

**TEACHER - OCCUPATIONAL THERAPIST COLLABORATION IN
THE IMPLEMENTATION OF A CLASSROOM APPROACH TO
ENHANCE INCLUSIVE EDUCATION IN PRIMARY MAINSTREAM
SCHOOLS: A CASE STUDY**

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**A thesis in partial fulfilment of the requirements for the degree of Masters in
Occupational Therapy in the Faculty of Community and Health Sciences at the
University of the Western Cape**

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KEYWORDS

Inclusive education

Teacher – occupational therapist collaboration

Trans-disciplinary practice

Education support

Classroom approach

Mainstream school

Learning disability

Qualitative research

Case study



ABSTRACT

The collaboration between occupational therapists and teachers within the classroom is a relatively new practice in South Africa and few literature sources can be found reporting on studies in this regard specifically on descriptions of relevant models for such collaboration. There is a need for a better understanding of how occupational therapists and teachers can work collaboratively within a classroom approach, together address learners' needs and so make the curriculum accessible to all learners. According to South Africa's key education policies, all children can learn and need support. Inclusive education acknowledges the diversity of learners and that each learner learns differently. The aim of this study was to explore and describe teacher- occupational therapist collaboration in the implementation of a classroom approach to address learning support strategies in order to enhance inclusive education in three primary mainstream schools in the Metro North education district of the Western Cape. More specifically, the study explored teachers and occupational therapists' perspectives and experiences regarding inclusive education and factors that influence teacher-occupational therapist collaboration while adopting a classroom approach to learning barriers. A qualitative research approach and single, exploratory descriptive case study design was utilised. Data collection included document review, focus groups and semi- structured interviews that was analysed through thematic data analysis. The strategies of member checking, reflexivity and peer debriefing were utilised to ensure trustworthiness of the study. Ethics clearance was obtained from the UWC Humanities and Social Sciences Research Ethics Committee as well as the Western Cape Department of Education. Four themes emerged from data analysis: Theme 1 explores education for all that illustrates the participant's understanding of inclusion; Theme 2 highlights working together in the classroom and the meaning and value of collaborative teaching for the learner; Theme 3 explains the factors that facilitate the implementation of a Curriculum of Support and Theme 4 concludes with factors that inhibit

the classroom approach for inclusion. The significance of this study lies in its ability to offer a conceptual understanding of the effective implementation of learning support strategies through teacher-occupational therapist collaboration and the experiences of those involved in enhancing inclusive education in mainstream schools. The findings of this study are helpful for the development of teacher support and inclusive learning strategies using the whole classroom approach.



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DECLARATION

I declare that *Teacher - occupational therapist collaboration in the implementation of a classroom approach to enhance inclusive education in primary mainstream schools: a case study* is my own work, that it has not been submitted for any degree or examination in any other university, and that all sources I have used or quoted have been indicated and acknowledged for complete references.

Patricia Arendse

December 2019



Signed:

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ABBREVIATIONS AND ACRONYMS

CAPS	Curriculum Assessment Policy Statements
CSTL	The National Model for Care and Support for Teaching and Learning
DBE	Department of Basic Education
DBST	District based support team
DoE	Department of Education
FSS	Full Service Schools
IE	Inclusive Education
ISHP	Integrated School Health Policy
MDT	Multi-disciplinary Team
NGO	Non – government Organisations
OT	Occupational Therapy
OTs	Occupational Therapists
SBST	School based support team
SIAS	Policy on Screening, Identification, Assessment and Support
SS	Special School
SS/RC	Special School/ Resource Centre
UWC	University of the Western Cape
WP6	White Paper 6
WCED	Western Cape Education Department

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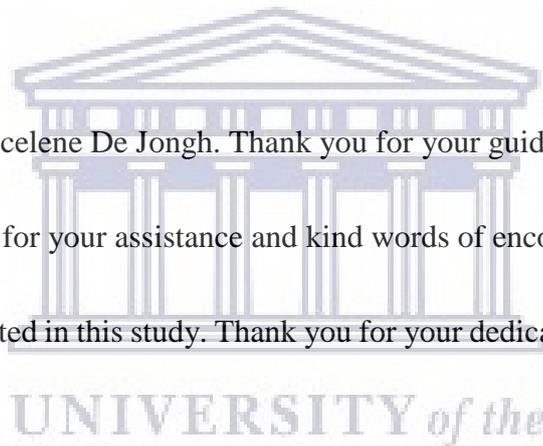
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DEFINITIONS

Barriers to learning: Refers to difficulties that arise within the education system as a whole, the learning site and/or within the learner him/herself which prevent access to learning and development (Department of Education, 2014).

Collaboration: the situation of two or more people working together to create or achieve the same thing (Cambridge Dictionary, 2019).

Curriculum Differentiation: It involves processes of modifying, changing, adapting, extending and varying teaching methodologies, teaching strategies, assessment strategies and the content of the curriculum (Department of Education, 2014).

Full Service Schools: Ordinary schools that are inclusive and welcoming of all learners in terms of their cultures, policies and practices (Department of Education, 2014).

Inclusive education: A process of addressing the diverse needs of all learners by reducing barriers to, and within the learning environment (Department of Basic Education).

Inclusive practice: Attitudes and methods that ensure all learners can access mainstream education (The Alliance of Inclusive Education UK, 2019).

Individual Support Plan: A plan designed for learners who need additional support or expanded opportunities, developed by teachers in consultation with the parents and school based support team (Department of Education, 2014).

Mainstream school: A mainstream school is a maintained school or academy which is not a special school (Douglas Silas solicitors, 2019).

Special School: Schools equipped to deliver a specialised education programme to learners requiring access to high – intensive educational and other support either on a full - time or a part - time basis (Department of Education, 2014).

Special School/ Resource Centre: Specials Schools equipped to accommodate learners requiring access to high – intensive educational programmes and services, as well as providing a range of support services to ordinary and full -service schools (Department of Education, 2014).

Trans-disciplinary practice: Transdisciplinary service is defined as the sharing of roles across disciplinary boundaries so that communication, interaction, and cooperation are maximized among team members (Davies, 2007).

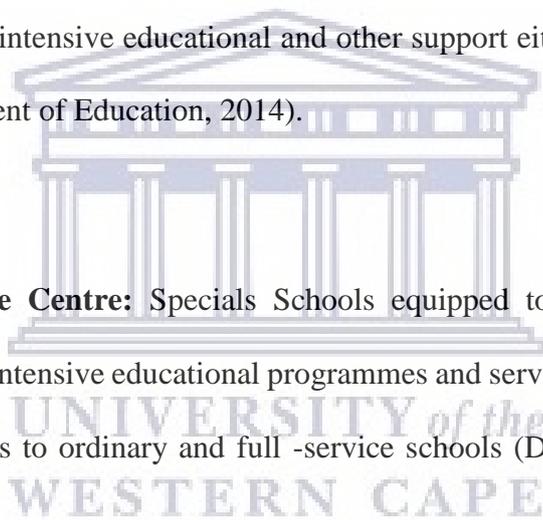


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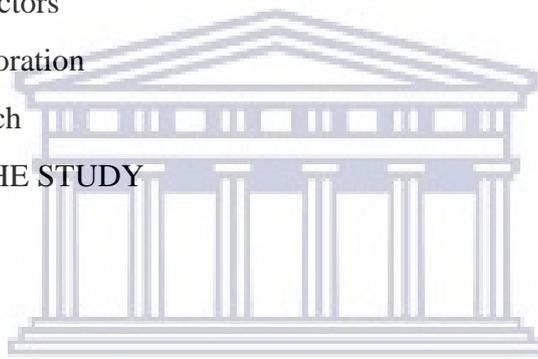


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CHAPTER 1

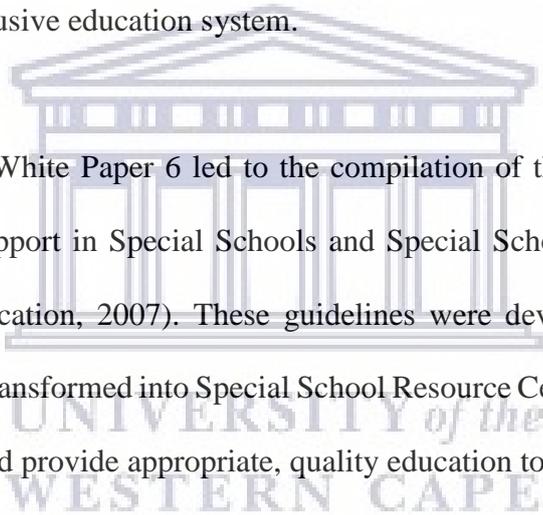
INTRODUCTION

1.1 BACKGROUND TO THE STUDY

In February 1998 the Department of Education published a final report on the status of learners with disabilities in South Africa that was jointly compiled by the National Commission on Special Needs in Education and Training and the National Committee on Education Support (White Paper 6: 2001). The report highlighted that a small percentage of learners with disabilities were recipients of specialised education and support that was provided on a racial basis where white learners benefited mostly. The report further stated that most learners with disabilities had dropped out of school or had been mainstreamed by default and that the diverse needs of the learners were generally not addressed in the curriculum and the education system. Lastly, the report highlighted that while some attention had been given to special needs and support, other levels of education had been seriously neglected. The key recommendation derived from this joint report was that the education and training system should promote education for all and foster the development of inclusion as a means to encourage all learners to participate actively in the learning process so that they could develop to their full potential as equal members of society.

Subsequently, White Paper 6 Special Needs Education: Building an Inclusive Education and Training System (Department of Education 2001), was drafted. This White Paper's primary aim was to move away from education for learners with disabilities according to categories of disabilities to promoting education according to the intensity of support needed. The White

Paper noted that teachers¹ required strategies and interventions on how to cope with the diverse learning and teaching needs of learners with disabilities. It conceptualised an inclusive education system as one that understood and effectively responded to the needs of learners with barriers to learning. It further emphasised the necessity of resources and the need for it to be made more accessible to all who required support. An important aspect that was highlighted in White Paper 6 was the need for clear indicators to be compiled on how special schools would support identified learners with disabilities and serve as a resource to educators and schools in the community. It thus outlines the principles of inclusive education and set guidelines for its implementation as it attempts to address the diverse needs of learners who experience barriers to learning through an inclusive education system.



The needs highlighted in White Paper 6 led to the compilation of the Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres in 2007 (Department of Education, 2007). These guidelines were developed to indicate how special schools should be transformed into Special School Resource Centres in order for special schools to function well and provide appropriate, quality education to learners. The guidelines state that the support special schools offer to mainstream schools is imperative in establishing an inclusive education system. The aim is to strengthen special schools so that they can play a significant role in providing specialized and quality education to learners with high-level support needs. The guidelines explain that professional specialists form a vital part of transforming special schools into special school resource centres. Occupational therapists form part of this team of professional specialists and play a role in delivering the curriculum in an inclusive education system. The role of the occupational therapists however does not end in the special school but extends to the mainstream schools in the surrounding community. This

means that occupational therapists need to work in collaboration with teachers¹ in enhancing inclusive education in public ordinary or mainstream schools.

1.2 STATEMENT OF THE RESEARCH PROBLEM

A study conducted by Case-Smith and Cable (1996) that explored the perceptions of occupational therapists regarding services provided in public schools in Columbus, Ohio, highlighted that occupational therapists play a consultative role in schools in respect of the individual support plan for learners. Since learners spend most of the school day in the classroom, teachers are in a better position to identify learners who have barriers to learning. Hence, the collaboration between teachers and occupational therapists is important for appropriate referrals to be implemented and efficient intervention to occur. In this study, the therapists spent 47% of their time taking learners out of the classroom and 53% working consultatively in the classroom. The therapists felt that the learners were better supported when integrated therapy occurred throughout the day. In a similar study conducted by Hargreaves, Nakhooda, Mottay & Subramoney (2012) the collaborative relationship between teachers and occupational therapists in junior primary mainstreams schools in Kwazulu, Natal is explored. The teachers stated that they need collaboration with occupational therapists in order to identify learning barriers and that collaboration is necessary between the two professions in mainstream schools. These findings illuminate the need for an interactive and collaborative relationship between teachers and occupational therapists whereby the learners who experience learning difficulties, can be supported.

1. The terms teacher and educator are used interchangeably in this study. Teacher is the term predominantly utilised in the Western Cape Education Department.

White Paper 6 (Department of education, 2001) acknowledges the diversity of learners and that each learner learns differently. It defines inclusion as enabling education structures, systems and learning methodologies to meet the needs of all learners and encourages the maximum participation of all learners in the culture and the curriculum of educational institutions and uncovering and minimising barriers to learning. There is however a dearth of literature that report on studies that explore collaboration between occupational therapists and teachers within the classroom. There is a need for a practice model to guide occupational therapists and teachers to work collaboratively in adopting a classroom approach. This implies the teacher and occupational therapist working together in the classroom while addressing the learners' needs and so making the curriculum accessible to all the learners. This furthermore highlights the need for occupational therapists, working in education, to re-examine their method of delivering their services and to consider whether they are relevant and effective in the context they find themselves. Teachers need demonstrations in their classrooms. Teachers also need to adapt their teaching methods so that the curriculum is accessible to each learner's needs. At present, occupational therapists predominantly attempt to provide intervention and support by means of individual or group intervention sessions but this limits the amount of learners receiving support and the teachers are still faced with having to teach learners who have barriers to learning in their classrooms (Sunday, Anderson, Flack, Fisher, Greenhough, Kendal, Shadwell, 2012).

Within the Metro North education district in the Western Cape, occupational therapists and teachers within three primary mainstream schools have shown a willingness to be part of a structured programme coordinated by the education district office in accordance with the Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (Department of Education, 2007). They participated in the Curriculum of

Support in the Classroom: Occupational Therapy Interventions Programme that was specifically designed for Grade R and Grade 1 ‘at risk’ learners. In this programme, occupational therapists and teachers work collaboratively to support learners who experience barriers to learning and implement sessions according to the Curriculum Assessment Policy Statement. Instead of merely providing instructions, occupational therapists join teachers in the classroom to provide the necessary support and demonstrate relevant skills to the teachers. The usefulness of the programme to facilitate teacher-occupational therapist collaboration to support the adoption of a classroom approach and to enhance inclusive education has however not been explored. Consequently, how occupational therapists may capacitate teachers to support learners with barriers to learning in an inclusive education system or how occupational therapists can collaborate with teachers in preparing and presenting learning activities inclusive of all learners in class, have not been explored.

1.3. RESEARCH QUESTION

The research question addressed in this study is:

How do teachers and occupational therapists engage in and experience transdisciplinary collaboration in adopting a classroom approach to enhance inclusive education in three primary mainstream schools in the Metro North education district in the Western Cape?

In this study, teacher-occupational therapist collaboration is understood as transdisciplinary practice and collaboration.

1.4. AIM AND OBJECTIVES

1.4.1 Aim:

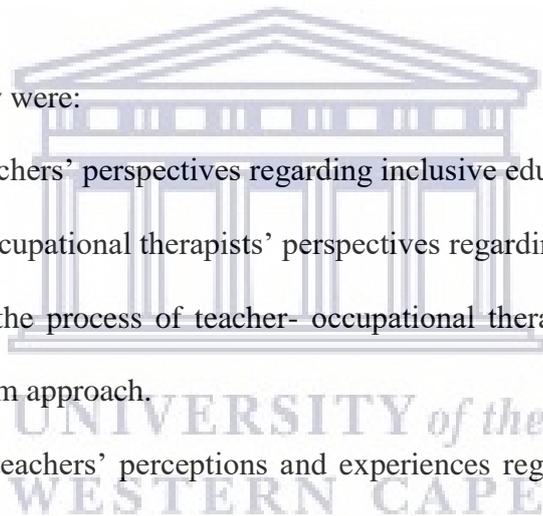
The aim of the study was:

To explore and describe teacher- occupational therapist collaboration in the implementation of a classroom approach to address learning support strategies in order to enhance inclusive education in three primary mainstream schools.

1.4.2 Objectives

The objectives of the study were:

- i. Explore and describe teachers' perspectives regarding inclusive education.
- ii. Explore and describe occupational therapists' perspectives regarding inclusive education.
- iii. Explore and describe the process of teacher- occupational therapists' collaboration and implementing the classroom approach.
- iv. Explore and describe teachers' perceptions and experiences regarding trans-disciplinary collaboration within their classrooms.
- v. Explore and describe occupational therapists' perceptions and experiences regarding trans-disciplinary collaboration within the classrooms.
- vi. Explore and describe factors that enhance or limit the success of teacher – occupational therapists' collaboration.
- vii. Explore and describe factors that enhance or limit implementing the classroom approach.



1.5 STUDY PURPOSE AND SIGNIFICANCE

My approach to this study has been informed by my role as occupational therapist working in the Metro North education district. I chose to do this research as I believe occupational therapists play an integral role in the education system in making the curriculum accessible to all learners. Occupational therapy speaks to how learners experience the learning process and also what skills teachers need in order to address barriers to learning which learners may experience within the classroom. The purpose of this study was to explore and describe how teachers work together with occupational therapists in implementing a classroom approach to address the needs of children with special educational needs in three primary mainstream schools. The study also explored factors that influence teacher-occupational therapist collaboration and that facilitate the implementation of a classroom approach to learning barriers. The findings of this study thus generated an understanding of transdisciplinary collaboration whereby occupational therapists entered the classroom, worked with the educator and together adopted the classroom approach. The significance of this study lies in its ability to offer a conceptual understanding of the effective implementation of learning support strategies through teacher-occupational therapist collaboration and the experiences of those involved in enhancing inclusive education in mainstream schools.

1.6 OUTLINE OF THE THESIS

Chapter one provides a background and overview to the study. It contextualises the study and outlines the research problem, research question, aims and objectives as well as an outline of the thesis structure.

Chapter two provides a review of the literature pertaining to the research issues. It synthesises literature that explores the development of inclusive education in South Africa and the importance of teacher– occupational therapist collaboration in inclusive education.

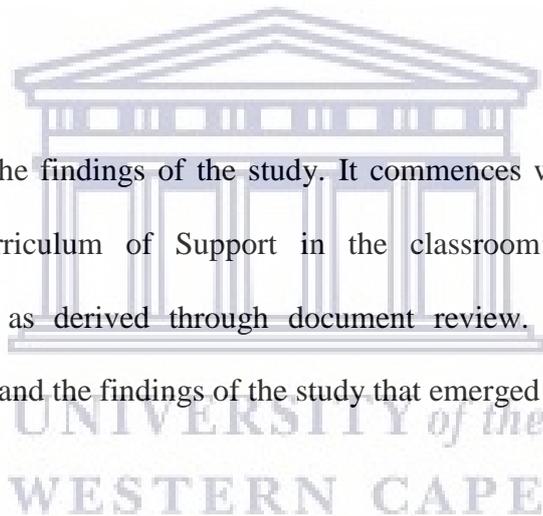
Chapter three discusses the methodology used in the study and provides the research setting, research approach, research design and the data collection methods.

Chapter four describes the development of the Curriculum of Support in the Classroom programme. It describes the background history, development and implementation of the intervention programme.

Chapter five reports on the findings of the study. It commences with a description of the development of the Curriculum of Support in the classroom: Occupational therapy interventions programme as derived through document review. This is followed by a description of participants and the findings of the study that emerged through data analysis.

Chapter six presents a discussion of the findings. During this chapter the research aim and objectives are discussed in relation to relevant literature.

Chapter seven offers the main conclusions derived from the study, the recommendations that emerged and addresses the limitations of the study.



CHAPTER 2

LITERATURE REVIEW

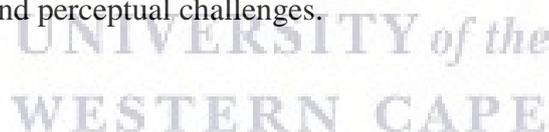
2.1 INTRODUCTION

This chapter presents an overview of the literature used in this study focussing on inclusive education in South Africa. It provides insight into the changing role of occupational therapists and the importance of supporting teachers within inclusive education. It furthermore explores the importance of teacher – occupational therapist collaboration. Lastly, a synthesis of the theoretical framework that underpins this study namely Bronfenbrenner’s Ecological Systems Theory (Bronfenbrenner, 1979, 1986), is presented.

2.2 THE PREVALENCE OF LEARNING DISABILITIES IN SOUTH AFRICAN SCHOOLS

In a study on the nature and incidence of barriers to learning among grade three learners in Tshwane it was found that 50, 5% of foundation phase learners in 11 schools in the Tshwane area experienced moderate to severe learning difficulties (Kokot, 2006). This study was done with 634 learners whose parents completed a questionnaire related to identifying barriers to learning. The most prevalent were difficulties experienced with concentration and attention in preschool and difficulties experienced with task completion, concentration and attention in formal schooling. The second most prominent was low muscle tone among learners with learning disabilities.

The National Strategy for Learner Attainment (NSLA) is an overarching framework and reporting tool which informs provincial and district activities and programmes to improve overall learner performance in line with Action Plan Toward Schooling 2030 (Department of Basic Education, 2018). This report speaks into curriculum delivery and support in schools and highlights the differentiated approach with learners with particular focus on learners with special educational needs. The Directorate: Inclusive and Specialised Education Support in the Western Cape Education Department provides statistics regarding the number of learners experiencing learning barriers. According to these statistics the Western Cape Education Department have 1872 learners who require a high level of support but have to be supported within the Public Mainstream Schools by means of an Individual Support Plan (NSLA, 2019). Furthermore, the report highlights that 3596 learners are supported by learning support teachers and 3012 learners by therapists, who are based at Special Schools or the Education District office. The prominent barriers to learning identified in the NSLA report are emotional challenges, behavioural challenges, reading, spelling and language difficulties, intellectual disabilities, mathematics and perceptual challenges.



2.3 INCLUSIVE EDUCATION IN SOUTH AFRICA

Under the South African apartheid education system, education for learners with disabilities and learners who experienced learning difficulties was labelled as special education. Most learners with disabilities and those who experienced learning difficulties, were either not in special schools or had never been to school, while a few were in mainstream schools that could not meet their educational needs. These needs include alternative ways of teaching to address difficulties that learners face such as coping with the workload; working at a pace that best accommodate the difficulties experienced, and addressing developmental challenges that

impact on the process of learning. In general, the curriculum and the education system failed to respond to the many different needs of the learners. This caused a large number of learners to fail, to drop out or to be pushed out of school.

In response to these issues, the Department of Education developed White Paper 6 Special Needs Education: Building an Inclusive Education and Training System as a framework to establish an inclusive education and training system in South Africa (Department of Education, 2001). The policy attempts to address the diverse needs of all learners. In order to implement this inclusive education and training system, policies, strategies and guidelines were developed. According to White Paper 6, inclusion refers to supporting all learners and educators so that the full range of learning is met (Department of Education, 2001). This implies the development of teaching and learning strategies that would assist teachers to meet the different learning needs of all learners. In the policy, mainstreaming refers to the integration of learners with special needs into normal classroom routines through the provision of the necessary support. The focus is on making adaptations for the learner so that he/she is included in mainstream schooling rather than to be excluded.

The Policy on Screening, Identification, Assessment and Support (SIAS) aims to respond to the needs of learners who are vulnerable and most likely to be marginalised and excluded (Department of Basic Education, 2014). This policy framework standardizes the procedures to identify, assess and provide learner programmes for those who require extra support and so enhance classroom and school participation and inclusion. SIAS aims to improve learner access to quality education, specifically vulnerable learners and those experiencing barriers to learning. The policy is aligned to the Integrated School Health Policy in order to ensure early identification of learners and provision of effective support. SIAS is the key procedure to

ensure the transformation of the education system towards an inclusive education system in line with White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (Department of Basic Education, 2014). At present this policy is being rolled out in all Special Schools/Resource Centres and Full Service Schools.

The Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements was intended to provide teachers, principals and officials in education, parameters and strategies on how to respond to learner diversity within the classroom and through the curriculum (Department of Basic Education 2011). The teacher is required to understand that learners come from diverse backgrounds and have diverse learning needs. Curriculum differentiation is a key strategy in responding to diverse learner needs and to learners with different learning styles (Department of Basic Education 2011). Differentiation can be done at the level of curriculum content, teaching methodologies, assessment methods and learning environments.

The National Model for Care and Support for Teaching and Learning (CSTL) is essential for addressing barriers to education for children in South Africa (Department of Basic Education, 2010). The core principles of CSTL are to place the child at the centre of schools and sites of care with support and community participation being regarded as essential. The school is therefore encouraged and assisted to make connections with service providers in their community in order to support learners and teachers and further promote an inclusive education and training system. The Guidelines for Full Service/ Inclusive Schools aim to explain the main principles and characteristics of full service schools (Department of Basic Education, 2010). Full Service Schools are defined as “schools and colleges that will be equipped and supported

to provide for the full range of learning needs among learners” (Department of education, 2001: p22).

2.4 THE ROLE OF THE OCCUPATIONAL THERAPIST IN INCLUSIVE EDUCATION

Occupational therapists enable learners who experience learning difficulties to function optimally with regards to occupational performance in the school environment. This is done by addressing the underlying components of function; by adapting learning and teaching strategies utilised in the classroom, or by adapting aspects of the school environment (Vlok, Smit & Bester, 2011). Primary school learners are expected to engage in a wide variety of scholastic tasks that involve activities that require fine and perceptual motor skills (eg. handwriting and copying from the board), gross motor skills (eg. kicking, jumping, hopping, throwing, catching) and social skills (eg. socialization and personal care activities). Learners with learning difficulties may however experience challenges in accomplishing these tasks and activities, requiring intervention measures situated beyond an educator’s scope of practice (Swinth, Spencer & Jackson, 2007). According to Ratcliffe, Franzsen, and Bischof, (2011) children who do not receive intervention tend to fall behind at school and fail to achieve with later social, vocational, academic and psycho-emotional consequences.

White Paper 6 Special Needs Education: Building an Inclusive Education and Training System (Department of education, 2001) stipulates that in order to successfully establish an inclusive training and education system a district based support team (DBST) needs to be at the centre of an education support system. A study conducted by Sunday, Anderson, Flack, Fisher, Greenhough, and Kendal, (2012) that explored the role of occupational therapists in a Cape

Metropole mainstream school in South Africa revealed that educators perceived occupational therapists to be playing an important role in providing support within a school setting. The implementation of inclusive education has an effect on the role of school-based occupational therapists. In the past occupational therapists were only utilised within a special school but since the introduction of White Paper 6, occupational therapists are required to work in mainstream schools.

2.5 THE IMPORTANCE OF TEACHER SUPPORT IN INCLUSIVE EDUCATION

Though many guidelines, policies and strategies related to inclusive education have been developed and introduced, teachers still appear to be struggling to address the diverse needs of learners and the learning barriers they encounter in their classrooms on a daily basis (Srivastava, De Boer & Pijl, 2013; Engelbrecht, Nel, Nel & Tiale, 2015). A study conducted by Srivastava, De Boer & Pijl (2013) to explore how inclusive education has been implemented in developing countries over the past 10 years, highlighted that while policy development is essential, inclusion ultimately relies on changing education in schools and mainstream classes.

Learners with learning difficulties may experience challenges in accomplishing scholastic activities and tasks. School readiness does not only refer to the emotional and social development, it also includes the learner's physical components like their fine and gross motor co-ordination and cognitive components in relation to their ability to face the challenges of formal schooling (Ratcliffe et al. 2011). Learning involves a cognitive development process in which the child engages actively in the tasks that make up his or her developing occupations (Vlok, Smit & Bester, 2011). Learners are expected to engage in a wide variety of activities such as completing classroom educational tasks which require fine and perceptual motor skills

(handwriting and copying from the board), engaging in developmental activities such as gross motor activities (kicking, jumping, hopping, throwing and catching), socializing with peers, and managing personal care activities throughout the school day (Ratcliffe et al. 2011). The experiences of poor participation in school related tasks due to barriers or difficulties in learning, contribute to poor end-products and slow work speed (Glutten, 2009). Consequently, children need to be stimulated in their learning (Ratcliffe et al. 2011). Teachers thus require support in implementing differentiation within their classrooms.

In South Africa, a study done to understand inclusion in complex contexts through classroom practices of teachers by Engelbrecht, Nel, Nel & Tiale (2015), explored teachers' understanding of inclusion, barriers to learning and how that understanding affects their service delivery. The study highlights that in South Africa, teachers are expected to daily develop strategies to provide quality educational opportunities for all the learners who have diverse needs and learning styles in their classrooms. The researchers argue that although the current Curriculum and Assessment Policy Statements (CAPS) should be flexible regarding teaching methods, assessments, pace of teaching and development of teaching materials, it does not support the requirements for an inclusive education and training system as mandated by White Paper 6 Special Needs Education: Building an Inclusive Education and Training System (2001). In respect of this, communication between occupational therapists and educators was identified as a vital tool for the success of inclusive education, because through effective communication, collaborative relationships can be formed by the two professions which in turn may contribute to improved educational outcomes of learners (Vincent, Stewart and Harrison, 2008).

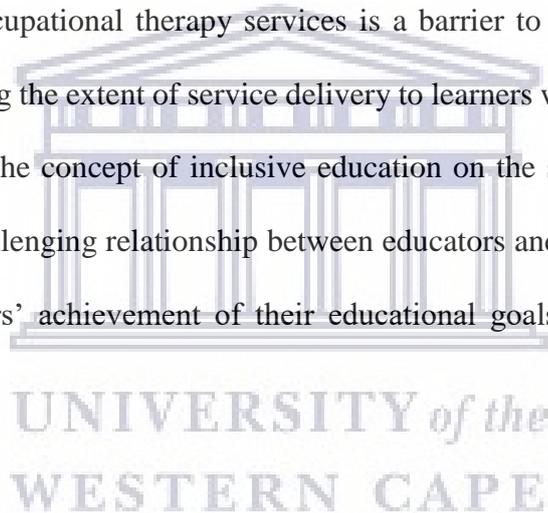
2.6 TEACHER-OCCUPATIONAL THERAPIST COLLABORATION

It has long since been emphasised that both direct OT intervention and collaborative consultation between the occupational therapist and educator were essential in assisting learners with developmental challenges to attain their educational goals (Dunn, 1990). In South Africa, Struthers (2005) explored the role of OT, physiotherapy and speech and language therapy as essential components of education support services in schools. She found that educators need the assistance of multidisciplinary health professionals to address learning difficulties in the classroom. Likewise, Vincent et al (2008) regard collaborative relationships between educators and occupational therapists as vital in bringing about improvement in the educational outcomes of learners with difficulties.

Collaborative relationships between occupational therapists and educators are important in bringing about improvement in the educational outcomes of learners who experience learning difficulties. Collaborative consultation between the occupational therapist and educator is regarded as a vital tool for assisting learners with developmental challenges to attain their educational goals (Vincent et al, 2008). For example, for learners who have difficulty manipulating classroom tools e.g. pencil, ruler, or scissors, the occupational therapist may work with the educator to adapt the tools so that learners may complete classroom activities (Swinth et. al. 2007).

Occupational therapy teacher support through trans-disciplinary team collaboration entails the adoption of a systems approach that benefits all role players. In a study done by Bose & Hinojosa (2008) in the New York City metropolis area, the experiences of occupational therapists interacting with teachers in inclusive early childhood classrooms are explored. The

occupational therapists who participated in this study reported that collaboration with teachers is valued but described their interaction with teachers as difficult. This resulted from lack of effective communication, time constraints and lack of teacher receptiveness. The findings of this study demonstrated that even though the occupational therapists indicated that teacher receptiveness was an issue, it also showed that the therapists were not pursuing a collaborative relationship as they portrayed themselves as 'experts' when consulting with the teachers. This expert role was not only assumed in occupational therapy, but in teaching as well. There are other factors that may negatively influence educator-occupational therapist collaboration. For instance, in a study conducted by Nakhoda et al. (2012) the researchers found that educators' poor understanding of occupational therapy services is a barrier to successful collaborative relationships, thus affecting the extent of service delivery to learners with learning difficulties. A poor understanding of the concept of inclusive education on the side of the teacher, may further contribute to a challenging relationship between educators and occupational therapists thus impacting on learners' achievement of their educational goals (Jackman & Stagnitti, 2007).



Additional factors that may negatively influence educator-occupational therapist collaboration are limited contact between educators and occupational therapists; and occupational therapists not sharing information with educators on the grounds of confidentiality (Mukherjee, Lightfoot and Sloper, 2001). Bose & Hinojosa (2008) suggest that therapists are not only consultants, but need to assume the role of a team member as well. They assert that teacher- occupational therapist collaboration is essential in supporting learners within mainstream classrooms. This collaboration should be through mutual respect and a multi-disciplinary approach. These findings were supported by studies conducted in South Africa by Sunday et al. (2012) and Hargreaves et al. (2012).

2.7 THEORETICAL FRAMEWORK

The theoretical framework adopted for this study is Bronfenbrenner's Ecological Systems Theory (Bronfenbrenner, 1979, 1986). Ecological systems theory is an approach that describes human development as a natural and complex network of relationships between people and community systems. The nature of the relationships between people and the systems in which it exists, shapes the identity of the individuals and the culture of the group. (Bronfenbrenner, 1986). This framework explains how teachers' ability to provide adequate support to learners is directly related to the teachers' context and the relationships within that context. Bronfenbrenner divides the environment into five different levels 1) microsystem, 2) mesosystem, 3) exosystem, 4) macro-system and 5) chronosystem.

The microsystem is the most significant as it is where direct contact occurs between the teacher and the learner in the classroom. In this study, the Bronfenbrenner's theory of ecological systems (1979) can be applied in that the centre of the system (microsystem) is the relationship between the teacher and the child as the teacher has direct access and influence on the learner. This is the most influential level of the systems. This includes the relationship within the classroom and how the curriculum is handled/ manipulated. The mesosystem consists of the interactions between the different parts of the individual's microsystem. It is where a person's individual microsystems are interconnected and influence one another. These interactions have an indirect impact on the individual. This may represent the teacher's relationship with colleagues and parents. It includes inter- disciplinary collaboration and transfer of skills as well as a collective approach of working with parents to address the learners' needs. The exosystem may not directly involve the teacher as an active participant but still affects them. It is where the individual is not part of the decision making process but the decisions influence the

individual's environment. This includes the Department of Education where the teacher may not be involved in discussions surrounding the curriculum and policies but it has a direct effect on the teachers' daily profession. The macrosystem represents the teacher's relationship with culture and society which includes the inclusive education and training system. It represents the laws, values and ideologies of cultures and society. The chronosystem describes the dimension of time which influences both change and constancy in the individual's environments. This system may include a change in family structure, address, employment status, as well as immense society changes such as economic cycles and wars.

2.8 CONCLUSION

The literature review has shown that inclusive education has developed in South Africa with regards to policy documents that aim to improve learners' access to the curriculum and provide teachers with guidelines to enhance inclusive practices such as differentiation and supportive structures. It underlined teachers' struggle to address the diverse needs of learners and the need for teacher support within the mainstream classroom. It further highlighted that occupational therapists could support teachers by working collaboratively with them within the classroom and together enhance inclusive education.

CHAPTER 3

METHODOLOGY

3.1 INTRODUCTION

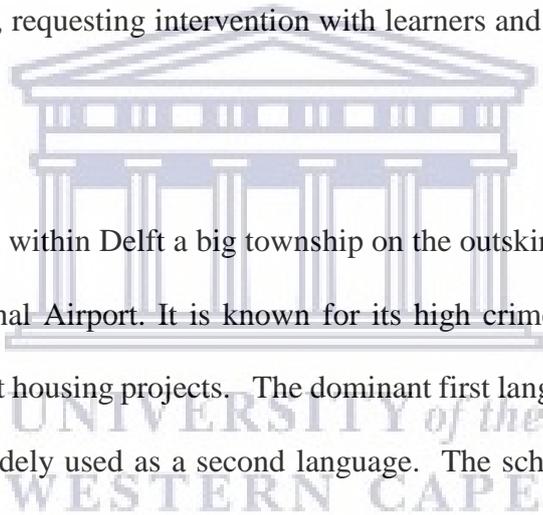
In this chapter the research methodology utilised in this study is discussed including the research setting, approach, design, sampling and recruitment of participants, as well as data collection and analysis. Lastly, the measures implemented to ensure the trustworthiness and ethical standard of the study is presented.

3.2 RESEARCH SETTING

The research setting for this study was three primary mainstream schools in the Metro North education district of the Western Cape. Two Schools are situated in Atlantis where unemployment, lack of housing and crime are major challenges in the area. The suburb of Atlantis was established during the 1970s by the Apartheid government as an industrial centre and a community for the coloured population of Cape Town under the Group Areas Act. It is predominantly a coloured community with Afrikaans being the dominant language and English a second language. The schools are government funded and classified as non - fee paying schools. Many learners come from broken homes, single parent homes, grandparent homes and foster homes where parents are dependent on government grants. Many live in informal settlements and backyard dwellings such as Wendy houses. There is a continuous influx of people from the Eastern Cape and other African countries in search of a better life in the

Western Cape. The school is a brick building and is always kept clean by staff and learners. Learners wear the full school uniform and generally look neat.

These two schools in Atlantis each have an average of 1300 learners attending and 33 teaching staff that includes heads of departments, deputies and principals. The average pass rate in grade R is 100% as all learners must be promoted according to Department Education policy. The average pass rate in grade 1 is 86%. The learners have a general lack of stimulation at home. The schools have a school based support team and receives further support from the circuit and district based support team. The school base support team communicates with the circuit and district base support teams, requesting intervention with learners and training and guidance is received.



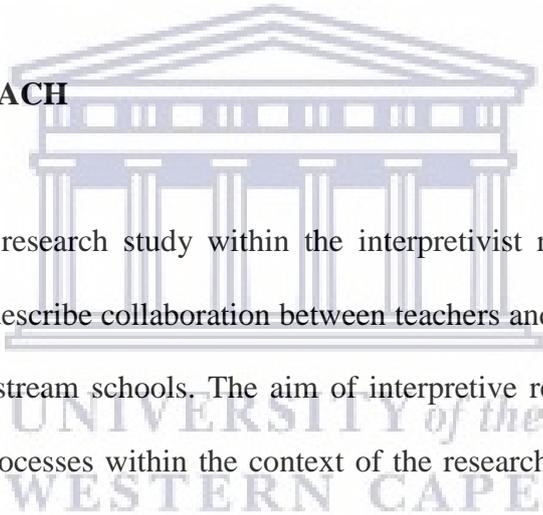
The third school is situated within Delft a big township on the outskirts of Cape Town next to the Cape Town International Airport. It is known for its high crime rate, lack of jobs, and numerous government built housing projects. The dominant first languages are Afrikaans and Xhosa while English is widely used as a second language. The school is a non-fee paying school which means that parents are exempted from paying school fees. The school is government funded and benefits from the National School Nutrition Programme (NSNP). Teachers are often required to buy resources from their own funds as parents very seldom can afford to buy stationery for their children. The school structure is made of brick and is kept clean. Most learners wear the school uniform.

The school accommodates 1177 learners and has 33 teaching staff that includes 25 teachers, 5 heads of department, 2 deputies and 1 principal. The pass rate in grade R is 100% as all learners must be promoted and 86.5 % pass rate in grade 1. The school has a school based support team

but needs lots of guidance and training in addressing the learners needs. The school does refer learners for support to their circuit and district based support team.

The three primary mainstream schools all have large learner totals in the classroom, the highest being 59. These are poor performing schools and have been identified by the district based support team (DBST) as schools needing extra support. The grade 1 pass rate, at all three of these schools, was identified as a concern by the circuit manager in the education district. The teachers at these identified schools displayed openness to receiving support from specialist staff based at the special school/ resource centre.

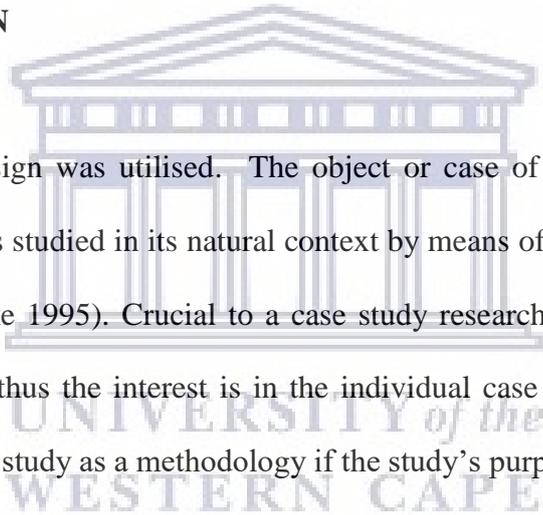
3.3 RESEARCH APPROACH



A qualitative exploratory research study within the interpretivist research paradigm was conducted to explore and describe collaboration between teachers and occupational therapists in the three primary mainstream schools. The aim of interpretive research is to understand behaviours, actions and processes within the context of the research participants (Babbie & Mouton, 2001, 2015) and allows them to reflect their world in their own words (Henning, Van Rensburg & Smit 2004). A qualitative research approach was used to explore and describe collaboration between teachers and occupational therapists in the three primary mainstream schools. The researcher aimed to describe and understand the participants' practice in this particular context (Babbie & Mouton, 2001, 2015). The researcher therefore listened to the participants' descriptions and experiences while trying to understand and interpret emerging findings.

In qualitative research the role of the researcher is defined as participatory. The researcher accesses the participants' natural environment and gains insight into their opinion and views when collecting the data. Qualitative research is useful where a researcher seeks to find the meaning of a phenomenon from the perspective of the participants. The researcher aimed to describe and understand the participants' practice in this particular context (Babbie & Mouton, 2001, 2015). A qualitative study was used as it is exploratory in nature and not much has been written about this particular phenomenon so the researcher sought to listen to the participants' views and experiences and build an understanding on what was heard (Creswell, 2014).

3.4 RESEARCH DESIGN



A case study research design was utilised. The object or case of the study is a complex functioning unit which was studied in its natural context by means of a multitude of methods, and is contemporary (Stake 1995). Crucial to a case study research is the case and not the methods of investigation, thus the interest is in the individual case (Stake, 1998). Creswell (2002) recommends a case study as a methodology if the study's purpose is to develop an in-depth understanding of a case that could be an event, activity, process, or one or more individuals. Case studies can be divided into two categories, 1) a single case study, which involves a detailed exploration of a phenomenon or 2) multiple case studies, which involves the investigation of a group of cases and the comparison and contrast between the cases.

A single case study served the current study best as it occurred in one education district and involved one programme designed to address a specific challenge or issue. An exploratory descriptive case study is predominantly used for pilot projects and seeks to explain a phenomenon within a field of interest (Raeburn, Schmied, Hungerford & Cleary, 2015). This

study can thus further be described as an exploratory and descriptive case study. An exploratory and descriptive case study was used in this study as this was a pilot project which was not done in any other occupational therapy component in any education district (Raeburn, Schmied, Hungerford & Cleary, 2015).

3.5 PARTICIPANT RECRUITMENT AND SELECTION

The population of this study was all occupational therapists and teachers who participated in the Curriculum of Support in the Classroom: Occupational therapy interventions programme at three primary schools in the Metro education district. Purposeful sampling was utilised to select a sample of teachers and occupational therapists who participated in the programme. Purposeful sampling is where the researcher chooses participants based on his/her own judgement and purpose of the study (Babbie & Mouton, 2001, 2015). This is done so that the researcher will best understand the problem and the research question. Four aspects were considered when choosing participants (a) the setting, (b) the actors/ observers/interviewees, (c) the events and (d) the process (Creswell, 2014). Accordingly, a purposive sample of teachers and occupational therapists in three primary mainstream schools in the Metro North Education district was selected according to the following criteria:

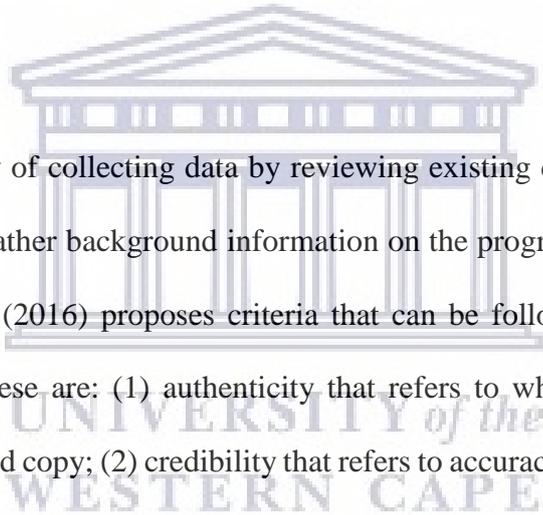
- Occupational therapists who participated in the programme and the compilation of the manual for the programme.
- Occupational therapists who are involved in implementing the programme in three primary mainstream schools.
- Grade R teachers/ practitioners who are participants in the programme and are currently implementing the programme manual in the three primary schools.

- Grade 1 teachers/ practitioners who are participants in the programme and are currently implementing the programme manual in the three primary schools.

3.6 DATA COLLECTION METHODS

In this case study, three methods of data collection was employed as a case study involves the collection of multiple data collection methods (Stake, 1995). The data collection methods utilised were document review, semi- structured interviews and focus groups.

3.6.1 Document review



Document review is a way of collecting data by reviewing existing data. The purpose of the document review was to gather background information on the programme (Creswell, 2014). Scott (1990) and Bryman (2016) proposes criteria that can be followed in the selection of documents for review. These are: (1) authenticity that refers to whether a document is an original or technically sound copy; (2) credibility that refers to accuracy; (3) representation that refers to the completeness of the record and whether it is typical of its kind; and (4) meaning that refers to the clarity and comprehensibility of the document. Utilising this criteria, documents namely minutes of meetings, notes on discussions and written classroom sessions and lesson plans were selected for review as secondary data in this study in order to generate an understanding of the development and implementation of the Curriculum of Support in the Classroom: Occupational Therapy Interventions programme.

The following documents were reviewed:

1. Report on pilot study done by the Western Cape Education department (2011)

2. The Metro North Support plans for grade R & 1 (2012 – 2017)
3. Minutes of meetings held with occupational therapists based at special schools and the district therapist.
4. Minutes of meetings held between occupational therapists, learning support advisors and curriculum advisors.
5. Manual used for the occupational therapy intervention programme.
6. The occupational therapists' intervention reports

The documents were selected for its authenticity, which means that it was the original copy, accurate in its content and a complete, clear and understandable record of events (Scott, 1990). By reviewing these documents, the researcher had a better understanding of how the program was compiled within its particular context.

3.6.2 Semi – structured interviews

Semi-structured interviews were used in the study to gain in-depth knowledge from participants regarding their views, feelings, perceptions and experiences (Creswell, 2003) about the Curriculum of Support and teacher-occupational therapist collaboration. Individual semi structured interviews were conducted with two teachers in each of the three mainstream schools. In addition, semi-structured interviews were conducted with three occupational therapists working in the three the schools. The occupational therapists who implemented the programme with the teachers nominated these primary mainstream schools. Setting up the interviews and focus groups were done via the principals and were done by means of an email and follow up telephone call. Interview guides (*See Appendix 1a & b*) for teachers and occupational therapist was used focussed on the participants' perspectives of inclusive

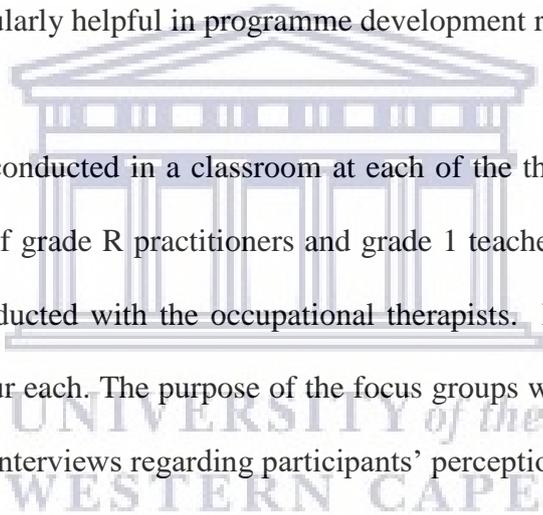
education and their experiences in implementing the classroom approach. The interviews did not limit the participants to a set of pre-determined answers and allowed participants to discuss and raise issues that the interviewer may not have considered (Babbie & Mouton, 2001, 2015).

Reflexivity in qualitative research is the process of continual reflection upon the research process by a researcher and to ensure credibility of results by reducing the chances of the researcher biasing the study. The issue of power arising between the participants and myself as the researcher influenced my position in this study. As facilitator of the research process, I occupied the outsider position. As the researcher I gathered the information and the participants had the choice on how they wanted to answer these questions. The participants had the choice of stating their true experiences or telling me what I wanted to hear. As occupational therapist, I was an insider as I had participated in the compilation and implementation of the classroom approach. I was aware of challenges and successes the occupational therapists experienced during implementation as I was their supervisor within the education district. I however endeavoured to remain reflective throughout the research and allowed the participants to freely articulate their experiences.

The interviews were conducted until data saturation occurred i.e. no new information materialised. The interviews were conducted in the staff room as a place with minimum distractions and lasted for about 45 minutes each to an hour. These interviews were audio taped and transcribed for the purpose of data analysis.

3.6.3 Focus groups

Focus groups aimed to build conversation among participants through group interaction rather than conversation between the interviewer and individual participants and thus allowed for a large amount of interaction on the phenomenon in a limited time (Babbie & Mouton, 2001, 2015). These groups are useful as it allows a space where people can get together and discuss among themselves and thus create meaning collectively (Babbie & Mouton, 2001, 2015). According to Wilkinson (2000) the interactive nature of focus groups lends itself to being a useful method for exploring people's own perception and understanding of issues, therefore, focus groups can be particularly helpful in programme development research.



Three focus groups were conducted in a classroom at each of the three primary mainstream schools with a collective of grade R practitioners and grade 1 teacher of the specific school. One focus group was conducted with the occupational therapists. Each focus group lasted about 45 minutes to an hour each. The purpose of the focus groups was to explore issues that surfaced in the individual interviews regarding participants' perceptions and experiences with the Curriculum of Support programme at a more in-depth level. As researcher, my role was to guide the discussions. The focus group guide for both teachers and occupational therapists (*See appendix 4a & b*) was compiled after completion of the interviews and allowed for similarities and opposing opinions to surface and be discussed. The researcher merely guided the discussions and raised issues that surfaced in the individual interviews, such as classroom management, collaboration between the teacher and occupational therapists and the kind of learner progress made. The focus groups were conducted in a place with minimum distractions or at a place convenient for all the participants and lasted for about 45 minutes each to an hour each.

Data saturation is used in qualitative research as a criterion for discontinuing data collection (Saunders, Sim, Kingstone, Baker, Waterfield, Bartlam, Burroughs and Jinks 2017). After the last focus group was conducted it was found that no new information emerged, thus indicating that a point of data saturation was reached. The focus groups were audio taped and transcribed verbatim for the purpose of data analysis.

3.7 DATA ANALYSIS

In this study, thematic analysis where data is identified and patterns and themes are described was conducted (Creswell, 2014). The framework for thematic analysis consisting of six phases as suggested by Braun and Clarke (2006) were utilised to conduct the analysis:

1. Familiarisation with the data: the researcher became intimately acquainted with the data collected. The researcher familiarised herself with the data through transcribing and then reading and re-reading the data and listening to the audio recorded data.
2. Coding: this involves labelling important data as it is an analytic process. Codes captured both a semantic and theoretical reading of data (*See addendum 1*).
3. Searching for themes: data that was relevant to the research question was connected as possible themes that formed coherent and meaningful patterns. The connected, coded data, that had a coherent pattern, was then grouped together to form a theme (*See addendum 2*).
4. Reviewing themes: the researcher checked that the themes were related and defined the nature of each individual theme. At times it was necessary to collapse two themes or split a theme. The themes were reviewed until the four themes and sub- themes as discussed in chapter 5 emerged.
5. Defining and naming themes: this involved writing a detailed analysis of each theme and labelling each theme.

6. Writing up: this involved writing up an analytic account to inform the reader- a convincing story about the data and contextualising it in relation to existing literature as discussed in chapter 6.

3.8 TRUSTWORTHINESS

Trustworthiness was ensured by using the Lincoln and Guba (1985) criteria framework as a guide. Credibility refers to the truth value in the study. Member checking is a technique that consists of testing the accuracy of the data collected with participants in relation to analytic categories, interpretations, and conclusions (Lincoln & Guba, 1985). This was done through member checking with all participants where the research findings were presented to them and discussed to verify the data collected as well as to provide a true reflection of their experiences. Reflexivity refers to assessment of the influence of the investigator's own background, perceptions, and interests on the qualitative research process (Krefting, 1991). For this purpose, a reflexive journal was employed. Peer debriefing furthermore occurred with the research supervisors. Transferability refers to the degree in which the study applies to other contexts and if the study can be generalized to other participants (Krefting, 1991). This is ensured through detailed description of the research context and process in this report. Dependability is a criterion that refers to the extent to which the research findings would be consistent if the study was to be repeated with the same subjects or in similar research settings (Lincoln & Guba, 1985). Dependability was ensured by clearly describing the research stages taken from the start of the research project to the progress and reporting of the findings. Confirmability is ensured through an inquiry audit (Krefting, 1991). For this reason, a record of the research process and trail of data and analysis throughout this study was kept. The researcher kept a

record of the transcriptions of the interviews and focus groups, the analysis of data through coding (*see addendum 1*) and searching for the themes (*see addendum 2*).

3.9 ETHICS

Ethics clearance and permission to conduct this study was obtained from the UWC Research Ethics Committee (*Appendix 7*) as well as the Western Cape Department of Education (*Appendix 2*). The purpose of the research was explained to the participants and they were provided with an information sheet (*Appendix 3a & 3b*). Formal written consent (*Appendix 4*) was obtained from all the participants. Autonomy was ensured by assuring that all participation was voluntary and they could choose to withdraw from the study without being penalised in any way. The confidentiality of the participants was maintained by ensuring that all data gathered, including audiotapes and transcripts were secured in a pass-word protected electronic folder and this will continue for a period of five years following the study after which it will be destroyed. Participants in the focus group were requested to give written consent to group confidentiality (*Appendix 5*). Anonymity is maintained by ensuring that pseudonyms are used for participants and any future reports or publications produced will not contain any information that might identify the participants or their respective schools. All human interaction involved some risk but care was taken to minimize such risks posed to participants as a result of participation in this study. In relation to this, it was arranged with the school psychologist to provide counselling to participants should it become necessary. All participants will have access to the findings of this study.

3.10 CONCLUSION

The research methodological approach and design was discussed in this chapter as well as the data collection methods which include document review, semi-structured interviews and focus groups. The steps utilised for thematic analysis as well as methods to ensure the trustworthiness and ethical standard of the study were discussed with emphasis on informed consent, confidentiality and anonymity of participants.



CHAPTER 4

THE CURRICULUM OF SUPPORT IN THE CLASSROOM PROGRAMME

4.1 INTRODUCTION

This chapter introduces the Curriculum of Support in the Classroom Programme in the Metro North education district. The development and implementation of the programme and key factors that influenced this process, is discussed. These factors include developmental shortcomings of grade R learners that led to the acknowledgment of the need for occupational therapist-teacher collaboration and ultimately informed the evolution of the programme over the past 5 years (2012-2017) to its current form.

4.2 THE DEVELOPMENTAL SHORTCOMINGS OF GRADE R LEARNERS

In recent years, the Western Cape Education Department (WCED) became concerned about the high repeater rates observed in Grade 1 in some schools. Many learners in Grade 1 had been five and a half years rather than six years of age and the WCED considered this a contributing factor to the high number of learners that needed to repeat Grade 1. Consequently, a pilot study to determine whether Grade R learners were able to master basic developmental skills that formed the foundation of their learning in Grade 1 was conducted in 2011. This pilot study targeted a selected group of learners that fell in two categories: 1) learners from public schools with the highest Grade 1 repeater rates in the province and 2) learners from independent

(community) Early Childhood Development sites (ECDs) that were likely to be feeder schools to those primary schools in category 1.

The findings of this pilot study revealed a serious level of unpreparedness (70, 7%) of Grade R learners indicating that these learners would struggle with many of the fundamental learning processes in Grade 1. Some of the areas that identified as problematic were auditory, visual perceptual, listening, language and vocabulary skills as well as cognitive skills. It was recommended that all learners in Grade R were assessed and that clear benchmarks in terms of the development of perceptual, literacy and numeracy skills be put in place through focussed intervention programmes. This implied that occupational therapists (OTs) who were members of inclusive education teams or Special Schools/ Resource Centres (SS/RC) would assist teachers. Subsequently, each education district constituted Grade R and Grade 1 support programmes in the pilot study schools.

4.3 OVERVIEW OF THE GRADE R AND GRADE 1 SUPPORT PROGRAMME

In 2012, the Metro North Education District (MNED) compiled a programme of support for Grade R practitioners and Grade 1 teachers. People involved in the programme-included curriculum advisors, learning support advisors, learning support educators, lead teachers and occupational therapists.

The programme consisted of six components:

- 1) Training of teachers and therapists in the Curriculum Assessment Policy Statements (CAPS).
- 2) Collaborative design of a pre assessment tool and developmental support and stimulation programme.

- 3) Administration of the pre-assessment tool by learning support advisors and teachers to identify at risk learners.
- 4) Training of educators in the utilisation of the support and stimulation programme;
- 5) Implementation of the support and stimulation programme in the district.
- 6) Post assessment to measure the impact of the programme.

Figure 1 below describes the process followed within the programme of support for Grade R and Grade 1 teachers in the Metro North education district.

The programme encompassed skills development inclusive of auditory, listening, visual perceptual, language and gross and fine motor development. The stimulation programme included gross motor, fine motor and perceptual activities. The format of the programme addressed setting developmental outcomes, activity requirements and structuring as well as grading. Themes addressed through the various activities followed the CAPS for Grade R. OTs and Learning support advisors presented educator training sessions together on Saturday mornings. Content of sessions included the perceptual progression chart; the themes in CAPS, and definitions of gross and fine motor skills with related stimulation activities. The Grade R CAPS informed the training but both the Grade R practitioners and Grade 1 teachers were trained and needed to implement the programme in their classrooms.

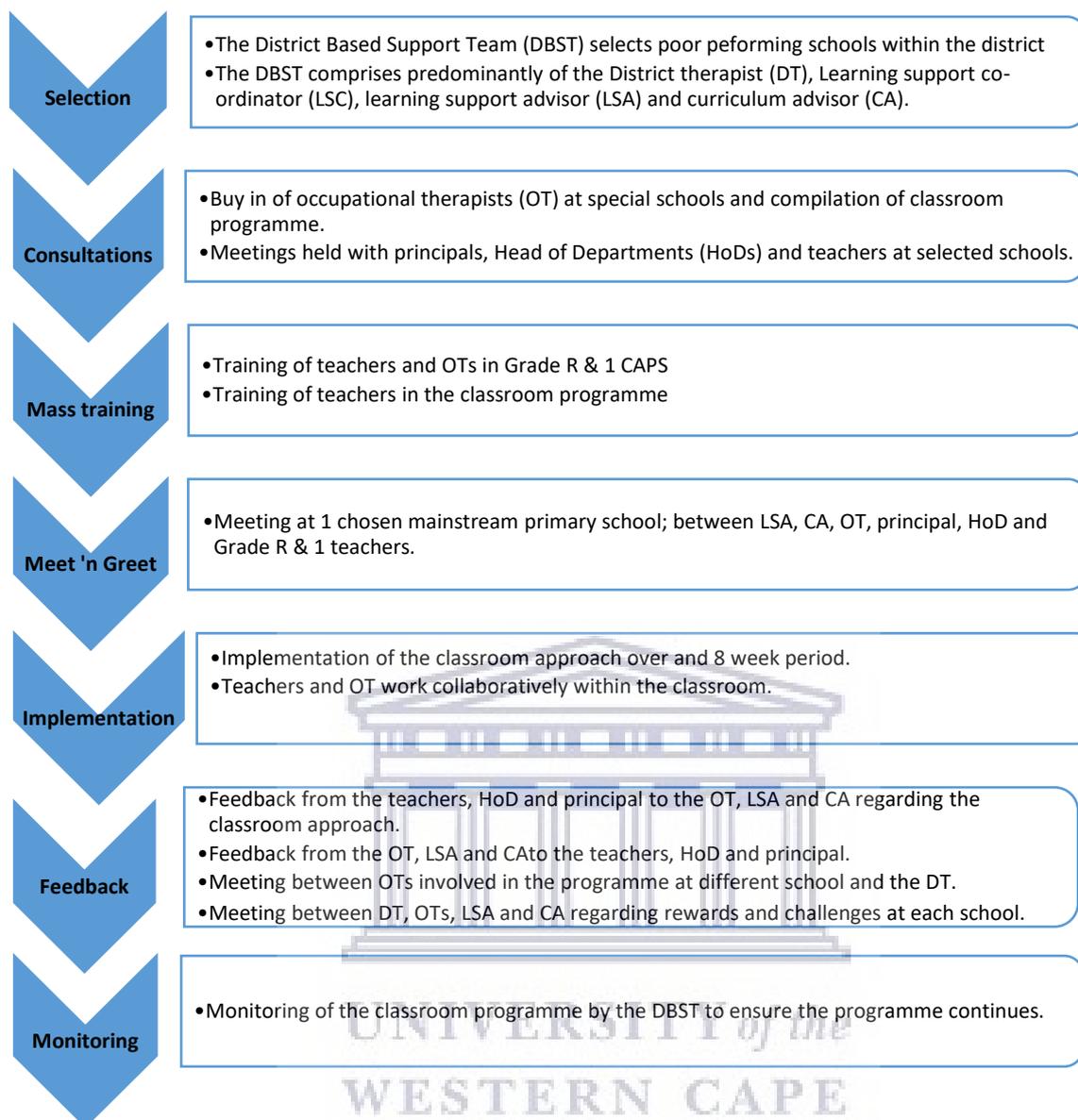


Figure 1:

Process of collaboration in the curriculum of support in the classroom programme

The training/ workshops occurred on Saturdays and were held in 2 - 4 different schools in the different circuits. The OTs trained in pairs and up to 40 teachers attended the full day workshop which means that up to 8 OTs were training in 4 different schools on the same Saturday. The workshops were interactive where the OTs explained the terminology, concepts and principals used in the programme manual. The OTs then demonstrated the different activities, explaining

the correct positioning of each movement and then the teachers were encouraged to do the movements and activities at the training workshop. The first round of workshops concentrated on the 5 minute activity, gross motor and fine motor activities. The second round of workshops concentrated on the revision of the previous workshops and the perceptual concepts and activities. The OTs explained how the activities were linked to the themes in CAPS and the developmental stages of children. Some of the activities included calf pumps, the 'superman', palm play activity and making a body puzzle.

4.4 TEACHER – OCCUPATIONAL THERAPIST COLLABORATION IN THE IMPLEMENTATION OF THE PROGRAMME OF SUPPORT

Following the training OTs, implemented the stimulation programme in the classroom with the teacher over an 8-week period. The focus was transferring of skills. Even-though the themes in the programme manual covered 10 weeks, the schools requested the OTs to implement the programme from the second week to the second last week of term to ensure that the implementation of the programme did not influence the systemic assessments required in CAPS. The 8 week programme covered the following; 1) OTs demonstrate the activities of the specific theme with learners to the teacher in the classroom, 2) the teacher presents a theme to the OT who acts as facilitator and 3) the teacher presents the theme with minimal facilitation from the OT. The OT spent 1 hour with each Grade R practitioner and Grade 1 teacher in their classrooms. The OT was required to provide this support at the primary mainstream school from 09h00 until 13h00, unless the school requested adjusted times. The OTs therefore provide support to 3 teachers, in the classroom, each week.

Teachers were encouraged to implement the activities in their classrooms. The OTs indicated on the Grade R and Grade 1 timetables when the activities could be implemented. The activities were geared towards the theme and aim for the week, for example, Week 1 was My Body. The aim was to improve posture and shoulder stability. The 5 minute activity was walking around the classroom in a circle whilst the learners are swinging their arms left and right. The learners then sat on their chairs in the correct sitting posture and do knee - lifts and hold for 3 counts, alternating legs. The 5 minute activity was an activity that the teacher could use to calm the learners when they entered the class and get them to focus on the new subject and was meant to be done quickly and without apparatus. The gross motor activity was the 'superman' where the learners lie on their tummies, arms stretched forward. The learners lift their head, shoulder and arms off the floor and hold for 2 counts. The teacher was able to use all the gross motor activities at the end of the term and have one session involving stations with different activities. The fine motor activity was chair push-ups where the learners sat on their chairs in the correct sitting posture. The learners then push down, on straight arms and try to lift their buttocks for 2cm and down. The perceptual activity was making a body puzzle, where a learner's body is outlined on a large sheet of paper. The teacher, with the help of the learners, divides the body into parts and cut out the body. The teacher and learner reconstruct the body and paste the body parts on the wall.

The OTs in the inclusive education teams assisted with the administering of the assessment tool in the focus schools. The OTs who compiled the stimulation programme provided training at the SS/RC and implemented the programme in the classrooms with the teachers.

Term 1 and 2 of the programme included the following themes:

Table 1:**Themes for term 1 & 2**

Term 1		Term 2	
Week	Theme	Week	Theme
Week 1	My body	Week 11	Weather
Week 2	My school	Week 12	Autumn
Week 3	My classroom	Week 13	My home
Week 4	My family	Week 14	Pets
Week 5	Summer	Week 15	Safety
Week 6	Healthy living	Week 16	Educators choice
Week 7	Shape and colours	Week 17	On the farm
Week 8	Days of the week	Week 18	Sight and sound
Week 9	Book/ Special days	Week 19	Touch, taste and smell
Week 10	Revision & Consolidation	Week 20	Revision & Consolidation

Table 2:**Themes for term 3 & 4**

Term 3		Term 4	
Week	Theme	Week	Theme
Week 21	Winter	Week 31	Summer
Week 22	Transport	Week 32	Birds
Week 23	Jobs people do	Week 33	Reptiles
Week 24	Water	Week 34	Dinosaurs
Week 25	Fruit	Week 35	Wild animals
Week 26	Vegetables	Week 36	Wild animals
Week 27	Dairy farming	Week 37	Sports
Week 28	Wool farming	Week 38	Celebrations
Week 29	Healthy environment	Week 39	Celebrations
Week 30	Revision & Consolidation	Week 40	Revision & Consolidation

Transfer of skills were done by the OTs demonstrating the first few sessions and then the teachers were required to implement, whilst the OT assisted. Each Grade R and 1 teacher received a colour printed copy of the Stimulation programme and a workbook. The WCED purchased stimulation kits for the schools who received collaborative training in the Stimulation Programme. The OTs would utilise the kit when working with the teachers in implementing the programme.

4.5 FACILITATORS AND CONSTRAINTS OF THE CLASSROOM PROGRAMME

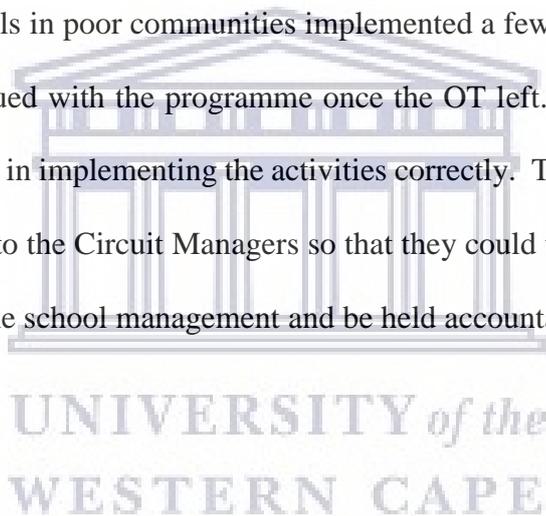
In an effort to contribute to the monitoring of the programme, debriefing meetings were held every semester between the occupational therapists and learning support advisors. These meetings were beneficial in illuminating factors that either facilitated or hindered the implementation of the programme. Meetings between the occupational therapists and learning support advisors involved in the implementation of the programme proved vital as many issues were discussed and a closer relationship developed between the OTs and learning support advisors. In the meeting held in November 2015 facilitators of the classroom programme were addressed. OTs reported that working in schools where the Principal, learning support educator and head of department supports the programme, guarantees that implementation of the Stimulation programme actually continued. It was suggested that schools who received support must appoint a learning support educator to ensure that the programme continued after the OT left. It was further suggested that in cases of high numbers of Grade R and 1 classes at schools, the OT continue to support teachers for an additional term. It was furthermore suggested that curriculum advisors attend these meetings as they played an important role in ensuring the necessary resources for the programme. Schools who had a learning support educator continued the programme and adjusted the implementation thereof according to the schools' programme.

The positive relationship between the OTs and learning support advisors were highlighted as an asset of the programme as it facilitated collaboration with teachers in the classroom.

In November 2016 a meeting was held between the OTs, learning support advisors and curriculum advisors. It was the first meeting where the curriculum advisors (CAs) were presented. Reflection was done on the implementation of the programme in the public ordinary schools. Several constraints to the programme became evident. For example, many schools had a high turnover of teachers in Grades R and 1 and newly appointed teachers were often not orientated to the programme. Some affluent schools in MNED had implemented the programme whereas schools in poor communities implemented a few activities or none at all. Not all the schools continued with the programme once the OT left. Teachers also related that they needed assistance in implementing the activities correctly. The meeting resolved that all challenges be reported to the Circuit Managers so that they could take the responsibility to ensure cooperation from the school management and be held accountable.

4.6 CONCLUSION

In this chapter factors that contributed to the development of the Curriculum of Support in the Classroom programme were outlined. The documents reviewed described how the need for the programme arose and why the grade R and 1 learners were identified. The chapter outlined the role of the different district based support team components. The next chapter discusses the findings of the study that emerged through data analysis.



CHAPTER 5

FINDINGS

5.1 INTRODUCTION

The aim of this study was to explore and describe teacher - occupational therapists' collaboration in the implementation of a classroom approach to address learning support strategies in order to enhance inclusive education in three primary mainstream schools. This chapter firstly presents a description of the participants and secondly, the findings based on the themes and sub-themes that emerged from the thematic analysis.

5.2 DESCRIPTION OF PARTICIPANTS

The participants in this study included three occupational therapists from two public special schools in the Metro North Education district. The other participants were Grade R and Grade 1 teachers in the three primary mainstream schools (*see table 1*). The occupational therapists participated in the programme and the compilation of the manual for the programme. They were also involved in implementing the programme in the three primary mainstream schools

Table 3:

Participants and their communities

PARTICIPANT NUMBER	PARTICIPANTS	COMMUNITY IN WHICH PRIMARY SCHOOL RESIDES
T 1	Grade R practitioner	Atlantis } school 1
T2	Grade 1 teacher	Atlantis } school 1
T3	Grade 1 teacher	Delft – school 2
T4	Grade R practitioner	Delft school 2
T5	Grade 1 teacher	Atlantis } school 3
T6	Grade R practitioner	Atlantis } school 3
OT1	Occupational therapist	Atlantis
OT2	Occupational therapist	Atlantis
OT3	Occupational therapist	Delft

5.3 INTRODUCTION OF THEMES

Four themes with related sub-themes emerged from the thematic analysis: 1) Education for all, 2) Working together in the classroom, 3) Factors that facilitate the implementation of a Curriculum of Support and 4) Factors that inhibit the classroom approach to inclusion (See *Table 4*).

Table 4:

Overview of Themes

THEME	SUB-THEME
1. Education for all	1.1. Understanding of inclusion 1.2. Teachers' understanding and insight into learning Barriers
2. Working together in the classroom	2.1 The meaning of classroom collaboration 2.2 The value of collaborative teaching for the learner
3. Factors that facilitate the implementation of a Curriculum of Support	3.1 The importance of professional and collegial support 3.2 The role of classroom management
4. Factors that inhibit the classroom approach for inclusion.	4.1 Time Challenges 4.2 Lack of resources

5.3.1 Theme 1: Education for all

In exploring teachers' and occupational therapists' perspectives regarding inclusive education, all the participants were asked questions on what their understanding of inclusive education is and how they understood the role of occupational therapists in respect to inclusive education in primary mainstream schools. This theme captures the participants' understanding of the notion of education for all within the mainstream classroom. It illustrates teachers and occupational therapists understanding regarding inclusive education and the roles of teachers and occupational therapists within an inclusive system. It further portrays whether teachers are able to identify learners with learning barriers and provide the necessary support within the classroom. The theme is underpinned by two sub- themes: 1) understanding inclusion and 2) teachers' understanding of learning barriers.

5.3.1.1 Understanding of Inclusion

The teachers had a general idea of what inclusion is. This understanding developed through information or training sessions or self-learning. The teachers described inclusion as seeing the child holistically.

“Die kind in sy totaliteit benader word”. (The learner is approached in totality) (Interview 1, Teacher 1)

The teachers agreed that every child has a right to education.

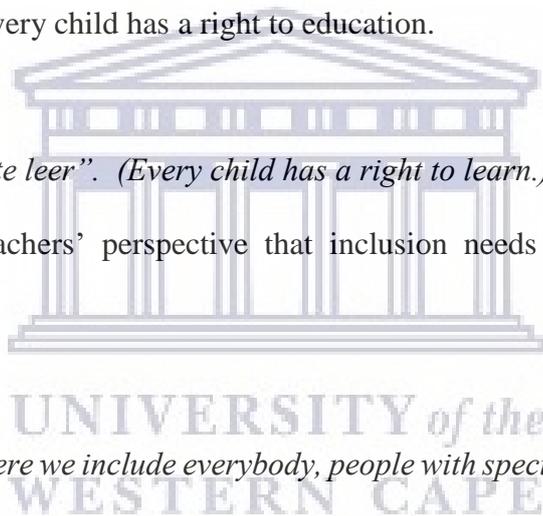
“Elke kind die reg het om te leer”. (Every child has a right to learn.) (Interview 5, T 5)

Moreover, it was the teachers’ perspective that inclusion needs to be brought into the mainstream schools.

“Inclusive education is where we include everybody, people with special needs and disabilities, into the mainstream.” (Interview 2, T 2)

The teachers showed the understanding that inclusion necessitates a willingness to help learners and to adapt lessons so that all the learners enjoy equal opportunity to participate in class.

“I understand inclusive education is we involve the learner in different areas and how to stimulate them in different areas of learning.” (Interview 3, T3)

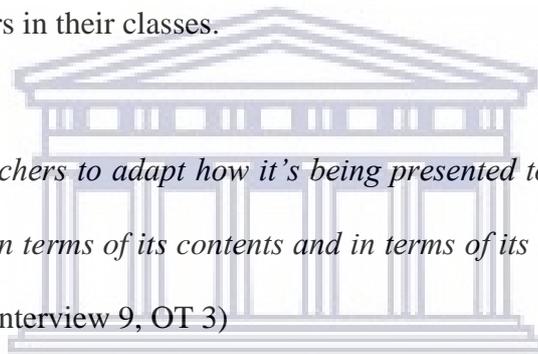


The occupational therapists understood inclusion as education for all, which they explained means that every learner would be able to learn and access the curriculum if the necessary adaptations are made.

“according to inclusive education every learner can learn and we as people working in education have to adapt to allow the learner to access the curriculum and its basically our approach to how we allow the learner to access the curriculum.” (Interview 9, OT 3)

They saw their role in inclusion as actively supporting teachers to make the curriculum accessible to all the learners in their classes.

“We have to assist the teachers to adapt how it’s being presented to the learner, not only in terms of presentation but in terms of its contents and in terms of its assessments and how it’s being assessed as well.” (Interview 9, OT 3)



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The teachers however appeared to struggle to fully comprehend the concept of inclusion as they seemed to expect occupational therapists to remove the learner for individual therapy, whereas the occupational therapists’ focus was supporting the teacher.

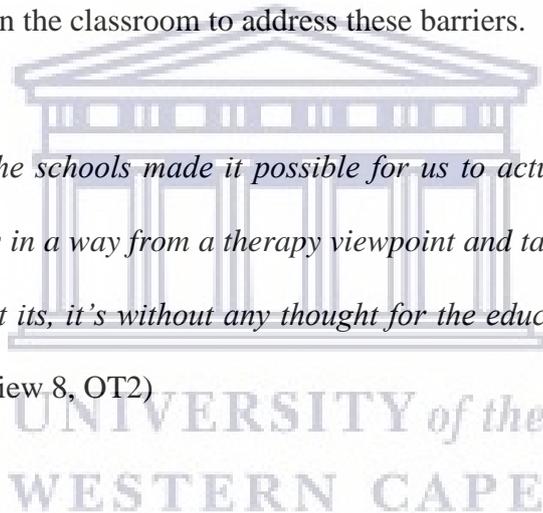
“They expect me to work with individual learners, but my role - the OT role is to empower or to enable our educators with the skills and techniques that will allow them to work with all the individuals.” (Interview 7, OT1)

While the occupational therapists had concerns that teachers still seemed to view support services as happening outside the classroom whereas inclusion refers to support within the mainstream classroom.

“so my role was primarily as a co-facilitator...I was more of a co-facilitator ...I saw myself as an enabler and to support.” (Interview 8, OT 2)

Support as understood by the occupational therapists included transferring occupational therapy skills and supporting teachers so that they are able to identify learners with learning barriers and use activities in the classroom to address these barriers.

“So the outreach within the schools made it possible for us to actually be hands- on show them...to transfer my skills in a way from a therapy viewpoint and take it over to an educator to implement in a way that its, it’s without any thought for the educator to make it... and to transfer my skills.” (Interview 8, OT2)



5.3.1.2 Teachers’ understanding and insight into learning barriers

The teachers articulated that they initially did not know or understand how to identify learning barriers or to apply principles or activities to support learners but. They however indicated that they were able to do so after participating in the support programme.

“Dit het ons baie gehelp met die leerders evens vir ons, ons het meer insight gekry rond om hoe daai oukies, hoe ons met hulle kan werk. Soos ek gese het, elke kind is mos verskillend en hulle vermoë is verskillend.” (The stimulation programme helped the learners and us the

teachers. It helped us to have more insight into those learners who have learning barriers and how to work with them. Most of this knowledge I did not have before like what to do when a learner was struggling. Every child is different and have different abilities.) (Interview 6, T 6)

The teachers admitted that it took time to identify learners with learning barriers but once they were able to do so, they could identify the delay in development.

“Uhm at first I couldn’t really get the gist of it, but after a while when you saw what they (occupational therapists) were doing and the way the learners were doing it, it rang a bell that the child missed out on the things in his development...what your child missed out on during his development from baby until school going.” (Interview 2, T 2)

The teachers’ understanding and insight gradually increased due to an openness to demonstration lessons by the occupational therapists and then applying what was learnt.

“we look at what she’s (occupational therapist) doing and then we can implement afterwards. So for me the occupational therapist at our school is a great idea really.” (Interview 4, T 4)

This was echoed by the occupational therapists who appeared to measure teachers’ progress in understanding by their increased insight into activities after guidance received.

“... you start seeing that educators are understanding the reason for this programme and why they need to do it and how the learners will benefit from it. When they make the link between the activity and the aim.” (Interview 10, OT 1)

The teachers were beginning to identify learners who were not performing as well as the other classmates and became increasingly positive about the programme as they implemented new activities or adapt old ones and as a result could see what learners were capable of doing.

“By doing the stimulation programme we could see who are your learners who are not on par ...oh I enjoyed it... really seeing what your child is able to do.” (Interview 2, T2)

5.3.2 Theme 2: Working together in the classroom

This theme highlights how teachers and occupational therapists worked together in implementing the classroom approach. It also portrays the teachers’ understanding of the curriculum of support and the classroom programme. The participants were asked what their perceptions and experiences were working together with the occupational therapists in the classroom. The theme is underpinned by two sub-themes: 1) the meaning of classroom collaboration and 2) the value of collaborative teaching for the learner.

5.3.2.1 The meaning of classroom collaboration

The collaboration between the teachers and occupational therapists differed from school to school and from grade to grade and occupational therapists stressed that they had to understand the context of the school in order to provide effective support. An understanding of the context was essential to fostering a positive sense of teacher- occupational therapist collaboration.

“Knowing the school community and the teacher that we are serving also came through as having a better relationship...if you know what the context is, you can know where you can

assist and where you can help more or where you need to stand back...it's good to have knowledge about it because when you get to the class and the teacher didn't do then you have that negative mind-set already...but if you understand the reason why, it makes it better."

(Focus group: occupational therapists)

"the set-up is different...it differs from school to school, and from grade to grade" (Interview7, OT1)

The therapists communicated that some teachers were very positive about their participation and were open to learn within their classroom but some educators were also hesitant and not as cooperative as others as they were uncertain about programme expectations.

"There were teachers or educators that were very willing and eager to participate and to learn and opened their environment and their space to enter... Some educators were a bit hesitant and not so cooperative like some of the others were" (Interview 7, OT1)

"In die begin was dit so `n bietjie, jy weet nie wat om te verwag nie, want jy weet nie so spesifiek nou nie" (At the start it was strange for the teachers as the teachers didn't know what to expect)

(Interview 6, T 6)

The occupational therapists articulated that while the teachers generally understood the need for the curriculum of support, their understanding that the classroom support programme was not an 'add on' to the curriculum but was based on the existing Grade R and 1 CAPS, was key to the collaborative relationship.

“The curriculum of support was directly taken from the CAPS so the themes that they uhm implemented within their activities and scholastic tasks they could see that it linked with what was written up (in the programme) ...” (Interview 8, OT2)

Collaboration implied hands on support to the teachers in the classroom provided by the occupational therapists in the actual classroom.

“Toe die program er plaasvind toe het van die occupational therapists ingekom en dan het hulle vir ons opleiding gegee in die klas in.” (When the programme took place the occupational therapists came in and then gave us training in the classroom) (Interview 5, T5)

The occupational therapists explained that the therapists in the metro north education district compiled the programme together. Groups of therapists were given curriculum concepts and then had to find appropriate activities for these concepts. Each group gave input into a specific section in the classroom programme.

“We worked together and we brought all the activities from different professions” (Interview 7, OT 2)

The occupational therapists demonstrated the correct positioning and that the different activities present different methods for children to learn.

“L went down to the child’s feet and she showed them how to put their feet if they walk. You see so she actually showed us.” (Interview 4, T4)

“Daai aktiwiteite wat jy miskien wil doen met die kind, hoe jy dit kan afbring op daai vlak waar hy is” (Those activities that you maybe want to do with the child, how to downgrade and work on the child’s level.) (Interview 6, T6)

The teachers were not being trained to be occupational therapists but to implement some occupational therapy principles while using the curriculum and articulated their appreciation of having the occupational therapists in the classroom with them.

“We would equip the teacher to just stimulate the children in a different way so that they could access the curriculum (Interview 9, OT 3)

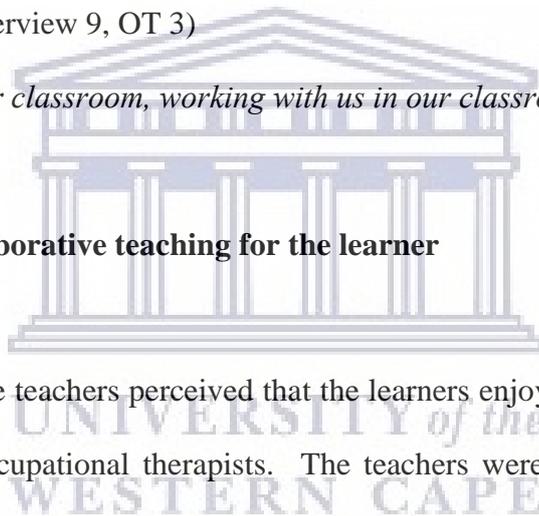
“They were an asset in our classroom, working with us in our classroom.” (Interview 2, T 2)

5.3.2.2 The value of collaborative teaching for the learner

It became apparent that the teachers perceived that the learners enjoyed the different sessions and activities with the occupational therapists. The teachers were aware that the learners looked forward to the sessions and acknowledged that learner participation improved.

“It (the programme) got learners more involved.” (Interview 4, T4)

“hy of sy het nog altyd net so rond gedwaal tussen die ander spandeur, maar nou het jy gesien hy het nou begin nader kom en hy will nou ook deelwees van wat nou daar gebeur. (he or she who always just wandered around during group activities, but now you have seen he came closer and wanted to be part of what is happening (Interview 6. T6)



They further reported that the learners interacted well with the occupational therapists and had fun doing the activities.

“...but surprisingly they (learners) interacted with her (occupational therapist), so it went well.” (Interview4, T4)

“Die kindertjies het dit (die aktiwiteite) eintlik geniet.” (The children actually enjoyed the activities) (Interview1, T1)

The teachers also acknowledged that improvements in the learners’ sitting posture, gross motor skills and handwriting was noted.

“Ja so jy sien die kinders ontwikkel goed and daai spiere, kan jy sien daai postuurtjie is nie slap of lomp nie.” (Yes so you see the kids develop well and those muscles, you can see that the posture is not limp or clumsy.) (Interview 6. T6)

“the handwriting had changed, the writing in the books, there was a difference” (Interview 8, T8)

“the activities where gross motor that we brought in, with regards to the learning areas of maths and uhm literacy, the teachers said that there’s really improvement within the curriculum” (Interview 8, OT2)

The teachers conveyed that the parents reported the learners were doing the activities at home.

“When we had the meeting, the parents actually said; ‘but teacher what are you doing in the class because the child, if they sit, he will correct his posture. And he will say, my pencil grip mommy, my teacher says. And he will pinch his fingers to demonstrate.” (Interview 2, T2)

The teachers and occupational therapists furthermore noticed improvements in discipline and participation.

“You get learners that’s uhm that has behaviour problems but when you have like your OT here at school, they just have the way of listening to that person...Discipline in my class and learners were listening really. Behaviour were a bit better, it wasn’t as bad as previous.” (Interview4, T4)

The occupational therapists wanted to ensure that the teachers will continue the programme once they left the school, and this indeed appeared to be the case as the teachers acknowledged the value of the programme.

“So die program is `n baie goeie program, die stimulasie program, en dit het r eerig vir ons gewerk en dit werk nou nog en ons het dit nou nog in onse beplanning. Ons implimenter hom nog altyd” (So the programme is a very good programme, the stimulation programme, and it really works and we are using it now in our planning. We still implement it.) (Interview 6. T 6)

They felt that the occupational therapists should always be available to provide support in the mainstream primary schools.

“They should play a bigger role in our classrooms because they can identify the finer, more finer things.” (Interview 2, T2)

For the grade R practitioners, the value of collaborative teaching for the learner could be summarised in the fact that learners were more prepared when they progressed to grade 1.

“Hulle is eintlik op `n hoër vlak, want by graad R is dit `n vereister, dat die program moet met die kinders buitenspel gedoen word.” (The learners are on a higher level because a prerequisite for grade R is that outside play is part of the programme) (Interview 5, T5)

5.3.3 Theme 3: Factors that facilitate the implementation of a Curriculum of Support

This theme highlights what factors aided in the implementation of the curriculum of support. It discusses the importance of the participants having a space to discuss ideas, challenges and new concepts. This could be in the form of teachers discussing with teachers, occupational therapists talking to occupational therapists or teachers and occupational therapists having a discussion. The occupational therapists specifically expressed a need for support from district colleagues and this aided in them being accepted in the school community and the teachers welcoming them into their classrooms. The theme is underpinned by two sub-themes: 1) the importance of professional and collegial support and 2) the role of classroom management.

5.3.3.1 The importance of professional and collegial support

Professional and inter-personal relationships are important for collaboration to take place. This theme captures the occupational therapist-teacher professional relationship and the

occupational therapist-school relationship. It highlights the importance of the manner in which input is relayed to the teachers by the occupational therapist.

The teachers expressed that the occupational therapists were very knowledgeable during the implementation sessions.

“is there a link between why are you doing the activity, so we focusing on the aim, so what do you want to reach at the end of the session” (Interview 7, OT 1)

The teachers’ attitude towards the curriculum of support and working with the occupational therapist affected the implementation process. If a teacher was reluctant to implement, then some sessions were skipped or not all the activities were done.

“They will complain about health related issues but ja and sometimes they were absent when they know we are coming” (Interview 7, OT 1)

“If you are motivated and eager to do something or to gain more knowledge it has a direct link with a positive attitude and the passion to learn more, share skills and knowledge and techniques with others” (Focus group: OTs)

The occupational therapists felt that it was important that they understood the school community they were working in in order to implement the curriculum of support.

“that social interaction of knowing the school community and the teacher that we are serving also so that also came through as having a better relationship eventhough you are a professional from a different field, ja, and sharing” (Focus group: OTs)

It was also important to have the principal’s buy in before the programme was introduced to the teachers. The meet n’ greet was therefore a necessity. The occupational therapists were welcomed into the schools in Atlantis and the principals, learning support advisors and curriculum advisors were supportive.

“I can’t really say that we had a negative connotation at the schools because of the training happening and also we had support because of the principals being on board. And the learning support advisors also played a role and the curriculum advisors.” (Interview 8, OT2)

The teachers often referred to the feedback session they had with the occupational therapists after each implementation session. Teachers were encouraged to discuss their successes and challenges and to make recommendations.

“Normally we plan together and the programme in the manual has been worked out according to weeks.” (Focus group 2: Teachers)

Further-more they had reflective sessions after each classroom session where the activities and how to apply differentiation were discussed in depth.

“Ons praat oor en werk saam aan daai aktiwiteite wat jy miskien wil doen met die kind, hoe jy dit kan afbring op daai vlak waar hy is” (We talk about and work together on those activities that you maybe want to do with the child, how to downgrade and work on the child’s level)
(Interview 6, T6)

The occupational therapists stressed the importance of having a space to express the successes and challenges they faced in the classroom. The district therapists allowed for reflective meetings per term. The learning support advisors and the curriculum advisors were invited to these meetings.

“We had term meetings with the rest of the metropole north therapists, where we gave our feedbacks. It’s good that the advisors can also hear our experiences” (Interview 8, OT2)

5.3.3.2 The role of classroom management

Effective classroom management appeared to be another key facilitating factor of the curriculum of support. The occupational therapists stressed the importance of proper classroom management. They explained that when they came into a class where the teacher managed her learners well, the programme was implemented more efficiently and progress could be seen quickly, particularly in respect of learners’ behaviour.

“I would say that effective classroom management is important as it motivates learner participation, it reduces misbehaviour and it improves discipline and it sets routine and consistency” (Focus group: OTs)

Poor classroom management affected time management as less time is spent implementing the programme with the learner.

“Bad classroom management equals poor time management...The children is not used to this program because of the classroom management not being there, so now you have to do this and uhm time management now after an half an hour, finally you now have the class as you want to happen ... and then you’ve only got 15 mins left to really implement.” (Focus group: OTs)

The occupational therapists strongly felt that classroom management was the teachers’ responsibility. If a teacher struggled with managing her learners, then the onus was on the occupational therapists to first instil correct behaviour with the learner and then implementation of the class programme could begin.

“She (teacher) also needs to bring her part into managing the classroom on the day the program takes place, that cannot be the responsibility of the person (occupational therapist) coming in.” (Focus group: OTs)

If the teacher is prepared and has prepared the learners, the perfecting of the movement is done when the occupational therapist comes to the classroom. The teacher is then more relaxed and open to learn, the learners feel secure and the occupational therapist can transfer skills.

“Where I kind of saw the ideal classroom management is where I could actually see that the teacher did some of the work already the day before or in the week. So when I came the children knew what was coming. It was the second time, third time they were already doing this activity

and now they are not learning the activity but they are now in a space where they can perfect whatever is required and teacher is more comfortable because she has already done this and she's confident in her learners.” (Focus group: OTs)

5.3.4 Theme 4: Factors that inhibit the classroom approach for occupational therapists and teachers.

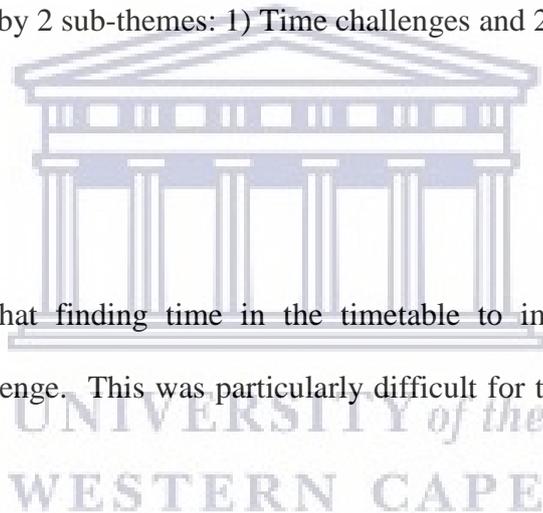
This theme illustrates factors that limited the implementation of the classroom approach. The occupational therapists and teachers were asked what the challenges they experienced were. The theme is underpinned by 2 sub-themes: 1) Time challenges and 2) Lack of resources.

5.3.4.1 Time challenges

The teachers expressed that finding time in the timetable to implement the classroom programme proved a challenge. This was particularly difficult for the grade 1 teachers who had curriculum deadlines.

“So they just expect us to come in here, and expect us to run through the program because it's really time consuming, because we must fit it in between our lessons” (Focus group 3, Teachers)

Some teachers, however, were very curriculum focused because of the outcomes that needed to be achieved within a specific time.



“Educators they were more focussed on the curriculum demands and the deadlines that they need to reach, so they saw the program or the activities as extra work” (Interview 7, OT1)

The occupational therapists expressed that they would like the curriculum advisors to experience the programme and not just read the reports and this will assist with monitoring the implementation of the programme, as teachers will set time to plan and implement the programme, when the occupational therapists leave the school.

“So yes it’s great for them (curriculum advisors) to know about when they read reports it but it’s great for them to actually experience it. To be excited to come and see the value in it and ensure that the programme continues” (Interview 8, OT 2)

5.3.4.2 Lack of resources

The need for apparatus to implement the programme was evident in the classrooms even though the programme requires basic equipment. Teachers had to share equipment because of large learner totals.

“When it comes to apparatus we don’t have all the equipment things that’s recommended.”
(Interview 4, T4)

The teachers explained that they lacked apparatus and often brought items from home or bought materials from their own money.

“En die apparaat wat gebruik word, jy het dit in jou klas, of jy kan dit van die huis af bring of die leerders kan dit va die huis af bring.” (And the apparatus that is used you have in your classroom or you can bring things from home or your learners can bring it from home.) (Focus group 2: Teachers)

“Toe het ons toe maar uit ons eie sakke daai gaan aankoop, sodat dit in die klas kan wees.” (So we just went and bought the items from our own money so that the apparatus were in the classroom) (Focus group2: Teachers)

Some teachers skipped certain activities because of a lack of apparatus.

“Excepting like the resources we will skip them (activities in the programme) we don’t have, then we will skip.” (Interview 4, T 4)

The teachers furthermore stated that their stress levels were high because of the lack of understanding of the programme but still wanting to please the occupational therapists.

“It’s stressing us out because now we want to please them (OTs)” (Focus group 3, Teachers)

Large class sizes posed a particular challenge for the occupational therapists. They were used to working with individual learners or groups of 8 – 12 learners but now they were faced huge numbers in a class.

“So the biggest challenge is the big classes... A big challenge for me is when a class is 50, 56,59. I think 59 was the biggest class I’ve ever had to take.” (Interview 9, OT3)

“And the space was so limited because the classrooms were small.” (Interview 7, OT 1)

They articulated that they were forced to come up with ways to support the teachers who had large learner totals, even if it was not what occupational therapists were used to.

“It helped me to think on my feet. And to look at what adaptations I can assist or see to help the teacher to better organize her class or to better prepare her lessons.” (Interview 7, OT 1)

5.4 CONCLUSION

In this chapter the study findings were presented as four themes. Theme 1, education for all, described the participants’ understanding of inclusion and the practitioners and teachers’ understanding and insight into learning barriers. Theme 2, working together in the classroom, explored the meaning of classroom collaboration and the value of collaborative teaching for the learner. Theme 3, factors that facilitate the implementation of a Curriculum of Support, described the importance of professional and collegial support and the role of classroom management. In Theme 4, factors that inhibit the classroom approach for occupational therapists and teachers were presented. The next chapter will offer a discussion of these findings in relation to the literature.

CHAPTER 6

DISCUSSION

6.1 INTRODUCTION

This chapter presents a discussion of the findings in relation to the research aims and objectives while reflecting on the literature pertaining to teacher and occupational therapy collaboration to enhance inclusive education. The discussion addresses how the participants engaged in and experienced trans-disciplinary collaboration in adopting a classroom approach to enhance inclusive education in primary mainstream schools. Factors that facilitated the implementation of a Curriculum of Support and the challenges they faced are addressed. Bronfenbrenner's Ecological Systems Theory of Human Development assists in offering a synthesis and comprehensive understanding of teacher – occupational therapist collaboration in the implementation of a classroom approach

6.2 INCLUSIVE EDUCATION: TEACHERS' AND OCCUPATIONAL THERAPISTS' PERSPECTIVES

White Paper 6 envisaged that the education system should promote education for all and foster the development of inclusion as a means to encourage all learners to participate actively in the learning process (Department of Education, 2001). In line with White Paper 6, the occupational therapists who participated in this study understood that inclusion meant that all learners have access to the curriculum and that the necessary adaptations to facilitate their learning are made. The findings illustrated that most of the Grade R practitioners and Grade 1 teachers who participated in the study appeared to be aware of White Paper 6 and the SIAS

policy documents but developed an understanding of inclusive education by attending training and information sessions. The knowledge gained through information sessions, however, was not enough to equip them to identify learners who experience barriers to learning and to subsequently provide appropriate support to them. This could imply that the understanding of inclusive policies was interpreted differently in the school and therefore created a gap between implementation and policy, contributing to the challenges the teachers experienced in the classroom (Joost, 2010).

While these findings showed that the perspectives of the teacher and occupational therapist participants indicated similarities in their understanding of inclusion it also highlighted differences. For example, the grade R practitioners and Grade 1 teachers understood inclusion only as learners being supported individually and not necessarily that learners with barriers to learning are included in public mainstream schools. The occupational therapists however understood that their role included skills transfer when working with the teachers in the classroom to enable teachers to facilitate inclusion themselves. In the study by Polat (2011, p.50) inclusion is described as a process that changes “values, attitudes, policies and practices within the school setting and beyond.” This implies that the manner in which support is given to learners should also be adapted to the needs of the learner. The Guidelines for Responding to learner Diversity in the Classroom through Curriculum and Assessment Policy Statements aims to help teachers to understand that differentiation can be done on different levels within the classroom. (Department of Education 2011). The findings however highlighted that without transfer of skills, teachers struggle to put their understanding of inclusive education into practice and make the necessary adaptations to meet all learners’ needs. This is significant as it supports the imperative of teacher- occupational therapist collaboration in adopting a classroom approach to inclusion.

6.3 TEACHER-OCCUPATIONAL THERAPIST COLLABORATION

The Curriculum of Support in the Classroom programme was developed so that teachers could provide effective and appropriate support to learners within the classroom and so improve learners' perceptual, literacy and numeracy skills. The document review confirmed that teacher-occupational therapist collaboration did not just commence in the classroom but as described in Chapter 4, was a part of a process of training of stakeholders in CAPS, assessment of learners using one assessment tool, developing skills in addressing developmental shortcomings through classroom activities, and monitoring of the implementation of the support programme. The way in which collaboration was designed thus illustrate collaboration as a process that firstly requires planning and secondly, placing systems in place to operationalise it. In the study by Storgilos, Lacey, Xanthacou and Kaila (2011), focus is placed on the process and effectiveness of collaboration between professionals of different disciplines in providing an integrated service to schools. It examines the different working relationships and the consequences of these relationships to collaboration. The study communicates that the impetus for collaboration is legislation and that it is important to consider policy guidelines on how to effect collaboration in actual practice. Similarly, as in the study by Storgilos et al (2011), the participants of this current study understood that they needed to collaborate according to the guidelines offered by the different policy documents to provide effective support to learners that experience barriers to learning.

6.4 TEACHERS AND OCCUPATIONAL THERAPISTS' EXPERIENCE OF TRANS-DISCIPLINARY COLLABORATION

One of the objectives of this study was to explore the experiences of teachers as they work collaboratively with occupational therapists in implementing a classroom approach. White Paper 6 stipulates that the education and training system should promote education for all, foster the development of inclusion and encourage all learners to participate actively in the learning process (Department of Education, 2001). The role of the teacher is highlighted in the SIAS policy and identifies teachers as the first level of support to the learner in the classroom. (Department of Education, 2014). Teachers are expected to have an understanding of learning barriers and the ability to identify learners who require support. Teachers therefore need to have a comprehensive understanding of inclusion and learner diversity (Engelbrecht, Green, Naicker & Engelbrecht, 1999). The findings however highlighted that teacher participants struggled with identifying learners who experience barriers to learning, but that they gained relevant insight and skills subsequent to receiving guidance and demonstrations from the occupational therapists. For example, teachers were able to identify learners who struggled to do classroom activities due to developmental delays. Accordingly, teachers developed skills to practice differentiation with activities and to present it on the learners' level of functioning. The findings showed that with the occupational therapists' assistance and support, the teachers practised how to structure and implement classroom activities in a manner that allowed them to meet the aim that was set for the specific activities. As illustrated in literature ((Vincent et al, 2008; Bose & Hinojosa, 2008; Sunday et al., 2012; Hargreaves et al., 2012), this suggests that by working collaboratively with occupational therapists in the classroom, the teacher participants became more equipped to support the learners.

These findings concur with a study conducted in South Africa by Sunday et al (2012) in which the researchers explore the role of the occupational therapist in a Cape Metropole full service school. The authors discuss how the role of occupational therapists within the South African school system needs to adapt according to the stipulations of White Paper 6 and so promote inclusive education. The study highlights that teachers are key to bringing change and enhancing inclusion, thus implying that enabling teachers to provide effective support to learners who experience barriers to learning should be the primary focus of the occupational therapist. The findings of the study by Sunday et al (2012) concur with those of a study on the collaboration and integration of services in Greek special schools, where the researchers argue that when teachers and other professionals spend time together around designing and implementing classroom activities, it opens up spaces for collaboration and service integration (Storgilos et al, 2011). Special needs education requires that professionals collaborate across disciplines, because collectively, disciplines are able to provide quality education for learners who experience barriers to learning. It can thus be argued that collaboration in the classroom could enhance quality education and support for learners that experience barriers to learning in primary mainstream schools, as illustrated by the findings of this current study.

The findings furthermore suggest that the teacher participants initially struggled in working with the occupational therapists but later valued their input evident in their expressions of appreciation for having occupational therapists available to work with them in their classrooms and schools. In a study on teachers' perspectives of inclusive education in Belgium, it was concluded that teachers preferred learning through being in action in the classroom and not necessarily through in-service and additional training (Inge & Elisabeth, 2013). This provides some explanation as to why the teacher participants appeared to enjoy working collaboratively with the occupational therapists in the classroom, as they appeared to be very hands-on. This

was illustrated in the findings through both teacher and occupational therapist participants referring to physical demonstrations of activity structuring and facilitation of actual movement on learners as illustrated by the occupational therapists to the teachers. The findings of this study suggests that a classroom approach enables teachers to provide appropriate and effective support to learners who experience learning barriers within the classroom.

The findings also showed that the teachers' observed that the learners showed improvements in gross and fine motor skills, discipline and participation as the teacher and occupational therapist participants worked collaboratively. This illustrates that inclusive education is not just concerned with the academic progress of a learner but is concerned with the development of the whole learner. Education in general should be an enjoyable and positive experience for all learners as the school is a community setting where learners gain knowledge about the world around them and themselves (Sunday et al, 2012).

It did however emerge from the findings that some teacher participants welcomed the learning experience offered through collaboration, while others were hesitant. One explanation of this could be that school context affects collaboration. The occupational therapists experienced each school differently, and that teachers too, accepted the classroom approach differently.

It must however be noted that the occupational therapist participants seemed to appreciate the importance of developing an in-depth understanding of each school community and context in which they worked. The occupational therapists found some teachers more willing to participate than others and this helped the occupational therapists to understand the importance of understanding the school community as this affects how the curriculum of support is implemented. O'Keefe (2011) discussing 5 Steps to better school /community collaboration, promotes community involvement in schools and proposes that whole community engagement

is key in order to empower schools to be a place that suits all learners. The CSTL document endorses that the school connects with service providers in the community to promote an inclusive education and training system (Department of Education, 2010). By using a whole community approach, the knowledge and experience of all stakeholders and community organisations can be utilised in the inclusive education mission.

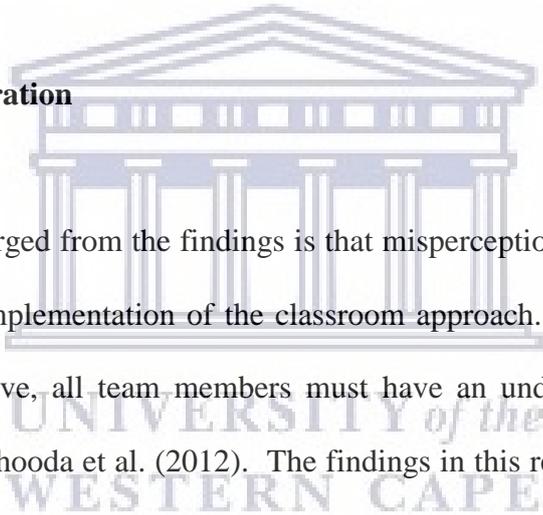
6.5 FACTORS THAT ENHANCE AND LIMIT COLLABORATION AND IMPLEMENTATION OF A CLASSROOM APPROACH

6.5.1 Facilitators of collaboration

The findings highlighted facilitating factors necessary for collaboration and the successful implementation of a classroom approach. One such factor was the availability and creation of opportunities for occupational therapists and teachers to share their classroom experiences. As supported by Vincent et al. (2008), communication between occupational therapists and educators was identified as a vital tool for the success of inclusive education. The findings illustrate that this facilitated professional and collegial support between teachers themselves, and between teachers and occupational therapists. Joost (2010) recommends that teachers are provided opportunities to share their classroom experiences; sharing what they know and discussing what they have learnt to support their practise. The need for collaboration and active communication between the team is critical for service determination and role identification provided by occupational therapists within schools and promoting inclusive practices. (Sunday et al, 2012).

The findings further suggest that classroom management affected the successful implementation of the classroom approach. If the teacher had good classroom management, implementation was successful and effective. Classroom management also affected learner discipline and participation. The study of classroom management in inclusive settings by Soodak (2003) highlights that teachers require classroom management policies and practices that promote diversity. Effective classroom management promotes collaboration and constructive relations between teachers and learners. Although it may be time consuming classroom management is important for the promotion of effective planning, teaching and supporting learners as illustrated by the findings of this study.

6.5.2. Barriers to collaboration



One of the issues that emerged from the findings is that misperceptions between the different professions affected the implementation of the classroom approach. In order for classroom collaboration to be effective, all team members must have an understanding of their role (Storgilos et al, 2011; Nakhouda et al. (2012). The findings in this research suggests that the teacher participants appeared to have difficulty understanding the role of the occupational therapist within inclusive education. In relation to this, the findings however show that teachers' understanding improved when they jointly engaged in demonstration lessons and discussions on providing support to learners who experience barriers to learning and working collaboratively within the classroom. The teacher and the occupational therapists were able to observe each other, within their roles, as they together engaged in activities with the learners.

The findings further suggest that some teacher participants struggled to find time to implement the classroom programme as due to the demands of the CAPS curriculum. It appears that

CAPS deadlines were seen as separate or as a curriculum add-on, particularly by Grade 1 teachers. The study conducted by Storgilos et al (2011) revealed that collaboration between teachers and professionals will be encouraged if there is a well organised system in which collaboration can work. This suggests that school systems need to set times on the timetable for collaboration and should understand that social and health services are as important as academics and not necessarily separate from the overall curriculum.

Teacher participants in this study also explained that they often used their own financial means to buy materials or that they brought it from home as the availability of materials and apparatus were important to the successful implementation of the classroom support programme. The study by Eleweke & Rodda (2002) focussing on developing countries, stress the lack of resources and materials often found in schools in this context. They assert that besides the need for teacher training programmes the costs to provide educational services in inclusive schools is higher and must be adequately budgeted for if inclusive education is to be addressed significantly. It would be unrealistic to expect the teacher participants of this study, or teachers in a developing South Africa in general, to support their classroom programmes through their personal financial means. Teacher-occupational therapists collaboration in this context might thus also imply working together to address resource constraints whether it's through advocacy with the WCED or establishing networks for fundraising to support inclusive education.

The findings furthermore suggest that a challenge for the occupational therapist participants was the large learner totals per class. The occupational therapists had to think on their feet and provide ways of implementing the classroom programme effectively. Working in a classroom

space is very different to working individually and in groups. This however proved challenging as occupational therapists are not trained to work within the classroom, with large learner totals.

This raises the question of whether occupational therapists are fully prepared for the education setting when they complete their formal studies and their year of community service. Working in a classroom space is very different to working individually and in groups. The general practice in the Western Cape education system is that learners who experience barriers to learning and require support are referred to the SLES component who assess and provide support (Department of Basic Education, 2014). Methods for inclusive practices are therefore driven by the SLES component and not the curriculum component. The District based support team is often seen as the specialised learner and educator support component (SLES) and seldom includes the curriculum advisor. The findings suggest that occupational therapists also needed the support of the curriculum advisors to ensure that the programme would continue once they left the school. These findings show that renewed consideration should be given to how occupational therapists are trained to work in the education system and promote inclusive practises. This will promote collaborative work and inclusion within public ordinary schools.

6.6. TEACHER – OCCUPATIONAL THERAPIST COLLABORATION IN THE IMPLEMENTATION OF A CLASSROOM APPROACH

Bronfenbrenner’s Ecological Systems Theory of Human Development (Bronfenbrenner, 1979) will be used to synthesise teacher – occupational therapists’ collaboration in the implementation of a classroom approach to address learning support strategies in order to enhance inclusive education.

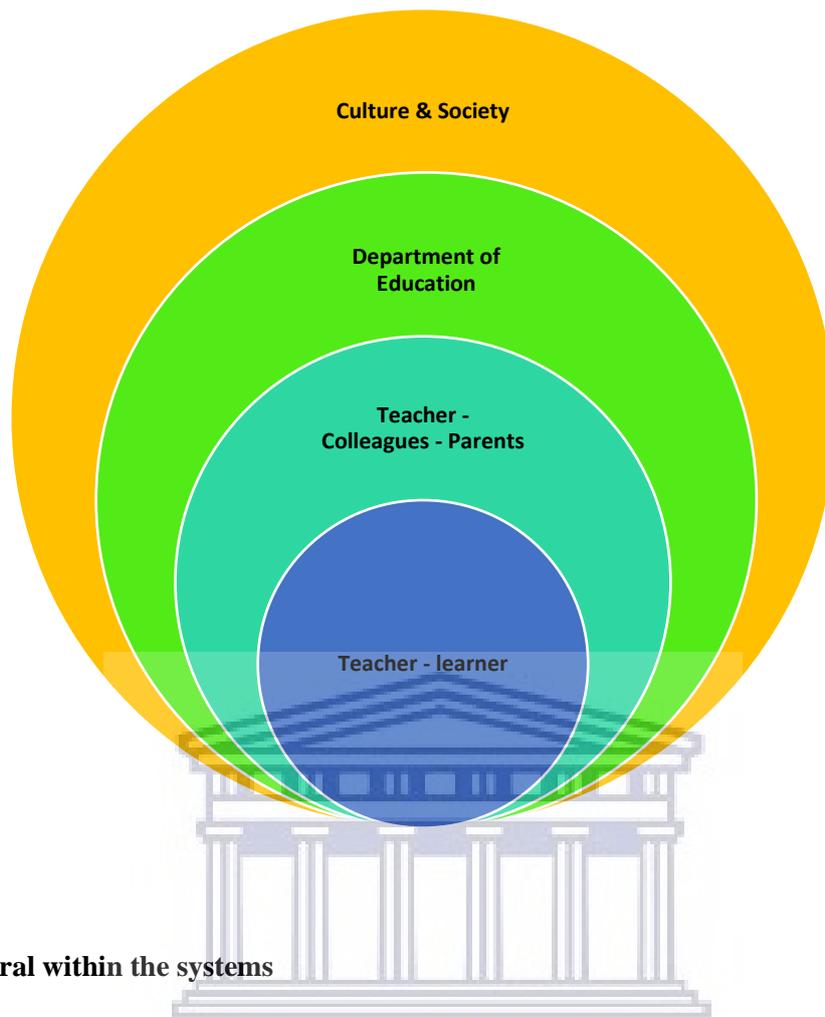


Figure 2:
Teacher: Central within the systems

Bronfenbrenner divides the environment into 5 different levels, the microsystem being the most significant and where direct contact occurs in this system.

6.6.1 Microsystem: Teacher – learner relationship

In this system, the findings show that the teacher and learner relationship is at the centre as the teacher has direct access and influence on the learner. The findings evidenced that teachers were central to the success of the implementation of the classroom approach because once they understood the activities and objectives of the programme the learners received the necessary support. The teachers were also aware that the learners enjoyed the occupational therapists and encouraged the relationship. In the study of Regular Primary School Teachers' Attitudes

Towards Inclusive Education: A Review of Literature, submits that teachers do not feel confident to teach learners with special needs because do not feel knowledgeable enough to provide quality education and support (De Boer, Pijl & Minnaert, 2011). This directly affects the teacher – learner relationship and the kind of support the learner receives. The learners however showed progress within the classroom because of the collaborative work between the teachers and occupational therapists.

6.6.2 Mesosystem: Teachers – colleagues’ relationship

The second system, the mesosystem represents the interaction the teachers have with colleagues. This includes the collaboration between the teacher and occupational therapists. The teachers’ attitude towards the curriculum of support and working with the occupational therapist affected the implementation process. The study showed that teachers still viewed support systems as happening outside the classroom whereas the Guidelines for Responding to Learner Diversity in the Classroom through Curriculum and Assessment Policy Statements advocates for providing support to learners within the mainstream classroom (Department of Education 2011). Collaboration differed from class to class as well as school to school. Some teachers welcomed the occupational therapists into their classrooms whereas others were more hesitant. It is necessary that teachers have a paradigm shift in terms of pedagogy, inclusive of their personal attitudes which include cultural attitudes and values (Nel et al, 2016).

6.6.3 Exosystem: Teacher – education department relationship

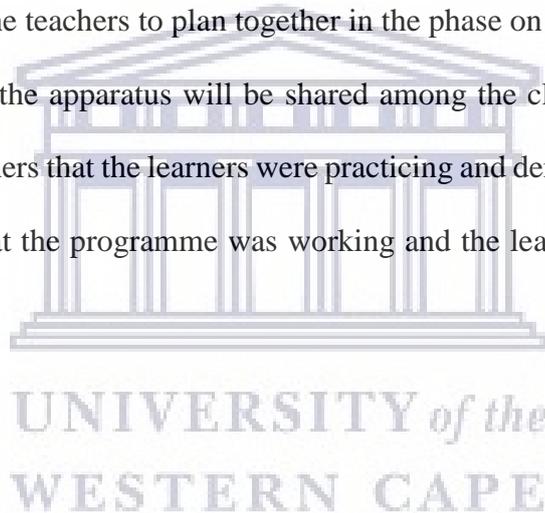
The third system, the exosystem, affects the teacher as it includes the Department of Education which has a direct effect on the teacher’s daily profession. It is necessary for the teacher to

have a complete understanding of inclusive education as it affects how teachers welcome learners into their classroom. According to Nel et al (2016) 65% of teachers working in public ordinary schools do not have formal training in how to respond to the diverse learning needs within South Africa. Teachers face many dilemmas in trying to provide support to learners experiencing barriers to learning and need support in order to successfully implement inclusive education. The findings presented that teachers understood that all learners have a right to learn.

As collaboration continued within the classroom, the teachers began to understand that their role included making the curriculum accessible to every learner and what that entails. The occupational therapists were able to explain why and how activities were being done during the demonstration lessons, and with time the teachers gained insight and skills to identify learners who have barriers to learning. The study of the Challenges in Enhancing Inclusive Education in Developing Countries advocates that adequate arrangements be made for teachers to attend external training sessions on issues promoting inclusive practices (Eleweke, Rodda 2002). The education system must provide learning opportunities for teachers. The findings in this study suggest that training for teachers should be within the classroom and more hands on. Teachers gained insight into learners experiencing barriers to learning through actively engaging with and working collaboratively with the occupational therapists within the classroom. The findings further highlighted that effective support structures are needed for teachers to provide support to learners. Policy dictates that this includes district based support teams who provide coordinated professional support (Nel et al, 2016). This study suggests that these district based support teams should be transversal, which includes specialised learner and educator support, assessment support and as well as curriculum support.

6.6.4 Macrosystem: Teacher – Culture/ Society relationship

The fourth system, the macrosystem, represents the teacher's relationship with culture and society and this includes the inclusive education and training system. This includes society's views on inclusive education and the role of the teacher within the training system. The school context affected how teacher-occupational therapist collaboration was viewed and how the classroom programme was implemented. The buy-in of the principal and head of department of the grade was essential in the smooth implementation of the classroom programme as they encouraged the teachers to include the activities in their weekly planning. The head of departments encouraged the teachers to plan together in the phase on how the activities would be implemented and how the apparatus will be shared among the classes. Furthermore, the parent reported to the teachers that the learners were practicing and demonstrating the activities at home. This implied that the programme was working and the learners were remembering the activities.



6.7 CONCLUSION

In this chapter the findings were discussed with regard to the Curriculum of Support in the Classroom programme. The concept of inclusive education was explained as understood by the teacher and occupational therapists. The teacher and occupational therapists' experiences while working collaboratively within the classroom was evaluated as well as the facilitator and inhibitors of collaboration. And finally, the teacher as a key actor in collaboration and the centre of the Bronfenbrenner's Ecological Systems Theory of Human Development (Bronfenbrenner, 1979) was considered. The next chapter presents the main conclusions and recommendations of the research.

CHAPTER 7

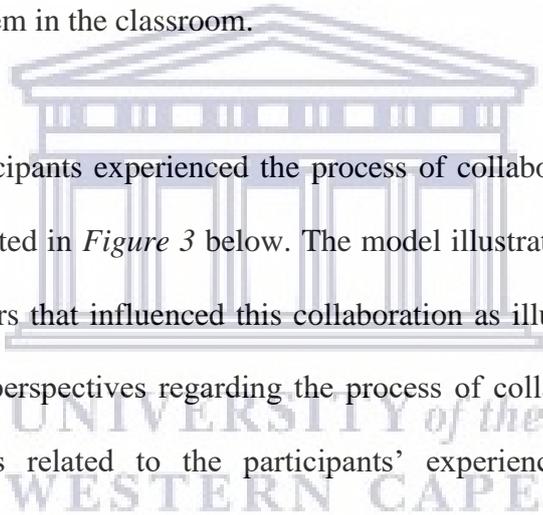
CONCLUSION AND RECOMMENDATIONS

7.1 CONCLUSION

This study set out to provide an understanding of trans-disciplinary collaboration whereby occupational therapists entered the classroom and worked with teachers promoting and adopting the classroom approach. The study was conducted at three primary schools in the Metro North education district in the Western Cape. A qualitative research study within an interpretivist research approach was conducted and a case study research design was used. The population of this study was occupational therapists and teachers who participated in the Curriculum of Support in the Classroom: Occupational therapy interventions programme at three primary schools in the Metro North education district. The focus was to explore and describe teachers' and occupational therapists understanding of inclusive education; their perceptions and experiences regarding trans-disciplinary collaboration within the classrooms as well as factors that enhance or limit the success of teacher – occupational therapists' collaboration.

The findings as presented in chapter 5 highlighted that teacher and occupational therapists' perspectives regarding inclusive education affects how support is given to learners who experience barriers to learning within the classroom. There were differences in how teachers and occupational therapists understood inclusion in that though both teachers and occupational therapists agreed learners experiencing barriers to learning were accepted in mainstream classes and needed support, the occupational therapists understood their role of transferring

skills to the teachers within the classroom as vital in empowering teachers to provide support to these learners. The occupational therapists focussed on helping teachers to understand that the manner in which support is given should be adapted to the needs of the learner. The study shows that initially teachers struggled with identification but with guidance and demonstration lessons from the occupational therapists, teachers gained insight and skills. As teacher – occupational therapist collaboration continued in the classroom the teachers’ understanding of learning barriers improved. Teachers gained more insight into identifying the learning barriers and providing appropriate and effective support to the learners. Teachers later valued the occupational therapists’ input and expressed their appreciation in having occupational therapists working with them in the classroom.



A model of how the participants experienced the process of collaboration emerged through data analysis and is presented in *Figure 3* below. The model illustrates the main conclusions related to significant factors that influenced this collaboration as illuminated in the findings through the participants’ perspectives regarding the process of collaboration. These factors allowed renewed insights related to the participants’ experience of trans-disciplinary collaboration and factors that enhance and limit collaboration and the implementation of a classroom approach.

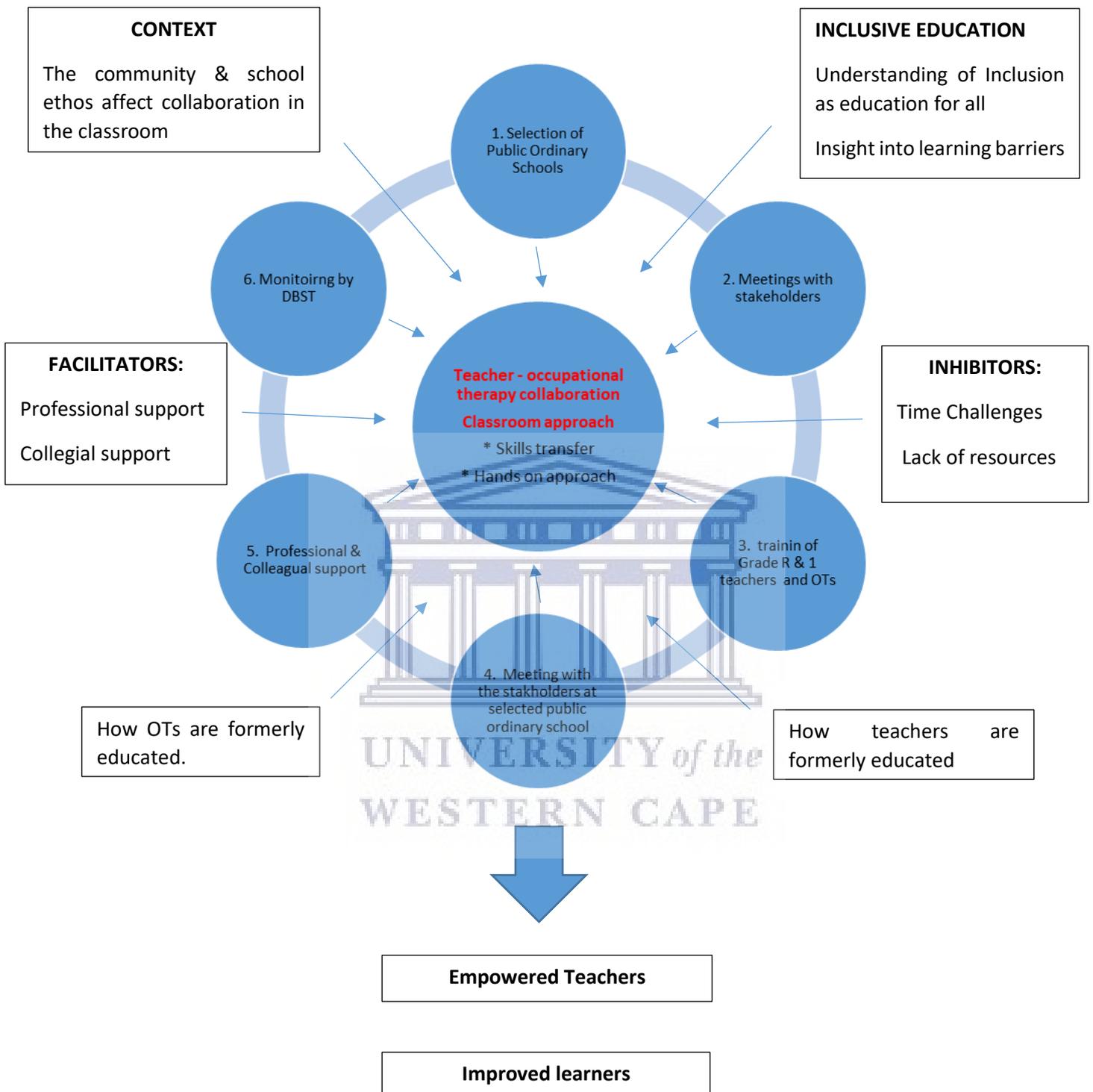


Figure 3:
Participants' experiences of trans-disciplinary collaboration

This study will prove useful in expanding the understanding of the changing role of occupational therapists within the inclusive education setting. Occupational therapists' roles are changing in two ways: 1) Occupational therapists can no longer see themselves as only working within a special school setting but are required to provide support to teachers within public mainstream schools. 2) The role of the occupational therapists within public mainstream schools is evolving from a consultative role and providing inputs into the individual support of learners to providing hands-on training to teachers and working with them within the classroom. This study provides insights for the development of teacher support and inclusive learning strategies using the whole classroom approach.

7.2 RECOMMENDATIONS

The findings of this study are beneficial to the development of actions to support the effective implementation of learning support strategies through teacher-occupational therapist collaboration in adopting a classroom approach. Based on the findings of this study the following recommendations are made in respect of:

7.2.1 Formal occupational therapy education

The role of the occupational therapist within inclusion in South Africa is transforming into a much broader role. This speaks to the formal education of occupational therapists. It is recommended that the curriculum for Occupational therapy at universities incorporate methods to provide classroom intervention and not only individual or small group interventions as this will enable occupational therapists to support teachers within the class. Student fieldwork

could include placements at public ordinary schools which include full service schools where the provision of occupational therapy within the classroom is needed.

Included in the education of occupational therapists should be the understanding that the teacher is the centre of the education system and therefore needs to be empowered to provide support to the learner within the classroom. Occupational therapists therefore need an understanding of and a respect for the role of the teacher.

Consideration for placement for community service for occupational therapist should include placement within the education department.

7.2.2 Formal education of teachers

It is recommended that tertiary education for all teachers include inclusive or specialised education. Teacher education should have a teaching for all approach whereby teachers gain insight into differentiation so that they are able to work towards making the curriculum accessible to all learners in the classroom. Teacher education should include the understanding of learning barriers, identifying learners experiencing learning barriers and working within a trans-disciplinary team. The role of the teacher within the Screening, Identification, Assessment and Support process and the understanding that they are the first level of support to the learner should be a central point in their education.

7.3.3 Professional development of teachers

A significant paradigm shift needs to be made regarding teachers' ongoing professional development. It is recommended that teachers receive hands on support and demonstration sessions to improve their skills and insight. Teachers require opportunities to share their experiences and what they know and apply what they have learnt within their own context. The ideal is that teachers receive in service training within their own school community and context and then be encouraged to discuss and plan lessons and intervention within these training session.

7.2.4 Compilation and role of the district based support team

It is recommended that the district based support team be transversal including the learner and educator support component, assessment component and curriculum component as stipulated within the education policy documents. The transversal team must therefore include occupational therapists based at special schools as special schools forms part of the district based support team. Inclusion needs to be driven by Curriculum within the education system. White paper 6 explains that teaching methods should include inclusive practices. The role of the Curriculum advisors is to support teachers by developing and improving the instructional materials for courses. They may also give constructive feedback on how teachers are implementing those materials and how effective the materials are. Curriculum advisors are pivotal in assisting teachers in formulating lesson planning, providing demonstration lessons and improving classroom management to ensure inclusive practices in schools. Curriculum advisors could take the lead in the monitoring of the Curriculum of support within the classroom, as their current role includes class visits and training of teachers. The transversal

district based teams will then collectively address the lack of resources in the classrooms and the allocation of time for the implementation of the curriculum of support in the classroom.

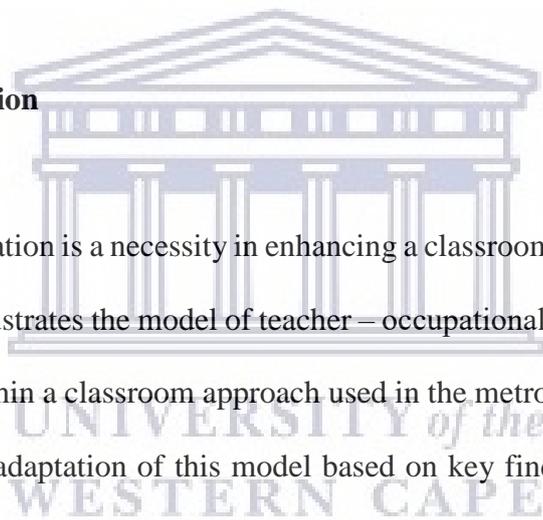
7.2.5 Contextual factors

It is recommended that contextual factors be acknowledged when implementing a classroom approach as the community and the school ethos affects collaboration within the classroom. Occupational therapists need to have an understanding of the community and school in which they implement the curriculum of support.

7.2.6 Model of collaboration

Transdisciplinary collaboration is a necessity in enhancing a classroom approach and inclusion. *Figure 3* in this chapter illustrates the model of teacher – occupational therapist’s collaboration in enhancing inclusion within a classroom approach used in the metro north education district. *Figure 4* below offers an adaptation of this model based on key findings that emerged from this study. In respect of this, it is recommended that the following adaptations are made:

1. The school based occupational therapist is part of the district based support team during the selection phase as recommended in the Guidelines to enhance Quality Education and Support in Special Schools and Special School Resource Centres (2007).
2. The feedback and monitoring phase includes the complete transversal team which is the district based support team as stipulated in the Policy for Screening, Identification, Assessment and Support (2014).



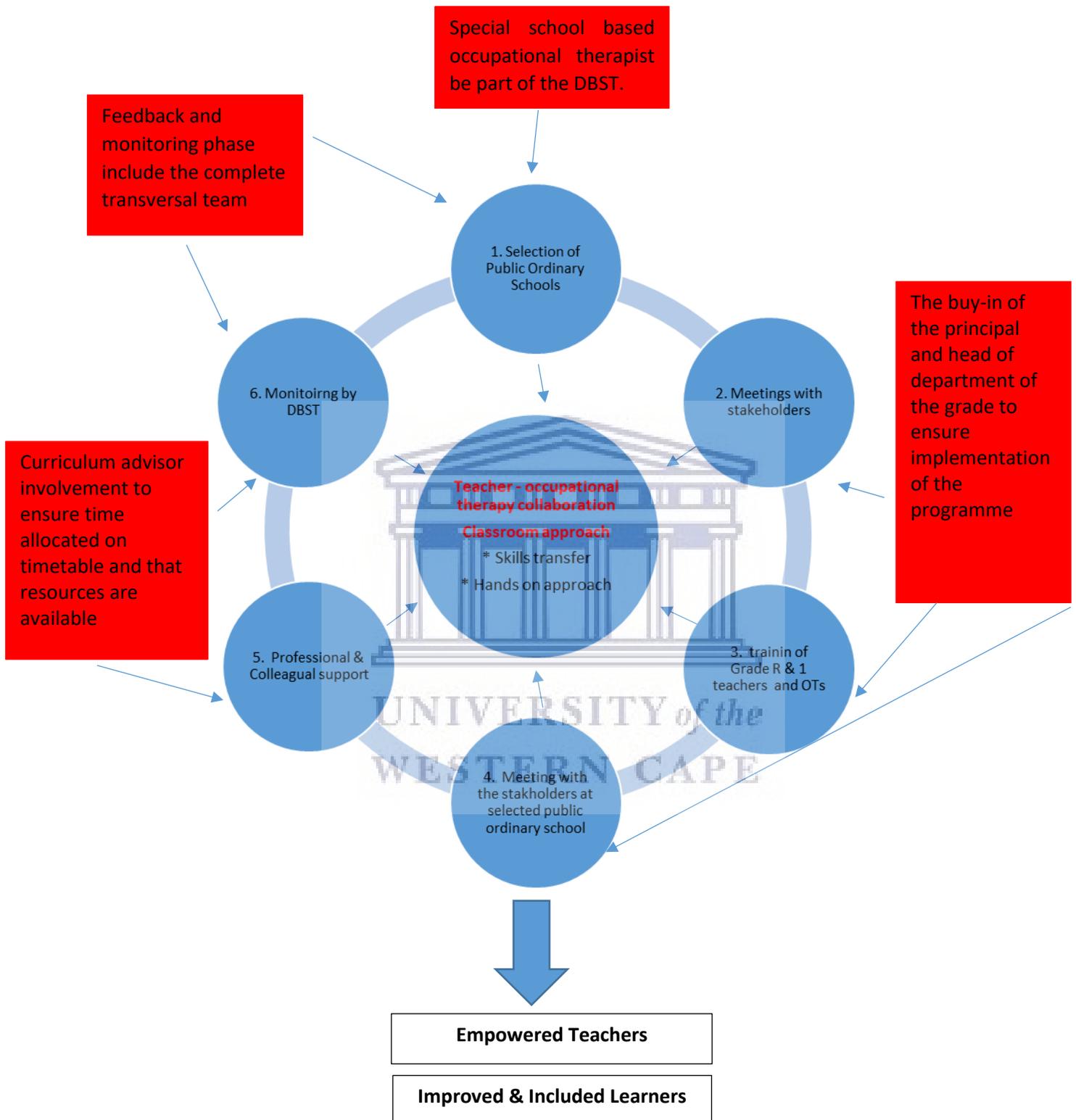


Figure 4:

Adapted model of collaboration

3. The curriculum advisor plays a more active role in the implementation and monitoring of the classroom programme to ensure that time for implementation of the programme is included in the grade R and grade timetables and that resources are bought to guarantee implementation.
4. The principal and head of department of the grade be the driving force in implementing the classroom programme in their schools.

7.2.7 Future research

The occupational therapy participants in this study had to adapt their methods of providing support to the teachers and learners and were faced with large learner totals which proved challenging. Further research will extend knowledge on how the role of the occupational therapists needs to adapt to the needs for enhancing inclusion in South Africa.

This study provides insights into how the hands-on approach and skills transfer was successful with teachers gaining skills and insights into providing support to learners experiencing barriers to learning, within the classroom. A further study could assess how support is given to teachers within the education department. Support is often seen as training workshops, seminars and information sessions based on new concepts and challenges teachers face in the classroom. The teachers often struggle to translate the model of support given into the actual practice within the classroom.

Finally, research into how occupational therapy students are trained in order to provide support to teachers and learners in schools will generate an understanding of how occupational therapy curricula may need to be transformed to address inclusive education.

7.3 LIMITATIONS OF THE STUDY

The study was conducted within three primary mainstream schools within the Metro North education district. Therefore, all the participants selected for the study are employed within this education district and describe their perspectives and experiences.

The study included only three occupational therapists who were part of the compilation and implementation of the Programme of Curriculum of Support in the classroom: Occupational therapy interventions. Two occupational therapists were from the same special school and worked in the same public mainstream schools.



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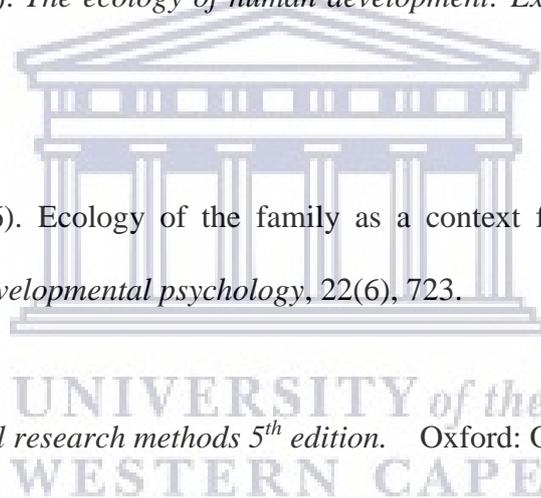
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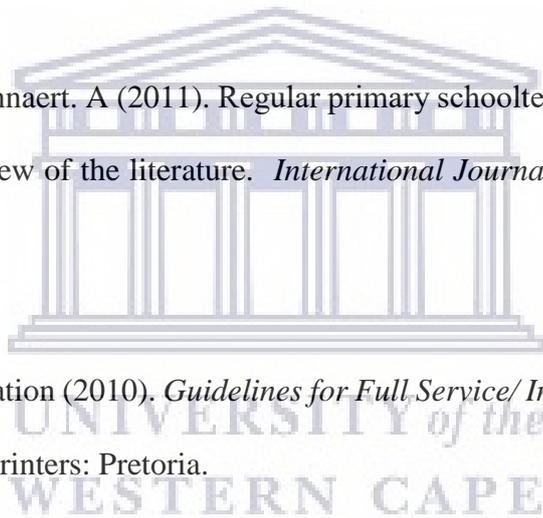
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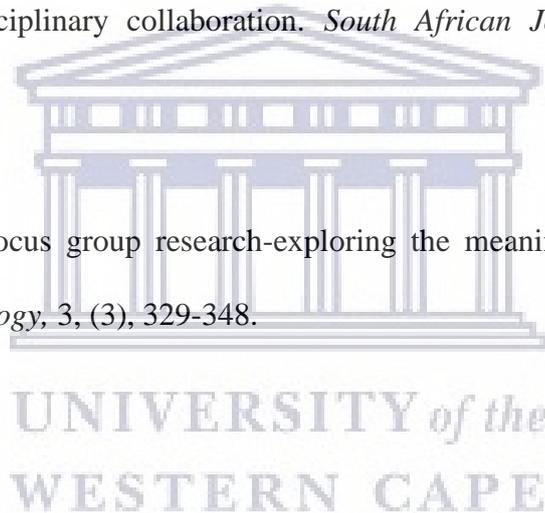
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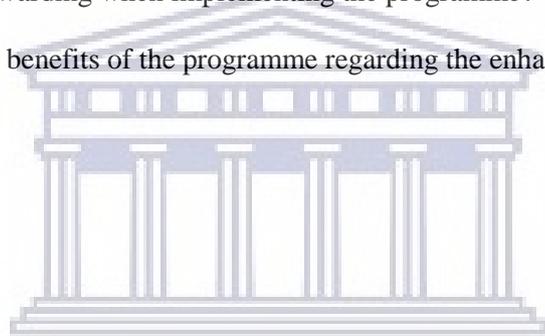
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APPENDIX 1 a

Interview guide for occupational therapists:

1. What is your understanding of inclusive education?
2. How do you understand the role of occupational therapists in respect of inclusive education in primary mainstream schools?
3. What are your perceptions regarding the curriculum of support in the classroom programme?
4. How do you experience working with the occupational therapist in the curriculum of support in the classroom programme?
5. How did you find working collaboratively within the classroom?
6. What did you find to be the biggest challenge when implementing the programme?
7. What did you find most rewarding when implementing the programme?
8. How do you feel about the benefits of the programme regarding the enhancement of inclusive education in the school?

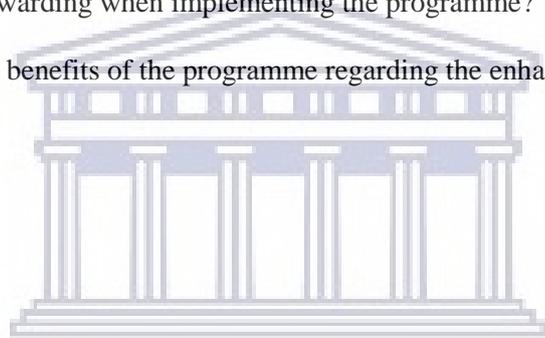


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APPENDIX 1 b

Interview guide for teachers:

1. What is your understanding of inclusive education?
2. How do you understand the role of occupational therapists in respect of inclusive education in primary mainstream schools?
3. What are your perceptions regarding the curriculum of support in the classroom programme?
4. How do you experience working with the occupational therapist in the curriculum of support in the classroom programme?
5. How did you find working collaboratively within the classroom?
6. What did you find to be the biggest challenge when implementing the programme?
7. What did you find most rewarding when implementing the programme?
8. How do you feel about the benefits of the programme regarding the enhancement of inclusive education in the school?



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APPENDIX 2 a

7 September 2017

The Head of Education
Western Cape Education Department
Grand Central
Lower Parliament Street
Cape Town
8001

Dear Sir/ Madam

Permission to conduct a research study within mainstream primary schools

Prompted by my Masters in Occupational Therapy studies, I, Ms Patricia Arendse, as required by the University of the Western Cape, am hereby requesting permission to conduct my research study in three mainstream primary schools in the Metro North Education District.

Currently teachers and occupational therapists, in these schools, are implementing a Curriculum of Support: Occupational therapy interventions programme. The aim of my study is to explore the collaboration between the teachers and occupational therapists within grade R and grade 1 classes while implementing these inclusive learning and teaching strategies within the classroom.

My study will include focus groups with 5 teachers and 3 occupational therapists, semi structured interviews and in depth interviews with 2 teachers in each of the 3 mainstream schools and 3 occupational therapists involved in the programme. Participants will be given a clear understanding of the research goals and will have access to the research results and can withdraw from the study at any stage. The participants will be assured of no harm or exploitation due their participation in this study and issues surrounding informed consent, confidentiality, anonymity and voluntary participation will be discussed and thoroughly explained.

The findings of my study will be made available to the Western Cape Education Department.

In conclusion, as per university requirements, kindly inform me in writing of your decision regarding my request.

Yours faithfully

Patricia Arendse
Provincial Manager for Therapy Services
Directorate: Inclusive and Specialised Educational Support
Tele: 021 467 2376
Email: Patricia.Arendse@westerncape.gov.za



FACULTY OF COMMUNITY & HEALTH SCIENCES
DEPARTMENT OF OCCUPATIONAL THERAPY

Private Bag X17, Bellville 7535
Republic of South Africa
Tel: +27 (0) 21 959 3151/2544
Fax: +27 (0) 21 959 1440
Website: www.uwc.ac.za

21 November 2017

Dr Audrey Wyngaard
Directorate Research
WCED
Cape Town

Dear Dr Wyngaard

REQUEST FOR PERMISSION TO CONDUCT RESEARCH: MS P ARENDSE

Ms Patricia Arendse (Stud no: 9239946) is currently registered for the MSc degree in occupational therapy at the University of the Western Cape (UWC). Ms Arendse's research proposal entitled: ***Teacher - occupational therapist collaboration in the implementation of a classroom approach to enhance inclusive education in primary mainstream schools: a case study*** has been approved by the UWC Higher Degrees as well as the Humanities and Social Sciences Research Ethics Committees (Ref HS17/9/9). I am writing to support her request for permission from the WCED to conduct the study with teachers and occupational therapists who have been working together in 3 primary main stream schools in the Metro North education district.

Drawing on Ms Arendse's experience in working with teachers and occupational therapists to facilitate inclusive education in mainstream schools in the Metro North area, the qualitative study endeavours to explore factors that influence teacher-occupational therapist collaboration and the successful implementation of a classroom approach to learning barriers. The data collection methods will be document review, semi-structured interviews and focus group discussions. Please see the full proposal and ethics letter attached.

While conducting the research, Ms Arendse will be closely supervised by myself as principal research supervisor as well as Prof J De Jong as co-supervisor, to ensure that the approved research process and ethics of the study is upheld. It is envisaged that the findings of this study will generate an understanding of trans-disciplinary collaboration whereby occupational therapists will enter the classroom and work with the educator promoting and adopting the classroom approach.

Should you have any queries you are most welcome to contact me at the above contact details.

Sincerely,

Dr Lucia Hess-Apri (PhD)
Lecturer/ Research Supervisor



APPENDIX 3 a

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-4672376 Fax: 27 21-959 1440

E-mail: 9239946@myuwc.ac.za

INFORMATION SHEET (OCCUPATIONAL THERAPISTS)

Project Title: Teacher - occupational therapist collaboration in the implementation of a classroom approach to enhance inclusive education in mainstream schools: a case study
What is this study about?

This is a research project being conducted by Patricia D. Arendse at the University of the Western Cape. We are inviting you to participate in this research project because you, as an occupational therapist, have been a participant in the Curriculum of Support in the Classroom programme in a mainstream primary school in the Metro North education district. The purpose of this research project is to investigate how teachers and occupational therapists work together in implementing a classroom approach to address the needs of children with special educational needs in a primary mainstream school.

What will I be asked to do if I agree to participate?

You will be asked to be part of:

- a) a focus group where a discussion will be held regarding your experiences in implementing the programme in your school. This will be done in a place with minimum distractions or at a place convenient for participants and will last for about 45 minutes to an hour. This discussion will be recorded and/ or
- b) an interview where questions will be asked regarding your understanding of inclusive education, your experience when implementing the 8 week programme, your experience in working collaboratively within the classroom. This will be done in a place with minimum distractions or at a place convenient for participants and will last for about 45 minutes to an hour. This interview will be recorded.

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution.

To ensure your anonymity your name will not be included on any collected data as a coding system will be used.

This research projects involves making audiotapes of you.

To ensure your confidentiality all data collected will be anonymous and a coding system will be used. Collected data will be stored in a locked cabinet and office. Password – protected computer files will be used. The researcher will only have access to this information.

If we write a report or article about this research project, your identity will be protected.

In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities, information that comes to our attention concerning child abuse or neglect or potential harm to you or others. In this event, we will inform you that we have to break confidentiality to fulfil our legal responsibility to report to the designated authorities.

This study will use focus groups therefore the extent to which your identity will remain confidential is dependent on participants' in the Focus Group maintaining confidentiality.

What are the risks of this research?

There may be some risks from participating in this research study.

All human interactions and talking about self or others carry some amount of risks. We will nevertheless minimise such risks and act promptly to assist you if you experience any discomfort, psychological or otherwise during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

This research is not designed to help you personally, but the results may help the investigator learn more about how teachers and occupational therapists can work collaboratively in a classroom and so support learners with learning barriers. We hope that, in the future, other people might benefit from this study through improved understanding of teacher support and inclusive learning strategies. We hope that this study will generate an understanding of teacher- occupational therapy collaboration in enhancing inclusive education in mainstream primary schools.

Do I have to be in this research and may I stop participating at any time?

Participation in the research is not a course requirement. Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you otherwise qualify

What if I have questions?

This research is being conducted by *Patricia D Arendse from the Occupational Therapy department* at the University of the Western Cape. If you have any questions about the research study itself, please contact:

Patricia Arendse
18th Floor, Golden Acre Building, Cape Town
Tel: 021 467 2376
email: Patricia.Arendse@westerncape.gov.za

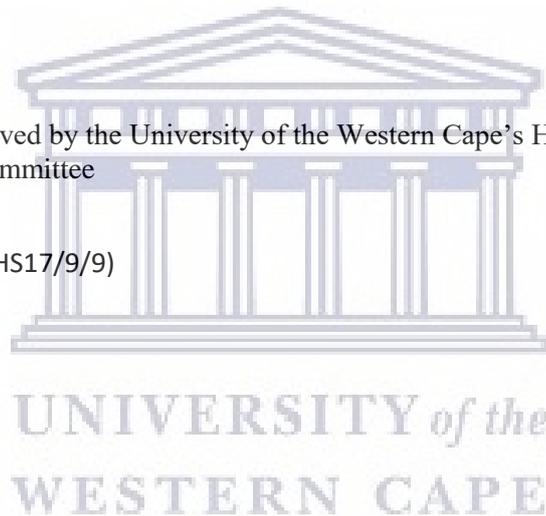
Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

Prof M Soeker
Head of Department
Occupational Therapy Department
University of the Western Cape
Private Bag X17
Bellville 7535
hschneider@uwc.ac.za

Prof A. Rhoda
Acting Dean of the Faculty of Community and Health Sciences
University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee

(Ethics Reference Number: HS17/9/9)





APPENDIX 3 b

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-4672376 Fax: 27 21-959 1440

E-mail: 9239946@myuwc.ac.za

INFORMATION SHEET (TEACHERS)

Project Title: Teacher - occupational therapist collaboration in the implementation of a classroom approach to enhance inclusive education in mainstream schools: a case study
What is this study about?

This is a research project being conducted by Patricia D. Arendse at the University of the Western Cape. We are inviting you to participate in this research project because you, as an occupational therapist, have been a participant in the Curriculum of Support in the Classroom programme in a mainstream primary school in the Metro North education district. The purpose of this research project is to investigate how teachers and occupational therapists work together in implementing a classroom approach to address the needs of children with special educational needs in a primary mainstream school.

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If we write a report or article about this research project, your identity will be protected.

In accordance with legal requirements and/or professional standards, we will disclose to the appropriate individuals and/or authorities, information that comes to our attention concerning child abuse or neglect or potential harm to you or others. In this event, we will inform you that we have to break confidentiality to fulfil our legal responsibility to report to the designated authorities.

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What if I have questions?

This research is being conducted by *Patricia D Arendse from the Occupational Therapy department* at the University of the Western Cape. If you have any questions about the research study itself, please contact:

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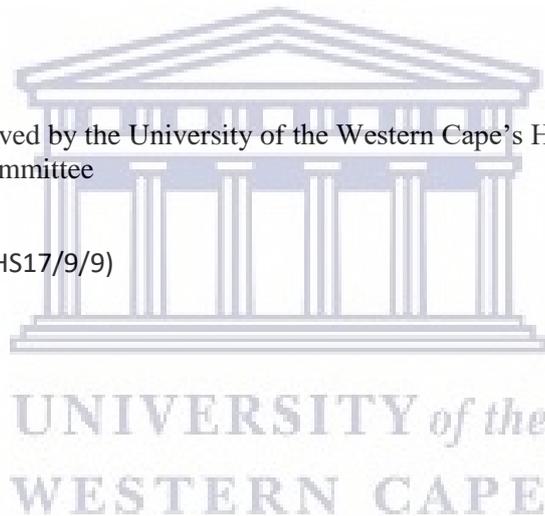
Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

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Acting Dean of the Faculty of Community and Health Sciences
University of the Western Cape
Private Bag X17
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This research has been approved by the University of the Western Cape's Humanities and Social Sciences Research Ethics Committee

(Ethics Reference Number: HS17/9/9)





APPENDIX 4

UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa
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E-mail: 9239946@myuwc.ac.za

CONSENT FORM

Title of Research Project: **Teacher - occupational therapist collaboration in the implementation of a classroom approach to enhance inclusive education in primary mainstream schools: a case study**

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

I agree to be audiotaped during my participation in this study.

I do not agree to be audiotaped during my participation in this study.

Participant's name.....

Participant's signature.....

Date.....

APPENDIX 6



Directorate: Research

Audrey.wyngaard@westerncape.gov.za
tel: +27 021 467 9272
Fax: 0865902282
Private Bag x9114, Cape Town, 8000
wced.wcape.gov.za

REFERENCE: 20171123-7288

ENQUIRIES: Dr A T Wyngaard

Ms Patricia Arendse
14 Dirkie Uys Street
Southfield
7800

Dear Ms Patricia Arendse

RESEARCH PROPOSAL: TEACHER – OCCUPATIONAL THERAPIST COLLABORATION IN THE IMPLEMENTATION OF A CLASSROOM APPROACH TO ENHANCE INCLUSIVE EDUCATION IN PRIMARY MAINSTREAM SCHOOLS: A CASE STUDY

Your application to conduct the above-mentioned research in schools in the Western Cape has been approved subject to the following conditions:

1. Principals, educators and learners are under no obligation to assist you in your investigation.
2. Principals, educators, learners and schools should not be identifiable in any way from the results of the investigation.
3. You make all the arrangements concerning your investigation.
4. Educators' programmes are not to be interrupted.
5. The Study is to be conducted from **23 January 2018 till 28 September 2018**
6. No research can be conducted during the fourth term as schools are preparing and finalizing syllabi for examinations (October to December).
7. Should you wish to extend the period of your survey, please contact Dr A.T Wyngaard at the contact numbers above quoting the reference number?
8. A photocopy of this letter is submitted to the principal where the intended research is to be conducted.
9. Your research will be limited to the list of schools as forwarded to the Western Cape Education Department.
10. A brief summary of the content, findings and recommendations is provided to the Director: Research Services.
11. The Department receives a copy of the completed report/dissertation/thesis addressed to:
**The Director: Research Services
Western Cape Education Department
Private Bag X9114
CAPE TOWN
8000**

We wish you success in your research.

Kind regards.
Signed: Dr Audrey T Wyngaard
Directorate: Research
DATE: 24 November 2017

Lower Parliament Street, Cape Town, 8001
tel: +27 21 467 9272 fax: 0865902282
Safe Schools: 0800 45 46 47

Private Bag X9114, Cape Town, 8000
Employment and salary enquiries: 0861 92 33 22
www.westerncape.gov.za

APPENDIX 7a

Focus group guide (Teachers)

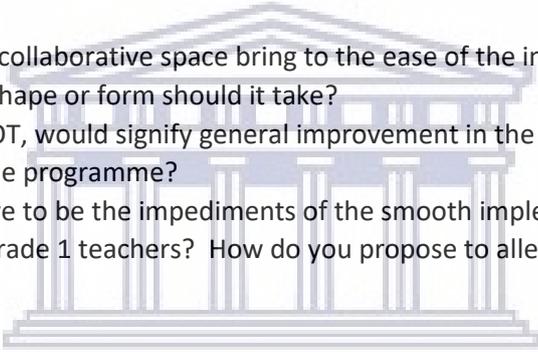
1. Would you prefer to include the activities of the Programme as part of your planning? Please substantiate your answer.
2. Do you think this programme adds value to effective classroom management? Please substantiate your answer.
3. Has using the Programme improved your confidence in dealing with learner barriers? How?
4. How can we overcome the following challenges?
 - a) Absenteeism
 - b) Time
 - c) Daily activities
 - d)
5. Why is it imperative that there is a positive working relationship between teacher and OT?
6. What, for you as teacher, would signify general improvement in the learners, post implementation of the programme?
7. What did you perceive to be the impediments of the smooth implementation of the Programme for the grade 1 teachers? How do you propose to alleviate those impediments?
8. Has the implementation of the programme encouraged you to work closer together with OTs, in the future, in order to address learner needs in the most comprehensive way? Kindly substantiate your answer.

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APPENDIX 7b

Focus group guide (Occupational Therapists)

1. Why is effective classroom management critical to the success of the programme?
2. How does the level of teacher motivation affect the success of implementation of the Programme?
3. During the interviews you mentioned that curriculum support is vital. In which way is curriculum support vital? Which aspects of curriculum support are more important than others?
4. Why is it critical that OTs have a sound understanding of the school community and the teacher, they serve?
5. What impetus will a collaborative space bring to the ease of the implementation of the programme? What shape or form should it take?
6. What, for you as an OT, would signify general improvement in the learners, post implementation of the programme?
7. What did you perceive to be the impediments of the smooth implementation of the Programme for the grade 1 teachers? How do you propose to alleviate those impediments?



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ADDENDUM 1

Coding: Transcript 7

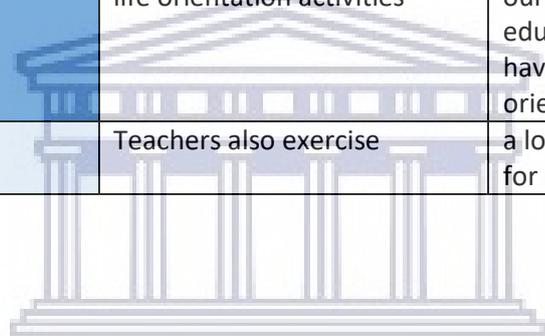
CODES	INTERPRETATION	QUOTATIONS
Inclusion	Learner with needs, teacher provide support	its learners at our school with different needs, that we as teachers can assist,
OT program	Used to support learners in the classroom	help with our OT program.
Inclusion	Creating a supportive learning environments	also create an environment for our learners
Inclusion	No learner must be excluded	not part of our activities here in our grade R classes.
OT programme Inclusion	All learners are included in activities	inclusive is you create an educational environment for all learners no matter the need of the learner
Inclusion	Include all learners	All the learners
Inclusion	Makin the classroom accessible to all learners	to create a classroom to make it possible for the learner to move around,
Good OT/teachers interaction	The OT helped teachers to identify learner challenges with motor skills	OT quite a big help for us, things we didn't think of, she opened it up more for us especially where we are aware of learner's fine motor skills and gross motor skills.
Good OT/teachers interaction	The OT helped teachers see the importance of simple exercises.	opened our minds like for simple exercises simple activities are the ones that will help the learners
Good OT/teachers interaction	The teachers observed what the OT demonstrated and then copied It was a great idea to have OTs at the school	we look at what she's doing and then we can implement afterwards. So for me the occupational therapist at our schools is a great idea really
Inclusion	The learners present with different barriers but you can support them.	there are different ways that you can help them
Need at school/ recommendation	Having OTs at school will encourage teachers and OTs to work together.	it'll be great if the OTs are with us at the school because then we can work together.
OT programme	Program was for learner to enjoy and participate.	was to get the learners involved, for them to make them enjoy the program

OT programme	All learners must participate	It was more for me about the involvement of the learners
OT programme	Learners behaviour was better when the OT did the programme	behavior problems but when you have like your OT here at school, they just have that way of listening to that person
OT personality/presentation	The learners enjoyed the OT and found her very animated.	she entered and speak to them everyone was interesting, everybody listened and the other thing she did, she make it fun, she was like a clown to them,
OT personality/presentation	OT used her voice well to gain learners' attention.	And her tone of voice was also very important because uhm she changed it many times and then it just had their attention
OT programme	OT explained firstly to the teachers how the program would run.	gathered us all in the staff room and explained to us whats gonna happen
Good OT/teachers interaction	A timetable was set up. Each class was visited.	certain days she will take the one grade R class and then she will take after that a grade 1 class
Good OT/teachers interaction	OT explained that she would firstly demonstrate then teachers would be expected to do	she also explained to us she will do the first activity then we can observe and see what she's doing and then afterwards we must do an activity out of the book they gave
Good OT/teachers interaction	The teacher had a good experience working with the OT.	: my experiences was great let me say that, it was because I could learn from OT
Good OT/teachers interaction	The OT explained as she demonstrated.	That's because she explained to us,
Good OT/teachers interaction	The OT showed how the teacher must observe the learners' movements when doing activities.	But she opened it up more for us to say okay this is what you look at because we see the children walk but we don't really look at properly at the way the way they are supposed to do yes she analyzed it
Good OT/teachers interaction	The OT was a great help	it was really a privilege to have her here.

Good OT/teachers interaction/ relationship	OT had a good relationship with the teachers.	she was friendly she was respectful she was supportive yes.
Good OT/teachers interaction/ relationship	OT was open to the teachers' opinion. Teachers could give their input as well.	she was very open to it very open to it yes it was taken into account,
OT knowledge/ work ethic	The OT followed the programme manual	she doesn't do anything out of herself she also follows the book
OT programme	The programme manual fit into the grade R curriculum	fits in with the curriculum what we are doing
OT programme	The programme was not a burden on the grade R teachers.	It wasn't a burden at all;
OT/ Teacher collaboration	The OT showed where the activities fit into the grade R curriculum	when she was here and she showed us but then it showed us but these things is in our assessment so it's not anything extra
Improved learners' participation – Inclusion/ OT programme	The learners participate more when doing the programme	I got learners more involved
OT programme	Discipline in the class improved, learner behaviour improved.	discipline in my class and learners were listening really, behavior were a bit better it wasn't as bad as previous
Teachers concerns	The teacher was not used to others working with her learners	I'm not used to other people working with my learners
Teachers concerns	Teacher was concerned that the learners would misbehave with the OT	My fear was will this learners listen to this lady, will they participate will they interact with her?
Learner/ OT interaction	The learners interacted well with the OT	but surprisingly they interacted with her so it went well
Challenge	Lack of apparatus	we didn't have few of the apparatus
Problem solving	The OT set up a box of apparatus for the teachers to use in the programme.	OT gave us the whole list of what we needed and she built up a box with all the apparatus inside and we stored it
Problem solving	Causing working together in grades and phase	whenever the grade R or the grade 1's needs it then we just go fetch the box

OT knowledge/ work ethic	The OT physically helped learners to do activities correctly. The OT showed the teachers how to do it	OT went down to the child's feet and she showed them how to put their feet if they walk. You see so she actually showed us
OT programme	The OT concentrated on fine motor activities	fine motor skills, she was on that as well because of our learners writing abilities
Lack of learner improvement	The grade R teacher did not see improvement in learners. Did not speak to the new teachers.	no to be honest I did not speak with the teacher, I think and I hope that there is improvement.
Learner progress	The grade R teacher could see progress throughout the year. By the end of the year the learners had improved.	I could see the progress yes for me it was interesting to see the child couldn't do this but look now here 3 rd term 4 th term the child is able to do a certain thing.
OT programme	The programme manual is grade R theme related	in the book that whatever you do here is theme related
Teacher – teacher's collaboration	The grade R teachers plan together	yes
Needs met	The teachers have the programme manual and resources to implement	is that we have the books we can go on, we have resources
Needs met	The manual contains all the activities, teachers do not have to search further	have the book and everything is in the book so its not like you have to go and make and find out and Google but anything we have
Learner needs	The learners do not have severe barriers	our school we don't really have that major barriers in our school
OT programme	The programme helps to stimulate learners and helps the teacher	You know learners mainly struggle with midline crossing and with this OT program I must say it's working for us,
Teacher needs met	The teacher also exercises	it benefits me as the teacher because I also do get the exercise(laughs)
OT programme	Can do planning from the manual	can take one lesson out of the book and put it in our lesson plan
OT programme	The activities in the book is the teachers planning	most of the activities in this book we can take it just like that and put it in our planning.

OT programme	The programme was good to encourage learner involvement	the involvement of the learners were very good
OT programme	Each class benefited by being seen on their own	they take each class on their own and uhm I think it's a good idea because I have the English one, they have the Afrikaans you see the language
Teacher/ teacher collaboration	The teachers discussed with each other after the sessions	as a team I think this program was very good for us because when we do our feedback with her after our sessions,
Teacher/ teacher collaboration	Teachers discuss challenges and good practise	what their challenges are they can say okay this was a wow moment
OT programme – curriculum match	The programme helps with life orientation activities	this program really improves our learners physical education because we don't have uhm this life orientation at our school
Teacher needs met	Teachers also exercise	a lot a lot a lot of exercises for us as teachers as well



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ADDENDUM 2

Searching for Themes:

CATERGORIES	CODES
Inclusion	Learners with disabilities interacting with 'normal' learners -
Inclusion	Participation of learners totally within the school –
Inclusion	Inclusion = addressing learning needs
Inclusion	Providing and supporting learner needs
Inclusion	Learner supported according to their needs
Inclusion	All learners have a right to education
Inclusion	In the past learners with barriers to learning were usually referred to professionals or special school or to other institutions
Inclusion	The programme compliments or implements WP6
Inclusion	The programme promotes support in the classroom
Inclusion	SS work in teams in order to support learners with barriers. The programme allows collaboration and networking
Inclusion	Relationships have been built outside the schooling system.
Good OT/teachers interaction	The OT helped teachers to identify learner challenges with motor skills
Good OT/teachers interaction	The OT helped teachers see the importance of simple exercises.
Good OT/teachers interaction	The teachers observed what the OT demonstrated and then copied
Good OT/teachers interaction	It was a great idea to have OTs at the school
Good OT/teachers interaction	The teacher had a good experience working with the OT.
Good OT/teachers interaction	The OT explained as she demonstrated.
Good OT/teachers interaction	The OT showed how the teacher must observe the learners' movements when doing activities.
Good OT/teachers interaction	The OT was a great help