



**UNIVERSITY OF JOHANNESBURG**  
**FACULTY OF EDUCATION**  
**NOVEMBER / DECEMBER**  
**SUPPLEMENTARY EXAMINATION 2014**

**PROGRAMME:** B Ed  
**MODULE:** SCHOOL GUIDANCE AND SUPPORT 1B  
**CODE:** SGS20B1  
**TIME:** 2 hours 10 minutes (including reading time)  
**MARKS:** 100  
**EXAMINER:** Ms N Randell  
**MODERATOR:** Dr H Dunbar-Krige

(This paper consists of 3 pages)

**INSTRUCTIONS**

Read the following instructions carefully before answering the questions.

NB: Credit is given to essays that are well planned, structured and which demonstrate an integrated understanding of the concepts. Credit is also given for essays that **CLEARLY** draw on the prescribed readings and class discussions of the Module. Furthermore, credit is given for ***practical examples*** that ***demonstrate extended interpretations of theoretical concepts***.

Please note that you have **two** hours. This means you should spend **40 mins** max on **Question 1**, and **80 mins** max on **question 2**.

**QUESTION 1**

Discuss in detail the Reading learning disability. Ensure that you refer in your answer to believed causes of this issue, classroom behaviours / signs of the disability, what accommodations or treatment routes are available for helping children with this problem, and what the disorder means in the life of the individual, from an academic, relational, or emotional perspective. **(50)**

**QUESTION 2**

**Read the following case study and answer the questions below:**

Joan Thomas is the School guidance and support specialist as well as the L.O. teacher at her school. She was waiting for the guardian of 13 year old Vusi Nkosi to arrive for the Parent-teacher conference – the boy's Uncle was coming in. From her

conversations with Vusi, she had learnt that Vusi's parents had separated when he was only 6 months old, then his biological father had died when Vusi was eight. He now lived with his mother, Sybil, and his one-month old stepsister in a nearby rural informal settlement. An older sister was in a private boarding school in Cape Town – his Uncle and Aunt were sponsoring her. His Home Language was Zulu, whilst English and Afrikaans were his Languages of Instruction.

Joan noticed that he had word-finding difficulties and at times forgot what he wanted to say. He also seemed to have trouble remembering the names and places of people. Joan learned that Vusi loved listening to stories, playing soccer and watching TV. From what she could see, Vusi socialized well, had friends, and enjoyed a special bond with his Aunt and his sister. From the other teachers, Joan learnt that at school Vusi did not handle criticism and discipline well. He would cry at times, become angry and undermine authority. Relationships were strained between the children and Sybil, whose discipline could be punitive and threatening.

In Vusi's file, Joan read that he had attended several schools. He began primary school at Aloe Primary following the good outcome of his school readiness test in Grade 0. He had to repeat Grade 1 owing to his struggle with the Alphabet and letter recognition. He was given a condoned pass (he had not yet met the minimum requirements to pass the previous year – grade 7 to 8). Teachers felt he was achieving below potential due to his reading a comprehension difficulties, as well as with maintaining concentration in class. Report cards showed strengths in numeracy and math, but he was struggling in most other subjects. The assessment report by an educational psychologist revealed that Vusi had an excellent auditory memory, and his natural learning style relied heavily on what he heard in class. He could best be accommodated in class by the teacher incorporating verbal instruction into practical and contextually based learning experiences for him. His mental facility with numbers was an area of strength for him. Vusi's problems at school were largely due to his having difficulty with English language proficiency. He found book work hard, and complained of sore, tired hands and eyes after reading. It was suggested that he needed Speech and Language therapy, with language enrichment vocabulary exercises, to help him use language to express his thoughts and feelings easier. He also had a low self esteem, and was taking emotional strain. On the surface of it the conference seemed straightforward enough – to report to the Uncle and to discuss whether or not Vusi could make it to the next grade- but the case troubled her, as there were so many challenges Vusi had to face.

## **QUESTION 2....**

### **2.1 Using Bronfenbrenner's ecosystemic theory:**

- a) Discuss the main tenets of the theory
- b) Explain how the case study aspects/factors/characters would fit in with this theory, showing all systems and subsystems clearly. (10)

- 2.2 Draw up an Individual Support Plan for Vusi, completing sections as to whole school development, SBST role, educator's role, parent conferences, etc, and stating clearly what actions or interventions need to be undertaken to achieve targets highlighted above. Explain what accommodations/teaching strategies need to be implemented to assist Vusi, and clarify your viewpoint as to Inclusion and learning support as concepts. (40)

**TOTAL: 100**

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