

Central Auditory Processing Disorders:
Training and Knowledge of Urban Black
Mainstream Primary School Teachers in
Soweto

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This thesis is dedicated

to

my mother and the loving memory of my maternal grandmother,

my brothers for their love and support.

SUMMARY

TITLE: Central Auditory Processing Disorders: Training and Knowledge of Urban Black Mainstream Primary School Teachers in Soweto

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Central auditory processing disorders is one of those disorders that can have multiple outcomes like communication, learning and social adjustment problems. In many cases this disorder cannot be outgrown, but lots of children develop strategies to cope with or overcome it.

Literature has identified speech-language pathologists and audiologists as probably the most relevant and the best-equipped professionals in assessment of CAPD. However, the identification and eventual management of children with CAPD constitute a multidisciplinary team.

Teachers are among the core team members and they play a crucial role in identification, referral and management of children with CAPD. This role is specifically important in the case of black urban mainstream teachers because of issues such as high teacher-pupil ratios, noise pollution in schools and the lack of speech-language pathology and audiology services. Thus, the aim of this study is to investigate the level of training and knowledge of black urban mainstream primary school teachers in Soweto as far as CAPD are concerned.

A descriptive survey was conducted to determine the teachers training and knowledge of CAPD. A questionnaire was developed and distributed to Grade 1 to Grade 4 teachers in 55 primary schools. Responses of 308 questionnaires out of a total of 412 distributed, were analysed and interpreted. The results revealed that teachers are not

knowledgeable about and did not receive training on CAPD during their basic training period as teachers. Teachers also often confused CAPD with hearing impairment.

However, a positive attitude towards training on CAPD was evident from the teachers' responses. This calls for an urgent working partnership among different government departments (e.g. Health, Education, and Welfare), NGOs and communities in order to help children with CAPD to become full participants not only in the academic sphere, but also in all other areas of life.

Key words: *central auditory processing disorders, teachers, training and knowledge, children*

OPSOMMING

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Versteurings op die gebied van sentrale ouditiwe prosessering is een van daardie toestande wat probleme ten opsigte van kommunikasie, leer en sosiale aanpassing tot gevolg kan hê. In baie gevalle is dit nie moontlik om hierdie versteuring te ontgroei nie, maar talle kinders ontwikkel strategieë om dit te hanteer of te oorkom.

In die literatuur word spraaktaalpatoloë en audioloë as waarskynlik die mees relevante en bes toegeruste professionele persone vir die assessering van sentrale ouditiwe prosesseringsversteurings geïdentifiseer. Die identifisering en uiteindelijke totale intervensie van kinders wat aan sentrale ouditiwe prosesseringsversteurings ly, is egter 'n multi-dissiplinêre taak.

Onderwysers is kernlede van die multi-dissiplinêre span en speel 'n uiters belangrike rol in die identifisering, verwysing en bestuur van kinders wat aan sodanige versteurings ly. Hierdie rol is veral belangrik in die geval van swart stedelike hoofstroomonderwysers, vanweë omstandighede soos hoe onderwyser-leerlingratio's, geraasbesoedeling in skole en die gebrek aan Spraak- en Taalpatologiese asook Audiologiese Dienste in hierdie skole. Die doel met hierdie studie is dus om ondersoek in te stel na die vlak van opleiding en kennis van Swart stedelike primêre onderwys in Soweto aangaande sentrale ouditiwe prosesseringsversteurings.

'n Beskrywende opname is onderneem ten einde die onderwysers se vlak opleiding in en kennis oor sentrale ouditiewe prosesseringsversteurings vas te stel. Hiervoor is 'n vraelys ontwikkel en onder Graad 1 tot 4 onderwysers in 55 laerskole versprei. Die antwoorde in 308 voltooide vraelyste uit 'n totaal van 412 wat versprei is, is ontleed en geïnterpreteer. Uit die resultate blyk dit dat onderwysers nie kundig is ten opsigte van sentrale ouditiewe prosesseringsversteurings nie en dat hulle ook nie tydens hul basiese opleiding daarvoor onderrig is nie. Verder verwar die onderwysers dikwels sentrale ouditiewe prosesseringsversteurings met gehoorbelemmering.

Die onderwysers se response het egter op 'n positiewe houding jeens opleiding in sentrale ouditiewe prosesseringsversteurings gedui. Dit is voldoende rede vir die ontwikkelings van 'n dringende werksvennootskap tussen verskillende regeringsdepartemente (bv. Gesondheid, Onderwys en Welsyn), asook nie-regeringsorganisasies en verskillende gemeenskappe, met die oog daarop om kinders met sentrale ouditiewe prosesseringsversteurings te help om uiteindelik suksesvol in die akademiese sfeer asook in al die ander terreine van die lewe te funksioneer.

Sleutelwoorde: *sentrale ouditiewe prosesseringsversteurings, onderwysers, opleiding en kennis, kinders*

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