for long periods (+30 min).
 - 2 Encourage a lot.
 - 3 Encourage interaction.
 - 4 Allow extra time.
 - 5 Expect of them to follow rules & routines.
 - 6 Seat the child so that he/she can see you.
 - 7 Break activities into smaller sections.
 - 8 Teach them to STOP, THINK, PLAN & then DO.
 - 9 Practice and Repeat.
 - 10 Praise success as well as effort.
 - 11 Use cut-out window to keep track of place on a page.
 - 12 Simplify instructions.
 - 13 Encourage communication and let them demonstrate understanding
 - 14 Build self-esteem.
 - 15 Controlled bathroom breaks.

Disability



Disability	Dwarfism	Brittle Bone	Guillain Barré	Muscular dystrophy	Transverse myelitis	Paraplegia	Quadriplegia	Spina Bifida
								
Definition	<p>Condition of short stature. Can be either Disproportionate or Proportionate (Ave. size torso, short arms, legs <u>or</u> short trunk with long limbs) Body parts are shortened but in proportion.</p>	<p>Also called Osteogenesis Imperfecta. It is a disorder that result in fragile bones that break easily and can range from mild to severe. Can also cause hearing loss, heart failure, spinal cord problems or permanent deformities.</p>	<p>Body's immune system attacks part of the peripheral nervous system, resulting in weakness or tingling sensations in legs later spreading to arms and upper body till totally paralysed. Recovery is possible however.</p>	<p>Causes progressive weakness and loss of muscle mass. Begins often in boys while some types only surface during adulthood. May result in loss of ability to walk, trouble breathing or swallowing.</p>	<p>Neurological disorder caused by inflammation of the spinal cord. Causes nervous system scars that interrupt communication between the nerves in the spinal cord and the body.</p>	<p>Loss of movement / sensation due to damage to the nervous system. (T1 and below). Can affect the legs even trunk but not the arms. May also have dysfunction of bowel and bladder.</p>	<p>Damage to spinal cord often due to injury to spinal vertebrae (C1-C8) causing loss of partial or total function in legs and arms.</p>	<p>Bones of spine don't form properly around spinal cord. Varies in severity, most severe have no feeling in legs, feet & arms. Bladder & bowel problems possible. Vision may be affected. Seizures is possible.</p>
How learners are affected	<p>Needs extra time. Often depressed, anxious or embarrassed by their size. At risk of being bullied or teased.</p> <p></p>	<p>Fractures occur easily. Specific seating or desks might be required. Hand writing may be affected, computer helpful. Educate learners on dangers for the specific learner.</p>	<p>May have physical limitations. Tiredness is common.</p> <p>"Focus not on the differences of people with disabilities but the talent of the individual." - Neil Milliken</p>	<p>High levels of absenteeism is likely. Frustration is common. Fatigue is common.</p>	<p>Bowel & bladder functions may be affected. Depression can commonly occur. Fatigue is common. Neuropathic pain may occur.</p>	<p>Bowel & bladder affected. Frustration & depression is common. They appreciate same level talk. Remember the wheelchair is part of the learners.</p>	<p>Pressure sores are common. Bowel & bladder routine is of extreme importance. Coughing is either difficult or impossible. Often pins & needles feeling over body.</p>	<p>Needs extra time. Trouble with memory, attention, comprehension & organisation. Bowel & bladder affected. Frequent bathroom breaks.</p>

Checklist to measure the success of your teaching		Y	N
My teaching			
1	My Lessons are always well planned & structured.		
2	I know the shortcomings of all the learners in my class.		
3	I cater for the different disabilities in my class.		
4	I have a proper seating plan to ensure the best chance of success for each learner in each class		
5	I focus on positive feedback and good relationships with learners		
6	I forgive easily		
7	I avoid giving free time to my classes at all cost because it creates disciplinary issues, if you don't keep them busy they will keep themselves busy with mischief		
8	I understand that even showing them a video means very little if they don't have a worksheet to complete while watching the video		
Homework			
1	I use d6 properly to help those learners who can't always copy properly from the board and help parents in that way to support their child		
2	I encourage effort rather than just focussing on the correctness		
3	I focus on positive feedback		
4	I try and focus on quality of homework rather than quantity		
Extra help			
1	I prepare notes that simplify the work for my class so that it is easy for them to study		
2	I give the MP3 files so that it helps the learners during the term as well as during exams & tests		
3	All the learners in my class know I'm available to help them when they need extra help		
4	I use d6 to make extra work available to my learners		
Discipline			
1	I always try and solve the issue with the learner in a dignified manner, and escalates major problems to my HOD		
2	I involve the parents to get them on board to help and be aware of the issues		
3	If I cant solve the issue I make use of the HOD first and then involve the Deputy & Principal		
4	I make use of Psychologists, Social Workers or other member of the Multi Disciplinary team to assist if I need help		
5	I will ask for Behavioural Clinical discussion if I believe it is needed		
6	I understand that leaving learners unattended will create major disciplinary problems in class		



Therapist's role in the educational system

PHYSIOTHERAPIST

- 1 Treatment of **physical disabilities** and **developmental milestones** delays.
- 2 **Seating** and **positioning** of learners with physical disabilities in their wheelchairs and in the classroom.
- 3 Assist with the **correct assistive devices** such as wheelchairs, walking aids, braces and splints.
- 4 **Classification for sports** for learners with physical disabilities.
- 5 **Accessibility of school grounds** for learners with physical disabilities.



SPEECH THERAPIST

- 1 Treatment of **auditory problems** e.g. listening skills, auditory analysis, synthesis, discrimination, memory and closure.
- 2 Treatment of **language** e.g. delays, phonological process deficits, language disorders, neurological speech and language problems.
- 3 Treatment of **speech problems** e.g. articulation.
- 4 Assist with **hearing aids**.



OCCUPATIONAL THERAPIST

- 1 Treatment of learners with **visual perception** problems e.g. figure ground, discrimination, association, memory and visual motor integration.
- 2 Treatment of **motor planning problems** and **fine motor skills**.
- 3 Treatment of learners with **sensory integration** problems.
- 4 Treatment of **developmental milestone delays**.
- 5 **Assistive devices** e.g. computer aids and assistive devices for activities of daily living.



