

**Investigating a comparison of the factors influencing teachers' attitudes toward inclusion of learners with Specific Learning Disorder with the reading subtype and Attention Deficit Hyperactivity Disorder in public ordinary schools**

**By**

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**A thesis submitted in fulfilment of the requirement for the Master of Education in the Department of Educational Psychology, University of the Western Cape**

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## ABSTRACT

Inclusive education is practised globally as well as in South Africa and is researched widely. South Africa's policy document, Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training system was implemented in 2001. This policy is grounded in human rights and strives to promote the rights of children who have disabilities by including them in mainstream schools. The attitudes that teachers have toward the inclusion of learners with disabilities influence the success of the implementation of this policy as teachers are at the forefront of implementing it.

There are factors which influence teachers' attitudes. The present study is a comparative study which aimed to investigate factors which influence the attitudes of teachers toward inclusion of learners with attention deficit hyperactivity disorder (ADHD) and specific learning disorder (SLD) with the reading subtype in public ordinary schools in the Western Cape. The study used a qualitative approach. Twelve participants were interviewed from three high schools to gain an in-depth understanding of their experiences. Thematic analysis was used to analyse data. Findings indicated that a majority of teachers held positive attitudes toward inclusion of both ADHD and SLD, with attitudes being more positive toward inclusion of learners with ADHD in comparison to learners with SLD. There were very few negative attitudes. A number of factors contributed to positive attitudes of teachers toward the inclusion of learners who have SLD and ADHD, namely teacher efficacy, learner-related factors and teacher-related factors. The factors which were found to contribute to teachers' negative attitudes are systemic challenges, learner-related challenges, parent-related factors, school-related challenges and teacher-related challenges.

**Key Words:** Positive attitudes, negative attitudes, inclusive education, learners, specific learning disorder, disabilities, dyslexia, attention deficit hyperactivity disorder, public ordinary schools, human rights

## DECLARATION

I declare that ‘Investigating a comparison of the factors influencing teachers’ attitudes toward inclusion of learners with Specific Learning Disorder with the reading subtype and Attention Deficit Hyperactivity Disorder in public ordinary schools’ is my own work and it has not been submitted before for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged as complete references.

Wardah Ahmed

November 2020

Signed: .....



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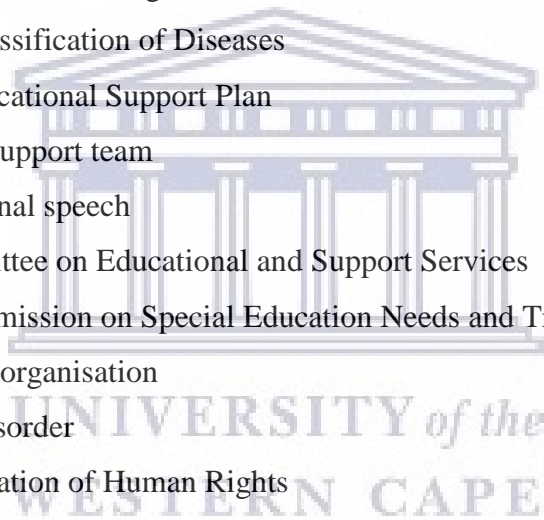
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## LIST OF ACRONYMS

ADHD – attention deficit hyperactivity disorder  
CAPS – Curriculum Assessment Policy Statement  
DBST – district-based support team  
DoE – Department of Education  
DSM – Diagnostic Statistical Manual  
EWP 6 – Education White Paper 6: Special Needs: Building an Inclusive Education and Training System  
FET – Further Education and Training  
FSS –full service schools  
GET – General Education and Training  
ICD 10 – International Classification of Diseases  
IESP – Individualised Educational Support Plan  
ILST – institutional level support team  
LNFS – little to no functional speech  
NCESS – National Committee on Educational and Support Services  
NCSNET – National Commission on Special Education Needs and Training  
NGO – non-governmental organisation  
SLD – specific learning disorder  
UDHR – Universal Declaration of Human Rights  
UNESCO – United Nations Educational and Scientific Organisation  
WCED – Western Cape Education Department



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# CHAPTER 1: INTRODUCTION

## 1.1 BACKGROUND

The education system in South Africa has changed rapidly over the past 25 years. Throughout the Apartheid era, the education system was marked by inequalities with certain groups being marginalised. Among these groups were persons with disabilities. In the post 1990 era, and with the onset of democracy and human rights in education, the education system became more inclusive.

During 1994, the education system of South Africa went through many radical changes which had implications for the development of an inclusive education system as well as for learners who were experiencing barriers to learning (Swart & Pettipher, 2016). People were classified by the Apartheid government in terms of language, race and disability. The provincial departments were racially segregated. The education systems serving “Whites”, “Indians” and “Coloureds” were reasonably well-developed as finances were allocated toward these separate education systems. On the other hand, with regards to special education, learners who were classified as “Black”, were marginalised as special educational support services were not affordable and limited.

The rights of learners who present with disabilities began to develop with the publication of the United Nations Educational and Scientific Organisation (UNESCO) report called the Salamanca Statement which emphasised education for all. From 7 – 12 June, 1994, at the World Conference on Special Needs Education, over 300 representatives from 25 international organisations and 92 governments met up in Salamanca, Spain, to discuss educational policies in order to endorse education for all children especially those with special educational needs. UNESCO argued that learners with special needs must have access to education in mainstream schools and that segregating learners was a portrayal of discriminatory attitudes which can be combatted by implementing an inclusive orientation within mainstream schools (Unesco, 1994). The delegates of the World Conference argued that learners with disabilities should attend mainstream schools and exceptions to this should only be considered where education in a special school is proven to accommodate the needs of the learner more than the mainstream schools, for example, learners with hearing impairments (Unesco, 1994).

Ensuing the Salamanca Statement, was the advent of the policy document, *Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System*, which was implemented in South Africa. This policy document echoed the principles of inclusion for all including learners with disabilities which the Salamanca Statement promotes. This document emphasised that learners with low level support should be accommodated in mainstream schools and learners with hearing, visual or intellectual impairments may be accommodated in special schools as it may be the least restrictive environment for them (Department of Education, 2001). With special schools/resource centres only being allowed to accommodate learners with intensive support, learners with specific learning disorders (SLDs) and Attention Deficit Hyperactivity Disorder (ADHD) would therefore need to be accommodated either in the mainstream or full service schools.

After implementing inclusive education, studies in South Africa on inclusion reported on the challenges with inclusive education. Teachers lacked confidence in their teaching capabilities to support learners with learning difficulties and perceived themselves as being unable to support them (Lessing & Witt, 2010). They also expressed having little knowledge of how to support learners with learning difficulties. There is a need for teacher training on developing inclusive classrooms, the need for an appropriate curriculum for all learners and for resources to be available (Loreman, Deppeler & Harvey, 2010). Support structures such as district-based support teams (DBSTs), institutional level support teams (ILSTs), full service schools (FSS), special needs schools/resource centres, learning support educators and the community, were perceived to be not as effective as initially proposed (Nel, Tlale, Engelbrecht & Nel, 2016). In addition, the Curriculum Assessment Policy Statement (CAPS) was perceived as too demanding which influenced their perceptions and was a factor contributing to teachers leaving the profession.

Among the challenges with inclusive education were also challenges with including learners with SLD with the reading subtype and ADHD in public ordinary schools. These concerns include teachers' lack of knowledge of how to identify early symptoms of SLD as well as not pursuing the process of identifying them as soon as possible (Butler & Edmonson, 2009). If learners who experience reading problems are given the necessary support, they will learn to read properly which will mean additional work for teachers (Le Cordeur, 2010). Some teachers were unsure of which methods to use to teach learners to read (Mudzielwana, 2016). A large number of learners in the class hindered the ability of teachers to keep track of

learners with reading difficulties. This called for teachers to receive training on the manner in which to deal with learners with reading difficulties (Mudzielwana, 2016).

Challenges also included teachers having little patience with learners with reading difficulties, teachers not being able to give these learners extra attention and embarrassing these learners when they could not read (Leseayne, Mandende, Makgato & Cekiso, 2018). The self-efficacy of learners with reading difficulties in the special needs schools were found to be increased in comparison to when they were in the public ordinary schools which shows that conditions of the public schools do not always effectively cater to the needs of learners with reading difficulties (Leseayne et al, 2018). In light of inclusive education being practised at mainstream schools, the above concerns raises questions as to how effective mainstream schools are for learners with reading difficulties.

Studies in South Africa indicate a few concerns relating to the inclusion of learners with ADHD in public ordinary schools. These concerns include teachers having poor knowledge of the management of learners with ADHD in the classroom (Perold, Louw & Kleynhans, 2010) and the CAPS Curriculum which does not allow for much time to help these learners one-on-one who need extra support (Nel et al., 2016). The type of disability a learner had influenced the attitude the teacher had toward inclusion of the learner in public ordinary schools (Bornman and Donohue, 2013). For example, attitudes were more favourable toward inclusion of learners with ADHD in comparison to learners with little to no functional speech.

These concerns relating to inclusion of learners with ADHD and SLD are problematic because they are barriers which hinder the successful inclusion of these learners. Teachers are seen as important role players in the implementation of inclusive education (De Boer, Pjil & Minnaert, 2011) and educators in the classroom are the primary resources for achieving success with implementing an inclusive education (Department of Education, 2001). These concerns are therefore factors which contribute to the kind of attitudes teachers have toward the inclusion of learners with disabilities in public ordinary schools.

Positive attitudes of teachers toward inclusion are strong predictors of success of inclusive education (Forlin, Earle, Loreman, & Sharma, 2011; Donohue & Bornman, 2014). Previous

research such as studies mentioned below indicate that teachers' attitudes toward inclusion of learners who have disabilities in public ordinary schools are both positive and negative.

Positive attitudes of teachers toward the inclusion of learners who have disabilities were found in a number of countries internationally. These include countries such as Australia (Hsien, Brown & Bortoli, 2009), Nigeria, (Fakolade, Adeniyi & Tella, 2009), Turkey (Secer, 2010), USA (Park & Chitiyo, 2011), Bangladesh (Ahmmed, Sharma & Deppeler, 2012), Germany (Urton, Wilbert & Hennemann, 2014), India (Engstrand & Roll-Pettersson, 2014), Botswana (Mukhopadhyay, 2014), and Slovenia (Štemberger & Kiswarday, 2017).

In some studies, teachers presented with negative attitudes toward including learners with disabilities (Monsen, Ewing & Kwoka, 2014). Research also shows that teachers' attitudes toward including learners with disabilities in public ordinary schools were found to be conditioned to certain circumstances. This means that their expression of their attitudes and the factors that influenced them indicated that their attitudes were only negative or positive because of the current circumstances and if the circumstances were different, their attitudes would change. For example, in Egypt, a study by Hassanein (2015) showed that teachers' positive and negative attitudes depended on certain factors. One of the factors which was significant was that teachers' attitudes were more positive and negative according to the type of disability a learner had. Teachers' attitudes were more negative toward inclusion of learners with behaviour problems and more positive toward inclusion of learners with physical disabilities. This suggests that if more learners with physical disabilities were included, then attitudes of teachers toward inclusion would be more positive. Therefore disability type contributes to teachers' attitudes toward inclusion.

A thorough review of South African literature suggests that there is a gap in the knowledge base of comparative studies of teachers' attitudes toward inclusion of learners with ADHD and SLD in public ordinary schools. The significance of this study is that it focused on comparing teachers' attitudes toward the inclusion of learners presenting with ADHD and SLD with the reading subtype in public ordinary schools. The intention was for results to highlight factors that contribute to teachers' attitudes and to provide an in depth understanding of how disability type can be a factor. This information can be used to inform policy and practice as well as future interventions that can be implemented in order to

improve teachers' attitudes and thus improve on the success of implementing inclusive education within South Africa.

## 1.2 MOTIVATION FOR THE STUDY

From my personal experience, I have observed that teachers in public schools experience problems with learners' behaviour and academic progress. This can be particularly stressful to teachers who do not have the necessary classroom management skills and training in order to manage these learners. Teachers therefore develop negative attitudes toward the inclusion of learners who are not easy to manage.

I am an educator and registered counsellor. As a teacher, I have struggled with understanding and managing learners' behaviour such as learners with ADHD. I have also struggled to understand SLD with the reading subtype. The lack of understanding has often made me feel very frustrated to a point where I considered a career change. Since becoming a registered counsellor, I have learnt about inclusive education. Since doing research on inclusive education, I have developed an interest in understanding ADHD and SLD from a teacher's perspective in order to know how these learners can be supported in public ordinary schools.

While learning more about inclusive education, it was interesting for me to learn about the policy, Education White Paper 6, Special Needs: Building an Inclusive Education and Training System that was developed with regards to additional educational needs. Children with disabilities were given the right to be included into mainstream schools (Department of Education, 2001). They can no longer be legally excluded from public schools due to having a disability as it will infringe on their rights of having equal access to education. I have developed a broader interest in getting to know how successful the inclusion of learners with ADHD and SLD in public ordinary schools is and what can be done to improve on it.

As a teacher, my attitude toward the inclusion of learners presenting with ADHD in public ordinary schools was negative. Without having much insight into the policy document, *Education White Paper 6*, I believed that the behaviour of learners with ADHD was difficult to handle and that this task should not be given to mainstream school teachers to handle. However, since learning about inclusive education, my attitude towards inclusion has changed from negative to positive. Therefore, if more people such as teachers, parents, and



learners could learn about the policy document Education White Paper 6' as well as teachers' perspectives on the inclusion of learners with ADHD and SLD in public ordinary schools, then perhaps, their attitudes toward inclusion of these learners could become more positive as well.

In addition, parents will be able to benefit from learning about inclusion of learners with ADHD and SLD by gaining more insight into the challenges that teachers face with teaching them in a mainstream school. It will allow them to gain a more holistic view of these learners by being able to understand these challenges from a teacher's perspective.

The findings of this study will benefit researchers and policy makers. Researchers will benefit from this study as it will give them a snapshot of the areas that need to be further researched. In addition, the findings can be used to improve the implementation of existing policies relating to inclusive education such as Education White Paper 6'. This policy is the lever that makes it possible for learners with ADHD and SLD to be included in public ordinary schools. By examining the challenges associated with why teachers hold negative attitudes toward including learners with ADHD and SLD, and examining the recommendations associated with these challenges, this information could be used to improve the policy document Education White Paper 6' by writing an improved draft.

Findings of this study will also benefit counsellors and psychologists in education. It will add to the knowledge base of information around ADHD and SLD with the reading subtype. By knowing about the challenges that teachers face regarding the inclusion of learners with ADHD and SLD with the reading subtype, they will be able to use the information to improve on their practice by knowing how to better support these learners.

### **1.3 RESEARCH AIMS**

The aim of the research was to describe the perspectives of teachers on the inclusion of learners with ADHD and SLD in public ordinary schools. Within inclusive education, their beliefs about inclusion of learners with disabilities were explored. This study aimed to investigate the factors which contribute to their perspectives. This was to be achieved by doing in-depth interviews with the research participants. The intention was that participants would be able to elaborate on their beliefs which would give insight into the factors that

contribute to their beliefs. As this was a comparative study of beliefs, teachers' beliefs about the inclusion of learners with ADHD were compared to their beliefs about the inclusion of learners with SLD with the reading subtype in order to determine to which type of disability their beliefs are more favourable.

The aim of this study was thus to answer the following research questions:

- 1) What are teachers' beliefs about the inclusion of learners with ADHD in public ordinary schools?
- 2) What are teachers' beliefs regarding the inclusion of learners with SLD with the reading subtype in public ordinary schools?
- 3) How favourable are their beliefs toward ADHD in comparison to their beliefs toward SLD with the reading subtype?
- 4) Which factors contribute to teachers' beliefs?

#### **1.4 CLARIFICATION OF KEY TERMS**

##### ***Specific learning disorder (SLD)***

Specific learning disorder is a learning disability and a term that broadly covers three subtypes. These subtypes are impairments which manifest in either reading, writing or arithmetic. The aetiology of the disorder is neurologically based. SLD has different severity levels. SLD of the reading subtype interferes with the processing of language. Reading problems arise with decoding, fluency and comprehension. This therefore affects the individual's writing, spelling, handwriting and numeracy skills. This is often referred to in literature as Dyslexia (American Psychiatric Association, 2013).

##### ***ADHD***

According to the Diagnostic Statistical Manual (DSM) 5, there are three types of ADHD. These are the inattentive type, the hyperactive-impulsive type and the combined type. This study focused on the hyperactive subtype. This is described by having a persistent pattern of hyperactivity that interferes with functioning or development that is characterised by hyperactivity which manifests in certain behaviours:

- Fidgeting with hands and feet, or wriggles in seat.

- Struggles to remain seated when sitting is expected (e.g. leaving his or her seat in the class).
- Runs or climbs at inappropriate times (in adolescents or adults, may feel restless).
- Struggles to participate in leisure activities quietly.
- Restlessly continues to move as if “driven by a motor” (e.g. cannot be still for a long time in restaurants).
- Talks too much.
- Shouts out answers before questions have been finished. (E.g. struggles with turn-taking in conversations).
- Intrudes on others (e.g. using other people’s things without asking, interrupting activities; may start; for adolescents and adults, may intrude in what others are doing).

These symptoms must have been present before the age of 12 in two or more settings such as the home, school or social setting and it reduces the quality of the individual’s functioning in these settings (American Psychiatric Association, 2013).

### ***Attitudes***

Before knowing what attitudes teachers have toward learners with specific exceptionalities, it is important to know what an attitude is. Definitions of the term “attitude” are presented.

According to Bornman and Rose (2010), an attitude is a subjective response or feeling to situations or people and is founded on individual beliefs which are guided by underlying values. Attitudes are affected by personal stories, family initiatives, technology and sharing lives. According to Loreman, Deppeler and Harvey (2010), an attitude is a group of feelings, likes, dislikes, thoughts, ideas and behavioural intentions that we have about other people in everyday life. Loreman et al. (2010) summed up an attitude as being an entity consisting of three elements, namely thoughts, feelings and actions which affect what we do and determine how we think and feel.

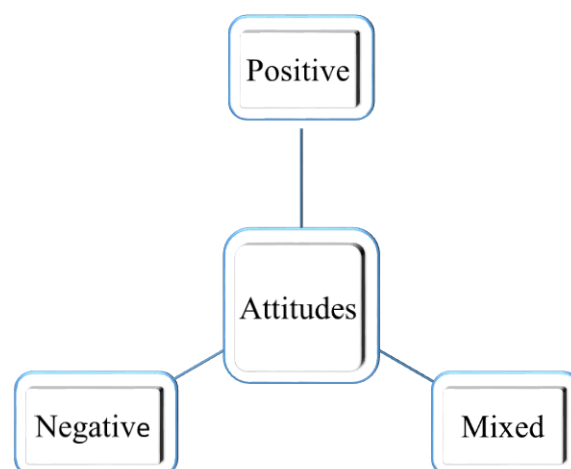
According to Hassanein (2015), most researchers agree on three characteristics of an attitude. Firstly, an attitude cannot be directly observed because it is internal to the person holding the attitude. Secondly, the part of the process of the attitude can be indirectly observed through the evaluative responses an individual gives about the object under investigation. Lastly, the attitudinal responses are made up of three types of responses which are, cognitive, affective

and behavioural responses. Attitudes can be conceptualised according to two models, one of which is the Single-Component Model. This model refers to the individual's feelings toward an object and are connected to either positive or negative emotions about the object. After evaluation of feelings toward the object, there is a tendency to behave a certain way towards it.

The second model is the Three-Component Model of attitudes which concerns three classes of responses towards the object. These are 1.) Affective, which refers to evaluation of the individual's feelings associated with the object as either liking or disliking it, 2.) Cognitive, which refers to the individual's ideas, beliefs and opinions about the object and 3.) Behavioural, which refers to the tendency to act a certain way after evaluation. According to Hassanein (2015), individuals may possibly hold mixed or contradictory feelings, intentions and beliefs about an attitude object.

According to Pervin (2016), an attitude can be measured on a continuum ranging from extremely positive to extremely negative. It can be measured through overt responses, which can be verbal or nonverbal, that people exhibit towards an object being studied. One can simultaneously hold both positive and negative attitudes towards the same object (Pervin, 2016). When an individual holds both positive and negative attitudes, their attitudes are therefore mixed.

In summary, an attitude can either be positive, negative or mixed. Figure 1.1 below captures these types of attitudes that teachers have.



**Figure 1.1: Types of teachers' attitudes**

## 1.5 CHAPTER OUTLINE

This report consists of the following seven chapters:

### *Chapter 1: Introduction*

This chapter presents the introduction and background of the problem, the significance of the study, the motivation of the study, aims of the research, the research questions and the clarification of key terms in the study,

### *Chapter 2: Inclusive education*

Chapter 2 presents the review of literature related to the study. A conceptual and theoretical framework for inclusion is provided. The literature review addresses topics relating to the research objectives and research questions. These topics include definitions of inclusive education, the development of it internationally and in South Africa as well as the theory that underpins inclusion which is human rights in the education system. In addition, it presents the perspectives of teachers toward inclusion internationally.

### *Chapter 3: Specific learning disorder and attention deficit hyperactivity disorder*

This chapter explains the concepts of SLD with the reading subtype and ADHD and describes the theories that underpin these barriers to learning. This chapter then presents the concerns regarding the inclusion of learners with SLD with the reading subtype and ADHD in public ordinary schools in South Africa.

### *Chapter 4: Research methodology*

This chapter presents a discussion of the methodologies applied in the study. It provides a description of the research design that was used; the type of sampling and procedures; the instrument used for data collection; the data collection instruments; the trustworthiness of the data that was collected; the research procedures; the procedures followed for data collection and data analysis as well as the ethical considerations.

### *Chapter 5: Research findings*

This chapter presents a summary of the findings of the data. A comparison between the attitudes toward learners with SLD and learners with ADHD is presented.

*Chapter 6: Discussion*

This chapter discusses the findings of the data in relation to reviewed literature. This includes the attitudes of teachers' toward the inclusion of learners who have SLD and ADHD as well as the factors that contribute to their attitudes.

*Chapter 7: Summary, conclusion and recommendations*

This chapter gives a brief summary of the entire study and findings. Recommendations based on the findings of the research are given. Limitations of the study are presented and future areas for research are highlighted.

The next chapter describes what teachers' attitudes are toward inclusion internationally and in South Africa.



## CHAPTER 2: INCLUSIVE EDUCATION

### 2.1 INTRODUCTION

The previous chapter presented an overview of the background, motivation for the study and research aims. The aim of this chapter is to present a discussion of the advent of inclusive education in South Africa. This chapter introduces inclusive education by presenting a conceptualisation of it by drawing on definitions from different authors. The change in the education system from one without human rights to one with human rights is discussed in order to show the difference. Inclusive education includes notions of human rights in order to practise equality for all in education. This chapter further discusses the development of inclusive education internationally and thereafter in South Africa with the practical implications that accompany this process. This chapter then discusses teachers' attitudes toward inclusion of learners internationally and lastly, concludes with the challenges of inclusive education.

### 2.2 WHAT IS INCLUSIVE EDUCATION?

Inclusive education marked the advent of human rights within education. This filtered through the education system after South Africa embraced democracy in 1994. Before 1994, learners with learning disabilities were marginalised. In 2001, the policy called Education White Paper 6, Special Needs: Building an Inclusive Education and Training System was implemented in South African schools. Inclusive education has been discussed widely through discourse locally and internationally such that its meaning has transformed (Waitoller & Thorius, 2015).

The South African policy document, EWP6 defines inclusive education and training as follows (DoE, 2001):

- There is acknowledgement that all children are able to learn and all need support with learning.
- Learners are different with a variety of learning needs. These needs are equally valued, respected and a part of everyday life.
- Education systems, their structures and methodological approaches to learning are facilitated to meet a variety of diverse needs of all learners.

- The different needs of learners are recognised and valued whether due to HIV status, gender, age, disability, class, ethnicity, or language,
- Education and training goes beyond formal schooling. It is acknowledged that learning also occurs in the community, at home, and within informal and formal ways and structures.
- Teaching methodologies, attitudes, behaviour, the environment and curricular are changed to cater for the variety of different needs of learners.
- Barriers to learning are recognised and minimised which allows for the participation of learners in the curricular and allows for the culture of school to be maximised.
- Learners are empowered by building their individual strengths as well as assisting them in participating in the process of learning.

Inclusive education is about organising the education system in a way that provides different levels of support to both learners and educators. The system will be evaluated according to what resources already exist. These will be strengthened in order to help with the building of an inclusive system (DoE, 2001). According to Engelbrecht (2009), inclusive education, as defined by the policy document EWP 6, is based on the principles of freedom and equality which are set out in the South African constitution.

According to Niewenhuis, Beckmann and Prinsloo (2007). The notion of inclusive education originated from the idea of *mainstreaming* and other terms such as *integration* which refers to learners having mild to moderate disabilities being integrated with their nondisabled peers.

In the diverse understandings of inclusive education, Hodkinson and Deverakonda (2009) asserted that 'integrated education' and 'inclusive education' are often used interchangeably. Hodkinson and Deverakonda (2009) focused on defining inclusive education, stating that all young learners must be included, whether they have disabilities or not, into ordinary preschools, schools and community educational settings along with having access to the appropriate network of support services.

Shyman (2015) proposed a comprehensive and more universally sensitive definition of inclusive education which has its origins within the context of civil (human) rights as well as social justice. The following fundamentals must be included in the definition of inclusive



education for it to be strictly grounded in social justice and civil rights (Shyman, 2015, p 361):

- Inclusive education is a vibrant practice which enables learners with or without disabilities to receive basic education in public ordinary schools.
- All necessary support includes but is not restricted to differentiated instruction, educational accommodation, and the modification of curriculum material which should be provided in the public ordinary classrooms.
- If the learner is able to, he/she has explicitly presented a liking towards being included in the public ordinary classroom; however, this should be based on descriptions of what the setting options are. This allows for the learners preference towards the public ordinary school to be acknowledged.
- Learners will gain access to different learning environments only if the mainstream education and interventions were shown to be not as effective enough at providing the learner access to the curriculum.
- In addition, the learner may have shown a preference to accept education in a setting other than the mainstream classroom.
- Education in a different setting will be substituted by delivery of services in a regular education setting at the suitable level, if preferred by the learner, with the learner spending as much time as possible in the regular education classroom.
- And lastly, the decision of the learner to be educated in the normal mainstream classroom is not based on preference of the administrator or teacher, but only the suitability and accessibility of supports for the individual and the learner preference.

The above definition is similar in principles to the other definitions stated above; however, this definition emphasises the willingness and preference of the learner and not the administrator in the placement of the learner in a different educational setting to the mainstream school. When the decision is made by the administrator, it leans towards discrimination to learners with disabilities (Shyman, 2015, 359-361).

Hornby (2015) defined inclusive education as a process of school organisation where mainstream schools are assisted in educating as many learners with special/additional educational needs as possible, while still providing for children with higher levels of special needs in special educational settings. Hornby (2015) is therefore in agreement with Waitoller

and Thorius (2015) in that all learners, with or without disabilities, have the right to be educated in an environment that is the most educationally beneficial to them. In support of this, Hornby (2015) further emphasised the importance of understanding the difference between the human rights and the moral rights of a learner. Although learners with special educational needs have the human right to learn alongside nondisabled peers in public ordinary schools, their moral right of being able to learn in the most appropriate education setting is more important.

In addition to the above definitions, Sanagi (2016) referred to inclusion as a process that permits for the diverse needs of individuals to be accommodated for in education and also defined what inclusion is not. Inclusion does not only refer to the inclusion of learners with special educational needs in public ordinary schools, which is an assumption that is widely held, nor does inclusion refer to the rejection of segregated learning opportunities only. Similar to Hodgkinson and Deverakonda (2009), Sanagi (2016) referred to inclusive education as an understanding where all learners attend mainstream schools and have access to their individual educational needs being met. The emphasis of inclusion is on diversity, rather than the children. This process also allows for these provisions to be considered as 'regular' provisions, rather than 'special' provisions for learners in the school environment.

Haug (2017) presented a definition of inclusive education which is “easy to accept and difficult to be against or even criticize” (Haug, 2017, p. 206 – 207). Inclusion includes the right of all children to receive basic education and is driven by notions of democracy and social justice. Inclusive education has values rooted in participation, fellowship, benefit, democratisation, quality, equity, equal access, and justice. Inclusion involves learners participating in a curriculum that is for all learners. According to Haug (2017), this definition is based on the Salamanca Statement in 1994, where it is known that inclusive education is crucial in securing equal educational rights for learners who have special/additional educational needs.

In summary, many of the above definitions have similarities in that there is an emphasis on inclusion of diversity and human rights in education. This allows for societies to be united. These views all share the common notion which is that society is diverse. The learners with and learners without disabilities should be allowed to receive education in the mainstream schools and provisions must be made in order to accommodate for their diverse needs. Such

provisions include curriculum adaptations, environmental accommodations and differentiated teaching methods. These provisions in the mainstream school should be considered as regular provisions and not special provisions. The learners should be able to receive basic education in an educational setting that restricts them the least, such as a special school. In order to eradicate discrimination, this choice will be that of the learner and parents, and not the administration.

By employing this approach in schools, it allows for learners' diverse needs to be met. Further insight into understanding inclusive education is provided in the next section where inclusive education can be understood through the discourse of human rights.

### **2.3 HUMAN RIGHTS IN EDUCATION**

Inclusive education is underpinned by discourses such as human rights. As South Africa became a democratic country in 1994, the education system in the country became influenced by human rights notions. This brought on policies in education which emphasised human rights in education.

The concept of human rights originated as far back as the medieval times in the form of “duties” and developed over time (Niewenhuis et al., 2007). The existence of human rights in education can be traced back to the thirteenth century in European schools (Smith, 2016). Examples of these values were the duty to keep promises and be honest; to compensate other people if one has harmed them; and to treat other people fairly. Concepts such as ‘liberty’ and ‘rights’ also existed in philosophical discourse (Smith, 2016).

Inclusive education is placed within the framework of human rights. Human rights can be established as an educational concept as well as a legal concept such as in relation to the Bill of Rights in South Africa. According to Gordon (2013), human rights are, predominantly, world-wide moral norms that bind all people all around at all times, individually of any legal recognition. They are mainly world-wide moral rights and, international legal rights that are imposed by countries.

One of the early forces of human rights was the establishment of the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the United Kingdom on 16

November 1945. As stated in the original document (Educational, 1961, p3), the aim of the organisation is to:

*Contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language, or religion, by the Charter of the United Nations.*

This shows that fairness and non-discrimination have been of international interest in education since many years ago.

In accordance with human rights internationally, girls and boys cannot be discriminated against in the provision of education (Smith, 2016). The South African constitution and the Bill of Rights emphasises that each person must be allowed to receive education. This is inclusive of adult education and further education which must be made available and accessible by the government (Smit & Oosthuizen, 2013).

Section 7 of the constitution states that the government is compelled to abide by and promote the rights stated in the Bill of Rights which also extends itself to the rights in education. The state has a) the duty to respect, b) the duty to protect, c) the duty to promote, and d) the duty to fulfil (Niewenhuis et al., 2007). This is elaborated on in the actual Bill of Rights. This shows that persons with disabilities have the right to be respected, protected, their rights promoted and their needs fulfilled.

Section 9 of the Bill of Rights states that every human being has equal human rights. One of the rights within section 9 is that the government may not show discrimination toward persons according to their race, sex, gender, pregnancy, ethnic or social origin, marital status, colour, sexual orientation, religion, belief, age, conscience, language and birth and disability (Naicker, 2005). This suggests that learners who have disabilities must have access to education as a human right (Niewenhuis et al., 2007). This also means that learners with disabilities have the right not to be discriminated against because of their disabilities.

The Bill of Rights declares that each person must have the right to access education which is inclusive of adults and further education which the government must make accessible via certain procedures. All persons have the right to receive education in South Africa's official languages and in the government schools. In order to ensure effective access to education, the government must take into consideration reasonable alternatives while also taking into account, equity, practicability and the need to redress the results of past laws that were discriminatory based on race (Niewenhuis et al., 2007).

According to Schur, Kruse and Blanck, (2013), 'disability' refers to observed behaviour that presents as deviated from the norms of society and therefore results in discrimination and stigma. People who have disabilities have an elongated history of being marginalised in society such as in education and in the working world. It is only recently that efforts have been made to include them politically, socially and economically. This is possible through laws that protect people with disabilities. These laws are based on human rights. In 1948 the Universal Declaration of Human Rights (UDHR) was established. Modern democratic countries like South Africa incorporated these principles of human rights (Niewenhuis et al., 2007).

Many countries have endorsed human rights protection for people identified as having disabilities (Schur et al. 2013). Some of the human rights legislation for disabled people in other countries include (Schur et al., 2013):

- The 1990 Americans Disability Act of the United states
- The 1990 Law of the People's Republic of China on the Protection of Disabled Persons
- The 1992 Disability Discrimination Act of Australia
- The 1995 Disability Discrimination Act of the United Kingdom and
- The 1998 Equal Rights for People with Disabilities Law in Israel.

The legislation above shows that other countries acknowledge the rights for people with disabilities in their constitution and the promotion of human rights of disabled people is practised internationally.

As a result of the disability rights movements, over the last few decades, there have been attitudinal shifts and changes in policies toward persons with disabilities (Schur, et al., 2013). This movement has struggled to gain equal rights and full access to education for people who

have disabilities all over the world. In response to this was also the origin of the Social Model of disability which asserts that the idea of disabilities is largely caused by society and not by deficits within an individual.

The goal of the policy document EWP 6 in South Africa is to redress a discriminatory and unfair education system that was established in the Apartheid era. The goal of the revised education system was to establish a “unified national education system underpinned by democracy, equity, redress, transparency and participation entrenched as principles in the Constitution” (Nieuwenhuis et al., 2007, p53). The vision of South Africa’s Department of Education was for all people to have equal access to educational opportunities which contributes to a thriving and peaceful democratic society and enhanced quality of life (Nieuwenhuis et al., 2007). It is through this movement that inclusive education within South Africa was made possible.

According to the DoE (2001), inclusive education in South Africa is reinforced by six democratic affirmations: all learners can learn under encouraging learning environments and need constant support; there should be appropriate support structures such as systems and methodologies for their learning needs; learners’ differences need to be recognised and respected; learning takes place at home, through official schooling, and in the community; to accommodate for the variety of different needs of learners, there has to be changes in teacher attitudes, teaching methodologies, the learning environment, behaviour and the curriculum; and barriers to learning need to be decreased while ensuring that learners participate more in their education.

## **2.4 DEVELOPMENT OF INCLUSIVE EDUCATION INTERNATIONALLY**

Before the advent of inclusive education, children with disabilities were not included in educational systems in many countries (Mcconkey & Bradley, 2010). Many children dropped out of school and did not finish because they could not keep up with other children or they were excluded from the local schools because of their disabilities. A solution to this in almost all countries was the development of special needs schools. However, children in less affluent countries did not get access to this because special schools were expensive and located in the more affluent areas, serving those who could afford the fees. Most of the needy children lived in the rural areas. Some parents preferred to send their children to mainstream schools

because learners who attended special needs schools were stigmatised (Mcconkey & Bradley, 2010). Thus learners with disabilities were faced with discrimination before the advent of inclusive education.

Inclusive education is linked to broader social policies that are created to promote social inclusion (Armstrong et al., 2010). Inclusive education is historically related to the reform of special education; however, it goes beyond that. Since the end of the Second World War, and the end of colonialism, there were social changes and problems with social diversity (Armstrong et al., 2010). Inclusive education can be understood as an approach in response to these social problems.

With the advent of inclusive education, policy makers in education became more interested in how education could play a major role in fostering social cohesion and social inclusion in communities that are diverse (Armstrong et al., 2010). These ideas of inclusive education grew in North America, Europe, Australia, and in developing countries. Powerful international agencies such as the United Nations, The World Bank, UNESCO, and the UK's Department for International Development made inclusion a core principle in educational systems (Armstrong et al., 2010).

During 1994, the Salamanca Statement that was issued by UNESCO emphasised that certain children such as those who are hearing impaired, visually impaired and severely intellectually impaired can be taught in special schools, but the majority should have access to mainstream schools. (Mcconkey & Bradley, 2010). This illustrated the first step in the filtering of human rights in education and allowing learners with disabilities to gain access to mainstream schools in order to eliminate the discriminatory attitudes associated with teaching learners with disabilities.

As a result, legislation and policies were revised internationally. Many countries have implemented inclusive education in their policies. Examples of this legislation in countries are the following:

- Botswana - The Revised National Policy on Education (RNPE) (Dart, 2009)
- Namibia - The National Policy on Disability (Zimba, Mowes & Naanda, 2009)
- UK – Special Educational Needs and disability ACT (2001) (Gibson, 2015)

- China – Outline of the National Medium - to long - Term Educational Reform and Development Plan (2010-2020) (Zhou & Yang, 2016)
- Malaysia – Malaysian Education Act 1996 (Jelas, & Mohd Ali, 2014).

Key points are identified in initiating inclusive education. Conditions that are needed are identified in order to advance inclusive education and factors that probe desired outcomes (Mcconkey & Bradley, 2010). The three components are: rights, responsibilities and realities. The rights of families and their children need to be implemented via political action and legislation. Different groups in society have the responsibility of creating inclusive environments. Examples of these groups are: social service staff, educational personnel, community-based education workers and family members. Realities of challenges need to be addressed to make the schools more inclusive. These challenges are: unskilled teachers, curriculum that is not adapted, large class sizes, lack of educational resources, teaching methods that are not suitable and lack of support in schools (Mcconkey & Bradley, 2010).

In summary, inclusive education has therefore been implemented internationally. It is a movement that has grown and spread among many countries. As human rights filter through the education system, there is a clear move away from segregation and a move towards union, diversity, appreciation for learners who have disabilities, and participation of learners with disabilities in inclusive educational settings.

## **2.5 DEVELOPMENT OF INCLUSIVE EDUCATION IN SOUTH AFRICA**

The education system in South Africa has changed rapidly over the past 20 years. During the Apartheid era, certain racial groups including persons with disabilities were marginalised. In the post 1994 era, and with the onset of democracy and human rights in education, the education system became more inclusive.

Before the advent of inclusive education, policies and legislation classified learners who were experiencing barriers as having “special needs” and in need of special education in a “special” school (Swart & Pettipher, 2016). In addition to the inequalities, there was also the use of the medical model to view and understand disability. Learners with disabilities were excluded from mainstream schools. This resulted in learners classified as “Black” residing in the rural areas and receiving no education (Swart & Pettipher, 2016). Through the advent of



democracy, the education system of South Africa went through many radical changes which had implications on the development of an inclusive education system as well as for learners with barriers to learning (Swart & Pettipher, 2016).

The development of the education system for disabled learners in South Africa progressed through a number of phases. Naicker (2005) characterised them into four phases. In the first phase from 1700 to the early 1800s, there was lack of provision of education for learners with disabilities. Disabled people later became recognised as physically disabled, mentally retarded, blind, deaf etc. In phase two, from the late 1800s to 1963, learners with disabilities received education from the church and private organisations (Smit & Oosthuizen, 2013). From between 1863 – 1963, no special education provision was given to African learners. The government became involved in special education for learners with disabilities in 1900 by acknowledging the schools run by white churches (Naicker 2005). Subsidies for hearing impaired, visually impaired and physically disabled children were only given in 1963.

From 1963 – 1994, phase three marked the beginning of institutionalised Apartheid which separated the education systems based on race and in special education (Naicker, 2005). Learners with disabilities received education in separate settings and “Coloured”, “Indian”, and especially “Black” learners were disadvantaged the most and were given the least educational provisions (Heaton, Amoateng & Dufur, 2014). This shows that the educational system before democracy was not only unjust regarding the provision of education in segregated settings, but was also unjust on the basis of race and financial provisions.

Phase four of the process of change that the education system went through was the phase where South Africa embraced the concept of inclusion after 1994 (Heaton, Amoateng & Dufur, 2014). Education following South Africa’s first democracy was marked with many political changes. These changes echoed the principles of the Salamanca statement on including learners with disabilities in mainstream classes. Widespread transformation took place throughout the country. Education saw a revolution in which educational services had to be provided in a way where all South Africans could benefit (Engelbrecht, 2009).

This called for changes to be made to policies in education. The educational policies during the democratic transformation in education had to uphold the values grounded in the Bill of Rights. The policy *White Paper 1: Education and Training in a Democratic South Africa*:

*First steps to Develop a New System* came out in February of 1995. This was the first of the policies in education to elicit change in education (Smit & Oosthuizen, 2013).

In 1996, the new democratic constitution in South Africa emphasised human rights, human dignity, equity, equality, accountability, freedom from discrimination, social justice and respect (Swart & Pettipher, 2016). The Constitution of the Republic of South Africa Act of 1996 includes a Bill of Rights which establishes the rights of South Africans to receive access to basic education regardless of their gender, sexual orientation, race, religion, culture, language or disability (Engelbrecht, 2009). These were the values of human dignity, human rights and freedom, non-racism and non-sexism, equality and access to basic education for all (Niewenhuis et al., 2007). By aligning new educational policies to the Bill of Rights, showed that the education system in South African was in its infancy stages of implementing democratic values within education.

Key policy documents were then established such as the *White Paper of Education and Training in 1995* (Niewenhuis et al., 2007), *White Paper on an Integrated National Disability Strategy*, and *The South African Schools Act* (Engelbrecht, 2009). These policies emphasised basic education as an important human right. Schools therefore have to recognise the wide diversity of needs and accommodate for these needs.

This brought on the establishment of the National Commission on Special Education Needs and Training (NCSNET) and the National Committee on Educational and Support Services (NCESS) (Department of Education, 1997). These bodies, established by the Ministry of Education, worked for one year from 1996 – 1997 in all provinces where workshops and hearings were held. Direction was given to the NCSNET and NCESS to developing equal rights and access to education for persons with disabilities due to the right to equality in South Africa (Naicker, 2005). The establishment of these bodies was the first step in acknowledging the diverse educational needs and the exclusionary nature of the education system in excluding learners due to social and political processes that operate within the education system (Engelbrecht, 2009).

In November 1997, the NCSNET and NCESS published a report titled “Quality Education for All: Overcoming Barriers to Learning”. With 19 different education systems at the time, the report stated the need for all children to get education in one holistic education system.

This framework for this policy originated in a human rights approach. This approach moved away from viewing disabilities of learners within the medical model which is associated with pathology, sickness and the cause of the problem being within the learner (Swart & Pettipher, 2016), and rather saw the learner as existing within a system whereby experiences can exist which cause barriers to learning (Naicker, 2005; Swart & Pettipher, 2016).

The report suggested that teachers should be trained in order to be able to recognise barriers to learning and implement strategies in which to deal with them (Swart & Pettipher, 2016). These barriers could include attitudes, inflexible curriculum, language barriers, unsafe and inaccessible built environments, socio-economic factors, lack of laws and policies which protect, inadequate support services, inadequate improvement of human resource strategies, and lack of involvement of parents. In addition, the report stated that learners should not be excluded from gaining access to education regardless of their physical, social, intellectual, language, emotional or other differences. The report emphasised the use of more respectful terminology (Swart & Pettipher, 2016). The report also emphasised the need for a paradigm shift from viewing learners with “special needs” within the medical model to viewing them as functioning within a system in line with the systemic approach where barriers to learning are identified and addressed (Engelbrecht, 2009).

A policy was implemented in 2001 called *Education White Paper 6: Special Needs Education: Building an Inclusive Education and Training System* (EWP 6) which sought to promote a single, undivided education system for learners with and without disabilities in order to create an integrated and caring society (Donohue & Bornman, 2014). The aims were to have an integrated schooling system with no special and ordinary schools; using a curriculum that is suitable for all abilities; developing district-based-support teams to support educators; and to strengthen the skills of teachers and prepare them to manage more diverse classes (Department of Education, 2001).

In 2001, the policy document, EWP 6, recognised the failure of the education system of South Africa to accommodate for the needs of a large number of children including those who were not labelled as having “special needs” (Engelbrecht, 2009). In response to the report by the NCSNET/NCESS, the policy also emphasised that if the wide range of learning needs are not successfully addressed, then this could contribute to continued failure to learn. The policy underscored the need for systemic change where strategies are implemented in

order to build the capacity of the system to respond to a wide variety of needs in the country, including barriers to learning and disabilities (Engelbrecht, 2009). The recommendations from the NCSNET/NCESS report stated that in addition to barriers existing within the learner, they can also exist within the education system and within the broader political, social and economic context.

In order to allow for smoother implementation of inclusive education, the government and teacher institutions focused on preparing teachers to teach in inclusive schools by preparing them with units of work on inclusive education to reduce the uneasiness about inclusion as well as change their attitudes toward it to become more positive (Forlin, Loreman, Sharma and Earle, 2009).

Since the inception of inclusive education, it is important to know how successful it is and what constitutes to its success and hinders the success of the policy. This progression can be seen in studies that were carried out. Prior to implementing inclusive education policies, a study by Hay, Smith and Paulsen (2001) was carried out to find out how ready teachers were for the paradigm shift of inclusive education. Findings showed that at that time, a huge effort would have needed to be made to transition toward a paradigm shift of inclusive education. Results showed that the average teacher at the time was not ready to effectively teach learners of inclusive classrooms. However, despite this, the majority of teachers were open to gaining more knowledge about inclusive education (Hay et al., 2001).

In 2006, findings of a study by Engelbrecht (2006) showed that after ten years of democracy in South Africa, changing the structure and the process of education influences the success of how inclusive education progresses. Improving on the acceptance of and recognition of access to education as a basic right of all South African children, still remains a challenge (Engelbrecht, 2006). In addition, according to Bornman and Donahue (2013), after a decade passed, special schools still exist for learners with disabilities and several countries (South Africa included), have struggled with implementing inclusive education successfully. Bornman and Donahue (2013) asserted that the success of this is dependent on having sufficient support, training and positive attitudes. This therefore shows that implementing inclusive education has many challenges, and the implementation of it internationally and in South Africa is a progressive task.

In summary, not only were learners with disabilities or barriers to learning discriminated against or separated along lines of race, but they were also discriminated against in terms of the policies and laws that gave them unequal education and little to no access to education if they had disabilities. Furthermore, the way in which disability was understood was discriminatory as it led to misperceptions and stereotyping of learners. Once South Africa became a democratic country, measures were taken in order to filter human rights into the education system. The South African education system is presently entrenched with human rights and the principles of equality. Learners who have disabilities or barriers to learning are starting to experience a new era where they are not marginalised. Though South Africa is far from completely eradicating the marginalisation of these learners, the fact that policies have been implemented and research conducted to improve on these policies shows the progression of human rights of learners who have disabilities or barriers to learning in education.

With the implementation of the policy EWP 6, changes were made in order to make South African schools more inclusive. The process of change incorporates strategies that were aimed at the curriculum, the instructional, the institutional and the departmental level (Department of Education, 2001). The implications on the education system affected a number of aspects such as changing the terminology to be more inclusive, having collaboration practices that supports inclusion, as well as the setting up of resource centres and district-based and school-based support teams. Each of these structures have a purpose. These changes made to the education system promoted respect for diversity.

Terminology was changed and adapted to be more in line with the values of inclusive education that emphasises no discrimination. The policy documents, White Paper on Education and Training by the Department of Education in 1995, the South African Schools Act in 1996 and the White Paper on an Integrated National Disability Strategy brought about laws and policies to initiate a change of paradigm to inclusive education (Swart & Pettipher, 2016). In 1997, the Department of Education stated that The National Commission on Special Needs Education and Training (NCSNET) and the National Committee on Education Support Services (NCESS) issued a report which further expanded on the understanding of barriers to learning in South Africa (Swart & Pettipher, 2016). The report emphasised the use of terminology that is respectable. For example, terminology such as “special educational needs” was reconceptualised to “barriers to learning”. The term “remedial education” is no

longer used and the term “learning support” is now used. The concepts “changes within the individual” are now replaced with “system changes and individualised support for all” (Swart & Pettipher, 2016).

The task was also to develop an understanding of the terms “special needs” and “education support”. “Special educational needs” now include a meaning and understanding that behaviour problems can be produced by an interaction between the environment and the individual. Terminology such as “barriers to learning” was therefore conceptualised as issues which prevented the system from accommodating the diverse needs of learners such as an inflexible curriculum, lack of teacher training and socio-economic conditions such as violence or poverty. The findings and recommendations of the NCSNET were emphasised and further informed the policy document EWP6 (Swart & Pettipher, 2016).

Within the policy document EWP 6, terminology such as “disability” and “impairments” are accepted only when referring to the kind of barriers to learning that have their origins in medical causes (Department of Education, 2001). The report focused on the changes that need to be made within a South African schooling system in order to make the schools more inclusive and in order for learners to grow to their fullest potential whether they have disabilities or not. Education White Paper 6’ underscores principles that are important for an inclusive education system. These principles emphasise respect and acknowledgement that learners learn differently and have a variety of different learning needs which are all valued equally. With this new conceptualisation and understanding of the term “barriers”, the policy document, Education White Paper 6’ identifies “negative attitudes” and “stereotyping of differences” as barriers (Department of Education, 2001, p18). This shows that teachers’ negative attitudes’ serve as a barrier to the child’s ability to learn and to attain their full potential in an inclusive setting.

Within the inclusive education framework, there is an emphasis on restructuring schools in a way that promotes inclusion through practical implications in order to welcome diversity (Swart & Pettipher, 2016). To achieve this, Swart and Pettipher (2016) stated that principals must set the tone of inclusion with the school. Collaboration and support emphasise a multidisciplinary approach where key role players are supported through collaboration in an inclusive school community. Responsibility of significant challenges are not handled alone

by a role player. This means that teachers should collaborate in a team with professionals to support the learner.

Teacher learning and development emphasise that teachers need to gain a vision, language, conceptual framework, teaching strategies and skills through pre-service and in-service training in order to work with learners of diverse needs (Swart & Pettipher, 2016). Teachers will therefore refine their skills to be able to cater to a variety of diverse needs of learners (Department of Education, 2001) and collaborate with personnel from the district-based support teams, full service schools and special schools (resource centres) (Swart & Pettipher, 2016).

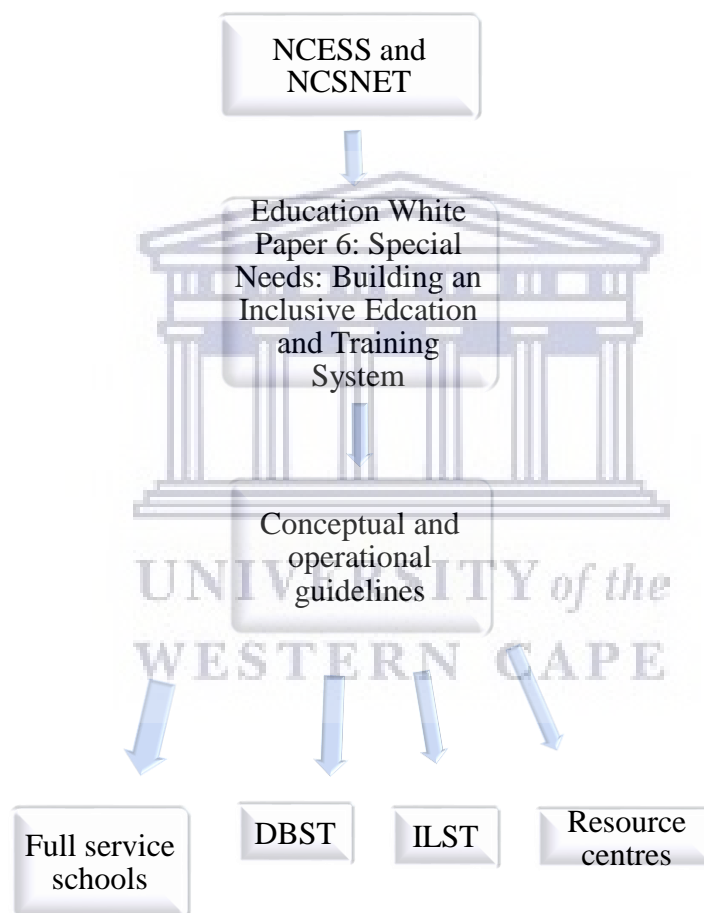
DBSTs are there to support teachers, who are teaching learners who have barriers to learning, with professional support services and programmes (Department of Education, 2001). They assist teachers with implementing inclusive education practices within classrooms (Donahue & Bornman, 2014). They also help to address these barriers by receiving referrals of cases from the institutional level support teams or school-based support teams (Nel, Müller, & Rheeders, 2011).

The ILST is an internal support structure within a school or institution (Nel et al., 2011). As outlined by the Department of Education in the policy document, EWP 6, the purpose is to assist with finding solutions to complications relating to barriers to learning, develop multi-level teaching in classrooms, and provide support and training to teachers, as well as policy development with regards to diversity within the school. The ILST will study reports submitted by teachers on learners who have barriers to learning and develop programmes in order to address the barriers (Nel et al., 2011). The ILST should communicate with other support teams at the school, members of the DBST, and use support from higher education institutions as well as the local community (Department of Education, 2001).

According to the Department of Education (2001), it is stated in the policy document EWP 6 that special school settings are inappropriate and fail to provide a cost-effective learning experience. Over a 20-year period after implementation in 2001, it is aimed for 380 resource centres to be set up (Department of Education, 2001). It would be the resource centres' responsibility to deliver support to learners who need an intense level of support, while mainstream schools will have the responsibility of providing support to learners who require

less support (Department of Education, 2001). It will be the role of resource centres to provide support services such as educational psychologists and therapists on the premises to learners who present with barriers to learning and provide training to teachers in mainstream schools (Nel, Müller, & Rheeders, 2011).

Below is a summary of the development of inclusive education in South Africa.



**Figure 2.1: Development of inclusive education in South Africa**

## 2.6 TEACHERS' ATTITUDES TOWARD INCLUSION INTERNATIONALLY

Attitudes of teachers toward inclusion of learners with disabilities play an important role in inclusive education (De Boer, Pjil and Minnaert, 2011). According to Forlin, Earle, Loreman



and Sharma (2011), understanding what teachers' attitudes are toward inclusion can assist in improving the learning environment. Therefore, the attitudes that teachers bring into the classroom as well as the factors that affect their attitudes need to be explored (Bornman & Donahue, 2013). If a teacher's attitude is negative, this will serve as a barrier that hinders the success of inclusive education.

Many studies have been carried out on teachers' attitudes towards inclusion. The findings of such studies indicate that attitudes are mixed. Studies show that attitudes are positive, negative, neutral, sometimes both positive and negative and can also be conditionally positive according to certain circumstances.

Hsien, Brown and Bortoli (2009) carried out a study in Australia on teachers' attitudes and beliefs about inclusion of learners with disabilities. Results showed that teachers with higher qualifications in the field of special needs education were associated with more positive attitudes toward inclusion. Positive attitudes were associated with having postgraduate qualifications such as a master's degree or diploma in special education in Australia and these teachers were in agreement that inclusive education represented positive change. These teachers were also reported to have higher levels of efficacy, knowledge and confidence about inclusion. They had applied knowledge of differentiation and curriculum adaptation.

Male (2011) found that teachers' attitudes were slightly more positive after the professional development on inclusion. Similarly, Štemberger and Kiswarday (2017) investigated teachers' attitudes towards inclusion with the focus on preschool and primary school teachers in Slovenia. Results reflected that both primary school and preschool teachers held positive attitudes toward inclusion. Results also indicated that preschool teachers' attitudes were more positive than those of primary school teachers. In addition, the study showed that in-service training resulted in more positive attitudes and previous work experience with children with disabilities did not relate to more positive attitudes.

Similarly, a study by Secer (2010) in Turkey also revealed that teachers who taught learners with special educational needs and who have not received in-service training, had negative attitudes, and those who attended an in-service training programme reported to have more positive attitudes towards inclusion of special educational needs afterwards.

In a study by Ahmmed, Sharma and Deppeler (2012) in Bangladesh, positive attitudes towards inclusion were associated with a number of factors. These included gender, experience of teaching a learner with disabilities, the level of qualifications, past experiences of success with teaching learners with disabilities, and perceived support from the school for inclusion. Males had slightly more positive attitudes than females. On the contrary, Fakolade, Adeniyi and Tella (2009) found that female teachers had more positive attitudes towards inclusion.

Unlike Hsien, et al. (2009) who found that higher level qualifications were associated with positive attitudes, Ahmmed et al. (2012) in Bangladesh found that teachers with master's degrees or above had negative attitudes compared to teachers with a bachelors or lower level education. According to Ahmmed et al. (2012), inclusive education is hardly covered in the master's degree in Bangladesh which reflects lack of knowledge of inclusive education. Fakolade et al. (2009) found that professionally qualified teachers in Nigeria have more positive attitudes in comparison to those who are not professionally qualified.

Urton, Wilbert and Hennemann (2014) investigated the relationship between teachers' attitudes toward inclusion and attitudes toward social integration of learners with special needs into mainstream schools, teacher sense of efficacy and mainstreaming experience in Germany. This study was done at three levels: the individual level, the teaching staff and the principal level. Factors influenced teachers' attitudes at each level. Positive attitudes were found to be associated with sense of self-efficacy and mainstreaming experience at the individual level. At the teaching staff level, positive attitudes were associated with collective efficacy. At the level of the principal, positive attitudes were associated with both remedial education and social integration. However, attitudes toward remedial education were significantly positive. The study suggested that positive attitudes are influenced by the overall framework of circumstances in a school.

In a study in India, Engstrand and Roll-Pettersson (2014) investigated the extent to which teachers' attitudes in developing countries were the same as teachers' attitudes towards inclusion in more developed countries. Results showed that attitudes were positive with various factors affecting the attitudes. Positive attitudes were associated with knowledge of inclusion and teachers were more likely to perform inclusive teaching practices. Similar to Hsien et al. (2009), teachers with postgraduate qualifications were found to have more

positive attitudes. In addition, younger teachers' had more positive attitudes. Similar to Male (2011), and Štemberger and Kiswarday (2017), Engstrand and Roll-Pettersson (2014) also found that training in special education influenced teachers' attitudes positively. Moreover, results were also similar to Ahmmed et al. (2012) where males were found to have more positive attitudes.

This was also true for Mukhopadhyay (2014) who investigated the benefits of inclusion in primary schools in Botswana and found that positive teacher attitudes toward inclusion of learners with disabilities was associated with holding postgraduate qualifications and being trained in special education. However, contrary to Ahmmed et al. (2012), Mukhopadhyay (2014) found no significant relationship between the gender of teachers and their attitudes and knowledge of inclusive education. In addition to these findings, Mukhopadhyay (2014) also found that the location, age, years of experience of teachers, the grade taught and the position of responsibilities of the teacher did not play a role in influencing teachers' attitudes toward inclusion, their knowledge, skills and perceived benefits of inclusion.

In a study by Park and Chitiyo (2011) who evaluated pre-service teachers' attitudes towards learners with autism in the USA, results showed that attitudes were influenced by age, gender, workshop experience, and school level. Contrary to Ahmmed et al. (2012) and Engstrand and Roll-Pettersson (2014) who found that male teachers had more positive attitudes, Park and Chitiyo (2011) found that female pre-service teachers had more positive attitudes. Results of the study by Park and Chitiyo (2011) also revealed that pre-service teachers' attitudes who were younger, such as between the ages of 20–35 and 46–55, had more positive attitudes than pre-service teachers' attitudes over the age of 56. Teachers who had attended workshops on autism had more positive attitudes than those who had attended only one workshop or none. Elementary school teachers had more positive attitudes than middle and high school teachers.

Contrary to Park and Chitiyo (2011), Ross-Hill (2009) found that there were no differences in attitudes toward inclusion between elementary teachers and secondary regular education teachers. However, a difference in attitudes was significant with preschool teachers which were similar to Štemberger and Kiswarday (2017). Results of the study reflected the presence of both positive and negative attitudes. Teachers who had training in special educational needs had more positive attitudes and reported that they would be more confident to teach

learners with special needs if they were given more training which is similar to Secer (2010), Male (2011) and Štemberger and Kiswarday (2017) who found that professional development influenced attitudes positively. In addition, factors that affected the attitudes of teachers were associated with years of teaching experience, and academic training.

In a study by De Boer, Pijl and Minnaert (2011), results showed that the majority of teachers were found to have neutral or negative attitudes towards inclusion of learners with disabilities in mainstream schools. Results did not reveal clear positive attitudes. Factors that influenced teachers' attitudes were teacher training, experience with inclusive education, and disability type.

In a study by Monsen, Ewing and Kwoka (2014), positive attitudes were associated with classroom environments that had lower levels of friction, difficulty and competitiveness, as well as higher levels of satisfaction in comparison to teachers who presented with negative attitudes who did not have these. Monsen et al. (2014) also found that regardless of teachers' attitudes, they were less willing to include learners with disabilities relating to problem behaviour and were more willing to include learners who had a higher ability level or had physical difficulties.

This was also true for a study by Hassanein (2015) in Egypt, which revealed that teachers' attitudes towards inclusion also differed according to the type of disability. Teachers' attitudes were more positive towards learners with certain disability types. In addition, teachers continued to support the placement of some learners with disabilities in special education schools. Attitudes were both positive and negative, but more positive than negative. The concerns they had about inclusion were either personal or administrative.

In the context of Egypt, their perceptions of inclusion are moulded by their religious Islamic beliefs which emphasise that individuals should be treated with equal rights. Some of their attitudes were also conditioned to certain environmental factors such as restructuring the school's physical environment, having access to enough resources and personnel support, and having consideration for the type of disability and suitability of activities for them. Teachers held mixed views about the academic progress with learners with different types of disabilities. Most teachers believed that learners with intellectual disability will not benefit from inclusion and will benefit more from special needs schools. Teachers also believed that

if learners with physical, visual and hearing impairments had their educational needs met in a mainstream school, then they would achieve well academically.

In summary, many teachers presented with positive attitudes toward inclusion of learners with disabilities in mainstream schools. Teachers presented with negative attitudes as well. However, the positive attitudes were more than the negative. Attitudes were also conditioned to certain factors. There are a number of important aspects to note about the factors that influence teachers' attitudes. Positive attitudes were associated with having a master's degree, higher levels of efficacy, knowledge and practice of a differentiated curriculum, exposure to professional development and in-service/pre-service training. Teachers' attitudes were also affected by gender, experience in teaching a learner with disabilities, the level of qualifications, qualifications in special educational needs, past experiences of success with teaching learners with disabilities, and perceived support from the school for inclusion.

Some teachers' attitudes were conditioned to certain environmental factors. These factors were having access to support staff and restructuring the environment of the school to accommodate for learners with special needs. Teachers' attitudes also depended on the type of disability of the learner. Teachers' attitudes were more negative toward including learners with behaviour problems and more positive toward including learners with physical disabilities.

Table 2.1 below is a list of the factors that influence teachers' attitudes to be either positive, negative or conditioned to certain circumstances.

**Table 2.1: Summary of factors that influence attitudes toward inclusion of learners with disabilities internationally**

<b>Factors influencing teachers' attitudes</b>
Postgraduate qualifications
Special needs qualifications
High levels of efficacy
Practice of differentiation
Professional development

In-service training
Pre-service training
Prior teaching of special needs learners
Support from school for inclusion
Gender of the teacher
Access to support staff
Type of disability of learner

## 2.7 CHALLENGES OF INCLUSIVE EDUCATION

Within the discourse of human rights, inclusive education has many challenges. In capitalist countries, the concept of independence is valued more than interdependence (Shyman, 2015). Teachers are therefore also forced to give limited assistance to learners in order to aid them to develop their independence. This therefore makes the approach of teaching learners with disabilities in the class challenging as their independence would be limited to a certain extent (Shyman, 2015).

In addition, current findings of research indicate that there is a general lack of preparedness of the school culture of schools in Western countries to entertain the concept of inclusive education (Shyman, 2015). Challenges include lack of support staff and resources, difficulties in leadership such as an extended number of responsibilities and difficulties in overseeing them, increased levels of accountability, increased demands of teachers, increased concerns of parents such as the reactions of parents without disabilities and the presence of learners with disabilities. With regards to challenges faced by professionals, UNESCO proposes that administrators and decision makers are to work with the school in developing more effective inclusive practices while experimenting with inclusion in order to overcome any uncertainties (Shyman, 2015). This shows that inclusive education is not an easy ideology to implement. It requires a different way of thinking and hard work from all the stakeholders within the school community who are responsible for upholding the values of inclusive education.

Within the human rights discourse, Niewenhuis et al. (2007) reported that supporters of inclusive education argue that special education promotes labelling of learners and stereotyping of learners with disabilities. They view labelling as a negative factor that hinders

the development of and integration of the child into the community. Advocates of this discourse view special education as being flawed in a number of ways:

- There is an incorrect assumption that mainstream educators are not able and are unwilling to teach learners with disabilities.
- Programmes that are supposed to be individualised for learners are not really individualised.
- Teachers have lower expectations of lower-ability learners to meet the standards of the curriculum targets. Programmes for learners with special needs are “watered down” which offers a curriculum with lower standards.
- When learners are moved to special needs schools, they hardly get to return to mainstream schooling.

## 2.8 CONCLUSION

This chapter has provided an overview of inclusive education by conceptualising it according to different authors internationally as inclusive education is practised globally. The chapter discussed inclusive education within the discourse of human rights and then discussed the development of inclusive education internationally. Further, the chapter discussed the development of inclusive education in South Africa from an Apartheid system through to an education system in a democratic South Africa. This was followed by discussing the implications of inclusive education in South Africa. Finally, teachers’ attitudes toward inclusion internationally were described as well as the factors contributing toward their attitudes.

It has been established that teachers have attitudes toward inclusion of learners with disabilities in public ordinary schools. The next chapter presents a discussion of teachers’ attitudes toward the inclusion of two neurodevelopmental disorders, namely SLD and ADHD, in public ordinary schools. The factors which contribute to these attitudes are also discussed.

## **CHAPTER 3: SPECIFIC LEARNING DISORDER AND ATTENTION DEFICIT HYPERACTIVITY DISORDER**

### **3.1 INTRODUCTION**

The previous chapter focused on the conceptualisation of inclusive education and the development of it internationally and in South Africa. It also focused on human rights in education. The purpose of this chapter is to define SLD and ADHD, as well as to discuss the theoretical framework of SLD and ADHD. Lastly, this chapter discusses teachers' concerns relating to the inclusion of learners with SLD and ADHD in public ordinary schools in South Africa.

### **3.2 SPECIFIC LEARNING DISORDER**

Specific learning disorder in children is a cognitive dysfunction that is present in 2 – 20% of school-aged children (Goker, Uneri, Guney, Dinc, & Hekim-Bozkurt, 2014). This disorder is still widely known and referred to by the term 'Dyslexia' informally and formally throughout literature. The DSM 5 (2013), classifies Dyslexia as 'specific learning disorder' with the reading subtype.

Fletcher (2009) described specific types of reading problems as problems with decoding single words, problems with fluency and problems with comprehending what is read when there are not problems with fluency and decoding. An individual with specific learning disorder of the reading subtype will have impairment in all three areas. Younger children will exhibit problems with fluency and comprehension.

The International Classification of Diseases 10 (ICD-10, 2016) describes specific learning disorder as having a significant impairment in the development of reading skills that is not mainly explained by the mental age of the individual, lack of appropriate education or having problems with visual acuity. The impairment affects a number of skills including the reading and comprehension skills, the oral reading skills, reading word recognition and being able to do activities that require the skills of reading. It is also associated with difficulties in spelling which persist into adolescence despite progress with reading. During the years of schooling,



emotional and behavioural challenges are present. The disorder is also followed by speech and language development disorders.

The International Dyslexia Association gives the following definition of SLD with the reading subtype (referred to as 'dyslexia') (Bornman & Rose, 2010, p135):

*Dyslexia is a neurologically-based, often familial disorder, which interferes with the acquisition and processing of language. Varying in degrees of severity, it is manifested by difficulties in receptive and expressive language, including phonological processing in reading, writing, spelling, handwriting, and sometimes in math. Dyslexia is not the result of lack of motivation, sensory impairment, inadequate instructional or environmental opportunities, or other limiting conditions, but may occur together with these conditions. Although Dyslexia is lifelong, individuals with Dyslexia frequently respond successfully to timely and appropriate intervention.*

According to the American Psychiatric Association (2013), specific learning disorder is a learning disability that is used to broadly characterise three impairments. These impairments are reading, mathematics and writing. To be diagnosed children must have difficulty in either

- 1) reading (e.g. inaccurate, slow and only with much effort), understanding the meaning of what is read,
- 2) spelling, difficulty with written expression (e.g. problems with grammar, punctuation or organisation), or
- 3) difficulty understanding number concepts, number facts or calculation or difficulty with mathematical reasoning (e.g. applying math concepts or solving math problems).

There are difficulties in learning and using academic skills, as indicated by the presence of at least one of the following symptoms that have continued for at least six months, despite the provision of interventions that target those difficulties:

- Reading words inaccurately and slowly (e.g. is hesitant to read single words, reads them incorrectly, often guesses the words and has challenges trying to sound out words).
- Has challenges with comprehending what is read (e.g. the individual reads a text, but cannot understand the sequence, nor relationships that exist, cannot infer meanings nor understand deeper meanings).

- Has challenges with spelling (e.g. has challenges with adding, substituting or omitting vowels or consonants).
- Has challenges with written expression (e.g. makes many punctuation or grammar errors with sentences; paragraphs are disorganised; ideas that are written are unclear).
- Challenges with applied use of number sense, calculations and number facts (e.g. has limited understanding of numbers, their amount and relationships; counts on fingers when adding single-digit numbers; gets lost while calculating arithmetic problems and may change procedures).
- Challenges with mathematical reasoning (e.g. has exceptional difficulty applying mathematical facts, concepts, or procedures to solve numerical problems).

Other symptoms of SLD include the following. The individual's academic abilities are lower than expected for the chronological age, and cause significant impairment with occupational, academic performance, or with activities of the daily routine. Learning difficulties start during the school age years but might only become completely visible until the demands for the affected academic abilities surpass the person's limited capacities (e.g. timed tests, writing or reading lengthy difficult reports for a deadline). The learning difficulties of the individual are not better explained for by intellectual disabilities, uncorrected auditory or visual acuity, other disorders, psychosocial difficulty, lack of aptitude in the language of academic teaching, or poor educational instruction (American Psychiatric Association, 2013). The academic domains which include the impairment in writing, reading or mathematics must be coded. The severity level of the impairment could either be mild, moderate or severe.

In summary, the above definitions all explain the similar characteristics of SLD. SLD is a learning disability and a term that broadly covers three subtypes. These subtypes are impairments which manifest in either reading, writing or arithmetic. The aetiology of the disorder is neurologically based. SLD has different severity levels. SLD of the reading subtype interferes with the processing of language. Reading problems arise with decoding, fluency and comprehension. This therefore affects the individual's writing, spelling, handwriting and numeracy skills.

### 3.3 THEORETICAL FRAMEWORK OF SPECIFIC LEARNING DISORDER

Specific learning disorder is positioned within the biological theory. The biological model adopts a medical perspective which views illness as being the result of a part of an organism which has malfunctioned (Comer, 2011). There are a number of aspects of the biological theory that are found to cause psychological disorders. These are 1) problems with the chemistry of the brain (Comer, 2011; Butcher, Mineka & Hooley, 2011), 2) abnormal chemical activity in the endocrine system (Comer, 2011; Butcher et al., 2011), 3) inheritance of genes (Comer, 2011), 4) exposure to viruses before birth and during childhood (Comer, 2011), 5) temperament, and 6) neural plasticity and brain dysfunction in the form of subtle deficiencies in the brain structure (Butcher et al., 2011). This section discusses factors within the biological theory that are linked to the development of specific learning disorder.

Genes play a role in the development of SLD. This is evident in family studies (Barlow & Durand, 2009). Studies suggest that there are not different genes responsible for mathematics and reading disorders. There are genes that affect learning and contribute to the problems across all the domains, i.e. reading, writing, and mathematics (Barlow & Durand, 2009).

Brain damage has also been implicated as a causal factor to the onset of SLD (Barlow & Durand, 2009). Research suggests that there are functional and structural differences in the brains of individuals with learning disorders. These differences are in three areas in the left hemisphere of the brain that appear to be associated with problems with word recognition. The first area is called Broca's area which affects word articulation and analysis. The second area is the parietotemporal area which is associated with problems with word analysis when affected. The third area is the intraparietal sulcus, which is an area in the left hemisphere of the brain. This plays a role in the development of a mathematics disorder (Barlow & Durand, 2009). Research suggests that specific types of learning disorders are not inherited directly. A child and father may both have learning disorders; however, a parent may have a writing disorder and the child may have a reading disorder. What is inherited, is an underlying brain dysfunction that leads to a learning disorder (Mashe & Wolfe, 2012).

Neurological factors are also implicated in the development of a learning disorder (Mashe & Wolfe, 2012). Neurological factors involve cellular abnormalities in the left hemisphere of the brain. These abnormalities can occur from the fifth month onwards during pregnancy

leading to the development of a learning disorder. These deficits include not being able to discriminate properly between tasks such as detecting auditory and visual stimuli, as well as visual – organisational deficits that are associated with mathematical ability and reasoning (Mashe & Wolfe, 2012). A possible location of these deficits is the planum temporale, which is a language related area in both hemispheres of the brain. With someone who has a reading disorder, both sides of the brain are equal in size. In an individual without a reading disorder, the left side of the planum temporale is usually larger than the right. This evidence above shows that the causes of a specific learning disorder are neurological and genetic.

In summary, there are a number of factors within the biological theory that contribute to the cause and development of specific learning disorder. These factors are genes, brain damage and neurological factors.

### **3.4 ATTENTION DEFICIT HYPERACTIVITY DISORDER**

Attention deficit hyperactivity disorder consists of three subtypes. This study focused on one subtype. That is the hyperactivity subtype. It is estimated that around 8 – 10 % of the South African population have ADHD (Bornman & Rose, 2010). This means that in a class of 30 learners, about three learners may have ADHD. Many learners are not diagnosed. Teachers may not be familiar with the name of the disorder, but may be familiar with the behaviour symptoms. In order to understand how ADHD manifests within the classroom, this disorder is defined below. The causes of ADHD is then discussed.

There are three types of ADHD – the inattentive type, the hyperactive-impulsive type and the combined type. This study focused on the hyperactive type. The hyperactive type is therefore defined below.

The American Psychiatric Association (2013, p59 - 61) defines ADHD with the hyperactive type as having six or more of the following symptoms that have persisted for at least six months to a degree that is inconsistent with the developmental level and negatively impacts directly on social and academic/occupational activities. The symptoms are not solely a manifestation of oppositional behaviour, defiance, hostility, or a failure to understand tasks or instructions. For older adolescents and adults aged 17 and older, at least five symptoms are required of criterion A. Criterion A includes a persistent pattern of inattention and/or

hyperactivity that interferes with functioning or development that is characterised by hyperactivity which manifests in behaviours such as often fidgeting with or taps hands or feet, or squirms in seat, often leaves the seat in situations when remaining seated is expected (e.g. leaves his or her place in the classroom, in the office or other workplace, or in other situations that require remaining in place), often runs about or climbs in situations where it is inappropriate (in adolescents or adults, may be limited to feeling restless), is often unable to play or engage in leisure activities quietly, is often “on the go”, acting as if “driven by a motor” (e.g. is unable to be or is uncomfortable being still for extended time, as in restaurants, meetings may be experienced by others as being restless or difficult to keep up with), often talks excessively, often blurts out an answer before a question has been completed (e.g. completes people’s sentences; cannot wait for turn in conversation), often has difficulty waiting his or her turn (e.g. while waiting in line), often interrupts or intrudes on others (e.g. butts into conversations, games or activities; may start using other people’s things without asking or receiving permission; for adolescents and adults, may intrude into or take over what others are doing).

According to criterion B, several hyperactive-impulsive symptoms must have been present prior to the age of twelve years. According to criterion C, several hyperactive-impulsive symptoms must have been present in two or more settings (e.g. at home, school or work; with friends or relatives; in other activities), According to criterion D there must be clear evidence that the symptoms interfere with, or reduce the quality of, social, academic, or occupational functioning. According to criterion E, the symptoms do not occur exclusively during the course of schizophrenia or another psychotic disorder and are not better explained by another mental disorder (e.g. mood disorder, anxiety disorder, dissociative disorder, personality disorder, substance intoxication or withdrawal). In addition to the criteria, symptoms can also be specified as mild, moderate or severe.

Dednam and Du Plessis (2016) defined ADHD according to the DSM 5 which is discussed above. In addition, behaviour of learners with ADHD can be characterised by a number of features such as continuously disrupting and disobeying the educator which results in the entire class being punished. They need to be supervised more than other learners. They often interrupt when people are talking and cannot wait for their turn. They are also unable to foresee consequences effectively. They will for example, run into the road to get an object or balance on high walls which poses a safety challenge to the teacher. These learners are often

isolated by peers or ignored as the behaviour tends to be unattractive (Dednam & Du Plessis, 2016). Dednam and Du Plessis (2016) asserted that learners with ADHD frequently have learning impairments as well. The learning impairments and ADHD coexist.

The International Classification of Disease-10 gives a slightly different definition to that of the DSM 5 (ICD-10, 2016). In the ICD-10, ADHD is known as Hyperkinetic disorders (Vorster, 2015). According to Vorster (2015), the ICD-10 describes four conditions of this disorder. They are 1) early onset. 2) Both lack of involvement of the learner in tasks as well as poorly adjusted overactive behaviour with significant inattention. 3) Pervasiveness over situations. 4) Persistence of these behaviours over time. These four behavioural deficits can only be diagnosed if they are excessive for the child's IQ and age. Unlike the DSM 5 which separates the features for diagnosis of hyperactivity-impulsivity and inattention, the ICD-10 groups them together. Both are necessary for the diagnosis of hyperkinetic disorder. These features should be persistent in more than one setting such as the clinic, school or home in order for a diagnosis to be made (Vorster, 2015).

The International Classification of diseases 10 states that learners show impaired attention by leaving their tasks incomplete (ICD-10, 2016). Learners will leave one task in order to do another due to lack of interest (Vorster, 2015). Learners show overactivity by showing excessive restlessness when they are expected to be calm. For example, learners may run around or jump out of a seat when they are supposed to be seated (Vorster, 2015).

According to Rief (2015), attention-deficit hyperactivity disorder is a brain-based disorder that has a range of dysfunctions due to differences in structural and neurochemical areas in the central nervous system and has problems with inattention, hyperactivity and impulsivity. This behaviour can cause impairment in major areas of functioning in life. Examples of these areas are social and/or academic functioning (Bornman & Rose, 2010). ADHD is divided into three subtypes. These are the inattention type, the hyperactivity type or a combination of both. Within the combined type, symptoms of both of these types are equally evident (Bornman & Rose, 2010). Children who are inattentive give in to small distractions easily and find it difficult to put in mental effort for working or playing. They have a high energy level and are very active; however, they seem to finish little work. Children with ADHD are not always able to foresee and consider behavioural consequences in advance (Barkley, 2013). ADHD is associated with other problems such as applying intelligence to everyday

life situations, impaired academic functioning, learning disorders and distorted self-perceptions (Barkley, 2013).

According to Bornman and Rose (2010), a younger learner who is chronically diagnosed with ADHD may bring the wrong books to school or take home the wrong books as he has difficulty in remembering. Sometimes the child will work hard on one assignment and forget to take it in on the due date or at other times may forget to complete the assignment. The learner may work very quickly which leads to simple errors which bring down the learner's marks or the learner constantly loses things. Older learners have difficulty managing their time, or knowing how to break down longer assignments into smaller steps or have trouble trying to study for an assessment that has a number of units of instruction to study. These learners therefore do not have enough time to study for tests and exams. A diagnosis may be made from the age of 5 to 7, however symptoms may appear earlier (Bornman & Rose, 2010).

### **3.5 THEORETICAL FRAMEWORK OF ATTENTION DEFICIT HYPERACTIVITY DISORDER**

ADHD is theorised as a psychological disorder which has its causes within the biological theory in a number of ways.

As mentioned above, the biological model adopts a medical perspective which views illness as being the result of a part of an organism which has malfunctioned. As mentioned above, the aspects of the biological theory that are found to cause psychological disorders are 1) problems with the chemistry of the brain, 2) abnormal chemical activity in the endocrine system, 3) inheritance of genes, 4) exposure to viruses before birth and during childhood, 5) temperament, and 6) neural plasticity and brain dysfunction in the form of subtle deficiencies in the brain structure. This section discusses factors within the biological theory that are linked to the development of ADHD.

Hyperactivity has causes within the biological theory. In many cases, biological factors have been identified such as abnormal activity of the neurotransmitter dopamine and abnormal functioning of the frontal-striatal regions of the brain (Comer, 2011). The neurotransmitter, noradrenaline, is also found to be involved (Vorster, 2015). Dopamine prevents one's own

thoughts as well as outside activities from causing a distraction. Children with low levels of dopamine are easily distracted. This is linked to ADHD as noradrenaline is responsible for helping one to focus on what is important and to behave appropriately. When the noradrenaline levels are low, children will become withdrawn and when the levels of noradrenaline are high, children become hyperactive.

Another factor is the central nervous system (Vorster, 2015). One of the functions of the central nervous system is to filter out the external stimulus that is received before it goes to the cortex and is processed by the brain. It is suggested that stimuli are not filtered out properly in children with ADHD. This leads to an overload of stimuli and uncoordinated responses (Vorster, 2015). This is the hyperactive behaviour that children with ADHD exhibit.

A number of key evidences show that genetics play a huge role in the development of ADHD. This has been confirmed through specific gene studies, twin studies, adoption studies and family studies (Mash & Wolfe, 2012; Barlow & Durand, 2009). One third of people with this disorder also have biological relatives with the disorder. The rate of this disorder in biological parents are three times more in comparison to the rate of ADHD in adoptive parents. Studies on twins show that there is a very high heritability rate of about 75% for the behaviours that are hyperactive-impulsive and inattentive. When studying specific genes, such in molecular genetic studies, it is found that specific genes contribute to the development of ADHD such as the genes involved with dopamine regulation (Mash & Wolfe, 2012). Researchers are also in the process of studying specific genetic defects of cognitive processes such as working memory functions, the brain's executive attention system, and inattentive and hyperactive behaviours in order to show the link between genes and behaviour (Barlow & Durand, 2009).

Unlike some researchers who position ADHD and some other externalising disorders within a particular theory, other researchers highlight the benefit of taking a multidimensional approach to explaining the causes of this disorder. Vorster (2015) positioned the aetiology of ADHD within a number of factors such as genetic and neurological. According to Vorster (2015), genetics studies show that children have a higher level of developing ADHD when a parent is diagnosed with ADHD.



In addition to genetic and neurological factors, family factors play a role as well. Family factors highlight the result of relationships between members of the family. Within this approach is the role that parents play. Poor parenting styles are not seen as a causal factor in the development of ADHD, but are seen as a contributing factor which makes the disorder worse (Vorster, 2015).

In summary, a number of factors play a role in the causes of ADHD. These are abnormal activity of the neurotransmitter dopamine and abnormal functioning of the frontal-striatal regions of the brain, problems with the central nervous system in the brain, genetics and neurological factors. Poor parenting styles enhance the development of ADHD.

### **3.6 EMPIRICAL FINDINGS: CONCERNS RELATING TO INCLUSION OF LEARNERS WITH SLD AND ADHD IN SOUTH AFRICA**

After the implementation of inclusive education in South Africa, many studies were executed in order to report on what teachers' attitudes were toward inclusion. There is a gap in the research base for comparative studies regarding teachers' attitudes toward inclusion of learners with SLD and ADHD in public ordinary schools in South Africa. This section describes concerns relating to inclusion in South African schools and teachers' attitudes toward inclusion. This section further discusses factors that may influence teachers' attitudes as well as concerns related to inclusion of learners with SLD with the reading subtype and ADHD.

#### ***Factors affecting attitudes toward inclusion of learners with disabilities***

In a study by Lessing and Witt (2010) in rural areas in Limpopo and Mpumalanga, 115 teachers were surveyed on the ability of teachers to accommodate learners with learning disabilities in inclusive classrooms. Findings indicated that not many teachers reported feeling confident in their teaching capabilities to support learners with learning difficulties and perceived themselves as unable to support them. Most teachers indicated that they had little knowledge on how to support the learners. Lessing and Witt (2010) suggested that teachers would need training on how to support learners with barriers to learning in order for successful implementation of inclusive education.

Lessing and Witt (2010) asserted that it should not be assumed that teachers are confident with teaching learners with learning disabilities because it may increase the stress level of teachers and be unfair to the learners with the learning barriers in inclusive classrooms. In addition, Lessing and Witt (2010) asserted that teacher training is necessary to support learners with learning disabilities in inclusive classrooms in order for the outcomes of numeracy and literacy to be reached. This therefore shows that training on how to support learners in inclusive settings is vital for the success of inclusion and for teachers to have a positive attitude toward it.

In a comparative study of South African and Swedish attitudes, Helldin et al. (2011) found that Swedish teachers were more pro-inclusion than South African teachers, Swedish teachers were more hesitant to accommodate learners with disabilities in special schools, and both South African and Swedish teachers were hesitant about the feasibility of the practical implementation of inclusive education. Helldin et al. (2011) suggested that pedagogy would need to focus on a team approach for supporting inclusive education. The hesitance of Swedish teachers to accommodate learners with barriers to learning suggests that inclusive education is more successful in Sweden and teachers' attitudes are more positive than in South Africa.

According to Loreman, Deppeler and Harvey (2010), teachers have concerns about four main elements associated with inclusive education. These are having an appropriate curriculum for all learners, available resources and structures in the school and classroom that hinder inclusion. Similar to Lessing and Witt (2010), Loreman et al. (2010) highlighted the need for training teachers for inclusion. In South Africa, attitudes towards inclusive education is a challenge in terms of the inputs to inclusive education (Stofile, 2009). Teachers feel overwhelmed by reforms that were introduced since 1994. Many factors with their associated stress have been reported to hinder their ability to deliver effective teaching. If the curriculum cannot be implemented effectively, then this will hinder the ability to address all the needs of the learners. In order to uplift the morale, teachers will therefore need improved working conditions and appropriate training (Stofile, 2009).

Imperative to the success of inclusion and positive attitudes is the support that teachers receive regarding inclusion. In a study by Nel, Tlale, Engelbrecht and Nel (2016) in South Africa, teachers' perceived support structures which were the DBSTs, ILSTs/SBSTs, FSS,

special needs schools/resource centres, learning support educators and the community, turned out to be not as effective as initially proposed and that the policy Education White Paper 6 needs to be revised. A number of factors influenced their perceptions. These factors included demands of the Curriculum Assessment Policy (CAPS), lack of transport, poor socio-economic environments that the learners come from and the lack of parental involvement.

Teachers reported that the CAPS curriculum limits them in terms of time with regards to helping learners one-on-one. Factors such as teachers' qualifications which were on different levels (and based on the medical deficit model) and factors such as resources and teachers' workload were contributing factors to teachers leaving the profession. This suggests that teachers who left the profession had negative attitudes. Nell et al. (2016) argued that pre-service teachers also need to receive high-quality professional development programmes and that initial teacher programmes must be adjusted so that the teachers are prepared for inclusive practices and settings. This is similar to Lessing and Witt (2010) and Loreman et al. (2010) who emphasised the training of teachers in order to be prepared for inclusive classrooms. As mentioned before, teachers need to have a positive attitude in order for inclusive education to be successfully implemented. Having the necessary support would therefore contribute to positive attitudes.

### ***Concerns relating to inclusion of learners with ADHD***

Inclusion of learners with ADHD is not only practised in public ordinary schools, but also practised in independent schools. This is evident in a study by Walton, Nel, Hugo, and Muller (2009) who described the extent to which learners who experience barriers to learning are included in independent schools in South Africa and the practices that facilitate inclusion. It was found that of the many barriers to learning that exist, AD(H)D was a barrier to learning that the independent schools in South Africa included the most into private schools when practising inclusion. The fact that ADHD learners are included in independent schools in addition to public schools shows that inclusion of ADHD learners is definitely practised in South African schools and also shows that it is a common barrier to learning in South African schools.

Perold, Louw and Kleynhans (2010) carried out a study focusing on measuring teachers' knowledge and misperceptions of ADHD in three areas. Findings indicated that teachers have poor knowledge of the management of ADHD in the classroom. Conclusions of this study

can be generalised to the teaching population in schools in the outlying areas of the Cape Town Metropole schools in the Western Cape.

In a study by Bornman and Donohue (2013), who carried out a comparative study in South Africa where attitudes of teachers toward inclusion of learners with little to no functional speech (LNFS) were compared to attitudes of teachers toward learners with ADHD, results reported on the attitudes, and the factors that contribute to the attitudes. Positive attitudes were associated with inclusion of the learner with ADHD and negative attitudes were associated with inclusion of the learner with LNFS.

Factors that affected the teachers' positive attitudes toward inclusion of learners with ADHD were that teachers perceived themselves to be more prepared to teach them in comparison to being less equipped to teach learners with LNFS. Although teachers viewed ADHD learners as being more disruptive, their attitudes were still positive in comparison to the learner with LNFS as they perceived that learners with ADHD would fit in better socially. They had negative attitudes toward inclusion of the learner with LNFS due to their perception of this type of learner not being able to achieve social and academic success in the mainstream school. Teachers also indicated that both types of learners would benefit from receiving extra educational support in order to keep up with the pace of the other learners in the class. Findings also showed that younger teachers had more positive attitudes toward inclusion of learners with LNFS than older teachers. Similar to Lessing and Witt (2010) and Loreman et al. (2010), Bornman and Donahue (2013) suggested that based on the above evidence, teachers in this situation would benefit from receiving training on inclusive education.

Findings also reflected that teachers' experiences or level of exposure to teaching learners with disabilities contributed to their attitudes. This was evident when teachers who presented with more positive attitudes toward inclusion of learners with LNFS were also those who had not been exposed to them before. This can also be applied to exposure to other disabilities, e.g. exposure to learners with ADHD or exposure to learners with disabilities may also affect teachers' attitudes. This shows that disability type is a factor that influences the inclusion of learners with ADHD.

Mulaudzi and Runhare (2014) investigated how teachers in a rural primary school in the Vhembe District in Limpopo in South Africa, who taught mathematics to foundation phase

learners, coped with teaching mathematics without having any formal training on how to deal with learners with ADHD. Findings indicated that teachers improvised on strategies to assist learners. Similar to Lessing and Witt (2010), Loreman et al. (2010), Bornman and Donahue (2013) and Mulaudzi and Runhare (2014) highlighted the importance of teacher training. Mulaudzi and Runhare (2014) asserted that teachers would benefit from formal training on how to assist learners with ADHD. It was also observed that both teachers and learners would benefit from capacity building on how to co-operate with learners with ADHD in the classroom. This shows that although some teachers were able to improvise with strategies, teacher training on how to manage learners with ADHD is important.

### ***Concerns relating to the inclusion of learners with SLD with the reading subtype***

In a study by Butler and Edmonson (2009), the focus was on analysing the perceptions of successful high school students with reading difficulties as well as their parents' perception of their learners' emotional experiences throughout the reading intervention that was offered. Another aim was to compare the participants' responses to themes of resilience. School teachers assured parents that their children would make progress in reading eventually. School administrators did not see to the pleas from the parents for assistance. Butler and Edmonson (2009) suggested that neither school administrators nor teachers were adequately trained to recognise early symptoms of SLD with the reading subtype. They did not effectively observe signs of frustration from the learners during their classes.

Parents reported that school personnel were not aware of early signs of SLD of the reading subtype and they did not pursue the process in order to identify learners with reading difficulties as soon as possible. Early identification of this learning disability was not recognised by the staff. Buttler and Edmonson (2009) suggested that staff may not have known the process for evaluation for the learner with SLD of the reading subtype in the school system as well as the importance of early intervention. Once learners received a reading intervention programme, they experienced more academic success (Buttler & Edmonson, 2009). This shows that teachers and administrative staff would benefit from training on early identification of signs of SLD with the reading subtype.

Le Cordeur (2010) reviewed literature on learners who struggle with reading problems and addressing these at an early age. The purpose was to alert teachers and parents to the characteristics of a learner who struggles with reading so that the problem can be identified

early and learners can receive intervention. Le Cordeur (2010) asserted that if learners who experience reading problems are given the necessary support, they will learn to read properly. In addition, Le Cordeur (2010) also acknowledged that this will mean additional work for teachers. This shows that with inclusive practices, the demands of teachers' workload increases. Teachers would benefit from teacher training on how to identify early signs of reading difficulties. This also shows that Le Cordeur (2010) sees it as the teacher's role to support these learners. Knowledge on how teachers can support learners with reading difficulties is therefore crucial in order for these learners to succeed in inclusive classrooms.

In a study by Mudzielwana (2016), intervention strategies used by teachers for reading difficulties were investigated in public mainstream secondary schools in the Mvudi Circuit in Limpopo. Findings indicated that most teachers were unsure of what methods to use to teach learners to read. This shows that knowledge of the management of SLD of the reading subtype is important. Findings also indicated that if the number of learners in the class was decreased then this would help to monitor the learners with reading difficulties. This shows that a high number of learners in classrooms is a factor that influences the success of intervention strategies for learners with reading difficulties.

Mudzielwana (2016) recommended that learners with reading difficulties use technology to improve their reading and asserted that these learners need individual attention. Similar to Lessing and Witt (2010), Loreman et al. (2010) and Bornman and Donahue (2013), Mudzielwana (2016) highlighted the importance of training and that teachers would need continuous training on how to deal with inclusive classrooms effectively.

In a study by Leseyane, Mandende, Makgato and Cekiso (2018), the experiences of learners with SLD of the reading subtype were explored with their peers and teachers in special needs schools/resource centres and in the public schools in the North West Province. Findings highlight the barriers that SLD learners face in the public schools and that teachers need training on how to deal with these learners. Findings indicated that learners with reading difficulties developed a negative self-concept, and that the self-efficacy of these learners in the special needs schools increased in comparison to when they were in the public ordinary schools. Findings also indicated that SLD learners were unhappy with the way they were treated by teachers in the public schools. They reported that teachers were not patient with them. Learners reported that they did not receive extra attention and that teachers often

embarrassed them with their comments. Leseyane et al. (2018) asserted that teachers need professional development in awareness of special educational needs and of SLD of the reading subtype.

Findings also indicated that learners with SLD had a more positive relationship with the teachers in special schools because they understood their challenges, were more patient with them and knew how to deal with the challenges. Leseyane et al. (2018) highlighted that despite the fact that the policy document *Education White Paper 6* specifies that learners with disabilities must be included in public ordinary schools, findings show that the conditions of the public schools do not effectively cater to the needs of learners with disabilities, including SLD with the reading subtype. This shows that the conditions of the school such as teachers who are not trained to deal with special needs have an effect on the ability of learners with SLD with the reading subtype to be successfully included.

**Table 3.6: Summary of list of concerns relating to inclusion, inclusion of learners with ADHD and inclusion of learners with SLD**

<b>Inclusion</b>	<b>Learners with ADHD</b>	<b>Learners with SLD with the reading subtype</b>
Teacher efficacy	Knowledge of ADHD	Knowledge of SLD with the reading subtype
Teacher training	Teacher efficacy	Teacher training
Curriculum adaptations	Age of teacher	Number of learners in a class
Resources	Teacher training	Teachers' treatment of learners with reading difficulties
Support structures	Exposure to disability	Individual learner support
Teachers' qualifications	Disability type	Early intervention
Teachers' workload		Supportive environment in mainstream schools

In summary, ADHD and SLD are two barriers to learning that are currently researched. It is evident from the above that teachers in South Africa do have concerns relating to inclusion, and more specifically, inclusion of learners with ADHD and SLD with the reading subtype.

Though many of the studies above did not explicitly explore teachers' attitudes toward inclusion of learners with SLD and ADHD, these concerns are related to inclusion of ADHD and SLD which may present as factors that contribute to teachers' attitudes. A summary of these concerns relating to inclusion are: teacher efficacy, teacher training, curriculum adaptations, resources, support structures, teacher qualifications and teachers' workload. Concerns relating to inclusion of learners with ADHD are: knowledge of ADHD, teachers' efficacy, age of the teacher, teacher training and exposure to disability. Concerns relating to inclusion of learners with SLD with the reading subtype are: knowledge of SLD, teacher training, number of learners in a class, teachers' treatment of learners with reading difficulties, individual learner support, early intervention and a supportive environment in mainstream schools.

### **3.7 CONCLUSION**

This chapter focused on placing SLD and ADHD into context within an inclusive framework. Firstly, SLD and ADHD were defined and the causes of each were discussed. The chapter then explored teachers' attitudes toward exclusion of learners with disabilities internationally as well as the factors that influenced their attitudes in order to understand how the success of inclusive education is hindered. The chapter concluded with a discussion of teachers' attitudes toward inclusion of learners with disabilities in South Africa as well as concerns relating to inclusion of learners with ADHD and SLD within a South African context. The next chapter gives a detailed account of the research methodologies that were used in order to carry out the research and how the data that was gathered was to be analysed.



## CHAPTER 4: RESEARCH METHODOLOGY

### 4.1 INTRODUCTION

As stated in Chapter 1, the aim of the study was to explore the attitudes of teachers toward the inclusion of learners with ADHD and SLD of the reading subtype in public ordinary schools.

The following research questions were used to gain an in-depth understanding of teachers' attitudes and the factors that contribute to their attitudes to achieve the aim of the study:

- What are teachers' attitudes toward the inclusion of learners with ADHD?
- What are teachers' attitudes toward the inclusion of learners with SLD?
- Are attitudes more favourable towards inclusion of a specific disorder?
- What factors influence teachers' attitudes?

This chapter provides an overview of the research methodology that was used to carry out the investigation. It includes an overview of the research paradigm, the research approach, the research design, the population and research sample, data collection methods and data analysis. The chapter then concludes with a discussion of issues of trustworthiness and the ethical principles that govern this research process.

### 4.2 RESEARCH PARADIGM

A paradigm is a way of looking at the world. Each paradigm has its own data collection methods and specific interpretation (Terre Blanche, Kelly & Durrheim, 2012). As I was interested in obtaining an in-depth description of the experiences of the research participants during this research, the study was positioned within an interpretivist paradigm.

Interpretivism seeks to make sense of the world through what is researched and structures these meanings and experiences of human action through frames and pre-understandings of what is researched (Scott & Usher, 2010). An advantage of this approach is that it allows participants to bring forward their subjective experiences and views on the topic under research and it emphasises the social context and culture in which their experiences occur (Hartas, 2010).

Teachers have different beliefs about the inclusion of learners with behaviour disorders and learning disabilities and the placement of them into a school which they will draw on from their experience of teaching. It is envisaged that they will also draw on their subjective views on the factors that influence their beliefs on these topics.

### **4.3 RESEARCH APPROACH**

A qualitative approach was adopted for this study. Qualitative research allows for issues to be studied in-depth, as well as for openness of responses to be received which allows researchers to understand the themes that emerge from the data (Durrheim, 2012). Qualitative research investigates social phenomena in natural settings which can include people's experiences, behaviour of individuals and groups, the functioning of organisations, and the shaping of relationships through interactions (Teherani, Martimianakis, Stenfors-Hayes, Wadhwa, & Varpio, 2015). An advantage of the qualitative approach is that the researcher is able to gain an in-depth understanding of the attitudes of individuals (Hamilton & Corbett-Winter, 2013). As the qualitative approach emphasises the culture and social context of a phenomenon, this approach was regarded as appropriate for the study because of the ability to explore the attitudes of South African teachers in mainstream ordinary schools.

### **4.4 RESEARCH DESIGN**

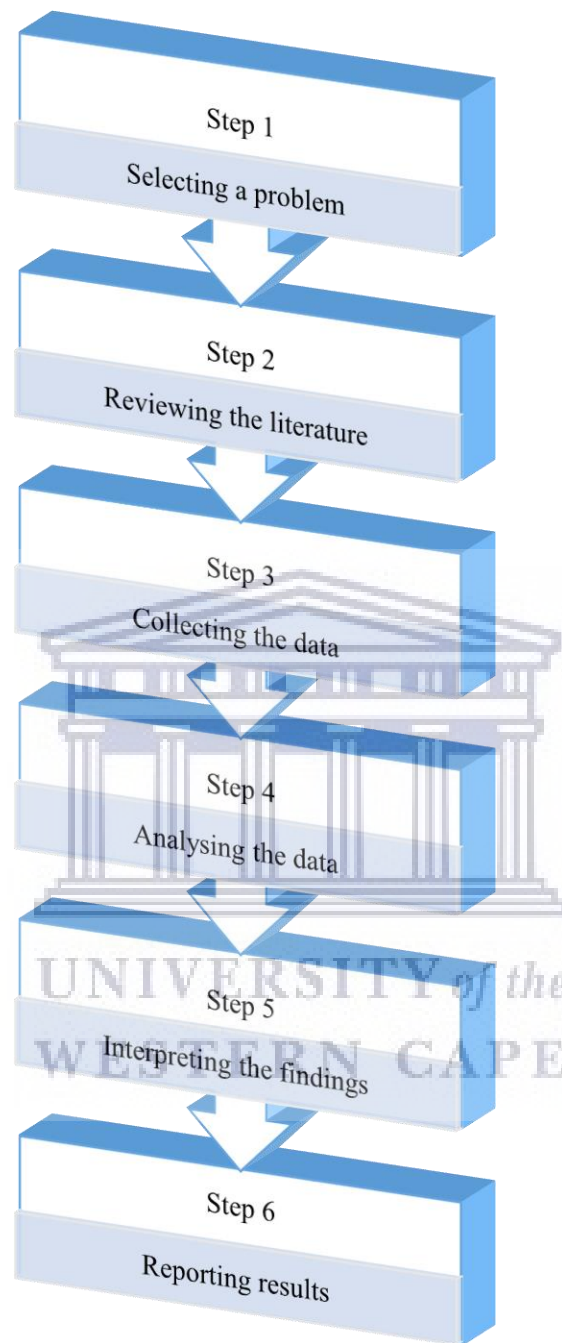
The research design is a plan that illustrates the steps that the research process will follow (Durheim, 2012). A research design is a plan that is carried out in order to accomplish something which is either presented as a menu of types of designs that can be chosen or as a series of steps in conducting the study (Maxwell, 2012). The design that this study used is a qualitative case study. A case study is an investigation of single families, units, social policies, organisations or communities (Lindegger, 2012). Merriam (2009) distinguished among the different types of case studies. These are intrinsic and instrumental, observational and historical, and multisite case studies. A multisite case study is also known as 'nested case studies'. The type of case study that was used for this study was thus a multisite case study. A multisite case study has a number of sites from which data is gathered and each site has a number of subunits which are the participants (Thomas, 2011).

The advantage of using a case study is that it allows for the depth of the inquiry to be explored (Sakashita, 2014) and it allows for the generation of new hypotheses to emerge (Lindegger, 2012). The disadvantages of the case study are that there may be concerns relating to the validity and one cannot generalise information from a single case study and links to the causes are difficult to test (Lindegger, 2012). For this study, there were 12 research participants in total. There were three sites, the schools, with four research participants from each school. These participants were all high school teachers who worked with learners with SLD with the reading subtype and ADHD. The selection of four research participants from each site was in order to obtain a diverse group of participants. As I was interested in exploring the attitudes of a number of participants from different schools, a multisite case study was appropriate for this study.

The design of this study followed seven steps as suggested by Ary, Jacobs and Sorensen (2018). The first step was to choose the problem which the researcher wanted to investigate. The next step was to review the literature on the problem. Teachers' attitudes as well as the context in which their attitudes exist were presented in detail in the literature reviews in Chapters 2 and 3.

In step 3, the data was collected. In step 4, data was analysed using themes and a coding system which was formulated by the researcher. Once the data had been analysed, step 5 was to interpret the findings and draw conclusions. Step 6 reported on the results. Reporting on the results includes making the report available to others who may be interested.

Below is a figure illustrating the process that the research study followed.



**Figure 4.1: Visual illustration of the research design**

## 4.5 POPULATION AND SAMPLING

### *Research participants and context*

This study used purposive sampling. Purposive sampling is used to discover what happens, to explore the implications thereof, and the relations that link these occurrences (Merriam, 2009). Purposive sampling makes use of cases that typically try to represent the population of a certain context that is being studied (Durrheim & Painter, 2012). The results of findings of purposive sampling cannot be generalised to a wider population (Merriam, 2009). According to Merriam (2009), purposive sampling is also referred to as criterion-based selection. This is where the researcher chooses attributes that are important to the study and then finds a unit to match it. The criteria that is used and the importance of it must be stated in order to provide a rich description of the context (Merriam, 2009).

This study selected 12 participants from three public ordinary schools that follow the mainstream curriculum in the Western Cape. Two schools were in the Metropole East Education District. One school was in circuit two. The second school was in circuit seven. The third school was in the Metropole Central Education District and in circuit ten. The research participants were teachers of various subjects. In order to ensure maximum variation of the sample, research participants had various levels of teaching experience. Varying the years of experience allowed for a broader range of teachers' opinions to be explored and represented the opinions in this context more accurately, rather than to be limited to the opinions of teachers of a specific age group.

I received information that there were learners at these schools who presented with SLD with the reading subtype and ADHD with the hyperactive subtype. The teachers in this sample were selected based on their experience of teaching these learners. The reason for choosing 12 participants was to be able to get a variety of views on the topic under research. The following criteria were used to select participants: 1) Teachers must be from public ordinary mainstream schools in the Western Cape, South Africa, and not any other setting such as special needs, private schools or former model C schools; and 2) teachers must be from high schools. The reason for choosing teachers from high schools was to determine the understanding of inclusion within the high school setting. The three schools were purposefully selected due to being public ordinary schools. Houses surrounding the schools in these areas are solid structures. However, neighbouring areas consist of mostly urban areas

and very few informal settlements. It was important for the study to meet these criteria because they were appropriate to the context that was to be investigated.

Below is a table representing a summary of the description of the sample size.

**Table 4.1: Summary of the description of the sample size**

<b>Participants</b>	<b>Research sites</b>
4	School A
4	School B
4	School C

#### **4.6 DATA COLLECTION METHODS**

The data collection tool that was used was the interview. This particular study used semi-structured interviews with open-ended questions. In semi-structured interviews, the interviewer arranges the interview, asks questions, prompts for answers, and reformulates responses (Scott & Usher, 2010). The area of interest is chosen by the interviewer and the interviewer may modify the questions as the interview progresses (Ary et al., 2018). The advantage of using semi-structured interviews is that they allow for a rich data set as the interviewer is able to probe questions and follow up on leads (Hartas, 2010). Interviews that are semi-structured and have open-ended questions may produce answers to questions that the researcher may not have thought about asking. The interview is also a way of gaining access to large volumes of data very quickly (Ary et al., 2018). The interview process started with section A which consisted of a survey with closed-ended questions which aimed to gain demographical information of the participants. The questions of sections B and C related to the participants' beliefs about inclusion, were open-ended and in line with semi-structured interviews. Refer to Appendix D and E.

The first step of the data collection process was to pilot the interview which was conducted before the initial interviews took place. A pilot study is a preliminary study conducted on a small sample of participants which will help to identify potential problems with the research design, especially the research instruments (Rief & Durheim, 2012). The interviews were recorded and transcribed. Each interview was audio recorded on a device. It was observed

that the participant did not easily understand all the terminology used. Before carrying out the initial interviews, certain words were changed for clarity, making the language easier for participants to understand. The interviews were conducted individually after school hours. Each interview took between 45 minutes to one hour. Interviews were all recorded with the participants' permission and then transcribed.

Each participant signed a consent form giving permission before recording. The advantage of recording using a tape recorder is that the interviewer could then maintain eye contact with the participant during the interview without having to be distracted by detailed note-taking (Kelly, 2012). It also shows the participant being interviewed that you take their responses seriously. In addition to recording the interviews on a device, data was also recorded via the use of field notes. Field notes can be considered by some researchers as records of written notes of observations of others' activities and actions, reflections and questions, while others refer to it as notes of oneself and one's reactions (Emerson, Fretz, & Shaw, 2011). I took notes of the participants' responses using a pen and paper. The interviews were then transcribed.

#### **4.7 DATA ANALYSIS**

Data analysis is the process that describes how data will be analysed after it has been collected. When interviews with the 12 research participants had been completed and recorded, they were transcribed so that they could be presented in hard copy format. For this study, the data was organised through thematic analysis. According to Braun and Clarke (2013), the purpose of thematic analysis is to describe a phenomenon or an aspect of a phenomenon. Braun and Clarke (2013) further said that thematic analysis can be used to identify certain data and concepts that underpin meanings and assumptions of the data and content.

Thematic analysis is used to analyse groupings and present patterns as themes in relation to the data. Thematic analysis allows for the data to be explained in detail and deals with various topics through interpretations. Thematic analysis is most suitable for a study that seeks to discover information using interpretations. The researcher is able to analyse the frequency of a theme within the whole content (Alhojailan, 2012). Thematic analysis is a method for withdrawal of meanings and perceptions from data and includes investigating,

exploring, and recording patterns or themes (Javadi & Zarea, 2016). The advantage of thematic analysis is its flexibility in being able to answer most types of research questions and it can be used to analyse most types of data (Braun and Clarke, 2013).

This study adopted Terre Blanche, Kelly and Durheim's (2012) five steps to analyse the data. These steps are:

#### Step 1: Familiarisation and immersion

According to Terre Blanche et al. (2012), qualitative inquiry involves developing theories and ideas of the phenomenon that is being researched so that when it is time to analyse data gathered from the interviews, the researcher will already have developed preliminary meanings of the data. Throughout the research process, literature was reviewed regarding ideas about teachers' attitudes and the factors that contribute to them. An in-depth description of this is provided in Chapter 2. Using this information, I was able to formulate a preliminary understanding of the meaning of the data after it had been collected.

As stated by Terre Blanche et al. (2012), the researcher must be immersed in the texts which are the transcribed interviews as well as field notes so that the researcher is well acquainted with the data. This process includes brainstorming, making relevant notes and drawing diagrams in order to understand the data well enough. This process helps to know what kinds of interpretations will be supported by the data and what will not be supported. After recording the interviews, they were transcribed. Field notes were also taken during the interviews. I analysed the interviews by comparing the answers of questions in each interview. I underlined important text and made notes of it. From reviewing literature on the topic and during the note-taking process while conducting the interviews, I was able to formulate an idea of preliminary categories that support the arrangement of the data.

#### Step 2: Inducing themes

Induction refers to inferring general classes or rules from specific events (Terre Blanche et al., 2012). This is therefore a bottom-up approach where the researcher views the data and works out which organising themes underlie the data. As suggested by Terre Blanche et al. (2012), when inducing themes, the participant's language must be used and not the theoretical language. As noted by Terre Blanche et al. (2012), the researcher must summarise the content and look for tensions and contradictions of main themes and subthemes. During



the process of data analysis, I compared answers to questions of all the participants to induce themes which arose. The content was fairly easy to summarise. Tensions and contradictions were noted, thoroughly analysed again and grouped according to categories and new themes. As mentioned before, ideas of these themes had already emerged which were informed by the literature review. When an additional theme arose, this was noted.

### Step 3: Coding

According to Terre Blanche et al. (2012), during the development of themes, it is useful to code the data. The coding of data involves refining data, developing concepts, and placing themes into categories (Ary et al., 2018). This is done by rereading the data, looking for words, sentences, phrases, events that appear regularly, behaviour and ways of thinking (Ary, et al., 2018). Data can be coded in ways that make sense to the researcher such as using coloured dots, key words or numbers (Marshall & Rossman, 2014). Strategies such as the following could also be used: the use of colour pens to highlight the text, cutting and pasting text in a Microsoft Word document, or photocopying the hardcopy transcription and cutting out data that can go into certain categories (Terre Blanche et al., 2012).

In my study, the first step I engaged in was to transcribe the interviews in electronic format. These documents were printed so that they were accessible in hard copy for convenience. While coding the data, I underlined important information, bracketed the information and assigned certain letters and numbers to certain information in order to label it and group it according to the different categories. Thereafter, I drew up a table in a Microsoft Word document and summarised the data that had been coded in order to form categories. These were the quotations from the participants that served as evidence to back up the arguments I presented. The categories were grouped into themes on a separate Microsoft Word document page.

### Step 4: Elaboration

The purpose of the previous steps of coding and finding themes was to bring together the events and remarks that are developed during these steps (Terre Blanche et al., 2012). The purpose of the elaboration step is to elaborate on the themes that were found. This captures the meaning of the text that is not captured by the coding system. When analysing data, Terre Blanche et al. (2012) suggested that one must keep on coding, recoding and elaborating until no further insights into the data emerge. After reading through the data and coding it, I read

through it again, and compared the texts to one another to see how they were similar and how they differed. I read through it a third time, coded again and compared texts again until no new insights emerged. The constant rechecking of the data allowed for the themes to appear clearer.

#### Step 5: Interpretation and checking

In the interpretation step, Terre Blanche et al. (2012) suggested that the data is put together by writing an account of the phenomenon that is being investigated, using the categories as subheadings (Terre Blanche et al., 2012). In addition, Terre Blanche et al. (2012) suggested that the researcher rechecks the interpretations and fixes any weak points. These weak points could be points that may contradict other points, points that are mere summaries and nothing else, instances where there is over interpretation, or instances where prejudices influence the data. Interpreting the data brings unity to the themes and categories that emerged and is referred to as representing the story line in a manner that is appealing to read (Marshall & Rossman, 2014).

Using the categories that emerged from the data, I wrote an account of the phenomena being investigated which were the teachers' attitudes. The themes were used as main headings and the categories were used as subheadings. In order to ensure accuracy, this information was checked and rechecked for points that contradicted other points, instances where there was over interpretation, or instances where prejudices influence the data. Once the data had been interpreted, the findings were presented. Once the analysis of the data had been completed, the findings were written up.

## 4.8 TRUSTWORTHINESS

In order to ensure that the data is not contaminated with the researcher's biases, trustworthiness needs to be established. In qualitative research, the main data gathering instrument is the researcher. According to Boudah (2010), 'trustworthiness' is closely associated with qualitative inquiry and refers to how the reader convinces the audience that the findings of the research and the conclusions that were drawn were fully developed and believable. According to Merriam (2009), in qualitative inquiry, when credibility, transferability and dependability are established, then the data is deemed trustworthy. In my

study, trustworthiness was established by establishing credibility, transferability and dependability.

#### **4.8.1 Credibility**

Credibility answers the questions, ‘how well does the research finding match reality?’ and ‘Are the investigators measuring exactly what they intended to measure?’ (Merriam, 2009). Merriam (2009) proposed a number of strategies to determine credibility. Two are mentioned here. By taking these two measures, namely member checks and engaging in the data adequately, this helped to ensure that the research findings matched reality and thus ensured credibility.

The first strategy is member checks which refers to taking the findings of the study back to some of the participants and asking them if the findings matched their experiences. In order to achieve this, I contacted the participants to arrange a meeting with them individually for the second time. I presented the data to them and explained which of their quotations I had used. I explained the points that were made and how their quotations were interpreted. Participants were given the chance to agree or disagree with the interpretations. Any discrepancies were corrected and changed.

The second strategy is to engage in the data adequately which refers to looking for other alternative explanations or interpretations of the data that could disprove the first or main understanding. This strategy is also termed by researchers as ‘negative case analysis’ (Boudah, 2010). In order to achieve this, I read through the data and findings many times to look for other explanations that could refute the main ideas of the interpretation of the data. By reading through the data and the interpretations many times, ensured that the data was engaged with thoroughly.

#### **4.8.2 Transferability**

In qualitative research, the term transferability refers to the reader being able to transfer the conclusions drawn from the results to other sites (Terre Blanche et al., 2012). The original inquirer does not know where else the findings can be applied, but the reader does. In order to achieve transferability, the researcher needs to give a rich description of the data, the research process must be accurately described and the arguments for the different choices of methods

must be made crystal clear in the research report (Merriam, 2009). The data must not only be described, but the research context and situation must be richly described as well. Merriam (2009) proposed another strategy called maximum variation of sampling. This is when there is variation in the sites or participants interviewed. This allows for a greater range of applications to other sites by the reader.

In this particular study, transferability has been established through three ways. (1) A detailed description of the research process has been given. This includes a rich description of the context, the setting and the participants in the study where the research took place. (2) There is a detailed description of the findings with enough evidence that is presented in the form of quotations from participant interviews. (2) Maximum variation of sampling is also used to allow for a greater range of participants and sites so that applications to other sites can be made. This was achieved by interviewing teachers with various levels of years of experience and various subjects that they taught.

#### **4.8.3 Dependability**

In qualitative research, dependability is “the degree to which the reader can be convinced that findings did indeed occur” (Terre Blanche et al., 2012, p. 93) which can be established by producing a replica of the analytical methods used in the study. This is established when outsiders who read the study, can agree that the results make sense and are consistent with the data collected. There are a number of strategies to establish dependability in qualitative research. Dependability can be achieved through providing the reader with a forthright statement of the methods that were used to collect and analyse data (Terre Blanche et al., 2012). In order to achieve dependability, I provided a rich description of a forthright statement of the methods that were used to collect and analyse the data.

#### **4.9 ETHICAL CONSIDERATIONS**

Upholding ethical principles are important in conducting research. In order to maintain that, a number of procedures took place throughout the research study. The first step was to formulate a research proposal which outlined the nature of the study. This was submitted to the University of the Western Cape Ethics committee in order to receive ethical clearance.

The proposal was then submitted to the WCED in order to gain permission to carry out research at public schools. See Appendix A for the approval letter.

The next step was when I approached the principals of the three schools and asked permission to conduct research at the school. The principals were each informed of the nature of the study, the type of study and that the participation of educators in the study would be voluntary. The principal was also told that carrying out research at the school would not disrupt any of the programmes at the school. The principal was informed of confidentiality of the school's name and the participants and that their identity would not be disclosed nor published. Once permission had been gained, I proceeded with accessing participants.

According to Wassenaar (2012), there are four widely accepted ethical principles that are applied to research. These are 1) autonomy, 2) non-maleficence, 3) beneficence, and 4) justice. The first principle is autonomy. Participants have the right to autonomy and respect for dignity of persons (Wassenaar, 2012). According to Wassenaar (2012), the participants of the study may participate in the study voluntarily and must receive informed consent forms to sign. The identity of the participants and any institutions must be protected. Informed consent and protecting the identity of participants are generic to all research studies (Marshall & Rossman, 2014). Ary et al. (2010) suggested the use of false names or code numbers in field notes to keep track of the information without disclosing the identities of participants.

In order to ensure autonomy, participants were briefed about the nature and procedures of the study. Participants were informed about voluntary participation in the study. They were told that they could withdraw from the study at any time. Participants were assured of confidentiality. In order to protect their identities, their names were not mentioned in the study. They were identified according to letters such as 'Participant A', 'Participant B' etc. They were given two copies of the letter of consent which explained the nature of the study. One copy was for the researcher and the other was for the participant. Participants were asked to sign the letter, thereby giving their consent to participate in the study.

The second principle is the right to non-maleficence. Non-maleficence refers to protecting participants from harm (Greaney, Sheehy, Heffernan, Murphy, Mhaolrúnaigh, Heffernan, & Brown, 2012). According to Wassenaar (2012), it is the researcher's responsibility to ensure that participation in the study does not result in any direct or indirect harm to the participants.

The researcher should also not partake in any form of deception. In order to uphold the principle of non-maleficence, the participants were informed that there were no associated risks involved with participation in the study. The researcher was honest about the nature of the study. No information was withheld from participants. In addition, participants were given the option on the letter of consent of receiving a copy of the research report once it is completed. Those who indicated that they would like a copy provided their email addresses.

The third principle is beneficence. According to Wassenaar (2012), the benefits of the research must be clearly outlined to the participants. To uphold the principle of beneficence, the participants were informed of the benefits of the study. The benefits were that their input would serve as a contribution to the knowledge base of the information available on the topic that was being researched, and that this information can help to inform policy makers on how to improve policies on inclusive education.

Lastly, the fourth principle is the principle of justice. In accordance with the principle of justice, participants must be treated with fairness and equity throughout all stages of the research process (Wassenaar, 2012). The principle of justice also requires that groups are fairly represented and minority or vulnerable groups are not excluded from the research study (Greaney, et al., 2012). In order to ensure that the principle of justice was upheld, it was vital that the sample of participants included the correct type of participants relating to the study and that correct participants were not excluded nor inappropriate participants selected. As the study pertains to teachers of mainstream public ordinary schools, it was therefore fair to select teachers from this type of school and not schools that were formerly classified as 'Model C' schools or private schools following the mainstream curriculum. Teachers from public ordinary schools were therefore included. In addition, teachers were not excluded based on the particular subject that they taught. The participants were treated fairly and with equity throughout the research process. The contact details of the researcher's supervisor was given on the letter of consent should they have wished to contact her for further information on clarity of their rights. Table 4.2 presents a list of the ethical issues that were addressed in the study

**Table 4.2: List of ethical issues addressed in the study**

<b>Ethical principle</b>	<b>Research ethics validation checklist</b>
Autonomy	Informed consent
	Voluntary participation
	Anonymity of participants and schools
	Confidentiality
Non-maleficence	Risk assessment
	Honest practice
Beneficence	Benefits of the study
Justice	Fair inclusion of participants

#### **4.10 CONCLUSION**

This chapter presented a description of the research methodology that was used to carry out the research. Discussions of the research approach, paradigm and the research design were presented. Then the data collection methods and analysis were discussed. The procedures used to establish trustworthiness in this study were discussed. Lastly, this chapter concluded with a discussion of the ethical procedures that were followed and the ethical principles pertaining to this study. The next chapter presents the findings of the data that was collected.



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## **CHAPTER 5: PRESENTATION OF FINDINGS**

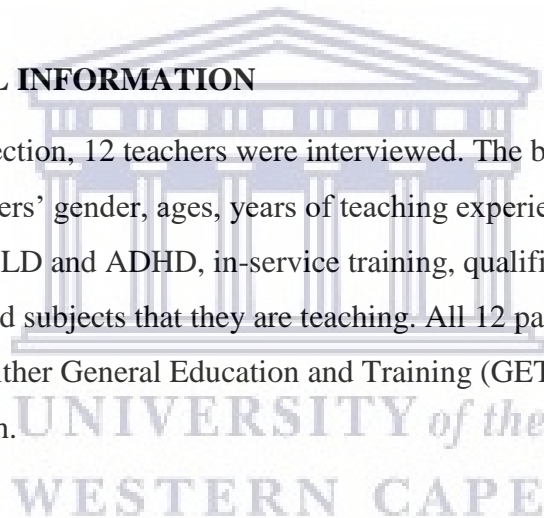
### **5.1 INTRODUCTION**

The previous chapter discussed the research methodology that was used to conduct the study. This chapter presents an analytical discussion of the findings of the study. Below is an overview of the biographical information of the participants. Following that is a discussion of broad categories of themes and subthemes of the data. The broad categories consist of attitudes toward inclusion of learners with SLD with the reading subtype, attitudes toward inclusion of learners with ADHD, factors that contribute to attitudes of inclusion of learners with SLD with the reading subtype, and factors that contribute to attitudes toward inclusion of learners with ADHD.

### **5.2 BIOGRAPHICAL INFORMATION**

In the process of data collection, 12 teachers were interviewed. The biographical information below represents the teachers' gender, ages, years of teaching experience, previous exposure to teaching learners with SLD and ADHD, in-service training, qualifications, qualifications in special needs education and subjects that they are teaching. All 12 participants were high school teachers teaching either General Education and Training (GET) or Further Education and Training (FET) or both.

The table 5.1 below represents the findings, that is the biographical information of the participants.





**Table 5.1: Biographical information of participants**

<b>Gender distribution</b>	<b>Age categories</b>	<b>Years of teaching experience</b>	<b>Exposure to teaching learners with ADHD and SLD</b>	<b>Exposure to in-service training</b>	<b>Qualifications</b>	<b>Special needs qualifications</b>
Males	22 – 29 years	1 – 5 years	SLD	Received in-service training	BEd/ Bachelors + PGCE/ HDE	Special needs
2	3	3	11	3	9	1
Females	30 – 39 years	6 – 10 years	ADHD	No in-service training received	BEd Honours	No special needs
10	1	4	12	9	1	11
	40 – 49 years	11 – 20 years			M Ed	
	4	2			0	
	50 – 59 years	21 – 30 years			PhD	
	3	1			0	
	60 – 69 years	31 – 40 years			Other	
	0	1			2	
	70 + years	41 – 50 years				
	1	0				
		50 + years				
		1				

The participants in the study consisted of ten females and two males; thus females were in the majority. Findings may therefore be biased or represent a predominantly female view.

Most of the participants were aged between 22 and 29, 40 and 49, and 50 to 59. One participant was aged between 30 and 39 and one was over 70 years old. There were no participants aged between 60 and 69. The findings are therefore mostly represented by participants within these age categories. The majority of the views represented here are held by participants aged between 22 and 29 and between 40 and 59. These findings are therefore not fully represented by participants of all ages.

Most of the participants had between 1 and 20 years of teaching experience with the highest number of participants having between 1 to 5 years and 6 to 10 years of teaching experience. Only three participants had between 21 to over 50 years of teaching experience. This shows that most of the views represented were held by participants with 1 to 20 years of teaching experience. All participants had previously been exposed to teaching learners with hyperactive behaviour. Eleven out of twelve participants had previously been exposed to teaching learners with reading difficulties. This suggests that the participants' prior experience of teaching these learners may have had an influence on their attitude toward inclusion of them in public ordinary schools.

As stated in Chapter 2, teachers receiving no in-service training was associated with negative attitudes towards inclusion of learners with special educational needs. In this study, nine out of 12 participants indicated that they had not received in-service training on how to manage learners with special educational needs. This suggests that if teachers have not had in-service training, it could negatively influence their attitudes toward inclusion of learners with SLD and ADHD in public ordinary schools in this study.

As also stated in Chapter 2, teachers with qualifications in special needs and teachers with postgraduate qualifications were associated with more positive attitudes. At the time of this study being conducted, ten out of the 12 participants were qualified teachers with bachelor's degrees. One teacher had an honours degree. Two teachers had other qualifications related to teaching. Eleven out of 12 participants did not have any qualifications in special education at the time of the study. This suggests that most participants at the time of this study being conducted did not have postgraduate qualifications and qualifications in special education.

This could be a factor contributing to their negative attitude. The table below represents the various subjects that the participants were teaching at the time of the study.



**Table 5.2: Distribution of subjects taught by the participants**

Participants	Subjects									
	Mathematics	English	Afrikaans	Life Orientation	Life Sciences	Natural Sciences	Creative Arts	History	Geography	Economics
A	√									
B		√								
C				√						
D				√						
E					√	√				
F		√					√			
G							√	√	√	
H		√		√						
I					√	√				
J			√							
K	√					√				
L	√									√

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Table 5.2 indicates that participants who were interviewed teach various subjects which are Mathematics, English, Life Orientation, Life Sciences, Natural Sciences, English, History, Geography, Creative Arts and Afrikaans. This shows that findings of this study are not mainly associated with teachers of a particular subject, but represents a broader view.

### **5.3 TEACHERS' ATTITUDES TOWARD THE INCLUSION OF LEARNERS WITH SLD WITH THE READING SUBTYPE**

As stated already, the main aim of this study was to determine what the perceptions of teachers were toward inclusion of learners with two neurodevelopmental disorders in public ordinary schools. These were SLD with the reading subtype and ADHD which focused on hyperactive behaviour. The second aim was to investigate what factors contributed to their perceptions. The third aim was to investigate whether attitudes were more positive or more negative toward a certain disorder.

In order to determine what teachers' attitudes were toward inclusion of these learners, participants were first asked about their understanding of inclusion. They were then asked two sets of five questions. The first set of questions focused on inclusion of learners with SLD and the second set of the same questions focused on inclusion of learners with ADHD. The questions they were asked focused on their perceptions of a number of elements such as inclusion of these learners into mainstream schools, inclusion of these learners in the participants' classrooms, the benefits of including both learners with SLD and ADHD in the same classroom, challenges with including these learners in participants' classrooms and whose responsibility they perceived it was to teach learners with ADHD and SLD.

Findings of the attitudes were grouped into five types of attitudes. The four types of attitudes that emerged from literature were positive, negative, attitudes that were conditioned to certain circumstances and mixed attitudes which were attitudes that were both positive and negative. In addition to these, two more categories emerged from the findings. It was found that when many teachers held a positive attitude toward inclusion of learners with SLD and ADHD, their reasons for having a positive attitude did not support inclusion, but rather supported exclusion which was evident in their complaints of the challenges associated with inclusion of them. This is significant because this illustrates that though attitudes were positive due to beliefs, their complaints demonstrated that inclusion and having a positive attitude were not

without challenges. As a result of this, an additional category was added. The category of 'positive attitude' was now distinguished between 'positive attitude with no complaints' and 'positive attitude with complaints'.

### 5.3.1 Understanding of inclusion

Participants in this case study were asked what they understood by the term 'inclusion'. Most of the participants understood what inclusive education meant in terms of the definition outlined by the policy document, Education White Paper 6: Special Needs: Building an Inclusive Education and Training System. This was a factor that contributed to positive attitudes toward inclusion. Some participants thus understood what inclusion meant. Two participants did not fully understand the meaning of inclusive education. One participant did not at all understand what inclusive education meant.

Responses of nine participants indicated that they understood what inclusion meant. Their responses reflected their acknowledgement of the notion of diversity and inclusion of diversity within one classroom was strongly related to their understanding of inclusion. Their responses made reference to allowing learners with diverse needs to be accommodated in the mainstream schools.

The following are views of participants who understood what inclusion meant:

*It's basically catering for all children's needs, like, no child gets left behind... So if we have ADHD, hyperactive, you have epileptic learners, things like that, you need to cater to all their needs in the same lesson as everyone else. If you are sitting with 2 children with ADHD in a class of 50, you will need to have a lesson interactive enough for the 2 learners, to compensate for them. (Participant A)*

*It's including learners with learning barriers from different cultural backgrounds... And learners with disabilities as well. (Participant C)*

*Okay, inclusive education is where, Uhm, All kids doesn't matter what their abilities whether they have physical disabilities or mental disabilities, they are all included in the same mainstream schools so you would have kids with learning disabilities, You would have kids in, in, in wheelchairs, You would have blind kids, You would have... Well maybe not blind but, but with poor eyesight etc. all in one class. (Participant E)*

These participants understood that inclusion was to include learners with disabilities such as physical and mental disabilities in mainstream classes. These learners could be from different cultural backgrounds with different academic abilities. These findings were fairly consistent with the definition of inclusive education proposed by the policy document, Education White Paper 6 on the inclusive education and training system (Department of Education, 2001).

Two participants had a partial understanding of inclusion – one participant believed it was not to exclude learners and to teach them all in the same way and the other participant believed it was to cater to the needs of learners in the class including struggling learners. This participant did not indicate that it also meant to include learners with disabilities.

Views of participants with a partial understanding include the following:

*It means that you need to, you cannot exclude anybody from the teaching process... Cannot exclude... I think the inclusivity according to me is when you have to teach everybody the same way, which is not always possible. (Participant G)*

*To me it means you have to include each learner in your class, not only the strong ones in the class but the ones that struggling in class that cant probably uhm grasp, grasp the work from the start. So that, that's what inclusive means to me. (Participant K)*

These views of inclusion were partly consistent with the definition given in the policy document, Education White Paper 6 on inclusive education and training systems (Department of Education. 2001).

The response of one participant indicated a limited understanding of inclusion. This response made reference to teachers being included in the decision-making process at school.

View of participant with a limited understanding:

*Inclusive educations means when school, when the principal uhm includes in his decision making the teachers, that is not only the senior staff but the normal teachers also, the post level one teachers with any uhm decisions that they must make that is for me inclusive. (Participant L)*

This view was not consistent with the definition given by the policy document, Education White Paper 6 on inclusive education and training systems. This could suggest that not all teachers have been exposed to professional development regarding inclusive education.

### **5.3.2 Attitudes toward inclusion of learners with SLD in mainstream schools and in teachers' classrooms**

Participants were asked two questions. The first was about their perceptions of including learners with SLD with the reading subtype into mainstream schools. They were then asked about their perceptions of including learners with SLD in their classrooms. The themes that emerged were: positive attitudes, negative attitudes and mixed feelings.

Findings indicated that teachers' attitudes were both positive and negative towards inclusion of learners with SLD in both mainstream schools and in their classrooms; however, generally their attitudes were more positive towards inclusion of learners with SLD in their classrooms than in mainstream schools. One participant's attitude was negative towards inclusion of learners with SLD in mainstream schools; however, the participant had a mixed feeling towards inclusion of these learners in the participant's classroom. The mixed feeling shows that the participant's attitude was not completely negative towards inclusion of learners with SLD in the participant's classroom.

Table 5.3 represents the attitudes toward inclusion of learners with SLD with the reading subtype in mainstream schools.

**Table 5.3: Perceptions of inclusion of learners with SLD in mainstream schools**

<b>Attitude of teachers</b>	<b>Number of teachers</b>
Positive	6
Negative	5
Mixed	1
Total	12

Table 5.4 below represents teachers' attitudes toward inclusion of learners with SLD in their classrooms.



**Table 5.4: Teachers' attitudes toward inclusion of learners with SLD in their classrooms**

Attitude of teachers	Number of teachers
Positive	9
Negative	3
Total	12

### *Positive attitudes*

Two participants had a positive attitude toward inclusion of learners with SLD in mainstream schools. They believed that learners with SLD with the reading subtype should be included into mainstream schools and that intervention programmes would help them to improve in the development of their reading abilities.

Views of participants who had a positive attitude:

*I feel that it is absolutely important, it's so important like we have a reading program at school. It's a bit irritating you know because we take time out of the day that we could of used for actual teaching, but when you see the benefits of it you know and although some of us, you know, especially the subject teachers, we not language teachers so we don't really see the improvements in terms of reading, in terms of speaking, in terms of so that is minute for us but if you look at a language teacher are quick to actually pick up on these things. (Participant I)*

*Err, Yeah. No I don't think there's a problem having learners in a mainstream school that's not able to read but I mean then it's a teacher's uhm responsibility to help or to identify those learners and maybe the school has a special program where they help these learners, to help including these learners in classrooms.... (Participant K)*

According to these participants, learning support programmes are valuable in helping learners to improve academically. This shows that teachers who believe that intervention programmes will work are more likely to have more positive attitudes toward inclusion of learners with SLD.

When participants were asked about their perception of inclusion of learners with SLD in their classrooms, there was a higher number of positive attitudes. Five participants showed a

general willingness to assist learners with SLD. One participant reported that they will go to the learner and show the learner where they are reading in the book in order to assist. Another participant reported that they do not mind teaching learners with SLD and will try and help the learner as far as possible because learners have different needs.

Views of some participants who had a positive attitude:

*I have a lot of them uhm. I try to include them. I try not to embarrass them, by asking. I know who they are so I won't ask them now to read something or whatever. I will go to them if we reading book and I will point to them, okay we here now and whatever. You have to accommodate them. (Participant G)*

*I, honestly, I don't have any problem with that. Reason being, not everybody's the same. You cannot treat a learner the same way as you treat another learner. You need to be sure about the difficulty that the learner has and for example, if the learner has difficulty is reading then I'm, I'm more than willing to assist that the learner or go the extra mile to assist the learner. (Participant H)*

The willingness of the participants to include learners demonstrates their knowledge of and acceptance of learners' diversity.

One participant's attitude was positive toward inclusion of learners with SLD in mainstream schools; however, the participant acknowledged that there are problems with inclusion of learners with SLD with the reading subtype in mainstream schools and that this affects the learner negatively, such as not being able to understand the work.

View of participant who had a positive attitude with reservations:

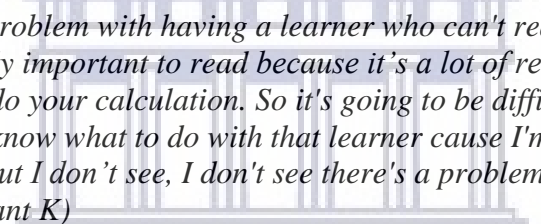
*We have to include them because they are there. But they are also creating problems because you have to be able to read to learn. And me being a history teacher and to do history you need to learn to, to read, to understand. Because even if you show them a video there would be words and things that they would not understand because sometimes there's subtitles. So if a child cannot read, he's totally lost. (Participant G)*

This illustrates that although teachers may feel positive about inclusion, there are still challenges. Learners with SLD need to be able to read in order to understand the work. This highlights the need for learners to receive support at high school level in order to be able to

cope with the demands of the curriculum because if a learner cannot read, then the ability to understand is lost.

Where one participant had a positive attitude with some concerns toward inclusion of learners with SLD in public ordinary schools, two participants reported having positive attitudes with some concerns towards inclusion of learners with SLD in their classrooms. One participant who responded positively acknowledged that it will be difficult for the learner as the teacher does not have training on how to manage these learners. The other participant believed that she is able to teach these learners and she supports inclusion of them; however, she stated that she perceives the failure of learners to be due to their inability to cope with the demands of the curriculum.

Views of participants who had a positive attitude but with reservations:



*No I won't have a problem with having a learner who can't read in my class but for math lit it is actually important to read because it's a lot of reading taking place to get information to do your calculation. So it's going to be difficult for the learner, but I won't say I will I know what to do with that learner cause I'm not trained to help that learner, you see? But I don't see, I don't see there's a problem having that learner in my class. (Participant K)*

*Currently, I'm teaching learners with reading difficulties in my classroom so I can cope and in most cases that's the learners that fail because they cannot cope. (Participant L)*

Inclusion of learners with SLD in mainstream classrooms who cannot cope with the curriculum and subsequently fail highlights the inflexibility of the curriculum to cater to the needs of learners with SLD. Not having the required teacher training to teach learners with SLD is not a factor for some teachers to exclude learners. This may be attributed to the belief that learners with SLD can still benefit from the learning process.

Three participants' presented with attitudes that would be more positive toward inclusion of learners with SLD in mainstream schools; however, certain factors would need to be taken into consideration. One participant reported that learners with SLD with the reading subtype should be included; however, it should be in the primary mainstream schools and not the high schools as there are no learning support teachers at high schools to support these learners.

This participant believed inclusion is difficult because adapting the lesson to suit learners' needs is time consuming. Similar to the first participant, the second participant also believed learners with SLD should have received support at the primary school. This participant believed that learners with SLD should be included in mainstream schools on condition that they receive support. Another participant also reported that the inclusion of these learners into the primary mainstream schools needs to be on condition that the learners are given extra support. This participant reported that inclusion has caused a decline in the quality of teaching. Parents cannot afford support, there are overcrowded classes and the learners will not be able to cope with the curriculum which is demanding.

Views of participants with attitudes that would be more positive under certain circumstances:

*Very difficult... Uhm... They cannot comprehend because they can't read, so you need to have a more interactive lesson, which takes up a lot of time... In the mainstream, maybe yes, but not in high school. Uhm... The reason being is that are learning supports throughout primary school, grades 1-7. So that's an issue they need to tackle at the primary school, before they come in. (Participant A)*

*Uhm so just putting them in a mainstream school without any additional support, it's not doing them any good. It's keeping the class back. Uhm... so it's bringing down the quality of the teaching for the rest of the kids I think. So if you have them then you have to have some additional support. (Participant E)*

The fact that more than one participant referred to the idea that learners should have received intervention at primary school shows that these high school teachers do not perceive it to be their responsibility for reaching learners with SLD at their level. This highlights the need for learner support in order to help teachers' attitudes toward inclusion become more positive.

While three participants' attitudes would, under certain circumstances, be more positive toward inclusion of learners with SLD in mainstream schools, two participants responded with attitudes that would, under certain circumstances, be more positive towards inclusion of learners with SLD in their classrooms. One participant believed that learners should be included on the condition that they are supported in a smaller class. Another participant believed that learners with SLD with the reading subtype should be included in the high schools on condition that the difficulty is not severe and the child can be worked with.

Views of participants whose attitudes would be more positive under certain circumstances:

*I find it a huge barrier. I actually hope to be able to take the child back to the basics of reading... With some support, I think so, I, I think with some support. You guide them into the task that needs to be done. When the child needs help be there for him, just you can't do it with the huge class, you can't do. (Participant D)*

*It can be helped if it child is willing, you, you can actually accomplish something with that child here. But if the, if the, backlog is so big that the child can't read at all, then obviously I don't see how we can remedy that at this stage now in grade 8 and 9. Then if it then like I said if it's that bad, then you can't teach a child to read now in grade 8 and 9. But if they come with a little bit of knowledge and they battling a bit with the language and mastering the English then the little bits that I try to do, I that's what I would do, do with them, yes. (Participant F)*

The inability of learners with SLD to cope with the curriculum at the level that it is taught in the mainstream class, highlights the need for them to receive support. The severity of the learner's reading difficulty is a factor that contributes to a negative attitude. This shows that some teachers do not feel that they can reach the learner at the learner's level if the reading difficulty is very severe.

### ***Negative attitudes***

Five participants had a negative attitude toward inclusion of learners with SLD in mainstream schools. One participant felt that it is unfair to include learners with SLD with the reading subtype because they cannot read and when they fail more than once in a phase, they are put over to the next grade regardless of the fact that they have not passed. This participant believes that this is an injustice to learners, and unfair to teachers as well because the participant believes that teachers waste time marking assessments of these learners which in the participant's view is unnecessary to do if learners are going to be put over to the next grade regardless of whether they fail. One participant believed that they were not qualified to teach learners with barriers to learning which is why the participant's attitude was negative. The negative attitude was also due to these learners not having the required foundation of knowledge needed to be able to read. Other challenges included the beliefs of two participants that learners cannot cope with the curriculum. One participant believed that the curriculum is demanding and teaching these learners is time consuming. A participant also expressed a negative attitude due to overcrowded classrooms and no reading period for these learners.

Views of participants who had a negative attitude:

*Some of them don't even hand in but, at the end of the year those very learners... they get to pass and that is what the department now says because they can't repeat. Some of them are repeating in the phase now, because they're repeating, they can't remain in the phase. So now what do we do? It's injustice to that child because that learner, from primary school hasn't been able to read, couldn't grasp what was happening there so now, this year half of them, majority of them are in grade 9, are struggling, but they are going to go to grade 10, because the system dictates that they go over... and it's unfair on the teachers as well, because look, like I say we mark all the time... (Participant B)*

*Well from what I've seen after being a teacher for almost 20 years it's not a very good idea, it's extremely difficult not only for the educator but for the child as well because we as educators, normal educators are not qualified to deal with these types of barriers and uhm at the end of the day the child suffers because in most of the cases the building blocks that supposed to be there is not there. (Participant J)*

Allowing learners who cannot read and who have failed to be put over to the next grade does not contribute to the academic success of the learner. It highlights the failure of the system to cater to the learner's needs. This in turn frustrates teachers who feel that their time is being wasted which consequently results in a negative attitude toward inclusion of these learners.

While five participants' attitudes were negative toward the inclusion of learners with SLD in mainstream schools, three participants were not in favour of teaching learners with SLD in their classrooms. Attitudes of participants were therefore generally more negative toward inclusion of learners with SLD in mainstream schools in comparison to being taught in their classrooms. One participant believed that learners with SLD should be taught by learning support teachers in primary schools. One participant reported that supporting learners with SLD is possible with smaller class numbers and difficult with the current overcrowded classes. Another participant believed it was too late for the learner to get the necessary support from a teacher in the mainstream school who is not trained on how to support the learner.

Views of some of the participants who had a negative attitude:

*Look, I'm not a remedial teacher. So I wouldn't, I, I, I don't have the, is it the know how? You know... Yeah, that would, would, would uhm that would be able to, that would enable that child to understand because now it's about phonics and breaking down and, and, and saying the words and at grade 9, grade 10 level it's a bit too late. That had to happen at primary school already. (Participant B)*

*Yoh, in a big class like I have... Between 40 and 45... That learner is going to just fall behind. Uhm... we don't have the time in class to give extra attention to that child... I come from a private school. Uhm... we had 15 kids in a class and we, we had inclusive education where I, I had kids with poor sight, everything. Uhm... there you could do it... In this big environment it's going to be really, really difficult. (Participant E)*

The responses above show that teachers are concerned about meeting the needs of the learners with SLD in the mainstream classes. Lack of training and overcrowded classrooms prevent learners with SLD from reaching their full potential.

### **Mixed feeling**

One participant had a mixed attitude toward inclusion of learners with SLD into mainstream schools. The participant believed children are isolated from the learning process and teachers label the learner. Learners also label themselves. Classes are overcrowded and including them affects their self-esteem.

View of participant who had a mixed feeling:

*I'd say yes and no, I think they should be included and there is also the time I feel that they should not be included... When I observe reading difficulties, it alienates the child from the learning process. If the child does not understand what he is reading, doesn't understand the instructions. We then tend to label the child as stupid or whatever... They do have special needs and on the other hand I would say if our, if our class sizes were a lot smaller I would definitely include them... I think it affects the self-esteem. (Participant D)*

According to the participant, the inclusion of learners with SLD in the mainstream school has disadvantages. The perception of learners being alienated from the learning process and being labelled illustrates that their experiences of inclusion are not entirely positive and may have psychological effects on the learner. The labelling of learners by the teacher suggests the need for a shift in the way teachers think which also highlights the need for training teachers

on how to work with learners with barriers to learning. The reference to the need for smaller classes demonstrates that overcrowded classes is a factor contributing to a negative attitude.

### **5.3.3 Perceptions of benefits of including both learners with and without SLD in participants' classrooms**

Participants were asked whether they perceived any benefits from combining both learners with SLD and learners without SLD in their classrooms. In answering this, participants identified benefits for learners with SLD and benefits for learners without SLD. The themes that arose for benefits for learners with SLD are academic benefits and psychosocial benefits.

#### *Academic benefits*

A number of academic benefits arose from analysing the data. Learners with SLD will benefit from being included in mainstream classes by receiving peer assistance in the class, learning to focus more in the class and being able to benefit from the learning experience. A recurring benefit identified in teachers' responses was peer assistance. Eight participants indicated that learners with SLD with the reading subtype will be able to benefit from learning from peer collaboration and peer assistance during lessons. One participant reported that at times the learner may feel more comfortable approaching other learners for assistance instead of the teacher. This was reinforced by another participant who believed that learners are at the same age as their peers and can relate to one another. One participant felt that despite the fact that the learner has a reading disability, there will be times when the learner will be able to benefit from the lessons – this has been evident on some days when the teacher observed that the learner managed to learn something. One participant indicated that even though learners with SLD may have difficulties with reading, they will be able to learn from listening to the lessons. These benefits are reflected in some of the comments from participants below.

*...the positive reinforcement, where the learner can ask for peer help sometimes if the teacher is unapproachable, or sometimes the learner is too afraid to ask the teachers. So then the peer would then be the next uhm person in line to help him read and identify words and things like that. (Participant A)*

*I do also believe in the bit of peer assistance, so I think peer assistance could help, and, and by peer assistance I mean the, the child's at the same age and stage and they probably relate easier to that person. (Participant D)*



*There are days when you've got the time and you take, uhm, take it, uhm maybe it's a poem that you're doing and you take it like really slow and the one that can't read, now because you have explained and you actually see that light go on and it's like, "okay, I've done my job there today". (Participant B).*

*...the kid can sit in class and listen to us in class –the kids that can read and the teacher explaining – so I don't think there is uhm its not beneficial for them to not be in class. (Participant K)*

Peer collaboration is beneficial in the learning process for learners who struggle to read because the teacher cannot help everybody at the same time and learners will then be able to help one another. The learner with SLD might not always be able to learn at the same pace as the other learners without SLD, but the fact that sometimes the learner does learn shows that inclusion of learners with SLD in the same classes as learners without SLD is beneficial.

A participant reported that learners without SLD will benefit from participating in the lesson. This is reflected in the comment below.

*The one that don't have difficulties they will do their work, there's no problem and you see because they work and they give the answers. (Participant L)*

This participant believes that learners without SLD are able to answer questions that learners with SLD cannot answer which allows lessons to be more interactive.

The belief that learners without SLD are not able to answer questions in class raises questions about the beliefs that this participant has about learners with SLD. There are learners in a class who generally tend to answer questions quicker than other learners. This does not mean that these learners cannot answer the questions. If they were given more time to answer, then they would be able to attempt to answer.

### ***Psychosocial benefits***

Three psychosocial benefits arose in the participants' responses. These include positive behaviour modelling, increase in self-confidence and the ability to form friendships. One participant believed that when learners with SLD with the reading subtype observe their counterparts in the class, these counterpart or fellow learners may serve as a role model with positive behaviour for the learners with SLD. The learners with SLD will observe them read

and could become more motivated to do the same. One participant indicated that the confidence level of learners with SLD will develop positively as they will start to feel more valued from the experience of inclusion. Another participant reported that learners will benefit in the mainstream school from being able to form friendships with others. These views are reflected in the following comments from participants.

*...It can be for both because it can open new worlds for the ones that cannot read because then, they might... I don't know if I can say that but they might try to learn to read or they might want to try to learn to read. (Participant G)*

*The value of, if err when including both parties, especially the learners that struggling can actually see the value of being included and see themselves as or gain self-worth in a sense. (Participant I)*

*They form friendship bonds. (Participant I)*

The benefits that learners with SLD receive when combining them with learners without SLD in the mainstream school are more than just academic benefits. These learners benefit psychologically as well as on a social level.

Two participants indicated that learners without SLD would benefit from being included with learners with SLD in the same classroom. One participant believes that the inclusion would enhance the development of learners without SLD positively. For example, it will enable them to be more caring towards learners with SLD, more patient with learners with SLD, and be more respectful towards learners with SLD than what they already are. Another participant believed that learners with difficulties should be integrated into the school community and not excluded. The participant believed that excluding learners with difficulties from the school community takes away opportunities for learners without difficulties to interact with learners with difficulties and that this interaction is valuable in the development of learners without SLD. The participant believed that this interaction shows learners without SLD that life is filled with challenges. These views are reflected in the comments from participants below.

*There... there... there'll will be a...a basically, there will be a caring nature. (Participant A)*

*Well uhm the benefits I would say is a life experience. Sometimes learners are tend to come from a background where their, the family is well-educated. So they don't know what it's like to be from an area or family that isn't well-educated... So now they learn that patience is a virtue and they see that in a sense that they see different sides of the river right...They see the path that has really good reading abilities and others that don't and then they also see that in either way we have to respect. So there's that value of respect that both of them learn right. (Participant I)*

These views show that inclusion within the school community is important in enhancing the development of psychosocial skills and that this will benefit learners without SLD far beyond the boundaries of the school.

#### **5.3.4 Perceptions of challenges with including learners with SLD in participants' classrooms**

Participants were asked about the challenges they experienced while including both learners with SLD and without SLD in mainstream schools. The themes that arose were behavioural challenges, attitudinal challenges, psychological challenges and systemic challenges.

##### ***Behavioural challenges***

Behavioural challenges that arose were disruptive behaviour in class. Three participants reported behavioural challenges related to inclusion of learners in the classroom from both learners with SLD and without SLD. Two participants reported that learners with SLD are disruptive during lessons. One participant reported that learners without SLD disrespected learners with SLD and believed that it was a challenge for teachers to teach learners without difficulties to respect learners with difficulties. One participant reported that when learners with SLD are given the opportunity to receive support after school, these learners have no motivation to attend support classes. Views of some of the participants are reflected in the comments below.

*Uhm... the pace at which one uhm would be able to work. Uhm... I think it's going to have an impact on the overall discipline in the big classes... in that time I give attention to that child on his or her own, the rest of the class is going to become bored and once they bored they just go crazy. (Participant E)*

*The, the child that is battling on any level academically disrupts. They are the ones that end up disrupting. They if it's a concentration problem or a reading problem, anything where they are struggling and they can't do what they must do, they, they*

*are the ones that usually disrupt your class. Most of the time it is, it is those cases.  
(Participant F)*

In summary, behaviour challenges include disruptive behaviour from both learners with SLD and learners without SLD. Giving learners with SLD individual attention in class causes behaviour challenges. This further highlights the need for teachers to be trained on how to manage and teach learners with SLD in light of the behaviour and curriculum challenges.

### ***Attitudinal challenges***

One participant reported that a challenge with including learners with SLD in the classroom is that learners with SLD lack the motivation to participate in after school learning support classes. This is reflected in the comment below.

*It's so difficult. There's some learners I have identified that doesn't do that well in class and I ask them to come to me after school or during their intervals but it's so difficult to get them to you so you want to help sometimes but it has to come from the learners side also. (Participant K)*

This shows that some learners with SLD who are included in the mainstream school and need extra support outside of class, have a negative attitude towards receiving the support from the teacher. This also highlights the inflexibility of the curriculum to cater to the needs of the learners with SLD within lessons during school hours. An inflexible curriculum therefore can cause attitudinal challenges.

### ***Psychological challenges***

Two participants reported that psychological issues could possibly arise when learners with SLD feel embarrassed, develop anxiety and have low self-esteem from being included in the mainstream class. One participant reported that teachers may mistakenly highlight the faults of learners with SLD thereby leading to embarrassment of them in the class. One teacher reported that learners with SLD may feel anxious from being included and develop low self-esteem from receiving extra assistance in class. The views of these participants are reflected in the comments below.

*They're not at that level where they can assert themselves or sort of fabricate their flaws so it is embarrassing and, and we can make the mistake of highlighting and making the learner feel worse off than what the situation is already. (Participant C)*

*Yeah, uhm because a child obviously gages his progress by his peers and how they are performing and everybody seems to be grasping the concept, seem to be moving along. "I don't", and I think that's where self-esteem and all those things just...As I said low self-esteem, anxiety, child's going to be extremely anxious and because of the anxiety, they going to be less productive. They going to – because the rest of the class is working at a particular pace, want to keep up with them. (Participant D)*

When learners with SLD receive extra assistance in class, this may attract negative attention from other learners and teachers which leads to embarrassment of learners with SLD. When learners cannot cope with working at the same pace as their peers, it may affect their self-esteem. Inclusion of learners with SLD and without SLD may therefore cause self-esteem issues for learners with SLD.

### ***Systemic challenges***

A theme that arose was challenges that were there due to issues in the education system that caused them. These are issues such as curriculum demands, time, and training and teacher competence.

#### ***a) Curriculum demands***

Four participants reported that learners with SLD were not coping with the demands of the curriculum. Two of these participants reported that the curriculum is too challenging for learners with SLD. Another participant reported that learners with SLD could not cope with it. One participant reported that learners with SLD work at a slower pace than the other learners without SLD, which impacts the academic progress of learners with SLD negatively.

*... well the curriculum is packed, it is so packed that even the learners that are not, that does not have reading difficulties are struggling to so that I can get it done, you know. So I have a lot of content that I need to get through a certain time finish, right. So you can imagine the pressure also on these learners that are struggling with learning difficulties. (Participant I)*

*They will stay, the reading difficulties with learners is they will fail at the end because they, in my subject, like in math's lit. They cannot do uhm there's reading, there's words. They cannot read, okay not read, they cannot interpret what they've read and*

*now they must apply what they've read or how they interpret, but they cannot do that because they can't read and that is what I'm sitting with in mathematical literacy” (Participant L)*

The curriculum is so demanding that even learners without SLD are struggling to cope. Learners need to be able to understand mathematical literacy, but because they do not understand what they are reading, they therefore cannot understand concepts of the mathematics literacy lesson. This shows the importance of reading in other subjects. If a learner cannot read, the learner will not be able to understand content in other subjects. This shows that the curriculum is inflexible and is not on the level of the learners with SLD which is a barrier to the learning of learners with SLD.

*b) Time constraints*

Three participants reported that there is no time during lessons to teach the learners with difficulties on their level. Four participants believed that it was time consuming to try to support learners with SLD during lessons.

*Uhm... like I said, the challenges would be: Taking time out, consulting with the learner, then going back to basics. (Participant A)*

*Well, we said time, uhm, we said that there might be a bit of frustration... For the learner. (Participant C)*

*Uhm, the one challenge is you don't, you do not have the time to address the issue at hand, okay to address the issue immediately in the, in the class. (Participant H)*

Consulting with learners with SLD and trying to teach them on their level takes time of the lesson. Taking time out of the lesson to teach learners with SLD is frustrating for learners without SLD because it holds them back. Not having enough time to assist learners in class highlights the inappropriateness of the curriculum as learners are expected to cope with a curriculum that does not provide enough time for them to participate effectively to be able to learn in class.

*c) Teacher incompetence*

One participant said they believe that they do not know how to effectively assist learners with SLD and that the lack of teacher training contributed to this. Having more years of teaching

experience generally enhances the competence of a teacher. Similarly, another teacher reported that she had too little teaching experience to be able to assist learners with SLD effectively. This is reflected in the comments below.

*The challenges are basically the fact that we are not trained. Not all teachers are equipped to, to deal with these kids. (Participant J)*

*Uhm, the other challenge would be, for me as a first year student uhm I don't have, I'm not equipped enough with activities to assist them. So I do a lot of research uhm with activities to assist them where, to assist them where a teacher that has been in the stream for 4 years or 3 years will have activities already and will know how to address that specific uhm challenge. (Participant H)*

The views of the participants above reflect that they feel they are not equipped or competent to teach and manage learners with SLD. This highlights the need for teacher training to address this barrier as lack thereof is a systemic challenge.

### **5.3.5 Perceptions of the responsibility of teaching learners with SLD**

Participants were asked whose responsibility they believed it was to teach learners with SLD with the reading subtype. Some participants interpreted this question to mean who they thought should give the learners with SLD extra support outside the classroom at the high schools they are currently being taught at. Other participants interpreted it to mean who they thought should teach them in mainstream schools in general (which extended to primary schools). The common theme that arose was that all the participants believed it was a shared responsibility. This theme of shared responsibility can be subdivided into two categories. Nine participants believed it was the shared responsibility between the teacher and other stakeholders in education which is elaborated on below. Three participants believed it was the shared responsibility between stakeholders in education but excludes the teacher.

#### *a) Shared responsibility between the teacher and other stakeholders*

Nine participants believed it was the responsibility of the teacher as well as other stakeholders such as the government, LSEN teachers, district officials, someone who is trained, parents, special needs schools or the community. This was divided into three sub-categories. The first was the belief that it was the shared responsibility of the teacher and people from the Department of Education. The second was the belief that it was the shared

responsibility of the teacher and LSEN teacher. Some participants believed it was the shared responsibility of the teacher and another person.

*Shared responsibility between the teacher and people from the Department of Education*

Three participants reported that it was the shared responsibility of the teacher and people from the Department of Education. One participant felt it was the responsibility of the teacher and the department. Another participant felt it was the responsibility of the teacher and district officials and special needs schools that reside under the Department of Education. One participant reported that it was the shared responsibility of the teacher and a specialist.

*No, I accept them in my class, but the best I can probably do is just refer them. The referrals end up going probably to uhm education specialist.... (Participant A)*

*No, definitely mine. It's definitely mine, my responsibility. I should uhm, as an educator, I should manage myself better so that I can assist them better... With obviously with assistance from the department... Uhm the, say for example the subject advisors, right. Even the district offices, they can also do a little bit more. (Participant H)*

*Shared responsibility between the teacher and LSEN teacher*

Four participants believed it was the shared responsibility of the teacher and the LSEN teacher to teach the learners with SLD. One of these participants reported that it was the responsibility of the teacher, the LSEN teacher and the parent. Another participant indicated that it was the responsibility of the teacher, the LSEN teacher and the community in which the child functions. These views are reflected in some of the participants' comments below.

*And it must start from pre-primary and obviously it's like we call it here, Its 3 legs. It's the teacher, the parent and the child. And that lacks in our schools. In government schools you don't have that co-operation for parents or sometimes many parents are not even able to help their kid. So it's... firstly it must be a trained LSEN teacher and then with the help of the parent, the child and the teacher.(Participant J)*

*It's not just the LSEN specialist. It's not just the mother, the dad, the grandma only. It is everyone. So everyone in that child's life must be pro-active. Even their friends because my friend use to struggle in school and in maths and even every subject, they used to come. Right, I'm good at math. I going to help you. You good in English. You going to help me... For me it's literally...it's a... it's a whole community. (Participant I)*



### *Shared responsibility between the teacher and another*

Two participants reported that the responsibility should be shared between the teacher and another person. One of these participants reported that the responsibility had to be shared between the teacher and the parents. This participant noted that intervention should have started at primary school. The second participant reported that the responsibility was to be shared between the participant and “someone else”. The participant did not specify who this someone else should be. Below are the comments which reflect the views of these participants.

*It starts with the primary school, but it also starts at home, you know parents, a lot of times hey, is when the parents take it, “my child is going to school, it’s not my responsibility”. So now it becomes teacher’s responsibility, but it starts at home. (Participant B)*

*Yeah I think me and somebody else but I don’t think it’s not my responsibility. It is my responsibility. (Participant K)*

Teachers’ comments above reflect that they believe the responsibility of teaching learners with SLD with the reading subtype is their responsibility with the help of others in the community such as people from the Department of Education such as an LSEN teacher and specialists, district officials, special needs schools and parents. This shows that these high school teachers do not perceive that it is their sole responsibility to teach learners with SLD with the reading subtype at high school level. They perceive that they should receive support.

### *b) Shared responsibility between stakeholders excluding the teacher*

Three participants indicated that it was somebody else’s responsibility to teach and reach learners with SLD at their level. The participants believed this should be someone who should be trained to teach learners with SLD and should not include the teacher. One participant reported that it was the responsibility of the Department of Education to teach learners with SLD. One participant reported that it was the responsibility of the government, the parents and the primary school. Another participant reported that it was the responsibility of trained people in the lower grades. These views are reflected in the comments below.

*The government, the parents, not the, the secondary school. The government, the parents, the primary school. Look I was a principal at a primary school so I know. (Participant G)*

*I think we need trained people, trained people staff in the lower grades definitely. (Participant D)*

*I think that if they picked it up in the primary school, there should be, they should have done something there already... Then the department must ma sort out the problem (laughs). (Participant L)*

The opinions above reflect that teachers do not view it as their responsibility to teach learners with SLD with the reading subtype. They view it as the sole responsibility of someone else. This may be due to the fact that the curriculum is not suited to the needs of learners with SLD and is at a higher level. It may also be due to lack of teachers' training on how to accommodate these learners.

In summary, most participants indicated that learners should be taught in the mainstream school with some indicating that learners with SLD will benefit from receiving support in primary schools. Most participants did not believe that it was their responsibility alone to teach learners with reading difficulties. Most participants believed that the government must provide support. These support structures include learning support teachers, district officials, specialists or assistance from a special school. A few participants indicated that it was not the teacher's responsibility at all to teach learners with SLD and a few participants indicated that it was the responsibility of the teacher in conjunction with someone else such as the parent.

#### **5.4 SUMMARY OF FACTORS CONTRIBUTING TO ATTITUDES TOWARD INCLUSION OF LEARNERS WITH SLD**

Participants were given a chance to elaborate on the reasons why they had certain perceptions toward the inclusion of learners with SLD in mainstreams schools. A summary of these factors which contribute to their attitudes are presented below. These factors are organised according to themes that arose from all the questions they answered. Themes were grouped according to factors contributing to negative attitudes and factors contributing to positive attitudes.

##### ***Summary of factors contributing to negative attitudes***

A number of factors arose that contributed to a negative attitude toward inclusion of learners with SLD with the reading subtype. These factors were organised into themes such as systemic factors, learner-related challenges, parent-related factors and school-related challenges.

Table 5.5 is a summary of the factors influencing negative attitudes toward inclusion of learners with SLD

**Table 5.5: Summary of factors influencing negative attitudes toward inclusion of learners with SLD**

Type of challenge	Factors
Systemic challenges	Lack of learning support teachers
	Overcrowded classrooms
	Curriculum challenges
	Teacher training
	Years of experience
	Time constraints
	Workload
Learner-related challenges	Behaviour challenges
	Psychological effects on the learner
Parent-related challenges	Lack of support from parents
School-related challenges	Lack of school support

*Systemic factors*

Within the theme of systemic challenges, there are a number of systemic factors that contribute to a negative attitude of teachers toward inclusion of learners with SLD with the reading subtype in mainstream schools. These factors are as follows:

- Lack of learning support teachers
- Overcrowded classes
- Teacher’s heavy workload
- Curriculum challenges
- Lack of teacher training
- Insufficient time

*Learner-related factors*

Findings indicated a number of factors relating to learners that contributed to a negative attitude towards inclusion of learners with SLD. These factors include the following:

- The psychological effects on the learner
- Behaviour challenges
- Disability type

*Parent-related factors*

*Lack of support from parents*

Responses from a few participants indicated that parents are not always able to support learners for reasons such as socio-economic factors and not being able to support them at home.

*School-related challenges*

Findings of a few participants indicated that a factor that contributed to the negative attitude of the teacher toward inclusion of learners with SLD in mainstream schools is the perceived lack of support from the school.

*Summary of factors contributing to positive attitudes*

Findings indicated that the main theme that arose from questions that participants answered regarding their perceptions of inclusion of learners with SLD that contributed to positive attitudes was teacher efficacy.

Table 5.6 presents a summary of the factors contributing to positive attitudes of teachers toward inclusion of learners with SLD

**Table 5.6: Summary of the factors contributing to positive attitudes toward inclusion of learners with SLD**

Type of factor	Factor
Teacher efficacy	Willingness to assist learner
	Positive perception of ability to cope
Positive outlook on school	Positive perception of school support

*Teacher efficacy*

Within this theme are two factors that contributed to positive attitudes of teachers toward inclusion of learners with SLD with the reading subtype in mainstream schools. These are:

the willingness of teachers to assist learners and their perception of their ability to cope with learners with SLD in the class.

Participants also had a positive perception of school support. Two participants reported that they believed that the school supported learners with reading difficulties and this support was a factor that contributed to their positive attitudes toward inclusion of learners with SLD in mainstream schools.

## **5.5 TEACHERS' ATTITUDES TOWARD INCLUSION OF LEARNERS WITH ADHD**

In order to determine the attitudes of teachers toward the inclusion of learners with ADHD, participants were asked questions about their beliefs regarding inclusion of learners with hyperactive behaviour in mainstream schools. These questions were the same questions they were asked about inclusion of learners with SLD. The purpose of asking the same questions was so that a comparison could be made about teachers' attitudes toward inclusion of learners with each disorder. Participants were asked five questions. The questions they were asked focused on their perceptions of inclusion of learners with ADHD in mainstream schools and in their classrooms respectively. They were then asked what they believed were the benefits of combining learners with ADHD and learners without ADHD in their classroom. They were then asked about their perceptions of the challenges of inclusion of learners with ADHD as well as whose responsibility they believe it is to teach these learners. Findings of the attitudes were grouped into five types of attitudes. These were positive attitudes, positive attitudes with complaints, negative attitudes, mixed attitudes and attitudes that were conditioned to certain circumstances.

### **5.5.1 Teachers' attitudes toward inclusion of learners with ADHD in mainstream schools and in their classrooms**

Participants were asked how they felt about the inclusion of learners with ADHD in mainstream schools. They were then asked about their perceptions of inclusion of learners with ADHD in their classrooms. The themes that emerged were positive attitudes, negative attitudes and mixed feelings.

Findings indicated that teachers' attitudes were both positive and negative towards inclusion of learners with ADHD in both mainstream schools and in their classrooms. Attitudes were significantly more positive toward inclusion of learners with ADHD in mainstream schools and classrooms in comparison to negative attitudes; however, attitudes were slightly more positive towards inclusion of learners with ADHD in mainstream schools than in their classrooms. Only two participants reported having a mixed feeling toward inclusion of learners with ADHD in mainstream schools. No participants reported mixed feelings regarding their perceptions of inclusion of learners with ADHD in their classrooms. The table below represents the various attitudes of the participants toward inclusion of learners with ADHD in mainstream schools.

**Table 5.7: Perceptions of inclusion of learners with ADHD in mainstream schools**

Attitude of teachers	Number of teachers
Positive	9
Negative	1
Mixed	2
Total	12

The table below represents the attitudes of teachers toward inclusion of learners with ADHD in their classrooms.

**Table 5.8: Perceptions of inclusion of learners with ADHD in participants' classrooms**

Attitude of teachers	Number of teachers
Positive	8
Negative	4
Mixed	0
Total	12

***Positive attitudes***

Six participants had a positive attitude toward inclusion of learners with ADHD in mainstream schools. Two participants reported that they would adapt the lesson to suit the needs of the learner by using technology. One participant reported that she enjoys energetic behaviour and had patience with these learners. Another participant perceived these learners

to be respectful which is why she finds ways to include them. One participant reported that the FET phase is easier to teach than the GET phase because learners in the FET phase are more matured which is why her attitude is positive.

Views of participants who had positive attitudes:

*With hyperactive learners, I think you need more technologically based resources... Because they get bored if you write on the board with a cokie or you show them a power point. That is why I include their phones in my lessons... you always have to find an active way for them, like an interactive to, to try to get a across to them. (Participant A)*

*I have them in my class (laughs). You don't, you, you can't – I don't believe you must, you can discriminate against a child like that man. Uhm, like I said, the child is not blind or deaf or there's nothing wrong with him. It's just the lack of attention. So, you try different methods to get that child to connect with you and to try and get the child involved. And I like to involve them. (Participant F)*

*Yes (laughs) Uhm you have to include those learners and some of them are your stronger learners in your class so uhm I'm always trying ways to include these learners because they walking around in class. They eating in class sometimes but and that's disruptive towards your lesson also but most of them is not disrespectful it's just that they are hyperactive mainly. So uhm... to answer your question you have to include those learners also. (Participant K)*

Comments from participants reflect a willingness to include learners with ADHD. The use of technology in lessons keeps learners with ADHD interested in lessons. This shows that learners with ADHD participate well in lessons with the use of technology. When learners are respectful towards the teacher, it contributes to the positive attitude of the teacher toward inclusion of them.

While six participants had a positive attitude toward inclusion of learners with ADHD in mainstream schools, six participants also had a positive attitude toward inclusion of learners with ADHD in their classrooms. One participant reported feeling competent with classroom management because the participant gives hyperactive learners extra responsibilities to keep them busy. One participant believed that his role as a life orientation teacher enabled him to be more accepting of learners with ADHD as life orientation teachers have certain skills that others do not. Another participant reported feeling competent with classroom management.

This participant also believed that learners with ADHD must be exposed to “normal” behaviour from peers in order to learn appropriate behaviour; she also reported having a low number of learners with ADHD which made the management of them in her class easier. Another participant reported that they enjoy giving learners who exhibit hyperactive behaviour practical tasks to do to keep them interested in the lesson. Similar to the above participants, another participant also reported feeling competent with classroom management. The last participant reported that her learners were in the FET phase and not GET and that these hyperactive learners were more mature and easier to manage.

Views of some participants who had positive attitudes:

*I believe they should Life Orientation teachers practice more patience. We, we got skills that the other teachers don't have because we focus more on the self-development of the child and uhm, his inabilities to improve. (Participant C)*

*I don't believe you must, you can discriminate against a child like that man. Uhm, like I said, the child is not blind or deaf or there's nothing wrong with him. It's just the lack of attention. So, you try different methods to get that child to connect with you and to try and get the child involved... I think if you take a child out and you put that child other, other ADD or whatever kids. Uhm, when, when do they get to see what normal really is? (Participant F)*

*I don't have a problem like I said I have senior learners that are hyperactive...there's problems with the grade 8 and 9s, I don't teach them. So I'm mainly teaching grade 11s and 12s, that's what I'm teaching. So yes we have hyperactiveness but they also realize I'm a senior now. (Participant L)*

The ability of teachers to manage learners with ADHD confidently through classroom management suggests a high level of teacher efficacy which contributes to a positive attitude. This is also more possible with having a low number of ADHD learners to manage. The belief that learners with ADHD must be exposed to observing normal behaviour from peers suggests why inclusion of them in the participant's classroom is important to the participant. Having a positive attitude toward inclusion of ADHD learners in the FET phase suggests that the attitude would be less positive if the learners were in the GET phase. Behaviour of learners therefore contributes to the attitude that the teacher has.



Two participants had positive attitudes toward inclusion of learners with ADHD in mainstream schools; however, they presented concerns with inclusion of them. One participant believed that teachers are not trained to teach learners with ADHD. He indicated that he has knowledge of this difficulty because of his postgraduate studies that he is doing. Another participant reported that if there is nothing wrong with the intellectual level of the learner, then excluding them based on hyperactivity is not a valid reason. This participant also indicated that classes need to be smaller when including learners with ADHD

Views of these participants are expressed in the following excerpts:

*Err, teachers aren't trained for those types of things right and so, uhm, it's only because I've been doing post grad studies that I pick up on these strong, have I not read it I would've not known, and I don't think there's enough information that goes out there to highlight the problem that we're having in our society. (Participant C)*

*Uhm...we can't exclude them because there is nothing wrong with their intellect, Okay Uhm... We've had them like always even in my time, it, it, it just didn't have a name. Uhm... they were the naughty kids. Uhm, so yeah they should be here but, again – smaller class sizes. My grade 8's fifty of them I think at least 20 of them are hyper active. (Participant E)*

Comments above demonstrate that doing postgraduate studies contributes toward a positive attitude toward inclusion as teachers begin to learn more about learners with barriers to learning. Also based on comments, it is clear that inclusion is difficult with overcrowded classes.

While two participants had positive attitudes with concerns toward inclusion of learners with ADHD in mainstream schools, only one participant had a positive attitude with concerns toward inclusion of learners with ADHD in the participant's classroom. This participant reported that teaching hyperactive learners is emotionally tiring for teachers and disadvantages the other learners in the class who are not hyperactive.

View of participant:

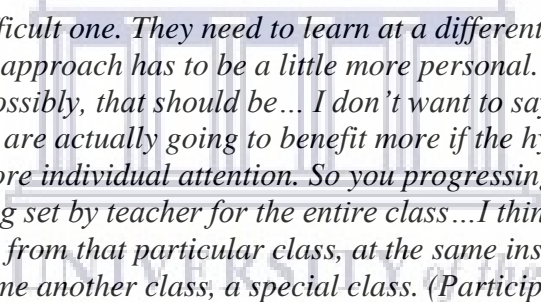
*It's tiring, I'm telling you it's, teaching is a challenging job... You've got the child that's hyperactive and you get the child that's so quiet that you even forget that child's name. That hyperactive child you know better than the one who is so quiet and*

*that is the disadvantage, because that child now loses out on time with you, as a teacher. (Participant B)*

This shows that learners who are not hyperactive do not get as much attention as those who are hyperactive which may seem to stem from disruptive behaviour that learners with ADHD exhibit.

One participant's attitude toward inclusion of learners with ADHD in mainstream schools would be more positive; however, under certain circumstances. The participant believed that the best way to support the learner with ADHD will be to have the learner at the same school, but in a different class where the learner can progress at their own pace. The participant believed that learners with ADHD cannot cope with the curriculum.

View of participant:



*That's a bit of a difficult one. They need to learn at a different pace. The method has to be different. The approach has to be a little more personal. So I, I actually think it is a problem that possibly, that should be... I don't want to say isolated or separated but I just think they are actually going to benefit more if the hyperactive child is receiving a little more individual attention. So you progressing at his pace and not at the pace that's being set by teacher for the entire class...I think in mainstream school but maybe separate from that particular class, at the same institution but maybe providing some, some another class, a special class. (Participant D)*

This shows that the curriculum is inflexible and does not cater for the needs of the learner with ADHD. The condition of placing the learner in a separate class within the same school may be due to the lack of academic progress of the learner within a mainstream classroom.

While one participant had an attitude that would be more positive toward inclusion of learners with ADHD in mainstream schools under certain circumstances, one participant also reported having an attitude that would be more positive toward inclusion of learners with ADHD in their classroom under certain circumstances. This participant reported that she would include learners with ADHD in her classroom on the condition that the learners were respectful and that the classes were smaller.

View of participant:

*Oh I have been done doing that for the last 6 years. Uhm... (Laughs) Uhm... It depends. Uhm...If it's something... okay your typical hyperactive, hyperactive child have no impulse control. Okay so it it's not being rude. It's not being disrespectful specifically. They just can't help themselves, so I can handle those. Those sometimes they have they are really, really rude than I think that they have this oppositional what's the other thing... Defiance. Yeah. I had some of those also. Not here, in my previous school. Those ones I cannot take because then it, it, it uhm... it diminish the respect that the other kids have for me seeing this child back chatting and uhm basically trying to get the better of me. So if, if they, if they are descent respectful kids, I can handle it again in small quantities not in a class of 50. (Participant E)*

These conditions indicate that overcrowded classes and the behaviour of learners with ADHD are factors that contribute to making inclusion difficult.

### ***Negative attitude***

One participant had a negative attitude toward inclusion of learners with ADHD in mainstream schools. This participant believed that it was difficult to include learners with ADHD because they exhibit disruptive behaviour.

View of the participant:

*To tell you the honest truth I can work with learners who cannot read but the hyper active ones I cannot because look I had a little, he's now gone, he was in my class last year and the beginning of the year, he started using drugs because he would jump up and go around and come touch my head and things like that which is a distraction for the rest of the class because now they looking to see what's he going, what is (name of learner) going to do next so that is a bit difficult uhm.... He was put on drugs on, on tablets – Ritalin – or whatever and then later on he came to me and said 'Miss this doesn't work for me so now I'm using dagga.' (Participant G)*

The participant's negative experience with a learner's disruptive behaviour contributed to the negative attitude. This may be due to the lack of success experienced by this teacher when interacting with this learner.

While one person had a negative attitude toward inclusion of learners with ADHD in mainstream schools, four participants presented with a negative attitude toward inclusion of learners with ADHD in their classrooms. This shows that although many participants believed that learners with ADHD should be included in mainstream schools, some

participants were less willing to actually teach them. One participant reported that inclusion was difficult because it was not possible to cater to the learner's needs because she must move on with the lesson. One participant reported that inclusion of ADHD learners in the classroom was difficult because the participant had no training in how to manage learners with ADHD and they were disruptive. Another participant reported that inclusion was difficult due to behaviour challenges such as disruptiveness, learners cannot focus on the lesson, ADHD learners are aggressive and the number of learners in the class are too many. Another participant reported that inclusion was difficult because the teacher had no training and observed that learners with ADHD could not cope with the curriculum.

Views of participants who had a negative attitude:

*Absolutely difficult, yeah and as a teacher you actually can see it, you observe it and you actually feel helpless sometimes. You actually feel guilty about not giving every child what they need... I kind of have to move on with the class. (Participant D)*

*I think that is more difficult because you don't know how to, to help them. You don't know what to do because he can't sit still. He must jump up and I have a rule that only I walk around in my room. Now he will jump up and, Miss I'm only throwing the paper away and whatever so you see his distracting you from whatever you were busy with and the children will now laugh because he's funny... I don't feel confident with them at all. I can teach a child that cannot read because I can, I can try to get through to him and explain things to him if he wants to learn but a hyper active child is a different case or cattle of fish. (Participant G)*

The need to move on with the lesson with the rest of the class shows that there is not enough time during the lesson to cater to the needs of the ADHD learner. The participant does not feel competent with teaching learners with ADHD which suggests that training is necessary.

### ***Mixed feelings***

Two participants had a mixed feeling toward inclusion of learners with ADHD in mainstream schools. One participant reported that learners with ADHD are disruptive. Another participant reported that if it was her own child, she would want her child to be included in the mainstream schools but at the same time, she can see that learners with ADHD do not benefit in the mainstream school.

Views of participants who had mixed feelings:

*It can disrupt a class, hey. It really can. Honest opinion. Uhm, not that I want them to feel excluded or anything but it is disruptive. (Participant H)*

*...most of the time we as educators are not aware of it or we don't know how to handle the situation and they sometimes become very aggressive so it's quite difficult for us because now you have to deal with this child and there's 30, 39 other kids in the class so you have to spend about 10, 20 minutes with these, this type of children and it just at the end of the day they the other kids in the class they the ones that suffer but I've also realized that we need to change our approach with these kids... You know what for me its er it's a, it's still a child its uhm,,, it's a mixed emotion because if it was my child I would of preferred him to be in a normal stream but when dealing with a child, when you in a situation you actually realize but that a child doesn't belong in a mainstream because at the end of the day it doesn't benefit the child at all. (Participant J)*

The attitude as a mixed feeling shows that there are difficulties with inclusion of learners with ADHD. It also shows that it may be easier to exclude a learner with ADHD if the child is not the teacher's own biological child. Therefore having compassion towards a child and looking at them as if they are the teacher's child contributes to the attitude.

### **5.5.2 Perceptions of benefits of including both learners with and without ADHD in participants' classrooms**

Participants were asked what they perceived as the benefits of combining the learners with ADHD and learners without ADHD in the same class in a mainstream school. Responses from participants indicated that some participants believed there were benefits for learners with ADHD, while many participants believed there were no benefits for either type of learner with and without ADHD to be in the same class. The themes are arranged into the three types of benefits. These are benefits for learners with ADHD, no benefits for learners with ADHD and benefits for learners with and without ADHD.

Five responses from four participants indicated that benefits exist when including learners with ADHD in mainstream classrooms. Two themes arose within these benefits. These are psychosocial benefits and academic benefits.

### ***Psychological benefits***

One participant reported that when learners with ADHD are included in the mainstream school, they will have no label.

*Uhm, I think if you should place them in a, in a special needs school they might feel inadequate and, and label themselves as not being strong or good enough  
(Participant C)*

Exposing learners with ADHD to “normal” behaviour of the learners without ADHD will allow learners with ADHD to benefit from positive behaviour reinforcement. In addition, the perception of learners with ADHD receiving no label due to placement of them in the mainstream classroom suggests that learners with ADHD will be more psychologically healthy because being in an alternative setting leads to labelling.

Responses from three participants indicated that learners with ADHD will be able to learn positive behaviour from their peers. One participant reported that learners with ADHD are allowed to talk at times and express themselves which ultimately helps improve their behaviour because once they are given a break and allowed to talk a bit, they are calmer. These views are reflected in the comments below.

*Well hyperactive learners hopefully, they will see what is good behavior, how you should, you know err behave in a class sits, listening to the teacher when the teacher say write down, you write down you don't shout from this side of the class to the other side. (Participant E)*

*I allow them to do that so they will have this like twenty seconds where they just like let go, let go of what you feel right now and uhm then I say okay now we going to draw it back to what we want to do, what we want to learn from this right so the benefits of that and I feel it's a benefit for both because it's quite tough when learners to go from one period to the second and they not allowed to talk. I would hate that (laughs). I would hate that so in certain instances you just let it all out and then okay let's regroup and we say, let's take it from that point and this point and that point. So it's important to give these learners a breather you know. And I sometimes do that in my classroom when they just get into the classroom. I let them make a noise, talk it out and then I say okay guys let's just relax now and start with the lesson. Uhm the benefit is when I do that they are so much more calmer. (Participant I)*

These views illustrate the improvement in behaviour that can happen when learners with ADHD are combined with learners without ADHD in the same class. When learners with ADHD are exposed to observing learners without ADHD, their behaviour improves through positive behaviour reinforcement.

### ***Academic benefits***

Two academic benefits were reported by two participants for learners with ADHD. One participant reported that learners with ADHD benefit from being able to achieve academically in the mainstream school. Another participant reported that learners with ADHD benefit from being allowed to express themselves at times in class which allows them to be calm. The calmness impacts positively on the lesson. These views are reflected in the comments below.

*The benefits are that they are achieving academically. (Participant C)*

*The learners with hyperactive behavior, there's actually learning taking place because they want to take part in the lesson because those are the learners that shout out the answers to me, those are the learners that want to come to the board and work. Work out the examples or the problem so in that sense it's a positive. It's beneficial to my classroom and the ones that are not so hyperactive. (Participant K)*

By placing learners with ADHD in a mainstream class, learners with and without ADHD will benefit from the learning process as sometimes they are more willing to come up to the front of the class and engage in practical tasks which makes lessons more interactive.

One participant reported that if learners without ADHD do not actively participate by coming up to the board and working out examples of answers on the board, then they will benefit from the lesson by paying attention, observing and listening to the lesson. This view is reflected in the comment below.

*...it's also beneficial for them because they actually pay attention in class when one of the hyperactive learners is there in front trying to do the work and explaining the stuff and doing the examples... (Participant K)*

This view illustrates that learners without ADHD are able to benefit from the learning process when combined with learners with hyperactive behaviour in the classroom and even though learners without ADHD are actively participating less, learning is still taking place.

### ***Behavioural***

One participant reported that she allowed learners without hyperactive behaviour to express themselves and to talk in class at times along with the other learners in the class with ADHD. This allowed learners to be better behaved. This view is reflected in the comment below.

*So it's important to give these learners a breather you know. And I sometimes do that in my classroom when they just get into the classroom. I let them make a noise, talk it out and then I say okay guys let's just relax now and start with the lesson. Uhm the benefit is when I do that they are so much more calmer. (Participant I)*

This shows that allowing learners a small break from always expecting them to be quiet will help their behaviour to improve which has a positive impact on the lesson.

### ***No benefits for learners with and without ADHD***

Responses from five participants indicated that they believed there were no benefits for either type of learner, the learner with and the learner without ADHD. Some of the views of participants who believed there were no benefits for learners with and without ADHD are reflected in the comments below.

*The normal or average learner struggles to think, so there isn't a benefit to that. There's no benefit to that. (Participant A)*

*There's not, there's no...I don't think there's any uhm... benefits. (Participant G)*

*I don't think there is any benefit in it because the child that is hyperactive gets labelled. So at the end of the day that child suffers the most. I've noticed it here at school also. Kids will tell you, "nee juffou, hy is mal! (no miss, he is mad!)" you know things like that. So uhm there is no benefits according to me. The child suffers. (Participant J)*

These views reflect that these participants believe there are no benefits for either learner with and without ADHD in mainstream classes. This may stem from the amount of challenges



these teachers deal with when including learners with ADHD such as the belief of learners with ADHD being labelled by other learners.

### **5.5.3 Perceptions of challenges of including learners with ADHD in participants' classrooms**

Participants were asked what they perceived to be were the challenges of including learners with ADHD in ordinary schools. The themes that arose were systemic, behavioural, mental and learner support challenges.

#### ***Systemic***

Systemic challenges mean that there are certain aspects of the education that teachers have very limited control over. The systemic challenges that arose were challenges with time, challenges with classrooms that are overcrowded with a high number of learners, challenges with the curriculum, and challenges with the in-service/preservice training that teachers receive from the Department of Education in order to manage barriers to learning.

#### ***a) Time***

Three participants indicated challenges with the time needed to support the learners with ADHD. Two participants reported that adapting teaching methods to support the learners' needs is time consuming. One participant reported that giving a learner individual attention during a lesson is time consuming. Another participant reported that trying to meet the demands of the curriculum is time consuming because learners with challenges do not see the importance of doing their oral assessments and teachers have to continuously beg learners to do it which is time consuming. These are some of the views of participants who experience challenges with time:

*So um, you have always have to look for, for new ways, innovation ways, innovative ways to get across to them . So that is a bit time consuming. (Participant A)*

*...time doesn't always allow for that individual attention they sometimes just need. (Participant F)*

*As I said, the curriculum is packed, and its, its certain things that you need to do in a certain way...You can't change that. Like for instance now we busy with oral, just to make an example, grade 12 and it's pressure time now. So to sit with a child that you have to beg and beg, come and talk, you need to do your oral, you must do it. It*

*influence the marks of the whole group. You see, that type of things. Whereas the child that doesn't have the disability, he or she knows exactly the importance of this whole exercise. (Participant J)*

The challenges with time regarding lesson adaptation illustrate that teachers may benefit from assistance with lesson adaptation. The challenge with not being able to give learners individual attention suggests that the curriculum could be fast paced and too demanding for learners with ADHD. The challenges with time demonstrate the need for the curriculum to be more flexible in order to accommodate for the needs of the learners.

*b) Overcrowded classrooms*

Three participants reported that the large number of learners in a class is a challenge for teachers to manage as learners with ADHD tend to disrupt the lessons. One participant reported that a high number of learners in the class also brings more learners with ADHD which disrupts the lessons more. Below are some views of participants who believe overcrowded classrooms are a challenge:

*So the size of the class doesn't always allow you to give you that individual attention. (Participant F)*

*I struggle in class so there is sometimes disadvantages having those learners in the class and especially when they 2 or 3 at the moment because 1 I can handle then I can tell them keep quiet and sit one side or not sit one side but just keep quiet. I can do that to him or talk to him 3, 4, 5 times in class but to have 3 or 4 learner's disrupting your class, hyperactive learners, then it's a disadvantage. (Participant K)*

The comments above illustrate that overcrowded classrooms create challenges with learners' behaviour. This therefore impacts the learning process.

*c) Curriculum demands*

Two participants complained about curriculum demands. One participant reported that the curriculum is demanding which prevents the learners with ADHD from coping with the workload because these learners cannot concentrate. Another participant also believed that having a demanding curriculum creates behaviour challenges and influences their results negatively because some learners are not interested in doing the assessments. This is reflected in the views of the participants below.

*Keeping up with the curriculum is going to be a big challenge. Uhm getting them to pass is going to be a big challenge because if they cannot concentrate, they don't take anything in. (Participant E)*

*As I said, the curriculum is packed, and its, its certain things that you need to do in a certain way... You can't change that. Like for instance now we busy with oral, just to make an example, grade 12 and it's pressure time now. So to sit with a child that you have to beg and beg, come and talk, you need to do your oral, you must do it. It influence the marks of the whole group. (Participant J)*

The comments above indicate that the curriculum does not effectively meet the needs of learners with ADHD. It also suggests that learners with ADHD may benefit more from a curriculum that is adapted to their needs or a different more suitable curriculum.

*d) Lack of capacity*

One participant reported that they do not have the necessary skills in order to manage learners with hyperactive behaviour. This is reflect in the comment below.

*One, one is just I don't have the skills. I just don't have the skills in dealing effectively with them, I don't know what to do, what would be the correct thing to say, how do I respond? Uhm do you reward, do you punish what, uhm, I just wouldn't know what to do. (Participant D)*

The lack of skills in knowing how to manage learners with ADHD suggests that the teacher may not have received in-service or preservice training on how to manage these learners. Teachers would therefore benefit from receiving this training from the Department of Education.

***Problem behaviour***

Eight participants reported challenges with the behaviour of learners with ADHD. They all said that having too many learners with ADHD disrupts the lessons. For example, a participant reported that when learners with ADHD who usually take medication suddenly do not take the medication, they disrupt the lessons. One participant reported that learners with ADHD became so comfortable with her that they were in her space too much. These views are reflected in the comments below.

*And if that learner...Shew! If that child hasn't taken their medication for that day, the child is all over the place.... (Participant B)*

*I have my distance from the learners but I also have that closeness so you have a distance with a closeness and it's very difficult to manage that because sometimes these learners want to be in your space and then I tell them look here just move a bit to that side you know that is also a challenge in maintaining your personal space as an educator. (Participant I)*

*No, most of them would sit and draw. I noticed they draw on their hands and they would actually, some of them would ask you, can I sweep the class? They would rather do that instead of writing or, or reading or and obviously it's most probably because they don't know how to do it. (Participant J)*

The fact that many participants complained about the behaviour of learners with ADHD is a serious concern. It not only impacts the teacher's ability to teach, but also the learners' ability to learn.

### ***Mental***

Two participants believed that teaching learners with ADHD is exhausting. One participant reported that to continuously adapt the lesson to suit learners' needs is exhausting for the teacher. Teachers need to have a high energy level in order to manage teaching them. Another participant reported that when teaching learners with ADHD, the teacher has to constantly reinforce certain things of the lesson which is tiring. Below are the comments of participants who reported that including learners with ADHD is tiring:

*So um, you have always have to look for, for new ways, innovation ways, innovative ways to get across to them. So that is a bit time consuming. Uhm and energy wise, it's draining. (Participant A)*

*Uhm it's the reinforcement of reminding them umh that, that they need to work, they need to concentrate. It's that constant reinforcement of having to get them to, to start working... It's a bit tiring. (Participant C)*

These views show that teaching learners with ADHD is not easy and requires much effort. Teachers need a higher energy level in order to teach learners with ADHD effectively.

### ***Ineffective learner support***

Three participants indicated three challenges with regards to the support that learners should receive. These challenges related to the support from teachers and parents. One participant reported that adapting teaching methods such as giving learners with ADHD individual attention during lessons affects the image of learners with ADHD and may be embarrassing for these learners. Another participant reported that when learners take medication for ADHD, it calms the learner to an extent where they are “numb” and cannot learn effectively. Another participant reported that parents do not support their children effectively by letting teachers know about children’s learning problems in advance when parents are aware of them. This impacts the approach and interventions that teachers may use with learners with ADHD. Below are the views of participants who experienced challenges with learner support.

*Okay, okay it’s the teaching method obviously you’ll have to change it... Do a different type of assessment, explain more to the child and obviously they, they teenagers so their image I feel is also, are also being affected by that. (Participant J)*

*...another things that’s also important is, you need to know who is in your class. And most of the time you don’t know it. Especially if the child starts in grade 8, you are not aware of fact, always aware of the fact that this child has ADHD. Only when the problem starts then the parent will come and, but most of the parents are not upfront about it. So you struggle with a child for almost 2 terms and only then parents start to pitch and say but no this child has a problem. The child can’t, has learning difficulties, ADH whatever. So you need to know beforehand who you dealing with. (Participant J)*

*...but now that child also takes that medication and the child is calm, but the brain is too numb and it’s like you can see, huh uh! “You are in a world of your own again today”, you know. So, did it benefit you being in that school for the day? (Participant B)*

These views raise questions about how effective these particular methods of learner support are. If receiving extra attention in class affects their self-image, then this suggests that some learners might not indicate or ask for assistance due to embarrassment. In addition, it highlights the need for parents to be a bit more proactive in communicating to teachers regarding the learner’s barriers to learning. This view illustrates that some medication for ADHD is helpful in calming down of disruptive behaviour; however, it suggests that there is not always an academic benefit. This view is further supported in the following participants’ words:

*The only thing I do think is that, I feel that these learners that are being pumped with these medicine and medication and producing a different child and that is my concern really. It – I have a girl in my classroom that is also suffering from ADHD and she sits, she just sits and sometimes she's non-responsive and when she doesn't do then she cries. (Participant I)*

#### **5.5.4 Perceptions of the responsibility of teaching learners with ADHD**

Participants were asked whose responsibility they perceived it was to teach learners with ADHD. The themes that arose were that the responsibility was shared and the responsibility was solely that of one person. Most participants indicated it was a shared responsibility. A few participants indicated that it was the sole responsibility of a teacher to teach learners with ADHD.

##### *a) Teacher's responsibility*

Four participants reported that the responsibility was solely that of one person to teach learners with ADHD in the mainstream schools. This person with the sole responsibility could be either the teacher or a trained professional.

Two participants' responses indicated that they believed it was the responsibility of all the subject teachers to teach learners with ADHD in the mainstream high school. These teachers did not indicate the need for assistance. The comments below reflect their views.

*All the other educators in mainstream... most cases, some of them grow out of it. So it's not an issue that can't be resolved. (Participant A)*

*Well, we do our part at school. That is why we are teachers. Somehow I don't know what the curriculum was then but inclusive learning and the various theories spell it out that we need to accommodate those learners. (Participant C)*

The responses above by only two educators show that a very small percentage of the sample size believe it is the sole responsibility of the mainstream high school educator to teach learners with ADHD without support, in comparison to the rest of the participants whose views reflected that more human resources or trained professionals are necessary. These responses may also be due to a high level of teacher efficacy.

Two participants reported that it was the responsibility of a trained educator to teach learners with ADHD in the mainstream school. One participant was not sure whose responsibility it was to teach learners with ADHD. The participant started off by saying that special needs schools do not take on learners with ADHD and then used a metaphor referring to them as being in a position of being 'between a rock and a hard place' to describe her view. This suggested that the participant believed that learners with ADHD should not be in the mainstream school, but at the same time she believed that they would not be accepted in the special needs school which was thus an awkward situation to be in.

*The special needs schools, yes. It isn't to deal with the child that's hyperactive, it's to deal with the child who is physically disabled, you know? So, where do they fall in? They are actually in a difficult place, what is it? Between a rock and a hard place....(Participant B)*

When the participant was asked whether she regarded it as her responsibility to teach them, she responded that she believed it would be hers on the condition that the medication that learners with ADHD take does not numb them, thereby hindering their ability to learn. This is reflected in the participant's comment below.

*You know, if they have medication, hey that is not going to make them totally numb, then yes. (Participant B)*

The second participant's response was conditioned to a certain circumstance. The participant felt that learners with ADHD are extremely disruptive, but at the same time felt that they should be included because of human rights. The participant concluded by saying that they should be included into a mainstream school; however, they should be put in a separate class and taught by a trained teacher.

*Yoh...it's a difficult one because hyperactive learners uhm if you have a lot of them, they are so disruptive that it influences your, the rest of the class, so you feel they are being disadvantaged. Okay so, but I know that it's not right to say that they must be separate from the rest but is it right that the non-hyper active learners is negatively influenced so much that it influences their marks by your hyper active learners... Yeah in terms of human rights it's wrong to say separate them, but its disadvantaging the other kids also, so actually yes the teachers are responsible for this, but I feel uhm keep the, the hyper-active kids in the same school, but in a different class. So they still have you know the rest of the friends and everything but they don't disrupt the, the learners who want to study, who want to do well, who want to get themselves out of the situation that they are in because that is what we have there, here. (Participant E)*

In summary, the above two responses illustrate that inclusion of learners with ADHD is difficult and teachers do not have the necessary training to teach and manage learners with ADHD in the mainstream high schools.

*b) Shared responsibility*

The responses of eight participants indicated that they believed that teaching learners with ADHD is a shared responsibility. Most participants reported that the responsibility should be shared between the teacher and/or the government and others in the educational community. A few participants believed that the responsibility should be shared between the teacher and another. This does not only mean teaching in the classroom, but could also mean supporting learners outside of the classroom.

Six participants reported that the responsibility was shared between the teacher and people in the educational community such as parents, administrative staff, or the government who consisted of trained staff such as LSEN specialists and subject advisors to administer training to teachers. This comprises teaching and/or supporting learners outside of the classroom. One participant indicated that it is the responsibility of the teacher and another person such as a trained teacher or another professional in the same classroom as the teacher. Another participant reported that it is the responsibility of the LSEN teacher, teacher in the mainstream school, parents including grandparents and friends. Another participant reported that the responsibility was shared among trained staff that excludes the teacher in the mainstream school and that it is not the teacher's responsibility. These people consist of trained staff from the government such as teachers, policy makers, and occupational therapists, psychologists and psychology researchers or research students from the universities. With regards to the other participants, two indicated it was the responsibility of the teacher and the government, and one indicated that it was the responsibility of the teacher and the administration staff by supporting with the management of discipline. These views are reflected in the comments of participants below.

*As a teacher I think it is our responsibility to teach them but I think it needs to be a special need teacher, somebody trained, somebody who has got the patience and the personality because I think personality is a big thing too. You need to, you need to have a passion for children and not, not see it as a burden. I'm being punished and*



*therefore I need to teach these children...As well, yes. And, and if there were two of us are in the room, it will be so much better. (Participant D)*

*It's not just the LSEN specialist. It's not just the mother, the dad, the grandma only. It is everyone. So everyone in that child's life must be pro-active. Even their friends because my friend use to struggle in school and in maths and even every subject, they used to come. Right, I'm good at math. I going to help you. You good in English. You going to help me... For me it's literally...it's a ... it's a whole community. (Participant I)*

*So yeah I feel it's the WCED, the stakeholders... Uhm everybody that sits, that sits with and work out these policies. They the people that really needs to look into it and I don't know if they do studies or something... So trained qualified people from the WCED side must come in and whichever stakeholders, whether its people like you from the universities that's doing research or a psychologist. Like I know for instance, we have 1 psychologist that must do about 30 schools... And of course very importantly, the OT... I feel every school needs an OT because they know how to, how to deal with kids. They can sense the problem, they can identify the problem. .... (Participant J)*

Two participants reported that it is the shared responsibility of the teacher and another person such the parent or an assistant in the class which could be a parent. The participant reported that the school could not afford extra assistants. These views are reflected in the comments below.

*It would be lovely if we had assistants in the class then you can work with those kids. If there was an assistant, you know to just to make sure you standing by that one, go to that one and that person can. Like I suggested one day that we have parents that come in. If parents are sitting at home, then why not come in and just assist on a Monday, on a Wednesday maybe. (Participant F)*

*Well that's the parents. Cause I'm not equipped. Teachers are not equipped. Although teachers play many roles but teachers are not equipped to... they must, they must help the school... or the learning center, doesn't matter where the child is. If the child is at the school for err children with learning disabilities, the parent is still the main, the person that can do. Because the child is most of the time with the parent. So the parent has to play their role also to get the child to settle down. (Participant G)*

In summary, the above views regarding the shared responsibility of teaching learners with ADHD demonstrate that the teaching of these learners by the teacher only, with no support from other professionals or parents, is not enough for learners with ADHD to reach their fullest potential in the mainstream school. In addition, the responses illustrate that teachers

view the teaching of learners with ADHD as challenging at the high school level. It shows that teachers who teach learners with ADHD would benefit from extra support from specialists. The lack of extra learning support may be due to limited funding available from the Department of Education for all high schools in South Africa.

## **5.6 SUMMARY OF FACTORS CONTRIBUTING TO ATTITUDES TOWARD INCLUSION OF LEARNERS WITH ADHD**

Participants were given a chance to elaborate on the reasons why they had certain perceptions toward the inclusion of learners with ADHD in mainstream schools. A summary of these factors which contribute to their attitudes are presented below. These factors are organised according to themes that arose from all the questions they answered. Themes were grouped according to factors contributing to negative attitudes and factors contributing to positive attitudes.

### *Summary of factors contributing to negative attitudes*

Based on the questions teachers were asked, a number of factors contributed to a negative attitude toward inclusion of learners with ADHD in mainstream schools. These factors were grouped into themes. The themes are systemic factors, learner's behaviour and teacher's energy level.

Table 5.9 is a summary of the factors contributing to teachers' negative attitudes toward inclusion of learners with ADHD

**Table 5.9: Summary of the factors contributing to teachers' negative attitudes toward inclusion of learners with ADHD**

<b>Type of factor</b>	<b>Factor</b>
Systemic	Lack of training
	Overcrowded classrooms
	Curriculum demands
Behavioural	Disruptive behaviour
Teachers' energy level	Emotional exhaustion

### *Systemic*

Within the theme of systemic challenges, there are a few factors that contributed to the negative attitude of teachers toward the inclusion of learners with ADHD in mainstream schools. These are lack of training, overcrowded classrooms, and curriculum demands.

### *Behavioural*

Seventeen responses from five participants indicated that the behaviour of learners with ADHD was a challenge. These challenges included disruptive behaviour during lessons, misconduct such as stealing, aggressive behaviour towards other learners and learners disrespecting teachers. Another participant reported that some learners with ADHD take medication which calms them down but hinders their ability to learn.

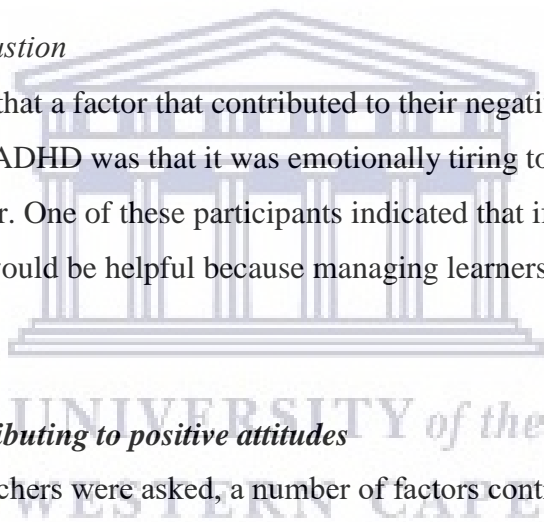
### *Teacher's emotional exhaustion*

Two participants reported that a factor that contributed to their negative attitude toward inclusion of learners with ADHD was that it was emotionally tiring to constantly manage their challenging behaviour. One of these participants indicated that if there could be an assistant in the class that would be helpful because managing learners with ADHD is challenging.

### *Summary of factors contributing to positive attitudes*

Based on the questions teachers were asked, a number of factors contributed to teachers' positive attitudes toward inclusion of learners with ADHD in mainstream schools. These factors are grouped into three themes, namely teacher-related factors, teacher efficacy and learner-related factors.

Table 5.10 is a summary of the factors contributing to positive attitudes toward inclusion of learners with ADHD



**Table 5.10: Summary of the factors contributing to positive attitudes toward inclusion of learners with ADHD**

Type of factor	Factor
Teacher-related factors	Years of experience
	Teacher's qualification
	Teacher's personality
	Positive perception of school support
Teacher efficacy	Lesson adaptation
	Classroom management skills
Learner-related factors	Disability type
	Peer modelling
	Phase of learner

*Teacher-related factors*

Findings indicated four variables relating to teachers that contributed to their positive attitudes toward inclusion of learners with ADHD in public ordinary schools. These factors are the number of years of experience the teacher has, the teacher's qualifications, the teacher's personality and perception of school support.

*Teacher efficacy*

Within the theme of teacher efficacy, there are a number of factors that contributed to teachers' positive attitudes toward inclusion of learners with ADHD. These factors are lesson adaptation and classroom management skills.

*Learner-related factors*

Within the theme of learner-related factors, three factors arose which contributed to the positive attitude of teachers toward inclusion of learners with ADHD in mainstream schools. These factors are disability type, peer modelling and the phase of the learner.

## 5.7 COMPARISON OF TEACHERS' ATTITUDES TOWARD INCLUSION OF LEARNERS WITH SLD AND ADHD IN PUBLIC ORDINARY SCHOOLS

When comparing teachers' attitudes toward inclusion of learners with SLD to inclusion of learners with ADHD, teachers presented with positive and negative attitudes; however, they had more positive attitudes toward inclusion of learners with ADHD than inclusion of learners with SLD. This finding was based on comparing teachers' responses regarding inclusion of learners with ADHD and SLD in public ordinary schools as well as in their own classrooms. This was also based on their perceptions of whose responsibility they perceived it was to teach learners with SLD and ADHD.

The table below compares teachers' attitudes toward inclusion of learners with SLD in mainstream schools and classrooms to teachers' attitudes toward inclusion of learners with ADHD in mainstream schools and in the classroom.

**Table 5.11: Comparison of teachers' attitudes toward inclusion of learners with SLD and ADHD in mainstream schools and in their classrooms**

	SLD			ADHD		
	Mainstream school	Participant's classroom	Total	Mainstream school	Participants' classroom	Total
<b>Positive attitude</b>	6	9	15	9	8	17
<b>Negative attitude</b>	5	3	8	1	4	5
<b>Mixed Feelings</b>	1	0	1	2	0	2

The table indicates that the number of positive and negative attitudes toward inclusion of learners with SLD in mainstream schools was fairly similar, while the number of positive attitudes toward inclusion of learners with ADHD in mainstream schools was significantly positive. This shows that participants had a stronger belief that learners with ADHD should be included in mainstream schools than learners with SLD with the reading subtype.

When comparing teachers' attitudes toward inclusion of learners with SLD to inclusion of learners with ADHD in their classrooms', the teachers presented with both positive and negative attitudes which were fairly similar. Very few responses indicated mixed feelings. Teachers presented with a high number of positive attitudes both toward inclusion of learners with SLD and inclusion of learners with ADHD in their classrooms. They had a low number of negative attitudes both toward inclusion of learners with SLD and those with ADHD in their classrooms. Even though the teachers' attitudes were fairly similar, they were slightly more positive toward inclusion of learners with SLD than inclusion of learners with ADHD in their classrooms. This was most likely based on their positive perception of their ability to cope with teaching learners with SLD and their willingness to assist learners with SLD.

However, it is noted that even though a high number of participants had a positive attitude toward inclusion of learners with ADHD in mainstream schools, some had a negative attitude toward inclusion of these learners in their own classrooms. This shows that though many participants generally believed that learners with ADHD should be included in mainstream schools, not all of them were willing to include them in their own classrooms. This could be due to the perceived challenges associated with teaching learners with ADHD such as behaviour problems, overcrowded classrooms, curriculum demands and lack of teacher training.

Findings also indicated that while six participants believed that learners with SLD should be included in mainstream schools, nine participants were willing to include them in their own classrooms. This contradiction shows that even though some participants believed learners with SLD should not be included in mainstream schools, more participants were willing to actually include them in their own classrooms.

When comparing teachers' perceptions of the benefits associated with inclusion of learners with SLD and ADHD, all participants perceived that there were benefits of inclusion of learners with SLD in mainstream schools and classrooms; however, only 6 of the 12 participants perceived that there were benefits of including learners with ADHD. This shows that more teachers perceived there to be benefits associated with inclusion of learners with SLD compared to inclusion of learners with ADHD. The table below shows a comparison of the benefits of including learners with SLD and ADHD

**Table 5.12: Comparison of the benefits of including learners with SLD and ADHD**

<b>SLD</b>		<b>ADHD</b>	
<b>Academic</b>	Peer assistance	<b>Academic</b>	Academic achievement
	Improved learner concentration		Achieve calmness form being able to express themselves at times
	Learn from learning experiences		Learn from learning experiences
<b>Psychosocial</b>	Positive behaviour modelling	<b>Psychosocial</b>	No label for learners with ADHD in mainstream schools
	Increased self-confidence		Positive behaviour modelling
	Form friendships	<b>Behavioural</b>	Improved behaviour
	Enhance the development of learners without SLD		

In addition, the table above illustrates that slightly more individual benefits were associated with the inclusion of learners with SLD than inclusion of learners with ADHD.

When comparing teachers' perceptions of challenges associated with inclusion of learners with SLD to inclusion of learners with ADHD in mainstream schools, challenges were presented with inclusion of both. The table below shows a comparison of the challenges of inclusion of learners with SLD and ADHD.

**Table 5.13: Comparison of the challenges associated with including learners with SLD and ADHD**

SLD		ADHD	
<b>Systemic</b>	Curriculum	<b>Systemic</b>	Time
	Time Constraints		Overcrowded classrooms
	Teacher incompetence		Curriculum demands
<b>Behavioural</b>	Lack of Capacity		
		<b>Problem behaviour</b>	
		<b>Mental</b>	
		<b>Ineffective learner support</b>	

The table shows that even though there were challenges associated with inclusion of learners with both SLD and ADHD, a higher number of challenges were associated with inclusion of learners with ADHD. Fewer challenges were associated with inclusion of learners with SLD. This shows that participants found it easier to teach and manage learners with SLD than learners with ADHD.

When comparing teachers' perceptions of the responsibility of teaching learners with SLD to the responsibility of teaching learners with ADHD in mainstream schools, it is evident they believed it to be either a shared responsibility or the sole responsibility of one person which either included the teacher in this role or did not. The table below represents the number of participants who viewed the responsibility of teaching learners with SLD and ADHD as a shared responsibility which included and excluded teachers and the number of participants who viewed the responsibility as the sole responsibility which included and excluded teachers.



**Table 5.14: Attitudes of teachers toward the responsibility of teaching learners with SLD compared to learners with ADHD**

	Number of participants	
	Learners with SLD	Learners with ADHD
<b>Sole responsibility which includes the teacher</b>	0	2
<b>Sole responsibility which excludes the teacher</b>	0	2
<b>Shared responsibility which includes the teacher</b>	9	7
<b>Shared responsibility which excludes the teacher</b>	3	1

The table shows that all responses from participants indicated they believed it was the shared responsibility of teaching learners with SLD in mainstream schools. This included the shared responsibility of teachers and other people in the education community. The majority of participants viewed teachers in the mainstream school as having a role in the shared responsibility. Few participants believed it was the shared responsibility that excluded the teacher.

The table shows that a number of participants indicated they believed it was the shared responsibility of teaching learners with ADHD in mainstream schools. This included the shared responsibility of teachers and other people in the education community. Only one participant believed this shared responsibility excluded the teacher. Very few participants believed it was the sole responsibility of teaching learners with ADHD that both included and excluded the teacher.

What is significant to note is that although most participants believed that the responsibility was a shared responsibility of teaching learners with SLD that included the teacher, none of the participants believed that it was their sole responsibility to teach learners with SLD, while two participants believed that it was their sole responsibility to teach learners with ADHD. This shows that teachers' attitudes toward taking responsibility for teaching learners with

ADHD was slightly more positive than toward taking responsibility for teaching learners with SLD.

The fact that there were some participants who viewed the teaching of learners with SLD and ADHD as the responsibility that excluded the class or subject teacher in the mainstream school, shows that the attitude of these participants toward teaching these learners is not positive; however, these were very few. The fact that the majority of teachers viewed the teaching of learners with SLD and ADHD as a shared responsibility and not their sole responsibility, shows that their attitude toward teaching them both is positive; however, it would be more positive if the responsibility was not the teacher's responsibility entirely.

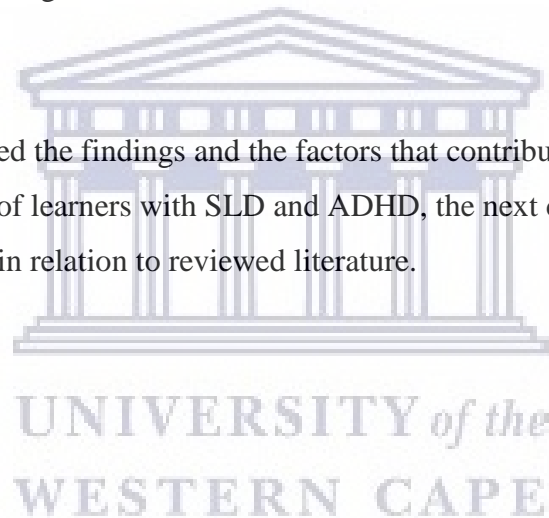
In summary, taking into account participants' responses toward inclusion of learners with SLD and ADHD in mainstream schools, inclusion of them in their classrooms, and participants' perceptions of the class and subject teacher as having the responsibility of teaching learners with ADHD and SLD, it can be concluded that the majority of teachers' attitudes were positive toward inclusion of both learners with SLD and ADHD in public ordinary schools; however, they were slightly more positive toward inclusion of learners with ADHD than SLD. What is significant to note is that teachers' attitudes toward inclusion of learners with ADHD were more positive than inclusion of learners with SLD, despite there being more perceived benefits associated with inclusion of learners with SLD and more perceived challenges associated with inclusion of learners with ADHD. This is most likely due to the success that teachers experience with teaching learners with ADHD in comparison to teaching learners with SLD with the reading subtype.

Factors that contributed to teachers positive attitudes toward learners with SLD are teacher efficacy and having a positive outlook on school. Factors that contributed to teachers positive attitudes toward inclusion of learners with ADHD are years of experience, teacher's qualifications, teacher's personality, teachers having a positive perception of school support, lesson adaptation, classroom management skills, peer modelling and the education training phase that the learner is in. The fact that attitudes toward inclusion of learners with ADHD were more positive in comparison to inclusion of learners with SLD shows that disability type is a factor that contributes toward teachers' attitudes toward inclusion.

## 5.8 CONCLUSION

Data was collected from 12 participants who were interviewed from three high schools. Participants were asked questions on their beliefs regarding the inclusion both of learners with SLD with the reading subtype and learners with ADHD in public ordinary schools. This chapter presented a detailed analysis of the findings of the data that was collected. In conclusion, findings reflected that participants held similar attitudes toward inclusion of learners with both SLD and those with ADHD. Findings indicated that the majority of attitudes toward inclusion of learners with both disorders were positive; however, they were slightly more positive toward inclusion of learners with ADHD in comparison to learners with SLD. Findings also indicated a number of factors that contributed to positive attitudes toward learners with both SLD and ADHD respectively and a number of factors were also found to contribute toward negative attitudes toward learners with SLD and ADHD respectively.

While this chapter presented the findings and the factors that contributed to the attitudes of teachers toward inclusion of learners with SLD and ADHD, the next chapter presents a discussion of the findings in relation to reviewed literature.



## **CHAPTER 6: DISCUSSION OF FINDINGS**

### **6.1 INTRODUCTION**

Chapter 5 presented a descriptive analysis of the findings of the data that was collected during interviews. This chapter discusses the findings of this study. Firstly, this chapter discusses the attitudes of teachers toward inclusion of learners with SLD and ADHD in public ordinary schools. Secondly, this chapter discusses the factors that contribute to attitudes toward inclusion of learners with SLD and ADHD in public ordinary schools.

These findings are embedded in the perceptions of participants in public ordinary schools where inclusive education is said to be practised. These findings are discussed in relation to inclusive education policy objectives as well as to empirical findings presented in the reviewed literature in Chapters 2 and 3. These findings are also discussed in relation to the factors that contribute to and hinder positive attitudes toward inclusion of learners with SLD and those with ADHD in schools.

This chapter presents a discussion of the findings under two subheadings: Positive attitudes and contributing factors toward inclusion of learners with SLD and ADHD; and negative attitudes and contributing factors toward inclusion of learners with SLD and ADHD. The findings of this study echoed many of the findings carried out in previous studies regarding teachers' attitudes toward inclusion, concerns relating to inclusion as well as inclusion of learners with SLD with the reading subtype and learners with ADHD. New findings have emerged and are discussed.

### **6.2 TEACHERS' VIEWS ON THE INCLUSION OF LEARNERS WITH SLD AND ADHD**

Many participants presented with positive attitudes toward inclusion of learners with SLD with the reading subtype and learners with ADHD in public ordinary schools. Participants justified their responses with factors that contributed to their positive attitudes. Positive attitudes and contributing factors as well as negative attitudes and contributing factors are presented and discussed in relation to reviewed literature.

## **6.2.1 Positive attitudes and contributing factors toward inclusion of learners with SLD and ADHD**

Positive attitudes were shown by the number of participants who responded positively to the questions regarding inclusion of learners with SLD with the reading subtype and ADHD in public ordinary schools. Positive attitudes were also shown by the number of participants who believed that there were benefits of teaching learners with SLD and ADHD and their belief in whose responsibility it was to teach learners with SLD and ADHD. There were a number of factors that were found to contribute to their positive attitudes toward inclusion of learners with SLD and ADHD in public ordinary schools. These factors are as follows:

- Teacher efficacy
- Teacher-related factors
- Learner-related factors

### **6.2.1.1 Teacher efficacy**

Teacher efficacy played a role in developing positive attitudes of teachers toward the inclusion of learners with SLD with the reading subtype and those with ADHD in public ordinary schools. The theme of teacher efficacy was evident in two ways, namely the ability of teachers to assist learners in class and their perception of their ability to cope with teaching learners with SLD. A factor that contributed to positive attitudes was also the teachers' positive perceptions of school support.

Teacher efficacy is defined as teachers' own beliefs about their ability to successfully accomplish goals and complete tasks (O'Toole & Burke, 2013). Teachers with higher levels of efficacy demonstrate a greater willingness to persevere through challenges they experience relating to inclusion. They are more organised, persist through challenges, use new teaching approaches and have higher job satisfaction (O'Toole & Burke, 2013). Many teachers in this study presented with qualities which were characteristic of a high level of teacher efficacy. These teachers generally felt confident with their ability to teach and manage learners with SLD with the reading subtype.

Participants felt that they were confident in assisting learners with SLD with the reading subtype in class. This assistance included a general willingness to assist learners, lesson adaptation and giving learners with reading difficulties more attention in class. New

approaches to teaching include the use of differentiated teaching methods which are found to have a positive impact on the teacher's sense of self-efficacy (Subban, 2006). As these participants displayed a general willingness to assist learners with SLD with the reading subtype, this suggests that these participants may have a high level of teacher efficacy which contributed to their positive attitude.

Participants who reflected characteristics of teacher efficacy were found to have more positive attitudes toward inclusion of learners with ADHD in public ordinary schools. This is consistent with a study by Hsien et al. (2009) who found that teachers with a high level of teacher efficacy had more positive attitudes. Responses from participants indicated the following factors as necessary for a high level of teacher efficacy:

- Lesson adaptation
- Classroom management skills.

A number of participants displayed willingness to adapt the lesson to cater to the needs of the learners with ADHD. These methods of lesson adaptation include the use of technology in the lessons, changing the teaching methods and the approach to teaching learners with ADHD as well as giving learners with ADHD extra time in the lessons. Teachers who used differentiated teaching instruction were found to have higher levels of efficacy which contributed to positive attitudes toward inclusion (Soodak, Podell & Lehman, 1998).

Some participants perceived their classroom management skills as a positive factor which helped them to cope with behaviour challenges relating to teaching learners with ADHD. Self-efficacy is also referred to as 'perceived behavioural control' (MacFarlane & Woolfson, 2013) and their beliefs in their own capabilities to complete their goals (O'Toole & Burke, 2013). These teachers believed and felt that their classroom management skills were effective which therefore suggests a high level of self-efficacy.

Participants who were able to cope with learners with SLD reported being confident with managing the learners with SLD in their classrooms. This finding was consistent with the finding of an international study by Urton, Wilbert and Hennemann (2014) who reported that self-efficacy contributes to a positive attitude toward inclusion.

### ***6.2.1.2 Teacher-related factors***

Teachers' positive attitudes toward inclusion of learners with ADHD in public ordinary schools were associated with a few teacher-related factors. These factors include the years of teaching experience, the qualification, the teachers' personality and the positive perceptions of the school support.

One participant reported that her years of teaching experience was a factor that contributed to her positive attitude toward inclusion of learners with ADHD in public ordinary schools. From having years of experience managing hyperactive behaviour, the participant was able to learn how to cope with the behaviour. This is consistent with the finding by Male (2011) who reported that the years of teaching experience contributed to positive attitudes toward inclusion.

The qualifications that one teacher had was found to be a factor that contributed to this teachers' positive attitude toward inclusion of learners with ADHD in public ordinary schools. This participant had a postgraduate qualification which suggests why his attitude was more positive toward inclusion of learners with ADHD. This is consistent with the findings in international studies that confirm that teachers who have postgraduate qualifications were found to have more positive attitudes (Ahmmed, Sharma & Deppeler, 2012, Fakolade et al., 2009, Engstrand and Roll-Pettersson, 2014, Mukhopadhyay, 2014).

Some participants presented with positive personality traits that supported inclusion. The personality traits they exhibited were characteristics such as having patience, being able to be calm when confronted with hyperactive behaviour, enjoying hyperactive behaviour and being approachable to learners. This type of personality characteristics was a factor that contributed to their positive attitudes toward inclusion of learners with ADHD in public ordinary schools.

Some participants had positive perceptions of the support they received from the school. These participants were also found to have positive attitudes toward inclusion of learners with SLD with the reading subtype and those with ADHD in their classrooms. One teacher perceived the school to be supportive by providing specialists who can assist the learners who need intervention. These specialists were provided by a NGO. Another teacher perceived the administration staff to be supportive by assisting teachers in the management of learners with behavioural challenges. Positive perceptions of school support is therefore a factor that

contributed to teachers' positive attitudes toward inclusion of learners with ADHD in public ordinary schools. This finding is consistent with findings of an international study by Ahmmed et al. (2012) who reported that when teachers believe that they are receiving support from the school, their attitude is more likely to be positive towards inclusion.

### ***6.2.1.3 Learner-related factors***

Findings of the study indicated three learner-related factors that contributed to positive attitudes of teachers toward inclusion of learners with ADHD in public ordinary schools. These factors are the disability type, peer modelling and the phase that the learner is currently in at school.

Findings of this study indicated that the type of disability the learner had was a factor that contributed to the participant's positive attitude toward inclusion of learners with ADHD. A participant believed that because the learner with ADHD was not visually or hearing impaired, having hyperactive behaviour was not enough for the learner to be excluded from the mainstream school. The type of disability a learner had was also a factor that contributed to teachers' attitudes in other studies such as international studies by Monsen et al. (2014), De Boer, Pijl and Minnaert (2011) and Hassenain (2015) as well as a South African study by Bornman and Donahue (2013).

Findings indicated that positive behaviour modelling was a factor that contributed to teachers' positive attitudes toward inclusion of learners with ADHD in mainstream schools. One teacher felt that learners with ADHD must be exposed to peers modelling 'normal' behaviour to them in order for them to learn better ways of behaving. If learners with ADHD were excluded from the mainstream school, then they wouldn't be exposed to peer modelling. The validity of this finding is reinforced by the theory of social learning where peers may learn behaviour indirectly by merely observing others model the behaviour (Mash & Wolfe, 2012).

Findings of this study indicated that the education and training phase that the learner was in contributed to the attitude of the teacher. A participant reported having a positive attitude toward inclusion of learners with ADHD because the learner was in the FET phase. The participant felt that older learners were more matured than learners who were in grades 8 and



9. This suggests that had the teacher been teaching learners in grade 8 or 9, her attitude may have been negative.

### **6.2.2 Negative attitudes and contributing factors toward inclusion of learners with SLD and ADHD**

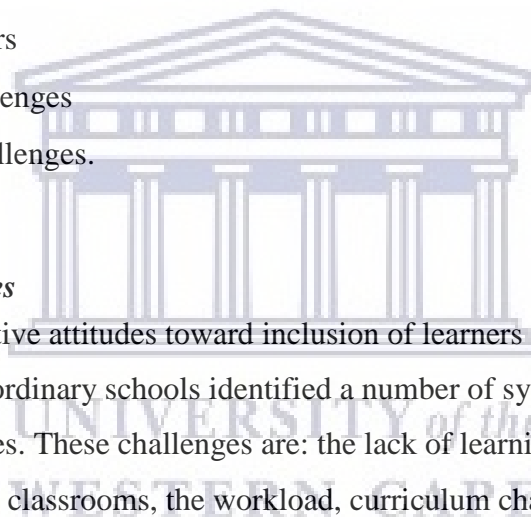
When participants were interviewed and asked questions about their perceptions, findings indicated a number of factors that contributed to their negative attitudes toward inclusion of learners with SLD with the reading subtype and those with ADHD in public ordinary schools. Attitudes presented were attributed to the following challenges:

- Systemic challenges
- Learner-related challenges
- Parent-related factors
- School-related challenges
- Teacher-related challenges.

#### **6.2.2.1 Systemic challenges**

Participants who had negative attitudes toward inclusion of learners with SLD with the reading subtype in public ordinary schools identified a number of systemic challenges that contributed to their attitudes. These challenges are: the lack of learning support for teachers at high schools, overcrowded classrooms, the workload, curriculum challenges, teacher training and previous teaching experience.

Findings indicated that some participants believed that learning support is an area of concern at high schools because there are no LSEN teachers allocated to high schools by the Department of Education to assist learners. The lack of learning support contributed to the negative attitudes of teachers toward inclusion of learners with SLD in public ordinary schools. This finding is fairly consistent with findings of an international study by Hassenain (2015) on the attitudes toward inclusion. Hassenain (2015) found that attitudes were not entirely positive. Teachers' attitudes were conditioned to having access to personnel support (specialist support) in order to assist learners with disabilities.



Some participants believed that having large volumes of learners in the classroom was a factor that contributed to their negative attitude toward inclusion of learners with SLD in public ordinary schools. The number of learners in their classes ranged from 40 – 50 learners. A participant believed that having a large number of learners in the class impacted on the ability of teachers to give learners individual attention. This is similar to the finding in a study by Leseyane, et al. (2018) on experiences of learners with reading difficulties in South Africa. Leseyane et al. (2018) reported that teachers did not give learners with reading difficulties extra attention. Mudzielwana (2016), who carried out a study on intervention strategies used by teachers for learners with reading difficulties, emphasised that a decrease in the number of learners in a class would allow for learners to be monitored with reading and learners with reading difficulties need individual attention.

Some teachers felt that there were too many learners in the class which contributed to their negative attitudes toward inclusion of learners with ADHD in their classrooms. The number of learners per class ranged from 40 to 50 learners. This caused behaviour problems and these learners became difficult to manage. This finding is consistent with the finding of a South African study by Potgieter-Groot, Visser, and Lubbe-de Beer (2012) on emotional and behavioural barriers. Potgieter-Groot et al. (2012) reported that teachers found it difficult to instil order in a class with over 40 learners in it especially when some learners have emotional and behavioural barriers.

Teachers' heavy workload is a factor contributing to negative attitudes toward inclusion of learners with SLD in public ordinary schools. One participant revealed that she was so pressured with workload that she did not have time to refer learners with reading difficulties for intervention by specialists. In a South African study by Nel et al. (2016) on teachers' attitudes toward inclusion, findings indicated that teachers' workload was an area of concern. Nel et al. (2016) reported that the workload was demanding and was found to be a reason why teachers left the teaching profession.

A number of participants reported that learners with SLD could not keep up with the pace and demands of the curriculum. This is consistent with findings of a South African study by Nel et al. (2016) who reported that the curriculum is demanding and teachers did not have enough time to help learners on a one-on-one basis due to demands of the curriculum. Four participants of this present study reported that the CAPS curriculum was inaccessible and did

not cater to the needs of the learner. This finding is similar to the finding of a study by Leseyane et al. (2018) in South Africa who reported that the conditions of the public schools do not cater to the needs of learners with SLD with the reading subtype.

Findings also indicated that the demands of the curriculum was a factor that contributed to the negative attitudes of some teachers toward inclusion of learners with ADHD in public ordinary schools. Teachers believed that the curriculum was too fast paced for learners with ADHD and therefore teachers cannot cater to the needs of the learner as the teacher must move on with the lesson. This finding is also consistent with the finding of a South African study by Nel et al. (2016) who reported that the curriculum is demanding and teachers do not have enough time to help learners one-on-one due to demands of the curriculum.

Some participants reported that having no training on how to teach learners with SLD with the reading subtype was a factor that negatively influenced their attitude toward inclusion of these learners in public ordinary schools. One participant felt that when learners with learning barriers were taught by unqualified teachers, they were disadvantaged. This finding is similar to findings of an international study by Secer (2010) on attitudes toward inclusion, who found that having previous work experience with learners with disabilities, while having no in-service training does contribute to negative attitudes toward inclusion. Lack of teacher training was also found to be a factor contributing to negative attitudes in an international study by De Boer et al. (2011). According to Ross-Hill (2009), teachers would be more confident if they received training on special educational needs.

Similarly, this is echoed in studies in South Africa which suggest that teachers need training on how to teach learners with disabilities. In a study by Lessing and Wit (2010) on concerns relating to inclusion in South Africa, teachers were not confident with their teaching capabilities with learners with barriers to learning which suggests the need for training. These teachers reported having little knowledge on how to support learners with barriers to learning. According to Nel et al. (2016), teachers need high-quality pre-service professional development programmes which must be adjusted to be prepared for inclusive practices. In addition, lack of teacher training was also found in a study by Mudzielwana (2016) who reported that teachers were unsure of what methods to use to teach learners. Mudzielwana reported that teachers need training on inclusive practices. Similarly, Leseyane et al. (2018)

asserted that teachers need professional development in awareness of special educational needs.

While many teachers reported lack of training to be a negative factor that influenced their attitudes negatively, one participant added that they rely on the years of experience on how to teach the learner with reading difficulties. This participant's years of experience in teaching learners with reading difficulties did not positively influence the participant's attitude toward inclusion of learners with SLD. The participant's attitude still remained negative. This finding is fairly consistent with the finding of an international study by Stemberger and Kiswarday (2017) in Slovenia who reported that while teachers who received in-service training resulted in more positive attitudes, teachers who had previous work experience with learners with disabilities did not relate to more positive attitudes.

#### **6.2.2.2 Learner-related challenges**

Findings of this study indicated that two learner-related challenges were associated with negative attitudes of teachers toward inclusion of learners with SLD with the reading subtype in public ordinary schools. These challenges include the psychological effects on the learners with SLD and behaviour challenges.

One participant reported a number of negative psychological effects for the learners with SLD when being included in mainstream schools. These effects include developing low self-esteem from receiving support from the teacher, and negative labelling from the teacher by mistake or from other learners. This finding is fairly consistent with the finding of a study by Leseyane et al. (2018) who explored the experiences of learners with SLD with the reading subtype in mainstream schools and compared it to findings of learners with SLD with the reading subtype in special needs schools in the North West Province in South Africa. Leseyane (2018) reported that learners with SLD in the mainstream schools developed a negative self-concept and teachers embarrassed learners with their comments. In addition, learners with reading difficulties were unhappy with the way they were treated by teachers. This suggests that the mainstream school may not be the best environment for psychological development of learners with SLD with the reading subtype.

Some participants indicated that behaviour challenges was a factor that contributed to their negative attitudes toward inclusion of learners with SLD in public ordinary schools. One participant reported that learners with SLD do not have an interest in reading. Other participants reported discipline challenges that are presented with inclusion of these learners. This finding is consistent with the finding of a study by Monsen et al. (2014) who indicated that the type of disability learners have creates behaviour problems in the class.

Findings indicated a high number of complaints from five teachers regarding behavioural challenges of learners with ADHD which served as a factor that contributed to teachers' negative attitudes toward inclusion of learners with ADHD. Behavioural challenges included disrupting the lessons, distracting other learners in the class, lack of interest to learn, aggressiveness, disrespect and stealing. The ADHD medication also calmed the learner down to an extent that the ability of the learner with ADHD to learn was hindered. One teacher complained about the disruptive behaviour of the learners with ADHD and how it disadvantages the learners without hyperactivity. The teacher felt that although it is wrong to exclude learners with ADHD based on human rights, those learners without ADHD can be disadvantaged to an extent that their marks are affected and surely this is not acceptable.

This finding of encountering problem behaviour is fairly similar to an international study by Monsen et al. (2014) who found that teachers had negative attitudes toward inclusion of learners with problem behaviour. Marais and Meier (2010) defined problem behaviour as behaviour that prevents teachers from carrying out their duties such as behaviour that obstructs the process of teaching and learning, for example aggressive behaviour or disobedience to following instructions. Marais and Meier (2010) also defined problem behaviour as that which causes an interference with learners' opportunities to learn during the lesson. Behaviour of learners with ADHD in this present study was therefore consistent with the definition given by Marais and Meier (2010). Whether learners with behaviour disorders should be placed in mainstream schools or special needs schools is thus a controversial topic (Simpson & Mundschenk, 2012; Stoutjesdijk, Scholte & Swaab, 2012).

### ***6.2.2.3 Parent-related factor***

Some participants reported that lack of support from the parents of learners with SLD was a factor contributing to their negative attitudes toward inclusion of these learners. One

participant reported that it was due to poor socio-economic backgrounds that parents were unable to assist their children. These findings were consistent with a study in South Africa by Nel et al. (2016) who found that lack of parental involvement and poor socio-economic environments that the learners come from were factors that influenced teachers' perceptions of how ineffective the support structures were that were initially proposed by the policy Education White Paper 6.

#### ***6.2.2.4 School-related challenges***

Lack of support from the school was a factor contributing to teachers' negative attitudes toward inclusion of learners with SLD in public ordinary schools. A participant also reported that the school could not afford a support teacher to support learners. Another participant complained about a reading period in support of learners which was taken away. The participant felt that the period had been helpful. This finding was consistent with a study by Buttler and Edmonson (2009) on high school learners with reading difficulties that found when learners had a reading intervention programme, they experienced academic success. This shows that schools need to be more supported in ways that are within their financial means such as having a reading period.

#### ***6.2.2.5 Teacher-related challenges***

Findings indicate that the management of behavioural challenges of learners with ADHD which is emotionally tiring for teachers is a factor that contributes to teachers' negative attitudes toward inclusion of learners with ADHD. Two teachers complained about how exhausting it is to constantly manage these learners. This is consistent with findings of studies in South Africa. For example, Kendall, Wagner and Ruane (2011) studied teachers' experiences of learners with ADHD in the primary school classrooms and found that teachers are emotionally and physically exhausted from dealing with these learners every day. This was also true for Potgieter-Groot et al. (2012) who researched behavioural and emotional barriers to learning and development in South African inclusive classes and found that teachers were emotionally exhausted and frustrated from dealing with the emotional and behavioural challenges of learners.

### **6.3 CONCLUSION**

This chapter presented a discussion of the findings of this study in relation to reviewed literature. Teachers' attitudes were found to be positive, negative and mixed toward inclusion

of learners with both SLD with the reading subtype and those with ADHD. The majority of the participants' attitudes were found to be positive toward inclusion of learners with both disability types and more positive toward inclusion of learners with ADHD. Factors that contributed to positive attitudes and factors that contributed to negative attitudes were discussed and found to be fairly consistent to findings of either international studies or South African studies. The next chapter presents a summary of the entire research study and suggests recommendations to improve on factors constraining teachers' positive attitudes toward inclusion of learners with SLD with the reading subtype and those with ADHD in public ordinary schools.



## CHAPTER 7: SUMMARY AND RECOMMENDATIONS

### 7.1 INTRODUCTION

The purpose of this study was to investigate factors influencing teachers' attitudes toward inclusion of learners with SLD with the reading subtype and those with ADHD in public ordinary schools. This study focused on identifying the factors that influenced teachers' attitudes toward inclusion of learners with SLD and ADHD respectively. This study used a qualitative approach to gain an in-depth understanding of these factors. Literature on the policy, Education White Paper 6: Special Needs: Building an Inclusive Education and Training System, was reviewed as well as literature on teachers' attitudes toward inclusion internationally and concerns relating to inclusion of learners with SLD and ADHD in South Africa. A theoretical and conceptual framework was developed in order to guide the investigation and the analysis. The participants who were selected for the study were teachers in the mainstream public ordinary schools. Thematic analysis was used to analyse data collected from the interviews. Chapter 5 describes the findings, while Chapter 6 presents a discussion of the findings.

This chapter summarises the findings of the study and gives recommendations regarding aspects of inclusive education. Next, this chapter presents recommendations based on the findings. Then, this chapter gives recommendations on the implementation of the policy on inclusive education in the context of South Africa. Following that is a discussion of the limitations of the study. Lastly, the chapter concludes with an outline of further avenues of research.

### 7.2 SUMMARY OF FINDINGS

#### 7.2.1 What were teachers' attitudes toward inclusion of learners with SLD and ADHD in public ordinary schools?

Findings show that teachers' attitudes toward inclusion of learners with SLD and ADHD were found to be positive, negative and mixed feelings. Attitudes were, however, mostly positive. When comparing the positive attitudes of teachers toward inclusion of learners with SLD with inclusion of learners with ADHD, findings indicated that teachers held more positive attitudes toward inclusion of learners with ADHD than learners with SLD in public ordinary schools.



### **7.2.2 What were the factors contributing to these attitudes?**

A number of factors were found to contribute to teachers' positive and negative attitudes toward inclusion of learners with SLD. The factors contributing to negative attitudes toward inclusion of learners with SLD were: lack of learning support teachers, overcrowded classrooms, curriculum challenges, teacher training, years of experience, time constraints, workload, behaviour challenges, psychological effects on the learner, lack of support from the parents and the school. The factors that were found to contribute to positive attitudes toward inclusion of learners with SLD were: the willingness to assist learners, positive perceptions of ability to cope and the positive perceptions of school support

The factors that were found to contribute to teachers' negative attitudes toward inclusion of learners with ADHD were: lack of training, overcrowded classrooms, curriculum demands, behavioural challenges and emotional exhaustion. The factors that were found to contribute to positive attitudes toward inclusion of learners with ADHD were: years of experience, teacher's qualifications, teacher's personality, positive perceptions of school support, lesson adaptation, classroom management skills, disability type, positive behaviour modelling and the education and training phase of the learner.

### **7.2.3 Are attitudes more favourable toward inclusion of learners with either SLD or ADHD?**

When analysing the attitudes of teachers toward inclusion of learners with SLD with the reading subtype and ADHD respectively, findings indicated that teachers held more positive attitudes toward inclusion of learners with ADHD and less positive attitudes toward inclusion of learners with SLD in public ordinary schools.

## **7.3 RECOMMENDATIONS**

This study acknowledges that the implementation of inclusive education would run smoother if teachers' attitudes toward implementation of it is positive. Although the success of inclusion does not depend on positive attitudes, it certainly would enhance the success of it. This includes embracing inclusive values and practices such as inclusion of learners with barriers to learning or disabilities in mainstream schools. Given the factors that contribute to and constrain the success of teachers' positive attitudes toward inclusion of learners with SLD and ADHD as discussed previously, there are several recommendations that can be

made. These issues are organised around key areas, namely systemic challenges, learner-related challenges and lack of support.

### **7.3.1 Systemic challenges**

#### ***7.3.1.1 Lack of learning support teachers***

Teachers raised concerns about the lack of learning support educators allocated to high schools to assist with giving learners learning support to meet their needs of the curriculum. The Department of Education should provide learning support teachers to public ordinary schools in order to assist mainstream teachers with teaching learners with reading difficulties. This was supported by many teachers who felt that the teaching of learners with reading difficulties was a shared responsibility and not solely the teacher's responsibility. The provision of learning support teachers is based on the assumption that the Department of Education has the financial funds to make this possible.

#### ***7.3.1.2 Overcrowded classrooms***

A factor that hugely influenced teachers' attitudes negatively was the large number of learners in a class, averaging from 40 to 50 learners. This impacted on the workload of teachers. Teachers raised concerns about overcrowded classrooms. The recommendation is for the school's admission policy to be amended so that schools do not accept too many learners. Classes will therefore not be overcrowded. The alleviation of overcrowded classrooms will help teachers in becoming less stressed, and thereby help them to be able to focus more on teaching, rather than continuously disciplining due to large numbers of learners in the class.

Another suggestion is either for the Department of Education or the school to employ more teachers at a school so that the number of learners in a class can be reduced.

Teachers will be able to cater better to the learners' needs such as by allowing a learner with ADHD to sit on a ball at the back of the classroom in order to help them to focus, which a participant reported is not possible in an overcrowded classroom.

With the reduction of learners per class, this would mean less cases of ADHD behaviour. As many participants reported that ADHD behaviour was disruptive to the learning process in

class, reduction of class size would mean less disruptiveness. It is suggested that this would enable learners without ADHD to learn more. Less disruptive behaviour in the class would also mean that teachers would be less stressed and have more energy, as teachers reported that continuously reprimanding learners was tiring and draining.

As many teachers reported that time constraints create an issue in catering to the needs of the learners with reading difficulties and hyperactive behaviour, which suggests that extra support is needed as their needs are not being met in the lesson. This enhances the suggestion of the need for LSEN teachers in the public ordinary high schools.

### ***7.3.1.3 Curriculum challenges***

#### *Inaccessible curriculum*

Teachers have raised concerns about the curriculum that is not always accessible to learners with SLD with the reading subtype as they struggle to read. Teachers did not specify what about the curriculum was not accessible. This could refer to the way in which it is taught, the way in which learners are assessed or it could refer to the standard of the assessment which may be too high for some learners. The Department of Education should equip mainstream schools with the type of curriculum that meets the needs of learners with SLD with the reading subtype as well as a curriculum that learners with ADHD can cope with. The mainstream curriculum that participants in this study taught was the CAPS curriculum. Participants explained that it is unfair to learners to do a mainstream curriculum that does not cater to their needs.

In order to make the curriculum accessible, curriculum adaptation needs to happen as teachers reported that the demands of the curriculum are high. I would highly recommend the use of a differentiated curriculum. A differentiated curriculum will allow learners access to the curriculum. Lessons need to be differentiated. As many teachers reported having little time due to curriculum demands, it is recommended that the CAPS learner textbooks should contain differentiated activities because teachers in this study do not have the time to differentiate tasks. Assessments should also be differentiated. Teachers need to receive knowledge on how to differentiate tasks. Teachers should also receive training on how to differentiate and the benefits thereof.

To make the curriculum more accessible, learners who cannot read should be allowed access to educational provisions such as being able to listen to a recording of the text in an assessment or class activity. If reading affects their ability to write, then learners should be able to gain access to a scribe. These kinds of educational provisions should be easily made available in the mainstream school so that learners can be included and so that teaching and learning can cater to their different learning styles. Most learners are not benefitting from this educational provision and the reason why is not clear.

In addition, teachers reported that the curriculum is too fast paced for learners and that learners cannot progress beyond a certain level which suggests that the curriculum is inappropriate in catering to the needs of the learner. Teachers also reported that it is unfair on these learners to “go over” to the next grade after they have failed such as the years in phase learners. A recommendation is to rethink whether the curriculum in the mainstream school is appropriate for learners with reading difficulties as it largely fails to cater to their learning needs.

According to Anderson and Sorensen (2016), digital tools which are programmes such as Text-to-Speech, Speech-to-Text, Pre-Dictation and writing-support programs are shown to improve the learning experience for learners with dyslexia. More examples are tools such as CDord, AppWriter and IntoWords which are programmes used for reading texts aloud and for writing (Sorensen and Andersen, 2017). According to Andersen and Sorensen (2016), using ICT has a number of benefits such as encouraging differentiation, comprehension and promoting inclusion. It promotes physical and academic inclusion, helps learners to participate in lessons while maintaining focus, and it decreases conflict in the class. Strict time schedules for activities in digital lessons encourage learners to monitor themselves. Lastly, teachers’ knowledge of learners’ additional needs as well as using digital interventions helps learners to participate more equally in lessons.

A recommendation is to make the curriculum more accessible to learners with reading difficulties and attention problems by using assistive devices and programmes such as Text-to-Speech, Speech-to-Text and Pre-Dictation.

### *Curriculum demands*

Teachers raised concerns about the demands of the curriculum. The curriculum is demanding not only on the learners who cannot cope, but also places a heavy workload on teachers. Teachers complained that the CAPS curriculum is too content heavy and has too many topics to cover. With having a large number of learners in the class, teachers complained that the curriculum is so demanding that it is largely not possible to give learners individual attention. For example, when learners do not understand a certain topic, the teacher can only explain up to a certain extent and will have to then move on with the lesson because they need to get through the syllabus. A recommendation is for curriculum specialists to revise the content of the curriculum and not to overload the curriculum with too many topics as this does not meet the needs of learners who cannot cope with the curriculum.

### *Workload and time*

Teachers raised concerns about the workload that they found was heavy. Teachers complained that adapting the curriculum was time consuming. A recommendation is for teachers who teach the same grade to work as a team in planning lessons. This reduces the workload for one person. With the reduction in the number of learners in a class by adjusting the admission policy of the school, this will reduce the amount of time teachers spend on marking as there will be fewer learners in the class. A suggestion is for the Department of Education to decrease the admin work for teachers so that they can have more time.

#### **7.3.1.4 Teacher training**

Teachers said they were challenged with not having the necessary skills and training on how to teach and manage learners with SLD and ADHD. This impacted on the ability of learners to learn and have access to the curriculum. To address these challenges, the Department of Education should provide training on how to teach and manage learners with SLD and ADHD. This can include workshops given by the district-based support team which accompanies a training manual or resource book. It is recommended that universities offer courses that specifically focus on teaching learners with various types of disabilities and barriers to learning. Resources such as books could be developed, published and made available for teachers to purchase in bookshops so as to further their professional development at their own convenience.

Within the school, the administration can create opportunities for collaboration and facilitate opportunities where teachers can share knowledge with one another on how to manage learners with SLD and ADHD. In order for teachers to further develop their knowledge on how to manage learners with SLD and ADHD, they can read useful books which cover these aspects.

### **7.3.2 Learner-related challenges**

#### **7.3.2.1 Behaviour challenges**

The behaviour of ADHD learners was a significant challenge as a large number of teachers' complaints were associated with this issue. Learners were disrespectful, disrupted the lessons and some learners with ADHD and SLD with the reading subtype lack the motivation to attend learning support classes and to read by themselves in order to enhance their academic progress. Some teachers also complained that learners were affected negatively by inclusion because of challenges related to faults of the teacher and other learners in the mainstream school who end up labelling the learner. I recommend that the schools develop a policy which specifies that no labelling of learners is allowed by teachers or other learners. Schools should also develop a code of conduct or improve on the current code of conduct to include consequences if learners label other learners with barriers to learning. Teachers should also motivate and encourage learners to treat other learners fairly. I recommend that the schools arrange for guest speakers to speak to learners about treating other learners with barriers to learning fairly without labels.

In order to assist with these issues, I would recommend that the Department of Education offers teachers training on how to teach and manage learners with ADHD and SLD. Learners and parents should receive workshops on the importance of motivating learners to read and engage in self-study in order to improve their academic progress. Teachers should receive workshops on how to support learners with SLD and ADHD without labelling them.

Teachers continuously raised concerns about dealing with the behavioural challenges of learners with ADHD which is emotionally exhausting. The Department of Education should develop strategies to guide and support teachers. This could also include doing further research on what strategies could work and possibly making changes to the policy on

inclusive education so that teachers can learn to manage learners with SLD and ADHD in a different way that does not lead to emotional exhaustion.

In order to manage disruptive behaviour, it is suggested that teachers refer learners with ADHD to the school-based support team in order to receive intervention. An Individualised Educational Support Plan (IESP) will then be drawn up which will provide some suggestions on how to manage these learners. These IESPs will be monitored for improvement.

In addition, there are interventions that teachers can implement within the classroom. As many of these behaviour challenges stem from learners struggling to focus, strategies can be used to help the ADHD learner to focus better. For example, restructuring the environment by allowing the ADHD learner to sit closer to the teacher, breaking assignments down into smaller portions, giving learners opportunities to respond during ongoing lessons, having consequences for inappropriate behaviour and using positive behaviour reinforcement strategies.

### **7.3.3 Lack of support**

#### ***7.3.3.1 Parent-related challenges***

Teachers raised concerns about some parents who are not supportive enough with their children. This included not helping learners with their homework and not communicating to the teachers about learning problems that their children have. If parents were able to help learners with their homework, learners would learn better. As a recommendation, I suggest that parents should be given workshops on how to support their children and the importance of it. These workshops could be offered by a counsellor as it is part of their job description to communicate with parents and offer workshops. This suggestion is based on the assumption that the Department of Education is able to financially employ counsellors at mainstream schools.

#### ***7.3.3.2 School support***

A factor that influenced teachers' attitudes positively toward inclusion of learners with ADHD was having on-site specialists such as a psychologist, counsellor, social worker and occupational therapist at the school as they were able to help learners and teachers were able to see an improvement. These specialists were employed by NGOs and not employed by the

Department of Education. As it is unlikely that NGOs would be able to supply these human resources to absolutely every school, I recommend that public ordinary mainstream schools are given these human resources on site. This is based on the assumption that the Department of Education can come up with the finances to make this possible.

#### **7.4 LIMITATIONS**

In order to achieve maximum variation of the sample, it was attempted to get research participants who had a variety of levels of experience and ages. At one particular school, the principal and deputy principal were not able to achieve this and participants were called randomly to be interviewed, based on who was available. Opinions of participants therefore may not have completely represented a variety of different people. For example, there were mostly female research participants. This could affect the views for this particular study which may be biased toward female views.

During the interviews, teachers were asked questions which allowed for their attitudes toward inclusion of learners with ADHD and SLD to be evaluated. These questions involved their opinions of inclusion of these learners. It seemed as though some teachers answered questions based on what they knew was legally correct regarding inclusion of these learners and therefore may have had positive attitudes because they felt they needed to answer questions in a certain way. For example, two participants in particular had a positive attitude toward inclusion of learners with SLD and ADHD in mainstream schools because of the law and human rights which allow these learners to be in mainstream schools. These teachers' positive attitudes were not based on their personal feelings.

Finally, the researcher was involved in the study as a data collection instrument. High school teachers were interviewed and the researcher herself is also a high school teacher who came with her own set of beliefs and experiences. This could have impacted on how the data was interpreted. However, to overcome this, interpretations of data were verified by involving the participants in the interpretation process until the meanings and interpretations were clearly understood.



## **7.5 FURTHER RESEARCH**

Further research could focus on changing teachers' attitudes from negative to positive. A suggestion is to devise teacher programmes, resources and courses specifically aligned at training teachers on how to effectively teach learners with SLD and ADHD. Trial studies could be carried out which focus on implementing these programmes in order to alleviate the problem imposed on teachers of teaching these learners without having been trained. Once a pilot study is done, and findings show positive results, it can be implemented on a wider scale in South Africa.

As many of the recommendations were subject to having finances in order to improve on the practical implementation of inclusive education, future research can focus on how to implement inclusive education in the most cost effective and practical way.

As systemic challenges, behavioural challenges and the curriculum challenges were recurring factors that contributed to teachers' negative attitudes, future research can look at ways into improving these challenges so that their attitudes can become more positive toward inclusion of learners with ADHD and SLD in public ordinary schools.

## **7.6 CONCLUSION**

Based on this study, a number of conclusions can be drawn. Learners with SLD with the reading subtype are not receiving access to appropriate education. The mainstream school's curriculum does not effectively cater to the needs of these learners.

The Government and the Department of Education have failed to calculate or take into consideration the economical aspect of the implementation of inclusive education. Many public ordinary schools lack both the human and material resources to make inclusive education successful.

There is a gap between how inclusive education is proposed in the inclusive education policy, Education White Paper 6, Special Needs: Building an Inclusive Education and Training System, and how it is practically implemented in schools.

This study concludes that as teachers are at the forefront of implementing inclusive education in their classrooms, it is revealed that this process is guided not only by their knowledge of inclusive education and what they are taught to believe about it, but also by their opinions, beliefs and their experience of the practical implementation of inclusive education. Policy makers therefore need to take into consideration the beliefs and experiences of teachers of inclusive education when planning strategies on how to address specific needs in order to make inclusive education successful and teachers' attitudes toward it more positive.



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## APPENDIX A

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**REFERENCE:** 20180604–2809

**ENQUIRIES:** Dr A T Wyngaard

Ms Wardah Ahmed  
40 York Road  
Ottery  
7800

**Dear Ms Wardah Ahmed**

### **RESEARCH PROPOSAL: INVESTIGATING THE FACTORS INFLUENCING TEACHERS' ATTITUDES TOWARD INCLUSION OF LEARNERS WITH SLD AND ADHD IN PUBLIC MAINSTREAM SCHOOLS**

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 **16 July 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: 04 June 2018**

## APPENDIX B

[Name of High School]

2018

Research title: Investigating the factors influencing teachers' attitudes toward inclusion of learners with SLD and ADHD in public mainstream schools

Dear [Principal's name]

I am currently associated with the University of the Western Cape where I am an Educational Psychology Master Student. I have a special interest in researching inclusive education due to my background as a teacher and Education Counsellor.

The reason for approaching you is because I have to anonymously select a sample of public mainstream schools to partake in my research. I would like to include this school in the sample. The proposed project is required for my degree. My aim is to investigate the factors influencing teachers' attitudes toward inclusion of learners with SLD and ADHD in public mainstream schools.

The sample size consists of five educators from each school. Three schools are selected in total. Their assistance in this study will be completely voluntary. Results of the study will be completely anonymous. The school as well as the educators will not be identified in the research and results in any way. Educator's programmes and teaching time will not be interrupted.

Your assistance will be much appreciated. I hope to hear from you soon.

Yours sincerely

Ms. Wardah Ahmed

Educational Psychology Master student

Student number: 2758827

Email: wardah22a@yahoo.com

## APPENDIX C

Dear Educator:

I am an Educational psychology Master student from the University the Western Cape, conducting research on teachers' attitudes toward the inclusion of learners with Attention deficit hyperactivity disorder and Specific learning disorder with the subtype of Reading (formerly known as Dyslexia) in public mainstream schools. The purpose of this study is to explore and describe what teacher's attitudes are towards inclusion of these learners in public mainstream schools and to find out which factors influence their attitudes the most and least.

### **What you will be asked to do in the study:**

You will be asked to answer questions relating to your beliefs about the inclusion of learners with ADHD and SLD in public schools.

**Time required:** Approximately 10 – 15 minutes

### **Risks and Benefits:**

There are no risks associated with this study.

- A benefit that may arise from the study is that you may be helping to improve the understanding of how the inclusion of learners with ADHD and SLD are viewed by educators.
- The findings of this study will help inform policymakers on next steps regarding inclusive education policy development.

### **Confidentiality:**

Your identity will be kept confidential. Your name will not be mentioned in the report in any way.

Your individual privacy will be maintained in all published and written data resulting from the study.

Your name will not appear on the questionnaire.

### **Voluntary participation:**

Your participation in this study is completely voluntary. You are free to withdraw at any time and without giving a reason.

### **Whom to contact if you have questions about the study:**

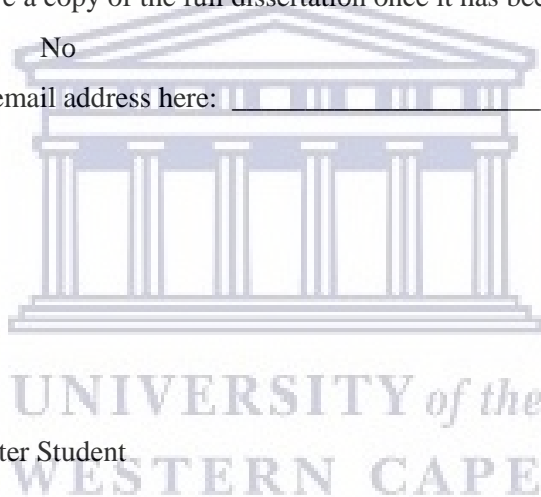
Should you have any questions about the research, your rights as a research participant or any related matters, please contact my supervisor Dr. Sindiswa Stofile at [sstofile@uwc.ac.za](mailto:sstofile@uwc.ac.za). Please sign and return this copy of the letter in the enclosed envelope. A second copy is provided for your records.

By signing this letter, you give me permission to report your responses **anonymously** in the final manuscript to be submitted to my faculty supervisor as part of my course work.

1. I have read the procedure described above for the study to be conducted. I voluntarily agree to participate in the interview and I have received a copy of this description.
2. I give permission for the interviewer to record the interview with an audio recording device. I understand that my identity will not be disclosed and will not appear in the recording.
3. I give permission for the researcher to allow for a third person to transcribe the interview. I understand that my identity will be protected and not disclosed.
4. I would like to receive a copy of the full dissertation once it has been completed. Circle the relevant option: Yes  No   
If yes, provide your email address here: \_\_\_\_\_

Thank you for your consent.

Ms. Wardah Ahmed  
Educator  
Educational Psychology Master Student



Name of Participant: \_\_\_\_\_

Signature of participant: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX D

Questionnaire

Participant \_\_\_\_\_

### Section A – Demographic

1. Are you male or female?

Male  Female

1. What is your age?

22 – 29  30 – 39  40 – 49  50 – 59  60+

2. How many years of teaching experience do you have?

1 – 5  6 – 10  11 – 20  21 – 30  31 – 39  40+

3. Have you ever taught learners with hyperactive behaviour before?

Yes  No

4. Have you ever taught learners with reading difficulties before?

Yes  No

5. Have you ever had any in-service training before on how to manage learners with special educational needs?

Yes  No

6. What is your highest qualification obtained?

Grade 12  B Ed  BA + PGCE  M Ed/MA  PhD

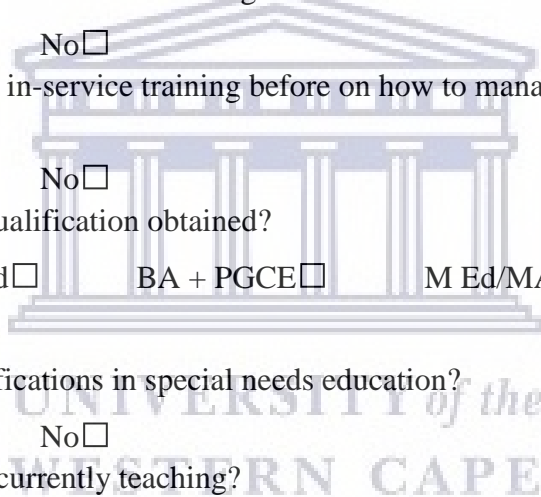
Other

7. Do you have any qualifications in special needs education?

Yes  No

8. What subjects are you currently teaching?

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## APPENDIX E

### Interview Guide

#### **Section B – Attitudes towards inclusion of learners with reading difficulties**

1. We sometimes hear people talk about inclusion or inclusive education. What does that mean to you?
2. How do you feel about inclusion of learners with reading difficulties in the mainstream schools?
3. How would you feel about teaching a learner with reading difficulties in your classroom?
4. What would you regard as benefits, if any, of including both learners with reading difficulties and learners without reading difficulties in your classroom?
5. What would you regard as challenges with including learners with reading difficulties in your classroom?
6. Whose responsibility do you feel it should be to teach learners with reading difficulties?

#### **Section C – Attitudes towards inclusion of learners with hyperactive behaviour**

7. How do you feel about inclusion of learners with hyperactive behaviour in the mainstream schools?
8. How would you feel about teaching a learner with hyperactive behaviour in your classroom?
9. What would you regard as benefits, if any, of including learners with both hyperactive behaviour and learners without hyperactive behaviour in your classroom?
10. What would you regard as challenges with including learners with hyperactive behaviour in your classroom?
11. Whose responsibility do you feel it should be to teach learners with hyperactive behaviour?

## APPENDIX F

### Transcription of participant A

Interviewer: Okay, we sometimes hear people talk about inclusion or inclusive education. What does that mean to you?

Participant: Uh... What is the definition of inclusion?

Interviewer: What do you understand by it?

Participant: It's basically catering for all children's needs, like, no child gets left behind.

Interviewer: Hmm...

Participant: So if we have ADHD, hyperactive, you have epileptic learners, things like that, you need to cater to all their needs in the same lesson as everyone else. If you are sitting with 2 children with ADHD in a class of 50, you will need to have a lesson interactive enough for the 2 learners, to compensate for them.

Interviewer: Okay, thank you. And then, how do you feel about inclusion of learners with reading difficulties in the mainstream schools?

Participant: Very difficult... Uhm... They cannot comprehend because they can't read, so you need to have a more interactive lesson, which takes up a lot of time. They have to be more active, but that's the only way they going to understand visually... through actions and things like that, but they'll never be able to read. Uhm... if you teach them a specific way, they will only identify the wording you use within the lesson. If you change the wording in the exam or practical, they are lost completely. So it's extremely difficult.

Interviewer: Okay, so you feel they are difficult to teach and then... but do you feel that they, that they belong here?

Participant: Honestly... in...

Interviewer: Generally in the mainstream school.

Participant: In the mainstream, maybe yes, but not in high school. Uhm... The reason being is that are learning supports throughout primary school, grades 1-7. So that's an issue they need to tackle at the primary school, before they come in.

Interviewer: Yes. Okay, and then uhm... How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: I had at the previous workplace, learners that left school for a gap, then came back. So that was very difficult for me, I had to try different ways... Uhm, the learner's ability to identify words and reading, like I said was extremely difficult. They cannot blend words perhaps, or pronounce or spell, even correctly. So you have to take time out of your lesson to stand next to the learner, to show them "This is how it's done", besides giving a generalised lesson.

Interviewer: Okay, so you believe it's time consuming.

Participant: Very much.

Interviewer: And maybe you don't have that time, because you have to take time out of that lesson, and it's difficult because they cannot read properly?

Participant: Yes

Interviewer: Okay, thank you. What would you regard as benefits, if any, of including both learners with reading difficulties and learners without reading difficulty in your classroom?

Participant: Okay, the, the upside to that is probably... the positive reinforcement, where the learner can ask for peer help sometimes if the teacher is unapproachable, or sometimes the learner is too afraid to ask the teachers. So then the peer would then be the next uhm person in line to help him read and identify words and things like that.

Interviewer: Okay, so you believe that there's benefits for the learner with the reading difficulty because they can get it from peer collaboration or peer work.

Participant: Depending on the level of difficulty.

Interviewer: Okay, do you believe there is any benefit for the other learner without reading difficulties?

Participant: There... there... there'll will be a...a basically, there will be a caring nature.

Interviewer: A caring nature?

Participant: A caring nature, yes, but there won't be an academical benefit to the learner who can already read.

Interviewer: Okay, thank you. What would you regard as challenges with including learners with reading difficulties in your class?

Participant: Uhm... like I said, the challenges would be: Taking time out, consulting with the learner, then going back to basics. And it doesn't become... because I teach mathematics, it's not going to be a mathematical lesson, it then becomes a language lesson. Which in most cases, most teachers who teach mathematics do not have an English Major, or an Afrikaans Major. So then, trying to carry over message in a in a language perspective becomes very difficult.

Interviewer: Okay, so you saying that it's uhm time consuming, it'll be difficult because of that, and then, to you'd have to bring language (English) into the lesson, which is also uhm difficult to do because it's a maths lesson...

Participant: Yes

Interviewer: Okay. Thank you. Who's responsibility do you feel it should be to teach learners with reading difficulties?

Participant: You mean in a school, our school, or before?

Interviewer: Uhm... No, now. In the school. It...this can be uhm, like in the mainstream school.

Participant: Okay mainstream school... high school... I don't think there should be a... there should ever be a really difficult, because like I said, that should be identified in primary school. Uhm but the issue we have now is that learners get "put over". So we can't really keep them behind if they fail a phase. Uhm so now we have to get independent people out, so there is not really a set responsibility. Look, as a teacher we have to do admin. We have to do extra-murals. We have our grade. Some of us have grade duties, like grade heads and HODs. So there's no specific responsibility towards a teacher in identifying a learner with reading difficulties when they in high school already.

Interviewer: Mm...So do you believe it's... You don't believe that it's your responsibility, are you saying?

Participant: No

Interviewer: You believe that it's somebody else?

Participant: Yes. Previous, the previous phases...

Interviewer: The previous phases. Okay, but now that they are here, uhm, do you accept them being in your class, or would you feel better if somebody else taught them?

Participant: No, I accept them in my class, but the best I can probably do is just refer them. The referrals end up going probably to uhm education specialist, or you know, uhm, which sometimes, it happens, sometimes it's costly to the learner so... You also don't want to demotivate the learner by putting them through all the processes.

Interviewer: Okay –

Participant: So I won't not accept them. I will accept them, cause I have, like I said, I have a few in my other classes, like 9E1 you just missed. They can't read, some of them can't read. They can't do mathematics, some of them have the, the symptoms of ADHD and those kinds of things. So you can't tell them "I can't teach you". You have to include them somehow. So with them, they are the third class, so they are average. The other class just before them, they are the upper class. 9e1 is the lowest. So your learning styles varies throughout the day. So you can't, you, you literally can't turn any learner away, at all.

Interviewer: You can't turn any learner away? Okay.

Participant: You have to include them in every lesson.

Interviewer: Okay, thank you. Alright, the next set of questions is about the hyperactive learner, extremely hyperactive. How do you feel about inclusion of learners with hyperactive behaviour in the mainstream schools? It's the same set of questions I'm asking you, but just with ADHD.

Participant: With hyperactive learners, I think you need more technologically based resources... Because they get bored if you write on the board with a cokie or you show them a

Interviewer: Yeah...

Participant: So, um... Yeah, you always have to find an active way for them, like an interactive to, to try to get a across to them.

Interviewer: Okay. So, but then uhm. Do you believe that they should be here, seeing that you are engaging them with a cell phone.

Participant: Hyperactive, yes. Hyperactive learners aren't rude learners (Most of the time). So they, they are manageable. They are manageable.

Interviewer: Okay, so you believe they should be here.

And then, how would you feel about teaching a learner with hyperactive behaviour in your classroom, specifically?

Participant: I really don't have a problem with a few. I know how to manage them. All you have to do with, with that is um... almost like you have to police them all the time.

Interviewer: Police them all the time?

Participant: Yeah... You need to be on their case, give them an extra responsibility to do, maybe take class register. Like I gave the one learner things to hand out, that keeps him busy, 'cause he's hyperactive. The other one goes to the toilet. So, just give them an extra responsibility.

Interviewer: Okay, so you believe that they should be in your classroom. You have no problem with that, uhm and you would say that you do well with classroom management that would influence your uhm decision that you are okay with them being here.

What would you regard as benefits, if any, of including learners with both hyperactive behaviour and learners without hyperactive behaviour in your classroom?

Participant: Okay, um... That's a tricky one because the hyperactive learners would basically... mingle with the rest of the learners, so then it becomes distracting, although the hyperactive learner might think faster. The normal or average learner struggles to think, so there isn't a benefit to that. There's not benefit to that.

Interviewer: So there is no, do you believe there is no benefit to either of them?

Participant: No.

Interviewer: Okay. Thank you, and then...

Participant: The learner with the hyperactive behaviour, looking for attention, will tell the rest of the class to talk, because they are looking for something to do.

Interviewer: You're quite knowledgeable with that, we can learn from you. Okay, what would you regard as challenges with including learners with hyperactive behaviour in your classroom?

Participant: I don't think my energy levels is high enough to match theirs.

Interviewer: (chuckles)

Participant: Because I have to be up and down the whole time, to look for new ways to uh... to get across to them, like if I show you on my laptop, in my lesson I'll have a video, powerpoint, an activity and they will use their phone at one point. So um, you have always have to look for, for new ways, innovation ways, innovative ways to get across to them. So that is a bit time consuming. Uhm and energy wise, it's draining.

Interviewer: Okay, so a challenge would be that the innovative ways to get, to get through to them is time consuming?

Participant: Yes.

Interviewer: That's the challenge. Okay. Thank you. Who's responsibility do you feel it should be to teach learners with hyperactive behaviour?

Participant: Basically everybody, everybody that teaches know that not every child is gonna sit still. There is not one child here that's going to sit still for an hour. So to some extent, some of them are hyperactive, if not all of them. It's just how much energy they have, or at what level they at. So it's everybody's responsibility.

Interviewer: Okay, when you say "everybody", do you mean everybody in the mainstream school or do you mean everybody in terms of like other kind of educators?

Participant: All the other educators in mainstream... most cases, some of them grow out of it. So it's not an issue that can't be resolved.

Interviewer: Okay, Thank you very much.

## APPENDIX G

### Transcription of participant B

Interviewer: The first question is, we sometimes hear about when people talk about inclusion or inclusive education. What does that mean to you or your understanding of it?

Participant: I did this years ago, but uhm...

Interviewer: It's fine if you, if you.

Participant: It would be uhm learners who are struggling with, with, with, am I speaking too soft? Uhm reading, speaking, writing uhm, especially with the language English, which is supposed to be the home language here at the school so uhm it would be learners with special needs as well uhm, disabilities other than the reading and that, but also learners who are physically disabled or handicapped.

Interviewer: Okay and then what about them?

Participant: What more, what in particular now? The ones who are handicapped, how they would fit in at this school?

Interviewer: Yeah, so are you saying they should be in this school?

Participant: Look, we've had learners who – we've got learners who are handicapped and we've had in the past as well and it didn't uhm... handicapped as in not in a wheelchair ,but uhm we had a learner who had a prosthesis and she was fine uhm we, we, we, we make, you know, we make allowances for that and then we have got learners who are hearing impaired as well uhm but then again even the ones who can hear are not hearing uhm so we make allowances for that uhm but it's, it's, it's where we just adapt and they in turn adapt, you know and the learners here would, would help as far as they can. They would help whoever is, whose got the handicap.

Interviewer: Okay. Thank you and then, so I'm going to ask you about 5 questions on the uhm reading difficulties learners then another 5 on the hyperactive behaviour. How do you feel about inclusion of learners with reading difficulties in the mainstream schools, generally?

Participant: I'm telling you, its difficult uhm, because it's not even, it's not even where they are handicapped man. It's just that learners, in general, the majority of them don't read and



that, that, is a problem, because, because they don't read, they don't understand and then they in turn can't write.

Interviewer: So It's difficult for you err... its difficult for them to be in the mainstream schools because they don't have a motivation and an interest in reading? You feel it maybe, it hinders their progress?

Participant: Yes, but you must remember, like I said it's not just a learner who's got uhm what is that the?

Interviewer: ADHD

Participant: Yes, it's not just

Interviewer: Behavior

Participant: You get the child who is normal, but just can't read and, and, and there isn't an interest in reading uhm. I just want this, even when you, you, you, you speak to them, simple English, they don't understand and as their language teacher, that is difficult, because in order for a learner to write, the learner must be able to read and the more he or she is going to read, the better the writing is going to be and then in turn, the better the speech is going to be, because now, instead of saying uhm "you argued", you are going to be able to say "no, we had an altercation" but, even then when you use the word altercation, they don't understand. I mean, yesterday the student teacher was talking about pilgrimage and they didn't understand what pilgrimage is and, and it's a simple thing, because you either go to Mecca or you go to Israel but they don't understand those things.

Interviewer: So you believe that they are at a lower level?

Participant: Yes

Interviewer: And it's difficult for the mainstream teacher to get them up to the level that they, that the curriculum expects them to be?

Participant: Yes, and, and, and they are not going to get it and time is... of the essence and sometimes you don't have the time or even the patience, because now it's like, there are deadlines and the learners are "miss we don't understand", so now you go over it again, try it another way, "do you get it?", "yes miss". When they write, it's a different thing because then it tells me they didn't understand but, also with the five genres that they have to do, we mark all the time, for the entire term, we mark. Some of them don't even hand in but, at the end of

the year those very learners... they get to pass and that is what the department now says because they can't repeat. Some of them are repeating in the phase now, because they're repeating, they can't remain in the phase. So now what do we do? It's injustice to that child because that learner, from primary school hasn't been able to read, couldn't grasp what was happening there so now, this year half of them, majority of them are in grade 9, are struggling, but they are going to go to grade 10, because the system dictates that they go over.

Interviewer: So you feel that it is unfair on the learners, they just put over? It's unfair on them to be in the mainstream schools?

Participant: Yes, and it's unfair on the teachers as well, because look, like I say we mark all the time. So why must we then every at the end of the year why must we mark a final exam if they are going to go over then we might as well then just say, okay we are not marking, learners are going over, you know, so it is unfair uhm. It's a serious injustice to the child really uhm, I mean even at matric, simple words man, that we take for granted and when we speak and then they don't get it.

Interviewer: Mm. Okay.

Participant: I mean, now the other day I had a mother here hey, she speaks afri – English to me but when she speaks to the child she speaks Afrikaans and the child is supposed to be English home language and the child is struggling with her English and now you know why, because there isn't that consistency. We do what we have to do here at home, I mean, at school and the child goes home and something else happens.

Interviewer: So they don't get enough, enough support at home?

Participant: Some of them do. Others just, shame. You actually feel for these kids.

Interviewer: Okay. Then the next question is. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: Look, I'm not a remedial teacher. So I wouldn't, I, I, I don't have the, is it the know how? You know –

Interviewer: Knowledge

Participant: Yeah, that would, would, would uhm that would be able to, that would enable that child to understand because now it's about phonics and breaking down and, and, and

saying the words and at grade 9, grade 10 level it's a bit too late. That had to happen at primary school already.

Interviewer: Okay. So you believe that it is very difficult to teach the child in your class with reading difficulties uhm, because you don't have the, you are not equipped the way a learning support teacher would be?

Participant: No I'm not equipped for that .

Interviewer: And you believe that they should have received intervention much earlier?

Participant: Yes

Interviewer: Okay

Participant: And, and you know what hey, I think a lot of the parents are not aware that uhm that there are, that there's resources man. Parents, they, they just take it for granted, whatever the child, you know, it's like this is what's being offered and there is nothing more. However, that child can go to an occupational therapist, the department has that but, you can't have that now at grade 9 and 10. That had to happen grade, when the child started reading, when they discovered that no this child can't read but because teachers are so pressured that they themselves, it's like okay, we will just put the child over. It's not going to be my problem, you're going to be someone else's problem at the end of, you know, next year and that is how the child just goes through the system.

Interviewer: So you're saying that teachers are also pressured to uhm, they are so pressured that they, they also can't get to referring the learners and, and taking care of that intervention, because of the work load. Are you saying they are pressured with the work load?

Participant: Work load and also volumes, classroom volumes, I mean, really? Uhm, 40, I think its 43 or 45 learners?

Interviewer: So you say that classroom size is big as well?

Participant: Yes

Interviewer: And that all impacts –

Participant: It does...

Interviewer: ...on the teacher's ability to teach them?

Participant: Yes, because now you can't, you can't, and, and, and you must remember it's... the classrooms are small so you can't move as freely as you would want to, uhm and then also, domestic issues, community issues and then the child comes and sits here and you reading and the child... you can see uhm, the lights are on but nobody's home now, you know. So, there, there are so many things that yoh, that play a role here, uhm but primary, the children can't read. They, they, they just can't read. Play a movie and they will be able to tell you what's happening in the movie. Give them that very movie in book form, but you give it to them first, they're not going to get it.

Interviewer: Okay. Thank you. And then, what would you regard as benefits if any, of including both, learners with reading difficulties and learners without reading difficulties in your classroom, to mix the two of them?

Participant: That's what we've got now. It is difficult.

Interviewer: Very difficult you say.

Participant: It's difficult, because, who do you, you, you uh man... how do you pitch... where, err... because you need to pitch your lesson... somewhere in the middle, so that the ones who can read don't become bored and the ones who can't read would be interested, so uh, it's like... no, it's extremely difficult and it's frustrating, as a teacher, it's frustrating. It is draining, because now uhm over and above now the child can't read, the child now looks around and he disturbs everybody else, so now you've got you, the very child that is needing the help, you reprimand and you say, "listen", and it goes on and it goes on and on so you say "listen, I, I've had it now, go out!".

Interviewer: So you feel that there is no benefits for you and or what about the learners? Do you feel there is any benefits for the learners both the learner with the reading difficulties and the learner without? Do you feel there's any benefit for each, or any of them?

Participant: Man, there are benefits. There are days when you've got the time and you take, uhm, take it, uhm maybe it's a poem that you're doing and you take it like really slow and the one that can't read, now because you have explained and you actually see that light go on and it's like, "okay, I've done my job there today", you know. Uhm uhm and then it's like, "yoh miss", and now because you have explained it and, and he is kind of understanding by reading it on his own, now he has a better understanding of it, he feels that he can also

partake in, in, in the lesson. And that is what we are wanting. Are there schools that, that, that, are there more schools that could cater for learners with reading disabilities?

Interviewer: Are you asking me?

Participant: I'm asking you.

Interviewer: Uhm, well there is a debate about special needs and where the learner should be in a special needs school, the inclusive education policies uhm, states that the learners should be in the mainstream schools but, obviously that also, how successful that policy will be is also dependant on teacher's attitudes and beliefs about whether they should be here. That all influences the policy.

Participant: Look, you don't want to disadvantage the child in any way but, you know, having that learner here, at the school, uhm has its, its cons, in that, that learner now gets put over and these kids are lost in the system. Uhm and you can see it, because now the dropout rate becomes higher and, and, and I'm not only sure if it's happening in public schools. I don't know what's happening in the private schools, but look, at a private school, it's smaller classes. Uhm teachers can focus more. You know they can focus more attention on, on, on, on that learner that is having the problem. The public schools, the mainstream schools, it's, it's yoh, it gets vicious.

Interviewer: So, overall, you think that there are benefits. Sometimes you can get through to the learner?

Participant: Yes,

Interviewer: Okay.

Participant: You have to because you don't want to see that child get lost.

Interviewer: Okay. Thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: A challenge? Discipline, because now discipline becomes an issue. Uhm, that child is going to come into your class and he is going to be bored and now, because he is bored, he is disruptive and now you spend more time on discipline and then you forget those kids who are here for the actual learning, you know. And then...

Interviewer: So you're saying, the other learners without the reading difficulties are disadvantaged... in a way?

Participant: In a way, in a way.

Interviewer: Is that it?

Participant: I'm thinking, that, that now you focus on those learners who are reading, because you want to get your lesson done and you want to teach them something. Then the other one, the other learners who can't read again are at a loss, so that is why I say you need to get that, that point where you can captivate everybody's attention, you know?

Interviewer: Okay. Thanks you. Who's responsibility do you feel it should be to teach the learners with reading difficulties?

Participant: It starts with the primary school, but it also starts at home, you know parents, a lot of times hey, is when the parents take it, "my child is going to school, it's not my responsibility". So now it becomes teacher's responsibility, but it starts at home. Uhm you start... do parents then tell their children bed time stories? You know, because if you do that your child starts to, to, to, to adopt this... uhm this love for reading and for learning and all of that, but parents are so stressed with their jobs and yoh, the price of everything going up and, and, and stress and all of that, that there isn't really a lot of time, so if it starts at home then it will, it would be easier, because now mommy who, who would normally be at home and needs to go and work but, mommy, if she is at home – she would be able to sit with that child. And, and, and it's like, "what did you do today, okay let's go over it." And now mommy also teaches, uhm mommy is from grade R to grade one and grade two and so, but there isn't that anymore and the grannies.

Interviewer: So are you saying, you believe that parents should support their children a lot more, but do you believe that it is your responsibility, as a teacher to teach them, but with the support of the parents?

Participant: Definitely, it, it's supposed to go hand in hand.

Interviewer: Okay. Thank you. So, the next five questions focus's on the hyperactive learner. How - It's the same questions I am asking but, just for the hyperactive behaviour. How do you feel about the inclusion of learners with the hyperactive behaviour in the mainstream schools?

Participant: It's draining. It is, it is tiring uhm, but yes uhm, they need a place as well so uhm, we have got quite a few and they are on medication, you know and if they haven't taken that medication...for the day, oh, the child is all over the place... you know and, and, and once again, as an educator, I am not equipped because my, my, my training didn't include, wasn't, didn't include that man. It was you know, how do I deal with this child to the best of my ability? So I go with my gut feeling and I go on with what I have learnt over the years, you know.

Interviewer: Okay, so you're saying that it's difficult, because you haven't received training on how to manage them in the class uhm. But you do try your best with your experience that you have of them, you're innovative, and then ultimately, are you saying that they should be here in the mainstream schools?

Participant: Yes

Interviewer: Yes? Okay

Participant: And, and, and the advantage that we have at this school is that we've got community keepers, which is, they are the psychologists and the social workers and if they can't help then they get people in who would be able to assist that learner and, and, and once they have actually seen that learner, you can see that there is a difference in, in, in behaviour and attitude, you know, so having them here is a good thing and it takes a lot of the burden off from us, as teachers, because now we can actually focus on, on, on, you know, on the other learners who are here so that we can teach them.

Interviewer: So you say that your school has a reasonable amount of support? That would be the psychologists and the, who else did you mention?

Participant: It's community keepers.

Interviewer: Okay.

Participant: And like I say, they work with FAMSA and they work with shuttle.

Interviewer: Is that a non non

Participant: It's a NGO, yes.

Interviewer: So they've got counselors?

Participant: Yes and they are based on the school.

Interviewer: Based on the school. Okay. So it's not psychologists, it's the counselors? But if they need then they can refer to a?

Participant: I think there is a social worker, there's the counselor and I think there is a psychologist as well that they are a bit, yea.

Interviewer: Okay. Thank you. How would you feel about teaching a learner with hyperactive behaviour in your classroom?

Participant: I've got them. It's draining.

Interviewer: So it's difficult?

Participant: It's tiring, I'm telling you it's, teaching is a challenging job. People think it's cushy job but it's not. You deal with so many different personalities at one time. You've got the child that's hyperactive and you get the child that's so quiet that you even forget that child's name. That hyperactive child you know better than the one who is so quiet and that is the disadvantage, because that child now loses out on time with you, as a teacher, you know. That child kind of falls through the cracks and it's like that child must just go on and on and on and when the child gets to matric, it's like, "who's this?", in the meantime, the child has been there since grade eight already .

Interviewer: So, ultimately, it's difficult to teach them, but are you saying that you do believe that they should be here in your classroom or not? Are you fine with it?

Participant: I'm fine with it.

Interviewer: Fine with it, but it's difficult. Okay. Thank you. What would you regard as benefits, if any, of including both, the learner with hyperactive behaviour and without hyperactive behaviour in the same classroom?

Participant: Never a dull moment. Never a dull moment. You get to laugh and they get upset. How can you laugh at them, but you would rather laugh than want to pull out your hair.

Interviewer: It's challenging.

Participant: Yes, but you know what hey, even that hyperactive child can be a loving child and, and, and that is the child that...creep into your heart, man, you know. And as a teacher you would want to make a difference, not only in that child's life, but in, in every other child



that comes through your hands, you know. So, we try and do that, and in most cases, we get it right. Not 100%, but close to that.

Interviewer: So, you say there is a benefit for you, because uhm you feel that you can make a difference somehow in their lives?

Participant: Yes. Yes.

Interviewer: Do you feel there are any benefits for any of them, the learner without the uhm the hyperactive behaviour and the learner with the hyperactive behaviour ?

Participant: You know what it does hey, it frustrates the one's who are not, because now you got, there's this constant talking and talking and talking and talking that they become frustrated and it's like now they say something, and say "hey keep quiet!", but in their language and that child that is hyperactive, reacts. "I get you after school" or there is a fight interval, because somebody said something and it's not something major, it's just maybe, "hey, keep quiet", but in Afrikaans and then the person takes it the wrong way.

Interviewer: So you believe that there is no benefits for the learner without behaviour problems, no benefits, they are actually frustrated? Okay, thank you.

What would you regard as challenges with including the learner with hyperactive behaviour in your classroom? You have mentioned one now, uhm, which should be that they disrupt the class, disrupt the other learners?

Participant: And if that learner...Shew! If that child hasn't taken their medication for that day, the child is all over the place, but now that child also takes that medication and the child is calm, but the brain is too numb and it's like you can see, huh uh! "You are in a world of your own again today", you know. So, did it benefit you being in that school for the day? Sometimes, you know, something gets in and you go home, but, yeah. I think there's the previous question. It goes both ways, some benefits and sometimes not.

Interviewer: Okay. Uhm so, in addition to them being disruptive, even when they are on medication, then the challenge is that they won't always learn even though the medication calms them. Okay. Thank you. Whose responsibility do you feel it should be to teach learners with hyperactive behaviour?

Participant: Difficult one. If I don't do it, who is going to do it?

Interviewer: It's a good question, but it's about what you believe and how you feel.

Participant: You know the schools like Vistonova and what's it, Belporto.

Interviewer: The special needs schools.

Participant: The special needs schools, yes. It isn't to deal with the child that's hyperactive, it's to deal with the child who is physically disabled, you know? So, where do they fall in? They are actually in a difficult place, what is it? Putting a rock in a hard place.

Interviewer: Yes.

Participant: Sorry I just need to...

Interviewer: Sure.

Interviewer: So as we were saying, you mentioned that there are special needs schools, but you are saying that you are not sure whether they would actually take on the learners with ADHD?

Participant: Yeah, I'm not sure.

Interviewer: So, do you feel that it should be your responsibility or... to teach them?

Participant: You know, if they have medication, hey that is not going to make them totally numb, then yes.

Interviewer: Okay. So you would be fine with it on the condition if some type of medication had to cater to that without making them numb, so they could learn properly?

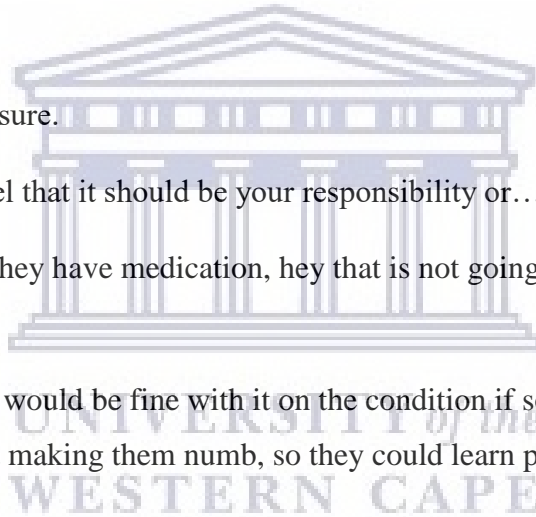
Participant: But even if, because currently we've got learners who's got, who are, are, are hyperactive, but haven't been diagnosed.

Interviewer: Mm. undiagnosed, yeah.

Participant: So now, we are teaching them and somehow we are reaching them and we are making you know, a breakthrough in their lives so, like I said it's between a rock and a hard place.

Interviewer: Okay. Thank you very much.

Participant: Are we done?



## APPENDIX H

### Transcription of participant C

Interviewer: We sometimes hear people talk about inclusion or inclusive education what does that mean to you?

Participant: It's including learners with learning barriers from different cultural backgrounds. Uhm yeah.

Interviewer: Okay-

Participant: And learners with disabilities as well.

Interviewer: Okay, thank you. How do you feel about inclusion of learners with reading difficulties in the main stream school?

Participant: Uhm, I feel it is stalling lessons, it that takes up more time and obviously there is a time frame connected to the curriculum, so, it kind of troubles us sometimes.

Interviewer: So you feel that it's difficult –

Participant: It's difficult.

Interviewer: ...for learners to be included here? Okay and that's due to reasons of time?

Participant: Time constraints.

Interviewer: Okay. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: I would be accommodating and uhm I will help as far as possible.

Interviewer: Okay so you are fine with it?

Participant: I'm fine with it.

Interviewer: Okay. How would you, sorry, what would you regard as benefits, if any, of including both learners with reading difficulties and without reading difficulties together in your classroom?

Participant: Uhm mixing the two that is what you're basically saying. Err, I feel that the ones with barriers, uhm, the weaker ones or rather the stronger ones can model the weaker ones to a certain extent also giving them hope.

Interviewer: Okay. So the weaker ones will benefit or the benefit is for the weaker ones because they can learn from the stronger ones. Okay, is there anything else you feel is a benefit?

Participant: Well it's rewarding for the teachers uhm to help a learner and of course I feel teaching and guiding are principles as one of our calls. Uhm, yeah.

Interviewer: Okay, so you feel that it's rewarding for the teacher. Okay, what would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: Well, we said time, uhm, we said that there might be a bit of frustration.

Interviewer: Frustration for who?

Participant: For both.

Interviewer: For the teacher?

Participant: For the learner and teacher and uhm for the main aspect that I can think of is first and foremost embarrassment on the learner's part.

Interviewer: Okay, so you feel learners will also be embarrassed. Okay, anything else?

Participant: They're not at that level where they can assert themselves or sort of fabricate their flaws so it is embarrassing and, and we can make the mistake of highlighting and making the learner feel worse off than what the situation is already.

Interviewer: Okay. Thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: Good question, I feel ultimately that the education department, government – national level – uhm and then uhm ah, ah to hire special needs teachers for assistance and to err yeah to accommodate those types of learners.

Interviewer: So the special needs teachers there are, those are the LSEN or the learning support teachers formally known as the remedial teachers. So then you also use the word assistant, so do you mean like an assistant in the class or do you just mean the LSEN teachers?

Participant: Uhm, I would say an assistant in the class.

Interviewer: Assistant in the class?

Participant: ...because of the large numbers.

Interviewer: Okay, assistant in the class. And then you feel that the class size affects your ability to teach them?

Participant: That's right, to be... sort of to reach...

Interviewer: To reach them?

Participant: To reach and to reach each one of them it appears, it's, it's a challenge.

Interviewer: Okay, uhm thank you. Then the next set of questions relate to the hyper active learner. How would you feel about inclusion of learners with hyper active behaviour in the mainstream schools? It's the same questions I'm asking you it's just for the hyper active.

Participant: Err, teachers aren't trained for those types of things right and so, uhm, it's only because I've been doing post grad studies that I pick up on these strong, have I not read it I would've not known, and I don't think there's enough information that goes out there to highlight the problem that we're having in our society. There might be a change, I think there is a major change in the atmosphere in government and the society as a whole. Our learners aren't the same as to what they used to be. They not so... active outside as before. You find they become couch potatoes, overweight, and that is also relating to the violence people tend to keep the learners, the kids, indoors. They don't play with balls anymore. They're losing out on cognitive skills, or no, not cognitive skills kinetic skills, uhm.

Interviewer: Okay, so you feel it's difficult to include the learners in the mainstream school?

Participant: It's difficult. It is difficult yeah. I find it a bit of a challenge some days.

Interviewer: Yeah, but do you believe that they should be here?

Participant: I believe they should.

Interviewer: They should.

Participant: Yeah.

Interviewer: Okay. And then how would you feel about teaching a learner with hyper active behaviour in your classroom?

Participant: How do I feel about it? In my subject matter, uhm, Life Orientation teachers practice more patience. We, we got skills that the other teachers don't have because we focus more on the self-development of the child and uhm, his inabilities to improve. Yeah.

Interviewer: Okay, so you feel it's okay for the child to be in your classroom?

Participant: Yeah, it's ok.

Interviewer: Okay. Thank you. What would you regard as benefits if any of including learners with both hyper active behaviour and learners without hyper active behaviour in your classroom?

Participant: Uhm, I think if you should place them in a, in a special needs school they might feel inadequate and, and label themselves as not being strong or good enough. Err, I think it's something that can be remedied. I know of such learners who are on meds and I know of such learners whose parents and teachers sort of go the extra mile to help them.

Interviewer: Mm. Okay, so you're saying the benefits-

Participant: The benefits are that they are achieving academically.

Interviewer: Okay so you feel they are achieving academically, there is progress in the mainstream school and if you compare to a special needs school, you'll feel there will be no labels here. That's a benefit for them.

Participant: Mm. Yeah.

Interviewer: Okay. Thank you. What would you regard as challenges with including learners with hyper active behaviour in your classroom?

Participant: Uhm it's the reinforcement of reminding them uhm that, that they need to work, they need to concentrate. It's that constant reinforcement of having to get them to, to start working.

Interviewer: Okay so continuous-

Participant: It's a bit tiring.

Interviewer: Okay. So it's tiring to constantly focus on their behavior. It's a challenge. Is there anything else?

Participant: Uhm, no.

Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach the learners with hyper active behaviour?

Participant: Well, we do our part at school. That is why we are teachers. Somehow I don't know what the curriculum was then but inclusive learning and the various theories spell it out that we need to accommodate those learners.

Interviewer: Okay, so you feel it is your responsibility?

Participant: It is our responsibility.

Interviewer: Okay, thank you very much.

Participant: Is that it?

Interviewer: That's it!



## APPENDIX I

### Transcription of participant D

Interviewer: The first question is, we sometimes hear people talk about inclusive or inclusion education, what does that mean to you?

Participant: To me, it means including everybody of different academic abilities. Uhm yeah. So I guess it's that. It academic abilities, physical abilities and disabilities, yeah I would say those two characters.

Interviewer: Okay. So when you say including, where do you mean? Including into where?

Participant: When I say into main – into mainstream teaching so they're all in one class. That's my understanding.

Interviewer: Okay. Thank you. So I am going to ask you now five questions about the reading difficulties of those learners and another same five questions afterwards – the same questions but dealing with hyperactive behavior. How do you feel about inclusion of learners with reading difficulties in the mainstream schools?

Participant: I'd say yes and no, I think they should be included and there is also the time I feel that they should not be included. When I observe reading difficulties, it alienates the child from the learning process. If the child does not understand what he is reading, doesn't understand the instructions. We then tend to label the child as stupid or whatever, but I it's just that I think that the child does not grasp exactly what the instructions are saying and so therefore they are going to respond but it's not necessarily an appropriate response.

Interviewer: Okay so you have mixed feeling you saying like 'yes' they should be in the mainstream school and 'no', and then the reason for 'no' is because they can't always grasp consistently labeling?

Participant: Yes. They have special needs. They do have special needs and on the other hand I would say if our, if our class sizes were a lot smaller I would definitely include them. Okay. Uhm...I think that's one of our biggest problems, and I think even children without learning difficulties the sizes that we have – I've got a classes of 46 – I think the class size produces people with learning disabilities. They cannot just keep up with the pace that which we are working, which is, which is very unfair to that child. The other, on the other hand, if children



are excluded they would be labeled. They might label themselves and we, we do label them as well. So we label them as different...and I don't see how, I don't know if I believe in equal but separate. I don't know if equal and separate. Separate means not equal. So, it's a dilemma for me there.

Interviewer: Yes, unless maybe there was a type of school that was sort of equal to the mainstream.

Participant: Yeah, uhm because a child obviously gages his progress by his peers and how they are performing and everybody seems to be grasping the concept, seem to be moving along. "I don't", and I think that's where self-esteem and all those things just –

Interviewer: Okay, so you say that it affects the child.

Participant: I believe so, the self-esteem, I think it affects the self-esteem.

Interviewer: And then you also say that if the class sizes were smaller and then you would believe that they should be here?

Participant: Yes, because then I think every, every class you would have people of varying abilities, but varying abilities doesn't necessarily mean it's a disability Some are just slower to grasp some things, but once they grasp, they can actually run with the concept, so yeah so...

Interviewer: Okay. Thank you. And then how would you feel about teaching a learner with reading difficulties in your classroom?

Participant: I find it a huge barrier. I actually hope to be able to take the child back to the basics of reading, teaching the basics first because it's no use trying to apply what he supposed to know and it's not actually grasping it, so in my ideal world, take him back to the basics to the skill of reading and understanding. That's what I would, if I had to deal with it.

Interviewer: Okay, so uhm that's how you feel about the learner being there. Uhm but do you feel that he should be in your classroom, or do you mean that he should be there but with some support to cover the basics?

Participant: With some support, I think so, I, I think with some support. You guide them into the task that needs to be done. When the child needs help be there for him, just you can't do it with the huge class, you can't do...

Interviewer: So class size affects?

Participant: I think that's the biggest problem in our schools.

Interviewer: Yes

Participant: I do think so. Class size and then of course, we...they fall through the cracks, so we can't actually identify the real ones with the learning problems.

Interviewer: Mm.

Participant: It really is and of course there is the added dynamic of social, socio-economic and social problems as well, uhm, that's another dimension to this.

Interviewer: Okay so overall you feel it's difficult?

Participant: I think it's extremely difficult.

Interviewer: Okay and then...

Participant: And then they act out, unfortunately that's, that's been my experience.

Interviewer: So with acting out do you mean with what?

Participant: Right. They will take offence at what somebody says, sometimes they don't fully understand people are making a joke, or just teasing. It's harmless teasing and they will overreact simply because they are compensating for something for which they are feeling insecure. Somebody else would have just let it go. We all laugh and we move on. Uhm, again self-esteem I think is a big thing.

Interviewer: Self-esteem. Okay thank you. What would you regard as benefits if any of including both learners with reading difficulties and learners without reading difficulties in your class? So its mixing the two of them together, are there any benefits would you say?

Participant: Uhm what could be the benefits? I do also believe in the bit of peer assistance, so I think peer assistance could help, and, and by peer assistance I mean the, the child's at the same age and stage and they probably relate easier to that person. They might actually feel more free to ask the child, their friend or classmate something which they will feel embarrassed to ask the teacher, so –

Interviewer: Mm.

Participant: I think peers can, can, can assist.

Interviewer: Okay, so you are saying that the, the learners with reading difficulties, they will benefit from the peer assistance in class?

Participant: I think so yes as long its structured in the way that it doesn't hold the other one back from his learning...

Interviewer: Mm.

Participant: ...his or her learning. Uhm yeah.

Interviewer: Okay, thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: Uhm. As I said low self-esteem, anxiety, child's going to be extremely anxious and because of the anxiety, they going to be less productive. They going to – because the rest of the class is working at a particular pace, want to keep up with them. Other children in class already who all they do in the exam is rewrite the question paper just to keep busy so that “I'm not different from the rest. I am busy writing. Everybody can see me writing”. But they are not actually answering questions. They just rewriting the paper so that there's this appearance that “I am normal and I'm like everybody else”. And that, that's quite sad.

Interviewer: So you say that's, uhm... that's a challenge for them. They are not coping academically?

Participant: No they not, not at all.

Interviewer: Okay, then you say that they also have low self-esteem and anxiety?

Participant: Yeah, because they... people constantly comparing themselves with others. It's just not activate, and they cannot respond. They can't grasp. They can't answer a question uhm,uhm spontaneous, no there's, there isn't spontaneity because I got to really think about it. Did I understand correctly what was said and I even find sometimes even in the exam room a child would actually ask, “what am I supposed to do here?” and I have often had an experience, I simply read it out aloud, read the question and the child's response will be “oh now I know what to do” and I've not said anything other than what's on the paper. They just need somebody else to read it because they didn't understand. Maybe their hearing is better developed. So maybe it's that. Uhm, but without help it's a struggle, it's an absolute struggle.

Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach the learners with reading difficulties?

Participant: I think we need trained people, trained people staff in the lower grades definitely.

Interviewer: So by lower grades what do you, which grades are you saying?

Participant: I am talking about, I am not hundred percent familiar with what they are doing in grade R, but I'd say grade R, grade 1, grade 2 because I think beyond that it's going to become a problem to do a catch up.

Interviewer: And what about now at high school, what grades do you teach?

Participant: Uhm grade 10 till grade 12.

Interviewer: And at this point what would you say...

Participant: At this point I think we've we've lost many of them. They just going through the motion. They just waiting for the department to promote them or the school to promote them. Uhm, at the stage I don't know if we can actually do it because we have to go all the way down to the basics, with grade 1 reader and unfortunately we don't have the time for that.

Interviewer: So...

Participant I think the, the, the remedy had to come a lot earlier; they should have been identified earlier

Interviewer: Okay so uhm you do feel that, that it's your responsibility to teach them but it's not you, you can't be held responsible for not being able to reach them.

Participant: Unfortunately.

Interviewer: That's what you're saying.

Participant: Unfortunately, yes.

Interviewer: Okay. Thank you. Uhm right the next five questions are about the hyperactive children. How do they feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: That's a bit of a difficult one. They need to learn at a different pace. The method has to be different. The approach has to be a little more personal. So I, I actually think it is a problem that possibly, that should be... I don't want to say isolated or separated but I just think they are actually going to benefit more if the hyperactive child is receiving a little more

individual attention. So you progressing at his pace and not at the pace that's being set by teacher for the entire class.

Interviewer: And then do you mean that, that uhm extra support or, or uhm to that pace should be in the mainstream school or somewhere else?

Participant: I think in mainstream school but maybe separate from that particular class, at the same institution but maybe providing some, some another class, a special class.

Interviewer: Okay, so you believe that they should get support in the mainstream?

Participant: Absolutely. Yeah I think all the way even children who don't have learning problems should get support.

Interviewer: Okay, thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: Uhm...we've done it, we've had to do it but with great difficulty because they are sometimes hyperactivity goes with learning difficulties as well and they want to move on. And they want to do things differently and they want to be more actively involved. They don't want to be passive learners and so we don't always cater for that very active learner.

Interviewer: So you feel that it's difficult because you can't always cater for them in your class?

Participant: Absolutely difficult, yeah and as a teacher you actually can see it, you observe it and you actually feel helpless sometimes. You actually feel guilty about not giving every child what they need.

Interviewer: Is it that you not are giving it or you not able to give it?

Participant: I think both, I kind of have to move on with the class.

Interviewer: Mm.

Participant: Yeah I think both.

Interviewer: Okay. What would you regard as benefits if any of including learners with both hyperactive behavior and learners without hyperactive behavior in your classroom, mixing the two?

Participant: It, it would certainly have, have an impact, the age group, you would be learning with your age group which I think is a good thing. You can learn from each other, you can observe their behavior and see them – what is a desired behavior, but if the class size is too big, I think it's just going to back fire.

Interviewer: Mm. Okay –

Participant: And they do need, I do think the curriculum has to be designed as well. It has to be designed if you including, we have to, we have to relook at the, the, the curriculum.

Interviewer: Okay so you, you believe that uhm, the benefits is that learners can learn from one another. That's both of them, right. Then the, the problem behavior and the one without the problem behaviour and then you would also say that it would, it would be more beneficial for them; they could learn from one another if the class size were reduced and if the curriculum was adapted...

Participant: Yes.

Interviewer: ...to the, that would suit the, the behaviour problem child.

Participant: Yes.

Interviewer: Thank you. What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: What would I regard as a problem?

Interviewer: Challenges, yes.

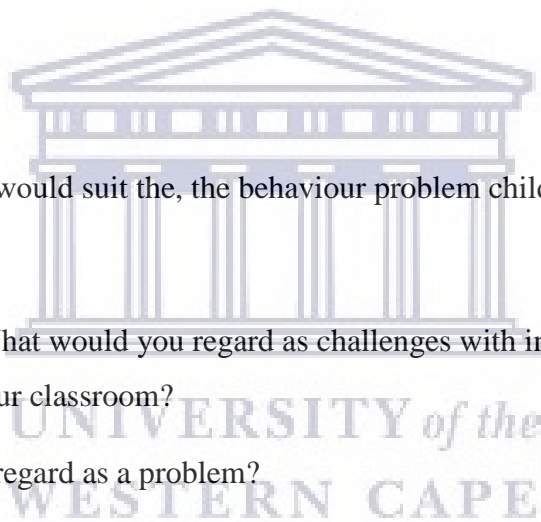
Participant: Oh the challenges. One, one is just I don't have the skills. I just don't have the skills in dealing effectively with them, I don't know what to do, what would be the correct thing to say, how do I respond? Uhm do you reward, do you punish what, uhm, I just wouldn't know what to do.

Interviewer: Okay so challenge for you, you would say is that you are not fully equipped with skill enough to manage them?

Participant; I think...

Interviewer: ...properly or

Participant: Definitely not at all with skills.



Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach the learners with hyperactive behavior?

Participant: As a teacher I think it is our responsibility to teach them but I think it needs to be a special need teacher, somebody trained, somebody who has got the patience and the personality because I think personality is a big thing too. You need to, you need to have a passion for children and not, not see it as a burden. I'm being punished and therefore I need to teach these children.

Interviewer: Okay, so you feel that uhm your feelings are mixed, you feel like yes you should teach them but a special needs teacher or somebody who is trained to teach them as well.

Participant: As well, yes. And, and if there were two of us are in the room, it will be so much better.

Interviewer: Okay thank you very much.

Participant: Okay.



## APPENDIX J

### Transcription of participant E

Interviewer: Okay, So the first question is.... We sometimes hear people talk about inclusion or inclusive education. What does that mean to you?

Participant: Okay, inclusive education is where, Uhm, All kids doesn't matter what their abilities whether they have physical disabilities or mental disabilities, they are all included in the same mainstream schools so you would have kids with learning disabilities, You would have kids in, in, in wheelchairs, You would have blind kids, You would have... Well maybe not blind but, but with poor eyesight etc. all in one class.

Interviewer: Okay Thank You. Number 2, how do you feel about inclusion of learners with reading difficulties in the mainstream school?

Participant: Uhm... I think there are a lot of them so it's going to be really, really expensive to have schools just for them. Uhm. I do think these kids need extra help, extra support so over and above being in the normal class I think there should be a support system where they have say for example in a LO period or you know when they have sports or something like that uhm or an assembly period uhm where they can have help uhm because help you know with their reading problems uhm the kids that we have, It's a poor community, well the community itself isn't poor (Name of area) isn't poor but a lot of the kids come from poorer communities than just around the school so the parents don't have money for help or support for the kids, Uhm so just putting them in a mainstream school without any additional support, it's not doing them any good. It's keeping the class back. Uhm... so it's bringing down the quality of the teaching for the rest of the kids I think. So if you have them then you have to have some additional support.

Interviewer: Okay so you believe that uhm... to put them in a special needs school or that type of setting will be too expensive.

Participant: Yeah

Interviewer: So they uhm... Would benefit from being in the mainstream school and then you believe that they would need learning support.

Participant: Yeah



Interviewer: And there's socio economic background, they don't come from a very high socio economic background so their parents don't have money for support and uhm if they are in a mainstream school without support then the quality of teaching will be decreased for the rest of the class?

Participant: Yes

Interviewer: That's why you believe that they should be here but with support.

Participant: Yes

Interviewer: Okay, Thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: Yoh, in a big class like I have... That learner is going to just fall behind. Uhm... we don't have the time in class to give extra attention to that child. Uhm... unfortunately.

Interviewer: And then how many learners are in your class?

Participant: Uhm...

Interviewer: On average

Participant: Okay average I would say 45.

Interviewer: Okay 45

Participant: Between 40 and 45

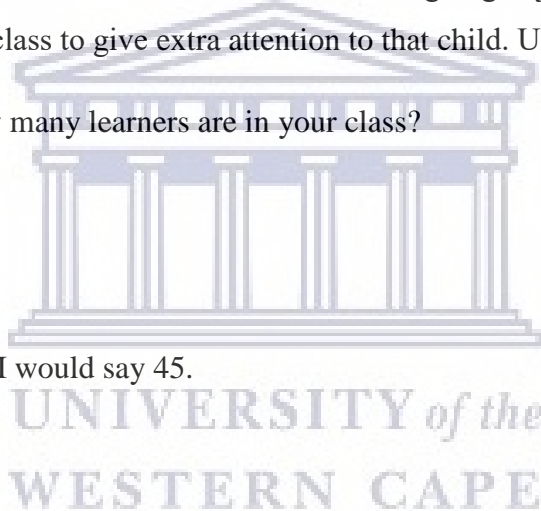
Interviewer: Okay so....

Participant: This, this class was a 43 class .

Interviewer: So you believe that it's difficult for you to teach learners with reading difficulties in your class because they fall behind. The class sizes is huge so it doesn't allow for one-on-one sought of teaching.

Participant: Yeah, Yeah

Interviewer: or give them individual attention.



Participant: Yes, in my previous school, I come from a private school. Uhm... we had 15 kids in a class and we, we had inclusive education where I, I had kids with poor sight, everything. Uhm... there you could do it

Interviewer: Mmm...

Participant: In this big environment it's going to be really, really difficult.

Interviewer: And you said how many learners of those were in those classes?

Participant: 15

Interviewer: 15

Participant: Yeah 15, 20, 22 maximum.

Interviewer: Okay so you believe that inclusive education is, is more practical with smaller classes?

Participant: Absolutely. Yes.

Interviewer: Okay thank you, what would you regard as benefits if any are there including both the learners with reading difficulties and without reading difficulties in your classroom?

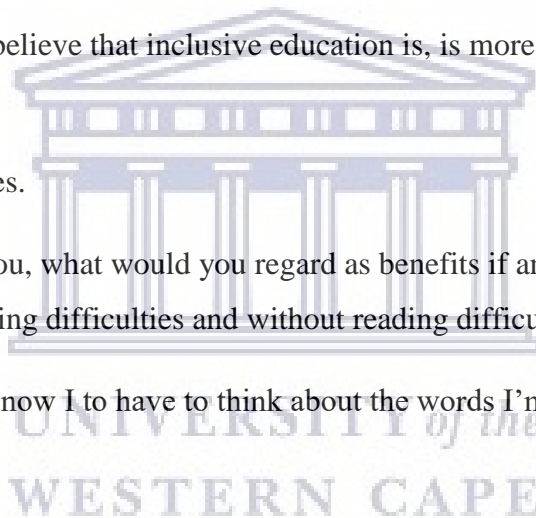
Participant: Uhm.... Okay now I to have to think about the words I'm actually Afrikaans so Uhm... (Laughs)

Interviewer: (Laughs)

Participant: Uhm.... It learns. Okay if you have a wide spectrum of type of kids in a class it gives them insight in what the other kids are going through. Uhm... and I think that makes them I don't want to say, say better people but better in terms of, of, of uhm...going around with all types of people okay. Uhm they understand that not everyone has it easy in life, uhm that there are people that really struggle and I think it might teach them empathy.

Interviewer: Okay that's a benefit. So you believe that learner's without difficulties will benefit in that they will be able to see uhm a learn about the fact that the world is not perfect and there are people out there that struggle.

Participant: Mm...



Interviewer: And to get that first-hand experience and they taught empathy.

Participant: Mmm...

Interviewer: Okay is there anything else?

Participant: Uhm...

Interviewer: Maybe any....

Participant: I think there will be, some of the kids if, if I think about the class I had now, some of them would actually help these kids and become uhm...what's the word? They would actually start helping the kids uhm cope and helping them maybe learn or uhm so in terms of that, that may be a benefit for you know it...

Interviewer: I understand, I think what you trying to say is uhm the learners with the difficulties, the reading difficulties, they will be able to benefit from peer collaboration.

Participant: Yes

Interviewer: ...because the others without learning difficulties would be able to sort of mentor them in a way.

Participant: Yes

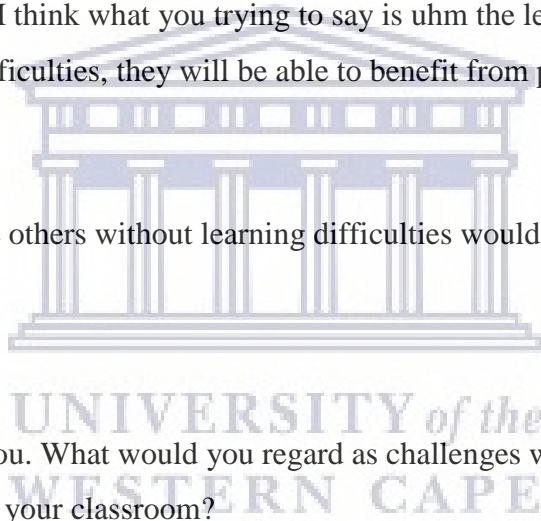
Interviewer: Okay thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: Uhm... the pace at which one uhm would be able to work. Uhm... I think it's going to have an impact on the overall discipline in the big classes in terms of I will have to give attention to that child and in that time I give attention to that child on his or her own, the rest of the class is going to become bored and once they bored they just go crazy.

Interviewer: Okay so you say that uhm if you gave individual attention uhm to learners with reading difficulties it would affect the discipline within the classroom. That would be a bit negative and the pace is slower. So when you say the pace is slower, do you mean the pace is slower for the class?

Participant: For the class

Interviewer: Or for you?



Participant: The class because uhm... I have to work slower to have that child or have that child to keep up with the pace uhm... and then if the pace is slower then uhm it's going to be a problem uhm keeping up with the with the uhm year plan. Getting everything done when it's supposed to be done. Uhm I already see that in uhm we can talk about that when we have the hyper activity. (Laughing)

Interviewer: (Laughing) Okay alright thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: (sighs...) When I was in school that was like long ago uhm we had classes it was in the same school, we had classes for the kids with reading disabilities where they got extra help err... but that's not really inclusive because you keep them separate but that's what seemed to help at the time. Uhm I think what should happen is our classes should for one uhm get smaller, okay. If our classes get smaller, we have time to uhm... focus on those who have disabilities okay err. And we should, we as teachers, we don't get uhm educated on err... we don't get sort of we don't do programs and stuff on how to uhm... help a child with reading problems I mean we high school teachers I don't know how to teach a child to learn to read uhm... I wouldn't know how to so I think we need, the teachers need support in terms of that, but yes I think ultimately it is the teachers', but definitely with help from the department. We need help. We can't in what our education is now, we cannot handle that. Classes too big uhm... curriculum at times just crazy uhm if you think at overseas they have less topics but they do it much more in depth than we do here so we have like this big gazillion topics that we have to rush through get the kids through that so in our current system it's going to be difficult.

Interviewer: Okay so you believe that it is the teacher's responsibility in the mainstream school but on the condition that teachers receive support from the department such as professional development. You also said that uhm... you haven't received any training on how to work with learners with reading difficulties and that the kind of support that you would like and you also believe that classes should be smaller then learners would benefit more.

Participant: Yes

Interviewer: ...in the teaching.

Participant: Yes.

Interviewer: Okay thank you. So the next set of questions will be about hyper active learner. How do you feel about inclusion of learners with hyper active behavior in a mainstream school?

Participant: Uhm...we can't exclude them because there is nothing wrong with their intellect, Okay Uhm... We've had them like always even in my time, it, it, it just didn't have a name. Uhm... they were the naughty kids. Uhm, so yeah they should be here but, again – smaller class sizes. My grade 8's fifty of them I think at least 20 of them are hyper active uhm...at least. I have like a handful of kids who I think is not hyper active in grade 8.

Interviewer: Mm... Okay

Participant: (laughs)

Interviewer: So you believe that they should be in the mainstream school but the classes should be smaller and uhm... What would be the benefit if the classrooms would be smaller?

Participant: Then it's not absolute chaos in class and the discipline would be easier

Interviewer: The discipline would be better.

Participant: Yeah uhm... its chaos having 50 and you try on that side to keep someone on their seat and not throwing someone else with a chair while you busy trying to get that one to calm down, 5 on this side is busy running around over the tables, you can't when you have that many kids.

Interviewer: Mmm...

Participant: So if its smaller classes then you can contain them better I think.

Interviewer: Yes okay thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: Oh I have been done doing that for the last 6 years. Uhm... (Laughs) Uhm... It depends. Uhm...If it's something... okay your typical hyperactive, hyperactive child have no impulse control. Okay so it it's not being rude. It's not being disrespectful specifically. They just can't help themselves, so I can handle those. Those sometimes they have they are really, really rude than I think that they have this oppositional what's the other thing...

Interviewer: Defiant.

Participant: Defiance. Yeah. I had some of those also. Not here, in my previous school. Those ones I cannot take because then it, it, it uhm... it diminish the respect that the other kids have for me seeing this child back chatting and uhm basically trying to get the better of me. So if, if they, if they are descent respectful kids, I can handle it again in small quantities not in a class of 50.

Interviewer: Okay so in your classroom uhm you say that there are some learners who are have no impulse control. Those you can uhm you can handle and then there are some who are uhm hyper some hyper active behavior learners who are rude and the other learners in the class who are not like that they end up learning negative behaviors from this child and then they end up disrespecting the educator, that's err that's a disadvantage.

Participant: Yes

Interviewer: So you say that's abit difficult to have them but if the class sizes were smaller then you would feel a bit better.

Participant: Yeah Mmm...

Interviewer: Okay thank you. What would you regard as benefits if any of including learners with both hyperactive behavior and learners without hyper active behavior in your classroom? So it could be benefits for either type of learner.

Participant: Okay I, I don't really see benefits for the non-hyper active learner because there are just so many distractions which makes their learning environment not a good learning environment. Well hyperactive learners hopefully, they will see what is good behavior, how you should, you know err behave in a class sits, listening to the teacher when the teacher say write down, you write down you don't shout from this side of the class to the other side, and *vloek* on that person or *vloek* at that person. What is *vloek*? Curse that person. Uhm that's the only thing I can see as beneficial.

Interviewer: Okay so you think that there is hardly any benefits for the learner with uhm no hyperactivity.

Participant: Yeah

Interviewer: Do you feel that uhm there learning environment is a bit compromised and affected.

Participant: Yes

Interviewer: Uhm and then you feel that there's, there are benefits for the hyperactive learner because they would be able to learn good behaviors from their peers.

Participant: Mmm...

Interviewer: Okay thank you. What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: Discipline is going to be a big, big, big challenge. Keeping up with the curriculum is going to be a big challenge. Uhm getting them to pass is going to be big challenge because if they cannot concentrate, they don't take anything in. If they don't take anything in, if they can't sit long enough to try and understand something, they will not understand something and I see that in my grade 8 class. Marks are terrible, terrible, terrible. Uhm so.... What was your question again?

Interviewer: What would you regard as challenges?

Participant: oh...

Interviewer: with including the hyperactive learner in your class.

Participant: Yeah the 2 things that I mentioned, I can't think of anything else.

Interviewer: Okay so uhm you would say that discipline is a challenge uhm especially with the bigger classes and having more hyper active learners will impact on that. And then you also said that the curriculum is very demanding so completing the curriculum would be a challenge with these learners and then getting them to pass being taught by you in your classroom they cannot focus in class, hyperactive learners cannot focus properly so it would affect their marks.

Participant: Uhm I know from a school that my child went to uhm, but it was a not a government school like this uhm the hyperactive learners, they sat on balls and they could move on the spot and they sat at the back of the classroom, but again you can't do it if you have 50 but that seemed to help there.

Interviewer: Yes Okay. Thank You. Whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: Yoh...it's a difficult one because hyperactive learners uhm if you have a lot of them, they are so disruptive that it influences your, the rest of the class, so you feel they are being disadvantaged. Okay so, but I know that it's not right to say that they must be separate from the rest but is it right that the non-hyper active learners is negatively influenced so much that it influences their marks by your hyper active learners. I know politically, no not politically what's the word uhm not ethically, what's the word Uhm...

Interviewer: Maybe human rights?

Participant: Yeah in terms of human rights it's wrong to say separate them, but its disadvantaging the other kids also, so actually yes the teachers are responsible for this, but I feel uhm keep the, the hyper-active kids in the same school, but in a different class. So they still have you know the rest of the friends and everything but they don't disrupt the, the learners who want to study, who want to do well, who want to get themselves out of the situation that they are in because that is what we have there, here. These kids, the kids who want to work, I am, well. They, they want to get them out of their current financial situation and the only way you can do that is to study hard, go to university, get a proper job uhm proper job meaning a high paying job to get yourself out of that. Now if you have a chaotic class uhm it's going to influence their future.

Interviewer: Okay, so you have a sort of a mixed feeling about it. Uhm on the one hand you acknowledge that these learners are very disruptive in the classroom and they disad – on the other hand oh yeah it disadvantages the learner's uhm the learners without hyper active behavior and uhm the other hand you do also believe that the learners should, the hyper-active learners should be in the mainstream school but you would think that they would, learners who are not hyper-active would benefit more if the hyper-active learners were in a different class. Okay so if they were in a different class then who would teach them?

Participant: A trained teacher.

Interviewer: Okay so you believe that they should be taught by a trained teacher.

Participant: Yes, Yes

Interviewer: In a different class but still in the mainstream school.

Participant: Yes



Interviewer: Okay thank you.

Participant: Okay.



## APPENDIX K

### Transcription of participant F

Interviewer: The first question is, we sometimes hear of people talk about inclusion or inclusive education, what does that mean to you?

Participant: I suppose children different languages uhm different socio economic backgrounds, uhm yeah and I suppose kids with on various levels of their learning levels I would imagine.

Interviewer: Mm, what about them?

Participant: That this is what they includes, your classroom includes kids with different, coming from different backgrounds, different language barriers, uhm children with difficulties in learning or reading. We get all of that here in our classes. So I would say our, our classrooms includes a little bit of everything here.

Interviewer: Okay, thank you. Okay, how do you feel about inclusion of learners with reading difficulties in the mainstream schools?

Participant: It is it is not really a case of one not wanting to assist. It is the size of our classroom close to 50. Makes it very difficult for you to sit and spend quality time with that child to remedy whatever the problem is. So a child like that usually just falls by the waste side. They don't really... you try, but it's not something that you can remedy and at high school level which makes it difficult. It is something that should be remedied at primary school already. So, the little bit that you do try, first of all there isn't time because of the curriculum that is so jam packed and we are always pushing for the next tasks to be done. Uhm our focus really is, is about quantity in our education and not, not the quality of our education. I really believe that is true because you want to but you can't. There's never time to sit with that child and the few times that I did try and assist, uhm, Xhosa speaking learners with reading and speaking the language properly, uhm, they not available after school to stay the times that did try and help children. So that also affects the, er, uhm the bit that you can actually do, can be done after school but then the kids due to transport and all of that, that they can't stay.

Interviewer: Okay, so you feel that uhm it's difficult to teach learners er teach learners with reading difficulties in your class because a class size is huge, it's about 50 learners in some of

your classes and uhm, you teach them how to read at high school level, you feel that should've been done at primary school.

Participant: Absolutely

Interviewer: Okay and, then the curriculum is very demanding and the time doesn't allow for you to cater to those individual readers

Participant: you can't, you want to...you really... you feel bad and sometimes you can see this child is so willing and that, they really want to, but you know there's just the, what is lacking is so on such a big scale that it's not something that you can remedy even in one year that you are teaching a child and next year the child gets passed onto another teacher who maybe won't bother to take the time. Uhm the, the problem is to get to grade 8 here and they sit with that problem, it really is something, you feel should that child should never have come to high school not being able to read properly.

Interviewer: Mm....

Participant: Uhm, whether you call the parents in, whether you get someone to sit with that child, but it is something that must be done at primary school, that's how I feel.

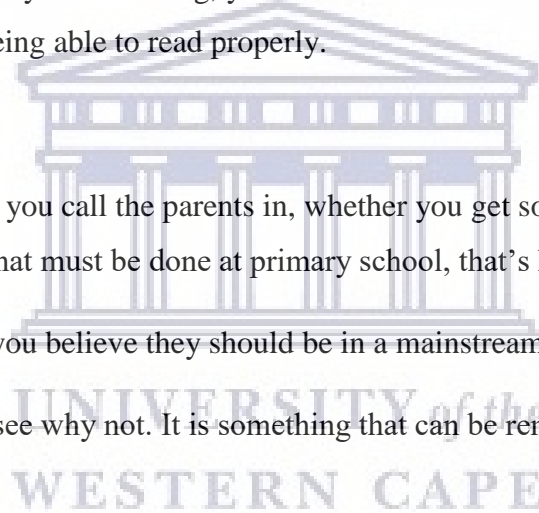
Interviewer: Okay but do you believe they should be in a mainstream school?

Participant: Yeah, I don't see why not. It is something that can be remedied.

Interviewer: mmm.....

Participant: Uhm if there's no, no or obvious reason for a child not being able to learn, the child was never diagnosed with any specific uhm illness or, or, or disability then the, the primary school teachers must make the effort. I was a primary school teacher before and we would do everything in our power then to sit for the child to make sure that the child goes over to the next grade. He shouldn't even leave foundation phase not being able to read. Because reading, it impacts on any every subject. Every task that child does afterwards. Uhm and of course, it affects the child's results at the end of the day so reading is important and it must be remedied before the child get to high school level. It must.

Interviewer: Mm. Okay. And then how would you feel about teaching a learner with reading difficulties in your classroom?



Participant: That, that child obviously like I say there, there isn't always the time that you get to do that but for example one of their tasks that they do is, is a reading task in grade 8 and 9 and that child must read for a mark, so I'm not supposed to do that but I normally give them a reading piece that is a very basic reading piece because the kids that come here are not necessarily learners that well I haven't had – you do sometimes get those but it's very rare that you get a child that can't read at all. They can read uhm but their vocabulary isn't broad enough for them to read all the words that you would expect them to read at the grade 8 or 9 level. So then I give them any book that's here on a grade 7 or a grade 5 level even to get that child to read and then I encourage the child ... I keep books in my class and I encourage them to come read a book during interval, come and read, you know read to me, read to a friend or whatever. Sometimes there are kids that actually come back and that they actually because they want to and then there are others that just won't bother. It's just too big embarrassment for them and when they have to read it's obviously done uhm done never done in front of the class because it doesn't do the child's er self-image any good to have them stumble over their words and stutter here in the class. So, I kinda do it at my table when the rest of the class is not around.

Interviewer: Okay, so you feel positive of what you say being in your classroom and that you encourage them to read because this.

Participant: Yeah, I try, I try as best I can but you also know that you can only do that little bit here now. Uhm for example when I do see, meet the parent at the parent meeting I would say that I picked up that this child is struggling to read. This is what we can do. I can arrange for someone to in grade 11 to sit with him after school but most of the time the parents say but how must the child get here, and who's gonna take the child home? Most of time then that just falls down the waste side because that plan isn't going to work now. Because in my class I can't stop to teach that child to read I can't even though I want to and when we read for example I will make sure like when we read our novels and our short stories, I will make sure that the child is reading because sometimes they will pretend to be reading but they don't. uhm and, and a simple thing like when we do like building sentences and building compound sentences and we do it on the board then I try to include that child just to make sure. "Can you read this basic simple sentence like that?" And you can see you know their faces when it lights up when they realize but "I got this right now" because there...to them it's a case of, "I can't read so I'll never stand in front of the class and read". They know that they, they going to be mocked, so you know you kinda do little things in class just to feel like

I can accomplish something here at least. Even though it's very basic. It's important, but I suppose because I'm hoping it's going to make them really hungry to read then also at the end of the day.

Interviewer: You seem very positive with encouraging them.

Participant: I try, I really try. I try because look the Xhosa children that come here it's not just them its lot of Congolese kids at our school and there's one girl here now that's also came. They come here speaking French and they look at you like what are you saying in English but then most of their parents get tutors for them. And by like now term 3, those children are reading in front of the class.

Interviewer: Mm....

Participant: So with the little bit of extra help, with little bit of push, I always I always tell them that if this child can do it that couldn't speak a word of English when she came here in January. What is your excuse because you live in Cape Town, you live in (name of area) where people can communicate? Everything is being taught to you in English. So you should be picking up even more of the language. I am amazed at this one girl now that she can read to me now. She can write an essay, in a matter of 6 months she could do that. So I always tell them you look at that person, you could do so much better than that person. Because you are exposed to the language even more, more than that person has.

Interviewer: Mm.....

Participant: Yeah, it doesn't work for everybody thought but we try.

Interviewer: You feel quite positive about your approach to teaching them.

Participant: Like I said, yeah, yeah. I, I don't like to see a child suffering and especially if the child shows that they, they want to then I will go the extra mile. Having been a primary school teacher I keep my books, there's books there, there's books here. I will use my primary school books and if that child got everything wrong in that activity then I give them a grade 7 book and I will say go do this activity and go copy go try this at home. Sometimes they get everything wrong, sometimes they get only 2 right, but then I'll just say, okay you see what you did here wrong here but like I say man, if it were up to me then I would, I would take it a step further, and I would take them out of the class but then it is never time for things like that. If it's not workshops and meetings and things, then because that to me is

what teaching is all about. It's not just about the child that can perform. And if a child have a little bit of a, a child that's struggling with something as basic as that. It can be helped if it child is willing, you, you can actually accomplish something with that child here. But if the, if the, backlog is so big that the child can't read at all, then obviously I don't see how we can remedy that at this stage now in grade 8 and 9. Then if it then like I said if it's that bad, then you can't teach a child to read now in grade 8 and 9. But if they come with a little bit of knowledge and they battling a bit with the language and mastering the English then the little bits that I try to do, I that's what I would do, do with them, yes.

Interviewer: Okay, thank you. What would you regard as benefits in any of including both learner's wit reading difficulties and learners without reading difficulties in your classroom?...so it could be benefits for any of them?

Participant: Yeah. They like, like with the ones that I'm aware of especially in the Congolese or those who are very poor then I let them pair up with someone with one of the stronger learners and I let them sit together and then I will ask that child because you can't get to everybody cause there are so many in the class then I would pair them up and say uhm you just need to assist her, so if there is anything that you don't understand when you read it or you are struggling with certain words then you ask your, like one of your peers cause some are, they don't always feel like coming forward to the teacher to say er to ask for assistance or they, they feel uhm, they don't feel like asking so often so then I pair them up and I let them work with someone who's a bit stronger and then one of them, one of their peers and I think sometimes they learn even better from their peers then they do from uhm from the teacher itself.

Interviewer: Okay so uhm benefits for the learners with reading difficulties is peer collaboration and....

Participant: I try that. Yeah

Interviewer: But you also uhm think that the disadvantage is the class size.

Participant: Yes it is so true, it is a problem man.

Interviewer: Okay what would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: The, the child that is battling on any level academically disrupts. They are the ones that end up disrupting. They if it's a concentration problem or a reading problem, anything where they are struggling and they can't do what they must do, they, they are the ones that usually disrupt your class. Most of the time it is, it is those cases. Then you get the one that withdraws again that just very quietly will sit there looking busy but they not busy. So it is, it is not uhm, uhm and like I said with the big class you sometimes overlook that and only after a while you pick up when you start assessing their task that you realize that this one has a problem with the writing or reading and understanding what they are reading so it takes a bit longer for you to identify the problem because of the class sizes I think yeah.

Interviewer: Okay so uhm you say the challenges is the class size as well as the, the learners are disruptive.

Participant: Yeah

Interviewer: The learner has

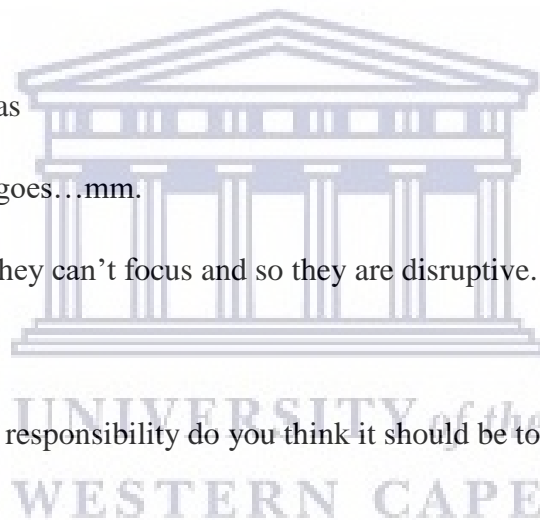
Participant: the discipline goes...mm.

Interviewer: difficulties. They can't focus and so they are disruptive.

Participant: Yeah.

Interviewer: Okay. Whose responsibility do you think it should be to teach learners with reading difficulties?

Participant: They would give us, if they would free us up 'cause we have actually discussed this in our department. If, if one of us cause I know there are schools that employ a teacher but then they can afford to have that teacher on their uhm as of as a paid person by the department on their staff and that person does like remedial work at high school level uhm I mean they, they can't afford at our school, that they can't afford cause I actually offered to do that at one stage. I will work with those kids who can't read then who are struggling to read and all of that uhm but our school can't afford that, like I said the time isn't there to do it so if the schools can afford an outside person to come in to do that. Then it is it will be such a big plus because it's done during the school day at school so the after school problem of transport and the child not being available and things like that, that will be eradicated if it can be done so...if this child gets English every Monday and Friday...if someone comes and takes them out and works with them because I mean they, they used to do these tests where they test the



children uhm literacy and numeracy skills and we were looking at options at how we can boost that, but those are one of the options but we can't afford it so it doesn't happen at our school so it's actually sad yes.

Interviewer: Okay so what you would like is if a learning support teacher could be employed by the department and then uhm the learning support teacher could work with those groups of learners.

Participant: Exactly, take them out of the class and work with them in a smaller group or one on one, uhm you know years ago I actually did that after school hey yes like it, I used to have my, I always used to have cardboard in my class, I get it from the printers and I make uhm que uhm cards, my walls were full of spelling words. It's lying in a box there at the back and I would have these common spelling errors and things like that. I put those things up on the wall or the days of the week the uhm like when we were taught at school, there's a theme and these words go with that theme, so then I would just put the words up and do the spelling test and all that but I changed that because I it just look like you put it up and no one was really taking note of it, it didn't seem to be uhm doing anybody any good but yeah and then they use to use those words only to use to write there essays and things so I took it off (laughing).

Interviewer: (Laughing)

Participant: They found a loop hole there again yes.

Interviewer: Okay so the next set of questions has to do with the extremely hyperactive learner?

Participant: Okay, That class I had now had quite a few.

Interviewer: Okay how do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: If you had to tick that off on a list of disabilities, is it seen as a disability?

Interviewer: Yes

Participant: The ADD, ADHD in a child?

Interviewer: ADHD yes, The ADD uhm they call it now ADHD

Participant: Mm...



Interviewer: In the DSM 5

Participant: I don't feel that is something, a child lacks concentration, You know even with these kids here, the fact that we have these projectors and things now does help quite a bit because it's not just your pen and paper kind of teaching so even that child is caught up if you make it interesting enough uhm like they doing adjectives or they doing idioms then there is a little video that I download things from YouTube for them so even if that child doesn't take note of the rest of the lesson his learnt something there from that video and they even sit still for things like that , if it's interesting but it's exhausting also because you don't always have the time to go and find the little video clip but having that's why if, if I teach grade 8 and 9 and I stay there I've built up quite a lot of resources like I know already what language they going to do every year so I I've got quite a bit of videos from YouTube that I downloaded, even there poems and things like that and then what I also do is I try to include them, I will say that child come forward and you read this line or you recite or if you were the poet of the stage, how would you say the this verse for me doing poetry or whatever. Get them involved uhm otherwise they will just sit there also and disrupt but I don't feel it's something that bad that the child needs to be in a special needs school

Interviewer: Okay so you feel that err the learners with hyperactive behavior should be at the mainstream schools and uhm the fact that there is technology uhm in the classroom that helps the learners, those learners to focus and on the other hand it's also a bit exhausting for teachers to always try and make this.

Participant: ...try and have things exciting for them all the time, yeah because like I said, I always tell them, like I told tis class now again. The minute you give them work to do where they must think on their own, then that's when that child starts performing.

Interviewer: Mm...

Participant: They don't want to sit still with a book and a pen and learn. Uhm yeah that's why there's a lot of things about our teaching system that I don't agree with.

Interviewer: Mm....

Participant: It's a pen and paper kind of thing and, and working towards tasks all the time. I don't know, school shouldn't be about sitting in a desk for 6 periods in a row man, I don't, I don't believe that.

Interviewer: Mm....

Participant: There are children who learn differently and we trying to enforce one method on everybody. Uhm But like I said to cater for everybody, here now, what kind of lesson must I have?

Interviewer: Mm....

Participant: So you try and make it as interesting as possible for them and just hope that, that you at least reaching 4 of the 5 that are hyperactive in your class.

Interviewer: Mm....

Participant: Hopefully we are reaching them, yes.

Interviewer: Okay, how would you feel about teaching the learner with hyperactive behavior in your classroom?

Participant: I have them in my class (laughs). You don't, you, you can't – I don't believe you must, you can discriminate against a child like that man. Uhm, like I said, the child is not blind or deaf or there's nothing wrong with him. It's just the lack of attention. So, you try different methods to get that child to connect with you and to try and get the child involved. And I like to involve them. You hand out the pages. You collect the books, you keep them busy. Then they also feel like they a part of the class all the time. They get on your nerves, sometimes yes and I know I do lose my cool with them some days but I try to include them in whatever things that they can do. Like I said collect the books, hand out. Uhm, if I see someone is very disruptive, I'll say just go empty the bin. Just go out, get some fresh air and come back and then the sit still again for a few minutes. So, little things like that I suppose you do. And clean the board and why don't you do this for me and this for me. Cause I don't see it as such a, such a, it can be a disturbance in class yes but it's not that. Call it a disability sounds so, yeah I don't know I have a problem with that. (laugh)

Interviewer: Okay, so uhm, you believe they should be in your classroom, well you are very positive?

Participant: Yeah, well Ag I just feel, you can't give me a whole class full of them, 50 of them then I'll be climbing the walls yes. But in any, in most classes there's at least 1 or 2 of them and I suppose handling them is fine. See and their classmates, you see I think if you

take a child out and you put that child other, other ADD or whatever kids. Uhm, when, when do they get to see what normal really is? In their case it's just a, a case of attention deficit disorder. You know they got to learn, like sometimes I would say just try just for 5 minutes, just sit still. Try not to move for 5 minutes. Stay in your seat, little challenges like that and I say just, just, whatever you do just don't get out of your seat. It's not that bad that they crawling under the tables and things. It's just they looking behind them, in front of them, fidgeting at the back, fidgeting the pages and all of that. I would just put my hand on their hand and I would just say, just try and sit still for 5 minutes. Maybe just write what's on the board, quickly just see if you can do it. If you can do it in 5 minutes for me. Sometimes they will object and sometimes they will just do it. So I suppose, I, I don't see why these children should be boxed and labelled and be put there. It's, they not abnormal man.

Interviewer: Mm, Okay, Thank you. What would you regard as benefits, if any, of including learners with both hyperactive behavior and learners without hyperactive behavior in your classroom?

Participant: Like I said now, they can see what is actually expected of them. Sitting behind you, next to you, whatever. Like I would say sometimes say, "Just, just do what they do. Look at there." They all writing from the board, why don't you do the same thing?

Interviewer: Okay so we were talking about the benefits of including both type of learners in one classroom.

Participant: Yeah I was saying they, they can pick up like I said earlier, what they can pick up what is normal. Sometimes if that child, then I will tell that child, like (learner's name) that was here now, I will tell (learner name) just look around you. You are the only one that is still talking. Sometimes they go "oh sorry, sorry, sorry ma'am" and then they'll, they'll try. You can see that, that's it's really an effort for them. But like I said they when how will they know what normal is then or what is expected of them if they not exposed to it? If all they do is, if they must be put together in one little room and that's all they see.

Interviewer: Mm...So

Participant: So I feel exposing them to what is normal, they can pick up and hopefully they will learn from that. Look it's not something they can really control hey the, the, the attention deficit disorder uhm and then you have the child that is on medication that is... you won't

even know that this child has ADD once they are...and there are natural things that the parents can use as well.

Interviewer: Okay so you feel that there are benefits for the child with hyper-active behavior and that he can he/she learn positive behaviors from their peers.

Participant: Yeah from their peers, I think so yes.

Interviewer: Okay Thank You. What would you regard as challenges with including learners with hyper-active behavior in your class room?

Participant: Err... like I said if there's 1 or 2 of them you can still you can still manage them but with more than that, 4, 5 in a class then they can actually high jack your class at the end of the day cause you can't pay attention to each one of them and I always remind them you are not alone here, you are not on a little island there are other people to consider, you must consider others people around you as well. Uhm and then the other challenge I suppose would be to give that child the attention that he or she needs. If the class is this big uhm... like I say you sometimes you can overlook. You sometimes just tell yourself, Aggh! It's just him performing again. So the size of the class doesn't always allow you to give you that individual attention, for you to stand by that child, to work with him, to make sure he does what he must do uhm... Yeah so classroom sizes and then also time doesn't always allow for that individual attention they sometimes just need.

Interviewer: Okay so uhm you've said that it's the class size that is a problem if there's too many learners... And then time is a problem as well as if there is too many hyper active behavior in a class.

Participant: Yeah, Yeah if there's too many of them, then you can't be with everybody at the same time but they have their moments like I said (name of learner) that sits in front is I'm convinced he's...that one and this one that also sits here... they will, they will leave their books at home. They, they don't really have an interest in what you are doing. So, uhm, like for with them (learner's name) and with (learner's name), I will – (learner's name) especially, I will always tell (learner's name) there's now 10 er uhm sentences on the board that he must do. But now his tapping his pen, his staring into space. His trying to write on his hand. You got to watch him all the time. Go to him and say "Come now. You haven't even written one sentence. Write down one sentence. I am going to the back of the class and when I come back I want to see 1 sentence." Then he writes 2 sentences and then his staring again or his starting

to scribble on his page. So they need to be watched all the time and with a big class, you can't, you can't keep your hand on them all the time to make sure they do what they must do when you give it to them to do, yeah. So that makes it difficult.

Interviewer: So they need...

Participant: They need lot more attention. Like I say, so sometimes you feel bad because you can't really give them that. But I also don't feel it's enough to be put in a special needs school man.

Interviewer: Okay, so then whose responsibility do you feel it should be to teach learners with hyperactive behaviour?

Participant: Who's responsibility? That child needs a teacher also. You can't say it's the parents. The child still needs to go to school, child needs to be like I say be exposed to what is normal. You just can't have too many of them in 1 class in a mainstream school. You can't have too many of them grouped together in one class. That makes it a bit difficult for you to manage that. But I feel, I feel they should be here. They can be here, I think.

Interviewer: So you believe that they should be in high school and they should be here? The teacher should be teaching them?

Participant: Yeah man. If the child has no other learning disability, why not? The behavior does affect his learning, yes. But I think with a lot of patience and a lot of uhm... they just need a little bit of extra support man.

Interviewer: Mm... from the teacher.

Participant: It would be lovely if we had assistants in the class then you can work with those kids. If there was an assistant, you know to just to make sure you standing by that one, go to that one and that person can. Like I suggested one day that we have parents that come in. If parents are sitting at home, then why not come in and just assist on a Monday, on a Wednesday maybe. Then on those days you can at least make sure that person sits and reads with them or that person makes sure that there tasks get done, that they haven't done for 2 days. But nobody wants to do anything for free nowadays. Everybody expects some kind of payment for what they do. So even retired teachers, I suggested can come in and just work with these kids. If you take them in grade 8 and 9, you can remedy part of the problem at least so that by the time the child reaches FET, the problem isn't that big anymore. It's a little

bit more manageable. Man, school is all about teaching the child the skills also. So here we can even teach the child the skill and even though it's not always possible and it's difficult for them. But uhm, you know I feel they just going to feel excluded also. And yeah, I don't know... Give a child a fair chance man.

Interviewer: Okay, so you believe they should be here uhm, that, that it's the teacher's responsibility to teach them but you would like to have assistance?

Participant: It would be an, if there could be an assistant in the class, yeah. It would be – because you can't be if you are here, then they moving and talking if you there, they moving. So you kind of exhaust yourself trying to be everywhere all the time. Err but they need to be monitored. You must watch them all the time. I've learnt with these big classes, you can't be sitting. I can't be typing anything at my desk here now. Going on to the internet to download any video for them for the next, I can't do it when they are here. You must be on your feet, between them all the time. That's when you have a little more control and they feel like they being monitored all the time. Erm it's just like me not being in class when they must work. Then there's absolute chaos and a child wants that structure. They want to be watched. They want to be monitored all the time. So if you do that then you have a little bit more control even over those kids that don't, that struggle to concentrate even.

Interviewer: Okay, okay thank you.

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## APPENDIX L

### Transcription of participant G

Interviewer: We sometimes hear people talk about inclusion or inclusive education, what does that mean to you?

Participant: It means that you need to, you cannot exclude anybody from the teaching process.

Interviewer: Okay

Participant: Cannot exclude. Uhm, you need to teach everybody in the same way. Look we have 50 plus children in a class. So you cannot give individual attention to any learner. Because what happens to the other 49 then, they'll kill themselves then. The classes were built in my time for 28 children. And the classrooms are still the same size. So the children sit on top of each other and it's difficult, it really is a struggle to get to them. But I'm still doing it still so, I must be, I don't know, the children have a lot of respect for me because many other teachers call me to please come and talk to my class they don't want to listen or they don't want to do this or they disrespecting, or they running around or they throwing papers, or they doing whatever it is they doing. So, you see, a classroom has many different types of children. 53 individuals with different uhm ways of learning different backgrounds, different err, what I must say educational err...the background is mostly the thing that, that keeps them back. Because some of them have never even been to Cape Town. Some of them, then if you talk about a place like Muizenberg, they, they wouldn't know what you talking about. Kirstenbosch, they don't know. They've never, they go to the waterfront and then you ask them what did you do there? Did you go to the Nelson Mandela whatever? No, they went to spur to eat. But then I say but then you wasting your money, your parent because there's 2 spurs in (name of area) why don't you eat here (laughs)? So, you see uhm because the priorities of the parents aren't also right. Because you know that your child has a learning disability, I'm sure. Because if your child comes home in grade 1. Look I've got 4 grandchildren, 2 children, and 4 grandchildren if your child comes home in grade 1, you would ask your child, read this for mummy and then you would know this child has a problem because surely, you will pick that up early. So, I don't know if I'm talking too much, but uhm, I think the inclusivity according to me is when you have to teach everybody the same way, which is not always possible.

Interviewer: Okay, thank you

Participant: Does that answer your question?

Interviewer: Yes. Thank you.

Participant: I answered many questions now.

Interviewer: How do you feel about inclusion of learners with reading difficulties in the mainstream school?

Participant: We have to include them because they are there. But they are also creating problems because you have to be able to read to learn. And me being a history teacher and to do history you need to learn to, to read, to understand. Because even if you show them a video there would be words and things that they would not understand because sometimes there's subtitles. So if a child cannot read, he's totally lost. He can watch the pictures but he doesn't, he doesn't understand what he's, what he's looking at because some of them are not good listeners. After 2 minutes you, they lose all interest because it's not for them. They feel that they have been excluded.

Interviewer: Okay, so you do feel positive that they should be but you also do acknowledge that some of them are not at the level that you feel they should be...

Participant: Yes

Interviewer: In order to understand and cope?

Participant: Yeah. They don't really understand. Some children that have better backgrounds, you will see that they have err a better grasp of the learning material. If you look at something simple like the, the, the Multichoice, the DSTV. Most of our English speaking learners have DSTV and they have now access to the learning channels and to the history channel and to whatever. So they have access to that but then the Afrikaans people coming from the disadvantaged communities, they err still stuck with the SABC 1, 2, 3 and they can only tell you about 7de Laan and whatever. So you cannot really go into certain things with them because they don't know what you are, they laugh if you ask them for something like I ask them about the King George statue on the parade. They don't know where the parade is. They don't know that the, the place there is the castle and when it was built because nobody



has told them before or somebody told them but they forgot. You see they, they there attention span is very short.

Interviewer: Mm okay, thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: I have a lot of them uhm. I try to include them. I try not to embarrass them, by asking. I know who they are so I won't ask them now to read something or whatever. I will go to them if we reading book and I will point to them, okay we here now and whatever. You have to accommodate them. Otherwise you lose them and then they become troublesome and then they become to disrupt your class. Because they, they don't know what is going on they don't feel important. They say that. They feel excluded.

Interviewer: Okay, so you feel positive about having them in your classroom and you do try to accommodate them.

Participant: Look I've taught from grade 1 to grade 12 in my long career. And I also taught an adaptation class. I started the adaptation class at, at, at (name of school) in (name of area). I was there for the first year when they started there. So I know how it is. And then when I went to (name of school) my other school, where I taught for most of my teaching career. Err we had adaptation classes there. So I know what it is like to be in those classes but also the stigma attached to it. So people today they, parents don't want the children to be in a school like that because we have kids here, learners here who must go to places like uhm (name of school of skills) and (name of special needs school) but the parents don't want them to go because there's a stigma attached to those schools and yet they leave the child here and then the child becomes a drop out in the end. Through no fault of its own.

Interviewer: Yes, okay, what would you regard as benefits, if any, of including both learners with reading difficulties and learners without reading difficulties, in your classroom together?

Participant: What is the advantage?

Interviewer: What would you regard as any benefits? It could be for the learner without reading difficulties or for the learner with reading difficulties, but to combine the 2 of them and mix them in your classroom.

Participant: It can be for both because it can open new worlds for the ones that cannot read because then, they might... I don't know if I can say that but they might try to learn to read or

they might want to try to learn to read, I know my sister's son is dyslexic and he didn't want to stay with his mother because she always said he was lazy. He was lazy. His sisters passed but he couldn't pass. He, he dropped out in grade 8. We took her for an interview at (name of school of skills) and she said no, this school is for *taatie* children and my child is not *taatie* so she left and then he dropped out of school and but today he does all the electrical wiring for the ABS branches so he's extremely clever with his hands, she gave him that opportunity to go to (name of school of skills) and to continue his or to finish and get a paper because he doesn't have papers, but he does this important work. I also once saw that he does the electric wiring, electrical wiring at Grand West so he must be extremely clever. If I need my car to be serviced I don't go to a garage, I call him and he does that. He, He does my brakes or whatever so he's very good with his hands. There's nothing wrong with his hands. It's just that he cannot read but then he must've been about 17 or 18 and we were driving and he was sitting next to me and then he said to me, when we passed a, a gate of a dairy and he said to me aunty I saw my mommy's name and I thought to myself Wow because its Joyce's dairies and he's mothers name is Joyce and then we were so excited for him because he could now read, There's my mother's name.

Interviewer: Mm...

Participant: So uhm... Yeah

Interviewer: Okay so you feel that there are benefits to both. Uhm for the child who can't read, you feel he can learn from his peers. He can eventually learn a bit of reading and through what you've said err...about his electrical experience of work he uhm... learners who uhm can't read will have some sort of ability to do something else that's more practical.

Participant: Yes they can, they can if they give the opportunity to do so and they not being shunned into a corner and say you sit there and be quiet and I don't want to hear you because that what some people do.

Interviewer: Okay uhm... and then what would be the benefits for the other side, the learner with no difficulties?

Participant: With no difficulties, you could feel proud because you can help somebody that, that... look the know each other and know each other's capabilities so okay he can draw, I can't draw so he can help me with the drawing and I can help him with the reading so it works uhm both ways.

Interviewer Okay so...

Participant: It can be mutually uhm...

Interviewer: Beneficial?

Participant: Advantageous yeah.

Interviewer: Okay so you feel that it is uhm rewarding for the learners with no difficulties, reading difficulties to help.....

Participant: Well we have to make it rewarding because there is no other, there is no other alternative because we have to work with both, with both of them on both sides.

Interviewer: Okay thank you. What would you regard as challenges with including learner's with reading difficulties in your classroom?

Participant: To keep them interested in what you are doing. That is a challenge because look they have a very short attention span. They can't concentrate for long because they get distracted very easily err... you have to keep them on the ball all the time.

Interviewer: Okay so a challenge you would say is to keep them focused on the work.

Participant: Yes

Interviewer: Anything else?

Participant: No

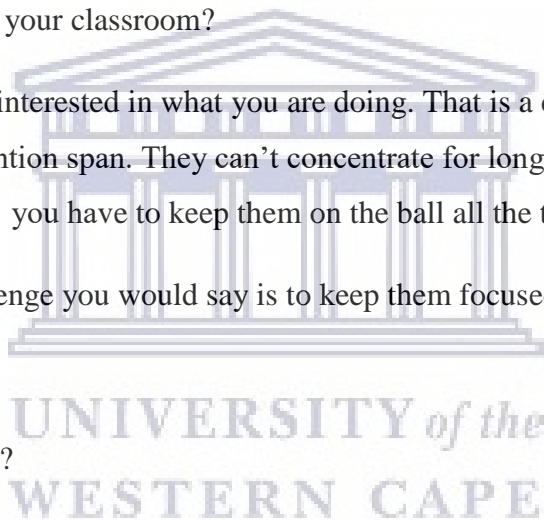
Interviewer: Okay

Participant: Yeah. To keep them focused and to, to keep them inside the, the not to exclude them. Okay if there's group work you make him the important person in the group because he is the one that must. He must be the leader or whatever. Give him a little so that you can boost his confidence also.

Interviewer: Okay

Participant: ...because that is what I do to them.

Interviewer: So a challenge would be to find ways of making the person feel included or to increase their confidence



Participant: Yes

Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: The government, the parents, not the, the secondary school. The government, the parents, the primary school. Look I was a principal at a primary school so I know (Laughs).

Interviewer: Okay so you saying uhm... it's not the, the responsibility of the secondary school.

Participant: Because when they come here they must be able to read.

Interviewer: So when you say the government what do you, what do you mean exactly by the government?

Participant: Well they should, they should, look we have no therapists at our schools that's that are only at previously advantaged schools and schools where you pay a thousand rand a month, there you can go to a speech therapist or whatever. We don't have that. We have no luxuries like that. The teachers are left to their own devices. They have to uhm... they have to put up, I don't want to say put up we have to, we have to work with these learners. There's no other way otherwise you, you'll uhm... you lose the child in the end because he will be disinterested and leave school and then you have one more child on the street.

Interviewer: Mm...So you believe it's the duty of the parents to support them and the government to support them uhm... specialists like therapists.

Participant: Yeah like psychological students like you.

Interviewer: Okay

Participant: Psychology students (Laughs)

Interviewer: Psychologists also..

Participant: Yes, Look before we had that hey. They used to come around. I know at primary schools and they use to come around and assess the children that are in the adaptation classes but today there's nothing.

Interviewer: Mm...

Participant: The parents come here they sit with their hands in their hair because the child cannot read and nobody can help them out because I as with 50 other children in my class look I have got six periods of fifty children so I see 300 children every day. You cannot now say I must help this one and most of these children with the, with the, with the uhm... learning disabilities come from outside. We have a lot of children that come outside the area so they have to get a taxi or whatever so there's no time afterschool or whatever for, for extra help. There is just none.

Interviewer: Mm... so, so you say that they should be supported by the government and the parents but do you mean that should be additional support or do you mean that, that should be like additional support where they are in your class but they must receive additional support or do you mean that they should be solely uhm...

Participant: ...taken out of the school...

Interviewer: Yeah... taught by the government and parents.

Participant: No, no, no. If... look! There isn't I know, there isn't money for, for people to open centres now for these children to go to but like at our school then they can send somebody to help these kids that cannot read and to try and help them wherever.

Interviewer: Okay so with regards to the responsibility you feel that it is your responsibility partially to teach them in class but also other people's responsibility like the government to give them support.

Participant: Yeah...the parents.... But the parents don't want to hear anything about their children. The school becomes a crèche for the children we look after.

Interviewer: Okay thank you.

Participant: (Laughs)

Interviewer: The next few questions is about the hyper active learner. How do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: To tell you the honest truth I can work with learners who cannot read but the hyper active ones I cannot because look I had a little, he's now gone, he was in my class last year and the beginning of the year, he started using drugs because he would jump up and go around and come touch my head and things like that which is a distraction for the rest of the

class because now they looking to see what's he going, what is (name of learner) going to do next so that is a bit difficult uhm.... He was put on drugs on, on tablets – Ritalin – or whatever and then later on he came to me and said “Miss this doesn't work for me so now I'm using dagga.” And now then, now he's fighting with his parents and the police gets involved and the school. He came here and his parents came here and then he left school. He's now out of school out there on the streets and his mother says he comes home once or twice a week.

Interviewer: Mm...

Participant: Because the police says it's not their problem if he fights with them at home. It's a family matter but we couldn't help him.

Interviewer: So you say it's difficult for them to be in a main stream school because they disrupt the class.

Participant: It very difficult because they disrupt the whole school. When we have like assembly here whatever he would just jump up and run and go on the stage there whatever and then the principal must “ssh... Go away here or whatever.” (Laughs) He was in my class and he stayed here for the full year but then last year, this year he just ran a mock. He was in other class because he failed.

Interviewer: Mm...

Participant: He never came to write, He doesn't come to write exams, he just do funny things. He goes to steal the people's apples here on the trees you know things like that to, to like I think to get attention. Then his mother got married to somebody else and she had a baby and then he, he went totally bonkers.

Interviewer: Okay and then how would you feel about teaching a hyper active learner in your classroom?

Participant: Like I said now it's very difficult.

Interviewer: Difficult.

Participant: I think that is more difficult because you don't know how to, to help them. You don't know what to do because he can't sit still. He must jump up and I have a rule that only I walk around in my room. Now he will jump up and, Miss I'm only throwing the paper away

and whatever so you see his distracting you from whatever you were busy with and the children will now laugh because he's funny.

Interviewer: Mm... So you feel that it is difficult and uhm they need to be managed in a certain way and you don't feel confident with that.

Participant: I don't feel confident with them at all. I can teach a child that cannot read because I can, I can try to get through to him and explain things to him if he wants to learn but a hyper active child is a different case or cattle of fish.

Interviewer: Okay.

Participant: Because he now has an imbalance and, and sometimes they do weird things hey, they do funny things and you don't know what to expect, you never know what to expect.

Interviewer: So uhm... you also said that you feel they are not interested to learn and that makes it difficult as well.

Participant: Yes

Interviewer: Okay thank you. What would you regard as benefits if any of including learners with both learners with hyperactive behavior and learners without hyperactive behavior in your classroom?

Participant: There's not, there's no...I don't think there's any uhm... benefits because they become they are, we have I have more than one here already (Laughs) the other one I believe is a security guard somewhere uhm...but funnily enough sometimes I can still work with them to a certain extent but other teachers they just disrupt and then they run out and they throw the door and whatever which they wouldn't do with me they would run around in the class and do things here but they wouldn't be disrespectful either. But some of them now the teachers can't handle them. I can't speak for other teachers but I know they swear at them and whatever and then they become aggressive. They can also become very aggressive if you don't treat them the correct way.

Interviewer: Mm... which means that they must be handled in a certain way and not everybody you say not everybody knows how to handle them.

Participant: Yeah, Yeah especially the youngsters also. If you don't have children of your own. You don't know how to work with these err... handicapped almost children, these

children with disabilities, learning disabilities. It's difficult. We have 4 or 5 new teachers here and I can see that they struggle because the one the *oe staan net soe stok styf*.

Interviewer: (Laugh) Thank you so you feel there are no benefits for the learner with the hyper active behavior and no benefits for the learner with without the hyper active behavior.

Participant: Mm.

Interviewer: Okay.

Participant: Because then it becomes a shambles, it becomes a zoo, it becomes a circus because if he's in the class then there's going to be fun there's going to be the thing what do you call it the thing, the thing is going to rock today. The class is going to rock.

Interviewer: (Laughs) Okay. What would you regard as challenges with including learners with hyper active behavior in your classroom?

Participant: The challenges are there. There are numerous they disrupt your class. They, they say funny things, they do funny things. They, they cannot they have a very short attention span. They really they really run a mock in your class.

Interviewer: Okay so the challenges are that they disruptive, they disturb the lessons. And they cannot focus on the work. So when they....

Participant: Most of the time they cannot. You can see immediately if they are on, on the tablets. You can see when they took the tablets and when not because the tablets make them like zombie like. You could see like today he sits there and watch you like that and tomorrow he will be like ok you can see he didn't take his tablets so he's in your face all the time.

(Laughs)

Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: Well that's the parents.

Interviewer: Parents, okay so...

Participant: Cause I'm not equipped. Teachers are not equipped. Although teachers play many roles but teachers are not equipped to.



Interviewer: Okay, so do you mean that, that uhm you feel uhm that the parents and the, the parents should support with additional support.

Participant: Yes

Interviewer: or do you mean it's their sole responsibility?

Participant: no, they must, they must help the school.

Interviewer: okay

Participant: ...or the learning center, doesn't matter where the child is. If the child is at the school for err children with learning disabilities, the parent is still the main, the person that can do. Because the child is most of the time with the parent. So the parent has to play their role also to get the child to settle down and to, to know that my future depends on this. Although I don't think a hyperactive child comprehends that there's a future and that I'm doing myself harm if he doesn't listen or whatever.

Interviewer: Okay, so do you believe that it's your responsibility here at school but then the parents at home?

Participant: Yes, and the parents at home.

Interviewer: So it like a shared responsibility

Participant: And with the teacher of course.

Interviewer: Okay

Participant: But some, some parents they say "no, there's nothing wrong with my child". You get those parents who feel like that. "*Daars niks verkeerd met my kind nie*", why do you say there's something wrong with him, there's nothing wrong with him. At home he just gets into bed and sleeps the whole time. No man there is a problem man because a child shouldn't sleep the whole day.

Interviewer: Some of them don't want to acknowledge that there's a problem and that makes it difficult for the learner to get help.

Participant: Yes, and this makes it extremely difficult for the teacher if you don't get support from the parent.

Interviewer: Okay, thank you.



## APPENDIX M

### Transcription of participant H

Interviewer: We sometimes hear people talk of inclusion or inclusive education. What does that mean to you?

Participant: Uhm to me it means that, that the education stream where everybody is included and no one should feel excluded especially the learners with learning barriers. For example, difficulty with reading, difficulty with understanding, yes.

Interviewer: Okay, thank you. How do you feel about inclusion of learners with reading difficulties in the mainstream schools?

Participant: For me as a first year student, it's difficult. Uhm, I've had training at (name of place) uhm with regards to this but not specifically with reading but just an overall training with uhm to address learners with learning barriers and it is, it's a difficult situation to handle because of the volume that the classes have. Like with 50 learners and you have that 7 that can't read and then er, with the time table that we have its difficult to manage everything but I try to uhm, give them activities and also time maybe during an interval to sit with them just to read for example because they in grade 8. I am specifically referring now to my grade 8s and they cannot read anything. They can only copy from the white board or from a friend's book, basically.

Interviewer: Mm okay so you feel it's difficult for learners with reading difficulties to be in the mainstream school and you say that uhm a factor that contributes to that would be the class size that is big and then you mentioned time table, what do you mean by time table?

Participant: With the time table uhm, we see that, I see that in my cycles, 7 day cycle, I see say for example my grade 8a class 5 times, okay. If there was specifically a period for reading, it would've helped. But now I need to follow the CAPS document uhm that says that I must do everything in that specific uhm 2 week cycle. So if there is, like previously at this school, I heard there was like a 30 minute period like just for to assist the learners with reading and it's not there anymore, yes.

Interviewer: Mm okay so, the time table you mean like there's uhm you see them too little in the 7 day cycle and then the demands then, the curriculum is demanding so there's not enough time to assist them?

Participant: Yes

Interviewer: Okay thank you.

Participant: And if you try to reschedule time with the learners, they have other activities as well. It's not always possible for them to stay. Those that stay out of the 7, uhm maybe three would stay yes but then if you assist them, you will still, the other 4 are still lacking and that affects the, the class.

Interviewer: Okay, so you, there, it's a problem to try and assist learners in class because then the others won't get attention.

Participant: Yes

Interviewer: Okay.

Participant: And that leads to discipline issues at the end.

Interviewer: Okay.

Participant: Because now the others are not occupied.

Interviewer: So another factor is the discipline?

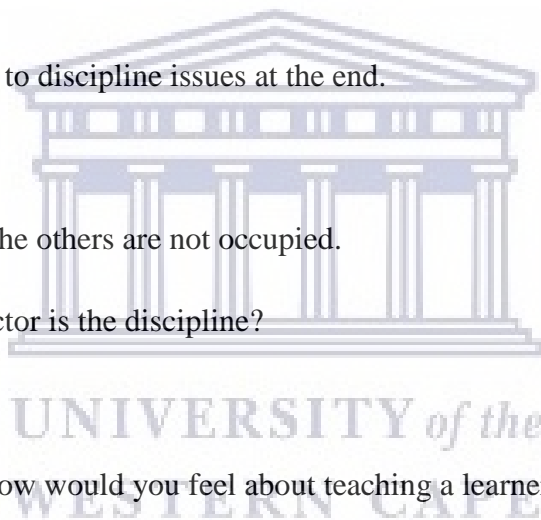
Participant: Yes.

Interviewer: Thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: I, honestly, I don't have any problem with that. Reason being, not everybody's the same. You cannot treat a learner the same way as you treat another learner. You need to be sure about the difficulty that the learner has and for example, if the learner has difficulty in reading then I'm, I'm more than willing to assist that the learner or go the extra mile to assist the learner.

Interviewer: Okay, so you fine with having the learner with reading difficulties in your class?

Participant: Yes



Interviewer: What would you regard as benefits, if any, of including both the learners with reading difficulties and without reading difficulties together in the same class? In your classroom?

Participant: what do you regards as benefits? Okay.

Interviewer: It could be benefits for either learner with reading difficulties or without.

Participant: Okay, uhm the learner with the difficulty can learn from the one that can read per say and then the other way around. Those, the, the learners that are good at reading can also learning something from those that are not so good. For example, working on their patience uhm or their people skill. How they should treat others, if they come in a situation where someone is having a difficulty, how will they react to help to help that person?

Interviewer: Mm, okay so you say that the learners with uhm reading difficulties can learn from their peers...

Participant: Yes

Interviewer: On how to read and then the learners without reading difficulties they can also learn how to have more patience. So its benefits for both of them.

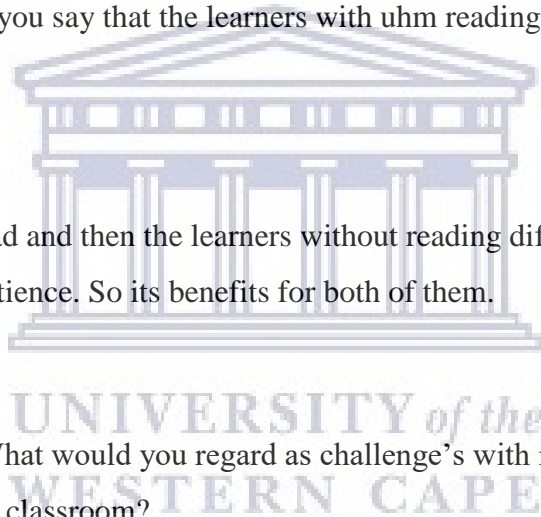
Participant: Yes

Interviewer: Thank you. What would you regard as challenge's with including learns with reading difficulties in your classroom?

Participant: I think I've mentioned a few. Uhm, the one challenge is you don't, you do not have the time to address the issue at hand, okay to address the issue immediately in the, in the class. Uhm, the other challenge would be, for me as a first year student uhm I don't have, I'm not equipped enough with activities to assist them. So I do a lot of research uhm with activities to assist them where, to assist them where a teacher that has been in the stream for 4 years or 3 years will have activities already and will know how to address that specific uhm challenge.

Interviewer: Okay, so uhm you feel that time is a barrier. There's no time to assist them individually in the classroom...

Participant: Yes.



Interviewer: And then you also feel that uhm your, you have a little years of experience. With more years of experience you feel you'd be able to assist them better?

Participant: Yes

Interviewer: Okay, thank you. Whose responsibility do you feel should it be to teach learners with reading difficulties?

Participant: No, definitely mine. It's definitely mine, my responsibility. I should uhm, as an educator, I should manage myself better so that I can assist them better.

Interviewer: Okay, so it is, you feel its teachers in the mainstream schools?

Participant: Yes

Interviewer: Okay, thank you.

Participant: With obviously with assistance from the department.

Interviewer: Okay, when you say with assistance from a department, the department, who do you mean? Or what do you mean?

Participant: Uhm the, say for example the subject advisors, right. Even the district offices, they can also do a little bit more. I know of a teacher at this school, in the Afrikaans department, where she approached (name of school) to assist learners, our foreign learners with Afrikaans. They lady only came twice.

Interviewer: Mm

Participant: And it stopped.

Interviewer: Okay, so you feel that it's a shared responsibility. It's yours and it is the department, such as subject advisors and maybe teachers from the special needs schools?

Participant: Yes, definitely.

Interviewer: Okay and the, they would give, you mean you would like for them to give workshops because that's what they did previously?

Participant: Yes. Yes.

Interviewer: Okay, thank you. So the next 5 questions will focus on how you feel about including learners of, with AD, with hyperactive behavior.

Participant: Okay.

Interviewer: How do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: It can disrupt a class, hey. It really can. Honest opinion. Uhm, not that I want them to feel excluded or anything but it is disruptive.

Interviewer: Okay, so you don't want them to feel excluded but when they are included then they are very disruptive. So would you say that you feel, that you have a sort of have a mixed feeling about them being in a mainstream school?

Participant: Yes

Interviewer: Okay, thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: It is difficult. It is a real challenge. Uhm, reason being the learner, say you give one activity to the whole class, they, their concentration span it's not that, it's a bit short. So they will concentrate a little bit and then they will start to get playful which will then disrupt the class. And if you address it uhm, the, what I've noticed with some of the learners that's a bit hyperactive, they get aggressive easily or quicker, yeah.

Interviewer: Mm, okay so you feel that it is difficult to teach them in your classroom and they cannot focus and then that impacts on discipline and then they also exhibit aggressive behavior?

Participant: Yes

Interviewer: Okay.

Participant: And because of the, the, the size – 50 – learners that definitely has an, if it were less learners, it would've been manageable or more manageable.

Interviewer: Okay, so you would feel, you would feel more positive about including them in your classroom if the classroom size were smaller?

Participant: Yes, definitely.

Interviewer: Okay, thank you. What would you regard as benefits, if any, with including the learners with both hyperactive behavior and without hyperactive behavior together in your classroom? Would you see there as being any benefits for either of them?

Participant: There is benefits. For example, sometimes uhm the class, say the lesson is probably not that interesting okay, so they lose interest in the lesson. So it's for me, it shows to me that I need to make a few changes with regards to my lesson planning and how I conduct the lesson. Uhm so that they can, so that I can have their uhm attention span as well as the learners that's not so hyperactive. So with them, what I've noticed in my class is if they, if they do their own thing then I know I'm going a little far off from the point that I actually need to make. Whereas the non-hyperactive learner uhm, is not showing anything or just listening and taking it in. but that hyperactive learner is showing to me that you are going off the point. You need to come conclude it now or something.

Interviewer: Okay, so you feel that uhm that there are benefits, you self-reflect, you self-reflect yes and you willing to change your lesson. Try and make it more stimulating to the hyperactive learner. When the hyperactive learner go off, sorry, when you go off topic then and they get bored. They, that's an indication for you to come back to the topic.

Participant: Yes.

Interviewer: Okay so that would be a benefit for you because...

Participant: Yes

Interviewer: do you feel there are benefits for them?

Participant: Uhm, for them, definitely. Uhm, with the learners, say for example the learners that are not so hyperactive okay, with regards to the, to the lesson okay not now, then, there's individual feelings with regards to the class but with regard to the lesson, they can definitely benefit with more interesting activities taking place.

Interviewer: Mm, okay so the learner's wit uhm without the hyperactive behavior, the benefit for them is that when you change the lesson to be more interesting, it's for them as well.

Participant: Yes.



Interviewer: Thank you. What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: With the one, as I yeah, the challenge for me is it can break the, the uhm attention of the other learners, right. Because now we focus on something maybe in the lesson and then the hyperactive child does something else and then it breaks the whole attention of the class with regards to the lesson and then I have to give attention to that specific learner uhm and sometimes it's not even, it doesn't include any of the lesson that we are doing or what the objective that I'm trying to reach.

Interviewer: Mm okay, so feel that the challenges that you experience is that the hyperactive learner will disrupt the lesson, and it disadvantages the other learner because uhm, yeah. It disturbs them and they can't focus also.

Participant: Yes

Interviewer: Okay, thank you. Whose responsibility do feel it should be to teach learners with hyperactive behavior?

Participant: The, the teachers in the mainstream and again uhm people from the department but then we have to have a better plan as to how we address the specific issue with regard to the learners because you do not want the learners to feel excluded. In the inclusive education is a great idea but it needs to be, better planned or uhm, we need to better educated with regards to how to handle certain situations.

Interviewer: Okay so you feel that it's the responsibilities of, it's a shared responsibility. Teachers in the mainstream schools should teach them as well as people from the department...

Participant: Should give assistance, yes.

Interviewer: Should give assistance and then uhm, you feel that uhm you the feel the inclusive education policy should better implemented and teachers should be more trained. Okay then when you say people from the department, who do you mean?

Participant: Again with the subject advisors can assist us.

Interviewer: Subject advisors?

Participant: Yes

Interviewer: Subject advisors and they will assist with workshops?

Participant: Yes

Interviewer: Yes, definitely.

Participant: Thank you very much.



## APPENDIX N

### Transcription of participant I

Interviewer: We sometimes hear people talk about inclusion or inclusive education. What does that mean to you?

Participant: Uhm... Look err when we talk about inclusion then I think of everything of a learner, I think of background, I think of cultural background I think of in terms of their needs I think of uhm their abilities and even what they are unable to do uhm I think of acceptance, you know of any form in terms of sexuality, in terms of expression, in terms of you know anything. You know of appearance, anything so uhm... It's inclusive of everything. Even the way they learn, the way they respond to things you know... yeah that is basically uhm inclusion and if I look at the inclusion even there err lacking like there social behavior their uhm like their difficulties like drug use, Even that is, should be inclusive in the sense that the moment you should uhm isolate a learner because of their extra mural activities, you know you basically excluding them and that would not be part of the inclusivity of your classroom so. That is what I would say.

Interviewer: Okay so your understanding would say learners of different backgrounds needs, culture the abilities, sexuality, social behaviors such as drug use which would be socio-economic problems. Do you feel that they must be included in your classroom?

Participant: Yes

Interviewer: Ok thank you. How do you feel about inclusion of learners with reading difficulties in the mainstream schools?

Participant: I feel that it is absolutely important, it's so important like we have a reading program at school. It's a bit irritating you know because we take time out of the day that we could of used for actual teaching, but when you see the benefits of it you know and although some of us, you know, especially the subject teachers, we not language teachers so we don't really see the improvements in terms of reading, in terms of speaking, in terms of so that is minute for us but if you look at a language teacher are quick to actually pick up on these things oh they, they, they there's an improvement so what I do with my learners is that if I see they have a reading problem I try and put emphasis on difficult words. I will break down those words for them. Uhm I start off with terminology. I take it from the simplest form of

what they can relate to, to what err that would make them at least create a picture, so because sometimes the words is not...they can't understand, but they can understand the picture and because they can understand the picture they can get to the answer of an activity and you know we try to read in class and when they read I correct them. I'm like not like this, like that and or the one thing that I pick up and I really stop immediately in my class is when a learner missed, I don't I don't say they mispronounced a word. It's a freedom of expression so the way you read it that's the way you read. Tomato tomato who cares, it's the same thing. You get what the person is saying so I allow that to be free in my class, you know. Even I make mistakes and then we laugh about it. Yeah it's funny but you got what I said that and that's the point. We try to communicate and if you got my message and that the goal of the lesson and so also the goal of when the learner reads. So in terms of reading I feel that a learner must be allowed to mispronounce. A learner must be allowed to express, uhm to also be given that opportunity to uhm to engage in a visual aspect you know and not just with content in terms of words but to create a picture an that's what I try to do uhm sometimes I even move them to the front of the class you know because we have the LSEN learners at school so I move them in front of my class and even the learners that is not in that program uhm if I see you struggling with that subject I'm going to move you to the front of the class and while the other learners are busy working I'm going to be okay so what are you doing, I'm going to look at what you doing I'm going to say, I'm going to say okay this I'm going to re-explain it and in the end make sure that they actually do get it. So it's quite difficult but it's really on your side on how you include them in your lesson and I've seen really good results. They want to participate. They enjoy it more. They smile and they have fun and they feel you know, that they are part of the class so yeah.

Interviewer: Okay so from what you are saying uhm, you can correct me if I'm wrong, uhm I think that you feel very positive about including them because you say that your school has a reading program and uhm the things that you do to help these learners you will break words down for them, you will correct them if they saying something uhm not exactly pronouncing something wrong, you allow hem the freedom of expression but you also correct them and then you give them the opportunity to engage in visual content and how words can be represented visually which is also uhm err caters to a visual learning style so you thinking about that

Participant: Yes

Interviewer: ...you know catering two different learning styles. And uhm you move them around in your class, the LSEN learners. You put them in front of the class so I get the feel you feel very positive that learners with reading difficulties must be in a mainstream school.

Participant: Yeah

Interviewer: Okay thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: No I would still feel the same way about teaching as I would about someone that is not struggling with reading difficulties right so it's for me it's they all the same. There's no difference. The only difference is my dynamics in the classroom and how I teach and the way I approach things and I approach them so that is or needs to be considered you know because they tend to shy away from answering questions. They tend to be very on their own. They exclude themselves automatically because they know that they are struggling. So your dynamics in the classroom...that is just going to be my focus, but in terms of how they treat them, totally the same and I expect the same excellence as I would from anyone else so uhm yeah. So that's about it.

Interviewer: Okay so you feel very positive about learners with reading difficulties in your classroom and you feel you would adjust your teaching approach to accommodate them.

Participant: Yes

Interviewer: Thank You. What would you regard as benefits, if any, of including both the learners with the reading difficulties and the learners without the reading difficulties in your classroom?

Participant: What's the benefits?

Interviewer: Yes. It could be benefits for either learner, benefits for the learner with reading difficulties, or benefits for the learner without reading difficulties.

Participant: Well uhm the benefits I would say is a life experience. Sometimes learners are tend to come from a background where their, the family is well-educated. So they don't know what it's like to be from an area or family that isn't well-educated. So now they learn that patience is a virtue and they see that in a sense that they see different sides of the river right. They see the path that has really good reading abilities and others that don't and then they

also see that in either way we have to respect. So there's that value of respect that both of them learn right. The value of, if err when including both parties, especially the learners that struggling can actually see the value of being included and see themselves as or gain self-worth in a sense because automatically they come there with a deficit in themselves. They, they see themselves lacking and the moment they get a positive response from the learners that are stronger they immediately feel look I'm going to work at it. So they work. They want to be part of it. They form friendship bonds. They form uhm because I've actually seen this in my grade 8 class now because I have a girl that's very very weak. She struggles and I've placed her in front of the class and I've seen the reaction. She never used to smile in class and because she use to be in the back and she placed herself there. I didn't put her there. She decided she's going sit at the back in the corner and when I realized this child's problem, I placed her in front and she never used to smile, she never used to talk, she never used to comment you know, That all changed – the complete opposite. And the child that's sitting next to her, when he saw that in her he automatically smiled so it promotes this type of happiness you know, and I noticed that because for me it was very significant that this child struggling with reading that placed herself in the back of the classroom, and is now in front, automatically there was this contagious type of joy that it brought about in my learning environment and a happy child learns better. So in both instances you could see that a child that doesn't – because this one, he does very good, he does very well and she does not but then they work together so there's this type of collaboration and it's, it's really err nice, enjoyable thing to see you know. Happy kids happy learners so both benefited in that sense.

Interviewer: Okay so just to reiterate what you said uhm you feel that the learners without difficulties they benefit from life experiences where they get exposure to seeing that the world is not perfect and there are learners that struggle uhm those with difficulties etc. and those learners also get the opportunity to learn patience from collaborating with learners with difficulties, reading difficulties and then the benefit for the learner who has the reading difficulties, they feel included and increases their motivation err to work harder. They form friendships and they are happier from feeling included?

Participant: Yes

Interviewer: Okay Thank You. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: What would you regard as challengers okay, well the curriculum is packed, it is so packed that even the learners that are not, that does not have reading difficulties are struggling to so that I can get it done, you know. So I have a lot of content that I need to get through a certain time finish, right. So you can imagine the pressure also on these learners that are struggling with learning difficulties. Uhm with reading difficulties uhm also what I found was in the beginning when a learner is maybe reading, I allow them to read I class that you used to have these rude kids that use to make fun out of them which I didn't allow uhm so you first have to address those problems, problems that roots back into their mannerism and respect for others' abilities. So that was a big challenge to get them, you know... teach them the value of respecting others to accept that there are going to be times when things are going to be a bit slow in class but you don't say it in that way but you sort of maneuver it in a way that learners can say look this is 8b, if 8b wants to pass 100% because we always announce at the end of the term who passed 100% the class, there is not going to be you and you that they going to mention they going to say 8b so do you want 8b to have this pass rate or do we want to include everyone so let's work hard together to get that 100% pass rate? So I think that value to instill in the learners takes a very long time to get across and in that sense you get them to be tolerable of taking time with these learners you know with working with them and then they like okay we understand Miss I we going to read because now you find those learners that's struggling with reading, they going to be "Miss I don't understand that. Can you just explain it to me again?" So now you find because you have created that environment, they going to be more prone to say "Miss, you know, just explain that" Then I'm going to do it whereas a child that doesn't struggle is going to get irritated and then they going to start you now fidgeting and that but because they get the value of we working towards a common goal, we not going to get irritated and then they learn to ease into that culture so it's quite difficult but you get there, you really do get there. It just about having perseverance.

Interviewer: Okay so basically you find that uhm when having learners with reading difficulties in your class you find that the curriculum is very demanding so that is a challenge err to get the curriculum done. And then err that also affects the time to teach so uhm... okay and you also said that there would be discipline issues in your class where learners without the difficulties must learn to respect those with the reading difficulties and you would need to take time to teach them those values that would, values of respect and then that would help to decrease the discipline issues.

Participant: Yeah

Interviewer: Okay so those are the difficulties.

Participant: Yeah

Interviewer: Thank You. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: Wow this is a tough one. It's everyone's responsibility because how do you expect for a child to, you know, excel if everyone... This is, this is what we do our work is with children and uhm at the end of the day we are producing uhm... we are producing the future within our learners and if at school we do not have a positive attitude in teaching these kids you know, come read for me, do this for me uhm if there isn't that atmosphere or that attitude from teachers towards learners then how are we going to expect these learners to achieve their full potential? So the reading part is everyone's responsibility. It's not just the LSEN specialist. It's not just the mother, the dad, the grandma only. It is everyone. So everyone in that child's life must be pro-active. Even their friends because my friend use to struggle in school and in maths and even every subject, they used to come. Right, I'm good at math. I going to help you. You good in English. You going to help me. So there's that constant exchange of knowledge that must always happen between people even right now me as a teacher and you as a student you know because it's so, that is how we make things better. This is how we make things grow, and this is what we want for our kids. We want then to grow, and we want them to learn. We want them to improve and if we don't want that as a teacher then what are you doing in this profession, right? So everyone. That is my opinion. Everyone should be a part of that.

Interviewer: Okay so if by everyone you mean yourself obviously right the teacher and then LSEN teachers and then parents, friends, is there anyone else you can think of is that it for everyone?

Participant: Shew! For me it's literally...it's a... it's a whole community. It's the community. It's also how we view this learners in your perspective and so yeah that's basically everyone.

Interviewer: Okay thank you. How do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?



Participant: Uhm you see... uhm hyperactive learners are just learners that have a different... they just different in a sense that uhm they have increased energy levels. They have increased...you know, they just need to do something. They need to be busy. So for me, I don't have a problem with learners that are suffering from err ADHD. The only thing I do think is that, I feel that these learners that are being pumped with these medicine and medication and producing a different child and that is my concern really. It – I have a girl in my classroom that is also suffering from ADHD and she sits, she just sits and sometimes she's non-responsive and when she doesn't do then she cries. She's this emotional rollercoaster but at most, she's happy, but there's that energy that is missing because of the medication that she's taking...the ritalin that she's taking.

And it breaks my heart because I know learners that are hyperactive and I enjoy that energy that they emit in the class. And I, you know, I draw from it. I draw from it because I'm as a teacher teach 6 lessons in a day of an hour with 45 kids maximum. It drains you. You have to give attention to everyone but when these kids are in your class and they "Hello Miss. How you doing?" You know. They, they all happy then it's sort of you know you draw of that energy uhm and for me it is to include them is very important also because its, its, it's not about the fact that they have that condition it's about how are you, how are you going to address it? How you going to teach them? It's really how you teach them because I have ADHD learners in my class and they listen to me they work with me and I accept that sometimes these learners are going to go out of bounds you know that is not the norm but then the onus is on you as the teacher to draw them back.

Okay so it takes time. It really takes time and patience but I do because I love my job and if you don't have that aspect as a foundation where you can't as a teacher do that for that learner. So the way I feel, I feel positive about them. I feel that they are necessary because it introduces difference in the class, diversity. It introduces learners to a different type of learning environment, you know, spontaneity uhm impulsivity in some cases but in, in many times that is needed to make the atmosphere light uhm and not judging these learners you know. In many cases you don't even know they sitting with that condition, so you take it as it comes to you. Yeah.

Interviewer: Okay so basically you don't have a problem with them generally being in the mainstream schools you feel that they should be included but your concern is that they are on medication and you feel positive about changing your approach to teaching them and uhm a

benefit is also that it introduces diversity uhm in the classroom and learners get to see spontaneity.

Participant: Yeah

Interviewer: Okay Thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: I would have no problem with that (laughs). Basically the same, just changing my approach you now uhm making them feel part of the class, redirecting them when they are not..... I hate the word 'conformed' to be honest with you because you feel like... you see the dynamics at a school uhm is sort of..... It is sort of forced onto the teacher. If it was my class and you know I didn't have to worry about people coming into my classroom... checking up on whether we were doing the right thing, I would have these kids right you guys go in a group, you guys do this in a group and they would just enjoy themselves cause I like to set up tasks that with clay and needle and you now because I do life sciences so I, you know you make it interesting you let them build something, work together and uhm in cases people see that as rowdy and noisy but for me I see it as learning, as people enjoying themselves. These are human beings and how do we enjoy ourselves best is when we get to communicate, when we get to talk about what we are doing and engage with other learners so uhm for me I would really love that aspect of letting these learners be part of the classroom so no problems no issues.

Interviewer: Okay so you feel positive about teaching them in your class?

Participant: Yes

Interviewer: And you like the element of group work and communication.

Participant: Absolutely.

Interviewer: Okay. What would you regard as benefits if anyof including learners with both hyperactive behaviors and learners without hyperactive behavior in your class room?

Participant: uhm... Patience.

Interviewer: Patience for who?

Participant: (Laughs) Patience for the learners that are, have ADHD that are hyperactive  
uhm...

Interviewer: You're saying that they will learn patience.

Participant: No... not...

Interviewer: Okay where were we... We were talking about the benefits...

Participant: Yes the benefits of the learner not struggling with the hyperactivity. Uhm sometimes what I find in my classroom is that these learners are uhm...they so excited about something you know cause I like to include fun facts scientific fun facts, lets watch this video some day and they will go totally out of bounds and then sometimes it's quite a few in the classroom and they are totally excited, whether its hyperactive or not and uhm it's, its, its actually trying to get them to all co-operate and tell them look here I'm one person and you guys are 45. Let me decipher what you all want to say so let's start with you, so you have to calm them you know so you have to there's this uhm I always say right "let's breathe in and out" Let's just create a calming atmosphere and uhm so you have the patience with these learners because you, you, because they tend to go a bit the excitement sometimes becomes too much and everything and then if I look at at uhm... the value of allowing them to express themselves uhm that is a benefit to the learners with hyperactivity so I allow them to do that so they will have this like twenty seconds where they just like let go, let go of what you feel right now and uhm then I say okay now we going to draw it back to what we want to do, what we want to learn from this right so the benefits of that and I feel it's a benefit for both because it's quite tough when learners to go from one period to the second and they not allowed to talk. I would hate that (laughs). I would hate that so in certain instances you just let it all out and then okay let's regroup and we say, let's take it from that point and this point and that point. So it's important to give these learners a breather you know. And I sometimes do that in my classroom when they just get into the classroom. I let them make a noise, talk it out and then I say okay guys let's just relax now and start with the lesson. Uhm the benefit is when I do that they are so much more calmer. They are cooperative rather than shouting at a child. They more...then they become more aggressive. They, they don't want to open up to you so uhm I've really learnt in my six years that your approach to learners and even the way they come to you right... you must be approachable but the benefits is for both parties. I feel is, is really good when you allow them to just be who they are at the end of the day.

Interviewer: Okay so basically you say that the benefits for the learner without hyperactivity is that they will be able to learn patience and then the benefit for the learner with hyperactivity will be able to express him or herself and then the benefit for both of them is that it's quite tough going from one class to the next without being able to talk and you give them little bit of leeway to where they can talk to each other.

Participant: Yes

Interviewer: Okay Thank You. What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: (Coughs) Sorry...Okay can you just repeat the question?

Interviewer: What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: It takes a lot of time right so is time-constraining.

Interviewer: Okay so it's time-constraining.

Participant: Yes in a sense that in order to get them on the same page like the rest of the class, you need to explain to them certain things right, For example what I would do is uhm let's say they, they excited about a question, so let's say they, I ask a question in the classroom and they get excited and just shout out an answer. Then I have to first tell them look here I know you excited but I need to make sure that everyone gets the answer so you are going to be a genius that has to... you know, if that person is wrong, then I'm going to ask you to give the right answer right, so it takes a bit of a time to let them see Okay Miss, Miss I need to let others to also learn so uhm that is one of the challenges that I have in terms of time. Uhm the whole shouting out of answers sometimes uhm they repeat what I say so it's a bit...or they want to complete my sentences and it gets like really irritating and I have to keep my cool and I have to say "look here I, its disruptive" Right so I have to reprimand them which isn't always lekker because they sort of feel that you know yoh miss just dissed me now or things like that. Uhm so the teaching of the whole classroom dynamics uhm takes patience. It takes time and it takes a lot of love. (Laughs) Really a lot of love and you find that these kids are the ones that like on my birthday they are the ones that give me a hug and that... to reciprocate that you have to open yourself up as because you a professional right. So you a professional working with human beings. So you can't, there can't be a barrier so you need to

be the breaking down of the barrier needs to happen and if that doesn't happen, then you are sort of you seen as this one-sided person which I don't, I, I, I have my distance from the learners but I also have that closeness so you have a distance with a closeness and it's very difficult to manage that because sometimes these learners want to be in your space and then I tell them look here just move a bit to that side you know that is also a challenge in maintaining your personal space as an educator so yeah I would say those are the challenges.

Interviewer: Okay so basically you feel that it is time consuming with the learners because they do things like shouting out and they repeat your words and then that's a little bit of disruptiveness in the lesson and then sometimes them in your space as well.

Participant: Yes

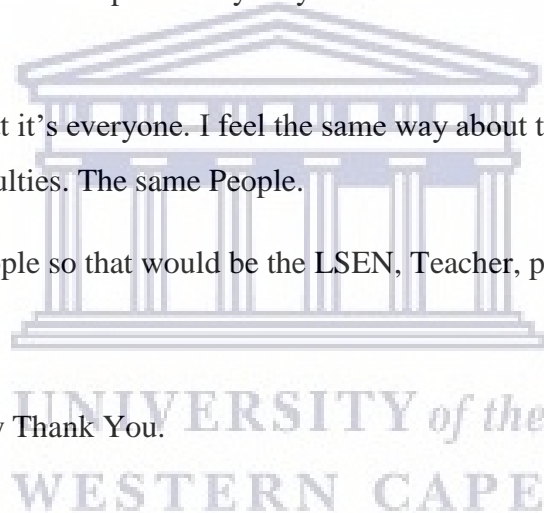
Interviewer: Thank you. Whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: Uhm I feel that it's everyone. I feel the same way about the question that you asked about reading difficulties. The same People.

Interviewer: The same people so that would be the LSEN, Teacher, parents, community

Participant: Everyone.

Interviewer: Friends. Okay Thank You.



## APPENDIX O

### Transcription of participant J

Interviewer: The first question is we sometimes hear people talk about inclusion or inclusive education. What does that mean to you?

Participant: According to me inclusive education refers to learners with all types of learning barriers including them into the mainstream uhm wether it's a learning disability a child has or a physical disability. So any disability. Anything that you can define as a disability that's inclusion according to me.

Interviewer: Okay so basically you feel that learners with learning barriers such as learning disabilities, physical disabilities and anything else that is described as a disability should be included in the mainstream school.

Participant: Yes

Interviewer: Okay thank you. How do you feel about inclusion of learners with reading difficulties in the mainstream school?

Participant: er... Well from what I've seen after being a teacher for almost 20 years it's not a very good idea, it's extremely difficult not only for the educator but for the child as well because we as educators, normal educators are not qualified to deal with these types of barriers and uhm at the end of the day the child suffers because in most of the cases the building blocks that supposed to be there is not there. So hence the child will suffer specifically in reading, spelling, writing. And that's one of the key points in education. A child needs to, must be able to read, write, spell in order for him to do the other subjects.

Interviewer: Okay so basically you feel that it's difficult to include the learners with reading difficulties in the mainstream school. It's difficult for teachers as well as the learners and teachers are not trained.

Participant: Yes we are not trained to deal with that.

Interviewer: Okay thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: At the moment I have a lot of kids with reading difficulties so what I do is err I'm currently teaching them so it's just a question of you need to change your approach with these type of kids and obviously the type of assessments that you do with them will also be different but unfortunately when it comes to grade FET phase especially grade 10 to 12 uhm you get the different levels of questions but that child will only be able to answer level 1 and 2 questions he will never be able to answer level 3 or 4 questions.

Interviewer: Okay so you feel that uhm you feel positive about including them in your classroom but at the same time er and you also feel positive because you feel the teacher must change their approach to teaching and uhhh the assessments will be different and at the same time you also acknowledge that it is difficult for the learner because you feel the learner is not going to attain that level that the curriculum expects for those difficult sort of questions and when you say that the assessments will be different what do you mean by that?

Participant: For Instance on a question paper you get different types of questions (Phone rings)

Interviewer: Ok so we were talking about uhm including learners with difficulties in your classroom. Okay so I asked you the question about the assessments. You said that the assessments would be different.

Participant: Yes uhm out of a language perspective on your rubric or your, uhm yeah, You have a rubric that actually caters for the child that has reading or any disability when it comes to language but the problem is that child will never achieve above 40%. Although there is room on the uhm, uhm, rubric for the child to get a mark, at least a 40% but that child will never get higher than a 40%. Uhm and should that child decided to pass grade 12 which I doubt, he or she will never be able to study further because there's a backlog and that applicable to all their subjects.

Interviewer: Okay thank you. What would you regard as benefits if any of including both learners with reading difficulties and learners without reading difficulties in your classroom to combine both of them? It could be the benefits of either child?

Participant: I think one that might benefit will be the child with the learning disability when it comes to peer, to group work and, and peer assessment. There the child will definitely benefit but with individual work or you can perhaps ask the like what I do in my class... we just had a writing piece now, creative writing and what I do is after they have written there piece, they

check each other's stuff so they help each other with spelling errors and so forth and uhm what also benefits the child is what I... do you don't just write. You have to read your introduction so I let all 40 of them read their introduction so that the one can listen is this write? Does it sound right? Is mine fine? Can I maybe change mine? That's my way of trying to help them and they not aware of the fact that they helping each other because those type of kids are usually very withdrawn from the others and they not very outspoken because of their lack but in other cases some of them are quite ill disciplined also because of this barrier. So you get the 2 type of kids – the one that's totally introvert and then you get the extreme cases because of the fact that the child does not understand the work, he or she tries to disrupt the class the whole time.

Interviewer: Okay so this actually falls under one of the other questions.

Participant: Is it?

Interviewer: Yeah so you feel that a benefit for the child with the reading difficulties is that they well be able to benefit from peer collaboration?

Participant: Yes

Interviewer: They edit each other's work. Thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: The challenges are basically the fact that we are not trained. Not all teachers are equipped to, to deal with these kids and what I've also noticed is like I was fortunate enough to teach at a primary school. At high school with all due respect but most of my colleagues doesn't really know what an intervention is. What type of interventions you need to do. Some of them just regard an intervention as phoning a parent. That's part of an intervention. So what I usually do is if I now see but this child is unable to write this essay, I will give him maybe a second chance uhm depending on the level or the grade or leave out certain words. I will leave the original one but I will do my 2 or 3 interventions as proof that at the beginning the child was unable to do this but when I asked them to do like what do they call this in English now... this is the close exercise per say or something where they fill in the missing words, so that the type of intervention that I usually do with these kids

Interviewer: Yes



Participant: And obviously drilling, doing small tests uhm...especially with the grade 8 and 9's in language. They, they children learn through visualization. So when it comes to certain parts of the words, I actually make them draw and that is when I realize that the child understands it much better or instead of just giving a lesson, make a story out of it. So that helps a lot.

Interviewer: Okay so uhm the challenges you would, I would summarize is that you were not trained so you don't know how to adequately deal with those kind of kids. Those are the challenges with including them and but you do try with having by different interventions?

Participant: Yeah, Yes

Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: I feel we need the proper trained LSEN teachers to do it.

Interviewer: Okay.

Participant: And it must start from pre-primary and obviously it's like we call it here, Its 3 legs. It's the teacher, the parent and the child. And that lacks in our schools. In government schools you don't have that co-operation for parents or sometimes many parents are not even able to help their kid. So it's... firstly it must be a trained LSEN teacher and then with the help of the parent, the child and the teacher.

Interviewer: Okay so just to reiterate you feel it's the LSEN teacher, you feel it should be yourself as well as the teacher in collaboration with the parents and the children.

Participant: Yes

Interviewer: Thank you. How do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: To be quite honest that, that is a big disruption in the class. We have a few kids here in the school that, that has AD what?

Interviewer: ADHD.

Participant: ADHD and, and most of the time we as educators are not aware of it or we don't know how to handle the situation and they sometimes become very aggressive so it's quite

difficult for us because now you have to deal with this child and there's 30, 39 other kids in the class so you have to spend about 10, 20 minutes with these, this type of children and it just at the end of the day they the other kids in the class they the ones that suffer but I've also realized that we need to change our approach with these kids because there's one boy at the school...he has the tendency to get very, very, very angry and like becomes a bully and what I've noticed is that the minute, the moment I start speaking calmly to him, treat him differently, ask him to do certain chores for me then he's a totally different child but if you scream and shout and complain the whole time it's not going to work so it is a big, big, big challenge.

Interviewer: So you feel it is very difficult to include the learners in the mainstream schools because you feel teachers are not adequately equipped on how to handle them which leans towards again training. They are not trained uhm and you feel that you are not aware fully of ADHD and what that entails and uhm you also feels it's difficult because learners can become aggressive and on the other hand you also acknowledge that teachers should change their approach on how to handle them so uhm is that sort of a mixed sort of feeling about including them here or do you feel definitely they shouldn't be included in the mainstream?

Participant: You know what for me its er it's a, it's still a child its uhm,,, it's a mixed emotion because if it was my child I would of preferred him to be in a normal stream but when dealing with a child, when you in a situation you actually realize but that a child doesn't belong in a mainstream because at the end of the day it doesn't benefit the child at all.

Interviewer: Okay so it's a mixed feeling?

Participant: Yeah

Interviewer: Okay thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: Frustrated.

Interviewer: Okay so it's difficult.

Participant: Yeah

Interviewer: And the reasons why?

Participant: Because uhm... as I said before if I had a manual on how to do it, and whether the amount of learners that you sit with in class its quite difficult to, to focus on that child specifically as I have said before you need to, they never sit still and then you get those days where they took there tablets and then they, they zombies so then you don't get anything out of them. Even with marking there scripts I've noticed that there's always blank spaces and the child just writes something that has nothing to do with the work so it's too much for that child to take in because we work at a very, very fast pace also especially when it come to the grade 8 and 9's I've noticed that I don't know if they babysit them in primary school but they can never keep up with the pace. The work and is and I'm referring to now to mainstream. Most of the time the work is incomplete. The tasks are always late. Uhm they not on the level they supposed to be. Hence it's more difficult for the child that. Now you can just imagine that how difficult it must be for the child that has this disability. If the mainstream child can't cope properly then how would that child cope?

Interviewer: Okay so you feel it's very difficult to have that child in your classroom because teachers, you are not trained to adequately teach them and then you also feel the class size is huge. How many learners are in the class on average?

Participant: On average 40, 45.

Interviewer: About 45 and that affects uhm how they behave in a class. And then you also say that having them in a class there's not enough time to focus on them individually. Another challenge is that when they are medicated they don't learn effectively that way. And then the curriculum is fast paced which means they cannot cope with that pace and they cannot cope with what the curriculum expects from them.

Participant: Mm. Mm

Interviewer: Okay thank you. What would you regard as benefits, if any, with including learners with both the hyperactive behavior and learners without hyperactive behavior in your classroom? It could be benefits for both the child with hyperactivity and or for the child without hyperactivity.

Participant: I don't think there is any benefit in it because the child that is hyperactive gets labelled. So at the end of the day that child suffers the most. I've noticed it here at school also. Kids will tell you, "*nee juffrou hy is mal*" you know things like that. So uhm there is no benefits according to me. The child suffers.

Interviewer: Okay

Participant: The child that is hyperactive, he or she suffers because the whole class will tell you, No this child is not normal don't bother about him/her. She is like that.

Interviewer: And do you feel there is no benefits for the child without hyperactivity?

Participant: Yes

Interviewer: Okay so there's no benefits for either of them. Thank you. What would you regard as challenges with including learners with hyperactivity in your classroom?

Participant: Isn't that the same question.

Interviewer: No the previous one was about the benefits and this one is specifically about the challenges so yes we have mentioned it in the previous.

Participant: What would I regard as.....

Interviewer: ...challenges with including learners with hyperactivity in your classroom? hyperactivity, the challenges....

Participant: Didn't I answer that one.... (Laughs)

Interviewer: Yes so in the previous question I asked you how do you feel about them in your classroom so you feel that you felt frustrated so you can answer the same thing.

Participant: Okay, okay it's the teaching method obviously you'll have to change it uhm different types of assessments that you'll have to do with these types, these kids. Uhm, also uhm being aware of the fact that you don't exclude the child. That's another problem, so the child, the child must not be aware of the fact that but now this teacher is basically excluding me from the rest of the, of the kids because now you have to sit with that child. Do a different type of assessment, explain more to the child and obviously they, they teenagers so their image I feel is also, are also being affected by that.

Interviewer: Okay, so you feel that uhm you've got to change your teach, teaching methods uhm in order to teach them do you feel that that is... how do you feel about changing your teaching methods?

Participant: As I said, the curriculum is packed, and its, its certain things that you need to do in a certain way.

Interviewer: Mm

Participant: You can't change that. Like for instance now we busy with oral, just to make an example, grade 12 and it's pressure time now. So to sit with a child that you have to beg and beg, come and talk, you need to do your oral, you must do it. It influence the marks of the whole group. You see, that type of things. Whereas the child that doesn't have the disability, he or she knows exactly the importance of this whole exercise. Whereas the child with the disability is, they just have this I, I don't care attitude, its fine.

Interviewer: Okay, so you feel that its time consuming to change your teaching methods.

Participant: Yes

Interviewer: And then you also that uhm you must be aware of how to include them. Is that also time consuming to, to sort of, I don't know, to get that knowledge of how to include them?

Participant: Not necessarily, it depends on, on... say now if we get training before time and, and another things that's also important is, you need to know who is in your class. And most of the time you don't know it. Especially if the child starts in grade 8, you are not aware of fact, always aware of the fact that this child has ADHD. Only when the problem starts then the parent will come and, but most of the parents are not upfront about it. So you struggle with a child for almost 2 terms and only then parents start to pitch and say but no this child has a problem. The child can't, has learning difficulties, ADH whatever. So you need to know beforehand who you dealing with and in most cases like with myself, the classes that that I'm teaching this year, 90% of them I've not taught before so I don't know the child. So it's only after doing an assessment, by the second or third assessment that you realize but there is really something wrong here. It's not very, you can't pick it up easily.

Interviewer: Okay, so uhm you feel that you don't know which learners must get individual attention or special intervention because parents are not upfront about it in the beginning. It only comes out afterwards, so you are not able to implement proper interventions from the beginning. And then uhm another challenge is it affects the child's image that's what you said early, earlier when they receive sort of more attention in class and then uhm you've got to

also explain more to them in order to be able get them to focus on the work. Those are the challenges?

Participant: Yes

Interviewer: Okay

Participant: And usually they also don't do the work. I know the one boy, he's not in my class, I'm not teaching him but when they maybe, there is a teacher absent and they must come and sit in my class and you say you'll have to take out your books, you will have to tell that child about 3 or 4 times. Take out your book, uhm, and at the end I've realize I must actually give, give him something to do in the class. That's the only way, he or she would sit still but the minute you tell them sit down, do your work, they can't.

Interviewer: Okay, so they don't have that interest in doing the work.

Participant: No, most of them would sit and draw. I noticed they draw on their hands and they would actually, some of them would ask you, can I sweep the class? They would rather do that instead of writing or, or reading or and obviously it's most probably because they don't know how to do it. That's then thing that, that they comfortable with or they would sit and tease the other kids or make sure they work on their nerves. Do something, bang on the desk or ...

Interviewer: Okay so another challenge that you identify with them is that they are a bit disruptive?

Participant: Yes

Interviewer: Okay, thank you. What, okay, whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: I feel, they, they it's the responsibility, firstly, okay with the teaching now. It's the it's the responsibility of the WCED uhm with the uhm stake holders. These kids needs to be identified in grade R already and, and like at ex module C schools, they have all these people at their school. Whereas with us, I mean we have, we have so much trauma here in the community. We hear gunshots here every day uhm, one of our teachers almost got shot 2 weeks ago when he walked out of his classroom. The bullets just came

Interviewer: Oh my word.

Participant: Yeah. So an we had to wait about 2 days for safer schools to respond, so the WCED needs to focus more on their, if I can put it in this way, that there governments schools because that is where the big problem is. We sitting with our *fas, fas, fas*, what's a fuss in English? Fetal alcohol syndrome. We sitting with that in our schools. We sitting with the the kids that, whose mummies use drugs. You don't find them in the ex-module C schools but still here we don't have the service provider to deal with these type children. Like if I may say that we have one of these kids at our school... his father is a teacher at one of the neighboring schools and uhm he asked us one day can't we just keep his child, make sure his child take his tablets every day because he doesn't have time for it. Man, you see things like that, it becomes our responsibility and it's not supposed to be our responsibility. Our core function is to teach but nowadays we are much more than teachers. We social workers, we parents, we psychologists and these things we didn't study for. So yeah I feel it's the WCED, the stake holders.

Interviewer: So when you say the stake holders, what do you mean, like to be specific?

Participant: Uhm everybody that sits, that sits with and work out these policies. They the people that really needs to look into it and I don't know if they do studies or something because at the end of the day the dropout rate of these kids becomes very big. Because obviously they can't cope and, and, and they become aggressive. They give behavioral problems. They more in the office than in class and at the end of the day the parents just take them out of school.

Interviewer: Okay so...

Participant: So trained qualified people from the WCED side must come in and whichever stake holders, whether its people like you from the universities that's doing research or a psychologist. Like I know for instance, we have 1 psychologist that must do about 30 schools. So if a child, say for instance get raped or whatever here, that child has to wait for days on end before the psychologist will be able to, especially if it's a child that can't afford things like that.

Interviewer: So you believe that its trained people and qualified people that the WCED must provide, it could be researchers, psychologists and yeah.

Participant: And of course very importantly, the OT.

Interviewer: Occupational therapist?

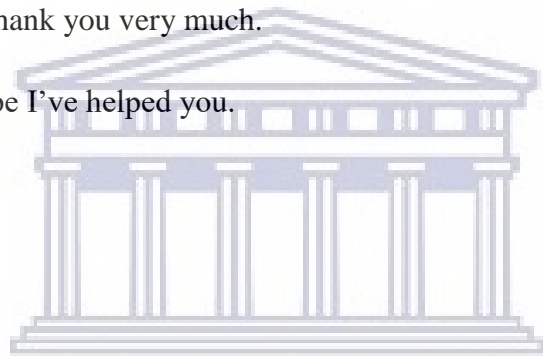
Participant: Yes, yes.

Interviewer: Okay.

Participant: I feel every school needs an OT because they know how to, how to deal with kids. They can sense the problem, they can identify the problem. When I taught in Johannesburg, at a primary school, we were fortunate enough to have er to have 2 OTs that came out twice a week and after that we as teachers were actually able to how the child, the child's behaviour works and what to do in cases like that and even when I came here in 2007, the first thing I asked was why don't we have an OT at our school? Because they know exactly what to do and they can actually guide you on how to work with these kids.

Interviewer: Yeah, okay, thank you very much.

Participant: Pleasure, I hope I've helped you.



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## APPENDIX P

### Transcription of participant K

Interviewer: we sometimes hear people talk about inclusion or inclusive education, what does that mean to you?

Participant: To me it means you have to include each learner in your class, not only the strong ones in the class but the ones that struggling in class that cant probably uhm grasp, grasp the work from the start. So that, that's what inclusive means to me.

Interviewer: Okay, so you have to include the learners that are not only strong but weak also.

Participant: Yeah, to, to say it like that or from different races also, different ethnicity groups, that kind of thing.

Interviewer: Different backgrounds, races or ethnicity. Okay, thank you. How do you feel about inclusion of learners with reading difficulty in the mainstream schools?

Participant: Uhm, what do you mean about that?

Interviewer: Okay so like you get special needs schools and then you get uhm the, this type of school is called a mainstream school, Yeah.

Participant: Okay so the question was?

Interviewer: How do you feel about those learners with reading difficulties being in this type of school because uhm, it doesn't mean that they must be in a special needs school because inclusive education wants them to be in this school.

Participant: Err, Yeah. No I don't think there's a problem having learners in a mainstream school that's not able to read but I mean then it's a teacher's uhm responsibility to help or to identify those learners and maybe the school has a special program where they help these learners, to help including these learners in classrooms and I think the main thing is for us as a teacher to, to do the extra classes uhm thing. Cause that's the time when you can actually help your learner that's, that has difficulty with reading cause I know most of the learners are so shy. When I ask them to read me a question sometimes in class, they don't want to. Most of the time because the kid struggles with reading and then I won't know in class because there's no time. Not time but you are, you are not in a hurry to finish your lesson but, there's

the rest of the class waiting. So you have to ask someone else to, okay the read the question to me or do that question for me and then you neglect that child at the end of the day. It is important that we give attention to those learners also.

Interviewer: Okay so you feel positively about the learners with reading difficulties to be included in the mainstream schools

Participant: ...in the mainstream schools.

Interviewer: ...and you feel that teachers should help them with intervention programmes,

Participant: ...intervention programmes.

Interviewer: ...and more attention?

Participant: More attention. Yes.

Interviewer: okay, thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: uhm, now that you asking, I have this one learner in my class, he's in grade 11 but he's very quiet. I didn't know he has a, he speaks slowly cause he struggles to ask you a question but the one time I asked him in class then uhm I told him to answer me the question and he couldn't answer the question. I was not getting frustrated cause I thought he just didn't want to answer me. But when I went to him afterwards and I ask him why you didn't understand. Then he struggled, I was so shocked at that moment. But then I ask his parent to come in during parent evening cause his, his not a disruptive learner in my class. He doesn't talk in class and then I spoke to his parents and she told me that she asked him to take the letter to uhm to each educator he's going to so that they can be uhm, they can know his problem. So that's one of my learners but I'm giving him extra classes now at the moment. Because he can't, he struggles to ask you a question because of his speech.

Interviewer: So his got little to no functional speech?

Participant: Yes, I didn't know that cause none of his uhm class teachers didn't told us or the HoD didn't told us so. And the one day I was almost, not rude to him but the kids are so, no miss I'm not going to answer. So I thought he was one of them that didn't want to answer the question or read the question but when I went to him and I saw, and I was so shocked cause I

didn't know what to do but I asked him after class to come to me and I talk to him but he actually starts to uhm what do you call it?

Interviewer: Shake or get nervous?

Participant: Shake or get nervous but now during class, I go to him when the class is busy and then I sit next to him and I ask him, can miss help you and then he tries to speak but I give him a chance. So now it's better but I think we should be more attentive to such things in our classrooms.

Interviewer: So you feel you that should be aware when learners have special, sort of needs when they have that kind of needs and uhm you feel that you, the teacher should be more attentive to it.

Participant: To it, to it. Yeah also.

Interviewer: Okay and then the, the, the learner with reading difficulties being in your classroom or the learner who can't read, how would you feel about having that learner there or those kind of learners?

Participant: No I won't have a problem with having a learner who can't read in my class but for math lit it is actually important to read because it's a lot of reading taking place to get information to do your calculation. So it's going to be difficult for the learner, but I won't say I will I know what to do with that learner cause I'm not trained to help that learner, you see? But I don't see, I don't see there's a problem having that learner in my class.

Interviewer: Okay so you feel positively about them being there even though you're not trained to deal adequately with them.

Participant: Yeah.

Interviewer: Thank you. What would you regard as benefits if any of including both learners with reading difficulties and learners without reading difficulties in your classroom? So uhm, do you feel there's benefits, any benefits for having both of them combined, the one with no reading difficulties and the one with reading difficulties together in your class. It could be benefits for either of them.

Participant: Yeah cause I mean the kids should be able to understand what I'm trying to teach there in front. So yeah the kid can't read but most, I'm mostly doing my stuff in front of the class. Reading some of the stuff or asking learners to read in class. So if I'm aware that this child can't read then I won't ask him, come read a passage in the class for us cause I know the kids can't read at the moment so I'm gonna uhm, I'm gonna lose that child in my class at that stage cause the kid is gonna um pull away, pull away and not participate in class whereas the kid can sit in class and listen to us in class – the kids that can read – and the teacher explaining so I don't think there is uhm its not beneficial for them to not be in class. So it benefits both the kid that can read and the one that can't read.

Interviewer: Okay and then uhm do you say that uhm what did you say exactly was the benefit for the ones that can read they can be able to participate right?

Participant: Yeah they can participate in class obviously and the one that can't participate that can't read they will be able to listen yeah.

Interviewer: so they will also benefit from the learning process but in a different way.

Participant: In a different way yeah.

Interviewer: Okay thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: Uhm challenges.... Uhm I think time. Time is one of the challenges cause there's no time in class for me as their math's teacher to test them to read in class but we can do something afterwards but learners doesn't want to come to you after school. It's so difficult. There's some learners I have identified that doesn't do that well in class and I ask them to come to me after school or during their intervals but it's so difficult to get them to you so you want to help sometimes but it has to come from the learners side also.

Interviewer: Okay so uhm so you feel that learners don't want to come after school, you feel that they don't have the motivation to come and then you feel that time uhm... there's not enough time to help them individually.

Participant: Individually yes

Interviewer: Okay

Participant: Because we have so a lot of stuff after school we can't always have the time for a learner afterschool also. That was one of my struggles during in my second term here because most of my learners wanted extra classes or so but I couldn't because there was so much going on after school.

Interviewer: Mm okay thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: Say again

Interviewer: Whose responsibility do you feel it should be to teach learners with reading difficulties in a high school? Is it your responsibility or do you feel its other peoples or people together? Yours and somebody else...

Participant: Yeah I think me and somebody else but I don't think it's not my responsibility. It is my responsibility.

Interviewer: Okay so you feel it's the teacher's responsibility?

Participant: Yes

Interviewer: Okay thank you. How do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: Yes (laughs) Uhm you have to include those learners and some of them are your stronger learners in your class so uhm I'm always trying ways to include these learners because they walking around in class. They eating in class sometimes but and that's disruptive towards your lesson also but most of them is not disrespectful it's just that they are hyperactive mainly. So uhm... to answer your question you have to include those learners also.

Interviewer: Okay so you feel positively about including them here.

Participant: Yes

Interviewer: Okay. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: I also had this one learner but I think he was on ADHD yes he's on medication because I spoke to his mom during the parent teacher meeting but it's just that sometimes I'm

giving him a job in class. I ask him okay clean this and clean that because it's not just, I saw this last term. He can do his work. He's really a bright learner but he can't sit still in class but I spoke to his mommy and he's mommy told me that I must give him something to do in class sometimes not all the time. He has to work in class but you must help him to do something to leave the other learners because he's always trying to influence the other learners in class. They working but now he doesn't want to work in class so he's talking to them you see so sometimes I will ask him, please rearrange this for me in class then he would do it. He won't be disrespectful and say no miss leave me alone or so but sometimes then there's days when he's working. So you have to get ways to include that learner in class otherwise he's going to disrupt your whole class.

Interviewer: Okay so you feel positively about including the hyperactive learners in your class. You feel that you can support them and you feel that teachers must look for ways to manage to those learners and parents also must collaborate with you on working with that child.

Participant: With the child yes.

Interviewer: Okay thank you. What would you regard as benefits, if any, of including learners with hyperactive behavior and learners without hyperactive behavior in your classroom?

Participant: The learners with hyperactive behavior, there's actually learning taking place because they want to take part in the lesson because those are the learners that shout out the answers to me, those are the learners that want to come to the board and work. Work out the examples or the problem so in that sense it's a positive. Its beneficial to my classroom and the ones that are not so hyperactive uhm yeah they are just, they not, not taking part they just sitting there doing their thing or they just don't want to come to the board and do the er problem solve but it's also beneficial for them because they actually pay attention in class when one of the hyperactive learners is there in front trying to do the work and explaining the stuff and doing the examples so I think its beneficial for both of the learners.

Interviewer: Okay so you feel that both types of learners can learn the one with hyperactivity and the one without hyperactivity. They both are able to learn in the class. Those learners with no hyperactive behavior they focus more and those with hyperactive behavior are more keen or more or how do I say? They like to participate more by coming to the front.

Participant: Yes coming to the front yes.

Interviewer: This benefits for both of them. Thank you. What would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: Challenges...I have to be honest that not every day I win with those learners. Some days you can say anything to them but most days you can work with those learners but as soon as those learners decide to, they not going to listen to anyone in class they going to do their own thing then I struggle. I struggle in class so there is sometimes disadvantages having those learners in the class and especially when they 2 or 3 at the moment because 1 I can handle then I can tell them keep quiet and sit one side or not sit one side but just keep quiet. I can do that to him or talk to him 3, 4, 5 times in class but to have 3 or 4 learner's disrupting your class, hyperactive learners, then it's a disadvantage.

Interviewer: Okay so you feel the challenge with them is that they are sometimes disruptive?

Participant: Yes

Interviewer: Okay thank you. Whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: Uhm.... I don't mind having those learners in my classroom but I think there needs to be more support from the office side Yeah we can put them in detention but detention doesn't help because the learner will go for detention today or tomorrow but he's coming back to your class with the same, same attitude. I think there needs to be some sort of support from the office

Interviewer: Office, do you mean

Participant: Yeah, HOD's, Principal them.

Interviewer: Okay so you feel that they should be uhm...taught by teachers in the mainstream school and then you feel that there should be additional support from the people in the office such as HOD'S...

Participant: Yeah mentors...

Interviewer: Who would be a mentor? I mean like, do you mean a teacher...

Participant: Yeah a teacher that is 10 or 12 years in the industry already.

Interviewer: Okay a mentor as in an experienced teacher?

Participant: Experienced. Yeah.

Interviewer: Okay so you would feel that it's the teacher's responsibility and the learner must receive support from the HOD's and mentors so it's like a shared responsibility.

Participant: Yeah a shared responsibility

Interviewer: Okay thank you.





## APPENDIX Q

### Transcription of participant L

Interviewer: We sometimes hear people talk about inclusion or inclusive education, what does that mean to you?

Participant: Inclusive education means when school, when the principal uhm includes in his decision making the teachers, that is not only the senior staff but the normal teachers also, the post level one teachers with any uhm decisions that they must make that is for me inclusive.

Interviewer: Okay, so it's including the teachers in the decision making process.

Participant: Yes.

Interviewer: Okay, thank you. How do you feel about inclusion of learners with reading difficulties in the mainstream schools?

Participant: I don't think they can, reading difficult, I picked it up in maths lit. They cannot cope

Interviewer: Okay, so you feel that the learners cannot cope?

Participant: With the reading, they have reading difficulties.

Interviewer: Okay.

Participant: Analyze, and analyze what they've read.

Interviewer: Because they cannot analyze or they can?

Participant: They cannot analyze what they've read because I'm teaching mathematics lit. It's reading and it's interpretation. I picked it up, reading difficulties in my subject.

Interviewer: Okay, so you feel it's very difficult to include them in the mainstream schools?

Participant: Yes.

Interviewer: Okay.

Participant: But I think this the work, you have learners that can cope but you have those that cannot cope and I think the worst cases, they cannot cope in the mainstream.

Interviewer: Okay, thank you. How would you feel about teaching a learner with reading difficulties in your classroom?

Participant: Currently, I'm teaching learners with reading difficulties in my classroom so I can cope and in most cases that's the learners that fail because they cannot cope.

Interviewer: Okay so you feel that you can uhm cope with them, with teaching them...

Participant: I cope with them until a certain level where they feel they cannot cope anymore because, because I must teach and if they decide they cannot cope and then they decide to leave the school.

Interviewer: Okay so you feel positively about having them in your classroom. You can cope with having them there but it's them that has the difficulties and sometimes it doesn't uhm allow them to learn effectively, that's how you feel?

Participant: Yes, and then they leave school or yeah, earlier than... possible, yeah, earlier.

Interviewer: Okay, so you feel that they end up sort of dropping out?

Participant: Yes, dropping out because

Interviewer: They cannot learn?

Participant: Yes, because they cannot learn.

Interviewer: Okay, thank you. What would you regard as benefits, if any, of including both the learners with reading difficulties and no reading difficulties in your classroom? It could be benefits for either type of learner.

Participant: The learners with reading, the benefits for the reading difficulty, oh I don't think there's any benefits.

Interviewer: Okay no benefits for the learners with reading difficulties its, its...

Participant: To cope in the mainstream.

Interviewer: Yeah

Participant: No, I don't think so.

Interviewer: And then uhm learners with, okay this question means like combining the two groups together in one classroom.

Participant: So the one is reading difficulties and the other group is the?

Interviewer: no reading difficulties. Just to have both of them in your classroom, are there any benefit for either of them?

Participant: The one that don't have difficulties they will do their works, there's no problem and you see because they work and they give the answers, the others will just sit there and they cannot answer and then the others who do not have problems, they will most of the time give the answers, do their work, etc.

Interviewer: Okay so you feel that the learners without any reading difficulties there's benefits for them because they will excel academically?

Participant: Yes, Mm.

Interviewer: Okay and that there's no benefits for the learners with reading difficulties?

Participant: Yeah because at the end, they will suffer. Not suffer like, they will stay behind because they have reading difficulties.

Interviewer: Okay, thank you. What would you regard as challenges with including learners with reading difficulties in your classroom?

Participant: They will stay, the reading difficulties with learners is they will fail at the end because they, in my subject, like in math's lit. They cannot do uhm there's reading, there's words. They cannot read, okay not read, they cannot interpret what they've read and now they must apply what they've read or how they interpret, but they cannot do that because they can't read and that is what I'm sitting with in mathematical literacy.

Interviewer: Mm, so you feel that the challenge with these learners is that they will end up failing because they cannot comprehend what they read?

Participant: Yes

Interviewer: It's a challenge, is there anything else?

Participant: Nothing.

Interviewer: Thank you. Whose responsibility do you feel it should be to teach learners with reading difficulties?

Participant: I think that if they picked it up in the primary school, there should be, they should have done something there already. In the early stages, in the early childhood stages because the, the learners coming with that reading difficulties from primary schools, I don't think they only pick it up only in high school. So there somewhere at primary school they have to deal with that

Interviewer: Okay, so you feel that these learners should have received intervention at primary school level?

Participant: At primary school level.

Interviewer: Okay and now that they are in high school and they come with these difficulties uhm, who do you feel, whose responsibility do you feel it is for them to be taught presently?... To be taught by.

Participant: I'm not sure if we have a special teacher that because we, we teaching subjects and in the olden days we had like guidance teachers but we don't have now. So maybe it's the system or the department or whatever.

Interviewer: And if they had? If they could give the assistance?

Participant: Then the department must ma sort out the problem (laughs) so I don't know, I don't have an answer.

Interviewer: Mm, okay you're not sure?

Participant: Yeah, I'm not sure, I don't have an answer. What they must do, what the department must do.

Interviewer: Are you saying you don't have an answer for what the department must do or are you saying.

Participant: Yes, I don't have an answer for what they must do.

Interviewer: But do you feel they should do something?

Participant: Yes.

Interviewer: Okay, so you feel that the department is responsible for catering to this type of.

Participant: Special needs. Yes

Interviewer: Special needs. Okay, thank you. Uhm, number 7, how do you feel about inclusion of learners with hyperactive behavior in the mainstream schools?

Participant: We dealing with them. We have learners with hyperactive learners at school so we have hyperactive learners that can't sit and they hyperactive.

Interviewer: And then do you feel –

Participant: They, they take part of the school.

Interviewer: And do you feel positively about them being in the mainstream school or...?

Participant: I don't have a problem with them because I'm dealing with them.

Interviewer: Mm. You're dealing with them.

Participant: I'm dealing with them.

Interviewer: Ok so you feel positively about them being here and you feel you're dealing with them. That's an indication of you feeling positive about uhm your ability to deal with them.

Participant: I didn't have yet a situation, I'm 27 years that I say, that I can say because of that uhm hyperactive learners it was a total disaster for me you see so we deal with the learners sitting there or whatever the learners are busy. If the learners is getting or are getting too hyper then I will refer it to the grade head because. But didn't I sit with a learner that you get that is so hyperactive that is dis er... *bymawels* or whatever disrupt my class.

Interviewer: So basically you also feel quite confident about your teaching capabilities and your abilities.

Participant: I'm also teaching grade 11 and 12's. Maybe if it's in the lower grades then they will sit with a different problem you see.

Interviewer: So you sitting with the higher grades and that makes it slightly easier and your years of experience has helped you with your teaching capabilities and your confidence to manage them.

Participant: Yes

Interviewer: Okay thank you. How would you feel about teaching a learner with hyperactive behavior in your classroom?

Participant: I don't have a problem like I said I have senior learners that are hyperactive.

Interviewer: Okay so you fine with them being in your classroom. Okay. What would you regard as benefits if any of including both learners with hyperactive behavior and learners without hyperactive behavior in you classroom?

Participant: The hyperactive will have a negative impact and sometimes the results negative on the non-hyperactive learners because the non-hyperactive will work and the hyperactive will be busy with whatever they busy with and the hyper can bring down the average of the class and the group and grade and the school.

Interviewer: So you feel that the hyperactive learner disrupts the other learners and hinders their academic progress.

Participant: Yes

Interviewer: Okay er... so the question... that actually falls under the next question which was what were the challenges. So the current question was do you feel that there are any benefits of including uhm

Participant: Both?

Interviewer: Yeah. Both, yeah both in the same class?

Participant: There's no benefits for the non-hyperactive one. The non-hyperactive one will not benefit with the active one.

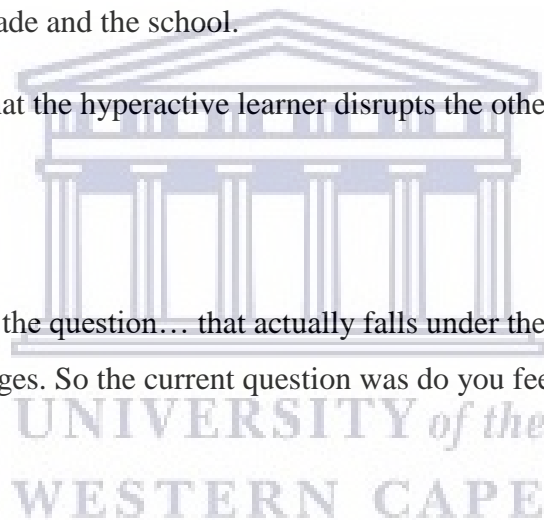
Interviewer: Okay so you saying there are no benefits for the non-hyperactive learner.

Participant: Mm.

Interviewer: Okay. And...

Participant: Because the active learner will disrupt the non-active learner's education

Interviewer: Okay and do you feel there are any benefits for the hyperactive learner?



Participant: No he will not benefit.

Interviewer: Okay thank you. Er... what would you regard as challenges with including learners with hyperactive behavior in your classroom?

Participant: With regard to challenges you must adapt your teaching style, teaching method uhm... yeah.

Interviewer: How do you feel about adapting your teaching methods?

Participant: It's making you sometimes uhm... not sick because you sitting with hyperactive learners you will have to repeat and basically you sitting with err... *hoe se a mens in Afrikaans nou?*, *nie* problems *nie*, some, they can be disruptive.

Interviewer: Disruptive yes.

Participant: Disruptiveness.

Interviewer: So you feel that the challenges are that you need to change your teaching methods uhm... is it that the usual way is maybe too convenient for you.

Participant: Not teaching method that okay you must to tell them every time, "Stop it now!" and then you must go on err.... etc.

Interviewer: Okay so you have to constantly discipline them because they are disruptive.

Participant: Yeah.

Interviewer: The disruptiveness is a challenge as well.

Participant: It makes you tired also to talk to them the whole time and that is making me tired.

Interviewer: Mm. Okay. Whose responsibility do you feel it should be to teach learners with hyperactive behavior?

Participant: I think *suma die* government, *ons kan nie sit met hyperactive kinders nie* because the government is looking for results and if they look for results then we can't sit with hyperactive and non-hyperactive so then he government must ma deal with it.

Interviewer: So by the government, that's the department of education. Uhm how would you like them to deal with it?

Participant: Uhm, unless they will tell us how to deal with it.

Interviewer: Training?

Participant: Because we don't do guidance training.

Interviewer: Okay so you would like, would've liked to be trained?

Participant: How to deal with them.

Interviewer: Mm

Participant: Because I don't know how to deal with it.

Interviewer: Mm, okay.

Participant: Because I must discipline them every time.

Interviewer: And uhm do you feel that it's your responsibility to teach them but with the support of the government or uhm it's solely the governments err responsibility to teach them without being with the government?

Participant: With the government's? Err, telling me or, like I say, what's it? Is it your responsibility?

Interviewer: Yeah.

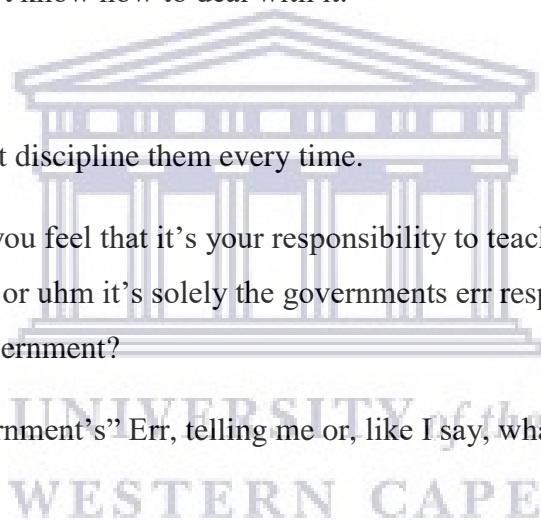
Participant: What was the question?

Interviewer: Whose responsibility do you feel it is?

Participant: To?

Interviewer: To teach these learners, hyperactive?

Participant: Okay, it's my job but if I have guidance from the government then maybe I know what to do, how to deal with certain situations.





Interviewer: Okay so that's, so that's more like a shared responsibility, you feel like it's yours and then with support of the governments such as, as you mentioned earlier uhm, training because you don't know how?

Participant: To handle them.

Interviewer: Okay.

Participant: ...to deal with them.

Interviewer: Okay, thank you and then just coming back to the previous question, number 8. Which was how would you feel about teaching a learner with hyperactive behavior in your classroom? You said that you feel positive about them being in your classroom, uhm and then you said that your, you're teaching senior learners...

Participant: Yeah, I'm if there's problems with the grade 8 and 9s, I don't teach them. So I'm mainly teaching grade 11s and 12s, that's what I'm teaching. So yes we have hyperactiveness but they also realize I'm a senior now.

Interviewer: They realize, oh oh these learners are they realize they are seniors so they are a bit more matured.

Participant: *Daar sy*. They know they hyperactive.

Interviewer: So would you uhm would you feel a bit less positive about including or having the learners if they were grade 8 and 9?

Participant: Yeah because the seniors are more matured, I know how to handle them but with the grade 8s if you doing invigilating with them, by them, then you can see the grade 8s and 9s. That learners is a difference.

Interviewer: Okay you feelings are positive for the seniors and a bit more negative for the juniors.

Participant: Yeah.

Interviewer: Okay thank you very much.

Participant: Pleasure.