



<b><u>FACULTY</u></b>	: Education
<b><u>DEPARTMENT</u></b>	: Educational Psychology
<b><u>CAMPUS</u></b>	: APK
<b><u>MODULE</u></b>	: COMMUNITY INVOLVEMENT ECIS00Y
<b><u>SEMESTER</u></b>	: Second
<b><u>EXAM</u></b>	: November 2019

<b><u>ASSESSOR(S)</u></b>	: DR N MASEKO		
<b><u>MODERATOR</u></b>	: PROF LDN TLALE		
<b><u>DURATION</u></b>	: 3 HOURS	<b><u>MARKS</u></b>	: 100

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NUMBER OF PAGES: 5 PAGES

INSTRUCTIONS:

1. Answer ALL THE QUESTIONS.
  2. Number your answers clearly
  3. GOOD LUCK
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## **IMPLEMENTING A HOME REMEDIAL PLAN FOR A LEARNER WITH SPECIAL EDUCATIONAL NEEDS**

### **ASSIGNMENT INSTRUCTIONS:**

For this task you will design and implement a home remedial plan for a learner with a Special Educational Needs. The purpose of this task is for you to demonstrate an ability to plan, design and implement appropriate home intervention strategies for a learner who experiences barriers to learning. Choose any learner who is in school and who experiences some problem with physical development, neurological disorders, sensory impairments or specific learning disabilities. You may choose a learner in your class or someone whom you know, such as a friend's child. Ideally, you should use the same learner whom you have previously assessed in the assessment module as there will be a clear understanding of the learner's difficulties and challenges. Attach the learner assessment report to this assignment in order to evaluate the appropriateness of the home intervention plan, based on the learner's diagnostic profile.

### **PART A: PLANNING**

Designing home remedial interventions is a process that takes time, careful planning and collaborative skills. Once you have identified the learner to use for this assignment, start by, writing a letter to the parents requesting them to attend a parent consultation with the teacher. Be clear in the letter what the purpose of the meeting is, how long it will be and the time and venue. In the task, list the reasons you want to establish a relationship with this learner's parents. With reference to relevant literature discuss the benefits of establishing strong parent-school ties.

Design a parent consultation record sheet that suits your educational context or use the example given in the notes. Fill in the record sheet once you have met with the parent and attach the record sheet to your assignment. Write a paragraph where you explain to the parents how the school is supporting their child and how the parents can assist at home.

### **PART B: IMPLEMENTING**

Prepare activities and strategies that can be implemented at home taking the family's context into consideration and the learner's condition and needs. The strategies should target the learner's scholastic challenges. For example, a reading problem could be helped by having parents read aloud to their child every night. The strategies should be realistic and feasible for the parents to implement at home. Consider issues of support material such as assistive devices, pencil grips, organisers, homework, study skills and so on that parents can assist with at home. Also consider educational support that parents can do to help their children at home such as reading story books, playing board games, playing cards, reading magazines, counting in daily activities, playing electronic

educational games and so on. Home support material must be affordable and readily available. Consider recycling of material, for instance, using tin and bottle tops and dried beans and macaroni as counters; reading labels on groceries. Consider time that parents have to spend with their children. A home plan is not a school replacement and the parent is not expected to become the teacher. Home strategies should be fun and light and varied every day. They are a supplement and reinforcement to the teachers' work.

Allow the parents to implement this programme for at least 6 weeks. Monitor the programme and keep a record of how this is working for the parent and learner.

### **PART C: REFLECTIVE REPORT**

Write a personal reflection on your process of designing and implementing this home remedial program with the parents/caregivers. What consultation or basic counselling techniques did you use during the consultation to put the parents at ease and to gain their trust? Reflect on your design of the home program activities and the sessions held with the parents/ caregivers. Include any feedback received from the parents regarding the efficacy of the home plan. What worked for them and what could be changed? Has the learner benefitted from this program?

### **Readings for Assignment:**

Swart, E. & Phasha T, 2011. Chapter 12: Family and Community Partnerships. In Landsberg, E, Krüger, D & Swart, A. (Editors). Addressing Barriers to Learning: A South African Perspective. Van Schaik Publishers.

Consult relevant websites and journals regarding Special Educational Needs. See notes on U-link relating to this assignment. Use the following assessment criteria grid to help you organise and structure your assignment.

ASSESSMENT CRITERIA GRID for EXAM Assignment Post Graduate Diploma in Inclusive Education. Module: Community Involvement Module code: ECIS00Y

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_ Cell Number: \_\_\_\_\_

Plagiarism declaration: write in your own words, do not copy verbatim from other sources.

- I declare that, to the best of my knowledge and belief, this is my own work, all sources have been properly acknowledged, and it contains no plagiarism. I understand what plagiarism entails. I am aware that I will forfeit all credit for the work should I be guilty of plagiarism and that the matter will be referred to the Faculty since plagiarism is considered a serious violation of the University regulations and may lead to a suspension of studies.

- I did not make use of another student's work and submit it as my own. I did not allow another student to copy my work with the intention of presenting it as their own.

- I further declare that I have not previously submitted this work or any version of it for assessment to the University of Johannesburg.

Student's      Signature: \_\_\_\_\_      DATE      Submitted:  
\_\_\_\_\_

Focus of assessment

### **Home Remedial Plan**

Is there a persuasive argument of the benefits of strong parent-school partnerships?

Are the forms and letters to parents appropriate, adequate and user-friendly?

Is there sensitivity and empathy shown in the parent interviews regarding the learner?

Is there complexity and relevance shown around the learner's home situation?

Are parental home support strategies realistic, feasible and achievable in the circumstances?

Does the home support plan address the learner's difficulties and challenges as discovered in the diagnostic scholastic assessment?

Has the student acted in a professional and ethically thoughtful manner with the parents?

Is there evidence of collaboration with parents, other teachers and therapists where needed?

### **Appendices:**

Attach the report from the diagnostic scholastic assessment done with the learner.

Attach the letter inviting parents to a teacher meeting to design the home intervention plan.

Attach the parent –consultation record form where the content of the meeting is briefly recorded.

Samples of the home remedial plan strategies/ worksheets/ activities are included.

**Reflection:**

Does the reflection show that the student has thoughtfully considered the design of the home plan?

Has the student reflected on the parent consultation session where the home plan was discussed?

What feedback has the student received from the parents regarding the efficacy of the home plan?

**Outcomes:** Does the assignment demonstrate that the student has achieved the outcomes set for this module?

**Presentation:**

**Technical aspects** – printing, margins, formatting, binding, no plastic sleeves.

**Structure** – appropriate length, meaningful and relevant subheadings used.

Are all the sections of the assignment present as required in the instructions?

**Title Page:** Unique title that reflects the specific content.

**Table of Contents** – logically structured, sections numbered, page numbers included.

**Introduction** – appropriately introduces the topic.

**Conclusion** – succinctly summarises the topic.

**Referencing** - Correct and consistent layout of sources consulted, both in the text & reference list.

<b>Percentage</b>	<b>0 - 40</b>	<b>40 – 49</b>	<b>50- 59</b>	<b>60 - 69</b>	<b>70 -79</b>	<b>76 – 100</b>
<b>Descriptor</b>	<b>Inadequate</b>	<b>Partial</b>	<b>Minimal</b>	<b>Satisfactory</b>	<b>Meritorious</b>	<b>Outstanding</b>

MARK GIVEN: \_\_\_\_\_%      Marker Signature

Comments:

**END OF EXAMINATION**

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**TOTAL: 100**