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APPENDIX



Case study 3

'n Vriend van my het my genooi na 'n kamp...dit was 'n jeuggroep se kamp. Ek hou baie van kamp en sy het dit geweet, en toe sê ek: "Okay ek gaan met julle". Toe ek nou daar kom, toe voel ek so uit want almal kyk so na my. Maar anyway, hulle kyk toe na my, maar ek kyk nie vir hulle snaaks terug nie, ek smile na hulle.

Dit was die Vrydag...Vrydag-aand het ek nie much met hulle geworry nie, hulle het net so onder mekaar gepraat. Die Vrydag-aand, toe ons eet, hulle maak toe koffie, maar in plaas dat hulle vir my direk vra: "Hoeveel suiker drink jy, of drink jy tee of koffie?", vra hulle vir my tjommie, en hulle maak asof ek glad nie daar is nie. En ek...ek kyk maar en sê toe maar niks nie. Nou bring hulle die koffie, en ek sê toe dankie aan die jongetjie wat die koffie bedien. Mark was sy naam...Mark sê dit was 'n plesier...en hy sê toe vir my: "Moet ek die koffie vir jou vas hou?". (Lag). Nou wil ek nie lag nie en sê vir hom: "dis nie nodig nie, ek sal dit vas hou". Nou loop hy weg, nou sê ek vir my tjommie: "Hoekom treat hulle dan

vir my soos 'n invalid". Sy sê toe vir my dat sy nie sal weet nie.

Maar anyway, ek het toe nie vir hulle verder uitgevra nie.

Hulle bring toe vir my kos...nou skree die vrou wat die kos opskep uit die kombuis: "Eet sy pampoens". My tjommie sê toe: "Ja sy eet pampoens, met 'n bietjie botter oor". "Hoeveel rys wil sy hê, wil sy een of twee lepels hê". Hier raak my tjommie mos toe kwaad, want elke keer as hulle iets vir my wil gee, dan vra hulle vir haar. Hier sê my tjommie: "Kan julle nie self vir haar vra nie?". Hulle sê toe: "Nee net maar kan sy nie haar mind op maak nie, en 'n mens weet nooit hoe om met haar te praat...kan sy verstaan as 'n mens met haar praat?". Nou raak ek rêrig kwaad...ek raak skoons warm hier om my ore. Ek staan toe op en sê vir hulle: "Wat dink julle, dink julle ek is 'n zombie, ek verstaan, ek kan my eie besluite neem, ek kan alles doen, ek is fisies gestremd, ek is nie mentally disabled nie". Ek kon sien hulle almal skrik toe, en hulle sê toe hulle is sorry.

Okay, die Saterdag-oggend...uhm...ons was mos, maar die showers is buite. Hulle stuur toe 'n meisie om my te kom help aantrek. Ek sê toe vir haar nee dankie, maar ek kan myself



aantrek. Na ons aangetrek is, gaan ons toe op 'n hike. Maar die ding is hulle het geweet ek kom, en ek het vir my tjommie gese sy moet vir hulle laat weet dat daar is dinge wat ek kan doen, maar ek doen dit stadig en moeilik. Ons gaan toe op die hike, maar die route is baie moeilik, daar is baie obstacles op die route. Ek sukkel mos want my bene is nie so sterk nie. Ons loop toe en ons kom toe by die boomstam, en aan die ander kant van die boomstam is daar 'n dammetjie. Ek kan toe nie maklik oor klim nie, en het maar op die boomstam gesit en my bene oorgelig. Ek het nie die dammetjie water gesien nie, en ek val toe in. Almal lag toe, en ek lag maar toe saam, maar voel seer gemaak, maar ek dink toe ek gaan nie vir hulle wys nie.

Ons gaan toe aan met die route. Ek sukkel baie. En toe kom ons by 'n styl rots, waar jy eintlik moet op gly voordat jy by gelyke grond kom. Ek sukkel toe baie, en my tjommie try om te help. Haar boyfriend sê toe: "Los haar af man, los daai kind, sy maak net dat ons laat is, los haar hier man, en ons tel haar op as ons terug kom". My tjommie sê toe nee. Ek kon toe sien dat hulle raak toe kwaad vir mekaar. Almal sê toe : "Sy loop te stadig, sy hou vir ons almal agter, ons wil nog baie



doen, maar sy is net soos 'n ou vrou". Ek sê toe vir hulle :
"gaan julle maar aan, ek sal hier vir julle wag totdat julle
terug kom". My tjommie vra vir my of ek alright gaan wees, en
ek sê vir haar sy moenie worry nie.

Vrydag was ons twee nog okay, maar die Saterdag, van die
Saterdag af begin dit lyk asof sy skaam is vir my. Ons
doen...soos ons sal in 'n groep wees nê, maar sy sal nie met
my kom praat nie, sy is net met die anders en so. Maar anyway,
sy gaan toe verder op die walk, en ek sit toe daar, maar nou
huil ek, ek huil en dink toe hoekom ek nie normaal kan wees
nie, dan kon ook saam met hulle gegaan het.

Ek sit toe lang daar. Ek wil toe eers teruggaan maar ek was
bang ek gly en maak myself seer. Ek sit toe maar, en dit raak
toe donker. Stadigaan begin ek toe terug loop. Na 'n tydjie en
toe kom die groep aan, en hulle sê toe almal : "Ons is sorry,
ons het skoons van jou vergeet, ons het so 'n lekker tyd
gehad." Ek voel toe hartseer toe ek dit hoor, en wonder toe of
hulle geworry het as iets met my sou gebeur het.

Anyway, die next dag, Sondag, het Shaun, die leader van die
groep, hy kan toe 'n bietjie kitaar speel. Anyway, die Sondag



vra hy vir 'n volunteeer om kitaar te speel, want hy gaan uit die Bybel lees. Ek volunteeer toe om die kitaar te speel. Almal kyk my toe aan. Hulle kan nie glo dat ek kitaar speel nie. Ek is links en speel die kitaar toe die way ek geleer het, onderstebo. Almal lag toe, maar ek het my nie geworry nie, want hulle sien toe dat daar is goed wat ek kan doen wat hulle nie kan doen nie.

Na die kamp sê Shaun, die leader van die groep dat hy sorry is vir enigiets wat die die anders gedoen het, maar hulle weet nie hoe om...hulle is...hulle weet nie hoe om gestremde mense te handle nie, want hulle is bang dat hulle iets gaan sê of doen en dan is dit verkeerd, en dan kry die persoon seer. Toe sê ek dat as julle bang is, en julle weet nie hoe als werk nie, vra, want julle sal nooit iets leer as julle nie vra nie. Vir my het dit gevoel dat ek moet my eers bewys aan die groep, want na dit, het ek klomp tjommies gehad. Daarna voel ek dat anders vir my nie sommer net so aanvaar nie, net soos ek is nie, ek moet moet myself eers bewys voordat hulle my aanvaar. Ek dryf myself baie hard om aanvaar te word.



Case study 3.(a)

1. Extraction of significant sentences and phrases which directly pertains to feelings of self-esteem.

- 3.1 " Toe ek nou daar kom toe voel ek so uit want almal kyk so na my. Maar anyway, hulle kyk toe na my maar ek kyk toe nie vir hulle snaaks terug nie, ek smile na hulle."
- 3.2 " In plaas dat hulle vir my direk vra: Hoeveel suiker drink jy, of drink jy tee of koffie?, vra hulle vir my tjommie, en hulle maak asof ek glad nie daar is nie."
- 3.3 " Hy sê toe vir my: 'Moet ek die koffie vir jou vas hou?'. Nou wil ek nie lag nie, en sê toe vir hom: 'Dis nie nodig nie, ek sal dit vas hou'. Nou loop hy weg, nou sê ek vir my tjommie: 'Hoekom treat hulle dan vir my soos 'n invalid?'"
- 3.4 " Hulle sê toe: 'Nee net maar kan sy nie haar mind opmaak nie, en 'n mens weet nooit hoe om met haar te praat nie...kan sy verstaan as 'mens met haar praat?'"
- 3.5 " Nou raak ek rerig kwaad...ek raak skoons warm hier om my ore. Ek staan toe op en sê vir hulle: 'Wat dink julle,



dink julle ek is 'n zombie, ek verstaan, ek kan my eie besluite neem, ek kan alles doen, ek is fisies gestremd, ek is nie mentally disabled nie.' Ek kon sien hulle almal skrik toe, en hulle sê toe hulle is sorry."

- 3.6 " Ek volunteer toe om die kitaar te speel. Almal kyk my toe aan. Hulle kon nie glo dat ek kitaar kan speel nie."
- 3.7 " Ek is links en speel die kitaar toe die way ek geleer het, onderstebo. Almal lag toe, maar ek is nie geworry nie, want hulle sien toe dat daar is goed wat ek kan doen wat hulle nie kan doen nie."
- 3.8 "...hulle weet nie hoe om gestremde mense te handle nie, want hulle is bang dat hulle iets gaan sê of doen en dan is dit verkeerd, en dan kry die persoon seer."
- 3.9 " Vir my het dit gevoel dat ek moet my eers bewys aan die groep, want na dit het ek klomp tjommies gehad."
- 3.10 " Daarna voel ek dat anders vir my nie sommer net so aanvaar nie, net soos ek is nie, ek moet myself eers bewys voordat hulle my aanvaar."
- 3.11 " Ek dryf myself baie hard om aanvaar te word."



Case study 3.(b)

2. Formulating the significant statements into more general re-statements.

- 3.1 The stares of other people can make me feel that I do not belong.
- 3.2 Instead of addressing me directly they ask my friend about what I need, as if I do not exist.
- 3.3 When they offer help with tasks I can manage, it makes me feel like an invalid.
- 3.4 Non-disabled people feel that I am not able to make up my own mind or understand what they say to me.
- 3.5 I became very angry, and asked them whether they thought I was a zombie who cannot understand things or make decisions.
- 3.6 When I volunteered to play the guitar, everybody looked surprised that I could do it.
- 3.7 When people laughed at the way I was playing the guitar it did not bother me because I knew I was showing them that I could do something which they could not do.



3.8 Non-disabled people do not know how to relate to disabled people, fearing that they would say or do things which could hurt them.

3.9 I felt like I had to work harder to prove I was good enough before I was accepted by the group.

3.10 I began to feel that being who I am was not good enough, I had to do something to prove I was good enough before I would be accepted by non-disabled individuals.

3.11 I work very hard at gaining acceptance from non-disabled individuals.



Case study 3.(c)

3. Significant statements and their re-statements are then studied to derive and record a sense of their meaning.

- 3.1 The non-verbal messages which non-disabled people convey to her make her feel that she does not belong.
- 3.2 Non-disabled people tend to bypass her when they address her needs, resulting in feelings of non-existence.
- 3.3 Through their inappropriate offers of assistance, non-disabled people can make her feel incompetent.
- 3.4 Non-disabled people have misconceptions about her competence to comprehend and to exercise her decision-making abilities.
- 3.5 The inability of non-disabled people to relate appropriately to her can arouse feelings of extreme anger.
- 3.6 Any manifestation of competent behaviour by her are often met by expressions of disbelief.



- 3.7 When she is fully aware and confident of behaviour which is skilful and competent, then the responses and reactions from non-disabled people are less important.
- 3.8 Non-disabled people become very anxious about communicating verbally with her for fear of saying the wrong things.
- 3.9 Finding acceptance with a non-disabled group does not come easily, it requires hard work from her.
- 3.10 She feels incomplete and not worthy of acceptance by the non-disabled, and has to first prove that she is worthy before acceptance is possible.
- 3.11 It is a hard struggle everytime she requires acceptance by a group of non-disabled people.



Case study 3.(d)

4. Description of themes emerging from the participant's narration.

When she is in the presence of non-disabled people their stares make her feel uncomfortable and it makes her feel that she does not belong. She responds to this situation by engaging others in a positive manner.

Non-disabled people tend to ignore her presence and bypass her when they want to address her needs. This makes her feel that she is invisible. They also assume that others are more competent to make decisions on her behalf.

Non-disabled people often make her feel inadequate and incompetent, like an invalid, through their inappropriate offers of assistance. She normally deals with this inappropriate behaviour and lack of insight on the part of non-disabled people, by viewing it in a humorous light.

When non-disabled people form misperceptions about her physical ability based on her appearance, she can normally

deal with the situation by laughing about it. However, non-disabled people often also assume that simply because she is physically disabled, she is also unable to comprehend conversation, communicate effectively or make decisions for herself. This infuriates her and she is not afraid to confront and correct their misperceptions.

Even when she informs people about her physical limitations, this is not taken into account when planning activities. In a non-disabled environment, the needs of the disabled are secondary to the needs of the non-disabled.

When she falters in front of others and they laugh, it hurts, but she has learnt to hide her feelings and laugh with others. She also detects a change in the attitude of her friend when she is with other non-disabled people. She also feels that non-disabled people relate to each other in ways which can marginalise her very easily. The ease with which they forget about her is very painful.

When she feels competent about a certain activity she does not hesitate to participate. Any display of competent behaviour by her, is often met by disbelief from non-disabled people.



When she is fully aware and confident of behaviour which she considers as skilful and competent, then the responses and reactions of others which might be less favourable, are considered as less important.

She is aware of the difficulty non-disabled people have in relating to and communicating with disabled persons. Their fear of behaving inappropriately can only be overcome through greater contact, openness and willingness to learn about the disabled.

She feels that gaining acceptance from a non-disabled group does not come easily and requires hard work. Acceptance comes only after she has proven herself worthy of it.



Case Study 4

Dit was by 'n jeuggroep...uhm...die vriend van my het vir my die Vrydag-aand gevra dat ek met hulle moet gaan. Ek sê toe nee ek wil nie, because ek het geweet dat daar kinders gaan wees wat so te sê normaal is...nie-getremdes. Toe sê ek nee. Toe sê sy dit sal nie saak maak nie, because...uhm... Anyway, ek het gevoel ek wil gaan kyk hoe dit daar is. Toe ons daar kom, toe was almal daar.

Ek het nie geweet dat daar so baie kinders sal wees nie. Daar was 'n klomp kinders, van 'n ander skool, en van 'n ander jeuggroep. Ek het besluit om net daar te sit en met die ander te praat. Later het hulle begin om games te speel. Toe het hulle die specific game gespeel, maar ek kon nie saam met hulle speel nie. Jy moes drie keer om die kamer hardloop. Toe sê ek vir myself ek gaan nie saam speel nie, ek kon mos nie hardloop nie.

Die ander kinders vra toe hoekom ek nie wil saam speel nie. My tjommie sê toe "sy is mal man, sy wil nie saam speel nie omdat sy nou gestremd is". Toe sê ek dit is nie daai nie, dit is net



baie uncomfortable vir my om saam te hardloop. Toe die volgende game begin, toe moes ek weer uitsit, want ek kon nie op een been hop nie. Toe sê ek laat ja ek wil huis toe gaan.

Die anders sê toe dat die aand nog jong is. Toe sit ek net daar by myself en wonder toe hoekom ek gestremd moet wees, hoekom gebeur dit nou saam met my. Toe kom die een jeug leier oor na my en vra toe hoekom ek so alleen sit. Toe wil ek amper begin huil. Ek sê toe vir hom dat ek wil huis toe gaan, en ek wil in die eerste plek nie hierheen gekom het nie. Hy vra vir my of dit omdat ek gestremd is. Toe sê ek vir hom ja, dis min of meer so. Omdat ek nie sekere dinge kan doen wat anders kan doen nie, dan voel ek so out of place en kwaad vir myself.

Vir my het dit gevoel asof ek uitgesluit word uit alles.

Because, toe ek die eerste keer na die groep gekom het, toe vra hulle vir my tjommie, "gaan sy nog skool?". Vir my het dit gevoel asof hulle, asof sommige van hulle miskien gedink het "nou bring julle nogal 'n gestremde persoon na ons toe". Toe dink ek by myself hoekom het hulle so 'n indruk gehad. En as ek iets doen dan is dit asof hulle dink, "hoe is dit moontlik dat 'n gestremde persoon so iets kan doen?". Ek het baie seer gevoel.



Soos ons gesels, en hy sê toe vir my dat dit is niks om oor kwaad te wees nie, elkeen is unique, realize ek dat ek nie so kwaad moet wees nie, want anders kan doen wat ek nie kan doen nie, maar daar is sekere dinge wat ek kan doen wat hulle nie kan doen nie.

Toe die games weer begin, toe wil ek eers weghardloop. Hulle sê toe almal vir my dat ek nie so sleg moet voel nie, God het elkeen van ons different geskape, en dit baat nie dat jy so sleg voel nie. Toe ek nou klaar daar gesit het, en sorry gevoel het vir myself, staan ek op, en sê toe vir myself, "if you can't beat them, then you join them". Toe ons klaar is vir die aand, toe nooi hulle my terug vir die volgende aand.

Die volgende week het hulle weer 'n game gespeel waar jy kaal bene moet wees. Ek wil nie my langbroek uit trek nie, want ek was skaam oor die scars op my bene, van al die operasies. Toe wil almal weet van my operasies, hoeveel het ek gehad, of dit seer was, en so on. Ek het vir hulle explain hoe "uncomfortable" dit was, en hoe baie ek gehuil het.



Toe wonder ek hoekom ek nie soos my broer gewees het nie. My pa sê altyd dat laat ja, ek sal nog sulke dinge oorkom, waar ek "out of place" voel, en mense gaan my vra om goed te doen wat ek nie kan doen nie, dan gaan ek kwaad wees vir myself, maar ek moet uithou. My ma vra toe vir my of ek kwaad is omdat daar merke op my bene is. Toe sê ek ja dit lyk lelik, dit lyk of ek gate in my bene het. Ek voel somtyds baie "out of place", as gevolg van al die gate in my bene. Dit is nie lekker nie. Dit gaan seker nog 'n lang tyd neem voordat ek kan sê;" Ek is gestremd en ek is wie ek is afgesien van my bene. Ek moet van hulle vergeet, want ek sal ander mense nooit kan oortuig dat ek nie lelike bene het nie"



Case study 4.(a)

1. Extraction of significant sentences and phrases
which directly pertain to feelings of self-esteem.

- 4.1 " Ek sê toe nee ek wil nie, because ek het geweet dat daar kinders gaan wees wat so te sê normaal is..... nie-gestremdes."
- 4.2 " Toe sit ek net daar by myself en wonder toe hoekom ek gestremd moet wees, hoekom gebeur dit nou saam met my."
- 4.3 " Ek se toe vir hom dat ek wil huistoe gaan, ek wil in die eerste plek nie hierheen gekom het nie. Hy vra vir my of omdat ek gestremd is. Toe sê ek vir hom ja, dis min of meer so. Omdat ek nie sekere dinge kan doen wat anders kan doen nie, dan voel ek so out of place en kwaad vir myself."
- 4.4 " Vir my het dit gevoel asof ek uitgesluit word uit alles"
- 4.5 " Because toe ek die eerste keer na die groep gekom het, toe vra hulle vir my tjommie: 'gaan sy nog skool?'
- 4.6 " En as ek iets doen, dan is dit asof hulle dink, 'hoe is dit moontlik dat 'n gestremde persoon so iets kan doen?' Ek het baie seer gevoel."



- 4.7 " ...toe realize ek dat ek nie so kwaad moet wees nie, want anders kan doen wat ek nie kan doen nie, maar daar is sekere dinge wat ek kan doen wat hulle nie kan doen nie."
- 4.8 " Toe ek nou klaar daar gesit het, en sorry gevoel het vir myself, staan ek op, en sê toe vir myself, 'if you can't beat them, then join them."
- 4.9 " Toe wonder ek hoekom ek nie soos my broer gewees het nie."
- 4.10 " Ek voel somtyds baie out of place, as gevolg van al die gate in my bene."
- 4.11 " Dit gaan seker nog 'n lang tyd neem voordat ek kan sê :
"Ek is gestremd en ek is wie ek is, afgesien van my bene."
- 4.12 " Ek moet van hulle vergeet, want ek sal ander mense nooit kan oortuig dat ek nie lelike bene het nie."



Case study 4.(b)

2. Formulating the significant statements into more general re-statements.

- 4.1 I wanted to avoid any contact with non-disabled people, because I felt different from them.
- 4.2 When I was with non-disabled people I felt left out and wondered why this disability had to happen to me.
- 4.3 I wanted to get away from the situation, because my disability made me realise that there were certain things I could not do, and this made me feel out of place and angry.
- 4.4 My disability caused me to be excluded from everything
- 4.5 I felt left out from the group by the insensitive questions they were asking about me, regarding my competencies and abilities.
- 4.6 It hurt me when I tried to do something and it looked like they were wondering how it was possible that a disabled person could do it.



- 4.7 I realized that I needed to be less angry, since I was able to do things which the other person could not, just like they could do things which I could not do.
- 4.8 I convinced myself that there is nothing to be gained by feeling sorry for myself, and it is better to involve yourself in activities than to oppose it.
- 4.9 At times I still wonder why I cannot be non-disabled.
- 4.10 My disability makes me feel like I do not belong with others.
- 4.11 It will take a while for me to acknowledge who I am with or without my disability.
- 4.12 I will need to learn to live with my disability, because others will always be aware of it.



Case study 4.(c)

3. Significant statements and their re-statements are then studied to derive and record a sense of their meaning.

- 4.1 She will actively avoid any contact with non-disabled people, as it evokes a feeling of discomfort and a sense of being different.
- 4.2 In the company of non-disabled people she experiences a feeling of isolation and questions are asked of herself as to the reason for the disability.
- 4.3 She wants to flee from her encounter with non-disabled people, because it highlights the restrictions of her disability and evokes feelings of isolation and anger.
- 4.4 She attributes her exclusion from social activity to her disability.
- 4.5 The initial form of questioning by the non-disabled group to initiate communication, lacks insight and sensitivity and increases the sense of difference and isolation.



- 4.6 She feels hurt by the lack of understanding and acceptance displayed by the non-disabled group of her abilities.
- 4.7 She makes sense of the encounter by realising that each of us have abilities which the others might not be aware of or which they might not have.
- 4.8 She makes a conscious decision to refrain from self-pity, since there is more to be gained by confronting a difficult situation.
- 4.9 She would occasionally wish that she was non-disabled and did not have to deal with the difficulties presented by her disability.
- 4.10 She sometimes feels alienated from others, and a sense of not belonging, because of her disabilities.
- 4.11 It will take a while to fully embrace her disability, to fully accept it and make it part of who she is.
- 4.12 Others' awareness of her disability, compelled her to embrace it as an essential part of who she is.



Case study 4.(d)

4. Description of themes emerging from the participant's narration.

She limits her social contact with non-disabled people and when the opportunities for such contact present themselves, she will attempt to avoid it. She views non-disabled people as being different to her, as normal.

In the presence of non-disabled people she feels isolated and conscious of her limitations and she begins to question herself regarding her disability. She wants to avoid such a situation, because it not only places the focus on her limitations as a result of her disability, but it also evokes feelings of isolation and resentment. She views her disability as the primary cause for her exclusion from social activity.

When she is in the company of non-disabled people, their attempts at communication are often filled with inappropriate comments and questions, which can lead to increased feelings of exclusion and difference. Others' misperceptions or lack of



acceptance or misunderstanding of her abilities, can be very painful to her. She attempts to rationalise the situation by recognising that we all have abilities which others might not have, or know about.

She feels that the only way to deal with a difficult situation is not to refrain from it, or to be filled with self-pity because of the lack of understanding from others, but to face the situation, and manage it on others' terms. She often feels that it would have been preferable not to be disabled, so that she did not have to struggle with these situations.

She realises that it will take time for her to come to terms with her disability, to fully embrace it, and to recognise it as an essential part of who she is. The awareness of others of her disability, almost compels her to embrace her disability.



Case study 5

Mense wat my ken, sal my behandel soos een van hulle...asof daar niks met my verkeerd is nie. Maar mense wat ek net ontmoet, sal moontlik voel dat ek heel verskillend van hulle is. As hulle sien dat jy gestremd is, dink mense dat jy nie so lekker in die kop is nie. Ek will baie graag he dat daardie verhouding moet verander.

Ek kan nie onthou in watter standerd ek was nie...so tussen st. 6 en st. 7. Ek het voorbereiding klasse geloop. Meneer weet mos as jy aangeneem word by die kerk? Die kerk het altyd kampe gereel om vir ons bymekaar te bring. Die kamp is by Doordeveld naby Malmesbury. Dit is n soort afgesonderde kamp. Daar het ons die bybel gelees en vrae bespreek wat ons moet ken, en ander goed rondom aanneming. Daar was nie eintlik n swimming pool by die kamp en jy moes toe buite die kamp gaan om te gaan swem.

Vrydag-aande was die deurmekaarste. Jy moes kennis maak met die ander kinders. Ek was die enigste een wat gestremd was. Nadat ons uitgepak het, het ons mekaar se name begin vra, ook



van waar elkeen kom. Alles was baie lekker, ons het games gespeel en ons het mekaar baie lekker gevind. Baie van die kinders was van ander kerkdenominasies. Dit was 'n baie lekker aand. Saterdag het ons weer lesse gehad. Ons het ook games gespeel, en buite bymekaar gekom. Ek het soms gestruikel, maar dit was nie 'n probleem nie.

Die dag het ons almal saam ge-eet. Toe ek opgestaan het, het ek oor een van my nuwe vriende se voet gestruikel. Ek was ontsteld want my bord het uit my hande geval, en my oorskiet kos het uit eenkant gelê. My vriende het niks gese nie, of gedoen nie. Hulle het ook nie gelag nie. Daarom het ek baie sleg gevoel. Om te val voor mense beteken vir my baie...dit is asof ek 'n gek van myself maak...asof ek myself verneder.

Agterna het ek kamer toe gegaan, en baie gedink hoekom ek altyd so 'n gek van myself moet maak en oral val. Ek het maar probeer vir myself uitwerk en worstel toe met die gedagte... my eie gedagtes en tot die slotsom gekom dat daar sal sulke oomblikke in my lewe kom. Daarna het ek opgestaan en uit my kamer gekom en van die episode vergeet. Die middag het toe lekker verloop.



Maar dan was daar ook ander goeie insidente. Ek neem deel aan body-building as 'n stokperdjie. Met my eerste kompetisie was ek baie bang...ek het nie geweet hoe mense my sal aanvaar aangesien ek gestremd is nie. Ek het besluit om deel te neem om te sien hoe hulle sal reageer, en ook om te sien hoe ek sal reageer.

Ek het my uitgetrek en blink gesmeer. My vriende het my baie goed ingesê, en gesê dat ek goed lyk en dat ek gaan wen. Die ander deelnemers het nie so goed gelyk nie. Die kompetisie het goed afgeloop, en toe hulle die wenner aanwys, was dit ek. Ek kon dit eenvoudig net nie glo nie...ek het regtig gedink dat ek derde plek sou behaal. Die gehoor was in ekstase, omdat ek nog gestremd ook was, en nog gewen het.

Soos ek alreeds genoem het, die meeste mense dink dat as jy gestremd is kan jy nie in normale aktiwiteite deelneem nie, of dat jy miskien ook verstandelikgestremd is. Ek dink dat ons moet help om daardie persepsie te verander.



Case study 5.(a)

1. Extraction of significant sentences and phrases
which pertain to feelings of self-esteem.

- 5.1 " Mense wat my ken, sal my behandel soos een van hulle...asof daar niks met my verkeerd is nie. Maar mense wat ek net ontmoet, sal moontlik voel dat ek heel verskillend van hulle is".
- 5.2 " As hulle sien dat jy gestremd is, dink mense dat jy nie so lekker in jou kop is nie".
- 5.3 " Toe ek opgestaan het, het ek oor een van my nuwe vriende se voet gestruikel. Ek was ontsteld want my bord het uit my hand geval, en my oorskiet kos het eenkant gelê. My vriende het niks gesê of gedoen nie. Hulle het ook nie gelag nie. Ek het baie sleg gevoel".
- 5.4 " Om te val voor mense beteken vir my baie...dit is asof ek 'n gek van myself maak...asof ek myself verneder".
- 5.5 " Agterna het ek kamer toe gegaan, en baie gedink hoekom ek altyd so 'n gek van myself moet maak en oral val. Ek het maar probeer vir myself uitwerk en worstel toe met



die gedagte...my eie gedagtes en tot die slotsom gekom dat daar sal sulke oomblikke in my lewe kom".

- 5.6 " Ek neem deel aan body-building as 'n stokperdjie. Met my eerste kompetisie was ek baie bang...ek het nie geweet hoe mense my sal aanvaar aangesien ek gestremd is nie".
- 5.7 " Ek het besluit om deel te neem om te sien hoe hulle sal reageer, en ook om te sien hoe ek sal reageer".
- 5.8 " My vriende het my baie moed ingepraat, en gese dat ek goed lyk en dat ek gaan wen."
- 5.9 " Die gehoor was in ekstase, omdat ek nog gestremd ook was, en nog gewen het."
- 5.10 " Soos ek alreeds genoem het, die meeste mense dink dat as jy gestremd is kan jy nie in normale aktiwiteite deelneem nie, of dat jy miskien verstandelik gestremd is. Ek dink dat ons moet help om daardie persepsie te verander".

Case study 5.(b)

2. Formulating the significant statements into more general re-statements.

- 5.1 People who know me treat me like I am one of them, ignoring any difference between us, while those who do not know me might treat me like I am completely different from them.
- 5.2 When people see that you are disabled, they assume that you are also mentally impaired or emotionally disturbed.
- 5.3 When I fell in front of my new friends, I felt bad even though they did not laugh or say anything.
- 5.4 When I fall in front of others, it is not a small matter, I feel like I am humiliating myself.
- 5.5 I thought very hard about why I make such a fool of myself by falling, and concluded that these kinds of incidents will happen in my life.
- 5.6 When I first competed in the body-building competition I was fearful that my disability would make it difficult for people to accept me.



5.7 I decided to participate as it would provide me with an opportunity to assess my own responses to the challenge and the responses of others.

5.8 My friends' encouragement was important, and made me feel positive about the situation.

5.9 The audience was surprised to see a disabled person being successful.

5.10 Most people feel that because you are restricted in some ways by your physical disability that you are also intellectually impaired. Something must be done to correct this misperception.

Case study 5.(c)

3. Significant statements and their re-statements are then studied to derive and record a sense of their meaning.

- 5.1 The non-disabled individuals encountered for the first time are often more aware of the difference between the disabled and the non-disabled. With time these differences seem to become less important.
- 5.2 Non-disabled people often conclude that his physical appearance ie. his disability, is an indication of intellectual impairment or emotional disturbance.
- 5.3 Irrespective of the responses of others, he experiences a sense of humiliation should the disability result in an embarrassing situation in front of non-disabled people.
- 5.4 Falling in front of others is an indication of his vulnerability and it makes him appear weaker and more vulnerable in relation to others.
- 5.5 He resolved that these humiliating incidents will be a constant pattern in his life, and he had to manage it effectively.



- 5.6 Even when competing on an equal basis with others, with no consideration of disability, he is still concerned that his disability would deny him acceptance and approval by others.
- 5.7 Competing on an equal basis with non-disabled individuals is a measure of a sense of his self-worth and competence and a measure of others' openness to accepting disability and his abilities.
- 5.8 Positive input from significant others in his life, makes him look beyond the limitations of his disability.
- 5.9 Non-disabled people are ambivalent about his achievements and find it difficult to associate success with disability.
- 5.10 Non-disabled people often conclude that his physical disability implies some form of intellectual impairment. It is a situation he feels he needs to help others to change.



Case study 5.(d)

4. Description of the themes emerging from the participant's narration.

Non-disabled people encountered for the first time are probably more acutely aware of the differences between himself and themselves. He feels that the initial judgement is based primarily on his physical appearance, and therefore they conclude that he is intellectually impaired and emotionally disturbed. It is a situation he feels he needs to help others to change. He finds however that with non-disabled people who have regular contact with him and communicate frequently with him, he is considered their equal.

He is concerned about socially appropriate behaviour and would feel humiliation and shame, should his disability result in an embarrassing situation in front of his non-disabled peers, even if they should not respond to it in any way. Falling in front of others is an indication of his vulnerability and frailty in relation to others. He resolved his anguish about the incident by concluding that such

situations will be a permanent feature of his life and that he had to learn to manage it in a positive way.

In an open and competitive environment, he is concerned that others would deny him acceptance and approval because of his disability. He feels compelled to compete on an equal basis in order to assess his sense of self-worth and competence, but also to measure other people's openness to accepting his disability and his abilities.

He feels however, that non-disabled people have ambivalent feelings about his achievements, and possibly finds it difficult to associate success and achievement with disability. He finds that positive input from significant others in his life, makes him feel empowered to look beyond the limitations of his disability.



Case study 6

Dit was verlede kwartaal by die Volkswagen Music Active program. Ek het vir die afgelope 6 weke, vanaf Maart tot Junie deelgeneem aan die program. Ek het gereeld kontak gehad met nie-gestemde persone. Met die eerste week van die program het ek nie so goed gevoel nie, omdat almal van die kinders wat daar was, was normaal en hulle kon almal vrylik rond beweeg. Daar was baie trappies, en soos 'n mens maar is, is jy maar skaam om te vra vir hulp.

Ons het toe verdaag na die verskillende ateljees waar hulle nuus lees. Almal het toe sommer by die deur uitgeborrel. Ek het maar gesit en wag, en was dit nie vir die onderwysers wat my gehelp het nie, sou ek seker daar moes bly sit. Die ander kinders het ook sommer die sitplekke afgeneem waar die aanbieder ons plekke aangewys het. Vir my was dit 'n baie lelike ding. Dit het my ook sommer laat negatief teenoor myself voel. Ek het ook myself dan afgevra waarom ek dan self aan die program deelgeneem het. Ek het ook gedink as ek nou net sit en bejammering teenoor myself toon, gaan dit vir my nêrens bring nie, motiveer jouself, en moenie sleg voel oor



wat gebeur het nie, daardie soort dinge sal altyd gebeur. Skyf jou gevoelens op die agtergrond, en wys vir die wêreld wat jy kan doen.

Dan het ek ook 'n bietjie opgewonde gevoel. Ek het dit as 'n geleentheid beskou vir my om miskien vir die buite-wêreld of normale kinders te wys waartoe nie net ek, maar alle gestremdes in staat is, wat ons regteg kan doen alhoewel ons gestremd is. Vir my basies het dit 'n tydjie geneem om aan te pas want die atmosfeer was nie so lekker gewees nie.

Die tweede week het dit beter gegaan. Ons het begin vriende maak en kommunikeer. Ek het selfs vergeet dat ek gestremd is. My gebrek sit my nie eintlik af nie en staan ook nie in my pad nie. Daar is niks wat jy daaraan kan doen nie, en ek is trots op wat ek tot dusver bereik het.

Toe die program aan 'n einde loop, was ons gevra om in rye te staan, om te hoor of ons 'n rol in die nuwe produksie losgeslaan het. Toe dit ons, dit wil sê die gestremdes, se tyd kom, het die ko-ordineerde gesê dat ons nie hoef in te kom nie. So te sê dat julle dit nie kan doen nie. My hart was baie seer, omdat ons nou al so vêr gekom het. Ons kon miskien nou



die rol losgeslaan het, maar is nie 'n kans gegun nie. Dit sou my meer waardig gevoel het as ek 'n kans gegun was.



Case study 6.(a)

1. Extraction of significant sentences and phrases which directly pertain to feelings of self-esteem.

- 6.1 " Met die eerste week van die program het ek nie so goed gevoel nie, omdat almal van die kinders wat daar was, was normaal, en hulle kon almal vrylik rond beweeg".
- 6.2 " Daar was baie trappies, en soos mens maar is, is jy maar skaam om te vra vir hulp".
- 6.3 " Almal het sommer by die deur uitgeborrel. Ek het maar gesit en wag, en was dit nie vir die onderwysers wat my gehelp het nie, sou ek seker daar moes bly sit".
- 6.4 " Die ander kinders het ook sommer die sitplekke afgeneem waar die aanbieder ons plekke aangewys het. Vir my was dit 'n baie lelike ding. Ek het my ook sommer laat negatief teenoor myself voel."
- 6.5 " Ek het ook gedink as ek nou net sit en bejammering teenoor myself toon, gaan dit my nêrens bring nie, motiveer jouself, en moenie sleg voel oor wat gebeur het nie, daardie soort dinge sal altyd gebeur."



- 6.6 " Skyf jou gevoelens op die agtergrond, en wys vir die wereld wat jy kan doen."
- 6.7 " Dan het ek ook 'n bietjie opgewonde gevoel. Ek het dit as 'n geleentheid beskou vir my om miskien vir die buite wêreld of normale kinders te wys waartoe nie net ek, maar alle gestremdes in staat is, wat ons regtig kan doen alhoewel ons gestremd is."
- 6.8 " Ons het begin vriende maak en kommunikeer. Ek het selfs vergeet dat ek gestremd is."
- 6.9 " My gebrek sit my nie eintlik af nie en staan ook nie in my pad nie. Daar is niks wat jy daaraan kan doen nie, en ek is trots op wat ek tot dusver bereik het."
- 6.10 " Ons kon miskien nou die rol losgeslaan het, maar ons is nie 'n kans gegun nie. Dit sou my meer waardig gevoel het as ek 'n kans gegun was."



Case study 6.(b)

2. Formulating the significant statements into more general re-statements.

- 6.1 I did not feel so good when I first made contact with non-disabled children at the program and I was very aware that unlike me they could move around freely.
- 6.2 Because of the physical environment, it was difficult at times for me to move around, but I was too shy to ask for help.
- 6.3 I could not keep up with the physical activity of the other children, and without assistance I would have been completely excluded.
- 6.4 I was unable to do anything when the children took my seat, and this made me feel very negative about myself.
- 6.5 I realised that feeling sorry for myself would not help matters, I had to force myself to do something, since I will always encounter difficulties.
- 6.6 I had to control my emotions and show others what I am capable of doing.



- 6.7 I felt elated and I saw the need to grab the opportunity to show non-disabled people what I and other disabled children can do despite our disability.
- 6.8 With friendship and communication, I forgot all about my disability.
- 6.9 I do not allow my disability to stop me from doing things. The disability is an unchangeable part of who I am, and I am proud of what I have achieved.
- 6.10 I felt that if we are given opportunities, we might succeed. Even if we don't, just having been given the opportunity to participate makes us feel better about ourselves.

Case study 6.(c)

3. Significant statements and their re-statements are studied to derive and record a sense of their meaning.

- 6.1 His first contact with this non-disabled group was unpleasant, and highlighted the difference between himself and his non-disabled peers, especially with regard to mobility.
- 6.2 Poor mobility created a dilemma since he often required assistance but was too reluctant to request assistance from others, which would emphasise his lack of independence and competence.
- 6.3 Because of the robust behaviour of his non-disabled peers, he would have been completely excluded from the activities without the assistance of the adults present, highlighting his dependence on others.
- 6.4 He felt powerless to confront others who were encroaching on his rights and his space, and this negatively affected his sense of self-worth.

- 6.5 Self-pity was not going to be a solution, he felt he had to initiate change himself, since these difficulties will always be a part of his life.
- 6.6 He had to refrain from allowing his true feelings from restricting him in his activities and interactions, and work towards convincing others of his capabilities and competence.
- 6.7 He felt compelled to utilise the occasion to show others what he and other disabled children are capable of achieving, in order to highlight the fact that achievement and disability are not incompatible
- 6.8 When he develops friendship and effective communication with non-disabled people, then the restrictive implications of his disability become less obvious and problematic to him and to others.
- 6.9 He sees the need to embrace his disability as an unchangeable part of who he is, and therefore not to allow it to prevent him from fully participating in activities and interacting with others.
- 6.10 He feels he needs to be provided with opportunities to experience the full extent of his capabilities, as this will serve to enhance his sense of self-worth.

Case study 6.(d)

4. Description of themes emerging from the participant's narration.

His first encounter with the non-disabled group, was an unpleasant experience. He was immediately confronted by the difference between himself and others. The freedom he observed in them moving about emphasised the restrictive nature of his physical condition. The physical environment itself presented him with a reminder of his poor mobility. His reluctance to request assistance from others indicates his need to present himself to others as competent and independent.

The nature of the boisterous activities of his non-disabled peer group, compels him to seek assistance from others, to ensure that he is not completely excluded. This probably emphasises his dependence on others in certain situations.

He experiences a sense of disempowerment, when others infringe on his rights and he is unable to confront them. This leaves him with a sense of low self-worth. He recognises this as a

problem situation he will encounter again in different situations and the solution does not lie in self-pity, but in asserting oneself and endeavouring to change the situation.

He has to control his emotions, and not allow them to impede him in his activities and social interactions aimed at convincing others of his true capabilities and competence. He views these social occasions as an opportunity to highlight his own abilities and in so doing the abilities of other disabled adolescents, so that disability is not equated with incompetence.

He finds that with increased contact and communication friendship can develop to a point where differences disappear. He experiences a sense of equality with others where the restrictive implications of his disability becomes less obvious and problematic to him and to others.

He embraces his disability as a permanent and unchangeable part of his self and in doing so he eliminates the restrictive nature of the disability in his own mind and possibly in practice.



He yearns for the chance to be provided with the opportunity to demonstrate the full extent of his capabilities. Should he not succeed completely, it will still serve to enhance his sense of self-worth.



Case study 7

Die eerste voorval waaroor ek wil gesels, was toe ek saam met my vriend na sy meisie vriendin se huis gegaan het. Wat my 'n bietjie afgesit het is dat sy Engels-sprekend is. Terwyl ons daar was het hulle toe oor skool begin gesels. Ek wou nie saampraat nie aangesien ek by 'n gestremde skool is en ek was bang dat hulle ongemaklik gaan voel teenoor my wat gestremd was. Hulle sal my dan wil help soos 'n klein kind en ek wou dit nie hê nie. Hulle het my ook begin uitvra na myself, en ek het hul vrae meer begin vermy want ek het gevoel as hulle uitvind van my gestremdheid gaan hulle anders teenoor my optree. Ek het so min as moontlik probeer opstaan. Ek wou ook graag vermy dat hulle my moes vra waarom ek dan so "limp", en ek het nie gevoel om met vreemde mense daaroor te praat nie.

Een Saterdag het ons movies dopgehou, toe vra die meisie se ma vir my waar ek skool gaan. Ek het eers gesê dat ek in Bridgetown skool gaan. Hulle wou toe weet waar in Bridgetown. Ek sê toe dat ek by Eros Skool is. Hulle wou toe weet waarom ek by Eros Skool gaan, aangesien daar niks met my verkeerd is nie. Ek het toe vir hulle my been gewys en gesê dat ek 'n



linker hemipleeg is. Hulle wou toe weet waarom ek nie lankal vir hulle gesê het nie. Daarna het hulle vir my koffie gebring en ek het gevoel dat hulle die spesifieke dag vir my meer as ander dae doen. Ek wou nie dit hê nie. Dit het vir my gevoel dat hulle vir my wou pamperlang nou dat hulle weet van my gestremdheid. Ek wil nie anders as gewone mense behandel word nie. Ek wil gelyk wees. Ek het met hulle oor my gestremdheid gesels en hulle woorde was dat dit nie by hulle saak maak nie. Voorheen as mense gehoor het dat jy gestremd is, is dit asof hulle hulself terugtrek of onttrek van jou af. Hulle wou nie eintlik met jou praat nie. Dit is asof jy nie bestaan nie.

Dan is daar nog iets waarvoor ek graag wil gesels. Dit is te doen met 'n meisie. Ek het vir haar so 'n paar dae na Kersfees ontmoet. Sy was 'n baie mooi meisie, en ons het mekaar gereeld gesien. Ek het so iets begin voel vir haar en ek was seker dat sy dieselfde teenoor my voel. Ons het altyd oor skool gesels. Ons het altwee skool gehaat.

Sy het tehore gekom by haar tante dat ek gestremd is, en sy het my daarna uitgevra. Ek het eers stilgebly en was bang wat sy sou sê. Die volgende dag het ons twee winkel toe gestap, en



toe het ek vir haar gevra om my vriendin te wees. Sy het nie gesê. Sy het toe gesê dit is omdat dit deur my gestremdheid is. Ek het baie sleg gevoel want ek het gevoel dat sy my nie as 'n normale persoon sien nie, maar as iemand wat gestremd is. Nie die gawe persoon wat ek van binne is nie, maar slegs die gestremde persoon van buite. Ek kon nie verstaan dat sy so anders gereageer het nie. Sy het selfs 'n gestremde broer gehad, en alles moet vir hom gedoen word. Ek kan nie verstaan dat 'n mens nie die verskil tussen 'n verstandelike gestremde en 'n fisiese gestremde persoon kan verstaan nie.



Case study 7.(a)

1. Extraction of significant sentences and phrases which directly pertain to feelings of self-esteem.

- 7.1 " Wat my 'n bietjie afgesit het is dat sy Engels-sprekend is."
- 7.2 " Terwyl ek daar was het hulle toe oor skool gepraat. Ek wou nie nie saampraat nie aangesien ek by 'n gestremde skool is en ek was bang dat hulle ongemaklik gaan voel teenoor my wat gestremd was."
- 7.3 " Hulle sal my dan wil help soos 'n klein kind en ek wou dit nie hê nie."
- 7.4 " Ek het hul vrae meer begin vermy want ek het gevoel as hulle uitvind van my gestremdheid gaan hulle anders teenoor my optree."
- 7.5 " Dit het vir my gevoel dat hulle vir my wou pamperlang, noudat hulle weet van my gestremdheid."
- 7.6 " Ek wil nie anders as gewone mense behandel word nie. Ek wil gelyk wees."
- 7.7 " Voorheen as mense gehoor het dat jy gestremd is, is dit asof hulle hulself terugtrek of onttrek van jou af."



- 7.8 " Hulle wou nie eintlik met jou praat nie. Dit is asof jy nie bestaan nie."
- 7.9 " Ek het baie sleg gevoel want ek het gevoel dat sy my nie as 'n normale persoon sien nie, maar as iemand wat gestremd is. Nie die gawe persoon wat ek van binne is nie, maar slegs die gestremde persoon van buite."
- 7.10 " Ek kon nie verstaan dat sy so anders reageer het nie. Sy het selfs 'n gestremde broer gehad en alles moet vir hom gedoen word."
- 7.11 " Ek kan nie verstaan dat 'n mens nie die verskil tussen 'n verstandelike gestremde en 'n fisiese gestremde persoon kan verstaan nie."



Case study 7.(b)

2. Formulating the significant statements into more general re-statements.

- 7.1 I was initially not concerned about the physical differences, but rather about the language differences.
- 7.2 I was afraid to participate in the conversation in case they discovered that I am disabled, and this would make them feel awkward and differently about me.
- 7.3 Should they discover that I am disabled they will treat me differently, like I am a child.
- 7.4 I avoided full participation to hide my disability and thus avoid them changing their attitude towards me.
- 7.5 The knowledge of my disability made them over-protective and possibly feel pity towards me.
- 7.6 I want to be treated the same as everybody else, like a normal person.
- 7.7 When people become aware of your disability, they withdraw and want to disassociate from you.
- 7.8 The lack of communication makes you feel that you do not exist.



7.9 I felt bad that she was unable to look beyond my disability and did not see the pleasant person I am inside, only the disabled person I am on the outside.

7.10 I cannot understand why she would behave in such a discriminatory way towards disability when her own brother is disabled.

7.11 I cannot understand why the average person cannot distinguish and understand the difference between a physical disability and a mental disability.

Case study 7.(c)

3. Significant statements and their re-statements are studied to derive and record a sense of their meaning.

- 7.1 He initially felt that his physical disability was concealed enough for him to be more concerned about the other aspects of socialising which could present as barriers.
- 7.2 He considers concealment of his disability as necessary for his own protection but also to avoid a tense and awkward situation for his non-disabled friends.
- 7.3 Disclosure of his disability could result in a patronising and condescending attitude towards him.
- 7.4 He often restricts the conversation and participation to avoid discovery of his disability and thus avoid the possibility of a change in attitude from the non-disabled towards him.
- 7.5 Knowledge of his disability could result in an over-protective attitude towards him from his non-disabled friends.

- 7.6 He does not want to be treated differently and wants as little distinction to exist between himself and his non-disabled friends.
- 7.7 Knowledge of his disability could also result in others limiting their interaction and withdrawing from him socially.
- 7.8 The reluctance of people to communicate with him could evoke feelings of non-existence and a sense of depersonalisation.
- 7.9 His non-disabled friend tended to focus on his external physical appearances, and tend to ignore the positive personality qualities he has.
- 7.10 He cannot understand why his friend's personal experience of disability within her family, did not result in a greater understanding and acceptance of him.
- 7.11 He is concerned that the average non-disabled person equates physical disability with mental handicap.



Case study 7.(d)

4. Description of themes emerging from the participant's narration.

Concealing his disability is important to him. At his initial contact with non-disabled peers he felt comfortable enough about his camouflage to be more concerned about his communication and language skills.

He views the concealing of his disability as essential for keeping his own sense of self-worth and competence intact. He also wants to avoid a dilemma for his friends by not placing them in a strained and uncomfortable situation where they would possibly behave inappropriately, and in that way jeopardise the possibility of building a friendship.

He is particularly concerned that others would want to avoid social contact with him and treat him in a condescending, over-protective and belittling manner and in this way impinge on his sense of self-worth and competence. When others display a reluctance to interact and communicate with him, it evokes feelings of non-existence, as if he is a non-person.

To evade any reference to his disability, he limits his conversation and social participation and inadvertently becomes a captive of his own anxiety and apprehension regarding others perception of his disability.

He wants to be considered as normal and treated on an equal basis to others. The relationship between disabled and non-disabled is viewed as unequal, hence his concern about concealing his disability.

He is also disturbed about the perception that his friend forms an opinion of him based entirely on his physical appearance, and fails to see and appreciate what he considers as his real self.

He expects people who have contact with disabled people to develop an understanding and acceptance of disability and to suspend feelings of prejudice. He is concerned that this lack of insight has resulted in the equation of physical disability with mental handicap.



Case Study 8

Dit was eenkeer in die "Mall" gewees. Ek het 'n paar van my niggie se vriende ontmoet. Ek het nie lekker met hulle gekommunikeer nie omdat ek nie eintlik geweet het waarvan hulle praat nie, aangesien ons nie dieselfde skool bywoon nie. Hulle is nou almal in matriek en amper al uit die skool. Jy voel ongemaklik want jy weet nie dalk of hulle van jou gaan praat nie aangesien jy 'n gebrek het. Party mense maak gewoonlik asof hulle nie jou gebrek raaksien nie, maar ek weet hulle kan. Ek kry altyd die gevoel dat mense nie so lekker met ons meng nie.

My niggie se vriende het nie eintlik met my gepraat nie. Ek het nie eintlik vriende nie. Ek gaan elke dag na Melanie toe, want ek bly naby haar. My niggie se vriende weet dat my naam Nadine is en dat ons familie is. Hulle praat nie eintlik met my nie. Ek gaan gewoonlik alleen "Mall" toe.

Ek kommunikeer nie maklik met mense nie. Sommige mense laat jou voel asof jy nie reg in jou kop is, of sommige dink dat jy 'n "psycho-case" is. Daarom dat ek maar gewoonlik op my eie

rond is. Ek moet sê dat sommige mense doen eintlik niks om my so te laat voel nie. Partykeer wil hulle iets doen, maar dan besluit hulle daarteen. Dit hang net van die persoon af. Ek sal nooit eerste praat nie, en is altyd bang dat ek nie terugvoering sal kry nie. Ek is altyd bang dat... dat ek myself sal verkeerd uitspreek en dat die ander persoon my dan 'n onbeskofte antwoord terug sal gee.

Ek het al probeer om 'n gesprek aan te knoop. Die sekere outjie wil soms met my praat, maar dit is asof iets hom weghou om met my te gesels. Ek het eenkeer vir die outjie gevra wat die tyd was, en al wat hy geantwoord het, was dat dit laat was. Ek het gevoel dat hy 'n beter antwoord kon gee. Hy kon net die tyd gesê het. Dit was nie nodig om so 'n antwoord te gee nie.

Soms praat ek nie baie by die huis nie. My ouers kan nie dit verstaan nie. Soms is ek 'n bietjie onbeskof by die huis. Hulle sê soms dat dit die rede is hoekom ek nie vriende het nie. By die skool is dit 'n ander storie. Ek kommunikeer maklik met die onderwysers en gesels ook baie lekker gemaklik. By die huis probeer ek ook hard maar ek gee alles en ontvang dan niks terug nie.

Case study 8.(a)

1. Extraction of significant sentences and phrases
which directly pertain to feelings of self-esteem.

- 8.1 " Ek het nie lekker met hulle gekommunikeer nie, omdat ek nie eintlik geweet het waarvan hulle praat nie, aangesien ons nie dieselfde skool bywoon nie."
- 8.2 " Jy voel ongemaklik want jy weet nie dalk of hulle van jou gaan praat nie aangesien jy 'n gebrek het."
- 8.3 " Party mense maak gewoonlik asof hulle nie jou gebrek raaksien nie, maar ek weet hulle kan."
- 8.4 " Ek kry altyd die gevoel dat mense nie so lekker met ons meng nie."
- 8.5 " My niggie se vriende het nie eintlik met my gepraat nie. Ek het nie eintlik vriende nie."
- 8.6 " Ek kommunikeer nie maklik met mense nie. Sommige mense laat jou voel asof jy nie reg in jou kop is nie, sommige dink dat jy 'n 'psycho-case' is."
- 8.7 " Ek moet sê dat sommige mense doen eintlik niks om my so te laat voel nie. Partykeer wil hulle iets doen, maar

dan besluit hulle daarteen. Dit hang net van die persoon af."

- 8.8 " Ek sal nooit eerste praat nie, en is altyd bang dat ek nie terugvoering sal kry nie."
- 8.9 " Ek is altyd bang dat...dat ek myself sal verkeerd uitspreek en dat die ander persoon my dan 'n onbeskofte antwoord terug sal gee."
- 8.10 " Ek het al probeer om 'n gesprek aan te knoop. Die sekere outjie wil soms met my praat, maar dit is asof iets hom weghou om met my te praat."
- 8.11 " Soms praat ek nie baie by die huis nie. My ouers kan dit nie verstaan nie. soms is ek 'n bietjie onbeskof by die huis."
- 8.12 " Hulle sê soms dat dit die rede is hoekom ek nie vriende het nie."
- 8.13 " By die skool is dit 'n ander storie. Ek kommunikeer maklik met die onderwysers en gesels ook baie lekker gemaklik."
- 8.14 " By die huis probeer ek ook hard maar ek gee alles en ontvang dan niks terug nie."

Case study 8.(b)

2. Formulating the significant statements into more general re-statements.

- 8.1 I had difficulty communicating with them because we did not seem to have anything in common to talk about.
- 8.2 I feel uncomfortable with non-disabled people, because I am never sure whether they are going to talk about me because of my disability.
- 8.3 I sometimes feel that others would pretend not to notice my disability, but I am sure that it is noticeable.
- 8.4 I get the feeling that non-disabled people find it difficult to interact and socialise with disabled people.
- 8.5 I have no friends of my own, and my cousin's friends were not interested in talking to me.
- 8.6 I find it difficult to communicate with non-disabled people, because they can make me feel that I am different from them and have emotional and behavioural problems.
- 8.7 I feel like this even though people do not do anything to make me feel this way.

8.8 I will not initiate a conversation, because I fear that other people may not want to talk to me.

8.9 I am afraid that I will express myself poorly and then I will get a negative response from others.

8.10 I have attempted to have a conversation with a boy, but it is as if something about me stops him from communicating with me.

8.11 I do not communicate easily at home and sometimes I can be rude and abrupt. My parents find it difficult to understand me.

8.12 My parents feel that my poor behaviour is the cause that I do not have friends.

8.13 In school I communicate easily and freely with the teachers.

8.14 At home I feel I give a lot and get very little in return.



Case study 8.(c)

3. Significant statements and their re-statements are studied to derive and record a sense of their meaning.

- 8.1 She finds that the lack of common experience impedes the ease with which she is able to communicate with non-disabled peers.
- 8.2 The presence of non-disabled people arouses feelings of insecurity, distrust and discomfort in her, and a suspicion that others are discussing her behind her back because of her disability.
- 8.3 She feels that non-disabled people often try unsuccessfully to conceal their awareness of her disability.
- 8.4 She feels that non-disabled people do not want to, or do not make enough effort to encourage or improve interactions with non-disabled people.
- 8.5 She acknowledges her loneliness at not having friends, and the lack of interest others appear to show in her.

- 8.6 Part of the difficulty she has with communicating with others is the perception she has that others consider her to be mentally handicapped or emotionally unstable.
- 8.7 She experiences this sense of rejection by others, even when the behaviour of others is to the contrary.
- 8.8 Her fear of what others might say or do to avoid communicating with her, prevents her from initiating conversation.
- 8.9 She also limits her communication with others because she fears that she may express herself poorly and elicit a negative response and rejection from non-disabled persons.
- 8.10 Previous attempts at communication with a member of the opposite sex had been thwarted by his awareness of her disability.
- 8.11 She has no relationship and understanding with her parents and hence the reluctance to communicate with them.
- 8.12 She believes that her parents attribute her lack of friends to her poor behaviour rather than to her disability.



8.13 In familiar and secure settings and with trusted adults, she tends to communicate easily.

8.14 She has a need for meaningful relationship and communication at home, but feels that she is failing in this despite her efforts.



Case study 8.(d)

4. Description of themes emerging from the participant's narration.

She considers her primary difficulty to be in the area of communication. She feels removed from the everyday experiences which she feels her non-disabled peers have in common. This makes her feel uncertain in her communication with them. Her lack of regular contact and communication with non-disabled people has also given rise to feelings of distrust, discomfort and insecurity about their trustworthiness. She feels that her disability is discussed by others behind her back.

Their mere presence makes her feel very conscious of her disability. She feels that they often attempt unsuccessfully to conceal their recognition and curiosity about her disability, but she knows that her disability is visible for all to see.

She feels that her failure to interact and relate effectively with non-disabled peers is not a personal failure, but it is



due to the difficulty that most non-disabled people have in relating to disabled people in general. She feels that non-disabled people consider her to be mentally handicapped and emotionally unstable.

She acknowledges that this feeling of rejection she experiences from others is prevalent, even if the behaviour from others does not warrant such a reaction. Her fear of what she perceives others might say or do in response to her efforts at communication precludes her from initiating conversation with them. Previous attempts at communication with members of the opposite sex were thwarted, either by her poor communication skills or their awareness of her disability.

Besides the perceived responses from others, she also expresses concern that her own poor communication skills could elicit a disapproving response from others towards her, and hence further rejection. She indicates that her parents believe that her difficulty with forming friendships is probably due more to her poor social and communication skills than to her disability.

She acknowledges her lonesomeness at not having friends and the perceived indifference others display towards her. Besides the broader social setting, she also feels alienated within her family, where there is no relationship and understanding between her and her parents. She expresses a need for this to improve, but feels that despite all her efforts she is failing in establishing meaningful relations and communication with her parents.

The only setting within which she feels accepted and understood is the special school she attends. Within such a familiar and secure setting and surrounded by adults that she trusts, she tends to communicate easily and feels a greater sense of self-worth and competence.