

## **Comparing Two Response Modes in a Mathematics Test for Learners in Foundation Phase with Severe Physical Disabilities: A South African Example**

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**ABSTRACT** Research suggests that tests with non-modified response formats may be biased against learners with severe physical disabilities, with test scores reflecting the extent of learners' disabilities rather than their actual potential. This study aimed to compare the performance of learners with severe physical impairments on their mathematics scores using two different response modes. Forty-two learners from schools in the Gauteng province in South Africa were selected for the study. A cross-over within-groups design was used. Participants were randomly assigned to two groups; each learner participated in both conditions (oral response and eye gaze), but in the opposite order. The tests were repeated after a week when the alternative response mode was used. Participants' scores for the eye-gaze response mode were found to be significantly higher than their scores for the oral response mode. Implications for use in the classroom are discussed.