

UNIVERSITY OF CAPE TOWN

FACULTY OF EDUCATION

**CLASSROOM TEACHERS' ATTITUDES
TOWARDS THE MAINSTREAMING OF
CHILDREN WITH SPECIAL EDUCATIONAL NEEDS:
A SMALL SCALE SURVEY**

**A dissertation presented
in partial fulfillment
of the requirements for the Degree of**

MASTER OF EDUCATION (EDUCATIONAL PSYCHOLOGY)

BY

JEAN-MARIE DAVIES

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ABSTRACT

The primary aim of this study was to investigate the attitudes of primary school teachers in ordinary classrooms towards learners with low to medium special educational needs, and to discover under what conditions, if any, they would be willing to accommodate these learners in their classrooms. It was hypothesized that teachers are not willing to accept these students without considerable support. The secondary aim of the study was to explore individual teachers' reservations about mainstreaming and methods by which these concerns could be overcome. A research design and methodology incorporating both a quantitative and a qualitative dimension was used.

The sample consisted of 113 teachers drawn from six primary schools in the broader Cape Town area. Two schools were included from each of the three Education Departments.

A questionnaire based on the Classroom Integration Inventory (Paul, Turnbull and Cruikshank, 1977) was developed and administered to the teachers. This provided the data for the primary investigation. The data for the secondary investigation was collected by means of semi-structured interviews which were conducted with the respondents who were least willing to accept learners with special educational needs.

Contrary to the literature, the quantitative results of this study indicated that primary school teachers generally had positive attitudes towards mainstreaming learners with special educational needs. The qualitative analysis outcomes revealed that class size, a lack of skills, and the additional time and work which would be involved, were the most prominent concerns. Suggestions offered to overcome these reservations included decreased class sizes and in-service training. These findings were similar to those in the literature.

This investigation was considered to be important as a policy of *progressive mainstreaming* is a currently debated proposal for the South African education crisis. The support of the ordinary classroom teachers would be vital for such educational reform to succeed.

Although the quantitative results indicated a favourable response to mainstreaming, the data were gathered by means of questionnaires depicting a hypothetical situation, and some teachers may have supplied "politically correct" responses. Thus it was recommended that this finding be supported by further investigation.

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CHAPTER ONE: CONTEXT AND MOTIVATION

1.1 INTRODUCTION

In developed countries it has been estimated that up to 20% of learners may have special educational needs. Most of these learners have low to medium levels of need, while 2% have high levels of need (Department of Education and Science, 1978). In South Africa, a developing country, it has been claimed that if compulsory education was to be immediately enforced, between 40% and 50% of students would be learners with special educational needs (LSEN), (Donald, 1993). According to Donald (1993) this high incidence is accounted for by the fact that many students have been disadvantaged under the historical apartheid system. This system contributed to widespread poverty, particularly in the African community, which would be likely to predispose children to health risks leading to intrinsic disabilities. However, the majority of special educational needs have been caused by the social and educational injustices of apartheid which have led to disabilities as a result of extrinsic factors, for example, high pupil-teacher ratios, the underqualification of teachers, and a lack of teaching materials and resources (Donald, 1993). These factors generally apply most severely to-date in the ex-Department of Education and Training system, historically providing education for the African community. The Task Team for Special Education/Provision for Learners with Special Education Needs (LSEN) Report (1994) estimated that 36% of the present and potential school-going population represented this group of disadvantaged learners.

With an inadequate general education infrastructure and marginal provision for specialised education, it follows that South African education is in a crisis situation, particularly regarding LSEN. In addition, in contrast to the high numbers of LSEN, there are very few specialists (for example, remedial teachers, educational psychologists and speech therapists) in the Education Support Services (ESS) available to assist these children. This has given rise to a debate about mainstreaming those learners with low to medium levels of need (children with mild to moderate physical, intellectual and/or emotional /behavioural difficulties) who are currently enrolled in specialised schools. Internationally it is agreed that it is desirable to mainstream learners with mild to moderate needs, keeping separate provision to a minimum. In South Africa many disadvantaged learners with low to medium levels of need are already in

the mainstream. It is important that they be recognised and supported. Not only would a policy of mainstreaming effectively provide for these LSEN, but it would also create space in specialised schools for learners who have high levels of need.

Archer, Viljoen, Hanekom and Engelbrecht (1994: 51) argue that:

A progressive mainstreaming model is the most efficacious way of addressing special educational need and the current crisis in South African education.

These authors have proposed a model for progressive mainstreaming which appears to be well supported by theorists and practitioners in this field in the Western Cape. It seems that the only way to match the few highly skilled personnel in ESS with the vast numbers of LSEN, is to implement such a model where the ordinary* classroom teachers are empowered and the ESS personnel are used as consultants, rather than working with individual children, except in extreme cases. This would constitute a major transformation of the educational system in South Africa. However, in order for such educational change to succeed, not only would it require the enthusiastic initiation of the change agents, but "on the ground" support would be necessary. As Donald and Lazarus (1994: 122) state:

Engaging key representatives of the users of change is just as important. Without their support and ownership of the process, change is likely to be resented - and all too easily sabotaged on the ground.

In this instance, the key people are obviously teachers in ordinary classrooms, and primary school teachers in particular. Although this group forms the focus of this study, the children and parents involved in schooling should not be neglected in the possible change process, as they too would be part of the user system with regard to a mainstreaming innovation.

* The term "ordinary" can be interchanged with "regular" and vice versa. The latter term is more commonly used in the international literature.

1.2 PROBLEM STATEMENT

Given the above, it is important to find out what the attitudes of primary school teachers in ordinary classrooms are towards learners with special educational needs, and under what conditions, if any, they would be willing to accommodate these students in their ordinary classrooms. It would be important for policy-makers who are planning for special needs to have this information in order to know where to begin, rather than simply making assumptions and imposing a model.

The specific research questions are:

- a) To what extent, if at all, are primary school teachers in ordinary classrooms willing to accept learners with special educational needs?
- b) Under what conditions would they be willing to do this?

1.3 TERMINOLOGY

The following terminology will be elaborated on further in the text. However, these definitions are provided initially for the purpose of clarity.

1.3.1 LEARNERS WITH SPECIAL EDUCATIONAL NEEDS

Learners with special educational needs (LSEN) refers to all learners who require any modifications or adaptations of the curriculum and/or specially adapted teaching-learning strategies in order to be educated effectively (Task Team for Special Education/Provision for Learners with Special Education Needs (LSEN) Report, 1994).

In this study LSEN are divided into four groups according to the nature of their special needs and the demands these will place on the ordinary classroom teacher. In reality these groups may overlap since a given child may have a combination of two or more of these types of special needs.

Group 1: Students who require any form of physical assistance (for example, visual and auditory equipment, medication);

- Group 2: Students who require a modified/adapted curriculum and/or special teaching-learning strategies (for example, children with specific learning disabilities, children who are mentally handicapped);
- Group 3: Students who require social skills training (for example, children who are withdrawn, lack social interaction skills);
- Group 4: Students who require behaviour management (for example, children who are aggressive, disobedient, quarrelsome).

All of the LSEN in the above groups will need emotional support.

1.3.2 MAINSTREAMING

Mainstreaming can be simply defined as an endeavour to integrate "exceptional" students into ordinary education settings wherever possible.

A more complex definition by Kauffman, Gottlieb, Agard and Kukic appears in Howarth (1983: 2):

Mainstreaming is the temporal, instructional and social integration of eligible exceptional children with normal peers based on the ongoing individually determined educational planning and programming process and requires clarification of responsibility among regular and special education administrative, instructional and supportive personnel.

1.3.3 PROGRESSIVE MAINSTREAMING

Progressive mainstreaming refers to:

... a long term goal of appropriate education, **within the general system**, for all those with special education needs (SEN). Specialised education personnel (as part of the education support services team with school health, psychology, social work, guidance and counselling services) will work towards the ultimate goal in carefully phased stages to ensure the gradual transformation of general education (Archer et al, 1994: 53).

1.3.4 CONSULTANT

A consultant refers to the specialised personnel (specialists) in the ESS who will work with a number of schools offering guidance and support to the principals and teaching staff.

As a consultant this person would support the school and individual teachers... in meeting SEN, rather than working directly with learners themselves (SAALED, 1994).

CHAPTER TWO: THEORETICAL FRAMEWORK

2.1 INTRODUCTION

This chapter is presented in three parts. The first part includes literature on special educational needs (SEN) and mainstreaming, with particular reference to the South African situation. This study is undertaken with the aim of assisting in the process of initiating a policy of mainstreaming in South Africa. It is therefore necessary to provide a brief review of SEN and mainstreaming in other countries, as well as to review the history and current situation in South Africa with regard to these issues.

The second part outlines theory related to educational and personal change, with a view to the proposed changes in special education provision in South Africa. A policy of mainstreaming would constitute a major reform of the existing educational system. It would require changes at various levels, including the external structure of schools in respect of facilities and stages in the different courses of study, changes in syllabi and teaching materials, and a change of beliefs and attitudes within the individuals who would be the practitioners of the innovation. It is thus helpful to review how educational reform is best planned and implemented on a large scale structural level, as well as on an intimate personal level.

This survey itself focusses on the attitudes of ordinary classroom teachers towards mainstreaming and the conditions under which they would be willing to teach children with special needs in their schools. Therefore research findings pertaining to teachers' attitudes towards teaching learners with special educational needs (LSEN) and the factors which affect their willingness to do so, are reviewed in the third part. This has not been explored previously in South Africa, so studies from other countries will be reviewed.

2.2 PART 1: SPECIAL EDUCATIONAL NEEDS AND MAINSTREAMING

2.2.1 SPECIALISED EDUCATION SERVICE PROVISION IN SOUTH AFRICA

In South Africa during the nineteenth century, interest in special educational needs was mainly shown by doctors and the clergy, while the educationists' attention was confined to the ordinary school. In the early twentieth century educationists began to realise their responsibility towards special needs. This was when an effort was made to co-ordinate the various independent contributions, and specialised education was gradually developed (Kapp, 1989).

The South African education situation has been particularly problematic due to the apartheid era. A pattern of racial inequality of provision for general education existed with many underqualified teachers in the disadvantaged education systems. This uneven allocation of resources was even more pronounced in specialised education. The state education statistics which were published in 1985, cited in Donald and Hlongwane (1989), indicated that only 0,1% of the total Department of Education and Training (DET) school-going population was enrolled in specialised schools in that year, compared with 4,1% of the Department of Education and Culture, House of Assembly (HOA) scholars. The inadequacies in the DET have led to a high incidence of untreated learning problems and disillusionment, which in turn has given rise to a high drop-out rate of scholars. In addition, there has been a history of inadequate support services for all Departments of Education, exacerbated by recent cutbacks and retrenchments. The above problems have been frequently documented (Donald and Csapo, 1989; Skuy and Partington, 1990; Donald, 1991, 1993; Nkabinde, 1993; Kriegler and Farman, 1994).

In the Western Cape Province which forms the focus of this study, reports were written to assess the current situation pertaining to special educational need and education support services, and to propose aims and strategies in order to re-distribute the available resources. The Strategic Management Team, Task Team, Specialist Support Services Report (1994) and the Task Team for Special Education/Provision for Learners with Special Educational Need (LSEN) Report (1994) provide the following information:

Based on the figures provided by the ex-Departments of Education in the Western Cape Province, and a conservative estimate based on the Warnock Report (Department of Education and Science, 1978) (suggesting the percentage of learners with special educational needs in developed countries), it was stated that 6401 (2,27%) LSEN with high levels of need were not provided for in specialised schools in the Western Cape.

The number of specialised schools as well as the distribution of Education Support Service (ESS) personnel (including remedial teachers, school social workers, speech and hearing teachers, adaptation/special class teachers, teacher counsellors and psychologists) showed a great disparity in terms of provision for the different ex-Departments of Education. The specialist/learner ratio of all pupils enrolled in schools in the Western Cape was very unevenly spread across the ex-Departments of Education. For example, the psychologist/learner ratio for each ex-Department of Education was as follows: Department of Education and Culture, House of Assembly (HOA) 1: 4000 ; Department of Education and Culture, House of Representatives (HOR) 1: 15 000 ; Department of Education and Training (DET) 1: 60 000.

It is evident from the above that redress and re-organization is required in order to meet the needs of all LSEN in the Western Cape.

2.2.2 THE TERM *SPECIAL EDUCATIONAL NEEDS* IN SOUTH AFRICA

The term *special educational needs* was used for the first time in the well-known Warnock Report on Special Educational Needs (Department of Education and Science, 1978). In the subsequent Education Act in England, the definition of a child with special educational needs included children with learning difficulties who required special education provision (Department of Education and Science, 1981). The same criterion was used in South Africa in the Report of the Work Committee: Education for Children with Special Educational Needs (1981) by the Human Sciences Research Council. The child with problems was thus identified by his or her need for an adjustment or modification to ordinary teaching (Kapp, 1989).

In the past, children's problems were classified into specific categories according to their causes and manifestations. This has been criticised mainly

due to the concern that certain categories, for example "mentally handicapped" may stigmatize and humiliate these children. The international trend of focussing on the students' educational needs and how these could be met (provision), rather than the traditional view which focussed on labelling the student according to the type of difficulty (categorising), is currently being recommended in South Africa. As the Task Team for Special Education/Provision for Learners with Special Educational Need (LSEN) Report (1994: 3) states:

Implicit in this paradigm shift is a move away from the labelling and stigmatising of learners into categories of disability, to broad generic groupings of learners according to the requisite nature of the education provision.

In most developed countries, the definition of a special educational need which includes the implication that the disability is intrinsic to the learner, is completely acceptable (Donald, 1993). However, in South Africa and other developing societies, this assumption is problematic as the majority of LSEN have learning problems caused by extrinsic factors (home, school and social environment) often leading to deficiencies in basic literacy and computational skills (Donald, 1993; Botha, 1994). The term *learners with special educational needs* is able to include all children who require specialised assistance, whether they are in schools for specialised education or in ordinary schools, and whatever the reason for their needs. Within this view, in South Africa it is estimated that up to 50% of the school-going population needs specialised assistance (Du Toit, 1990; Donald, 1993).

2.2.3 THE PROGRESSIVE MAINSTREAMING MODEL

2.2.3.1 Introduction

A proposal that has been suggested in order to address the crisis in South African education with particular reference to LSEN is the *progressive mainstreaming model* (Archer, Viljoen, Hanekom and Engelbrecht, 1994). The model presents an example of a method by which mainstreaming could be implemented in South Africa. It is supported by the Western Cape branch of the Southern African Association for Learning and Educational Difficulties (SAALED) and other local specialists in the field of special education. It is

further supported by the Government's White Paper (Department of Education, 1995) which encourages the holistic and integrative concept of the ESS in the general education system. The *progressive mainstreaming model* fits within a broader Support Services model proposed by Lazarus and Donald (1994). Both of the above models adhere to the Five Principles suggested by the National Education Policy Investigation (NEPI Framework Report, 1993) especially as they apply to specialised education. These are:

- 1) Non-discrimination by race, sex or class.
- 2) Non-discrimination by ability.
- 3) Redress for those disadvantaged by apartheid policies.
- 4) Democratic representation and participation of parents, teachers, specialised personnel, students and relevant community persons.
- 5) A unitary system of education with equitable provision for all South African children.

2.2.3.2 A brief summary of the progressive mainstreaming model

The model is in line with the Government's White Paper (1995) policy of twin mainstreams of formal, academic and vocational education and of non-formal education and training. All learners (except those with severe, chronic difficulties who would remain in "mixed-need" specialised schools or institutions) would be accommodated within the twin mainstreams.

Modularised curricula offering graded degrees of difficulty for each phase would be used to assist teachers to manage a class with students of different levels of ability, and to facilitate easy articulation between the twin mainstreams.

Fundamental to this gradual reform of general education are Education Support Services. Their involvement would include modifying and adapting the core curricula, alerting teachers to special educational needs, in-service training with teachers - sharing instructional and organizational skills, and availability for consultation. The teaching body would therefore be equipped, by means of in-service training and consultation, to deal with children who have low to medium levels of special educational needs in their ordinary classrooms.

Given the scarce human and material resources available to South African education, it is arguable whether this country has the infrastructure to support the model as a whole. It was pointed out in the NEPI Working Papers Supplement (1992) that mainstreaming without sufficient back-up resources would not work. However, the consultative mode is the most cost-effective form of providing specialised education. Thus a start could be made by spreading the human and material resources evenly across the new amalgamated Education Departments, and consultation with the ESS specialists could be promoted. This infrastructure would therefore be in place before the deliberate mainstreaming of LSEN with low to medium levels of need, and it would be serving the many children already in regular classrooms who require specialised assistance.

2.2.4 MAINSTREAMING

The following basic concepts which are repeatedly noted in the literature provide an overview of the basic principles of mainstreaming (Paul, Turnbull and Cruikshank, 1977; Apter, 1982; Drew, 1990; Watts, 1990; Macready, 1991):

- providing the most appropriate education for each child in the least restrictive setting;
- looking at the educational needs of children instead of clinical or diagnostic labels;
- looking for and creating alternatives that will help general educators serve children with learning or adjustment problems in the regular setting;
- uniting the skills of general education and special education so that all children may have equal educational opportunities.

2.2.4.1 Rationale for integration

The potential benefits of mainstream schooling for LSEN are widely recognised. These include socialization and peer modelling, alleviating the stigma of labelling, enhancing the children's self image, and providing the opportunity for LSEN to participate in the regular education curriculum. Fish (1985) points out that it prepares the handicapped for independent living as part of a normal community. Integration is morally desirable as it helps to

ensure the democratic rights of individuals who might otherwise be marginalised or excluded (Green, Naicker and Naude, 1995).

Mainstreaming is advantageous for the broader community in terms of the development of mutual tolerance and responsibility. Many experts believe that students can assist one another based on their strengths and needs, as well as develop friendships (Stainback and Stainback, 1990). Most students who were placed in specialised schools (as is the tradition to-date in South Africa for learners who are "different") have only been given the opportunity to be integrated into the broader academic and social community at a tertiary education level. Another advantage of properly supported mainstreaming for the entire school-going population is that the principles and practices of specialised education have preventative as well as therapeutic value which would benefit all the children in ordinary classrooms (Green, Naicker and Naude, 1995).

2.2.4.2 Mainstreaming internationally

Children with special needs have increasingly been mainstreamed in Britain since the Warnock Report (Department of Education and Science, 1978) and the Education Act (Department of Education and Science, 1981), with their emphases on the needs of the individual child, partnership with the parents and integration. In the United States, legislation makes it obligatory for every state to provide education for all children with special educational needs in the least restrictive environment. Canadian legislation has resulted in the mainstreaming of all students by 1988. In Sweden most students with special needs are accommodated in ordinary classrooms or in units attached to the school. The law providing for the integration of disabled pupils into mainstream schools was enacted in 1977 in Italy (Watts, 1990).

Integration of LSEN in these developed countries can take on many forms according to each child's particular need and the facilities available. Specialised units attached to the school (as mentioned above) provide one example. Other forms of mainstreaming include: attending a unit as a base while joining the mainstream class for certain subjects only (part-time); the mainstream class as a base and the unit attended part-time; the mainstream class full-time but withdrawal for specialised work; the mainstream class full-time with support for the teacher.

In these contexts, general education is well resourced and support services for LSEN in the mainstream are provided. In-service training for teachers and appropriate equipment for teaching special learners is supplied. It is recognised that mainstreaming is only viable and meaningful within an organised system of adequate support and resources (NEPI Working Papers Supplement, 1992).

2.2.4.3 Mainstreaming in South Africa

Although policy proposals have been made (for example the *progressive mainstreaming model*) no legislation with regard to mainstreaming has been passed in this country to-date.

Current state policy provides specialised education services for most categories of disability in separate specialised schools or institutions outside of the mainstream. Where these specialised resources are inadequate, which has typically been the norm in the ex-Department of Education and Training (DET), mainstreaming occurs by default, but without any support (Green, 1991; NEPI Working Papers Supplement, 1992). For this reason it is critical that consultation begins as soon as possible to assist the many teachers in ex-DET schools who face this dilemma on a daily basis.

Due to the country's fiscal crisis in education generally, the mainstreaming systems described above in developed countries seem unattainable in South Africa. However, a creative solution must be found since specialised education facilities are lacking (Donald, 1993) and LSEN are not decreasing. The suggestions set out by Archer et al (1994) seem particularly appropriate with regard to utilizing specialised institutions as "mixed-need" facilities only for those learners with the highest level of need. LSEN with low to medium levels of need should be mainstreamed in order to make place for the children who most need the full-time specialised assistance.

2.3 PART 2: EDUCATIONAL AND PERSONAL CHANGE

2.3.1 INTRODUCTION

Given the above realities of the South African education scenario, the current amalgamation of the ex-separate Education Departments is a welcomed

change for most South Africans. The education administration and individual school systems are thus undergoing many structural changes. It would therefore seem an appropriate time to introduce innovations with regard to specialised education. As Naude (1993: 239) states:

Realities in South Africa demand total reform of the education system. A unique opportunity now presents for the simultaneous reappraisal of the education services for children with special education needs.

However, the concept of mainstreaming is a new idea to most educators, and it has to-date not been sanctioned by the government. The mainstreaming of children with low to medium levels of need would add to the changes currently being made, particularly with regard to changes in beliefs and roles (for example, ordinary classroom teachers would have to gain the skills of remedial and special/adaptation class teachers, and remedial teachers would have to become consultants for the classroom teachers, rather than working with individual children).

Since this study is concerned with the introduction of mainstreaming in South African schools, it is necessary to review the theory of change as it applies to the education system and to individuals at a personal level where attitudes are formed and changed.

2.3.2 THE CHANGE PROCESS

According to Bishop (1986: 3) the process of planned change involves the following four major factors:

- 1) the change agent;
- 2) the innovation or change itself;
- 3) the user system;
- 4) time.

The first three factors interact with change, and are changed by each other during the process of innovation. In fact, it is stressed that for any innovation to succeed, the change agent and the user system must co-operate and collaborate.

A time factor is involved since innovation is a dynamic, social process. The following statement by Fullan (1991: 130) supports this:

Change is a process, not an event.

Although a certain event can precipitate change instantly, the human's adaptation to the event will occur over a period of time until relative consistency is achieved. In other words, the "ripple effect" of the change event is taking place continuously.

Havelock and Huberman (1977: 159) point out the dangerous situation which exists when the innovator is separated from the user. The designers and administrators of projects often do not have to make many changes themselves, but it is others whose behaviours must be modified. "Top-down" strategies have tended to have little impact on innovations, thus attention is increasingly being paid to the user system.

The User System; where the "action" is. This is the target of all the change agent's planning - the system which is trialling and possibly adopting an innovation (Bishop, 1986: 25).

There is a need for continuous interaction and feedback in order for the user system to be satisfied and implement the change successfully. According to Bishop (1986), the fact that the users should be involved more closely in the development of an innovation in order to improve commitment, is frequently noted in the literature. In the case of mainstreaming as an educational innovation, the user system is mainly comprised of the children, parents and teachers who are currently involved in general education daily.

2.3.3 CHARACTERISTICS OF SUCCESSFUL CHANGE

Havelock and Huberman (1977: 80-81) pose four factors as being significant in determining the success or failure of innovation projects. These factors are:

- 1) ✓ infrastructure (the procedural configuration of the system involved in the innovation process);
- 2) authority (leadership);
- 3) consensus (agreement with the objectives of the innovation and the way it is being implemented);
- 4) resources (funds, equipment, facilities, personnel available).

According to Havelock and Huberman (1977) the degree to which countries are able to successfully implement major changes in their educational systems, is dependent on the positive measure of the above four factors.

A strong infrastructure means that the system is able to: identify needs; analyse a problem; elaborate appropriate solutions that are feasible and materially possible; and implement the solution. The people in leadership must be able to initiate the innovation and vigorously attend to its implementation. Consensus is a critical component and it is usually gained if the innovation responds to a real need and the benefits of the innovation are demonstrated. Adequate resources are essential for the initiation and maintenance of innovation projects.

Unfortunately all four factors are seldom present simultaneously. Often one or two may be missing and this would weaken the chances of success. However, strong leadership and widespread support appear to be the most important factors for success as they have proven to compensate for other deficiencies and have carried projects over logistical obstacles. Since South Africa is a developing country with limited resources, it would be necessary to compensate in terms of the first three factors listed above, in order for the major educational reform of mainstreaming to succeed.

Steger (1984) points out that discontent with the present situation is the first step towards innovative actions. Unless people feel some real discontent with their current state of affairs, there is little hope that any outside force will be able to convince them to change. It cannot be expected that all the members of a system will become dissatisfied with their situation simultaneously, but the group who "see the light" first should be encouraged to initiate the change they envisage.

The desire to do better is at the heart of the improvement of man as an individual. It can also become the inspiration and motivation to work for success in society (Steger, 1984: 362).

Thus, if educational change is to succeed, there needs to be a sufficient number of individuals who are dissatisfied with the status quo, and who would support the plans of change. This study addresses the question of the degree of support there would be amongst teachers, if a mainstreaming policy was to be implemented in South Africa.

2.3.4 PARADIGMS OF CHANGE

Two paradigms of change (radical and regulatory) have posed a dilemma in educational change literature. In Fullan (1991: 38) these perspectives are expressed as "the fidelity perspective and the mutual-adaptation or evolutionary perspective." The fidelity approach implies that an innovation has already been developed and the task is to get groups and individuals to implement it. The mutual-adaptation or evolutionary perspective stresses that new policies and programmes change and develop mutually as the users work with them and thus participate in determining their outcome.

Donald and Lazarus (1994) argue that the term "transformation" describes best the combination of the two approaches to change, viz. radical and regulatory.

This entails a commitment to an openness to change which is built into the very change process itself - a process of ongoing critique and development (Donald and Lazarus, 1994: 120).

According to the literature, what appears to be important for successful educational change, is the tolerance of the process of change and an openness to ongoing change.

Two further paradigm polarities of educational change described in the literature are the objective and subjective realities. The objective reality of educational change (which involves a "change in practice") consists of three fundamental dimensions in implementing any new policy or programme:

- 1) teaching styles;
- 2) teaching materials;
- 3) beliefs.

In order for the outcome to be affected, change must occur in practice along all three dimensions (Fullan, 1991).

Whiteside (1978) points out that many definitions of innovation contain the underlying assumption that innovation only involves objective reality. This excludes the different meanings and significance which it holds for the individuals who experience it. Innovations in education do not exist in any unchanging, objective sense. As Whiteside (1978: 35) states:

At any one point in time different people may have quite different perceptions of an innovation and over time the same person may change his perceptions of an innovation.

This implies that a subjective reality is involved in the change process for each individual. While the objective approach emphasises external determinism and structural change, the subjective approach includes personal attitudes and voluntary change.

Fullan (1993: 23) observes that one cannot mandate change:

If there is one cardinal rule of change in human condition, it is that you cannot make people change.

Almost all educational changes of value require new skills, behaviour and beliefs or understanding (Fullan, 1991). It follows that one cannot force people to think differently or compel them to develop new skills.

When considering educational change, it is important to look at it from the teachers' perspective, as Fullan (1991: 117) states:

Educational change depends on what teachers do and think - it's as simple and complex as that.

The subjective reality of teachers should be taken into account when considering the objective reality of educational change. The following quote from Fullan (1991: 35) serves to illustrate this point:

Loucks and Hall's (1979) research clearly shows that the assumptions of introducers of change are out of whack with the "stages of concerns" of teachers. At initial stages, teachers are often more concerned about how the change will affect them personally, in terms of their in-classroom and extra-classroom work, than about a description of the goals and supposed benefits of the program.

Whether potential changes become meaningful at the level of individual use and effectiveness, depends on how these subjective realities are addressed or ignored.

2.3.5 RESISTANCE TO CHANGE

It is not in the nature of human beings to welcome change with open arms. All reforms inevitably clash with certain entrenched attitudes and values (Bishop, 1986: 30).

Since education is largely conservative, resistance to educational innovation would certainly be expected. The change agent must assume that the members of a system will be committed to their present ways of operating and will, therefore, resist learning something new. Part of the process of change implies the unlearning of present ways of doing things. It is argued that most of the difficulties of planned change arise in this unlearning process. The change agent has to overcome this resistance, believing that if change is to occur, the individuals have to abandon, or at least modify old action patterns, beliefs and attitudes (Whiteside, 1978). Therefore much support for the practitioners of the innovation would be necessary during the re-education phase.

In South Africa, the belief has generally existed that all children with special needs belong in specialised schools. Even where these learners have infiltrated into the mainstream by default, the teachers working with these children have still felt that they would be better placed in specialised schools. These fundamental attitudes can be understood, since no attempt has been made to provide skills or resources for the teachers in order to cope with the children's special needs.

It is evident that change is threatening and confusing whether it is imposed or engaged in voluntarily. Marris (1975) makes the claim in Fullan (1991: 31) that:

...all real change involves loss, anxiety and struggle.

Strategies to reduce such fears have been suggested by Donald and Lazarus (1994). These include acknowledgement of the need for individuals to have a sense of control through participation in the decision-making processes, and the need for them to experience the change as manageable through a "step-by-step" approach where small goals are achieved.

Passive resistance occurs when people who are unwilling to do something, find ways of superficially conforming to the requests or orders of those in authority. They invariably take up their former behaviour patterns when not being supervised. This form of resistance is difficult to detect and even more so to change (Havelock and Huberman, 1977). Teachers may even embrace a new theory of education sincerely, yet may not change anything fundamental in their own procedure.

As has been mentioned earlier, resistance to change is strongly related to the extent to which the people who are required to change have or have not been involved in deciding what that change should be. Research on decision-making in education has indicated that teachers do not participate fully in the process (Poland, Thurlow, Ysseldyke and Mirkin, 1982). However, in a survey in England with regard to mainstreaming by Myles and Simpson (1992), 75% of the teachers expressed their need to participate in the decision-making process.

It becomes clear that it is not a particular type of structure, method or attitude which is an obstacle to the innovation effort, but rather the rigidity of a structure, method or attitude. Some of the implications for dealing with teachers' beliefs and behaviours include a continuous process of evaluation and the discussion of beliefs once the teachers have had some practical experience in attempting the new behaviours (Fullan, 1991).

2.3.6 EDUCATIONAL CHANGE AND MAINSTREAMING IN SOUTH AFRICA

In South Africa, efforts to initiate structural changes in education have often been accompanied by struggle and violence. However, there has been a shift of focus from stubborn resistance and non-conformity to the government's then apartheid policy, to a gradual negotiated reconstruction of the existing education system. As Parker (1993: 222) expresses it:

The change strategy is no longer to sink the old ship and build a new one, but to change the old ship plank by plank. The shift from resistance to transformation, from revolution to structural reform, brings policy-making to the fore as change becomes a matter of negotiated agreement, planning and management.

This appears to reiterate the ideas of Donald and Lazarus (1994) above, who argue that a gradual transformation of the existing education system as it applies to special educational provision, is the route to follow. Archer, et al's *progressive mainstreaming model* mentioned earlier also adheres to this principle of transformation. Change which occurs at either extremes of the "radical-regulatory" dimension is unlikely to be practical or successful.

A concern of the National Education Policy Investigation (NEPI, 1993) was that decisions have always been made by the minority of educated intellectuals, without the voices of the rural people, women and unemployed youth who would be most affected by the new education system. As Parker (1993: 225) points out:

The sure guarantee of a transformation of the education system that will satisfy the needs of the poor lies in the development of an articulated system of governance that ensures the maximum participation of all interested parties in education decision-making.

Mainstreaming is one of the more complex changes in education. It involves changes in beliefs and principles; changes in diagnosis and treatment; and changes in roles and relationships between ordinary classroom teachers and special education teachers, and between school staff and community members and professionals outside the school (Fullan, 1991). Teachers' roles and relationships would also change with regard to the children and parents. Ideally all those involved in the educational innovation of mainstreaming should participate in the planning of such a change. This would include pupils and parents, particularly those directly concerned with special education, as well as the education personnel and other professionals referred to above. This study makes a start by focussing on the ordinary classroom teachers and their attitudes towards mainstreaming, as teachers play a crucial role in this type of innovation. However, it is clear that all other interested parties should also be included in further research and planning.

Donald and Lazarus (1994) point to the "dynamic and interconnected nature of the change process" which involves structural as well as personal change, particularly with reference to a policy of mainstreaming in our country.

...the shift to mainstreaming special educational needs can only occur through progressive structural changes in resource allocation paralleled by a simultaneous process of attitude change and capacity building in the classrooms, homes and workplaces of the nation (Donald and Lazarus, 1994).

Thus it seems pertinent that all parties are involved and consulted in educational changes before, during and after implementation. This study is highly relevant in terms of the stress which the literature places on the teachers as being key people in any educational change outcome.

2.4 PART 3: REGULAR TEACHERS' ATTITUDES TOWARDS MAINSTREAMING AND THE FACTORS WHICH AFFECT THEIR WILLINGNESS TO TEACH LSEN

2.4.1 INTRODUCTION

A review of the literature on general education teachers' attitudes towards integrating LSEN has demonstrated that they generally express negative attitudes to mainstreaming efforts (Stephens and Braun, 1980; Gans, 1987; Kauffman, Lloyd and McGee, 1989; Coates, 1989; Rodden-Nord, Shinn and Good III, 1992), and few variables can be identified to account for positive integration attitudes (Larivee and Cook, 1979; Stephens and Braun, 1980; Stoler 1992). Kauffman, Gerber and Semmel (1988) and McKinney and Hocutt (1988) point out that data reflecting attitudes of regular classroom teachers towards the Regular Education Initiative are conspicuously absent from the literature.

It is assumed that teachers who hold negative attitudes would reject LSEN if mainstreaming were to take place (Siegel, 1992). This conclusion has been criticised for methodological reasons as studies have often been characterised by methods that present hypothetical children unknown to the teachers completing the ratings, and where performance data about students' academic skills is not provided (Rodden-Nord, Shinn and Good III, 1992). Asking teachers for their attitudes towards real students involves teachers' considerations of many other variables besides the students' handicapping labels or their special educational needs.

2.4.2 THE SIGNIFICANCE OF TEACHERS' ATTITUDES TOWARDS MAINSTREAMING

Researchers have identified teacher attitudes as a major concern in exploring teacher effects on mainstreamed LSEN. Miramontes, Cheng and Trueba (1984) claim that teacher attitudes influence the success of exceptional students in the mainstream. Thomas (1988) maintains that it is widely acknowledged that teachers' positive attitudes towards mainstreaming are a prerequisite for its successful implementation. According to Hudson, Reisburg and Wolf (1983), mainstreaming may be defeated if teachers do not hold positive attitudes towards it.

Several authors indicated that attitudes vary according to the disabilities affecting the person (Moore and Fine, 1978; Schloss and Miller, 1982). One theory proposed that deficiencies with the least critical social stigma would be those best accepted (Algozzine, Mercer and Counterline, 1977). Since teachers' attitudes and expectations are revealed in their behaviour, these are perceived by all the students. It follows that the pupils will tend to reproduce the models presented to them. Consequently, teachers who reject LSEN may induce similar behaviour in the students (Goupil and Brunet, 1984). This may lead to "self-fulfilling prophecies" where the LSEN achievement and behaviour will gradually conform to the teachers' and pupils' expectations. Baker and Gottlieb (1980: 6) clearly state that:

...teacher attitudes are expected to influence the extent to which handicapped children become not only physically integrated but integral members of regular classes, benefitting academically, socially, and emotionally from the experience.

2.4.3 FACTORS AFFECTING TEACHERS' ATTITUDES TOWARDS MAINSTREAMING AND LSEN

(In a study by Siegel (1992) exploring teacher attitudes towards actual mainstreamed students with learning handicaps, it was found that positive attitudes were significantly correlated with teachers' successes with students. Teachers' general attitudes towards mainstreaming did not relate to teachers' specific attitudes towards actual students. Similar findings were demonstrated in research conducted by Thomas (1988) where teachers' perceived competence influenced their attitudes towards integration. Teachers who felt competent in helping the mainstreamed intellectually handicapped pupils and those who were in contact with a special educator who favoured integration, held positive attitudes towards mainstreaming. Stoler (1992) notes that teacher attitude may be closely tied to their effectiveness in educating handicapped students.

Research by Bender (1986) revealed that the student personality variables of self concept and locus of control influenced perceived teachability of mainstreamed learning disabled students. Results of Siegel's (1992) study also indicated that teachers' perceptions of students' behaviours had a greater influence on teachers' attitudes than the handicapped label.

Results of a study by Giangreco, Dennis, Cloninger, Edelman and Schattman (1993) showed that despite teachers' initial negative reactions to the placement of a disabled child in their classrooms, many teachers described transforming positive experiences. They also related many benefits of mainstreaming to the children with special needs, their classmates, and the teachers themselves. It appears that innovators should be wary of accepting negative attitudes before teachers have had any personal experience of mainstreaming in their classrooms, as their initial attitudes may well change.

Many teachers feel that they are not equipped to deal with LSEN (Hoover, 1984). They do not have the knowledge and experience of disabled students, or of programs for these pupils. Lack of information about exceptional students and mainstreaming affected classroom teachers' attitudes and recommendations about placements for these children (Hutchinson and Hemingway, 1984). It has been argued that teachers will be more willing to accept LSEN if they receive training in special education (Stephens and Braun, 1980; Trent, 1989).

Kauffman et al (1988) question whether regular classroom teachers will increasingly welcome "difficult-to-teach students" in their classrooms as they become proficient in the use of effective instructional skills (one of the basic assumptions of the Regular Education Initiative). Research by Coates (1989) was conducted to provide this type of information. The results suggested that teachers were skeptical about the idea that learners with mild handicaps could be educated entirely within the regular class even if they were given a set of "effective" techniques, additional training and support, or additional consultant assistance. Coates concluded that the feasibility of the Regular Education Initiative should be questioned under these circumstances as widespread resistance from regular teachers would doom any chance of successfully reintegrating large numbers of learners with mild handicaps into full-time regular education.

There appears to be a conflict in the literature as there is considerable evidence to indicate that teachers have been more willing to accept LSEN and accommodate them in the regular classroom after they have had adequate training and preparation for the challenges involved (Alexander and Strain, 1978; Graham, Hudson, Burdick and Carpenter, 1980; Naor and Milgram, 1980; Stephens and Braun, 1980).

A survey of general teachers by Myles and Simpson (1992) revealed a general willingness to accept students with learning disabilities and behavioural disorders, contingent on mainstreaming modifications and their participation in decision-making. The study was designed to determine which modifications would persuade general educators to mainstream mildly handicapped students. These modifications were: decreased class size; additional planning time; para-professional assistance; support services availability; special educator consultation; and in-service workshops. Support services, consultation and class size were found to be the most often selected modifications. Other studies investigating modifications indicated that support services (Larrivee and Cook, 1979), class size (Smith and Glass, 1980), and para-professional assistance (McKenzie and Houk, 1986) were considered important by ordinary teachers.

In research conducted to investigate teachers' decisions regarding "difficult-to-teach" students, teachers more often suggested non-teacher-based strategies than teacher-based ones (Soodak and Podell, 1994). This meant that teachers were seeking solutions to learners' problems **outside** the classroom, which suggested that most teachers have learned to view special education placement as the logical alternative for LSEN. They appeared to want other professionals to solve student problems, rather than have the professionals help the teachers to effect change themselves.

In South Africa there are many teachers with inadequate qualifications (Green, Donald and MacIntosh, 1992) who may lack confidence in their ability to teach LSEN effectively. This is likely to result in resistance to a policy of mainstreaming in the country. Teachers would need extra support and encouragement in order to overcome their fears and doubts. The research by Thomas (1988) suggested that teachers who doubted their own competence would be less willing to integrate the intellectually disabled. These teachers especially needed the support of special educators, and particularly ones who were enthusiastic about mainstreaming.

Rocher (1993) conducted a study in the Natal-Kwazulu area with regard to providing for the needs of learners in specialised education. Although many discouraging problems were reported by the principals and teachers, the author states positively:

On the other hand I have found incredible dedication, optimism and many creative ideas which may make all the difference in the lives of children with special needs and their parents (Rocher, 1993: 259).

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 PROBLEM STATEMENT

A *progressive mainstreaming model* has been proposed by Archer, Viljoen, Hanekom and Engelbrecht (1994) in order to match the high numbers of children with special educational needs in South Africa with the few support personnel available. This mainstreaming model implies that learners with low to medium levels of need could be accommodated in the ordinary classroom.

It is therefore important to find out what the attitudes of ordinary classroom teachers are towards teaching learners with special needs, as their support would be necessary for such educational change to succeed.

Thus the specific research questions are:

- a) To what extent, if at all, are primary school teachers in ordinary classrooms willing to accept learners with special educational needs?
- b) Under what conditions would they be willing to do this?

3.2 HYPOTHESES

- 3.2.1 The degree to which teachers are willing to tolerate learners with special educational needs is dependent on the type of special need.
- 3.2.2 Primary school teachers are not willing to teach learners with special educational needs in their ordinary classrooms.

3.3 RESEARCH DESIGN

The research design incorporates both a quantitative and a qualitative dimension as this was the most appropriate way to achieve the purpose of my study. Not only did I want to discover the overall attitudes of primary school teachers towards mainstreaming children with special educational needs (quantitative dimension) but I was also concerned to know what their worries were about this and glean their ideas on how their worries could be overcome (qualitative dimension). As Silverman (1993: 22) states:

For, of course, there are no principled grounds to be either qualitative or quantitative in approach. It all depends upon what you are trying to do. Indeed, often one will want to combine both approaches.

This research design involves the survey method which is briefly defined below:

In general, surveys are methods of data collection in which information is gathered through (oral or written) questioning (Sarantakos, 1993: 157).

The methods used in surveys can be employed in both quantitative and qualitative research. However, their structure and theoretical orientation are different.

The questionnaire forms the quantitative instrument in my research as its format is structured and it is composed of closed, multiple-choice answers. The respondents were also chosen by means of a random sampling method which again qualifies it as a quantitative method of data collection.

Quantitative researchers administer interviews or questionnaires to random samples of the population; this is referred to as "survey research". "Fixed-choice" questions (e.g. "yes" or "no") are usually preferred because the answers they produce usually lend themselves to simple tabulation. ...A central methodological issue for quantitative researchers is the reliability of the interview schedule and the representativeness of the sample (Silverman, 1993: 10).

The qualitative instrument which I have employed for my research is the interview. Interviewing can also be designed as a quantitative method, for example in the form of standardized interviewing (Sarantakos, 1993). In this study, however, I chose the qualitative method of the semi-structured interview with two open-ended questions so that I would be able to collect the information to meet the objective of my research. The interviewees were

selected by means of a purposive sampling method, which adheres to one of the principles of qualitative research (Maykut and Morehouse, 1994).

3.4 METHODOLOGY

3.4.1 SAMPLE

3.4.1.1 Quantitative Sample

I selected a sample of primary school teachers in the broader Cape Town area. This included teachers of Sub A to Std 5 pupils from each of the three historically separate Education Departments, as it was important to find out how all South African teachers felt about mainstreaming. I planned to include the realistic variable that teachers from the historically different Departments would have had different experiences with regard to the needs of the children placed in their care thus far. As Green (1991: 85) points out:

The moderately to mildly handicapped, whether physically or mentally, temporarily or permanently, are frequently to be found in the regular classroom because no other option is available.

This situation has been prevalent in the ex-Department of Education and Training (DET) schools in South Africa and continues even today.

As a point of departure, I referred to the lists of schools used for the University of Cape Town's teaching practice students, which already constituted a type of random sample of all the primary schools in the Cape Town area. It was decided that my sample would consist of six English medium, co-education state schools (therefore two schools from each ex-Education Department). Teachers participated on a voluntary basis, the final total being 113 teachers, of whom 26 were male and 87 were female, and whose age ranges spanned from 20-60 years of age.

I used a table of random numbers to select two schools from the ex-Department of Education and Culture, House of Assembly (HOA), providing a total of 27 teachers. A random sampling method was also used to select two schools from the ex-Department of Education and Culture, House of Representatives (HOR), giving a total of 42 teachers, and to select two schools from the ex-Department of Education and Training (DET), providing a total of 44 teachers from this department.

3.4.1.2 Qualitative Sample

This was a purposive sample. I planned to interview the teachers who provided the most "C" responses to the questionnaire, thus indicating that it would not be acceptable to them to teach a child with a particular need in their ordinary classroom. This would enable me to collect information about teachers' reservations towards mainstreaming as well as ways in which they would like their perceived problems to be overcome.

Ten teachers answered the questionnaire with two or more "C" responses. Therefore these provided my sample.

3.4.2 MEASURING INSTRUMENTS

3.4.2.1 QUESTIONNAIRE

The questionnaire I developed was based on the Classroom Integration Inventory (Paul, Turnbull and Cruikshank, 1977) which aimed at eliciting educator attitudes towards children with special needs and the potential for integrating them into a regular classroom. The original instrument was prepared by George G Stern and reproduced with permission by Paul, Turnbull and Cruikshank (1977) for the purpose of increasing self-awareness and evoking discussion among teachers. (A copy of this inventory is not included in the Addenda as it is too long.)

The original questionnaire contained sixty items with five multiple-choice options for each item. The items were answered on a special answer sheet by filling a space between the dotted lines. Paul, Turnbull and Cruikshank (1977) suggested that this inventory could be modified to meet the needs of a local school system. There were no norms established since the purpose of the

instrument was to stimulate discussion rather than to provide a score. The vignette format was considered advantageous because it engaged interest immediately.

I chose this inventory because I felt that the format would be appealing to teachers and the vignettes could be used for my purpose. However, I felt that adaptations were necessary since the questionnaire was not suited to South African conditions and it would take too long for teachers to complete.

The original questionnaire was reduced to 22 items, including two items for each of the 11 groupings of LSEN listed in the Strategic Management Team, Task Team for Special Education/Provision for Learners with Special Educational Needs (LSEN) Report (1994). Some names of the children were changed and the vignettes were altered slightly to suit South African conditions. The five response options were also modified for South African conditions.

This questionnaire (see Addendum One) was trialled with a group of eight teachers. I considered their feedback and the fact that the emphasis should be on the type of special educational assistance the child would require. In addition, only learners with low to medium levels of need should be mainstreamed. I therefore identified four types of special needs which would place demands on the teacher. I was then able to reduce the questionnaire to only four items. This meets the criterion that a questionnaire should only have as many items as is necessary to justify its purpose (Sarantakos, 1993). The four groupings of special needs which I identified were:

- Item 1 - physical assistance;
- Item 2 - modified/adapted curriculum;
- Item 3 - social skills;
- Item 4 - behaviour management.

All of these learners would also require emotional support.

Similarly, the response options were reduced to three, chosen to align with the most feasible South African conditions. Teachers were required to indicate how they would prefer to handle each special need. The response options were:

- A = without help;
- B = with monthly consultation;
- C = not in their ordinary classroom under those conditions.

(See Addendum Two for the exact format of the final questionnaire.) This questionnaire was trialled with a small group of teachers.

3.4.2.1.1 Reliability

The questionnaire was administered on two occasions (approximately 10 days apart) in order to investigate test-retest reliability. Reliability was calculated using the Pearson product-moment method recommended by Turney and Robb (1973). This yielded a reliability co-efficient of 0,98.

3.4.2.2 INTERVIEW

The type of interview I employed is described as semi-structured since two specifically worded questions were asked, although there was flexibility and openness with regard to the interview as a whole. As Fraenkel and Wallen (1993: 385) state:

The purpose of interviewing people is to find out what is on their mind - what they think or how they feel about something.

The questions were open-ended so as not to pre-empt answers. In order to explore the teachers concerns and wishes with regard to mainstreaming learners with certain special educational needs, the following questions were posed:

1. What are your worries about this?
2. How could your worries be overcome?

3.4.2.2.1 Validity

The validity of the interview was checked by means of open-ended questions and I summarised what the interviewee had said each time and asked them to confirm that I had understood.

"Authenticity" rather than reliability is often the issue in qualitative research. The aim is usually to gather an "authentic" understanding of people's experiences and it is believed that "open-ended" questions are the most effective route towards this end (Silverman, 1993: 10).

3.4.3 PROCEDURE

Permission was sought and granted from the Western Cape Education Department to conduct this research in schools on condition that the principals agreed to it.

3.4.3.1 Initial contact with the schools

The six school principals whose teachers were selected for the quantitative sample were contacted. I briefly explained the purpose of my study, the teachers' involvement and assured confidentiality, anonymity and feedback. They all agreed that their schools would participate.

Arrangements were made for me to administer the questionnaire and to interview a few of the teachers if they were selected for the qualitative aspect of my research.

3.4.3.2 Administering the questionnaire

The teachers were present in a group each time I administered the questionnaire. They had gathered for a staff-meeting, break-time or a special time which was set aside for me during teaching hours when student teachers could supervise the children.

I introduced myself, briefly explained the purpose of my visits and gave the assurance of confidentiality, anonymity and feedback. I then handed out the questionnaires, read through the instructions and allowed time for questions.

The teachers completed their questionnaires individually and I collected the questionnaires as soon as they had finished. The entire procedure took 15 - 20 minutes.

When I administered the questionnaire for the second time to investigate test-retest reliability (approximately 10 days later) I followed the same procedure.

3.4.3.3 Conducting the interviews

On my second visit to the schools, I spoke to the teachers whom I wished to interview individually and obtained their consent. The interviewees' permission was granted for me to tape-record and make notes during the interview and I stressed confidentiality and anonymity.

I explained that part of my study involved finding out what teachers' concerns were about mainstreaming children with special educational needs, and that he or she was one of the respondents who indicated that they certainly had concerns. After establishing rapport and a climate of trust, I referred to the questionnaire they had completed, pointing to their "C = Not in ordinary classroom" responses. I then asked, "What are your worries about this?"

I tracked what the teacher was saying, summarizing periodically to check that I had understood what he or she meant. I included the second question, "How could your worries be overcome?" once the first question had been exhausted. The interviews lasted from 15 - 30 minutes. I tape-recorded and transcribed each interview so as not to miss any information.

3.4.4 DATA ANALYSIS

3.4.4.1 Quantitative Analysis

A statistical analysis of the responses to the questionnaire using the chi-square test was carried out. This was used to indicate whether or not significant discrepancies existed between the observed and expected frequencies.

A more detailed analysis of the responses was accomplished by means of comparing the percentage of respondents who answered in each category for the four types of special needs. A percentage analysis was carried out for the total number of teachers, as well as for each of the ex-Education Departments.

3.4.4.2 Qualitative Analysis

Qualitative data gained from the interviews was analysed by means of grouping it according to consistent themes, as recommended by Miles and Huberman in Sarantakos (1993: 308):

Interpretations are strengthened by trends and patterns shown in the data. Thus a way of drawing valid conclusions is searching for and identifying patterns and trends in the material collected through the study.

More specifically, I followed a method of data analysis presented in Maykut and Morehouse (1994) which was based on Glaser and Strauss' (1967) *constant comparative method*. Their analytic procedures also drew on the work of Lincoln and Guba (1985), Taylor and Bogdan (1984) and Sibbet (1981).

This method involved the following procedure:

The audio-taped interviews were transcribed and the interviewees and pages were coded. The pages were photocopied and units of meaning in the data were identified.

The units were marked and divided on the pages. They were then cut out and pasted onto index cards for easy manipulation. A word or phrase was noted to indicate the essence of the unit's meaning.

The process of discovery followed which involved identifying recurring concepts, topics, patterns and themes, and writing them up in groups on large sheets of paper.

The constant comparative method of analyzing qualitative data combines inductive category coding with a simultaneous comparison of all units of meaning obtained (Glaser and Strauss, 1967). As each new unit of meaning is selected for analysis, it is compared to all other units of meaning and subsequently grouped (categorized and coded) with similar units of meaning. If there are no similar units of meaning, a new category is formed. In this process there is room for continuous refinement; initial categories are changed, merged, or omitted; new categories are generated; and new relationships can be discovered (Goertz and Le Compte, 1981: 58; in Maykut and Morehouse, 1994: 134).

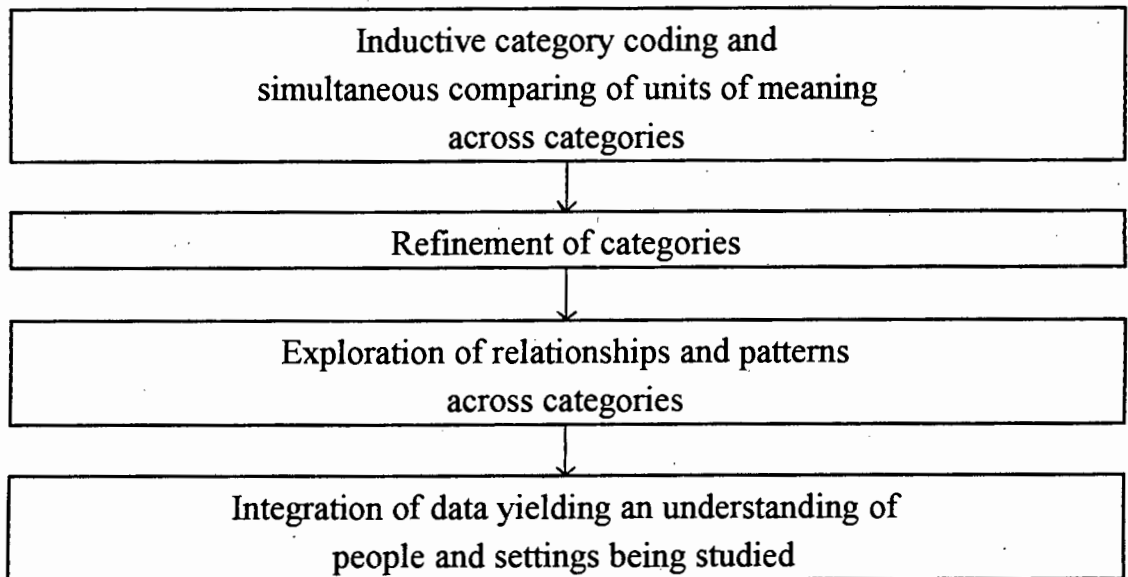
Provisional categories were made by selecting the prominent idea from each of the large sheets. Data cards were grouped and taped under each category through a process whereby each card was compared to the others already categorised to see if it "looked like" or "felt like" the same meaning (Lincoln and Guba, 1985).

Categories were refined by identifying rules for inclusion. Lincoln and Guba (1985) referred to these categories as "propositions". The propositions were studied and connected where possible to form "outcome propositions".

An important aspect of this method is that it provided an "audit trail" (Lincoln and Guba, 1985) of the data which could be traced in order to investigate the trustworthiness of the research.

The following diagram from Maykut and Morehouse (1994: 135) can be used to illustrate the *constant comparative method* of data analysis:

FIGURE 1: CONSTANT COMPARATIVE METHOD OF DATA ANALYSIS



CHAPTER FOUR: QUANTITATIVE ANALYSIS RESULTS

4.1 THE CHI-SQUARE TEST OF INDEPENDENCE

...chi-square is a descriptive measure of the magnitude of the discrepancies between the observed and expected frequencies (Ferguson and Takane, 1989: 214).

TABLE 1 represents the total number of responses (452) to the items (1; 2; 3; and 4) on the questionnaire as they were distributed across the categories (A; B; and C). The number of responses (observed frequency) for each cell in the table is indicated with the expected frequency which was calculated for each category below it in parentheses.

<u>TABLE 1: FREQUENCY OF RESPONSES TO THREE DEGREES OF TOLERANCE FOR DIFFERENT SPECIAL EDUCATIONAL NEEDS: ALL TEACHERS</u>					
	1	2	3	4	
	physical assistance	modified curriculum	social skills	behaviour management	T.1
A	64 (42,25)	24 (42,25)	39 (42,25)	42 (42,25)	169
B	28 (55)	70 (55)	73 (55)	49 (55)	220
C	21 (15,75)	19 (15,75)	1 (15,75)	22 (15,75)	63
T.2	113	113	113	113	452
Chi-square = 61,92: df = 6: p < 0,01 n = 113					

The null hypothesis states that "no actual differences exist between the observed and expected frequencies" (Ferguson and Takane, 1989: 216). However, as TABLE 1 illustrates, the value of chi-square was 61,92 which was greater than the critical value required for significance at the 1% level for 6 degrees of freedom. The null hypothesis was therefore rejected.

The significance of this result indicated that a strong association existed between the degree of tolerance reported by the teachers (categories A; B; and C) and the type of special need presented (items 1; 2; 3; and 4). This confirmed the alternate hypothesis (3.2.1) which states that the degree to which teachers are willing to tolerate learners with special educational needs is dependent on the type of special need.

In order to establish whether this conclusion was applicable across the historically separate Education Departments, the chi-square test of independence was applied to each of these sets of data. The chi-square values obtained (ex-Department of Education and Training (DET): chi-square = 36,69; ex-Department of Education and Culture, House of Representatives (HOR): chi-square = 28,43; ex-Department of Education and Culture, House of Assembly (HOA): chi-square = 27,78) were all greater than the critical value required for significance at the 1% level for 6 degrees of freedom. This indicated that although teachers may have taught under different circumstances (greater or fewer resources) and had varying amounts of exposure to children with problems, the strong relationship between the degrees of tolerance and the types of special needs still applied.

TABLE 2: FREQUENCY OF RESPONSES TO THREE DEGREES OF TOLERANCE FOR DIFFERENT SPECIAL EDUCATIONAL NEEDS: EX-DEPARTMENT OF EDUCATION AND TRAINING

	1	2	3	4	
	physical assistance	modified curriculum	social skills	behaviour management	T.1
A	18 (13,25)	7 (13,25)	12 (13,25)	16 (13,25)	53
B	7 (20,25)	28 (20,25)	29 (20,25)	17 (20,25)	81
C	17 (8,5)	7 (8,5)	1 (8,5)	9 (8,5)	34
T.2	42	42	42	42	168
Chi-square = 36,69: df = 6: p < 0,01 n = 42					

TABLE 3: FREQUENCY OF RESPONSES TO THREE DEGREES OF TOLERANCE FOR DIFFERENT SPECIAL EDUCATIONAL NEEDS: EX-DEPARTMENT OF EDUCATION AND CULTURE, HOUSE OF REPRESENTATIVES

	1	2	3	4	
	physical assistance	modified curriculum	social skills	behaviour management	T.1
A	27 (18,5)	7 (18,5)	22 (18,5)	18 (18,5)	74
B	14 (20,75)	31 (20,75)	22 (20,75)	16 (20,75)	83
C	3 (4,75)	6 (4,75)	0 (4,75)	10 (4,75)	19
T.2	44	44	44	44	176
Chi-square = 28,43: df = 6: p < 0,01 n = 44					

TABLE 4: FREQUENCY OF RESPONSES TO THREE DEGREES OF TOLERANCE FOR DIFFERENT SPECIAL EDUCATIONAL NEEDS: EX-DEPARTMENT OF EDUCATION AND CULTURE, HOUSE OF ASSEMBLY

	1	2	3	4	
	physical assistance	modified curriculum	social skills	behaviour management	T.1
A	19 (10,5)	10 (10,5)	5 (10,5)	8 (10,5)	42
B	7 (14)	11 (14)	22 (14)	16 (14)	56
C	1 (2,5)	6 (2,5)	0 (2,5)	3 (2,5)	10
T.2	27	27	27	27	108
Chi-square = 27,78: df = 6: p < 0,01 n = 27					

4.2 PERCENTAGE ANALYSIS

In order to examine the teachers' responses to the questionnaire in more detail, I analysed the frequencies in terms of percentages for each of the cells in the tables. These results enabled a comparison between the different groupings of special educational needs according to the corresponding degrees of tolerance reported by the teachers. A comparison was also made between the three ex-Education Departments which was of interest since the teachers from these separate Departments have been teaching under the varying circumstances mentioned above.

4.2.1 PERCENTAGE ANALYSIS: ALL TEACHERS

The combined total of the respondents from the three ex-Education Departments provided a sample size of 113. The results of the percentage analysis of this sample for each category are presented in TABLE 5. The percentage of respondents who gave a specific answer is shown with the frequency of responses below it in parentheses in each cell. T.1 shows the

total percentage of teachers' degrees of tolerance for all the LSEN with the corresponding frequencies in parentheses.

TABLE 5: PERCENTAGES AND FREQUENCIES OF RESPONSES TO THREE DEGREES OF TOLERANCE FOR DIFFERENT SPECIAL EDUCATIONAL NEEDS: ALL TEACHERS					
	1	2	3	4	
	physical assistance	modified curriculum	social skills	behaviour management	T.1
A	57% (64)	21% (24)	34% (39)	37% (42)	37% (169)
B	25% (28)	62% (70)	65% (73)	43% (49)	49% (220)
C	18% (21)	17% (19)	1% (1)	20% (22)	14% (63)
T.2	100% (113)	100% (113)	100% (113)	100% (113)	100% (452)

As can be seen from **TABLE 5**, most of the respondents (86%) indicated that it would be acceptable to them to teach children with these special educational needs either "A = without help" or "B = with monthly consultation". This disconfirmed hypothesis 3.2.2 (Primary school teachers are not willing to teach learners with special educational needs in their ordinary classrooms).

Notwithstanding the fact that teachers were generally willing to accept LSEN, more specifically, most of the respondents answered in the "B = with monthly consultation" category for the special needs suggested by items 2 (modified curriculum) = 62% ; 3 (social skills) = 65% ; and 4 (behaviour management) = 43% . Most of the responses for item 1 (physical assistance) = 57% fell in category "A = without help".

The number of respondents who gave "C = not in ordinary classroom" responses was, in all cases, considerably less (item 1 = 18% ; item 2 = 17% ; item 3 = 1% ; and item 4 = 20%).

In total, 37% of the teachers indicated that it would be acceptable to them to teach the LSEN presented without any extra help; 49% reported that they would teach the LSEN if they were given advice from a consultant monthly; while 14% indicated that it would not be acceptable to them to teach the LSEN under the conditions provided.

4.2.1.1 Discussion: All Teachers

It appeared that 99% of the ordinary classroom teachers were willing to accept a child who needed social skills training (item 3) in their classrooms. However, 65% of the total indicated that they would like monthly consultation. This implied that teachers felt able to handle students with this type of special need, albeit with some help.

The special need for which the least teachers requested consultation was physical assistance (item 1: B = 25%), although 18% of the teachers indicated "C = not in ordinary classroom". Overall, this type of special need was the one most teachers reported that they would be able to handle without any extra assistance (A = without help = 57%).

The type of special educational need which the smallest percentage of teachers felt they could accept in their ordinary classrooms without help (A = 21%) was a modified curriculum (item 2), and 17% of the teachers responded that they would not accept a learner with this type of need in their classrooms under the given conditions at all. This seemed to be the most difficult type of special need for teachers to manage on their own.

Although 80% of the teachers were willing to accept a student who required behaviour management (item 4) in their classrooms, either without any assistance (A = 37%) or with monthly consultation (B = 43%), the highest percentage (20%) out of all the types of special needs was indicated for "C = not in ordinary classroom". It would appear that this type of pupil was perceived to pose the greatest threat to a number of teachers in the ordinary classroom situation, since the highest number of teachers preferred not to have such a child in their classrooms at all.

To summarize, most respondents from all the ex-Education Departments were generally willing to accept LSEN in their ordinary classrooms. The highest percentage of teachers (99%) were willing to teach a child who needed social skills training, either with or without monthly consultation. This degree of tolerance was considerably greater than for any of the other groups of special needs.

An interesting fact was that 57% of the teachers responded that they did not require help with a child who needed physical assistance. This was at least 20% more than what was shown for any of the other groups of special educational needs in category A.

The respondents requested monthly consultation the most for students who required a modified curriculum or social skills training (62% and 65% respectively). There was a 19% or greater difference between these and the remaining two types of special needs for this category (B).

4.2.2 PERCENTAGE ANALYSIS: EX-DEPARTMENT OF EDUCATION AND TRAINING (DET)

	1	2	3	4	
	physical assistance	modified curriculum	social skills	behaviour management	T.1
A	43% (18)	17% (7)	29% (12)	38% (16)	32% (53)
B	17% (7)	66% (28)	69% (29)	41% (17)	48% (81)
C	40% (17)	17% (7)	2% (1)	21% (9)	20% (34)
T.2	100% (42)	100% (42)	100% (42)	100% (42)	100% (168)

4.2.2.1 Discussion: Ex-DET

Comparing the results of the ex-Department of Education and Training (TABLE 6) to the combined total (TABLE 5), the only major difference occurred in category "C = not in ordinary classroom" for item 1. 40% of the teachers from the ex-DET schools indicated that it would not be acceptable to them to teach a child who needed physical assistance in their ordinary classrooms. (18% of the combined total of teachers (TABLE 5) had answered "C" for item 1). A possible reason for this difference could be that the ex-DET teachers are particularly subject to over-crowding in their classrooms. They would therefore be reluctant to accommodate a learner who required extra space, since the vignette for item 1 depicts a child in a wheelchair.

4.2.3 PERCENTAGE ANALYSIS: EX-DEPARTMENT OF EDUCATION AND CULTURE, HOUSE OF REPRESENTATIVES (HOR)

TABLE 7: PERCENTAGES AND FREQUENCIES OF RESPONSES TO THREE DEGREES OF TOLERANCE FOR DIFFERENT SPECIAL EDUCATIONAL NEEDS: EX-HOR					
	1	2	3	4	
	physical T.1 assistance	modified curriculum	social skills	behaviour management	
A	61% (27)	16% (7)	50% (22)	41% (18)	42% (74)
B	32% (14)	70% (31)	50% (22)	36% (16)	47% (83)
C	7% (3)	14% (6)	0% (0)	23% (10)	11% (19)
T.2	100% (44)	100% (44)	100% (44)	100% (44)	100% (176)

4.2.3.1 Discussion: Ex-HOR

The results of this sample of teachers (TABLE 7) differed considerably from the combined total (TABLE 5) in terms of item 1: category C, and item 3: category A. The degree of tolerance towards LSEN of the teachers in the ex-HOR schools was higher than that of the combined total of teachers in both cases. Thus it appeared that these teachers were more willing to accept pupils who needed physical assistance, either with or without monthly consultation (Item 1: C = 7% as opposed to 18%).

With regard to item 3 (social skills), 50% of the teachers (as opposed to 34% reported in the combined sample) indicated that they could handle the child without any extra help. It is interesting to note that the teachers from the ex-HOR schools often commented (while the questionnaire was being administered) that they currently had many children like "Nadia" (vignette 3) in their classrooms. This implied that they were used to dealing with pupils like her. The special need of social skills training was not new to them and half of the teachers expressed that they were already competent in coping with this type of special need.

4.2.4 PERCENTAGE ANALYSIS: EX-DEPARTMENT OF EDUCATION AND CULTURE, HOUSE OF ASSEMBLY (HOA)

TABLE 8: PERCENTAGES AND FREQUENCIES OF RESPONSES TO THREE DEGREES OF TOLERANCE FOR DIFFERENT SPECIAL EDUCATIONAL NEEDS: EX-HOA

	1	2	3	4	
	physical assistance	modified curriculum	social skills	behaviour management	T.1
A	70% (19)	37% (10)	19% (5)	30% (8)	39% (42)
B	26% (7)	41% (11)	81% (22)	59% (16)	52% (56)
C	4% (1)	22% (6)	0% (0)	11% (3)	9% (10)
T.2	100% (27)	100% (27)	100% (27)	100% (27)	100% (108)

4.2.4.1 Discussion: Ex-HOA

The teachers from the ex-HOA schools (TABLE 8) exhibited similar results to those from the ex-HOR schools (TABLE 7) for item 1, as both groups were more willing to teach students who required physical assistance. Both of these samples of teachers have smaller pupil numbers and better facilities than teachers in the ex-DET schools. This would explain why the special need depicted in vignette 1 seemed more feasible for the former groups of teachers to accommodate.

Another major difference from the combined total (TABLE 5) occurred in item 3 (social skills): categories A and B. Although 100% of the teachers in TABLE 8 were willing to accept learners who needed social skills training, only 19% of these respondents felt that they did not require any assistance, while 80% indicated that they would like monthly consultation. It would seem that these teachers were less familiar with this type of special need and thus felt less able to cope with it entirely on their own.

CHAPTER FIVE: QUALITATIVE ANALYSIS OUTCOMES

5.1 INTRODUCTION

The results of the analysis of the interviews conducted with ten of the respondents are given below. The interviewees were chosen because they indicated two or more "C = not in ordinary classroom" responses. It was surmised that these respondents had reservations about mainstreaming learners with certain special educational needs. The interviews were aimed at eliciting these teachers' worries about mainstreaming and suggestions by which their concerns could be overcome.

5.2 WHAT ARE YOUR WORRIES ABOUT THIS?

Following the *constant comparative method* of qualitative data analysis set out in Maykut and Morehouse (1994), the outcome propositions for the question, "What are your worries about this?" are presented in order of prominence.

Some teachers commented in general about all the vignettes, while others referred to specific problems associated with a particular child. The main categories with the highest frequency of comments which emerged as worries were: big classes; coping as a teacher without special training; too much time and/or work would be involved; the child with special needs would distract the attention of the class; the child with special needs may be teased and feel unhappy.

Teachers commented specifically most often about vignettes numbers 1 and 4 (children needing physical assistance and behaviour management respectively). The main worries were that number 1 would not be able to participate in many activities, and number 4 would influence the other children. A frequent specific worry for number 2 (adapted curriculum) was that the child would not keep up with the work pace.

The main outcome propositions for general worries about mainstreaming LSEN will be presented first. The main worries directed at specific vignettes will then be discussed.

The interviewees are identified by means of a code letter. (See Addendum Three for a complete transcription of the interviews.)

5.2.1 OUTCOME PROPOSITIONS FOR ALL THE SPECIAL NEEDS

5.2.1.1 Big classes

Q1. And also I am concerned about the number of children in the class. 45 is **too much!** We have got these shacks here and this is the nearest school. We want to help them. I have got the patience, but you can't give 100% to each one. (A)

Q2. There are many children who need special attention in our classes, and the main problem is that we have big numbers. We cannot give individual attention to all of them. ...she needs individual attention. And as I have said, I have not enough chance to do that one, because I have many of them. You'll find out that half of the class is the same - like Carol! (E)

Q3. I feel that the teachers won't be able to cope because, with the amount of children in the class. Our classes are already overcrowded, and definitely, a child like this does need special attention. (J)

Q4. Our classes are overcrowded, so you can't cope well with them. ...I have 49 children in my classroom - I have had **50!** (F)

Q5. And also we have a problem of big classes. (B)

Q6. Sy moet eintlik individuele aandag kry, of in 'n klein groepie wees. In 'n groot groep kan jy nie aandag skenk aan hierdie kind nie. Sy het voltydse aandag nodig. Sy sal iets opvang in die gewone klas, maar ek voel nog steeds sy moet individuele aandag kry. Sy sal maklik in die groep verdwyn. Jy kan later vergeet van haar.

...En dit sal nie kan gebeur in 'n groot groep nie. (D)

The majority of these quotations (Q1, Q2, Q4 and Q5) came from teachers working in the ex-DET schools which are well known for their over-crowding and numbers of children with special needs. The teachers were therefore overwhelmed by the idea of accommodating more children with special educational needs.

It seemed that most of the concerns were that the teachers would not be able to give the children with special needs the individual attention which they required, under over-crowded conditions. The teachers who had slightly less pupils in their classrooms also felt that their numbers were too large to meet the individual needs of the children presented.

5.2.1.2 Coping as a teacher without special training

Q1. Firstly, I'm a bit worried about myself. Am I equipped or trained to deal with these children ? ...I wouldn't know how to deal with a child with emotional problems. At the moment we do have our emotional problems, but they are not as big as these. We have the odd few, and we tend to handle those. But the really big emotional problems - I don't think that an ordinary teacher, without any special training would be able to cope with such a child. In the end you're going to have a more emotional child and a very frustrated teacher. Because you would be trying to get through to this child, to help this child, but nothing works, and you put this child off completely. You are this teacher battling to get through to this child. You're going to frustrate this child completely, and it's going to affect the whole child, emotionally and educationally!

...Because we who qualified years ago didn't receive any training. We just received the basic teacher training - not anything to do with children's emotions. What we know is what we've picked up over the years with our experience. (H)

Q2. But imagine you have a child like this in your classroom - I on my own! I wouldn't know how to handle that with no guidance or help. (I)

Q3. I can't see myself having a child like this in class, because I'm going to lose my temper I'm sure! And of course it will land up in court and whatever. So rather not. I think this can be avoided. (J)

Q4. I don't have the skills to teach him. Therefore it is of importance that they have their special classes and special teachers trained for their situation - with the resources. (B)

Q5. ...she needs a special teacher and a special classroom - like remedial classes. ...So I think it is better for the remedial teacher to be with her all the time - who is a qualified remedial teacher. ...It's too difficult for her in the ordinary classroom - for the teacher. (F)

Q6. She needs a remedial teacher who has done special education. It is the job of the remedial teacher to deal with the slow learners. The remedial teacher can take care of her. (G)

These quotations indicated that the teachers felt unsure about their ability to handle the children and educate them optimally, given their ordinary teacher training. They felt that the children would be helped best by specialists and remedial or special class teachers who were specifically trained for the job.

5.2.1.3 Too much time and/or work would be involved

Q1. ...because she will take a lot of time. The teacher must make many special teaching aids for him, and they must spend a lot of time to her, neglecting the other children. It is difficult because they say the teacher must explain over and over again, and when they are wrong, the teacher must repeat it again and again!

...it will be difficult for the teacher. Always must go to his place or his desk, must stand there and show him. ...I think he needs a lot of time from the teacher. The teacher must console him about his problem - try to talk to him. (F)

Q2. But I'm worried about the other kids. Their ability is not the same. There are those who still need help. There are those who

are advanced and who still need to be enriched. Meaning you have to give him or her a lot of work. Meaning that it makes yourself to have too much to do. I have got the fear for myself. I will see that I am failing. (A)

Q3. I am doing the slow learners. I won't have enough chance for him. Maybe sometimes he wants to go outside - on the toilet. Then I will have to look for somebody, or take him myself. That is a problem. He needs to be attended. I won't have time. (C)

Q4. Dit is te veel werk. Jy gaan nie regte skiet nie. ...Dit gaan baie verg van my! (D)

The above quotations expressed the view that the teachers did not have the time to devote to the pupils' special needs. They also felt that it would involve too much extra work. This appears to be implied in all of the above quotations.

5.2.1.4 The child with special needs would distract the attention of the class

Q1. In the first place, there are children who when they see that child, they see him or her as somebody who is different. Now then, some of them are so curious, they take their attention to the child, and then they lose quite a lot of work. (A)

Q2. And when you're teaching, it may be very distractful for other children to see him sitting there. ...Because I thought it would really interfere with the teaching, and also putting them off.

...And he'll be distracting in the classroom, always out of turn, arguing. ...Because everybody will be watching him and seeing what he's doing, and no attention will be given to what the teacher is trying to get across. Because he will distract the children and the teacher. (I)

Q3. The other children would perhaps find it strange to have someone ...in a wheelchair in their class. And at first ...they'd be more interested in that, than in the teacher. (H)

These quotations illustrate that the teachers were concerned that the learners with special needs would distract the attention of the rest of the class because their physical appearance or behaviour was different.

5.2.1.5 The child with special needs may be teased and feel unhappy

Q1. Simply because children with such problems usually feel isolated from other pupils - always sitting alone - the other pupils are running around.

...I think we also have an example of this kind of a child in room number 39. ...She is using crutches. During the tea break, during the lunch break, she is always in the classroom. She sits alone while the others are outside. She doesn't belong to the other pupils. My worry is that she does not have time to share ideas, to talk with other pupils - she's always there alone. She doesn't express herself as others are doing during tea time. She is not happy - and definitely, she doesn't have time to talk during the lessons. ...She is withdrawn. (G)

Q2. And I wonder how it will affect the child if he sees the others playing soccer and netball or whatever. Will it have an effect on him ? Will he be able to sort of get a grip on things and realise, "Well I can't do that" ? (J)

Q3. ...other children who are not disabled like him, you know, and they would like to make jokes about him. And he will feel embarrassed about that. He will feel small - that he is not accepted to his classmates. He doesn't feel accepted in the class. ...He can be clever, but sometimes these children make jokes about the others. He won't be happy. (F)

Q4. You know, some children are very nasty with each other. (I)

Q5. You may just find that people - whereas he may not see his situation as a handicap, the other children would make him feel that he is handicapped.

...I'm sure that he felt threatened in a normal class. (H)

In the above quotations, the teachers referred mainly to the child who needed physical assistance, feeling that he may be isolated (Q1 and Q2) and teased (Q3 and Q4), resulting in unhappiness.

The teacher in Q5 felt that the child with special educational needs would be made to feel different from the other pupils in a normal setting, also resulting in the child feeling threatened and unhappy.

5.2.2 OUTCOME PROPOSITIONS FOR SPECIFIC SPECIAL NEEDS

The next set of worries relate to one vignette or type of special need only.

5.2.2.1 Vignette 1 (physical assistance): The child would not be able to participate in many activities

Q1. ...this little boy is paralysed - he will be in a wheelchair, lame. ...Maybe he will feel out of place because he can't really participate - jump, walk, run with us. ...In the classroom his involvement in group work, theme work - especially like at the KG level where there's dramatization and you use a lot of your body parts. Your body speaks, and there he'll be handicapped in that way. It will put him in an embarrassing position for him also.

...Also the sports, needing a lot of movement, physical education.

...in Sub A we do a lot of movement, you know, loosening the fingers. These children are so stiff and starchy! And he wouldn't be able to participate - the body parts. ...like this morning we went outside in the beginning and they were **running and jumping and hopping** around to wake them up, and then they came in. And he couldn't do that. (I)

Q2. Because sometimes, in the classroom, we have to play, to learn - to learn by playing - so he cannot play. (E)

Q3. So I think it is difficult for him to walk around in the classroom. (F)

The teachers were concerned that being paralysed and in a wheelchair would restrict the child too much in the ordinary classroom situation. He would not be able to participate in many of the activities requiring movement, and they feared that such a child would therefore miss out on learning opportunities and he or she may also feel embarrassed.

5.2.2.2 Vignette 4 (behaviour management): This child would influence the other children

Q1. My biggest fear is that children are very easily influenced. They seem to make role models of the wrong kind of people. So if we should have a boy or girl like this in class, it will have a definite effect on the others. Because once they have gone into a habit or style, it is very difficult to get them out. And if this child is defiant and stubborn they will hero-worship him! ...And to save the other children also - from getting mixed up and being influenced. (J)

Q2. My grootste bekommernis is dat hy die ander kinders sal aansteek, want kinders is mos geneig om anderste na te aap. (D)

Q3. This John, he'll be a disruptive element in the class. And the little ones are very impressionable, and they'll take their example from him. (H)

Q4. I'm afraid of this one, because if you have this kind of child in an ordinary classroom, the other children too will try to copy what he is doing - being disobedient and so on - and the teacher will no longer have respect. (G)

Q5. And as I'm dealing with the last group, I think he will spoil my class. I must give attention to the children I am dealing with, and I must be very slow. So this one will disturb the class always, and the other one will not have enough chance to listen. (C)

Q6. My fears there were children might be influenced by his behaviour. I mean those children who come from homes - I mean we all try to teach our children correctly ...get the correct upbringing from home - will now be influenced by a little boy. And also maybe some children wouldn't want to come to school because they'll be scared of him, if he's going to argue with the teacher and, I see here, he fights, lift his hand - they'll be scared of him!

...I mean children can, even little Sub A's disagree on things and discuss it. But this one, maybe he wants to be right, and if his answer isn't right he'll get aggressive. That won't be a ...pleasant classroom situation to teach in. The lessons will be dull and gloomy. Everyone will be stiff and starchy. (I)

These quotations revealed that the teachers were gravely worried about the effect that a child who needed behaviour management would have on the class as a whole. Not only might the pupils copy his or her bad behaviour thus creating an unmanageable classroom situation for the teacher (Q1, Q2, Q3, Q4 and Q6), but the other pupils might feel fearful of the child and be intimidated by him or her (Q5 and Q6).

5.2.2.3 Vignette 2 (adapted curriculum): The child would not keep up with the work pace

Q1. Because teachers seem to be going much with those who don't need more time. ...When they have been to the remedial teacher, they can't catch up. I have to try to help them, and those others become bored. (F)

Q2. Pupils of this kind should not be put with those pupils who would grasp things easily. ...You can see the others want to progress, but you cannot keep the pace of the others, so you have to go back because of that particular child. ...This classroom with Carol can be a very frustrating one, if you need to explain things over and over again. You'll end up not having a sense of what you are saying! (G)

Q3. Otherwise you and they are going to become frustrated. And in the end, many of these children play truant and eventually they just drop out. (H)

The above quotations express the frustration teachers have experienced or imagine they would experience with a child who really needs a modified curriculum. The teachers apparently assumed that the child would follow the same curriculum as the rest of the class. However, in mainstreaming practice, it could be adapted to suit his or her intellectual needs.

5.3 HOW COULD YOUR WORRIES BE OVERCOME?

Continuing with the *constant comparative method*, this data was sorted into main outcome propositions in answer to the above question. The categories which applied to all the LSEN will be discussed first in order of prominence. These were: smaller classes; skills training; remedial teachers and/or special classrooms; specialist assistance for the teacher and/or child; apparatus; time to work with the child/ren; parental involvement; teacher-aides; different ability groups; Teacher Aid Teams.

Comments which applied to **specific needs only** will then be presented. The suggestions frequently given in order of prominence were: vignette 4 (behaviour management) give the child more work; give love and attention; vignette 3 (social skills) tell the child myself; vignette 1 (physical assistance) educate the class about handicapped children.

5.3.1 OUTCOME PROPOSITIONS FOR ALL THE SPECIAL NEEDS

5.3.1.1 Smaller classes

Q1. I think it can be easy for those classes which are not overcrowded. (F)

Q2. Ek het een St 1-klas gehad met net 22. Toe kon ek meer individuele aandag skenk aan elkeen. ...Maar dan moet die groep 'n bietjie kleiner wees, so 10 tot 15 idiaal, vir meer individuele werk. (D)

Q3. Maybe if you've got a smaller class - 12 to 15...

...I mean I don't know if I'm being a bit impossible, but this boy in a wheelchair - normally they need more space or a section.

We don't want to section him off in the class, but really, they need more space to move. I mean they're not walking, they're in a wheelchair! But few children also. (I)

Q4. If I could get a smaller group, then I can help them. (C)

Q5. If you have fewer children, then you don't have to spend such a lot of time with the ordinary child. You can at least give him or her some of the attention that is needed. (J)

These quotations are examples of teachers who seemed quite willing to accept children with special needs under the condition that their pupil numbers were smaller. One of the teachers related this to needing more space in the classroom (Q3), while most related it to being able to provide more individual attention.

5.3.1.2 Skills training

Q1. And also if I could get some sort of training to help me cope with the child. ...I'm sure if you have one of those children in your class and you do go to get some sort of knowledge or training... you'd be able to cope better with the rest of the children. (H)

Q2. I would need skills... and support programmes. ...I would need ongoing courses to keep me abreast with the new developments. (B)

Q3. If she may reveal to me what she is really doing as a remedial teacher - if she doesn't keep the information to herself - if she tells the other teachers about the remedial, it won't be a problem. (G)

Q4. Jy kan 'n "R O" vra vir 'n program vir die kind. ...wat die kind in sy tyd kan voltooi. (D)

The first two quotations serve as examples of teachers who expressed the need for a training programme to gain knowledge and skills in order to cope with the learners with special needs.

Two teachers (Q3 and Q4) suggested that a remedial teacher could convey her knowledge and skills to the ordinary classroom teachers. They felt that this would enable them to manage.

5.3.1.3 Remedial teachers and/or special classrooms

Q1. She's a child who needs remedial education. I think she could fit into a normal class, but she does need remedial as we do have here. (H)

Q2. If we would have remedial teachers - not I as a teacher - a remedial teacher who is going to know tactics. Because our present remedial teachers are also class teachers. ...I think the school needs maybe three remedial teachers... (B)

Q3. They need a special classroom in the school, or remedial teachers. ...You can't neglect them at all. ...You can't have them on the streets. They **must** be in the classroom. So if they have their special classrooms, it will be better for them. (F)

Q4. They can have their special classroom in the ordinary school. (E)

Some of the teachers were happy to accommodate LSEN in their classrooms, as long as the pupils had regular lessons with a remedial teacher (Q1 and Q2).

Other teachers felt that the children with special needs could best be handled in special classrooms on the ordinary school premises (Q3 and Q4). These teachers did not, however, supply a condition under which they would be willing to have the pupils in their ordinary classrooms. They offered solutions which could be implemented outside the ordinary classroom.

5.3.1.4 Specialist assistance for the teacher and/or child

Q1. You need a specialist in that field - on the disability of a particular child - to show guidance and enrich you. ...like psychologists and physiotherapists - even neurologists. ...Monthly consultation would not be enough. (B)

Q2. If I could be in contact with a psychologist constantly - not just see her once a month. Because problems could be blown out of proportion by then!

...What I find with children who are sent to Red Cross - I don't know if it's like that at the other places - they normally just send us a print-out or a letter, stating what the child's problem is. And most of the time we don't understand what's written there! Whereas if they could come to the school and explain to the teacher what's happening to the child. We just get a report with crosses and ticks here and there, and a very brief report at the end of the letter. So if they would come and explain to us, I'm sure we'd be able to handle the child. (H)

Q3. ...I will have to go to the social welfare or somewhere, just to get assistance. ...get some advice from a higher authority, as to how to deal with this type of thing. ...a specialist in that field. (J)

Q4. If I have another help from outside. ...number 4 must see a psychologist. ...Maybe this one needs consultation so that he or she can overcome their problem - see a social worker or psychologist. (C)

Q5. I'm sure this little boy will be under hospital care or something. Maybe we can have that nurse or sister coming in to give him therapy, exercises that will help, speaking to him about his health - words of encouragement. (I)

The above quotations illustrate that teachers felt that they could accept children with special needs if they received advice from a specialist (Q1, Q2, Q3 and Q4), or if a specialist came to work with the child (Q4 and Q5).

5.3.1.5 Apparatus

Q1. I think Carol would also need specialised teaching aids. Because I think she would have to work with concrete apparatus, because abstract would be way above her. ...aids specifically adapted for this type of child. (H)

Q2. And then I must have a lot of teaching aids. (C)

Q3. If, in our schools, we can be given ready-made apparatus - not that we have got to take our time and do them. (A)

Q4. We need more facilities - like video machines and other equipment. They need a special room and a tape or cassette playing. (F)

Many teachers requested specialised teaching apparatus in order to manage the LSEN. They wanted to be given the apparatus so that the manufacturing of them would not result in extra time and effort on their part. However, they would then be willing to accommodate and work with the children.

5.3.1.6 Time to work with the children

Q1. I need to have more time. I need to be involved with very few classrooms, so I can be in touch with them. ...To convince Nadia and John, you need to spend time - you must know, you must understand. ...I need free periods to work with people like Carol. (G)

Q2. If I can have the special time - not a remedial teacher - I would like to do it myself because I know I have got patience. (A)

Q3. Jy sal definitief 'n program vir haar moet uitwerk, en ekstra aandag gee - miskien na skool. (D)

These teachers felt that they could cope with the special needs if they had time allocated to give the specific children extra input.

5.3.1.7 Parental involvement

Q1. En dan natuurlik moet jy met die ouers saamwerk. Hulle moet ook belangstelling toon. (D)

Q2. I would call in the parents first and just find out. Most of the time we're so out of touch with the situation at home. Perhaps if I know what is going on at home, and get to the bottom of things. There must be a reason why he is like that in any case. So if I can find out, and then maybe get the parents to help... (J)

Q3. You need a lot of support from the parents. (H)

Parental involvement and support was considered to be important for some of the teachers who would then be willing to accept the pupils with special needs in their classrooms.

5.3.1.8 Teacher-aides

Q1. ...say now, like overseas, I believe they have the teacher and an assistant - so maybe in that way it can be overcome. (J)

Q2. ...or a person to help you, then you as a teacher can give that to that little boy. ...a teacher-aide to help you, to see to the others. And then you can pay more attention to that type of child or children. Then it will also give you the experience... So that if you land up in a situation like that, you will know how to deal with it. (I)

It is interesting to note that many of the teachers felt that they would like to meet the challenge of the learner with a special need, provided they were given some support. In Q2 the teacher clearly states that if she was given the help of a teacher-aide, she would prefer to spend time with the more difficult children herself. Q2 (interviewee A) under section 5.3.1.6 is another example of this.

5.3.1.9 Different ability groups

Q1. I would put them in a separate group so that I can have their attention, and so that my time - I can arrange it so that I pay more attention to them. (B)

Q2. I know very well, even in the ordinary class, I do get such problems. Then I can put them together with those... into different ability groups. Then I can see what is what - those who still need time... Some children do catch at the eleventh hour! There are children like this in our school. (A)

These teachers felt that their worries about children with different abilities could be overcome by grouping the children according to their abilities in the classroom, and spending more time with those who required extra attention.

5.3.1.10 Teacher Aid Teams

Q1. ...there is a consultation committee otherwise here at school. ...I think it sees to the children with the learning problems. Sometimes the children are taken to the doctors and hospitals. Sometimes they see that the others have eye problems and ear problems - things like that. (E)

Q2. Jy kan die ander personeel ook vra wat 'n mens kan doen. (D)

The first quotation gives evidence of a Teacher Aid Team at the school, which the teacher found useful in helping to solve problems or carry out further investigation. The teacher in Q2 appears to be referring to the fact that such a team would be useful in finding solutions to the various problems that pupils with special needs present.

5.3.2 OUTCOME PROPOSITIONS FOR SPECIFIC SPECIAL NEEDS

5.3.2.1 Vignette 4 (behaviour management):

5.3.2.1.1 Give the child more work

Q1. This one can be in an ordinary class... but he needs to be given more work - so as to keep him busy. (E)

Q2. Then I can give number 4 advanced work or more work. He or she could teach the others just to keep him busy. (C)

Q3. Anders moet jy maar vir hom 'n hele aantal werk gee om hom besig te hou. ...As hy in die klas is, sal ek vir hom ekstra takies gee om te verrig. Hy moet gedurig besig wees. (D)

The most frequent solution suggested in order to cope with the child who needed behaviour management was that he should be given more work, thereby keeping him busy all the time. The teachers felt that this was something they could do and thus were prepared to accept him in the ordinary classroom. The implication was that he would not be able to be so disruptive if he was kept busy.

5.3.2.1.2 Give love and attention

Q1. Maybe a child like that needs a lot of attention. ...You know they say a teacher, especially with the little ones, and even upper - a teacher should be a teacher **and** a mother. So maybe that child needs more warmth. ...that security and that warmth. (I)

Q2. I'll just try on my own, and maybe that motherly instinct. You know sometimes, a lot of these children need a little bit of love and talking to, and if you show some interest, you will see a transformation in them. Because I've noticed, here at school also, we have so one or two that's a bit naughty. But they want to be hugged, they want to be talked to nicely, and make them feel important. Just, you know, "Go and get me something quickly." So get them involved, and try not to just push them around all the time - because then a lot of their problems will be solved. (J)

Q3. Die personeel kan as geheel meer liefde en aandag gee aan hom. ...belangstelling toon. (D)

Another frequent suggestion was that giving love and attention, as well as showing genuine interest in the child, would help to overcome his difficult behaviour.

5.3.2.2 Vignette 3 (social skills): Tell the child myself

Q1. I can motivate the child and encourage her to be clean. For that matter I can bring her some hankies so that she must wipe her nose. I will tell her about the necessity of cleanliness. (A)

Q2. I think she just needs to be coached. ...She just needs to be shown how to look after herself... She just needs to be told, to be convinced that you should be neat - look like this. (G)

Q3. I would first try my utmost. Then I would call in a social worker... (J)

These teachers thought that they could try to teach the child social skills themselves. The first two quotations imply that the teachers then felt capable of handling the child in their ordinary classrooms without any extra help. In Q3 the teacher was prepared to try on her own first, but would seek extra assistance if necessary.

5.3.2.3 Vignette 1 (physical assistance): Educate the class about handicapped children

Q1. ...I can give the classes some lessons about different children. Giving them some lessons that we are all God's property, and He has created us in different ways. I can try to make that class look to that child as being normal as them. Then definitely he can be put in an ordinary class - because his or her brain is up to date. (A)

Q2. ...try to convince the other pupils not to try to leave Siphon alone. They must try to grab Siphon and go with Siphon whenever they go to play. Because paralysed people, they also do play. They may play in a different way, but they can also play. They can cheer for them if they cannot play. (G)

The above quotations implied that the teachers' main concerns were that the child who needed physical assistance would be teased and left out of games. They felt that this problem could be overcome by talking to the class about handicapped children, and encouraging the class to invite the child to participate in activities.

CHAPTER SIX: INTERPRETATION OF DATA

6.1 INTERPRETATION OF QUANTITATIVE RESULTS

6.1.1 THE CHI-SQUARE TEST OF INDEPENDENCE

The results of the analysis of the chi-square test of independence provided evidence that the two sets of variables (categories A; B; and C; and items 1; 2; 3; and 4) were dependent on each other. The observed frequencies were significantly different to the expected frequencies, which meant that the responses the teachers gave (A; B; or C) varied greatly according to the type of special educational need depicted in each item. This confirmed the hypothesis (3.2.1) which states that the degree to which teachers are willing to tolerate learners with special educational needs is dependent on the type of special need.

When considering the mainstreaming of LSEN, these results implied that ordinary classroom teachers' willingness to accept students with differing needs would depend on the specific kind of need which the student presented. Whether the teachers felt that they would require monthly consultation or not, also depended very much on the type of special need. Moore and Fine (1978) and Schloss and Miller (1982) also found that teachers' attitudes varied according to the disability of the student.

The results of the chi-square test suggested that policy-makers would not be able to generalize across the different special educational needs. Thus individual teachers would need to be consulted before mainstreaming a pupil with regard to what they would require in order to cope with a specific special need in their classrooms.

6.1.2 PERCENTAGE DISTRIBUTION

Hypothesis 3.2.2 (Primary school teachers are not willing to teach learners with special educational needs in their ordinary classrooms) was disconfirmed by the results of the percentage analysis. This finding was contrary to that of the literature from other countries which provided evidence that teachers were not in favour of mainstreaming LSEN (Stephens and Braun, 1980; Gans, 1987;

Kauffman, Lloyd and Mcgee, 1989; Coates, 1989; Rodden-Nord, Shinn and Good III, 1992).

The results of the present study could be explained by the fact that the idea of mainstreaming is currently receiving much attention in South Africa. Many teachers have therefore been made aware of the many LSEN in the country and the predicament which they present with the limited resources available. In addition, there is a salient concern for equity and justice at this time in political history. Although it cannot be assumed that all the classroom teachers in the sample would have had any exposure to this debate, it can be argued that many of them may have attended meetings where mainstreaming was discussed, or the subject may have been mentioned in the school staffrooms. Thus teachers may well be under the impression that it is politically correct to hold a positive attitude towards mainstreaming.

Another fact to consider is that the questionnaire presented a hypothetical situation. It did not imply that mainstreaming would necessarily take place, and the children presented were hypothetical examples. Thus, although the teachers showed that they generally held positive attitudes towards teaching these LSEN, their response may have been quite different had mainstreaming been imminent and real learners been presented. This issue has been pointed out by Rodden-Nord, Shinn and Good III (1992) as a criticism of previous research.

In this study, 86% of the respondents demonstrated a positive attitude towards mainstreaming the LSEN depicted in the vignettes. (See TABLE 5 for percentage details of the general attitude towards the different types of special needs). The special educational need which the teachers were most willing (99%) to accept was social skills training. An explanation for this may be that many of the teachers would have already encountered such a pupil in their ordinary classrooms. Therefore this kind of special need was familiar to them and would not have posed such a threat.

The fact that 57% of the respondents indicated that they did not require help and only 25% requested monthly consultation for a child who needed physical assistance, suggests that this type of special need was felt to be one with which most of the teachers could reasonably cope. The highest percentages of requests for monthly consultation were reported for learners who required

social skills training (65%), a modified curriculum (62%) or behaviour management (43%). It could be argued that the latter three special needs were perceived to be more demanding in terms of the time and effort they would require from the teacher. What appeared to be important factors were the student's intellectual level of functioning and the degree to which a student may disrupt a class.

6.2 INTERPRETATION OF QUALITATIVE OUTCOMES

6.2.1 INTRODUCTION

As has been mentioned in the quantitative results, the majority of the teachers expressed positive attitudes towards mainstreaming LSEN. Significantly few of the respondents supplied more than one "C = not in ordinary classroom" response. The ten teachers were chosen for an interview due to the fact that they had demonstrated the most negative attitudes towards mainstreaming by answering with two or more "C" responses. Nine out of the ten interviewees provided two "C" responses and one teacher indicated three "C" responses. When I proceeded to interview a teacher who had given four "C" responses, she realised that she had misunderstood the questions and exclaimed, "I must have read it too fast!" She changed three of her answers to A, which meant that I could not include her as an interviewee.

6.2.2 TEACHERS' CONCERNS ABOUT MAINSTREAMING LSEN

The two main worries most frequently mentioned during the interviews with the ten teachers were **big classes** and **coping as a teacher without special training**. Decreased class size was considered to be an important modification which would persuade teachers to mainstream handicapped students in previous research studies (Smith and Glass, 1980; Myles and Simpson, 1992). Hoover (1984) found that teachers felt ill-equipped, in terms of knowledge and experience, to deal with LSEN. This fact was expressed by the interviewees in this study. The literature review revealed a debate with regard to whether special training would increase teachers' willingness to accept LSEN. The fact that the teachers mentioned a lack of special training as a worry, suggested that they felt such training would help. It would therefore influence teachers positively towards mainstreaming, which supports the research findings of Stephens and Braun (1980) and Trent (1989). In-service workshops were also

noted by Myles and Simpson (1992) as a persuasive influence on teacher attitudes towards mainstreaming LSEN.

During the interviews, the teachers from the ex-DET schools said that they had approximately 50 pupils in their classes. Teachers from the ex-HOR and ex-HOA schools have more recently experienced increased pupil numbers due to cutbacks on staffing. The latter two groups now have up to 40 children in their classes. It is therefore understandable that the teachers expressed that big classes were a main worry. A pupil with a special need would necessarily demand much more from a teacher. This would mean that for each LSEN, the teacher may have felt that the effort required to teach the child would be equal to teaching three or more "normal" pupils. The teachers felt that they would not be able to do justice to all the students in their classrooms under those conditions, and were thus against mainstreaming.

Another concern frequently expressed was that **too much time and/or work would be involved** in teaching LSEN. This relates to the worry about class size above. Teachers felt that they would not have the time to give adequate individual attention to the LSEN, considering the high pupil numbers in their classrooms. They also feared that they would neglect the rest of the class. The study by Myles and Simpson (1992) included additional planning time as a factor which proved to persuade teachers to accommodate learners with mild handicaps. This may be a way in which teachers' concerns about the work load involved when teaching LSEN, could be overcome.

The following two worries demonstrated a concern about the effect a LSEN would have on the class with regard to the reaction the other pupils may have towards the LSEN: **the child with special needs would distract the attention of the class; and the child with special needs may be teased and feel unhappy.** In the quantitative percentage analysis, the child who required behaviour management was found to pose the greatest threat to teachers. (20% of the total sample gave "C = not in ordinary classroom" responses which was the highest percentage for any of the special needs.) A reason for this was supplied by the qualitative data where teachers expressed the concern that this pupil would easily distract and negatively influence the rest of the class with his bad behaviour. It can be deduced that the maintenance of the class' discipline and attention is obviously a very important factor for teachers.

Many of the teachers expressed a particular concern about the child who needed physical assistance. They were worried about the child's feelings because he may be left out of games, alone, withdrawn, teased and feel different which would result in his unhappiness. It may be that these teachers need to deal with their own feelings towards the physically handicapped, as they may be projecting these feelings onto the LSEN as well as the other pupils. However, I sensed a genuine concern for the child's emotional welfare from the teachers. I would argue that the child's adjustment to the mainstream would depend largely on his or her own attitude towards his or her disability and the coping skills he or she had developed.

6.2.3 SOLUTIONS TO TEACHERS' CONCERNS

The solutions which teachers suggested in order that their worries might be overcome, can be divided into three categories: solutions which would involve structural change, human and material resources, or personal change. In a study conducted by Soodak and Podell (1994), it was found that teachers more often suggested non-teacher-based strategies than teacher-based ones. The outcome propositions for the qualitative data of this study revealed that teachers suggested an equal number of non-teacher-based and teacher-based solutions. This was therefore contrary to the findings of Soodak and Podell (1994).

6.2.3.1 Structural change

The outcome proposition suggested by the interviewees which represented a structural change was smaller classes. This modification (mentioned under 6.2.2) was also selected as a common important factor for teachers in previous studies. If the structural change of decreased pupil numbers was introduced, classroom teachers would be more willing to accommodate LSEN. This would allow teachers more time to provide individualised instruction for these learners. The teachers would therefore be more likely to feel competent and satisfied that they were meeting these pupils' needs.

6.2.3.2 Human and material resources

Six of the outcome propositions volunteered by the teachers involved the enlisting of human and material resources. These were: remedial teachers;

specialist assistance for the teacher and/or child; parental involvement; teacher-aides; Teacher Aid Teams; and apparatus. The teachers reported that they would be able to manage LSEN in their classrooms if some of these conditions were met.

Three of the outcome propositions (remedial teachers, specialist assistance for the teacher, and Teacher Aid Teams) would fit into the consultative model if they were applied in this manner. All of the solutions involving human resources are included in the *levels of support* proposed by Archer, Viljoen, Hanekom and Engelbrecht (1994: 63) in their *progressive mainstreaming model*. Previous research has demonstrated that support services (Larivee and Cook, 1979; Myles and Simpson, 1992), special educator consultation (Myles and Simpson, 1992), and para-professional assistance (McKenzie and Houk, 1986; Myles and Simpson, 1992) are factors which would persuade ordinary teachers to mainstream LSEN.

6.2.3.3 Personal change

The interviewees demonstrated that they were willing to make changes on a personal level by offering the following seven solutions: skills training; time to work with the child/ren; different ability groups; give the child more work; give love and attention; provide social skills training; educate the class about handicapped children. The outcome proposition of time to work with the child/ren would also involve a structural change.

It was encouraging to note that teachers would be eager to attend training courses in order that they might be better skilled to meet the children's special needs. The list of strategies above suggests that teachers would be willing to exercise a large amount of personal effort in order to accommodate LSEN. These teacher-based strategies would be an important consideration in the South African context where human and material resources are limited.

CHAPTER SEVEN: CONCLUSION, RECOMMENDATIONS AND LIMITATIONS

7.1 CONCLUSION

Contrary to other research findings, the teachers in this study were generally found to hold positive attitudes towards mainstreaming learners with low to medium levels of special educational needs. The degree of tolerance towards the special needs as well as the amount of support the teachers felt they would require, differed for the various types of special needs depicted in the questionnaire. The overwhelmingly positive result is encouraging since these teachers represent on the ground support with a view to the possibility of introducing a mainstreaming policy in South Africa. The literature on educational change has stressed the importance of the user system's support in order for innovations to succeed.

Qualitative data was gathered from the few teachers who expressed some reservations with regard to mainstreaming LSEN. The outcome propositions revealed similar findings to those from previous studies. Solutions which were suggested in order to overcome teachers' concerns included the availability of specialist support services for the purposes of consultation and in-service skills training, and the decreasing of pupil numbers in classes.

It was interesting to note that these interviewees who had expressed negative attitudes towards mainstreaming, suggested as many teacher-based solutions as non-teacher-based strategies to overcome their worries. This did not support the findings of research conducted by Soodak and Podell (1994) where teachers more often sought solutions to students' difficulties outside the ordinary classroom. As has been mentioned earlier, the teacher-based outcome propositions are important for South Africa because of the fiscal crisis in education. Thus specialist support services will be extremely thinly spread and teachers will more likely have to depend on their own resourcefulness in order to meet the challenge of LSEN in the mainstream.

Teachers' attitudes, motivation and feelings of responsibility towards their task of helping students to reach their educational potential, whether they be teaching children with special needs or not, form the crux of the matter. As Biklen and Zollers (1986: 582) state:

Good teachers, even though restricted by too few resources and too many demands, find ways to provide more instruction and to provide it in adaptive ways.

7.2 RECOMMENDATIONS

An analysis of the theory of educational change shows that much of it is concerned with bringing about the required transformation in its major practitioners, the teachers. The literature suggests various strategies with regard to the user system, in order to improve the chances of an innovation's success. The most important factor which emerged was that teachers should be involved from the very beginning of the change process, thus participating in the decision-making from the start of a project. This strategy has been underlined in this study since it demonstrates the purpose for conducting the research. The significance of asking classroom teachers for their opinion and input on mainstreaming LSEN before such educational change is implemented, is stressed. This would avoid a top-down approach which teachers would be likely to reject.

The fact that change is an ongoing process, demands that communication channels remain open during and after the initial implementation, as well as before it begins. This continuous co-operation and feedback loop between the change agent and the user system is essential so that the innovation does not lose momentum or even cease. The aim should be for a democratic, flexible structure where decisions are made collaboratively by all those who will be affected. It is important to note that the children, parents, principals and support services personnel are amongst those who would be involved in a decision about mainstreaming. Therefore they should also be consulted and given the opportunity to express their feelings and attitudes.

The task confronting those who will be responsible for the successful practice of mainstreaming is not a simple one. It will take time and considerable effort to provide the kinds of experiences that will truly change attitudes towards mainstreaming LSEN. A number of recommendations have emerged from the literature which are likely to promote positive attitudes and the successful implementation of mainstreaming at the ordinary classroom level. These will now be discussed.

Teachers' anxiety and uncertainty could be reduced by the gaining of knowledge and experience of LSEN. Intensive in-service training (provided as preparation for integration as well as for ongoing support) should include training in the identification of learners' problems, the acquisition of skills and programmes to deal with the problems, and team-teaching/consultation techniques (Stoler, 1992). Teachers should also attend workshops specifically designed for the purpose of becoming aware of prejudices or negative feelings towards the various special educational needs, where an opportunity could be provided for them to express and work through their feelings.

A suggestion to dispel fears was made by Giangreco, Dennis, Cloninger, Edelman and Schattman (1993) whereby teachers who already had experience of working with LSEN were enlisted at preparation workshops. These teachers could convey their feelings and experiences to those who would be confronted with mainstreaming for the first time. They could also convey strategies which had proved to be successful, and offer ongoing emotional and practical support. In South Africa this could be implemented by involving teachers currently in specialised schools, special/adaptation classes and remedial education. Ordinary classroom teachers could also be provided with opportunities to visit specialised education classes and to meet individual LSEN.

A change in the names of specialised personnel was recommended by SAALED (1994) in order to facilitate the recognition of new roles. For example, they suggested that remedial teachers be called *learning support consultants*. The creation of in-service programmes for the existing education support service personnel was suggested by Donald and Lazarus (1994) so that they would be enabled to fulfil their modified roles as consultants. These authors also argued that curricula at colleges and universities for teachers and support service professionals should be modified according to the skills which would be needed for their adapted roles.

It would be naive and premature to assume that the above strategies could be implemented immediately. Donald and Lazarus (1994) point out the long term aspect of this educational venture. Changes would have to be made at the supra-system levels of government and regional Education Departments in order for such a radical social-educational change to be constituted and legalised. The NEPI (1993) principle of redress would also require attention

before the institution of *progressive mainstreaming* (Archer, Viljoen, Hanekom and Engelbrecht, 1994) is given priority.

However, the benefits of training teachers to identify and cope with LSEN in the ordinary classroom are ultimately cost effective. If learners' difficulties could be recognised early in their school careers, appropriate measures could be taken. Consequently, the best possible interventions would be provided at the stage when pupils could benefit most from them. This may even alleviate some of the problems entirely. Different teaching-learning strategies would form a preventative measure for all the students in ordinary classrooms.

With the mainstreaming of learners with low to medium levels of need, specialised schools would be made available for those learners with high levels of need only. Subsequently, pupils who have historically been denied access to these institutions because of race and poverty, could be accommodated.

7.3 LIMITATIONS

This investigation has covered new ground in South Africa since mainstreaming is a currently debated topic which has not yet been researched in this manner. Nevertheless, several factors should be considered in the interpretation of the findings.

A major limitation of this study pertains to the small sample of respondents used for both the quantitative and qualitative aspects of the research. In addition, the quantitative sample was divided into three groups to form the historically separate Education Departments. Thus the results of all the analyses preclude any generalizations. However, a comparable study was published (Coates, 1989) which used a similar sample size and these results were generalized to the entire United States of America.

The use of vignettes in the questionnaire presents a methodological limitation which has been noted in previous research of this nature. Inferences from this study must be made with the understanding that hypothetical students were depicted. Although vignettes are able to hold diagnostic information constant and are accepted generally as valid research instruments, they may not have portrayed learners in a manner in which teachers perceived real pupils in actual classrooms.

Although the intention was not to focus on the different types of special needs, but rather to emphasize the common aspect of special educational needs, the quantitative data analysis revealed that the teachers indicated different responses according to the types of special needs. These responses and the subsequent generalizations which were made with regard to certain special educational needs should be viewed in the light that only one vignette was responsible for depicting a particular need. It is questionable whether each vignette adequately represented a certain type of special need in order for the responses to be generalized.

Another limitation is that this study investigated teachers' reported attitudes and not their actual behaviour in real settings. It cannot be assumed that the teachers' responses reflect decisions which would in fact be carried out should a policy of mainstreaming be introduced. However, although mainstreaming has not been implemented officially in this country, many teachers may have already encountered learners with low levels of need in their ordinary classrooms. This illustrates a variable which was not controlled in the research. The literature has proved that experience with LSEN influences teachers' attitudes to be more favourable.

Whiteside (1978) argues that teachers' responses of this nature could be rooted in political judgements and concepts of what constitutes a good person and a desirable society. Thus a weakness of the study is the problem of socially acceptable answers. It is more socially appropriate or politically correct to express concern and support rather than rejection for LSEN. Thus it is difficult to ascertain whether these results reflect teachers' true attitudes.

Future studies with regard to mainstreaming should attempt to engage a more extensive sample and employ methodologies designed to overcome some of the limitations noted above, in order to generate more comprehensive results. Attention should also be given to investigating the attitudes of the other parties involved in mainstreaming, such as the children, parents and support service professionals.

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ADDENDUM ONE

QUESTIONNAIRE

Please fill in your particulars:

Age range (eg. 20 - 29; 30 - 39; etc.):

Gender:

Qualifications:

Years of teaching experience:

On the following pages you will find brief descriptions of the behaviour of a number of children. In each case please indicate how you would prefer to handle the situation if the decision were entirely up to you.

Directions: Please insert a letter ranging from A to E in the block accompanying each item. Do not leave empty blocks. A description of the five possible answers is as follows:

A = I feel I could promote such a student's learning in my ordinary classroom without any fundamental change in my procedures.

B = I feel I could promote such a student's learning in my ordinary classroom provided advice from a special education consultant (remedial teacher) or psychologist was occasionally made available to me, whenever I felt a need for such aid in dealing with some particular problem.

C = I feel I could promote such a student's learning in my ordinary classroom if: 1) the school made it possible for me to attend a course on providing for such a student's educational needs; 2) the student followed an adapted curriculum; and 3) regular consultation with a special education consultant or psychologist was made available to me.

D = I feel I could promote such a student's learning if, in addition to the conditions set out above in "C", I had a full-time teacher-aide in my classroom.

E = I feel I would not be able to promote such a student's learning under any of the above conditions.

Summary of possible answers:

A = In ordinary classroom

B = With occasional consultation

C = With course and adapted curriculum and regular consultation

D = "C" plus teacher-aide

E = Not in ordinary classroom

1. John is defiant and stubborn, likely to argue with the teacher, be wilfully disobedient, and otherwise interfere with normal classroom discipline.
2. Siphso suffered a spinal injury in a car accident and can now get about only in a wheelchair; he has the use of his arms, but not his hands and therefore needs an orthopaedic aid in order to write.
3. Eight-year-old Lindi sucks her thumb all the time, apparently indifferent to the reactions of parents, teachers or other children.
4. Carol doesn't seem to catch on to things as quickly as most, and needs to have things explained over and over again; eventually though, she appears to learn everything the others do even though it has taken longer.
5. Every few weeks, without any warning, Mohammed will have a violent physical convulsion; after several minutes he returns to consciousness with a severe headache, nausea, and feelings of depression.
6. When Alison wears her hearing aid she hears as well as any other youngster; her voice sounds flat and hollow and is somewhat unpleasant to hear.
7. Steven generally sits on his haunches, rocking forwards and backwards continuously; he can build complex jig-saw puzzles and participate in practical tasks on a good day.
8. Cassiem is easily distracted and often fidgets with his hands or feet; he rarely sits still or completes a task.
9. Nomsa's right arm is bent up stiffly with her wrist in flexion (like a chicken wing); she is one of the slower learners and prefers to type rather than write with her left hand.
10. Megan has a record of poor school attendance due to her parents' negative attitude towards the school and their inconsistent behaviour; there are various gaps in her learning.
11. Sylvia achieves outstanding results in all her school subjects; she is an excellent speaker and writes poetry that is very advanced for her age.

12. Grant takes medication during school hours to keep his seizures under control; occasionally he suddenly appears disorientated, but this only lasts for a minute.
13. Ben writes very slowly and finds it difficult to rule a line or draw; his walking and running are rather clumsy, and he is often teased by the other children.
14. Nadia is in std 2. She cannot read fluently and spells many words incorrectly; however she participates well in class discussions and achieves well in maths.
15. Zolisa left home because there was often no food and his parents fought continuously; he lived on the street for a year, but is now living in a home for street children and attending school; he is eager to catch up, but has poor work habits.
16. Thandi sulks, and sometimes gets quite noisy whenever she loses the direct attention of the teacher; she wets her pants daily.
17. Mandy is seven years old and does not speak very much; what she does say is indistinct and childish, with many missing or incorrect sounds; she does not make eye contact with anyone.
18. Naziem uses a walking frame to get around; his bladder discharges into a bag which must be emptied during the day; he has a poor self-image.
19. Cathy is eight and wears slip-on shoes to class because she hasn't learned to tie her own shoelaces; she is generally cheerful and well-behaved, but talks very little and is incapable of following any but the most simple instructions.
20. Gadija is often bored in class as she completes her work with ease, quickly and correctly; she obtains top marks, but often misbehaves.
21. Themba is a bully, given to teasing other children and provoking fights with them; he uses obscene language.
22. Nokuloza has very poor eye-sight; she is intelligent, motivated and can read and write braille.

ADDENDUM TWO

QUESTIONNAIRE

PLEASE FILL IN YOUR PARTICULARS

Age range (eg. 20 - 29; 30 - 39; etc.):

Sex:

Qualifications:

Years of teaching experience:

On the following page you will find brief descriptions of the behaviour of four children. In each case please indicate how you would prefer to handle the situation if the decision were entirely up to you.

Directions: Please tick one block only ranging from A to C accompanying each item. Do not leave out any items. A description of the three possible answers is as follows:

A = It would be acceptable to me to teach this student in my ordinary classroom without any extra help.

B = It would be acceptable to me to teach this student in my ordinary classroom provided advice from a consultant (remedial teacher or psychologist) was made available to me monthly.

C = It would not be acceptable to me to teach this student in my ordinary classroom under any of the above conditions.

SUMMARY OF POSSIBLE ANSWERS

A = In ordinary classroom

B = With monthly consultation

C = Not in ordinary classroom

1. Siphso is paralysed from his waist downwards and can get about only in a wheelchair (the necessary adaptations can be made to the school building) ; he is intellectually average.

- A = In ordinary classroom
- B = With monthly consultation
- C = Not in ordinary classroom

2. Carol doesn't seem to catch on to things as quickly as most, and needs to have things explained over and over again; she does make progress, but at a much slower pace than the rest of the class.

- A = In ordinary classroom
- B = With monthly consultation
- C = Not in ordinary classroom

3. Nadia comes from a broken home and now stays with her sickly granny; she is often dirty, doesn't blow her nose and cannot socialize with the other children; she is easily distractible and in the weaker group, although she will probably pass the standard.

- A = In ordinary classroom
- B = With monthly consultation
- C = Not in ordinary classroom

4. John is defiant, stubborn and wilfully disobedient, likely to argue with the teacher and interfere with normal classroom discipline; he provokes fights with the other children and uses obscene language, but can do excellent work when his interest is engaged. .

- A = In ordinary classroom
- B = With monthly consultation
- C = Not in ordinary classroom

ADDENDUM THREE: INTERVIEWS

The interviewer will be indicated with the letter "X", while the interviewees will be identified by their code letters which were allocated during the data analysis and used in the text.

INTERVIEWEE A

X: What are your worries about this?

A: Seeing that this child is paralysed and we are in an ordinary class... In the first place there are children who when they see that child, they see him or her as somebody who is different. Now then, some of them are so curious, they take their attention to the child, and then they lose quite a lot of work. And at the same time, I am also anxious to help that child, because it is my duty as a teacher. Because it's not his or her fault for being paralysed. I can take him - for that matter I can praise myself - because I know I have got patience. I can use quite a lot of apparatus for him to understand. It's not that I'm undermining remedial teachers, but I know that I have got that gift... But I'm worried about the other kids. Their ability is not the same. There are those who still need help. There are those who are advanced and who still need to be enriched. Meaning you have to give him or her a lot of work. Meaning that it makes yourself to have too much to do. I have got the fear for myself. I will see that I am failing. But at the same time I am anxious to help if I can have the special time. Maybe there are three that I can give that work. If I was given the time, then I would have no hesitation.

X: So you would like to help, but you are worried about how the other children might react to the one who is different. And you are also worried about having enough time to help him. Because you do have the patience. So if you were given the time to work with the children, you would like to do it.

A: Yes, I would have no hesitation because I know I can do it.

X: What are your worries about this one?

A: I understand she catches, but she is very slow. I can put him or her in an ordinary class seeing that he or she understands. I know very well, even in the ordinary class, I do get such problems. Then I can put them together with those... Then I can put them into different ability groups. Then I can see what is what - those who still need time - using the apparatus at the same time. Some children do catch at the eleventh hour! There are children like this in our school.

X: So you would accept her in your ordinary class?

A: Yes.

X: And you would put her in a group with children who have the same ability?

A: Yes.

X: What are your worries about this one?

A: I can accept that. I can motivate the child and encourage her to be clean. For that matter, I can bring her some hankies so that she must wipe her nose. I will tell her about the necessity of cleanliness. I want her to drive away the snag that she comes from a broken home. I want her to know a lot, just like other children. She mustn't feel that she has got other things, you know. I want to put her into the ordinary class.

X: You mean you think you can help her in the ordinary classroom, and you wouldn't want her to feel that she has a problem?

A: Yes.

X: What are your worries about this child?

A: I think I must make plans, so that she or he must look like a normal child. Because what I am concerned about, I am concerned about his brain. At the same time, I think I must give some lessons to the class as a whole, to teach them what is good and what is bad. I must encourage things that are good. And then maybe he can come out from that stubbornness or of being hyperactive. I think he also does not want to listen. But he can also be put into the ordinary classroom. The teacher still needs to calm him. (*Reads: ...but can do excellent work...*) He does not need to go to a special school. I see no point of putting him away from the ordinary class.

X: I understand you think that he can be in an ordinary class. And you think you can help him by teaching the class to be good.

A: Yes, I think I can help him.

X: You have told me your worries about these children... I want to ask you now, how you think your worries could be overcome. You have already given me some ideas to help these children, but maybe you have some more. How could your worries about number 1 be overcome?

A: I am thinking about this, you know - the whole class. Or I can give the classes some lessons about different children. Giving them some lessons that we are all God's property, and He has created us in different ways. Maybe you are born normal, but then something happens - you lose your sight or something hinders you. I can try to make that class look to that child as being normal as them. Then definitely he can be put in an ordinary class - because his or her brain is up to date.

X: Can you think of any other ways to overcome your worries?

A: If I can have the special time - not a remedial teacher - I would like to do it myself because I know I have got patience. I would see how capable I can be. If, in our schools, we can be given some ready-made apparatus - not that we have got to take our time and do them.

X: I understand that you feel you would like the chance to help the children yourself. But you need some apparatus given to you because you haven't got time to make them yourself.

Is there anything else you would like to say?

A: And also I am concerned about the number of children in the class. 45 is **too much!** We have got these shacks here and this is the nearest school. We want to help them. I have got the patience, but you can't give 100% to each one.

X: I can understand it must be very difficult with so many children. 45 is a lot! How many children do you think should be in a class?

A: We should have 30 to 34.

INTERVIEWEE B

X: What are your worries about this?

B: My thinking is first that the child won't have my attention. I don't have the skills to teach him. Therefore it is of importance that they have their special classes and special teachers trained for their situation - with the resources.

X: So you feel that the children should not be in the ordinary classroom. But if these children **had** to be in your ordinary classroom, what would need to happen to make this possible?

B: I would put them in a separate group so that I can have their attention, and so that my time - I can arrange it so that I pay more attention to them.

X: All right. Can you think of any other ways in which your worries could be overcome?

B: Yes... You need outside help, like psychologists and physiotherapists - even neurologists. The child would need this according to his disability. Monthly consultation would not be enough. If we would have remedial teachers - not I as a teacher - a remedial teacher who is going to know tactics. Because our present remedial teachers are also class teachers. And also we have a problem of big classes.

X: You think the remedial teacher should deal with these children. But there aren't enough remedial teachers for all the children. How many children do you have in your class?

B: I have 40 children. I think the school needs maybe three remedial teachers - depending on the size of the school.

X: What else would you need if there weren't remedial teachers in the school?

B: If we could have special schools for these children. There are in the location, but not enough.

X: What if you had to be with the child?

B: I would need skills and teaching aids and support programmes. You need a specialist in that field - on the disability of a particular child - to show guidance and enrich you. I would need ongoing courses to keep me abreast with the new developments.

INTERVIEWEE C

X: What are your worries about this one?

C: I am doing the slow learners. I won't have enough chance for him. Maybe sometimes he wants to go outside - on the toilet. Then I will have to look for somebody, or take him myself. That is a problem. He needs to be attended. I won't have time.

X: So you feel you won't manage him because you won't have time to attend to him.

What are your worries about having number 4 in your classroom?

- C: I don't know whether he's hyperactive. And as I'm dealing with the last group, I think he will spoil my class. I must give attention to the children I am dealing with, and I must be very slow. So this one will disturb the class always and the other one will not have enough chance to listen.
- X: Yes. I can understand what you mean, that he would spoil your class. The others need a lot of attention.
- C: I have always done the slow learners. I have got to take my time. That is why I am worried about this one. He is going to disturb the others.
- X: Yes, I understand. How do you think your worries could be overcome?
- C: If I could get a smaller group, then I can help them.
- X: When you say a smaller group, how many children would you like in that group?
- C: I would like 20 to 25 children.
- X: How many children do you have in your class?
- C: At the moment I have 43.
- X: That is a lot!
- Is there anything else you can think of - ways in which your worries could be overcome?
- C: If I have another help from outside.
- X: Can you explain a bit more?
- C: I would seek for help from outside - advice. It will be better if I have a smaller group. Then I can give number 4 advanced work or more work. He or she could teach the others just to keep him busy.
- X: Can you tell me more about the outside help?
- C: I mean, number 4 must see a psychologist. Maybe this one needs consultation so that he or she can overcome their problem - see a social worker or psychologist.
- X: I see what you mean. And apart from outside help, how else could your worries be overcome?
- C: She needs extra classes to do the work again, when he or she is alone. And then I must have a lot of teaching aids.

INTERVIEWEE D

(Although this interviewee taught at an English medium school, she indicated that she would feel more comfortable speaking in Afrikaans for the interview.)

- X: Wat is jou bekommernis oor hierdie kind?

- D: Sy moet eintlik individuele aandag kry, of in 'n klein groepie wees. In 'n groot groep kan jy nie aandag skenk aan hierdie kind nie. Sy het voltydse aandag nodig. Sy sal iets opvang in die gewone klas, maar ek voel nog steeds sy moet individuele aandag kry. Sy sal maklik in die groep verdwyn. Jy kan later vergeet van haar.
- X: So jy dink sy moenie in die gewone groot klas wees nie, want sy het voltydse aandag nodig.
- D: Ja.
- X: Hoeveel kinders het jy in jou klas?
- D: Ek het 36 tot 40 kinders in my klasse. Ek het een St 1- klas gehad met net 22. Toe kon ek meer individuele aandag skenk aan elkeen.
- X: So jy voel dat as die klasse kleiner was, kon jy beter met hierdie situasie "cope".
Wat nog moet gebeur om hierdie kind in jou klas te hou?
- D: Jy sal definitief 'n program vir haar moet uitwerk, en ekstra aandag gee - miskien na skool. En dit sal nie kan gebeur in 'n groot groep nie. Jy sal moet weet waar die kind te kort skiet - 'n program uitwerk. Jy kan 'n "R O" vra vir 'n program vir die kind. Jy sal definitief ekstra takies moet gee, wat die kind in sy tyd kan voltooi. Dit is te veel werk. Jy gaan nie regte skiet nie... Aan die een kant sal dit ook goed wees, want anders gaan die kind uitgesluit wees. Hy moet met die ander kan saamwerk. Maar dan moet die groep 'n bietjie kleiner wees, so 10 tot 15 idiaal, vir meer individuele werk.
- X: Dit is 'n baie goeie idee om die "R O" te betrek. En ek verstaan jy voel dit sal ook goed wees as die kind saam in dieselfde klas kan wees. Maar dan moet die klas kleiner wees.
Wat is jou bekommernisse oor nommer 4?
- D: My grootste bekommernis is dat hy die ander kinders sal aansteek, want kinders is mos geneig om anderste na te aap. Anders moet jy maar vir hom 'n hele aantal werk gee om hom besig te hou, aangesien hy nou... Hy het net gedragprobleme en ek dink hy soek aandag. Dit gaan baie verg vir my!
- X: Ek weet hierdie kind klink baie moeilik. Maar as hy in jou klas moet wees, wat moet gebeur sodat hy in jou klaskamer kan wees?
- D: Dat hy gehoorsaam sal wees, en dat hy sal probeer leer.
- X: En as ek van buite af iets vir jou kon gee, wat sal jy vra?
- D: Ekstra individuele werk vir hom om hom besig te hou. Iets wat hom besig sal hou. Hy moet aan kompetisies deelneem - jy moet hom aanmoedig.
- X: Ja. Is daar enige iets nog wat jy self kan doen om jou bekommernisse te oorkom?
- D: As hy in die klas is, sal ek vir hom ekstra takies gee om te verrig. Hy moet gedurig besig wees.
- X: Dis 'n goeie idee.
- Ds: Mens kan ook nie alewig hierdie kinders tussen ander stout kinders sit nie.

- X: Ja. Het jy enige ander idees?
- D: Die personeel kan as geheel meer liefde en aandag gee aan hom. Hulle kan belangstelling toon. Jy kan die ander personeel ook vra wat 'n mens kan doen. En dan natuurlik moet jy met die ouers saamwerk. Hulle moet ook belangstelling toon.

INTERVIEWWEE E

- X: What are your worries about this?
- E: There are many children who need special attention in our classes, and the main problem is that we have big numbers. We cannot give individual attention to all of them. And many of them are coming from the lower primary schools. They come in with those problems and we cannot help them because there are many, many of them in a class.
- X: You mean they should have been helped at an earlier stage? And your classes are too big.
- E: Yes.
- X: How many children are in your class?
- E: 46.
- X: It must be difficult... Can you first tell me why you are worried about having number 1 in your classroom?
- E: Because sometimes, in the classroom, we have to play, to learn - to learn by playing - so he cannot play.
- X: So you think he wouldn't be able to participate and learn by playing? Is there any other reason why you are worried about him in the ordinary class?
- E: No... But this one also, I said "C - Not in an ordinary class". Because she needs individual attention. And as I have said, I have not enough chance to do that one, because I have many of them. You'll find out that half of the class is the same - like Carol! I think she mustn't be in an ordinary classroom. There must be a special teacher for her.
- X: I understand that you feel that you have too many children with this kind of problem already in your classroom. But if these children had to be in an ordinary classroom? How could you manage?
- E: I don't know what I can do because as I say, there are many of them. They are also a class alone. I don't know what I can do for them, as there is a special teacher trained for them - to see to the children here in our school. But she is only one - one teacher, so she cannot cope. And there is too much work for her. There needs to be more teachers like her. This school is very big and she cannot take all the children from the lower primary to the higher primary.
- X: Are you referring to the remedial teacher?

- E: Yes. We need the remedial teacher.
- X: So you feel that the remedial teacher should help these children?
- E: Yes, that is what I feel. They can have their special classroom in the ordinary school.
- X: Is there anything else that must happen for your worries to be overcome?
- E: She does consult doctors also.
- X: The remedial teacher?
- E: Yes. And there is a consultation committee otherwise here at school.
- X: Oh! What does the consultation committee do?
- E: It think it sees to the children with the learning problems. Sometimes the children are taken to the doctors and hospitals. Sometimes they see that the others have eye problems and ear problems - things like that.
- X: I see... Can you think of anything else that needs to happen?
- E: Also their parents must be involved, because they are the ones who know what happened to their children - maybe something happened to the child during the birth.
- X: Yes, I also think it is important to involve the parents.
- Is there anything else you want to say about any of these children?
- E: This one can be in an ordinary class, as I have said, but he needs to be given more work - so as to keep him busy.

INTERVIEWEE F

- X: What are your worries about having the first one in an ordinary classroom?
- F: I think Sipho cannot be placed in an ordinary classroom because he can't walk - right? He's always in a wheelchair... So I think it's difficult for him to go to the - maybe for him to walk around in the classroom. And the other children who are not disabled like him, you know, and they would like to make jokes about him. And he will feel embarrassed about that. He will feel small - that he is not accepted to his classmates. He doesn't feel accepted in the class. And the teacher - It will be difficult for the teacher. Always must go to him, to his place or his desk, must stand there and show him.
- X: You are worried that he may be teased by the other children. And it will be a lot of extra work for the teacher.
- F: Maybe also his eyesight. He cannot see the board, and that is also difficult. The teacher must give special attention for him - neglecting the others. And I think he needs a lot of time from the teacher. The teacher must console him about his problem - try to talk to him. Because of these

things, I think he will not cope well in the class. I am worried. He can be clever, but sometimes these children make jokes about the others. He won't be happy.

X: I understand that you are worried about the time he would need from the teacher. And you are also worried that he will be unhappy.

F: Yes, that's right.

X: What are your worries about number 2 being in the ordinary classroom?

F: I also think she must not be put in the ordinary classroom... Yes, she needs a special teacher and a special classroom - like remedial classes - because she will take a lot of time. The teacher must make many special teaching aids for him, and they must spend a lot of time to her, neglecting the other children. It is difficult because they say the teacher must explain over and over again, and when they are wrong, the teacher must repeat it again and again! So I think it is better for the remedial teacher to be with her all the time - who is a qualified remedial teacher. Because teachers seem to be going much with those who are - who don't need more time. She needs that love. She needs a teacher who shows that she cares about her. It's too difficult for her in the ordinary classroom - for the teacher.

X: You are saying that you would prefer it if a remedial teacher could work with her. But what if these children **had** to be in ordinary classrooms? How could your worries be overcome?

F: I think it can be easy for those classes which are not overcrowded. Our classes are overcrowded so you can't cope well with them. They need a special classroom in the school or remedial teachers. Because when you do the work - whilst they are in the special classroom, you continue with the work in the classroom. When they have been to the remedial teacher, they can't catch up. I have to try to help them, and those others become bored. It is difficult because these children, even their writing is not clear. And there are so many of them. So the remedial teacher must try to correct them.

X: It sounds like you have problems because after the children have been to the remedial teacher they can never catch up the work they have missed.

F: Yes.

X: How many children do you have in your class?

F: I have 49 children in my classroom - I have had 50!

X: It must be very difficult to have so many in one class.

Is there anything else that should happen in order for you to overcome your worries?

F: We need more facilities - like video machines and other equipment. They need a special room and a tape or cassette playing. They need to build special classes - to help their progress.

X: You would like the school to have better facilities. But what do you think teachers can do to overcome their worries?

F: Yes, they need that love. They need the teachers to help them. You can't neglect them at all. You must see that they get an education. You can't have them on the streets. They **must** be in the classroom. So if they have their special classrooms, it will be better for them. They will see that even the government is worried about them.

INTERVIEWEE G

X: What are your worries about having these children in the ordinary classroom?

G: With this one... Simply because children with such problems usually feel isolated from their pupils - always sitting alone - the other pupils are running around.

X: You are worried about the child's feelings?

G: Yes. I think we also have an example of this kind of a child in room number 39. We **do** have a child like this one. She is using crutches. During the tea break, during the lunch break, she is always in the classroom. She sits alone while the others are outside. She doesn't belong to the other pupils. My worry is that she does not have time to share ideas, to talk with other pupils - she's always there alone. She doesn't express herself as others are doing during tea time. She is not happy - and definitely, she doesn't have time to talk during the lessons.

X: Why doesn't she have time to talk during the lessons?

G: I'm sure this is affected by the fact that she is always alone. She is withdrawn.

X: Yes... And what are your worries about this one?

G: Pupils of this kind should not be put with those pupils who would grasp things easily. They may be in an ordinary classroom, but it should be a classroom special for them. Not in a classroom with those who catch so easily. They should be grouped according to their intelligence.

X: What are your worries about having them with the other children?

G: You can see the others want to progress, but you cannot keep the pace of the others, so you have to go back because of that particular child.

X: So you feel it would be better to group the children according to their ability?

G: Yes.

X: O.K. Let's look at the next one. What are your worries here?

G: I think she just needs to be coached. She doesn't have to be put in a class different from the ordinary classroom. She just needs to be shown how to look after herself. What are the effects of being like that - being clumsy. She just needs to be told, to be convinced that you should be neat - look like this.

X: So you think that you could manage her in the ordinary classroom?

G: Yes, I think so.

X: All right... Then what are your worries about this one?

G: I'm afraid of this one. Because if you have this kind of child in an ordinary classroom, the other children too will try to copy what he is doing - being disobedient and so on - and the teacher will no longer have respect.

- X: It sounds like you are afraid that the class will be out of control.
- G: There is no problem if he is constructive in his approach, if he is trying to learn more from the teacher. But if he interferes with the normal classroom discipline, he is a problem.
- X: I understand what you mean. You are worried about maintaining the classroom discipline.
- G: That's it.
- X: We've spoken about your worries. But now I want to come to my second question which is: how can your worries about these children be overcome?
- G: I need to have more time. I need to be involved with very few classrooms, so I can be in touch with them.
- X: Why do you need more time? Can you tell me more about it?
- G: To convince Nadia and John, you need to spend time - you must know, you must understand. Time to try to convince the other pupils not to try to leave Siphon alone. They must try to grab Siphon and go with Siphon whenever they go to play. Because paralysed people, they also do play. They may play in a different way, but they can also play. They can cheer for them if they cannot play.
- X: Yes, you're right. So now, what about Carol... How could your worries about her be overcome?
- G: This classroom with Carol can be a very frustrating one, if you need to explain things over and over again. You'll end up not having a sense of what you are saying! She needs to be not put into an ordinary classroom.
- X: And what if you had to have her in your classroom? What help would you need?
- G: She needs a remedial teacher who has done special education. It is the job of the remedial teacher to deal with the slow learners. The remedial teacher can take care of her.
- X: I hear that you feel that it is the remedial teacher's job to teach Carol. But is there any way that you could keep her in your ordinary classroom, without sending her to the remedial teacher?
- G: If she may reveal to me what she is really doing as a remedial teacher - if she doesn't keep the information to herself - if she tells the other teachers about the remedial, it won't be a problem.
- X: So you mean you could learn from the remedial teacher and then help the child yourself?
- G: Yes, no problem.
- X: Is there anything else you would need so that your worries could be overcome?
- G: Pupils can have contact with the remedial teacher from time to time.
- X: Yes... Is there anything else you can think of?
- G: We need smaller classrooms.
- X: You mean less pupils?

G: Yes.

X: How many pupils are in your classroom?

G: I have 52 pupils at present.

X: That's a big class! It must be difficult to manage with so many... Is there anything else you would like to say?

G: I think I have said everything. But I need free periods to work with people like Carol.

INTERVIEWEE H

X: What are your worries about this?

H: Firstly, I'm a bit worried about myself. Am I equipped or trained to deal with these children? This Carol seems to have emotional problems, and I wouldn't know how to deal with a child with emotional problems. At the moment we do have our emotional problems, but they are not as big as these. We have the odd few, and we tend to handle those. But the really big emotional problems - I don't think that an ordinary teacher, without any special training, would be able to cope with such a child. In the end you're going to have a **more** emotional child and a **very frustrated** teacher. Because you would be trying to get through to this child, to help this child, but nothing works, and you put this child off completely. You are this teacher battling to get through to this child. You're going to frustrate this child completely, and it's going to affect the whole child, emotionally and educationally!

X: You seem to be worried that ordinary teachers don't have the skills to help these children.

H: Yes, it would be better to have them with people who are trained.

X: I hear what you are saying. You feel that they would be better equipped to deal with the problems.

Do you have any other worries?

H: This John, he'll be a disruptive element in the class. And the little ones are very impressionable and they'll take their example from him. Because you don't want... He probably also has some problems because this isn't normal behaviour, of a normal child. And, personally, if I know what the problem is, I won't be on his case all the time. But then the other children will see that Johnny gets away with this. Teacher doesn't scold him. I can do the same! And then we're going to have major problems. So I think these children, John and Carol, actually need to go into a class where the teacher is specially trained to deal with these emotional problems. Because we who qualified years ago didn't receive any training. We just received the basic teacher training - not anything to do with children's emotions. What we know is what we've picked up over the years with our experience.

X: So you are worried that John will disrupt the class, but you feel that if you knew the cause of the problem, you would be more understanding. But then you are also worried about the rest of the class - that they will think that they can also behave like that. So you feel that it would be better if they were in a class with a teacher who knew how to deal with emotional problems. But you have some experience. It can often mean more than a training course.

H: That's true.

X: Is there anything else that worries you? What about Carol? Can you read that again?

H: She's a child who needs remedial education. I think she could fit into a normal class, but she does need remedial as we do have here. If she can get into that remedial class right from the beginning, and not wait until it's too late. Because we find that some of the children are going to the remedial class from Std 2, Std 3. And that's too late to remedy the problem. Whereas if Carol - a child like Carol, could get into the remedial programme as soon as possible, then she could benefit from it and being in a normal class.

X: I understand what you are saying. It is better for children to receive remedial teaching as early as possible.

You have given me lots of worries, but you haven't yet spoken about number one. What are your concerns about having him in your classroom?

H: The other children would perhaps find it strange to have someone - I'm speaking now purely from the KG aspect. They'd find it strange to have someone in a wheelchair in their class. And at first it would be - at first they'd be more interested in that than in the teacher. You may just find that people - whereas he may not see his situation as a handicap, the other children would make him feel that he is handicapped. But as far as I'm concerned, I won't have a problem with a child like that - as long as the school has made the necessary adaptations for him.

X: So you're concerned that he may distract the class. And also, you are worried about his feelings?

H: Yes.

X: Do you have any worries about number 3?

H: Nadia seems to be a typical case because we have many of those. And I think we - with our experience - we are able to handle those children.

X: So you are not specially worried about pupils like Nadia?

H: No.

X: Well, now I want to ask you how you think all your worries could be overcome. What would have to happen so that your concerns could be overcome?

H: If I could be in contact with a psychologist constantly - not just see her once a month. Because problems could be blown out of proportion by then! I would like constant consultation with the psychologist.

X: What for?

H: I would like guidance and some support system.

X: Is there anything else you would need?

H: And also if I could get some sort of training to help me cope with the child. Someone to help me. I'm sure if you have one of those children in your class and you do go to get some sort of knowledge or training, and you do have some support - you'd be able to cope better with the rest of the children.

X: I'm sure it would help you with all the children... Can you think of anything else that you would need?

H: I think Carol would also need specialised teaching aids. Because I think she would have to work with concrete apparatus. Because abstract would be way above her. And at the moment everything is very abstract. You would need aids specifically adapted for this type of child.

X: Yes.

H: John could be - you do find children like John who like to work with their hands. If I could send him, even in Sub A, to the Woodwork teacher. Because his interest may not be academic. He may be mechanically inclined.

X: Yes, you do get pupils who are technically rather than academically inclined.

H: So if his problems could be remedied by him doing something with his hands - if I could send him to the Woodwork teacher or handwork teacher, then that would be fine. These children need to be taken out of the class at least once or twice a day. Otherwise you and they are going to become frustrated. And in the end, many of these children play truant and eventually they just drop out.

X: That's quite true... Is there anything else you can think of that would help you to overcome your worries?

H: You need a lot of support from the parents. It's no use saying that Carol has a problem so she needs to go to the remedial classroom, and then the parents are totally against it. You need their support and understanding. People say, "Ag, my child doesn't learn like the rest - you don't like her!" We actually want the best for the children. They think we are just posting them off to another teacher. With remedial, there's still that stigma attached. When they hear that their child has to go for remediation - it's like "Gosh!", you know.

X: Yes, I hear what you are saying.

H: I had a little boy - I think I was teaching for about three years. He was like an autistic child, and eventually I didn't know what to do with him. I spoke to the father - the mother was against getting this child any sort of help, or being put into another school. And he actually needed adaptation. And they took him for the psychological tests, and they actually referred him to a remedial school. Two years later he came to speak to me. So that actually built up his self-confidence. I'm sure that he felt threatened in a normal class.

X: That's a wonderful success story. Is there anything that you think could help with this type of situation?

Say, if the child had to stay in your classroom?

H: What I find with children who are sent to Red Cross - I don't know if it's like that at the other places - they normally just send us a print-out or a letter, stating what the child's problem is. And most of the time we don't understand what's written there! Whereas if they could come to the school and explain to the teacher what's happening to the child. We just get a report with crosses and ticks here and there, and a very brief report at the end of the letter. So if they would come and explain to us, I'm sure we'd be able to handle the child.

INTERVIEWEE I

X: What are your worries about number 1?

I: I won't say it's not possible, but I wouldn't want this child in an ordinary classroom. Because like this little boy is paralysed - he will be in a wheelchair lame. And when you're teaching, it may be very distractful for other children to see him sitting there. Maybe he will feel out of place because he can't really participate - jump, walk, run with us. And it will also maybe have a effect on the other children - his sickness. Even though the teacher may say, "You won't become like this little boy," maybe somehow it will have an effect on the other children somehow putting them off. Because I thought it would really interfere with the teaching, and also putting them off. It's also a good idea on the other hand so that other children can see how children can learn in that difficult position.

X: What do you mean when you say that the children will be "put off"?

I: Maybe, you know, little children are funny. Maybe they think one day when they get hurt, or something happens, they will also be now in a wheelchair, not be able to walk. Some of them will think this boy won't ever be able to walk. Now that will put fear into them. They'll feel sorry for him also. But again there is an advantage where children will learn to be more passionate towards each other, or loving. You know, some children are very nasty with each other. They are usually very sympathetic when somebody gets a cut, but after that they just bully-bully again.

X: It sounds like you have mixed feelings about this boy. On the one hand, you are concerned about his feelings and being teased, and also the affect he would have on other children, and on the other, you think it would be an advantage to have him in the classroom. The children could learn to be more accepting and loving.

I: Yes, I am a bit concerned.

X: What are your worries about teaching him?

I: His participation. In the classroom his involvement in group work, theme work - especially like at the KG level where there's dramatization, and you use a lot of your body parts. Your body speaks, and there he'll be handicapped in that way. It will put him in an embarrassing position, for him also.

X: You feel he will be embarrassed because can't participate?

I: He will be shy... Also the sports, needing a lot of movement, physical education. At the beginning of the - In Sub A we do a lot of movement, you know, loosening the fingers. These children are so stiff and starchy! And he wouldn't be able to participate - the body parts. Even today ,like this morning we went outside in the beginning and they were **running and jumping and hopping** around to wake them up, and then they came in. And he couldn't do that. Just a few minutes, and then we came inside. I also did that yesterday. It was such a nice day!

X: That sounds like such a lovely idea to wake them up! But you are worried about the boy in this situation because he wouldn't be able to participate... Is there anything else that worries you about him?

I: No, I don't think so.

X: Let's look at number 4 then. What were your worries about him being in the ordinary classroom?

I: My fears there were children might be influenced by his behaviour. I mean those children who come from homes - I mean we all try to teach our children correctly, it starts at home - get the correct upbringing from home - will now be influenced by a little boy. And also maybe some children wouldn't want to come to school because they'll be scared of him, if he's going to argue with the teacher and, I see here, he fights, lift his hand. They'll be scared of him! It will put fear into them also.

X: I understand what you mean.

I: And he'll be distracting in the classroom, always out of turn, arguing. I mean children can, even little Sub A's disagree on things and discuss it. But this one, maybe he wants to be right, and if his answer isn't right he'll get aggressive. That won't be a nice classroom situation - pleasant classroom situation to teach in. The lessons will be dull and gloomy. Everyone will be stiff and starchy. Because everybody will be watching him and seeing what he's doing, and no attention will be given to what the teacher is trying to get across. Because he will distract the children and the teacher. But imagine you have a child like this in your classroom - I on my own! I wouldn't know how to handle that with no guidance or help.

X: Well, can you tell me the conditions or needs you would have so that you would be able to overcome all these worries?

I: Maybe a child like that needs a lot of attention. Maybe he's lacking some parental attention at home, or he might come from a broken family, that he needs... I mean - you as a teacher... You know they say a teacher, especially with the little ones, and even upper - a teacher should be a teacher and a mother. So maybe that child needs more warmth. Maybe if you've got a smaller class - 12 to 15 - or a person to help you, then you as a teacher can give that to that little boy, that security and that warmth. A aide, a teacher-aide to help you, to see to the others. And then you can pay more attention to that type of child or children. Then it will also give you the experience and open your mind. So that if you land up in a situation like that, you will know how to deal with it.

X: I know what you mean about being a teacher and a mother. Teachers often have to be things like nurses too! And you say a teacher-aide would help. That's a good idea.

Do you have anything else you want to say about this child? Worries you can think of, or ways in which they could be overcome?

I: Of course little Mary and Peter will go home and tell their parents this and this is happening - I mean having this obscene language in the class. And parents will later think, "No, I'm taking my child out!" It will lead to parents taking their child out of that school, and telling others, "Look, don't put Johnny there, because the reputation is not so good." We won't get that parental support for the school really. He will give a bad name for the school.

X: So you are worried about the school's reputation?

I: Yes.

X: I can imagine what you mean...

If we look at number 1 again... How could your worries about him be overcome?

- I: Let's see now... I'm sure this little boy will be under hospital care or something. Maybe we can have that nurse or sister coming in to give him therapy, exercises that will help, speaking to him about his health - words of encouragement, that maybe the teacher who hasn't got the knowledge - hospital or health care... She can give that to him - to just strengthen his beliefs, that he will get well again, and things likethat.
- X: Like counselling?
- I: Yes, that's it. So he can see he's not just put there and thrown away. He's under hospital care.
- X: Would you like any help for yourself in yourclassroom?
- I: I mean I don't know if I'm being a bit impossible, but this boy in a wheelchair - normally they need more space or a section. We don't want to section him off in the class, but really, they need more space to move. I mean they're not walking, they're in a wheelchair! But few children also. Then maybe he can also have his movement in his wheelchair. He can show us what he can do again, like a little game.
- X: Yes?
- I: Like a few years ago, I went to a dance at St Giles. It was in the evening. And you should have seen those disabled people... How they **turned**, and performed and danced in their wheelchairs! They entertained the other people there! I really enjoyed it. They made the other people happy. Maybe this child, if he had space, could also entertain his peers. It was fun and humour. It will also make him feel important. And the others can see him happy.

INTERVIEWEE J

- X: What are your worries about this ?
- J: Referring to this number 1, you mean the child who is paralysed from the waist down ?
- X: Yes.
- J: I feel that the teachers won't be able to cope because, with the amount of children in the class. Our classes are already overcrowded, and definitely, a child like this does need special attention. I can't see... We don't have facilities at the school to push a wheelchair. And if it's a boy, who's going to help him to go to the toilet and all those things? So I feel that even though there's nothing wrong with his brain or anything like that - an ordinary classroom just won't work. Especially for carting him around and getting to a certain point and so on. And I wonder how it will affect the child if he sees the others playing soccer and netball or whatever. Will it have an affect on him? Will he be able to sort of get a grip on things and realise, "Well I can't do that" ?
- X: So you are concerned about overcrowding. You feel that there is no space in the classroom to really practically move around.
- J: That's right, that is the main thing.
- X: And then, somebody to help him to get around - that's another worry. And then also, what effect will it have on him if he sees the others who are normal and able to walk and all those things. Is there anything else that you are worried about ?

J: As far as a child like that is concerned ?

X: Yes.

J: I wonder if this problem can't be overcome - say now, like overseas, I believe they have the teacher and an assistant. So maybe in that way it can be overcome.

X: Yes. Well that was my next question. You have told me your worries, but say this child **had** to be in your classroom. What would you need in order to have this child in your classroom ?

J: They would have to make it more convenient to get the child in and out of the classroom. And then, perhaps if possible, get somebody to assist in the classroom.

X: Is there anything else you can think of with regard to what you would like to have happen ?

J: If you have fewer children, then maybe you don't have to spend such a lot of time with the ordinary child. You can at least give him or her some of the attention that is needed.

X: All right. Now do you want to look at the last child on the page ? First of all, what your worries are about having him in the ordinary classroom?

J: My biggest fear is that children are very easily influenced. They seem to make role models of the wrong kind of people. So if we should have a boy or girl like this in class, it will have a definite effect on the others. Because once they have gone into a habit or style, it is very difficult to get them out. And if this child is defiant and stubborn they will hero-worship him! I can't see myself having a child like this in class, because I'm going to lose my temper I'm sure! And of course it will land up in court and whatever. So rather not. I think this can be avoided. And to save the other children also - from getting mixed up and being influenced.

X: And if you **had** to have this child in your classroom - under what conditions would you have that child there? What kind of assistance would you need?

J: I would call in the parents first and just find out. Most of the time we're so out of touch with the situation at home. Perhaps if I know what is going on at home, and get to the bottom of things. There must be a reason why he is like that in any case. So if I can find out, and then maybe get the parents to help, or depending on what their attitude is also. So if I don't get help from the parents I will have to go to the social welfare or somewhere, just to get assistance. And maybe if I know what the child's problem is at home, then from there you can work. Maybe it won't even be necessary to send him out of the class or anything like that. I'll just try on my own, and maybe that motherly instinct. You know sometimes, a lot of these children need a little bit of love and talking to, and if you show some interest, you will see a transformation in them. Because I've noticed, here at school also, we have so one or two that's a bit naughty. But they want to be hugged, they want to be talked to nicely, and make them feel important. Just, you know, "Go and get me something quickly." So get them involved and try not to just push them around all the time - because then a lot of their problems will be solved.

X: Yes, and is there any other help you would need?

J: Yes, like I said now, I would first try my utmost. Then I would call in a social worker - get some advice from a higher authority, as to how to deal with this type of thing.

X: So you would like access to somebody who is a specialist in that field who could give you advice.

J: Yes, a specialist in that field.

X: Is there anything else you would like to say? Anything else you are worried about, or anything else you feel that you would need in order to cope with these children in your classroom ?

J: Sometimes these children are like this because they feel the other children in the class are more affluent than what they are. So try and make some of the things that he doesn't have at home - try and make that available to him. Maybe the video games or something. You could play with him after school or maybe some of his friends could play with them during school. Or see what his shortcomings are and then try and do something about it. Some children don't even have hot water. Maybe I can arrange for him to go home with a friend. He can see how the other half lives. He maybe will discover that it's not the people who have everything that's the happiest. Maybe it will open his eyes and his mind to something different. Maybe he will see that it doesn't matter who you are or where you are. It doesn't make any difference. We all have problems.