

**LIVED EXPERIENCE OF TEACHERS EDUCATING YOUNG
LEARNERS WITH FOETAL ALCOHOL SPECTRUM DISORDER**

by

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MAGISTER EDUCATIONIS

in the

Faculty of Education

at the

University of Pretoria

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DECLARATION OF AUTHENTICITY

I, Claudia Ingrid Tredoux, declare that the dissertation, titled:

“Lived experience of teachers educating young learners with foetal alcohol spectrum disorder”

which I hereby submit for the degree Magister Educationis at the University of Pretoria, is my own work and has not previously been submitted by me for a degree at this or any other tertiary institution.



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ETHICAL CLEARANCE CERTIFICATE




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- Compliance with approved research protocol,
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ETHICS STATEMENT

The author, whose name appears on the title page of this dissertation, has obtained, for the research described in this work, the applicable research ethics approval. The author declares that she has observed the ethical standards required in terms of the University of Pretoria's *Code of ethics for researchers and the Policy guidelines for responsible research*.



Signature

17/11/2021

Date

DEDICATION

I dedicate this research to my parents. Thank you for your unconditional support and for always believing in me.

ACKNOWLEDGEMENTS

To have achieved this milestone in my life, I would like to express my sincere gratitude to the following people:

My Heavenly Father, who provided me with courage, strength, and determination to complete this study.

“For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future.” – Jeremiah 29:11

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ABSTRACT

This study was undertaken to investigate and gain an in-depth understanding of the lived experience of teachers who educate young learners with foetal alcohol spectrum disorder (FASD). The aim of this study was to determine whether teachers are hopeful about FASD learners' learning prospects and their future after school, and what they require to identify, teach, and support these learners successfully. The lived experience of teachers who educate young learners with FASD is a research phenomenon that is underinvestigated in the South African context. A phenomenological research design within a qualitative research approach was utilised. I purposefully selected 10 Foundation Phase and/or Learning Support teachers who educate young learners with FASD in the Western Cape province. Semi-structured individual interviews together with field notes served as data collection methods to answer the research questions.

The study's main findings suggest that teachers experience challenges and have related needs within and outside of the classroom setting when working with FASD learners. However, despite the challenges that FASD learners and teachers face, teachers remain hopeful about FASD learners' learning prospects and their future after school because they believe these learners can live meaningful lives when they are provided with specialised support. It is therefore recommended that teachers working with FASD learners receive cooperation and support from FASD learners' parents, the District Based Support Teams, and the Western Cape Education Department to teach and support FASD learners successfully and to remain hopeful in the pursuit.

Keywords: Lived experience; Foetal alcohol spectrum disorder (FASD); Fetal alcohol spectrum disorder (FASD); Foundation Phase teachers; Learning support teachers; Young learners.

LANGUAGE EDITING CERTIFICATE

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To Whom it May Concern

This letter confirms that this dissertation has been edited by a professional, English editor, namely Janine Dumas Kuchling.

The author may accept/reject any of the suggestions and comments made by the editor. Should you have any questions or queries, please contact Janine via email at Janine.dumas@hotmail.com.

Kind regards,



LIST OF ABBREVIATIONS

ADHD	Attention Deficit/Hyperactivity Disorder
ARBD	Alcohol-Related Birth Defects
ARND	Alcohol-Related Neurodevelopmental Disorders
DBST	District Based Support Teams
DSM-5	Diagnostic and Statistical Manual of Mental Disorders, 5 th edition
DoBE	Department of Basic Education
DoE	Department of Education
EWP6	Education White Paper 6
FARR	Foundation for Alcohol Related Research
FASD	Foetal Alcohol Spectrum Disorder
FAS	Foetal Alcohol Syndrome
FP	Foundation Phase
IE	Inclusive Education
IOM	Institute of Medicine
LS	Learning Support
ND-PAE	Neurodevelopmental Disorder Associated With Prenatal Alcohol Exposure
PAE	Prenatal Alcohol Exposure
PFAS	Partial Foetal Alcohol Syndrome
SAOU	Suid Afrikaanse Onderwys Unie
SBST	School Based Support Teams
SIAS	Screening, Identification, Assessment and Support
SNA1	Support Needs Assessment Form 1
SNA2	Support Needs Assessment Form 2
SNA3	Support Needs Assessment Form 3
WCED	Western Cape Education Department

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CHAPTER 1: OVERVIEW AND ORIENTATION OF THE STUDY

1.1 INTRODUCTION TO THE STUDY

Any amount of alcohol consumption during pregnancy can be detrimental to the foetus (Moore, Persaud & Torchia, 2016). Alcohol is known as a toxicant and teratogen (Mahnke, Adams, Wang & Miranda, 2019) that can have teratogenic effects on the developing foetus when consumed during pregnancy (Olson, 2015). Therefore, prenatal alcohol exposure (PAE) is detrimental to the unborn baby as it affects the developing brain and the nervous system (Denny, Coles & Blitz, 2017). PAE can cause birth disorders or lifelong neurodevelopmental disabilities, known internationally as foetal alcohol spectrum disorder (FASD) (Dejong, Olyaei & Lo, 2019). FASD is an umbrella term covering a continuum of medical diagnoses caused by PAE (Vepsä, 2020). The continuum of FASD comprises foetal alcohol syndrome (FAS), partial foetal alcohol syndrome (PFAS), alcohol-related neurodevelopmental disorders (ARND), and alcohol-related birth defects (ARBD) (Albrecht, Kameg, Puskar, Lewis & Mitchell, 2019).

South Africa has been reported to have the highest prevalence rate of FASD globally, affecting 111.1 per 1000 children and youth in the general population (Lange, Probst, Gmel, Rehm, Burd & Popova, 2017). Following the prevalence rate of FASD in South Africa is Croatia at 53.3 per 1000 population, Ireland at 47.5 per 1000 population, Italy at 45.0 per 1000 population, and Belarus at 36.6 per 1000 population (Lange *et al.*, 2017).

South Africa comprises of nine provinces: Gauteng, KwaZulu-Natal, Free State, Mpumalanga, Limpopo, North-West, Western Cape, Northern Cape, and Eastern Cape (Ngaka & Zwane, 2017). Figure 2.2 in Chapter 2 illustrates the provinces, including its towns in which FASD is predominantly prevalent. According to Adebisi, Mukumbang and Beytell (2019a), FASD is predominantly prevalent among communities in the Eastern Cape, Northern Cape and Western Cape provinces. The prevalence of FASD in South Africa is further discussed in detail in Chapter 2.

1.2 RATIONALE FOR THE STUDY

During my fourth-year teaching practice term at a school in the Western Cape, I observed and taught in a classroom where a learner with FASD was present. I recall that the learner was different from the other learners – physically, socially, emotionally and academically. The school’s learning support teacher assumed that the learner had FASD. On a specific day, I noticed that this learner was struggling with her classwork. As I knelt in front of her desk to identify what she was struggling with, the class teacher gently pulled on my shoulder to get up. The teacher said “*Los haar, die departement moet sien dat sy sukkel.*” This translated into English as “*Leave her, the department has to see that she is struggling.*” That moment shook me, and I wondered if this was the reality of teaching.

As a fourth-year student I did not understand why this teacher asked me to refrain from helping this learner. Today I understand that this respected and now retired teacher reacted in that manner because she had experience, and in all probability knew that educating learners with FASD is a demanding task. According to Boys *et al.* (2016) and Jackson (2018), educating these learners is demanding due to the different challenges that these learners experience within a classroom setting. Nevertheless, teachers are expected to educate learners with FASD in a supportive and academically conducive manner (Boys *et al.*, 2016), whilst meeting the other learners’ needs in the mainstream class (Van Schalkwyk & Marais, 2017). According to Van Schalkwyk and Marais (2017), these teaching conditions could give rise to vulnerability concerning teachers’ personal and professional well-being.

1.3 PROBLEM STATEMENT

Many international and national studies highlight different aspects of FASD (Chapter 2 contains a comprehensive review of literature pertaining to these studies). To my knowledge, despite the wealth of international and to some extent national studies conducted on FASD, the lived experience of teachers who educate young learners with FASD is a research phenomenon that is underinvestigated in the South African context. Coons *et al.* (2016) stated that knowing how families experience raising

learners with FASD is essential to establish an accommodating environment for these learners as well as their parents. Therefore, the rationale for this study was thus to investigate the lived experience of teachers educating young learners with FASD, as this investigation is all-important regarding teachers' future teaching endeavours in this field of specialisation.

1.4 PURPOSE OF THE STUDY

The purpose of this phenomenological research study was to investigate the lived experience of 10 teachers educating young learners with FASD. This investigation applied to Foundation Phase (FP) and Learning Support (LS) teachers who educate young learners with FASD, specifically in the Western Cape. According to Adebisi, Mukumbang and Beytell (2019b), the Western Cape has been reported as the province in South Africa with the highest prevalence of FASD among children. The participants were selected from private and/or government primary schools in the Western Cape province. This study aimed to investigate and gain an in-depth understanding of these teachers' lived experience to determine whether they are hopeful about FASD learners' learning prospects and their future after school, and what they require to identify, teach, and support these learners successfully.

I hope that the knowledge I collected in this study might assist others to better comprehend the reality of educating learners who are affected by this condition. Furthermore, I hope this study helps to address what teachers need to educate FASD learners, i.e., FASD-specific knowledge, teacher training, and support staff.

By means of a comprehensive literature review and semi-structured individual interviews, this study set out to determine the lived experience of teachers educating young FASD learners.

1.4.1 RESEARCH OBJECTIVES

This study aimed to:

- Investigate and gain an in-depth understanding of teachers' lived experience when working with young FASD learners.
- Determine whether teachers are hopeful about FASD learners' learning prospects and their future after school.
- Determine what teachers require to identify, teach, and support FASD learners successfully.

In order to reach the above-mentioned research objectives, the researcher was guided by the following research questions.

1.5 RESEARCH QUESTIONS

1.5.1 Primary research question

What is the lived experience of teachers educating young learners with FASD?

1.5.2 Secondary research questions

- How is hope framed by teachers educating FASD learners?
- What support would the teachers like to receive regarding the education of FASD learners?

1.6 CONCEPT CLARIFICATION

In this section, I explain the key concepts underlying this study.

1.6.1 Lived experience

According to Van Manen (2007), lived experience can be described as experiences people live through and that influence their actions, relationships and circumstances.

For the purpose of this study, the concept ‘lived experience’ refers to the occurrences that participants from the study recollect and provide a detailed account regarding these experiences (Sedivy-Benton, Strohschen, Cavazos & Boden-McGill, 2015). These occurrences may include descriptions of their behaviours (how they act) and experiences (what they think and how they feel). The lived experience of teachers educating learners with FASD gave meaning and substance to this phenomenological research design.

1.6.2 Teachers

According to Tichenor and Tichenor (2005), a teacher is a professional who is paid to educate learners from early childhood to young adulthood. Wium and Louw (2011) explain that teachers within the FP educate learners enrolled in primary level Grade R, Grade 1, Grade 2 and Grade 3. For the purpose of this study, the concept ‘teachers’ refers to either qualified FP or LS teachers employed at private or government primary schools who educate learners with FASD. The focus was on teachers from various primary schools in the Western Cape.

1.6.3 Foetal alcohol spectrum disorder (FASD)

As stated in Section 1.1, FASD is an umbrella term covering a continuum of medical diagnoses caused by PAE (Vepsä, 2020). The continuum of FASD comprises FAS, PFAS, ARND, and ARBD (Albrecht *et al.*, 2019).

According to Mughal (2020), FASD is not included as a diagnostic classification in the Diagnostic and Statistical Manual of Mental Disorders, 5th edition (DSM-5). However, a recent diagnostic category, i.e., ‘neurodevelopmental disorder associated with prenatal alcohol exposure’ (ND-PAE) was included in the DSM-5 of the American Psychiatric Association in 2013 (Mughal, 2020) to better understand the detrimental effects of PAE (Hagan *et al.*, 2016). ND-PAE is categorised in Section II: ‘Other Neurodevelopmental Disorders’ of the DSM-5 as a condition that is classified as an ‘Other Specified Neurodevelopmental Disorder’ (American Psychiatric Association, 2013).

The following features characterise the various diagnoses on the FASD spectrum: delayed growth (i.e., head, weight, and brain growth), neurobehavioural impairments (i.e., cognitive impairment or behavioural impairment without cognitive impairment), and facial anomalies (i.e., shortened palpebral fissures, a thin upper lip, and a smooth philtrum) (Hoyme *et al.*, 2016).

In this study FASD is described as the neurobehavioural impairments, i.e., cognitive and behaviour impairments. These neurobehavioural impairments are regarded as the primary causes of an array of disabilities in FASD (Hoyme *et al.*, 2016). Primary disabilities in FASD have a detrimental effect on learners' behaviour, social skills, emotional and cognitive functioning (Boys *et al.*, 2016), as well as communication and motor skills (Brown *et al.*, 2018).

1.6.4 Young primary school learners with FASD

A learner is defined as an individual who receives schooling at a centre for early childhood development or school [Department of Basic Education (DoBE), 2010]. For the purpose of this study, young learners with FASD refer to FP learners who are affected by a neurodevelopmental disorder referred to as FASD. A decision was made to only refer to young learners from the FP during this study as this phase is incredibly important in laying the foundation for all future learning and life experiences (*cf.* Hoadley, 2013).

1.7 PRELIMINARY LITERATURE REVIEW

1.7.1 Introduction

According to Brown, Helmstetter, Harr and Louie (2017) and Jackson (2018), teachers who educate young learners with FASD are the frontline workers in identifying, educating, and supporting learners with FASD. Educating these learners is demanding (Jackson, 2018) due to the different challenges these learners experience within a classroom setting (Boys *et al.*, 2016). In the following two subsections, I will discuss

the young learner affected by FASD within and outside of the classroom setting; and most importantly the teachers who educate young learners with FASD.

1.7.2 The young learner affected by FASD

The young learner affected by FASD often experiences challenges at school and at home. According to Jackson (2018), a FASD learner's home circumstances can either positively or negatively affect the learner's academic performance. Children in South Africa are often entrusted to extended family members to take care of them (Adnams, 2017), because they are exposed to repeated parental alcohol abuse at home (Paley & O'Connor, 2011). Teachers complain that these learners often appear to be unkempt, hungry, and tired and as a result, they lack concentration (Van Schalkwyk & Marais, 2017). When these learners do attend school, as absenteeism is problematic (Flannigan *et al.*, 2017; O'Leary, Taylor, Zubrick, Kurinczuk & Bower, 2013), they experience a myriad of challenges in the classroom due to their disabilities (Brown *et al.*, 2018).

Compared with learners diagnosed with other well-known disabilities such as attention deficit disorder (ADD) and attention deficit/hyperactivity disorder (ADHD) (Astley, 2010; Millar *et al.*, 2017), learners with FASD are affected in nearly all levels of functioning caused by PAE. Primary disabilities in FASD have a detrimental effect on learners' behaviour, social skills, emotional and cognitive functioning (Boys *et al.*, 2016), as well as communication and motor skills (Brown *et al.*, 2018). According to Olivier (2017c), the disabilities related to FASD will lead to poor academic performance if these learners do not receive special needs education support.

1.7.3 Teachers who educate young learners with FASD

Teachers who educate young learners with FASD play an integral role in the diagnosis process as they are first in line to identify suspected FASD learners in the classroom setting (Jackson, 2018; Millar *et al.*, 2017). Unfortunately, many FASD cases in South Africa have not received a formal diagnosis (Olivier, Curfs & Viljoen, 2016, Urban *et al.*, 2015). Section 2.2.5 in Chapter 2 contains a detailed discussion on the diagnosis

of FASD. Teachers have emphasised that it is all-important that these learners have to be diagnosed by medical practitioners (Adebiyi, Mukumbang, Cloete & Beytell, 2019), because a formal diagnosis could inform the teacher about the possible learning difficulties the learner could experience (Jackson, 2018). A formal diagnosis is especially important within an inclusive mainstream setting, because learners with FASD might have to join a learning support group in a mainstream school to receive additional guidance and intervention (Millians, 2015). When the learner has not received a formal diagnosis which specifies the extent to which the learner is affected, the teacher will not be able to provide learner-specific support (Jackson, 2018).

Since 1994, the education system in South Africa transformed into a more inclusive education (IE) system as it aligns with the democratic principles underlying the country's current Constitution (The Constitution of the Republic of South Africa Act 108 of 1996) (Hess, 2020). According to the current Constitution, "everyone has the right to a basic education" (Republic of South Africa, 1996a:14). Therefore, no learner, including FASD learners, may be denied access to any primary or secondary school on any grounds (Jackson, 2018). Section 2.5 in Chapter 2 contains an in-depth discussion on IE in South Africa.

An IE classroom is a "safe haven" because it includes all learners with and without learning difficulties (Maphumulo, 2019:26). However, some teachers who educate FASD learners within an inclusive school setting are frustrated because they feel that they have not been trained to deal with the challenges of learners with learning difficulties, such as FASD challenges (Kalberg, Marais, De Vries, Seedat, Parry & May, 2017). Furthermore, teachers have indicated that they feel inexperienced and unqualified when working with these learners and struggle to cope with the various challenges related to educating these learners (Van Schalkwyk & Marais, 2017). Teachers who educate young learners with FASD in South Africa have indicated the need for professional knowledge (Van Schalkwyk & Marais, 2017), training (Adebiyi, Mukumbang, Cloete & Beytell, 2018), and support (Burger, 2015) specific to FASD.

It would be of great value to understand the lived experience of teachers when educating young learners with FASD because this research phenomenon is all-important regarding teachers' future teaching endeavours in this field of specialisation.

However, their lived experience is under-researched (Baes, 2020). Thus, with this study, I aim to better understand the meaning of teachers' lived experience when educating young FASD learners.

In the following section, I discuss the theoretical framework of the study, i.e., Snyder's Hope Theory (1989).

1.8 THEORETICAL FRAMEWORK: HOPE THEORY

According to Adom, Hussein and Adu-Agyem (2018), a theoretical framework is an essential component within the research process that requires careful thought. Adom *et al.* (2018) further explain that the theoretical framework comprises a selected theory that underpins the overall direction and purpose of the study. In other words, the selected theory within the theoretical framework guides and supports all other constructs of the research study, including the problem, purpose, importance, and research questions (Grant & Osanloo, 2014). Furthermore, the theoretical framework is of value when describing and interpreting the findings of the research phenomenon (Bawazir & Jones, 2017).

This study aimed to investigate and gain an in-depth understanding of teachers' lived experience when educating young learners with FASD. I sought to determine whether they are hopeful about FASD learners' learning prospects and their future after school, and what they require to identify, teach, and support these learners successfully. Thus, I adopted Snyder's Hope Theory as a theoretical framework wherefrom I viewed and remained focused on the problem and vision of the study (Grant & Osanloo, 2014).

Charles Richard Snyder formally presented his Hope Theory in 1989 (Rand & Cheavens, 2009). In 1987 Snyder set about to understand the reason behind people who live with hope and perceive the positive as opposed to people who live without hope and only perceive the negative (Snyder, 2002). Snyder found that when he asked people to describe their goals, they repeatedly referred to the ability to create useful pathways and their determination to make use of these pathways to reach their goals (Snyder, 1994; Rand & Cheavens, 2009). Therefore, Hope Theory can be described as a goal-directed

and hopeful thought process that comprises three components, i.e., goals, agency, and pathways (Snyder, Rand & Sigmon, 2002). Section 2.7.2 in Chapter 2 contains a detailed discussion on the components in Hope Theory.

A study by Van Schalkwyk and Marais (2017) found that South African teachers who educate FASD learners are confronted with various challenges within the classroom setting that will negatively affect their hopeful thinking (Snyder *et al.*, 2002). Snyder *et al.* (2002) assert that it is essential that all teachers should be able to set goals, establish pathways and maintain determination to meet their set goals even in the face of the challenges of FASD (Snyder, Lopez, Shorey, Rand & Feldman, 2003).

According to Cheavens, Heiy, Feldman, Benitez and Rand (2019), when hopeful teachers are compared to less-hopeful teachers, it is apparent that higher-hope teachers are more goal-driven. Hopeful teachers passionately pursue their goals and create more than one realistic pathway to meet their goals, i.e., different strategies (Snyder *et al.*, 2003). Snyder *et al.* (1991) assert that hopeful teachers are more likely to cope better with stressful teaching experiences. Therefore, hopeful teachers show greater potential to thrive than teachers who are not hopeful (Cheavens *et al.*, 2019).

This theoretical framework, i.e., Hope Theory, is best suited for this study because the components in Hope Theory, i.e., goals, agency, and pathways, serve as a guide in understanding teachers' hopeful thinking towards FASD learners and how they go about to remain committed to support FASD learners. Therefore, Hope Theory will serve as a guide to gain an in-depth understanding of the lived experience of teachers who educate learners with FASD. A comprehensive description of Hope Theory will be given in Chapter 2 (Section 2.7).

1.9 PARADIGMATIC PERSPECTIVES

A research paradigm can be described as the deep-rooted assumptions and beliefs that a researcher utilises as a guideline throughout the research process (Kivunja & Kuyini, 2017). In this study, the paradigmatic perspective comprises the epistemological (research paradigm) and methodological (research approach and

design) paradigms (Rehman & Alharthi, 2016). According to Kamal (2019), each research paradigm serves a purpose in the researcher's approach to the research. The following subsections provide a detailed discussion of the research paradigm and approach that guided this study.

1.9.1 Research paradigm: Interpretivism

Throughout this study, I relied on an interpretivist epistemological paradigm to investigate the lived experience of teachers who educate young learners with FASD. The term epistemology is derived from the Greek word episteme, meaning knowledge (Kivunja & Kuyini, 2017). Dew and Foreman (2020:1) describe epistemology as “the study of knowledge”, including what we know, how we come to know what we know, and whether we can substantiate what we know. According to Rahman (2017), an interpretivist researcher seeks to understand individual experiences in certain situations, and Idowu (2016) asserts that to understand the meaning of the phenomenon, the interpretivist researcher should interpret it.

The interpretivist paradigm was favoured on account of several advantages. One of the advantages was that the interpretivist paradigm allowed me to establish a reliable and well-constructed relationship with the research participants in which the participants are unafraid to speak freely (Antwi & Hamza, 2015). However, there are also certain disadvantages to the interpretivist paradigm. For instance, the interpretivist paradigm does not allow generalisation to individuals beyond the selection under study (Alharahsheh & Pius, 2020).

The interpretivist paradigm was well-suited for the study since the aim was not to produce generalisable findings, but to instead gain an in-depth understanding of the lived experience of teachers educating young learners with FASD. According to Kamal (2019) the research paradigm and approach should align. In the following subsection, I briefly discuss the research approach pertaining to this study. Section 3.2.2 in Chapter 3 contains a detailed discussion on the selected research approach for this study.

1.9.2 Research approach: Qualitative approach

According to Creswell and Creswell (2018), the research approach explains how the researcher will undertake the investigation. Therefore, in association with interpretivism, the research paradigm, I followed a qualitative research approach in conducting this study.

Nieuwenhuis (2019a) states that interpretivism serves as the underpinning philosophical principle of qualitative research. A researcher applying a qualitative research approach sets out to understand the significance of a phenomenon by means of a thorough investigation (Creswell & Creswell, 2018). Employing a qualitative research approach was advantageous because it provided me “access” to the “thoughts and feelings” of the research participants (Sutton & Austin, 2015:226), whereby I would be able to understand how participants experience a certain phenomenon and what meaning they attribute to this phenomenon (Pietkiewicz & Smith, 2014). According to Lune and Berg (2017), qualitative researchers should heed that the selected research approach often entails ambiguous data, implying that more than one meaning could be interpreted.

Since this study required an in-depth understanding of the lived experience of teachers who educate young learners with FASD, a qualitative research approach met the purpose (*cf.* Mertens, 2010). Also, this study aimed to investigate an under-researched phenomenon – that being so, a qualitative research approach was justified (*cf.* Creswell & Creswell, 2018). In the following section, I briefly discuss the selected research design pertaining to this study. Section 3.2.3 in Chapter 3 contains a detailed discussion on the selected research design for this study.

1.9.3 Research design: Phenomenology

According to Seabi (2012), a research design can be described as a framework that guides the researcher when selecting a theory, a sample, methods of inquiry and a plan for data analysis. Creswell and Creswell (2018) assert that the research design parallels to the selected research approach (qualitative research approach). As a

qualitative researcher, I adopted a phenomenological research design to explore and better understand the lived experience of teachers who educate young learners with FASD.

Van Manen (2007) describes phenomenology as an exploration of the meaning of individuals' lived experience to gain a thorough understanding. Schurink, Schurink and Fouché (2021a) explain that the use of phenomenology provides a description or interpretation of a phenomenon from the research participant's view. Researchers that favour a phenomenology design seek to explore, understand, and provide an honest and detailed description of the lived experience that is being investigated (Kafle, 2011). According to Dietsch (2003:45), the primary intention of a phenomenological design is to "discover, uncover, explore, describe, interpret and analyse" the emergent lived experience.

Phenomenology should be the research design of choice when the purpose of the study is to determine what an experience means to a certain sampling group (Grossoehme, 2014). Therefore, an alternative research design would not have been suitable for the purpose of this study (*cf.* Creswell & Creswell, 2018). In the following section, I provide a brief discussion on the methodological strategies that were implemented to conduct this study.

1.10 METHODOLOGICAL STRATEGIES

In this section, the research process of how this study was conducted is explained. This process comprises several practices conducted by myself, namely collecting, documenting, analysing, and interpreting data from a specified sample (Neuman, 2014). In the three subsections that follow, I briefly discuss the selection of participants and research sites, the data collection and documentation, and the data analysis and interpretation. More detailed discussions on these methodological strategies follow in Chapter 3 (Section 3.3).

1.10.1 Selection of participants and research sites

Sampling is described as a process in which the researcher selects individual members from a population representative of the whole (Schreier, 2018). The selected group of individual members are referred to as the 'sample' (Neuman, 2014). According to Taherdoost (2016), there are two methods to perform sampling: probability sampling and non-probability sampling. Since this study employed a qualitative research approach, non-probability sampling methods were suitable. According to Vehovar, Toepoel and Steinmetz (2016), with non-probability sampling there is no guarantee that each member of the target population has an equal chance of being sampled. Non-probability sampling methods are sub-categorised into four selection procedures, namely "convenience sampling, quota sampling, snowball sampling and purposive sampling" (Maree & Pietersen, 2019:219).

For the purpose of this study, purposive and snowball sampling were regarded as the most appropriate non-probability sampling methods. Purposive sampling is used when the researcher has a specific purpose in mind and only the participants who meet this purpose are included (Andrade, 2021). Snowball sampling signifies that one research participant leads the researcher to at least one more potential research participant (Maree & Pietersen, 2019).

The following pre-selected criteria supported the purposive selection of participants:

- Qualified FP or LS teachers who educate young learners with FASD
- Teachers who are employed at private or government primary schools in the Western Cape province
- Teachers who have a minimum of three years of teaching experience
- Teachers who have current or past experience educating learners with FASD

Busetto, Wick and Gumbinger (2020) assert that when a sample has been established, the researcher should describe how data from this sample will be gathered. In the following section, I briefly discuss the chosen data collection and documentation methods that were implemented to gather data from the specified sample. Section

3.3.2 in Chapter 3 contains a detailed discussion on these data collection and documentation methods.

1.10.2 Data collection and documentation

Qualitative data collection implies gathering information by means of words or pictures (Neuman, 2014). For the purpose of this investigation, I used semi-structured individual interviews that were audio recorded and transcribed; together with field notes. I have selected the indicated data collection methods to answer the primary research question.

Semi-structured individual interviews

Semi-structured individual interviews were conducted to collect data for this study. Addendum C and D contain the interview schedule. Nieuwenhuis (2019b) describes a semi-structured interview as a form of a conversation whereby the researcher asks open-ended questions to determine the meaning of a certain experience. Semi-structured interviews are advantageous because asking open-ended questions creates casual conversation between the researcher and participant allowing the researcher to build a relationship with the participant based on a shared concern (Roulston & Choi, 2018). Throughout the conversational interview, elaboration and clarification probes (Nieuwenhuis, 2019b) were used to verify specific details of the participant's experience (Taylor, Bogdan & DeVault, 2016). I continuously encouraged clarification of the participant's words to ensure I gathered rigorous and thick description of their accounts.

The interviews were audio recorded and subsequently transcribed by making use of full verbatim transcriptions. Furthermore, during the interviews I used field notes (i.e., short accounts or keywords) to take note of what was observed (Nieuwenhuis, 2019b). The purpose of semi-structured individual interviews was to capture the meaning of the teachers' lived experience of the phenomenon being studied. Section 3.3.2 in Chapter 3 contains a detailed discussion on semi-structured individual interviews.

According to Nieuwenhuis (2019b), data collection and data analysis are interdependent and recurring processes within qualitative studies. In the following section, I briefly discuss how I analysed and interpreted the data obtained from the specified sample. A more comprehensive discussion follows in Chapter 3 (Section 3.3.3).

1.10.3 Data analysis and interpretation

Data analysis is the process in which the researcher follows three essential steps: firstly, organising the data; secondly, reducing the large amount of data; and thirdly, interpreting the data (Schurink, Schurink & Fouché, 2021b). According to Maree (2019), qualitative data analysis comprises two different analysis approaches, i.e., the inductive and deductive analysis approaches. I followed an inductive thematic analysis approach for the purpose of analysis and interpretation. Addendum E shows an example of the analytic process.

Researchers who work inductively seek to gain insight into the research phenomenon instead of testing a hypothesis (Jebreen, 2012), and thematic analysis is an inductive process in which the researcher seeks to identify themes within the qualitative data (Maguire & Delahunt, 2017) to conduct an in-depth data analysis (Xu & Zammit, 2020). Themes are described as meaningful representations or patterns of the complete dataset (Braun & Clarke, 2006). Section 3.3.3 in Chapter 3 contains a detailed discussion on thematic analysis, including the advantages and disadvantages of this data analysis approach.

In the following section, the criteria and strategies to establish trustworthiness throughout this qualitative study are discussed.

1.11 TRUSTWORTHINESS

Since I conducted a qualitative study, trustworthiness is an essential element to research throughout this study. I established trustworthiness by adhering to the following four criteria: credibility, transferability, dependability and confirmability

(Shenton, 2004). A more comprehensive discussion on these criteria and strategies is provided in Chapter 3 (Section 3.4).

1.12 ETHICAL CONSIDERATIONS

Prior to the commencement of this study, I obtained ethical clearance from the Ethics Committee of the Faculty of Education at the University of Pretoria (*cf.* Watson & McMahon, 2012), as well as from the Western Cape Education Department (WCED). The ethical clearance number is EDU144/20 and the ethical clearance certificate is included in this dissertation. I also requested consent from the principals and from all the participants who were willing to participate in this study.

As a qualitative researcher, I adhered to the following ethical principles concerning the research participants: informed consent, voluntary participation, withdrawal of participants at any given time during the research process, confidentiality and anonymity, no harm to participants, and trust (Strydom & Roestenburg, 2021). A more comprehensive discussion on these ethical principles is provided in Chapter 3 (Section 3.5).

1.13 BRIEF OVERVIEW OF THE STUDY

This section provides a brief overview of the chapters in this study.

1.13.1 Chapter 1: Overview and orientation of the study

Chapter 1 provides an overview and introduction to the study. I also discuss the rationale for the study and the purpose of this study. The research questions are presented and concepts pertaining to this study are clarified. Furthermore, a brief overview of the paradigmatic perspectives is presented, along with a brief overview of the research design and methodological strategies. I conclude this chapter with a discussion on trustworthiness and ethical considerations.

1.13.2 Chapter 2: Literature review and theoretical framework

This chapter provides a comprehensive review of literature pertaining to the various complexities that learners with FASD may struggle with in a classroom setting to investigate the lived experience of teachers who educate these learners and who participated in the current study. I conclude this chapter with the theoretical framework for the study to establish coherence with regards to the purpose of the study and the theory linked to the phenomenon that was studied.

1.13.3 Chapter 3: Research design and methodological strategies

In this chapter, I provide a comprehensive description of the research process with regard to the research design and the methodology implemented throughout the study to investigate the research questions. The methods of sampling, data collection, data analysis and interpretation are delineated and the selection is justified. I also provide an explanation of how the investigations were conducted in a principled manner. I conclude this chapter by describing my role as the researcher.

1.13.4 Chapter 4: Results and findings

The results and findings acquired during the study are presented in this chapter. The results are provided according to the themes, categories and codes which emerged after I conducted inductive thematic analysis. I also provide an interpretation of the results and a revision of the literature that has been outlined in Chapter 2.

1.13.5 Chapter 5: Summary, conclusions and recommendations

The final chapter summarises the standpoints from the literature as well as the research findings and interpretations of this study. Conclusions are drawn in line with the research questions and the purpose of this study. The value of the current study is discussed, as are the limitations. I close this chapter with recommendations for future research and intervention.

1.14 CHAPTER SUMMARY

Chapter 1 introduced this research study. I provided a description of the rationale, purpose of the study, and the research questions. I also provided a brief overview of the paradigmatic perspectives, research design, and methodological strategies. Furthermore, I introduced the criteria for trustworthiness and the ethical principles that were adhered to throughout this study. This chapter was concluded with a brief overview of the chapters that will follow.

In the following chapter, I provide a comprehensive review of literature pertaining to this study and the theoretical framework that was used as a guide.

CHAPTER 2: REVIEW OF THE LITERATURE

2.1 INTRODUCTION

Chapter 1 provided an overview and introduction to the study. I also discussed the rationale for the study and the purpose of this study. I presented the research question and clarified concepts pertaining to this study. A preliminary literature review on the challenges of FASD within a classroom setting was provided. Thereafter, Hope Theory was introduced as the selected theoretical framework to guide this study. Furthermore, a brief overview of the paradigmatic perspectives was presented, along with a brief overview of the research design and methodological strategies. I concluded this chapter with a discussion on trustworthiness and ethical considerations.

In Chapter 2, I provide a comprehensive literature review on specific aspects pertaining to FASD. As the researcher, I define and provide a detailed description of FASD. I discuss this condition in terms of the South African context, including the socio-economic circumstances of rural communities in South Africa and the pattern of alcohol consumption among these communities that result in a high prevalence rate of FASD. Furthermore, a comprehensive description is provided regarding the experience of FASD learners, their parents, and the teachers who educate these learners. To understand FASD within an inclusive mainstream setting and learning support context, it is necessary to include a discussion on the inclusive education policy in South Africa and how it plays a role within the current education system. I conclude Chapter 2 by elaborating on the theoretical framework, Hope Theory, and explains how it aligns with the research phenomenon. Figure 2.1 is a visual representation of the literature reviewed and the theoretical framework of this study.

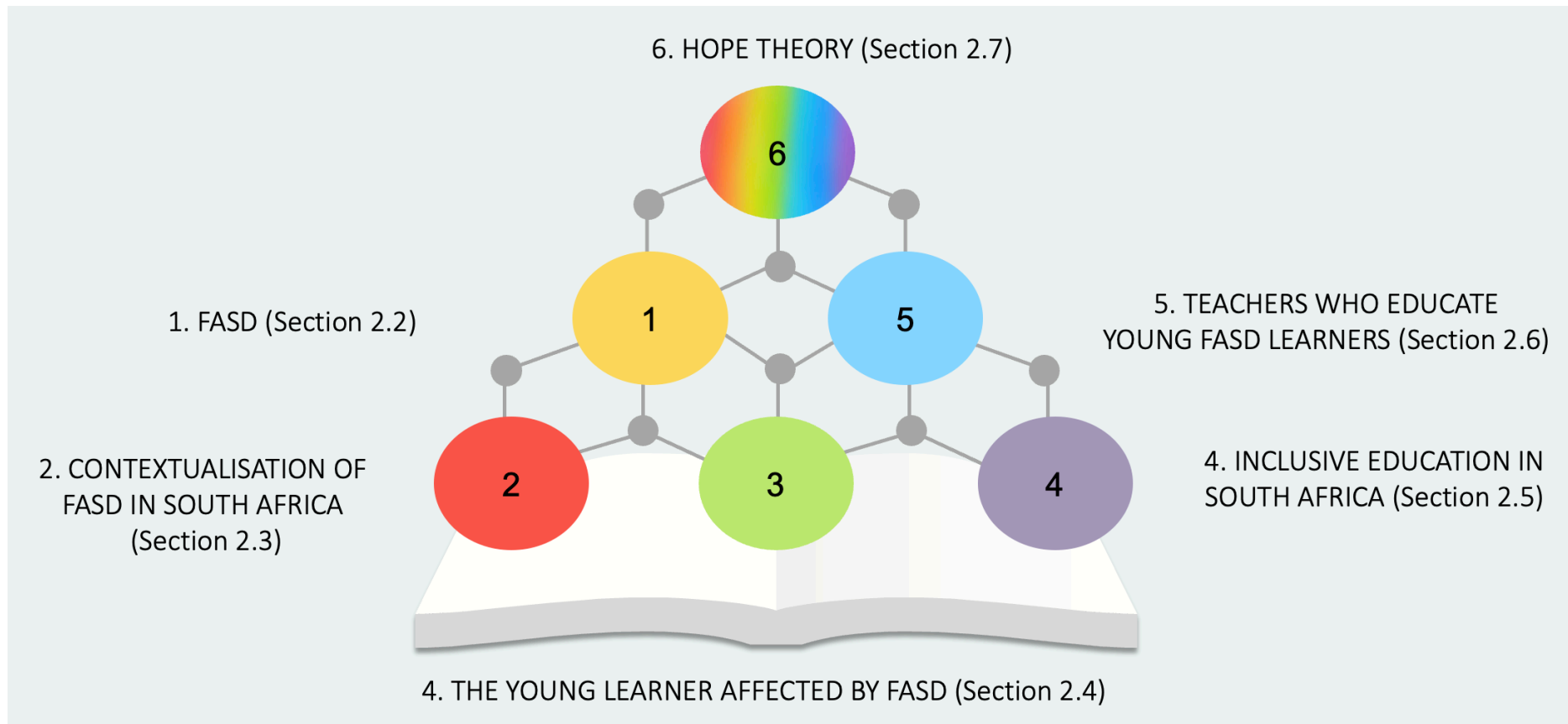


Figure 2.1: A visual representation of the literature reviewed and the theoretical framework (Adapted from Slide Members, n.d.)

As indicated in Figure 2.1, this chapter provides a comprehensive literature review on specific aspects pertaining to FASD. Literature on the following aspects was reviewed: FASD, contextualisation of FASD in South Africa, the young learner affected by FASD, inclusive education in South Africa and the teachers who educate young FASD learners. The selected theoretical framework, Hope Theory, is described and an explanation follows on how it aligns with the research phenomenon.

2.2 FOETAL ALCOHOL SPECTRUM DISORDER (FASD)

This section is in line with the first number according to Figure 2.1. In the following subsections, I define FASD, lists the characteristics of FASD, and discuss the comorbidities in FASD, highlighting the most common comorbidity. Furthermore, I delineate the diagnosis of FASD and explains the role of the teacher in the diagnostic process. A discussion on the missed diagnosis of FASD is also included.

2.2.1 Definition of FASD

According to Mahnke *et al.* (2019), alcohol is known as a toxicant and teratogen that can have teratogenic effects on the developing foetus when consumed during pregnancy (Olson, 2015). According to Moore *et al.* (2016), any amount of alcohol consumption during pregnancy can be detrimental to the foetus. PAE is detrimental to the unborn baby affecting the developing brain and the nervous system (Denny *et al.*, 2017). PAE can cause birth disorders or lifelong neurodevelopmental disabilities, known internationally as FASD (Dejong *et al.*, 2019).

2.2.2 Diagnostic criteria for the diagnosis of FASD

FASD encompasses four different diagnoses: FAS, PFAS, ARND, ARBD (Olivier, 2017c), and each diagnosis encompasses specific diagnostic criteria (Hoyme *et al.*, 2016).

The FAS diagnosis is regarded as the most severe diagnosis on the FASD spectrum (Vepsä, 2020). According to Hoyme *et al.* (2016), a FAS diagnosis requires the following features: delayed growth (i.e., head, weight, and brain growth), neurobehavioural impairments (i.e., cognitive impairment or behavioural impairment without cognitive impairment), and two of the three facial anomalies (i.e., shortened palpebral fissures, a thin upper lip, and a smooth philtrum). A confirmed history of PAE is not “mandatory” to confirm a FAS diagnosis (Olivier, 2017c:10).

The PFAS diagnosis encompasses only certain criteria of a FAS diagnosis (Jackson, 2018). According to Hoyme *et al.* (2016), a PFAS diagnosis requires the following features: neurobehavioural impairments, two of the three facial anomalies, and a confirmed history of PAE. However, when a confirmed history of PAE is not available, a PFAS diagnosis can only be confirmed if an individual presents the full diagnostic criteria of FAS (Hoyme *et al.*, 2016).

The ARND diagnosis primarily centres on brain dysfunction (Jackson, 2018). According to Hoyme *et al.* (2016), an ARND diagnosis requires the following features: neurobehavioural impairments (i.e., cognitive impairment or behavioural impairment without cognitive impairment), and a confirmed history of PAE (Olivier, 2017c).

The ARBD diagnosis refers to major birth malformations caused by PAE (Urban, 2017). According to Hoyme *et al.* (2016), an ARBD diagnosis requires the following feature: structural malformations concerning the heart, eyes, ears, and skeleton. Other important organs include the kidney and bones (Dejong *et al.*, 2019). Also, an ARBD diagnosis necessitates a confirmed history of PAE (Olivier, 2017c).

According to Mughal (2020), FASD is not included as a diagnostic classification in the DSM-5. However, a recent diagnostic category, i.e., ND-PAE was included in the DSM-5 of the American Psychiatric Association in 2013 (Mughal, 2020) to better understand the detrimental effects of PAE (Hagan *et al.*, 2016).

ND-PAE diagnosis refers to various developmental disabilities caused by PAE (American Psychiatric Association, 2013). According to Olson (2015), the ND-PAE category in the DSM-5 is regarded as an “advance in the field of FASD” (Olson,

2015:187). ND-PAE is categorised in Section II: 'Other Neurodevelopmental Disorders' of the DSM-5 as a condition that is classified as an 'Other Specified Neurodevelopmental Disorder' (American Psychiatric Association, 2013).

In the following section, I describe the neurobehavioural impairments that learners on the FASD spectrum could experience. This section is followed by a discussion on comorbidities in FASD and how this could complicate the diagnosis of FASD.

2.2.3 Neurobehavioural impairments of FASD

Neurobehavioural impairments, i.e., cognitive and behaviour impairments are the primary causes of an array of disabilities in FASD (Hoyme *et al.*, 2016). Primary disabilities in FASD have a detrimental effect on learners' behaviour, social skills, emotional and cognitive functioning (Boys *et al.*, 2016), as well as communication and motor skills (Brown *et al.*, 2018). According to Olivier (2017c), the disabilities related to FASD will lead to poor academic performance if these learners do not receive special educational support. Section 2.4 contains a detailed discussion on the disabilities that these learners could present, followed by a description of the adverse effects within a classroom setting.

In addition to the neurobehavioural impairments in FASD, these learners often experience a broad array of comorbidities (Millar *et al.*, 2017). According to Boys *et al.* (2016), the disabilities mentioned above resemble other disorders. In the following section, I define and discuss the most common comorbidities in FASD. I also elaborate on the comorbidities that could complicate the diagnosis of FASD.

2.2.4 Comorbidities in learners diagnosed with FASD

Children with FASD often experience various comorbidities resulting from PAE (Kambeitz, Klug, Greenmyer, Popova & Burd, 2019). The most prevalent comorbidities that are associated with FASD include language delays, hearing loss, visual impairments, alcohol dependence, and mental and behavioural disorders such as ADHD (Popova *et al.*, 2016; Nowak & Michno, 2019; Terband, Spruit, & Maassen,

2018). According to Raldiris, Bowers and Towsey (2018), learners with FASD demonstrate more significant impairments than those diagnosed with ADHD (Popova *et al.*, 2016) or other disabilities (Raldiris *et al.*, 2018).

One of the most common comorbidities that learners with FASD present with is ADHD (Coles, 2011; Khoury & Milligan, 2019). ADHD is a childhood-onset neurodevelopmental disorder that causes inattention, hyperactivity, and impulsivity problems (Faraone & Larsson, 2019). In quite a few cases, it has been reported that learners with FASD fit the criteria of ADHD (Helgesson *et al.*, 2018), because they share overlapping characteristics, such as inhibition and impulsiveness (Jackson, 2018). However, when learners with FASD receive a more comprehensive scanning of their neurodevelopmental characteristics, a clear distinction can be drawn between FASD and ADHD (Coles, 2011). Thus, these two conditions are not synonymous (Raldiris *et al.*, 2018), because the “aetiology” and societal implications of FASD are different (Millar *et al.*, 2017:5).

An accurate diagnosis of this condition becomes problematic because of the comorbidities associated with FASD (Widder *et al.*, 2021). However, teachers have indicated that young learners need a medical diagnosis to implement tailored intervention strategies and support measures (Adebisi *et al.*, 2019). In the following section, I discuss the diagnosis of FASD.

2.2.5 Diagnosis of FASD

A formal diagnosis of FASD is an intricate medical diagnostic process (Hoyme *et al.*, 2016) that can only be assigned by a multi-disciplinary team of trained specialists, including a professional nurse, a dysmorphologist (Viljoen *et al.*, 2018), a paediatrician, an occupational therapist, a speech-language pathologist, and a psychologist (Cook *et al.*, 2016). According to Olivier *et al.* (2013), the diagnostic process involves screening and a diagnostic phase. Screening is conducted by a professional nurse in which the child’s height, weight, and head circumference are measured. Afterwards, a clinical assessment, a neurodevelopmental assessment, and a maternal interview are conducted (Viljoen *et al.*, 2018).

According to Urban (2017), several classification systems are available to make a FASD diagnosis, i.e., FASD 4-Digit diagnostic code (Astley & Clarren, 2000), the Centres for Disease Control Guidelines for FAS referral and diagnosis (Bertrand, Floyd & Weber, 2005), the Canadian FASD guidelines (Chudley *et al.*, 2005; Cook *et al.*, 2016), and the modified versions of the Institute of Medicine (IOM) (1996) diagnostic criteria (Hoyme *et al.*, 2005; Hoyme *et al.*, 2016). For the purpose of prevalent studies in South Africa, Viljoen, Louw, Lombard and Olivier (2018) assert that the diagnostic criteria provided by the IOM (1996), or the modified version of the IOM (Hoyme *et al.*, 2005; Hoyme *et al.*, 2016) were used to confirm a FASD diagnosis (May *et al.*, 2000, 2007, 2013, 2017; Olivier, Urban, Chersich, Temmerman, & Viljoen, 2013; Urban *et al.*, 2008, 2015; Viljoen *et al.*, 2005).

Even though a FASD diagnosis can only be assigned by a multi-disciplinary team of trained specialists, the policy on Screening, Identification, Assessment and Support (SIAS) expects the teacher to initiate an inclusive assessment for those learners who have not yet been formally diagnosed. Section 2.5.2 in Chapter 2 contains a detailed discussion on the new responsibilities that teachers within the education support systems were given with the implementation of the SIAS policy. In the following subsection, I elaborate on the teacher's role in the diagnosis process.

2.2.6 The teacher's role in the diagnosis process

Teachers who educate young learners with FASD play an integral role in the diagnosis process as they are first in line to identify suspected FASD learners in the classroom setting (Jackson, 2018; Millar *et al.*, 2017). According to Schiltroth (2014), teachers must compile learner-specific reports and note learners' challenges within the classroom to prevent learners with FASD from going unnoticed (Kjellmer & Olswang, 2013). When a teacher suspects that a learner is affected by this condition, they should refer this learner for diagnosis, i.e., screening, and clinical assessment, as soon as possible (Olivier *et al.*, 2016). Early identification of learners with FASD is critically important for providing appropriate support and implementing developmental interventions (Fox *et al.*, 2015).

Unfortunately, many FASD cases in South Africa have not received a formal diagnosis (Olivier *et al.*, 2016; Urban *et al.*, 2015). In the following section, I discuss possible reasons for missed diagnosis of FASD.

2.2.7 Missed diagnosis of FASD

Initiating the diagnosis of FASD is a difficult task for three reasons (Brown *et al.*, 2017). Firstly, these learners often do not present visible indicators, i.e., facial anomalies (Boys *et al.*, 2016). Secondly, many learners with FASD experience at least one comorbidity because of PAE (Kambeitz *et al.*, 2019). Thus, teachers find it challenging to distinguish learning disorders in FASD from other co-occurring disorders. Thirdly, teachers often experience a lack of parental cooperation relating to PAE documentation (Tenenbaum *et al.*, 2020) (Section 2.6.1 further discusses the role of parental cooperation and communication). Linked to this, parents or caregivers do not always provide informed consent to conduct a formal diagnosis (Todorow, Paris & Fantus, 2012:e367; Urban *et al.*, 2015:1018), because of the “financial implications” related to the diagnostic process and services (Jackson, 2018:24). When teachers recognise typical FASD features in a learner, they are afraid to report their observation as their assumption may lead to labelling the learner and also blaming and shaming the learner’s family. Therefore, FASD is often regarded as a “hidden disability” (Millar *et al.*, 2017:3) and learners are either missed being diagnosed or misdiagnosed (Chasnoff, Wells & King, 2015).

Teachers have emphasised that it is all-important that these learners have to be diagnosed by medical practitioners (Adebiyi *et al.*, 2019), because a formal diagnosis could inform the teacher about the possible learning difficulties the learner could experience (Jackson, 2018). A formal diagnosis is especially important within an inclusive mainstream setting, because learners with FASD might have to join a learning support group in a mainstream school to receive additional guidance and intervention (Millians, 2015). When the learner has not received a formal diagnosis which specifies the extent to which the learner is affected, the teacher will not be able to provide learner-specific support (Jackson, 2018).

In this section, I elaborate on the definition and characteristic of FASD, the comorbidities in FASD, the diagnosis of FASD and the role of the teacher in the diagnostic process. I also elaborate on the missed diagnosis of FASD due to a lack of visible indicators (i.e., facial anomalies), comorbidities in FASD, and a lack of parental cooperation. Therefore, it is important that teachers receive specialised training in FASD to identify suspected FASD learners in the classroom setting. It is also important that teachers receive the necessary involvement and cooperation from FASD learners' parents to organise that a FASD learner receives a formal diagnosis.

In the following section, I provide a contextualisation of FASD in a South African context to understand why South Africa is regarded as the country with the highest prevalence rate of FASD globally.

2.3 CONTEXUALISATION OF FASD IN A SOUTH AFRICAN CONTEXT

This section is in line with the second number according to Figure 2.1. In the following subsections, I discuss the socio-economic status of rural communities in South Africa and explain how a low socio-economic status and readily accessible cheap alcohol contribute to the high rate of alcohol misuse. Thereafter, I discuss the high prevalence of FASD in South Africa due to the high rate of alcohol misuse.

2.3.1 Socio-economic status of rural communities in South Africa

Socio-economic status is measured to be high or low by referring to the three most common socio-economic factors, i.e., unemployment, poverty, and education (Darin-Mattsson, Fors & Kareholt, 2017). According to Cheteni, Khamfula and Mah (2019), South Africa demonstrates a high poverty rate. Poverty is defined as a state in which an individual is unable to sustain a basic level of living conditions (Kehler, 2001). In other words, individuals affected by poverty struggle to fulfil basic human needs with basic resources (Chaigneau, Coulthard, Brown, Daw & Schulte-Herbrüggen, 2018).

The socio-economic status of rural communities in the Cape provinces is low (Du Plessis & Van Der Berg, 2013; Clarke, 2012). Rural communities in the Western Cape province experience a high unemployment rate (Webb, 2017) owing to a shortage of employment opportunities (October, 2018). On account of a shortage of employment opportunities, family members would often leave their family home to seek employment in an urban area as a means to support their family financially (October, 2018). Other families rely solely on social grants to take care of their families (Hajdu, Neves & Granlund, 2020). Gutura and Tanga (2014) define a social grant as a government paid allowance to South African citizens from poor households who need income support. According to the Annual Report published by the South African Social Security Agency (SASSA) in 2019, there are seven different types of social grants that the government pays out: Old Age grant (R1890.00), War Veteran grant (R1910.00), Disability grant (R1890.00), Grant in Aid (R460.00), Care Dependency grant (R1890.00), Foster Child grant (R1050.00), and the Child Support grant (R460.00) (SASSA, 2019:26). As published by the Department of Social Development, more than 18 million South African citizens qualify to receive social grants (Republic of South Africa, 2022).

Another reason for the unemployment problem within rural communities in South Africa is due to low levels of education (Lubbe, Van Walbeek & Vellios, 2017). According to Mlambo (2018), rural communities often lack proper educational infrastructure. Even when persons from rural communities enrol to receive primary schooling, the drop-out rate is high (Nthane, 2015) because of the poor prospects of securing local employment (Du Plessis & Van Der Berg, 2013). Cheteni, Khamfula and Mah (2019) assert that ill-educated families often remain caught in a poverty trap due to many elderly people and increased parental unemployment (Makale, 2015). According to Clarke (2012), unemployment and poverty are dominant causal factors of elevated stress among families in rural communities.

In addition to stress (Keyes, Hatzenbuehler, Grant & Hasin, 2012), low socio-economic status and readily accessible cheap alcohol can contribute to the high rate of alcohol misuse among rural communities (Lubbe *et al.*, 2017). In the following subsection, the pattern of alcohol consumption among rural communities is discussed.

2.3.2 The pattern of alcohol consumption among rural communities in South Africa

The pattern of alcohol consumption within a population group is an important causal factor of the types and degree of problems related to drinking (Peltzer, Davids & Njuho, 2011). “Heavy drinking” refers to a pattern of alcohol consumption whereby drinkers consume a large amount of alcohol during one event or in a short time (Trangenstein, Morojele, Lombard, Jernigan & Parry, 2018:1). Olivier (2017:9) refers to heavy drinking as “binge drinking” and defines this term as excessive use or misuse of alcohol. The term “binge drinking” applies in cases where men have more than five standard drinks and women more than four standard drinks in a period of two hours (Olivier, 2017c).

Alcohol misuse is prevalent in South Africa (Trangenstein *et al.*, 2018), especially in the Western Cape province (Peltzer & Ramlagan, 2009; Gossage *et al.*, 2014; Urban, 2017). In addition to the low socio-economic conditions that rural community members experience, it is believed that the *dop* system also contributed to the current use and, more often, misuse of alcohol (May *et al.*, 2017). The *dop* system refers to the system where farmers provided wine (also known as *dop*) to black and coloured workers as “partial remuneration” for their work on the farm (Williams, 2016:893).

‘Black people’ refers to people from black ethnic and cultural groups in South Africa (Olivier, 2017c), including Zulu, Sotho, Xhosa, Pedi, Ndebele, Venda, Tswana, Swazi, and Tsonga (Mpeti, Fourie & Inwood, 2018). ‘Coloured people’ refers to people from a mixed-race ethnic and cultural group in South Africa (Olivier, 2017c). The coloured population group comprises 8,8% of the total population in South Africa (Stats SA, 2019) and is regarded as the “largest population group” in the Western Cape province (Kelly, Mrengqwa & Geffen, 2019:11). The misuse of alcohol, also known as binge drinking in South Africa, is most prevalent among persons “between 18 and 35 years of age” (Peltzer *et al.*, 2011:31). Urban (2017) asserts that coloured South African women engage in binge drinking more often than other population groups.

The *dop* system was outlawed in 1961 (Gossage *et al.*, 2014), however, many supporters of the law believed that the *dop* system still existed on some farms until the

1990's (May *et al.*, 2019). Even though this system is no longer in existence, the unfortunate habit of drinking remains (May *et al.*, 2019), even among pregnant women (Lubbe, 2016).

In conclusion, high levels of alcohol misuse are a major contributor to the high prevalence rate of FASD in South Africa (Olivier *et al.*, 2016). In the following subsection, I elaborate on the prevalence of FASD in South Africa because it is important to consider that FASD deserves similar attention as all the other learning disabilities, such as ADHD and autism spectrum disorder.

2.3.3 The prevalence of FASD in South Africa

South Africa has been reported as the country with the highest prevalence rate of FASD globally at 111.1 per 1000 children and youth in the general population (Lange *et al.*, 2017). Following the prevalence rate of FASD in South Africa is Croatia at 53.3, Ireland, at 47.5, Italy at 45.0, and Belarus at 36.6 per 1000 children and youth in the general population (Lange *et al.*, 2017).

South Africa comprises of nine provinces, including Gauteng, KwaZulu-Natal, Free State, Mpumalanga, Limpopo, North-West, Western Cape, Northern Cape, and Eastern Cape (Ngaka & Zwane, 2017). Figure 2.2 provided below, illustrates the provinces, including its towns in which FASD is predominantly prevalent.

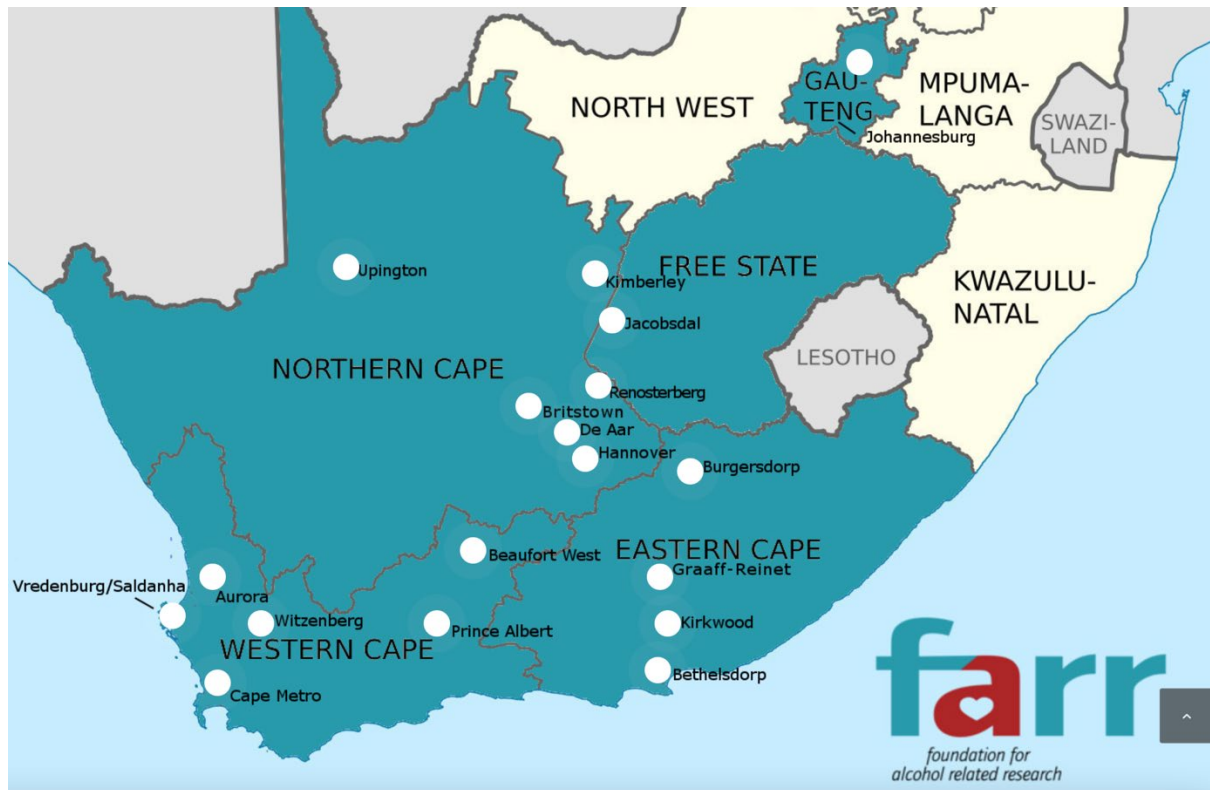


Figure 2.2: Map of South Africa illustrating the towns in which FASD is predominantly prevalent (Foundation for Alcohol Related Research South Africa [FARR SA], n.d.)

According to Adebisi *et al.*, (2019a), FASD is predominantly prevalent among communities in the Eastern Cape, Northern Cape, and Western Cape provinces. Unfortunately, countless young learners are affected by FASD in these provinces (Olivier, 2017c). As illustrated in Figure 2.2, the Western Cape has been reported as the province in South Africa with the highest prevalence of FASD among children (Adebisi *et al.*, 2019b), affecting 196–276 per 1000 Grade 1 children (May *et al.*, 2017).

The following table illustrates the communities/towns/cities situated in different provinces where young learners are affected by FASD.

Table 2.1: FASD prevalence rate among Grade 1 learners in South African provinces (Olivier, 2017c)

Province	Community	Prevalence rate per 1000 Grade 1 learners	Reference
Western Cape	Witzenberg	9.6	(Olivier <i>et al.</i> , 2016)
	Saldanha Bay	6.7	(Olivier <i>et al.</i> , 2016)
	Wellington	89.2	(Viljoen <i>et al.</i> , 2005)
	Aurora	100	(Olivier <i>et al.</i> , 2016)
Northern Cape	De Aar	112.8	(Chersich <i>et al.</i> , 2012)
	Upington	65.9	(Chersich <i>et al.</i> , 2012)
	Kimberley	64	(Urban <i>et al.</i> , 2015)
	Renosterberg	282	(Olivier, 2017b)
Eastern Cape	Bethelsdorp	130	(Olivier, 2017a)
	Port Elizabeth		(Olivier, 2017a)
Gauteng	Soweto	26	(Viljoen & Craig, 2001)
	Diepsloot		(Viljoen & Craig, 2001)
	Lenasia		(Viljoen & Craig, 2001)

According to Olivier (2017c), no FASD studies had been conducted in KwaZulu-Natal, Limpopo, Free State, North-West and Mpumalanga provinces up until 2017. According to my knowledge and research conducted, there are currently no published studies on the prevalence rate of FASD in these five provinces.

In the following section, I discuss the young learner affected by FASD within and outside of the classroom setting.

2.4 THE YOUNG LEARNER AFFECTED BY FASD

This section elaborates on the young learners affected by FASD within and outside of the classroom setting and is therefore in line with the third number according to Figure 2.1. Adnams (2017) asserts that children in South Africa are often entrusted to extended family members to take care of them because they are exposed to repeated parental alcohol abuse at home (Paley & O'Connor, 2011). Teachers complain that these learners often appear to be unkempt, hungry, and tired and as a result they lack concentration (Van Schalkwyk & Marais, 2017). When these learners attend school, as absenteeism is problematic (Flannigan *et al.*, 2017; O'Leary *et al.*, 2013), they experience a myriad of challenges in the classroom due to their disabilities (Brown *et al.*, 2018). In the following subsections, I elaborate on how FASD can affect learners' behaviour, motor skills, communication skills, social skills, cognition, and emotions in a classroom setting.

2.4.1 Challenging behaviour

Challenging behaviour can be ascribed to any behaviour that does not meet the norm for acceptable behaviour at a certain age and level of development (Ogundele, 2018). Learners with FASD are frequently described as individuals who demonstrate challenging behaviour (Mitten, 2013; Lange *et al.*, 2017). These learners struggle to manage their behaviour and find it difficult to abstain from aggressive and troubling behaviour (Olswang, Svensson & Astley, 2010; Ogundele, 2018). According to Streissguth *et al.* (2004), it can be expected that FASD learners cause disruptions at school. In addition to FASD learners' troubled behaviour, it was noted that these learners could demonstrate delinquent behaviour (Kully-Martens, Denys, Treit, Tamana & Rasmussen, 2012), leading to trouble with the law during adulthood (Streissguth *et al.*, 2004).

As previously discussed, learners with FASD often match the criteria of an ADHD diagnosis (Graham *et al.*, 2013). According to Mitten (2013), FASD-affected learners experience problems with remaining focused and being obedient. Therefore, these learners are often misdiagnosed with ADHD (Millar *et al.*, 2017). Furthermore, learners

with FASD are often raised within a dysfunctional home environment, which is regarded as a contributing factor to their behaviour problems (Lubbe *et al.*, 2017). Hence, when a young learner has been identified as an individual with FASD, challenging behaviour may already present as habituated behaviour (Paley & O'Connor, 2011).

In the following section, I define motor skills and discuss how impaired motor skills affect learners with FASD.

2.4.2 Impaired motor skills

Goodway, Ozmun and Gallahue (2019) define motor skills as the skills that are necessary to gain control of movements performed by the body, limbs and/or head. Motor skills are categorised into gross and fine motor skills (Escolano-Pérez, Herrero-Nivela & Losada, 2020).

According to Cook *et al.* (2016), learners with FASD demonstrate impaired motor skills, including impaired gross motor and fine motor skills (Wozniak *et al.*, 2017). Gross motor skills involve the movement of large muscle groups to execute movements such as sitting, walking, and running (Gonzales, Alvare & Nelson, 2019). Impaired gross motor skills affect FASD-affected learners' balance, coordination, and ball skills (Safe, Joosten & Giglia, 2018). Fine motor skills involve the movement of small muscle groups, especially the coordinated movements of the hands and fingers (Johnston *et al.*, 2019). Gross and fine motor skills are essential skills that are necessary for day-to-day activities in and outside of the classroom setting (Doney *et al.*, 2017). Impaired fine motor skills could explain FASD-affected learners' impaired paper and pencil handling (i.e., pencil grip) and poor handwriting (Doney *et al.*, 2017). According to Brodin and Renblad (2020), learners should be able to express how they feel and what they think through writing as it is one of the important elements of successful communication. In the following section, I define communication skills and discuss how impaired communication skills affect learners with FASD.

2.4.3 Impaired communication skills

Communication skills, such as listening, speaking, reading, and writing (Khan, Khan, Zia-UI-Islam & Khan, 2017) are necessary to share information (Brodin & Renblad, 2020). According to Banach and Matejek (2019), FASD-affected learners struggle to read and write, and they experience speech difficulties (Terband *et al.*, 2018). Learners with FASD demonstrate poor vocabulary, are unable to make correct language sounds, and often stutter (Mitten, 2013), causing improper or unsuccessful communication (Banach & Matejek, 2019). Younger learners with FASD find it challenging to identify pictures representing spoken words and struggle to explain familiar words (Wyper & Rasmussen, 2011). Unfortunately, FASD-affected learners' poor communication skills may remain with them into adulthood (Mitten, 2013). Poor communication may have a negative impact on a learner's social skills, as well as their academic performance and their future employment possibilities (Wyper & Rasmussen, 2011). According to Alzahrani, Alharbi and Alodwani (2019), successful communication within a classroom setting depends on a learner's emotional and social skills.

In the following section, I define emotions and social skills and discuss how emotional difficulties and a lack of social skills affect learners with FASD.

2.4.4 Emotional difficulties and lack of social skills

Emotions are the feelings that an individual experiences in response to specific occurrences (Mayar, 2018). Tyng, Amin, Saad and Malik (2017) describe emotions as an individual's inner feelings that are elicited by external stimuli. Learners with FASD often experience anxiety and display frustration and outbursts when the amount of work increases (Jackson, 2018). Banach and Matejek (2019) assert that learners with FASD find it challenging to regulate and manage their emotions, negatively influencing their social interactions (Stevens, Dudek, Nash, Koren & Rovet, 2015). According to Van Kleef, Cheshin, Fischer and Schneider (2016), emotions play an integral role in an individual's social interactions, as they are evoked, conveyed, managed, understood, interpreted, and reacted to. Alzahrani *et al.* (2019) explain that social skills

guide learners when they are required to react to certain emotions that they experience.

Kodituwakku and Kodituwakku (2014) determined that learners with FASD commonly exhibit a lack of social skills within the classroom as they find it difficult to consider and evaluate other learners' perspectives (Stevens *et al.*, 2015). According to Pei, Job, Poth, O'Brien-Langer and Tang (2015), these learners find it challenging to react suitably in response to their peers' social cues. Jackson (2018) explains that these learners are often rude, behave out of line without considering the consequences, and fail to show compassion towards their peers (Stevens *et al.*, 2015). According to Millians (2015), a lack of social skills and emotional difficulties (Alzahrani *et al.*, 2019) prevent FASD learners from performing optimally within the classroom setting. Therefore, it is important that FASD-affected learners receive teacher guidance on working together with other learners and forming friendships (Jackson, 2018; Mitten, 2013). According to Tyng *et al.* (2017) and Alwaely, Yousif and Mikhaylov (2020), emotional experiences and social interactions with peers play an important role in FASD-affected learners' cognition.

In the following section, I define cognition and discuss how impaired cognition affects learners with FASD.

2.4.5 Impaired cognition

PAE severely affects the cognition of learners with FASD (Raldiris *et al.*, 2018). According to Bjorklund and Causey (2017), cognition can be described as mental processes by which an individual acquires, understands, and uses information. Cognition involves working memory, reasoning (Hayes, Heit & Rotello, 2014), and executive function (Bjorklund & Causey, 2017). Reading and mathematical performance is also related to cognition (Peng & Kievit, 2020). There is growing evidence that learners with FASD demonstrate impaired cognition (Stevens *et al.*, 2015). As already stated, FASD-affected learners struggle to read and write (Banach & Matejek, 2019), and Kodituwakku and Kodituwakku (2014) determined that learners with FASD experience mathematical challenges. From a long-term perspective,

mathematical incompetence results in numerous problems, including difficulty with time and financial management - which is necessary to function as an adult (Banach & Matejek, 2019).

Furthermore, impaired executive function is frequently observed among young learners with FASD (Fuglestad *et al.*, 2015). Executive function is described as higher-order cognitive skills used to control and coordinate other cognitive functions (Silverstein *et al.*, 2020). Mitten (2013) describes executive function as a collection of cognitive abilities, including planning, organising and problem-solving skills. Executive function also involves the skills to integrate newly acquired information with past experiences and the ability to make use of others' responses (Brown *et al.*, 2018).

According to Kalberg *et al.* (2017), many learners with disabilities are enrolled in South African mainstream schools instead of special needs schools, because the implementation of IE allows all learners, including learners with learning difficulties, to attend mainstream schools where they will be provided with sufficient support and care (Maphumulo, 2019). In the following section, I describe the implementation of IE in South Africa to better understand the role and expectations of teachers who work with FASD learners within a mainstream classroom setting.

2.5 INCLUSIVE EDUCATION IN SOUTH AFRICA

In this section, I describe the implementation of IE in South Africa. Therefore, this section is in line with the fourth number as illustrated in Figure 2.1. In April 1994, South Africa held its first democratic election (Government of South Africa, 2021) and in May 1996, South Africa's new Constitution (The Constitution of the Republic of South Africa Act 108 of 1996) was promulgated (Republic of South Africa, 1996a). In Section 29 of the Constitution, it states that "everyone has the right to a basic education", and in Section 9 it states that the state may not discriminate against anyone against any grounds, including disability (Republic of South Africa, 1996a:7,14). Therefore, IE was enacted in 1994 when democracy was established in South Africa (Adewumi & Mosito, 2019).

According to the South African Schools Act 84 of 1996 (Republic of South Africa, 1996b), all learners, with and without disabilities, have the right to equal access to education. The purpose of IE is to bring about a democratic and inclusive education system (Dreyer, 2017) that aligns with the values stated in Section 1a, i.e., human dignity, the achievement of equality, and the advancement of human rights and freedoms (Republic of South Africa, 1996a:3). Therefore, no learner may be denied access to any primary or secondary school on any grounds (Jackson, 2018).

To support the implementation of an IE system, the Education White Paper 6 (EWP6) for Special Needs Education (Department of Education [DoE], 2001) was issued. EWP6 acknowledges that IE is necessary to increase learner participation and address learning difficulties (DoE, 2001). The aim of EWP6 is to provide equal education to all learners, with or without disabilities, in any mainstream school in South Africa (Murungi, 2015).

According to the EWP6 (DoE, 2001:6), IE acknowledges diversity among all learners in terms of their abilities and needs. IE also accepts that all learners can learn if they are given adequate support according to their needs, such as emotional, social, cognitive and disability support (Maphumulo, 2019). The then Minister of Education, Professor Kader Asmal, reassured parents during the implementation of the EWP6 in 2001, that their children would not be excluded and would receive equal education opportunities (DoE, 2001). Therefore, IE supports the inclusion of all learners, including FASD learners in any mainstream setting.

Hess (2020) explains that the EWP6 was formulated to initiate the implementation of IE and the National Strategy on the SIAS policy (DoBE, 2014) is a supplementary policy to the EWP6 to reinforce the implementation of IE in mainstream school settings. Therefore, in the following subsection (2.5.1), I elaborate on the SIAS policy to better understand how teachers and other stakeholders within the education support system promote an inclusive learning environment by identifying, assessing, and supporting all learners in need of additional support (Jackson, 2018).

2.5.1 The national strategy on SIAS policy

The policy on SIAS is an integral component in transforming the education system into an IE system (DoE, 2001). According to Minister Motshekga, the SIAS policy allows all school-age children, with or without disabilities and learning difficulties, equal access to “inclusive, quality, free, primary and secondary education” at their local schools (DoBE, 2021). As a result, many FASD learners attend mainstream schools in South Africa (Kalberg *et al.*, 2017).

The primary aim of the SIAS policy is to oversee and provide support to learners who experience learning difficulties within the National Curriculum Statement Grades R-12 (DoBE, 2014), such as FASD learners. The implementation of the SIAS policy is a process in which three different levels of authority play an integral part, i.e., teachers, school-based support teams (SBST), and district-based support teams (DBST) (Hess, 2020). According to Adebisi *et al.* (2019), the different levels of authority serve as referral pathways to aid the teacher when he/she has identified a FASD learner. The SIAS policy (DoBE, 2014), defines the role of the teachers, SBST, and DBST as follows:

The role of the teacher

According to the SIAS policy, the role of the teacher is to create an inclusive learning environment by reducing learning difficulties and increasing learner participation in the culture and curriculum of schools (DoBE, 2014). The SIAS policy provides teachers with early identification and assessment guidelines to determine the extent of support that the learner requires to increase his/her participation in the learning process (DoBE, 2014).

The SIAS process starts with the teacher during the initial screening of each learner at admission and at the start of each phase. The teacher is required to create a unique Learner Profile in which he/she documents his/her findings. The following forms and reports are utilised to collect information to complete the Learner Profile: “Admission form, Road to Health Card, Integrated School Health Programme reports, Year-end

school reports, Parent and/or stakeholder reports, and the report(s) of the teacher(s) currently involved with the learner” (DoBE, 2014:29).

When the teacher identifies a learner who is “vulnerable or at risk” he/she takes on the role of a “case manager” who will steer the support process (DoBE, 2014:29). The parents of the learners play an integral part in the decision-making process and the completion of the Support Needs Assessment Form 1 (SNA1). The SNA1 guides the teacher in identifying the problem area and assessing the learners’ advantages and disadvantages within a classroom setting. Based on the information documented on the SNA1 form, the teacher should devise intervention strategies to support the learner. Only when the support given by the teacher is unsuccessful, will the teacher refer the learner to the SBST. According to Adebisi *et al.* (2019), the SBST is a necessary referral pathway to support a teacher who educates learners with FASD or any other disabilities.

The role of the SBST

The Support Need Assessment Form 2 (SNA2) serves as a guide when a learner is referred to the SBST. As mentioned above, the teacher only refers a learner to the SBST when current strategies are unsuccessful and the teacher needs further support and interventions (DoBE, 2014). The role of the SBST is to review the teacher’s identification and intervention strategies and to devise a plan of action whereby teachers and other specialists work together to provide further learner support. After a period of time the plan of action is reviewed and the learner’s progress or stagnation is discussed. When the SBST rule that the learner requires increased support, he/she is referred to the DBST. Pertaining to this study, the SBST and DBST play an integral part in the provision of support for the FASD learner and his/her teacher (Adebisi *et al.*, 2019).

The role of DBST

The DBST use the Support Need Assessment Form 3 (SNA3) as a guide when a learner is referred to them. As mentioned above, the SBST refer a learner to the DBST only after support by the teacher and the SBST is unsatisfactory and additional support

is needed. The role of the DBST is to review the plan of action devised by the teacher and the SBST and to devise a supplemental plan of action for the learner and the school, including a budget for additional support resources and services. According to Adebisi *et al.* (2019), the role of DBST involves the decision of whether a FASD learner should be transferred to a special needs school. Evidently, a multi-disciplinary team at school-level and district-level should be available to provide adequate support to learners with disabilities, including FASD learners, and their teachers (Adebisi *et al.*, 2019).

In the following section, I discuss the teachers' perception regarding the implementation of an IE system within mainstream schools. With the implementation of IE, teachers are expected to revise their teaching, assessment, and organisation to meet the needs of all learners within a mainstream classroom setting (Loreman, Forlin, Chambers, Sharma & Deppeler, 2014). Hess (2020) asserts that teachers' new responsibilities make teaching even more challenging (Hess, 2020). Therefore, the teachers' perception of IE and their related needs are important.

2.5.2 Teachers' perception of Inclusive Education

Teachers working according to an IE system are in an advantageous position because they can expect to receive different types of support (i.e., training, the distribution of resources and specialised support) from different support structures (i.e., SBST and DBST) (DoE, 2001). Even so, IE poses its own set of challenges for teachers, schools, and certain support teams (Millar *et al.*, 2017). Teachers complain that the implementation of IE within mainstream settings is a challenge because they lack specialised training on IE, the learning difficulties are too diverse, and they have very little time to achieve the set objectives included in the curriculum (Hess, 2020). Another challenge within an IE system is that teachers are required to meet the needs of a large group of learners in one classroom (Burger, 2015).

Teachers experience added stress concerning the successful implementation of the curriculum when they face a large class size that includes FASD learners (Van Schalkwyk & Marias, 2017). FASD learners rarely meet their potential in a mainstream

classroom because they struggle to keep up with the curriculum and their teachers struggle to provide them with the individual attention they require (Burger, 2015). Furthermore, teachers who educate learners with FASD within an IE system have indicated that the provision of learner support is challenging (Jackson, 2018) because many learners have not received a formal diagnosis of FASD (Chasnoff *et al.*, 2015). When the FASD learner has not received a formal diagnosis which specifies the extent to which the learner is affected, the teacher will lack information on the possible learning difficulties the learner could experience, and the teacher will not be able to provide learner-specific support (Jackson, 2018).

Considering the challenges related to the implementation of IE when a FASD learner is included, teachers expressed their need for a FASD-specific policy to address the classroom challenges related to this condition and to ensure that these learners receive equal educational opportunities (Adebisi *et al.*, 2018). Furthermore, Van Schalkwyk and Marais (2017) assert that teachers working with FASD learners within a mainstream setting will benefit from specialised teacher training in FASD, fewer learners in a classroom, and the provision of support personnel to ensure FASD learners are also included.

In the following section, I discuss teachers' challenges, their related needs, and their positive experiences when working with FASD learners to better understand their lived experience within an all-inclusive classroom setting.

2.6 TEACHERS WHO EDUCATE YOUNG LEARNERS WITH FASD

In this section, I consider the teachers who educate FASD learners. Therefore, this section is in line with the fifth number, as illustrated in Figure 2.1. Passion is regarded as the cornerstone of the teaching profession (Celik, 2017). Passionate teachers are described as hard-working and enthusiastic individuals who are purpose-driven towards their teaching profession. However, the teaching profession can be difficult at times (Santoro, 2011) and even the most passionate teachers can experience discouragement in the face of challenges (Fogelgarn & Burns, 2020).

Jackson (2018) explains that working with FASD learners can be challenging due to the different challenges related to FASD. Since teachers' lived experience when working with FASD learners is under-researched (Baes, 2020), this study aims to better understand the meaning of teachers' lived experience when working with FASD learners. It will be of great value to understand the lived experience of these teachers because an investigation into this research phenomenon is all-important regarding teachers' future teaching endeavours in this field of specialisation.

To better understand the meaning of teachers' lived experience when working with FASD learners, I discuss various aspects that are related to their lived experience. I first discuss teachers' negative experiences and their related needs, and their positive experiences are discussed thereafter. Therefore, in the following subsections, I discuss the parent-teacher relationship, describe teachers' negative experiences when working with FASD learners, and elaborate on teachers' need for knowledge, training, and support to educate learners with FASD successfully. I also describe teachers' positive experiences when working with FASD learners as it links well with the selected theoretical framework of this study.

2.6.1 The parent-teacher relationship

The parent-teacher relationship is a matter of concern. Teachers cannot effectively work with learners affected by FASD without the involvement or support of these learners' parents/caregivers (Adebiyi *et al.*, 2019). However, parents and other community members often lack awareness and knowledge about FASD (Olivier, 2017c). Teachers complain that parents/caregivers refuse to disclose the information necessary to determine the extent of the condition (Millians, 2015). According to Scheepers (2009), some parents are ignorant, and others experience fear and guilt relating to disclosing their alcohol use during pregnancy. Also, some parents are afraid that if they disclose their alcohol use during pregnancy, it will negatively impact the mother-child relationship (Todorow *et al.*, 2012:367).

As mentioned in Section 2.2.7, untruthful or a lack of communication from parents can lead to missed diagnosis or misdiagnosis (Chasnoff *et al.*, 2015). Thus, teachers

eagerly seek honest communication and support from parents of FASD-affected learners (Banach & Matejek, 2019). Teachers insist that parents/caregivers require increased awareness of the effects of this condition and how they can lend their support (Adebiyi *et al.*, 2019). According to Millians (2015), parental cooperation and involvement in these learners' education is associated with positive improvement in their educational performance.

Jackson (2018) is of the opinion that educating young learners with FASD is extremely challenging and it takes an exceptional teacher with a certain attitude to educate these learners. According to Adebiyi *et al.* (2019), teachers who have not received FASD-specific training will struggle to manage the challenges that FASD learners demonstrate. In the following subsection, I discuss teachers' negative experiences when faced with the challenges of educating FASD learners.

2.6.2 Teachers' negative experiences when working with young FASD learners

As previously stated, teachers are expected to educate learners with FASD in a supportive and academically conducive manner (Boys *et al.*, 2016). Teachers working with FASD recall a range of negative experiences when educating young FASD learners (Van Schalkwyk & Marais, 2017). According to Dybdahl and Ryan (2009), teachers have indicated that they are overwhelmed by the expectations of educating FASD learners and that they feel as if they are continually failing to meet the diverse and unique needs of these learners (Pei, Job, Poth, & Atkinson, 2013). As a result, teachers are exhausted at the end of the school day (Van Schalkwyk & Marais, 2017).

According to Duquette and Orders (2013), teachers continually worry about these learners' future and believe that the probable future for FASD-affected learners seems unpromising. FASD-affected learners often have to repeat the same grade (Brownell *et al.*, 2013). Jackson (2018) asserts that learners with FASD struggle to pass Grade 9 and that only a few FASD learners reach Grade 12. Therefore, teachers feel discouraged (Pei *et al.*, 2013), helpless (Baes, 2020), and hopeless (Atkinson, 2012).

Furthermore, teachers describe FASD-affected learners as uncooperative, undisciplined, impulsive, and lazy (Roberts, 2015). When teachers are faced with these challenges in the classroom, they experience stress (Baes, 2020) and frustration (Boys *et al.*, 2016). Furthermore, teachers can often express anger towards learners with FASD when they have misbehaved. According to Kruger (2016), teachers should consider how they respond to these learners, as their responses influence learners' behaviour and classroom performance.

Teachers who educate FASD learners require knowledge, training, and support to fulfil their teaching expectations and to remain hopeful in their pursuit (Dubois & Mistretta, 2019). In the following subsection, I delineate teachers' need for knowledge, training, and support to successfully educate young FASD learners in an inclusive mainstream and learning support classroom setting.

2.6.3 Teachers' need for knowledge, training, and support

Teachers who educate young learners with FASD in South Africa have indicated the need for professional knowledge (Van Schalkwyk & Marais, 2017), training (Adebisi *et al.*, 2018), and support (Burger, 2015) specific to FASD. FP and LS teachers have indicated that they feel inexperienced and unqualified when working with FASD learners, because they have not been properly prepared during their tertiary education to educate these learners (Burger, 2015; Adebisi *et al.*, 2018). Coupled with knowledge and training, teachers eagerly seek support (Burger, 2015). Van Schalkwyk and Marais (2017) explain that teachers find it difficult to work with FASD learners within an inclusive mainstream classroom setting because they are expected to meet the needs of FASD learners, whilst meeting the needs of other learners as well.

According to Pei *et al.* (2015), insufficient knowledge of FASD may prevent teachers from recognising learners affected by this condition. Millians (2015) asserts that teachers have to be provided with adequate training that includes FASD-specific information on this condition, as well as FASD-specific strategies to implement in an inclusive mainstream and learning support classroom setting. According to Adebisi *et*

al. (2018), teachers have indicated that they will benefit from a document that describes the needs of FASD learners. Furthermore, it is necessary to extend support by providing support staff to teachers educating young learners with FASD (Van Schalkwyk & Marais, 2017). According to Millians (2015), teachers, support staff, parents, caregivers, and other professionals would benefit from supplementary training on this condition.

Many researchers highlight the negativities pertaining to FASD, but only a few studies focus on the positive aspects relating to this condition. In the following subsection, I discuss teachers' positive experiences relating to the education of young learners with FASD.

2.6.4 Teachers' positive experiences when working with young FASD learners

According to Flannigan *et al.* (2017), all learners with FASD possess unique strengths, talents, and gifts. Teachers have to help learners with FASD identify their strengths and focus on what they can do, rather than what they cannot do (Flannigan *et al.*, 2017). Even though educating young FASD learners is tiring, many teachers treat these learners with compassion and understanding (Van Schalkwyk & Marais, 2017). Although FASD learners can demonstrate challenging behaviour (Mitten, 2013; Lange *et al.*, 2017), some teachers have described them as caring, loving, joyful and spirited individuals (Blackburn, Carpenter & Egerton, 2010). Also, teachers have observed that these learners often do well in music or visual arts (Blackburn *et al.*, 2010).

According to Rangmar, Sandberg, Aronson and Fahlke (2015), even though learners with FASD experience various challenges, they cherish the meaningful moments that life has to offer every day. Moore and Riley (2015) assert that these learners can live a meaningful life, despite their challenges (Boys *et al.*, 2016). According to Atkinson (2017), hopeful teachers play an important role in the future of young FASD learners. Frohlich (2017) asserts that hopeful teachers are more willing to help and set goals within reach for learners with FASD. Teachers who educate young learners with FASD have been advised to create opportunities to celebrate every victory, no matter how insignificant it may seem to others (Clarren, 2004).

Considering the above information, it could be argued that teachers try to remain positive, despite the challenges related to working with FASD learners. In the following section, I discuss the theoretical framework of the study, i.e., Snyder's Hope Theory (1989), as it serves as the underpinning guide for this study.

2.7 THEORETICAL FRAMEWORK

This section elaborates on the theoretical framework of this study and is therefore in line with the sixth number according to Figure 2.1. A theoretical framework comprises a selected theory that underpins the overall direction and purpose of the study (Adom *et al.*, 2018). In other words, the selected theory within the theoretical framework guides and supports all other constructs of the research study, including the problem, purpose, importance, and research questions (Grant & Osanloo, 2014). Furthermore, the theoretical framework is of value when describing and interpreting the findings of the research phenomenon (Bawazir & Jones, 2017). Therefore, the theoretical framework is an essential component within the research process that requires careful thought (Adom *et al.*, 2018). For the purpose of this study, I adopted Snyder's Hope Theory as a theoretical framework wherefrom I viewed and remained focused on the problem and vision of the study (Grant & Osanloo, 2014).

In the following subsection, a thorough description of Hope Theory and an explanation of how the selected theory relates to this study is provided.

2.7.1 An overview of Hope Theory

In this section, I introduce Hope Theory by recognising the person who developed this theory and describing how this theory was developed to understand how this theory relates to this study. Thereafter I discuss the components in Hope Theory, i.e., goals, agency, and pathways. I conclude this section with a rationale regarding the selection of Hope Theory as a theoretical framework to guide this study.

Charles Richard Snyder formally presented his Hope Theory in 1989 (Rand & Cheavens, 2009). In 1987 Snyder set about to understand the reason behind people who live with hope and try to focus on the positive as opposed to people who live without hope and tend to focus on the negative (Snyder, 2002). Snyder found that when he asked people to describe their goals, they repeatedly referred to the ability to create useful pathways and their determination to make use of these pathways to reach their goals (Snyder, 1994; Rand & Cheavens, 2009).

Hope is defined as the possibility or expectation of something that is desired to happen or to be true (McCormick, 2017). Hope can exist as an emotion that motivates an individual to pursue their goals. According to Hope Theory, hope is defined as a "learned way of thinking about oneself in relation to goals" (Snyder, 1994:23), and as "the perceived capability to derive pathways to desired goals and motivate oneself via agency thinking to use those pathways." (Snyder, 2002:249). Therefore, hope can be described as a goal-oriented commitment to action to meet an expectation (Scioli, Ricci, Nyugen & Scioli, 2011).

According to Pleeging, Burger and Van Exel (2021), Snyder's Hope Theory signifies that hope brings about enhanced experiences of subjective well-being when we meet our goals. However, goal fulfilment is only realisable when agency and pathways are in place (Snyder *et al.*, 2003). Snyder *et al.* (1991) explain that agency and pathways are indispensable goal-directed components to successful goal attainment. In the following subsection, I describe the components in Hope Theory, i.e., goals, agency, and pathways to understand why individuals set goals and how they go about meeting their set goals.

2.7.2 The components in Hope Theory

Hope Theory can be described as a goal-directed and hopeful thought process that comprises three components, i.e., goals, agency, and pathways (Snyder *et al.*, 2002). According to Hope Theory (Snyder *et al.*, 2003), an individual's hope reflects their belief in their competence to formulate goals, establish a plan of action to achieve those goals (pathways), and subsequently to remain motivated to carry out the plan of action (agency) to meet the desired goals (Snyder *et al.*, 2003). Figure 2.3 provided

below, illustrates the iterative process in which pathways and agency serve as goal-directed components in Hope Theory to meet set goals (Snyder & Taylor, 2000).

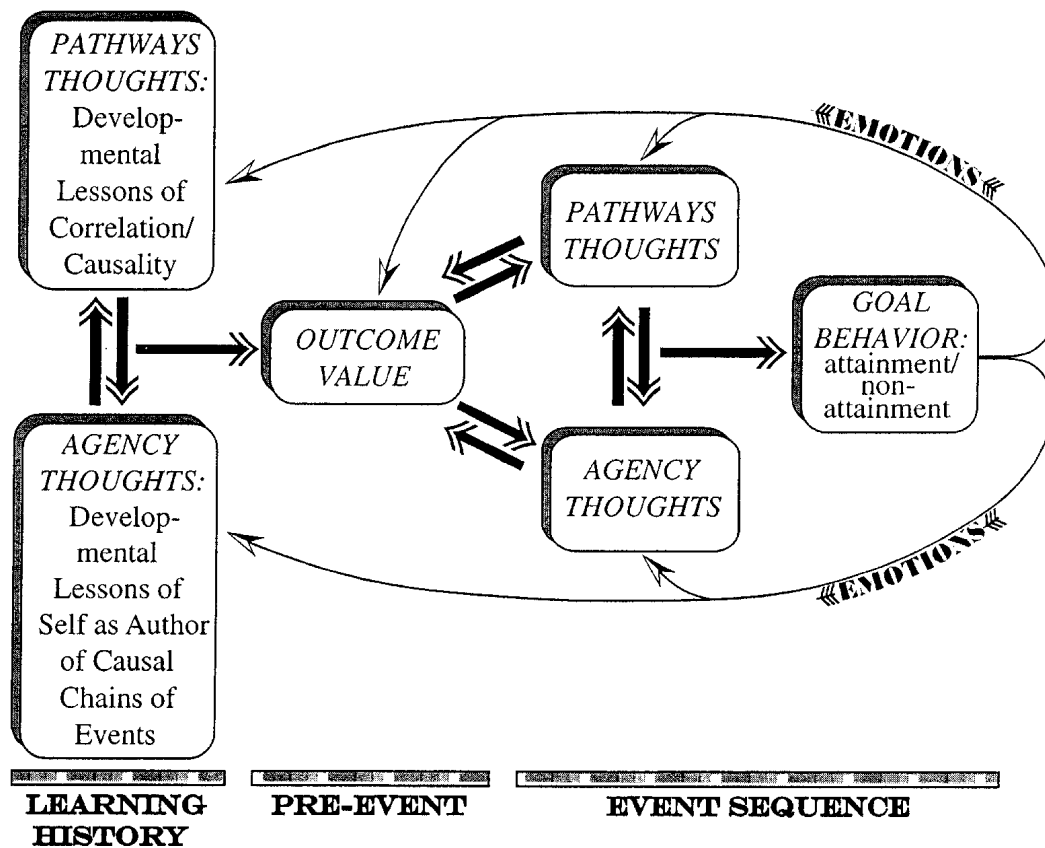


Figure 2.3: An illustration of Hope Theory (Adopted from Snyder *et al.*, 2002:259)

From the figure above it is evident that agency and pathways are indispensable and reciprocative goal-directed components to successful goal attainment (Snyder, 2002).

Pathways and agency as goal-directed components in Hope Theory

According to Chang *et al.* (2018), when an individual has a set goal, pathways are described as the individual's action plans, and agency is described as the individual's determination and motivation to use those pathways to meet the set goals. Snyder *et al.* (1991:571), explain pathways and agency by referring to the saying "Where there is a will there is a way". However, this saying is only valid to some extent, because in some instances, the teacher will be able to identify possible pathways to the goal, but they may lack the will to make use of these pathways and vice versa (Snyder *et al.*, 1991). Therefore, pathways and agency are both necessary goal-directed

components for successful goal attainment (Lopez, Rose, Robinson, Marques & Pais-Ribeiro, 2009).

As illustrated in Figure 2.3, Snyder explains Hope Theory in terms of the positive feedback and negative feedback functions of an individual's agency and pathways thoughts (Snyder, 2002). Snyder (2002:254) explains that as individuals activate their thoughts on agency and pathways to pursue a goal, they may experience positive or negative "emotional reactions". Furthermore, the individual's emotional reactions revert to their initial agency and pathways thoughts and either positively or negatively influence their goal pursuit (Snyder, 2002). According to Snyder *et al.* (1991), hopeful individuals will remain motivated and focused on their goal, i.e., positive emotional reactions, but less-hopeful individuals will experience stress and lose sight of their goal, i.e., negative emotional reactions. Evidently, emotions play an influential role in an individual's "goal-directed thinking" (Snyder, 2002:255). Therefore, Snyder *et al.* (1991) advise less-hopeful individuals to set fewer and more realistic goals, and hopeful individuals to set goals that are more difficult to attain. In the following subsection, a description is provided on goals as the underpinning component in Hope Theory.

Goals as the underpinning component in Hope Theory

Savahl (2020) describes goals as the underpinning component in Hope Theory, because parallel to having hope, is the establishment of goals. Snyder (1994) defines a goal as any item, experience, or result that an individual mentally envisions and desires. Any individual has already set goals for themselves at some point in their lives (Cheavens, Heij, Feldman, Benitez & Rand, 2019). According to Cheavens and Ritschel (2014), goals are either set to restore (goals that reconsider and repair something that is not yet attained) or to strengthen (goals that strengthen something that is already attained). In addition to goals that restore and strengthen, goals vary in other respects as well, i.e., time, specificity, probability, dependency, motive, and person (Cheavens *et al.*, 2019).

Goals within a specific time frame: Teachers create goals that exist within different time frames. Goals that exist within the minutes' time frame could be that the teacher aims to successfully teach in a single lesson. Whereas goals

that exist within the years' time frame could be that the teacher endeavours to teach in a conducive manner to ensure that all the learners in his/her class pass the academic year.

Specific and less specific goals: Teachers may create goals that are specific or less specific goals. When teachers create well-specified goals, they expect to gain clear-cut results (e.g., the teacher aims to teach a learner to recognise and sound letters m, s, a and t); whereas less specific goals do not have an endpoint measure (e.g., the teacher aims to teach a learner to read).

High probability and low probability goals: Teachers may create goals that are very likely to be attained (e.g., the teacher aims to know all the learners' names by the end of the year) or goals that are not likely to be attained (e.g., the teacher aims to build positive relationships with all the learners' parents).

Dependent and independent goals: Teachers may create goals that are dependent on other people to be attained (e.g., the learner, the teacher, the learning support teacher, and the parents of the learner) or independent of other people to be attained (e.g., the learner and the teacher).

Approach-motivated and avoidance-motivated goals: Teachers may create goals that are approach-motivated or avoidance-motivated. In other words, teachers who create approach-motivated goals, aim to advance towards and increase a certain result or event. Whereas teachers who create avoidance-motivated goals, aim to refrain from and decrease a certain result or event (e.g., the teacher selects specific learners to answer a question to prevent them from misusing an opportunity to chatter and disrupt the class).

Goals are beneficial for either one or more persons: Teachers may create goals that are concerned only with themselves (e.g., the teacher aims to keep a slow learner occupied with play, while the bright learners continue academically), or they could create goals that other people could also benefit from (e.g., the teacher aims to write a guideline on how to manage disruptive behaviour in the classroom).

According to Camp (2017), teachers' goal setting affects learners' school experience. Pertaining to this study, teachers should prepare tasks on the FASD learner's level and pair no more than one or two realistic goals to those tasks (Clark, Gill, Prowse & Rush, 2020).

In the following subsection, I provide the rationale for selecting Hope Theory as the theoretical framework to guide this study.

2.7.3 Rationale for selecting Hope Theory as theoretical framework

As mentioned in Section 1.4, by completing this study I sought to determine whether teachers who educate young learners with FASD are hopeful about FASD learners' learning prospects and their future after school. A study by Van Schalkwyk and Marais (2017) found that South African teachers who educate FASD learners are confronted with various challenges within the classroom setting that will negatively affect their hopeful thinking (Snyder *et al.*, 2002). Snyder *et al.* (2002) assert that it is essential that all teachers should be able to set goals, establish pathways and maintain determination to meet their set goals even in the face of the challenges of FASD.

According to Cheavens *et al.* (2019), when hopeful teachers are compared to less-hopeful teachers, it is apparent that higher-hope teachers are more goal-driven. Hopeful teachers passionately pursue their goals and create more than one realistic pathway to meet their goals, i.e., different strategies (Snyder *et al.*, 2003). Snyder *et al.* (1991) assert that hopeful teachers are more likely to cope better with stressful teaching experiences. It is apparent that hopeful teachers show greater potential to thrive than teachers who are not hopeful (Cheavens *et al.*, 2019).

The components in Hope Theory allowed me to understand teachers' hopeful thinking towards FASD learners and how they remain committed to supporting FASD learners. Therefore, Hope Theory serves as a suitable theoretical framework to gain an in-depth understanding of teachers' lived experience when educating young learners with FASD.

2.8 CHAPTER SUMMARY

In Chapter 2, I presented a comprehensive literature review on specific aspects pertaining to this study. FASD was defined and described in detail. I discussed this condition in terms of the South Africa context, including the socio-economic circumstances of rural communities in South Africa and the pattern of alcohol consumption among these communities, which results in a high prevalence rate of FASD in this country.

Important aspects that were discussed include the challenges that FASD learners experience in a classroom setting and the teachers' challenging experience when educating these learners. The discussion on teachers' experience with FASD learners included literature regarding; the parent-teacher-learner relationship, the teachers' negative and positive experiences when working with FASD learners, and teachers' need for knowledge, training, and support.

To understand FASD within an IE and learning support context, it was necessary to include a discussion on the IE policy in South Africa and how it plays a role within the current education system. IE supports the inclusion of all learners, including FASD learners in any mainstream setting. With the implementation of IE, teachers are given new responsibilities, such as revising their teaching, assessment, and organisation to meet the needs of all learners within a mainstream classroom setting. As discussed in Section 2.5.1, the SIAS policy within IE is set up to provide different types of support for learners and their teachers. Even so, IE becomes challenging when teachers face a large class size, different learning needs and learners who have not received a formal diagnosis of FASD.

I concluded Chapter 2 by elaborating on the selected theoretical framework, i.e., Hope Theory. According to Hope Theory, an individual's hope reflects their belief in their competence to formulate goals, establish a plan of action to achieve those goals (pathways), and subsequently to remain motivated to carry out the plan of action (agency) to meet the desired goals. Hope Theory is best suited for this study, because the components in Hope Theory, i.e., goals, agency, and pathways, serve as a guide in

understanding teachers' hopeful thinking towards FASD learners and how they go about to remain committed to support FASD learners.

In Chapter 3, I focus on the research methodology of this study.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 INTRODUCTION

In Chapter 2, I presented a comprehensive literature review on specific aspects of this study, including a definition and detailed description of FASD. This condition was discussed in terms of the South African context, including the current IE system. Furthermore, I explored existing literature on the challenges that learners with FASD, parents of these learners, and teachers who educate these learners, experience. I concluded Chapter 2 by elaborating on the theoretical framework, Hope Theory, and explained how it aligns with the research phenomenon.

Chapter 3 provides a comprehensive description of the guiding paradigmatic perspectives, i.e., research paradigm (interpretivism), approach (qualitative approach), and design (phenomenology). Furthermore, I provide a detailed description of the methodological strategies, i.e., selection of participants and research sites; data collection and documentation; as well as data analysis and interpretation. I include a discussion on the criteria for trustworthiness, as well as the ethical principles that I adhered to throughout the study. This chapter is concluded by elaborating on the role I assumed as the researcher.

3.2 PARADIGMATIC PERSPECTIVES

A research paradigm can be described as the deep-rooted assumptions and beliefs that a researcher utilises as a guideline throughout the research process (Kivunja & Kuyini, 2017). In this study, the paradigmatic perspective comprises the epistemological (research paradigm) and methodological (research approach and design) research paradigms (Rehman & Alharthi, 2016). According to Kamal (2019), each research paradigm serves a purpose in the researcher's approach to the research. The following subsections provide a detailed discussion on the research paradigm and approach that guided this study.

3.2.1 Research paradigm: Interpretivism

Throughout this study, I relied on an interpretivist epistemological paradigm to investigate the lived experience of teachers who educate young learners with FASD. The term epistemology is derived from the Greek word episteme, meaning knowledge (Kivunja & Kuyini, 2017). Dew & Foreman (2020:1) describe epistemology as “the study of knowledge”, including what we know, how we come to know what we know, and whether we can substantiate what we know.

According to Rahman (2017), an interpretivist researcher seeks to understand individual experiences in certain situations, and Idowu (2016) asserts that to understand the meaning of the phenomenon, the interpretivist researcher should interpret it. Therefore, the epistemological paradigm describes the intersubjective interpretations that the researcher makes to understand and assign meaning to the phenomenon being studied (Jansen, 2019).

The interpretivist paradigm was favoured on account of several advantages. Firstly, the interpretivist paradigm allowed me to establish a reliable and well-constructed relationship with the research participants in which the participants are unafraid to speak freely (Antwi & Hamza, 2015). Secondly, a trustworthy relationship places the researcher in a favourable position to gain in-depth and detailed results from the phenomenon under study (Kivunja & Kuyini, 2017). As opposed to the positivism paradigm associated with objectivity and the discovery of meaning, the researcher as interpretivist actively engages with the participants to question, listen, write and record data (Nieuwenhuis, 2019b). Thereafter, the researcher devotes a great deal of time to subjectively construct meaning from the data to produce honest and authentic accounts regarding the specified phenomenon (Taylor & Medina, 2013). Accordingly, the interpretivist paradigm enables the researcher to establish a prolific understanding of the lived experience of teachers.

However, there are also certain disadvantages to the interpretivist paradigm. Firstly, the interpretivist paradigm does not allow generalisation to individuals beyond the selection under study (Alharahsheh & Pius, 2020). Also, because the selected paradigm is associated with subjectivity and the construction of meaning

(Nieuwenhuis, 2019a), researcher bias (including my set of beliefs and ways of thinking) could have an impact on the interpretation of meaning (Mack, 2010). Thus, I endeavoured to rely as accurately as possible on the participants' experience of the phenomenon being studied (Creswell, 2014) and to remain heedful of my own set of beliefs and ways of thinking as it could influence how I interpret and represent the data.

The Interpretivist paradigm was well-suited for the study since the aim was not to produce generalisable findings, but to instead gain an in-depth understanding of the lived experience of teachers educating young learners with FASD. According to Kamal (2019), the research paradigm and approach should align. Therefore, in the following subsection, I briefly discuss the selected research approach of this study.

3.2.2 Research approach: Qualitative approach

According to Creswell and Creswell (2018), the research approach explains how the researcher will undertake the investigation. There are three possible research approaches that the researcher can use to investigate, namely qualitative, quantitative and mixed methods research (Sefotho, 2021).

In association with interpretivism, the epistemological paradigm, I followed a qualitative research approach in conducting this study. Nieuwenhuis (2019a) states that interpretivism serves as the underpinning philosophical principle of qualitative research. A researcher applying a qualitative research approach sets out to understand the significance of a phenomenon by means of a thorough investigation (Creswell & Creswell, 2018).

I followed a qualitative research approach on account of certain advantages. Firstly, Sutton and Austin (2015:226) assert that a qualitative approach provides the researcher "access" to the "thoughts and feelings" of the research participants, whereby the researcher will be able to understand how participants experience a certain phenomenon and what meaning they attribute to this phenomenon (Pietkiewicz & Smith, 2014). Secondly, in qualitative research, the information that is gathered

provides a rigorous description of the participants' experience in a naturalistic setting (at school) (Rahman, 2017). Alase (2017) describes the selected research approach as participant-centred, allowing the researcher to acquire an authentic account of their lived experience.

Despite the above advantages, a qualitative research approach presents one or two limitations. According to Lune and Berg (2017), the selected research approach often entails ambiguous data, implying that more than one meaning could be interpreted. Thus, qualitative researchers should take heed that they are limited in generalising their findings from a small sample size to a greater population, as generalisation may require extrapolation and the use thereof is complicated and controversial (Polit & Beck, 2010).

Since this study required an in-depth understanding of the lived experience of teachers who educate young learners with FASD, a qualitative research approach met the purpose (*cf.* Mertens, 2010). In the following section, a definition of a research design will follow, as well as a discussion on the use of a research design. Furthermore, the potential advantages and disadvantages of the selected research design are discussed to justify that an alternative research design would not have been suitable for the purpose of this study.

3.2.3 Research design: Phenomenology

A research design can be described as a framework that guides the researcher when selecting a theory, a sample, methods of inquiry and a plan for data analysis (Seabi, 2012). Creswell and Creswell (2018) assert that the research design parallels the selected research approach (i.e., qualitative research approach). Qualitative researchers have the following research designs to choose from: ethnography, phenomenology, case study, grounded theory, and narrative inquiry (Nieuwenhuis, 2019b). As a qualitative researcher, I adopted a phenomenological research design to explore and better understand the lived experience of teachers who educate young learners with FASD.

Van Manen (2007) describes phenomenology as an exploration of the meaning of individuals' lived experience to gain a thorough understanding. Schurink *et al.* (2021a) explain that the use of phenomenology provides a description or interpretation of a phenomenon from the research participant's view. Researchers that favour a phenomenology design seek to explore, understand, and provide an honest and detailed description of the lived experience being investigated (Kafle, 2011). Furthermore, phenomenologist researchers set out to describe the lived experience that the participants of the study have in common (Nieuwenhuis, 2019b). According to Dietsch (2003:45), the primary intention of a phenomenological design is to "discover, uncover, explore, describe, interpret and analyse" the emergent lived experience.

Phenomenological research is favoured in several research disciplines such as, psychology, nursing, sociology as well as education (Farrell, 2020). Many phenomenological research studies focusing on lived experience within an educational research discipline have been published for several years. Examples of such studies are: a phenomenological investigation into the lived experience of selected accounting teachers in the Western Cape province (Koopman, 2018); a phenomenological investigation into the lived experiences of Higher Education for students with a visual impairment (Lourens, 2015); and, a phenomenological investigation into the lived experience of Hindu teachers and learners in the teaching and learning of evolution in Life Sciences in the Further Education and Training (FET) phase (Reddy, 2012). These examples show that phenomenology can be regarded as both a theoretical approach and a methodology to investigations that aim to acquire a detailed description of individuals' lived experience (Sloan & Bowe, 2014). Therefore, phenomenology should be the research design of choice when the purpose of the study is to determine what an experience means to a certain sampling group (Grossoehme, 2014).

Furthermore, the use of phenomenology as a research design for this study was advantageous as it supports interpretive (Qutoshi, 2018), qualitative (Schurink *et al.*, 2021a) and inductive (Koopman, 2015) research. These phenomenology attributes align with my research paradigm, interpretivism, and with my chosen data analysis strategy, which is inductive by nature. Section 3.3.3 contains discussions regarding

my data analysis. However, Grossoehme (2014) warns that the researcher should be careful not to misrepresent the data by placing excessive emphasis on the findings.

Phenomenology should be the research design of choice when the purpose of the study is to determine what an experience means to a certain sampling group (Grossoehme, 2014). Therefore, an alternative research design would not have been suitable for the purpose of this study (*cf.* Creswell & Creswell, 2018). In the following section, I discuss the methodological strategies that were implemented to conduct this study.

3.3 METHODOLOGICAL STRATEGIES

In this section, the research process of how this study was conducted is explained. This process comprises several practices conducted by myself, namely collecting, documenting, analysing, and interpreting data from a specified sample (Neuman, 2014). In the three subsections that follow, I discuss the selection of participants and research sites, the data collection and documentation, and the data analysis and interpretation. Furthermore, I discuss the potential advantages and disadvantages of the selections that were made.

3.3.1 Selection of participants and research sites

Sampling is described as a process in which the researcher selects individual members from a population representative of the whole (Schreier, 2018). The selected group of individual members are referred to as the 'sample' (Neuman, 2014). According to Taherdoost (2016), there are two methods to perform sampling, namely probability sampling and non-probability sampling. Probability sampling signifies that each member of the target population has an equal chance of being sampled (Adwok, 2015). However, with non-probability sampling, there is no guarantee that each member of the target population has an equal chance of being sampled (Vehovar *et al.*, 2016). According to Maree and Pietersen (2019), non-probability sampling is advantageous when the researcher has a limited time frame to conduct research and finding participants is challenging.

Non-probability sampling methods are subcategorised into four selection procedures, namely “convenience sampling, quota sampling, snowball sampling and purposive sampling” (Maree & Pietersen, 2019:219). Since this study employed a qualitative research approach, non-probability sampling methods (i.e., purposive and snowball sampling) were used to select participants and research sites. The purpose of the selected sampling techniques was to collect quality data (Strydom, 2021), while avoiding an overload of data (Maree & Pietersen, 2019).

I relied on purposive and snowball sampling to bring together a sample that would be rich in data. Purposive sampling is used when the researcher has a specific purpose in mind and only the participants who meet this purpose are included (Andrade, 2021). Strydom (2021) describes purposive sampling as the researcher’s purposeful selection of participants and research sites to collect rich data. According to Neuman (2014), an advantage of purposive sampling is that it allows the researcher to gain an in-depth understanding of the phenomenon experienced by a selected group of participants from a specific population. A disadvantage of this sampling technique is that the selected sample might not be representative of the population, because the participants were purposefully selected (Sharma, 2017). This implies that the researcher’s personal bias influences the selection of participants (Smith & Noble, 2014).

The following pre-selected criteria supported the purposive selection of participants:

- Qualified FP or LS teachers who educate young learners with FASD
- Teachers who are employed at private or government primary schools in the Western Cape province
- Teachers who have a minimum of three years of teaching experience
- Teachers who have current or past experience educating learners with FASD

Snowball sampling signifies that one research participant leads the researcher to at least one more potential research participant (Maree & Pietersen, 2019). According to Sharma (2017), researchers often use snowball sampling to gain access to participants who are difficult to find. Locating teachers who educate FASD learners in

the Western Cape was difficult for the following two reasons. Firstly, I found that some schools in rural areas lack proper online correspondence (i.e., working school e-mail address); and secondly, many FASD cases in South Africa have not received a formal diagnosis (Olivier *et al.*, 2016), thus few schools in the Western Cape were able to confirm that they have learners with FASD.

I had previously met with a FP teacher who educated learners with FASD at a school situated in the Cape Winelands District in the Western Cape province. She was able to refer me to another teacher who adhered to my purposive selection criteria. Therefore, I found that the most successful way of identifying teachers who educate FASD learners, was through a referral system, i.e., snowball sampling. Employing snowball sampling enabled me to gather participants from various research sites (several neighbourhoods and small towns in the Western Cape province) who adhered to my purposive selection criteria.

The following table provides information on the FP and LS teachers who participated in this study.

Table 3.1: Background information on the FP and LS teachers who participated in this study

Participants	1	2	3	4	5	6	7	8	9	10
Teaching position:	LS	FP	LS	LS	LS	LS	LS	LS	FP	FP
Teaching experience:	6 years	3 years	36 years	13 years	22 years	11 years WCED	30 years	7 years	8 years	1 year
Teaching experience with FASD learners:	2 years	1 year	2 years	10 years	7 years	20 years	22 years	1 year	7 years	1 year
Urban/rural school environment:	Rural	Rural	Urban	Rural	Rural	Rural	Rural	Rural	Rural	Rural
Research site in the Western Cape province	Garden Route District	Garden Route District	Garden Route District	Garden Route District	Overberg District	Overberg District	Cape Winelands District	Cape Winelands District	Cape Winelands District	Central Karoo District

Busetto *et al.* (2020) assert that when a sample has been established, the researcher should describe how data from this sample will be gathered. In the following section, I describe the chosen data collection and documentation methods that were implemented to gather data from the specified sample.

3.3.2 Data collection and documentation

According to Neuman (2014), qualitative data collection implies gathering information using words or pictures. For the purpose of this investigation, semi-structured individual interviews that were audio recorded; together with field notes were used. I selected the indicated data collection methods to answer the primary and secondary research questions. In this section, I describe the selected method in a comprehensive manner.

Semi-structured individual interviews

Semi-structured individual interviews were conducted to collect data for this study. Nieuwenhuis (2019b) describes a semi-structured interview as a form of a conversation whereby the researcher asks open-ended questions to determine the meaning of a certain experience. Addendum C and D contain the interview schedule with 10 open-ended questions that were posed to the participants during the interviews.

Asking open-ended questions creates an open conversation between the researcher and participant which allows the researcher to build a relationship with the participant based on a shared concern (Roulston & Choi, 2018). Throughout the conversational interview, elaboration and clarification probes (Nieuwenhuis, 2019b) were used to verify specific details of the participants' experiences (Taylor *et al.*, 2016). I continuously encouraged clarification of the participants' words to ensure I gathered a rich and thick description of their accounts. The purpose was to capture the meaning of the teachers' lived experience of the phenomenon being studied. Thus, I sought to provide a comfortable atmosphere for open and honest sharing.

According to Hunter, McCallum and Howes (2019), interviews with research participants should be scheduled at a time and venue that suits the participant. Therefore, semi-structured individual interviews were scheduled at a time that best suited every participant. The aim was to avoid interference with teaching time in any manner and not to inconvenience the participants. The interviews took place in the participants' classroom or at a venue where they felt most comfortable. Since the interviews were conducted during alert level 3 from 22 to 30 June 2021, the following Covid-19 protocols, as stipulated by the DoBE (2020:16), were adhered to:

- I requested permission from the school principal to meet and interview a teacher employed at his/her school.
- On arrival I reported to the reception area of the school where I signed a register and sanitised my hands.
- I wore a face mask at all times and I adhered to the 1m social distancing protocol during my visit to the school.

The interviews were audio recorded and subsequently transcribed. An audio recording of the interview is essential to support the researcher in transcribing and recalling what was said, rather than merely relying on memory (Taylor *et al.*, 2016). With the permission of the research participants, I made use of a recording device during the interviews. According to Taylor *et al.* (2016), a recording device could make the participant feel uncomfortable. Therefore, the recording device was positioned so that it was not easily noticeable throughout the Interview.

Nieuwenhuis (2019b) asserts that audio recordings of the interviews are used to create written transcripts of what was said. Transcriptions are described as a task in which speech from a recorded interview is translated into an analysable written format (McGrath, Palmgren & Liljedahl, 2019). The interviews were transcribed by making use of full verbatim transcriptions. Verbatim transcriptions are described as word-for-word transcriptions of the audio recorded interview and includes utterances and speech errors (i.e., incomplete sentences and poor word choice) (Clark, Birkhead, Fernandez & Egger, 2017). According to Tessier (2012), transcribing interviews is a slow and expensive process and sometimes transcripts include errors. However,

complete interview transcriptions are advantageous as it prepares the way for data analysis (Clark *et al.*, 2017).

During the interviews, I observed the tone in which the teacher spoke, the teacher's emotions while speaking, and the non-verbal behaviour of the teacher throughout the interview (Ciesielska, Boström, & Öhlander, 2018). Anderson (2016) asserts that the teachers' emotions provide a meaningful representation of their lived experience. According to Ciesielska *et al.* (2018), the researcher should establish a trustworthy connection so that the teachers feel comfortable sharing their experiences. However, Nieuwenhuis (2019b) advises the researcher not to engage as a counsellor when they share their feelings and experiences.

Furthermore, during the interviews, I made use of field notes (i.e., short accounts or keywords) to take note of what was observed (Nieuwenhuis, 2019b). Addendum F provides an example of my field notes. Phillippi and Lauderdale (2018) describe field notes as the researcher's personal entries regarding their observations. Schurink *et al.* (2021b) advise researchers to type and organise handwritten field notes as soon as possible following the observation to familiarise themselves with the data as it is gathered. Furthermore, during the transcription of field notes, the researcher should reflect by adding personal thoughts on what was observed (Nieuwenhuis, 2019b). However, field notes should be used for the purpose of describing what was observed, rather than making judgements (Ciesielska *et al.*, 2018). Field notes are advantageous because it enables the researcher to recall important observations (Taylor *et al.*, 2016). According to Phillippi and Lauderdale (2018), field notes provide the researcher with a meaningful understanding of the participants' lived experience.

According to Nieuwenhuis (2019b), data collection and data analysis are interdependent and recurring processes within qualitative studies. In the following subsection, I discuss how the data obtained from the specified sample was analysed and interpreted.

3.3.3 Data analysis and interpretation

Data analysis is the process in which the researcher follows three essential steps: firstly, organising the data; secondly, reducing the large amount of data; and thirdly, interpreting the data (Schurink *et al.*, 2021b). According to Maree (2019), qualitative data analysis comprises two different analysis approaches, i.e., the inductive and the deductive analysis approaches. I followed an inductive thematic analysis approach for the purpose of analysis and interpretation.

Researchers who work inductively seek to gain insight into the research phenomenon instead of testing a hypothesis (Jebreen, 2012). Thematic analysis is an inductive process in which the researcher seeks to identify themes within the qualitative data (Maguire & Delahunt, 2017). Themes are described as meaningful representations or patterns of the complete dataset (Braun & Clarke, 2006). Thematic analysis, which will be explained in more detail below, enables the researcher to conduct an in-depth data analysis (Xu & Zammit, 2020).

According to Clarke and Braun (2013), thematic analysis is favourable for the following three reasons: firstly, it is flexible to use with various research questions; secondly, it is useful when the researcher has to analyse different data types; and finally, it is functional whether the datasets are large-scale or small-scale. I am confident that by using this analysis method, I was able to make a reliable interpretation of the meaning of the data (Braun, Clarke & Weate, 2016).

A limitation to thematic analysis is that the interpretations of the data are not necessarily always true (Kennedy & Thornberg, 2018). The reason for this might be that themes do not emerge as expected, or there might be an unusual overlap between themes (Javadi & Zarea, 2016). Braun and Clarke (2006) suggest that researchers should use guiding criteria when conducting analysis to establish a meaningful description of the data despite the potential drawbacks. Therefore, I followed the six phases of thematic analysis as proposed by Braun and Clarke (2006). The following recurring phases of thematic analysis were applied:

- **Phases 1 and 2 – Familiarisation and coding**

Terry, Hayfield, Clarke and Braun (2017:23) describes familiarisation as an opportunity to become deeply involved with the dataset by “engaging with” and “gaining insight into” the collection of data. The complete dataset comprises the interview audio recordings and transcripts, together with field notes. Familiarisation requires the researcher to closely read and re-read the data to know and understand it (Belotto, 2018). It was advantageous to re-listen to the audio recordings of the interviews (Terry *et al.*, 2017). Maguire and Delahunt (2017) advise researchers to be familiar with the complete dataset before proceeding to the following phase. During the familiarisation process, I used transcript-margins and a reflective journal to note interesting ideas regarding the data, i.e., potential themes (Terry *et al.*, 2017). Having developed a sense of the complete dataset, I proceeded to Phase 2 (Javadi & Zarea, 2016).

In Phase 2 I engage in the process of coding by developing an initial list of codes (Xu & Zammit, 2020). Nieuwenhuis (2019c) explains that coding is a process in which the researcher labels and organises the transcribed data (i.e., interview transcripts) into meaningful units that can be analysed. According to Nowell, Norris, White and Moules (2017:5), coding is used to “simplify” the data and to narrow the focus on particular aspects of the data. Therefore, taking into consideration the research questions, I made use of codes to sort the raw dataset (Busetto *et al.*, 2020) into more manageable, meaningful and trustworthy data chunks (Maguire & Delahunt, 2017). For example, when coding the transcribed data relating to what teachers require to teach FASD learners successfully, I would try to identify describing words that specifically describe these teachers’ needs. Phase 2 is complete when no new codes can be generated (Xu & Zammit, 2020). Terry *et al.* (2017) advises the researcher to compile a list containing all the codes that were generated before proceeding to Phase 3.

- **Phase 3 – Identifying potential themes**

In this phase I use the compiled list of codes to search for potential themes (Javadi & Zarea, 2016). Braun and Clarke (2006:10) define themes as “specific patterns” that capture something meaningful or interesting about the data relating to the research question. Themes should tell a meaningful story about the dataset (Nowell *et al.*, 2017). According to Terry *et al.* (2017), the research question should be used as a guide in this phase to identify which codes are relevant in terms of potential themes. Each theme is set apart depending on the theme’s importance (Maguire & Delahunt, 2017). Thus, codes can be categorised into main themes or subthemes, and the remainder of the codes may be discarded or temporarily categorised into a theme labelled “miscellaneous” (Braun & Clarke, 2006:20). I complete this phase by organising and visualising potential themes using a thematic map (Braun & Clarke, 2006).

- **Phase 4 – Reviewing and refining themes**

Up to this point, only potential themes have been identified. Thus, in Phase 4 I review and refine the potential themes (Terry *et al.*, 2017). Reviewing the themes signifies that I should first check the coded data and then re-visit the complete dataset (Braun *et al.*, 2016). During the review process, the researcher should be open to creating new or additional codes that may have been omitted during previous phases (Xu & Zammit, 2020). In this phase the researcher should be mindful of similar themes that can be grouped together to form one theme, and themes that can be divided to form separate themes (Braun & Clarke, 2006). I repeated the process of reviewing and refining until I was confident that the thematic map reflected the validity of the complete dataset (Javadi & Zarea, 2016) and addressed the research question (Braun *et al.*, 2016). The thematic map can be found in Addendum G.

- **Phase 5 – Defining and naming themes**

When defining a theme, I provide a short account on the core idea and meaning of the theme (Braun *et al.*, 2016). The theme definition provides clarity on what the theme is about (Terry *et al.*, 2017). After defining each theme, the researcher should name each

theme (Braun *et al.*, 2016). When naming a theme, the researcher should aim to capture the essence of the theme (Braun & Clarke, 2006) by being precise and concise (Xu & Zammit, 2020). The goal of defining and naming themes was to provide “depth and detail into the analysis” (Braun *et al.*, 2016:13). In this phase, the researcher moves from a “summative position” to an “interpretive orientation”, which implies that the themes should no longer be seen as codes that are grouped together, but instead as interpretations that tell a story about the data (Terry *et al.*, 2017:30). Table 4.1 defines and names each theme.

- **Phase 6 – Reporting on the data**

In the final phase of thematic analysis, the researcher reports on the collection of established themes (Terry *et al.*, 2017). Throughout the whole thematic analysis process, I was working towards this phase. However, this phase should not be regarded as a separate phase (Braun *et al.*, 2016). According to Kiger and Varpio (2020), elements of this phase have already been applied throughout the analysis process through the action of reading, coding, making notes, and defining and describing themes. When reporting on the data the researcher should provide “concise, coherent, logical, non-repetitive, and an interesting” interpretation and story of the complete dataset (Braun & Clarke, 2006:23).

Following the instructions of the recurring data analysis phases, I was able to analyse and interpret the raw data obtained through semi-structured individual interviews that were audio recorded, together with field notes.

In the following section, the criteria and strategies to establish trustworthiness throughout this qualitative study are discussed.

3.4 TRUSTWORTHINESS

Since I conducted a qualitative study, trustworthiness is an essential element established throughout this study. I established trustworthiness by adhering to the

following four criteria: credibility, transferability, dependability and confirmability (Shenton, 2004).

3.4.1 Credibility

Credibility refers to the degree to which research findings are trustworthy (Nieuwenhuis, 2019c). I worked in close partnership with my supervisor and co-supervisor to ensure that I submit the data as accurately as possible (Nieuwenhuis, 2019c). I also utilised member checking to establish credibility (Nassaji, 2020).

Member checking

Member checking is regarded as another measure to ensure credibility (Korstjens & Moser, 2018). Member checking is defined as the process in which the researcher shares interview transcripts or first drafts of findings with the participants to check the accuracy of the account (Birt, Scott, Cavers, Campbell & Walter, 2016). According to Morgan and Hoffman (2018), the researcher can also conduct member checking through the use of interviews or focus groups. The purpose of member checking is to acquire feedback from the participants to validate the accuracy of the data (Torrance, 2012). I gave participants the opportunity to review the interview transcripts and field notes to rectify any mistakes or untrue interpretations (Anney, 2014). Member checking adds to the trustworthiness of the results (Birt *et al.*, 2016).

3.4.2 Transferability

Transferability, also referred to as “applicability” (Noble & Smith, 2015:34), refers to the degree to which research findings are transferable to other contexts (Roberts, 2015). I established transferability by providing the readers with a thick description in which I describe the research process and design and provide a comprehensive description of the phenomenon being studied (i.e., research site and the participants) (Nieuwenhuis, 2019c). Thereby, the reader can decide whether this study is transferable to their context or not (Korstjens & Moser, 2018).

3.4.3 Dependability

Dependability refers to the extent to which the research process is documented to establish consistency (Creswell & Creswell, 2018). The research design, the data collection and documentation process, as well as the data analysis process, are all a demonstration of the study's dependability. Bitsch (2005) proposes that the researcher should keep a record of all decisions during the research process so that the readers will be able to follow the methods of working and reasoning. Therefore, I kept a reflective journal throughout the research process.

3.4.4 Confirmability

Confirmability refers to the quality of the research findings (Jackson, 2018). According to Nassaji (2020), confirmability can be described as how well the findings of the study are constructed by the participants' input and not by the researcher's influence. I did not allow my interpretation to distort the truth by making my biases known (Nieuwenhuis, 2019c). Another measure to ensure confirmability is by providing direct quotes from the participants when reporting on the presented themes, categories, and sub-categories (Cope, 2014). These direct quotes can serve as representations of the participants' voices within the final report (Nowell *et al.*, 2017). I will give careful attention to how and why I use specific quotes to provide true interpretations of the data (Nieuwenhuis, 2019c).

I intended to conduct this study in a principled manner. Maree (2019) asserts that it is important to elucidate the ethical considerations pertaining to the research. Therefore, in the following section, I discuss the ethical principles adhered to throughout this study.

3.5 ETHICAL CONSIDERATIONS

Prior to the commencement of this study, I obtained ethical clearance from the Ethics Committee of the Faculty of Education at the University of Pretoria (*cf.* Watson & McMahon, 2012), as well as from the WCED. The ethical clearance number is

EDU144/20 and the ethical clearance certificate is included in this dissertation. I also requested consent from the school principals and from all the participants who were willing to participate in this study.

As a qualitative researcher, I adhered to the following ethical principles concerning the research participants: informed consent, voluntary participation, withdrawal of participants at any given time during the research process, confidentiality and anonymity, no harm to participants, and trust (Strydom & Roestenburg, 2021). I also requested permission to report on the study's findings and to utilise the data obtained from the participants for further research purposes. Further research may include doing secondary data analysis and using the data for teaching purposes. The confidentiality and anonymity regarding this study will be binding on future research studies.

3.5.1 Informed consent, voluntary participation, withdrawal of participants

According to Elias and Theron (2012), the researcher's leading task relating to ethical considerations is to acquire informed consent from research participants. Prior to data collection, I provided every participant with a letter of consent that states that participants are participating in the study by their own choice and that they have the right to withdraw from the study at any time during the data collection process (Elias & Theron, 2012). Addendum A and B contain examples of the informed consent letters. Voluntary participation in this study was given particular importance and I did not coerce any participants into signing the consent forms (Creswell & Creswell, 2018). The research participants were provided with a thorough description of the study. This included the purpose of the study, the value of the study (possible benefits to participants and the field of study), and the participants' role in the study (Jackson, 2018).

3.5.2 Confidentiality and anonymity

Confidentiality implies that the researcher will conduct research in a confidential manner (Strydom & Roestenburg, 2021). According to Maree (2019), confidentiality is

defined as the researcher's assurance that the participants' identities will be kept classified. Cohen, Manion and Morrison (2018) explain that a participant's identity includes their name and individual qualities. Anonymity implies that the researcher or any person who reads the study cannot identify any participant through their information or experiences (Allen, 2017). To adhere to confidentiality and anonymity, I did not reveal personal information when reporting on the findings. Personal information includes names (I made use of pseudonyms); gender and age; and contact information, including e-mail address and cell phone number (*cf.* Allen, 2017).

3.5.3 No harm to participants and trust

Harm is caused to participants when the researcher humiliates the participant or when the researcher makes private information public (Neuman, 2014). I ensured that the research participants' human dignity was protected by adhering to ethical principles, namely compassion, honour and sincerity (Cohen *et al.*, 2018). Furthermore, ethical research depends on trust between the researcher and the participants of the study (Silverman, 2013). Trust is associated with the researcher's responsibility to conduct research that is in the participants' best interests (Neuman, 2014). I pursued this study with kindness, honesty and integrity.

With regard to data storage, the data was stored on a portable computer that is password protected. I entrusted the raw data to my supervisor. The raw data will be kept confidential for a limited period of time, as it is considered to be the intellectual property of the University of Pretoria.

3.6 THE ROLE OF THE RESEARCHER

My role as the researcher was to establish a reliable and well-constructed relationship with the research participants to gain an in-depth understanding of teachers' lived experience (Maree, 2019). Barbour (2018) asserts that the researcher plays an integral role in planning the research. In addition, I was responsible for scheduling interviews, conducting interviews, organising the data, analysing, and triangulating the data.

Employing a qualitative research approach and a phenomenological research design allowed me to investigate and analyse the data in an interpretivist manner. As an interpretivist researcher I considered the participants' subjective experiences by questioning, listening, and recording valuable information (Nieuwenhuis, 2019b). I pursued this study with kindness, honesty and integrity and I protected the participants' dignity by adhering to ethical principles, i.e., compassion, honour, and sincerity (Cohen *et al.*, 2018).

Furthermore, by employing phenomenology as a research design, I was committed to set aside my personal bias (i.e., attitudes and beliefs) and own experiences. My personal bias is related to my hopeful attitude about FASD learners' learning prospects and their future after school. From the beginning of this study, I was certain that the participants of this study would be hopeful because I am hopeful, despite the challenging experiences I had working with a FASD learner. I eliminated my personal bias by continually engaging in a reflective process in which I reflected on my beliefs, thoughts, ideas, experiences, and expectations.

The primary aim of this study was to provide an honest and detailed description of the lived experience from the research participants' view. Thus, I worked in close partnership with my supervisor and co-supervisor during the data analysis and interpretation process to ensure that I submit the data as accurately as possible (Nieuwenhuis, 2019c).

3.7 CHAPTER SUMMARY

I conducted a phenomenological investigation of the lived experience of teachers who educate young learners with FASD. Adopting phenomenology as a research design aligned with the selected epistemological paradigm, i.e., interpretivism, and with the methodological paradigm, i.e., qualitative approach. Therefore, employing a phenomenological research design using a qualitative research approach allowed me to investigate and analyse the data in an interpretivist manner.

For the purpose of this investigation, I used semi-structured individual interviews that were audio recorded, together with field notes, as data collection methods to answer

the primary and secondary research questions. I described the data collection methods and motivated the selection thereof.

As a qualitative researcher, an inductive thematic analysis approach for the purpose of analysis and interpretation was followed. A detailed description of the process of thematic data analysis and the interpretation thereof was provided. Furthermore, I elucidated the criteria for establishing trustworthiness and the ethical principles I upheld to conduct this study in a principled manner. I concluded this chapter by describing my role as the researcher.

In the following chapter (Chapter 4), I present and discuss the research findings. I structured the chapter by expounding on the themes that emanated during the process of inductive thematic analysis. Furthermore, the themes were analysed in comparison with the literature review in Chapter 2 and unambiguous examples were used to motivate the specified themes.

CHAPTER 4: RESEARCH FINDINGS AND INTERPRETATIONS

4.1 INTRODUCTION

In Chapter 3, a comprehensive description of the research methodology (research paradigm, approach, and design) and methodological strategies (selection of participants and research sites; data collection and documentation; as well as data analysis and interpretation) of this study was provided. The trustworthiness and ethical considerations of this study were also discussed in detail.

This study aimed to gain an in-depth understanding of the lived experience of teachers who educate young learners with FASD in a South African school context. I also intended to determine how teachers cope with the challenges of working with learners affected by FASD. Furthermore, I determined what support teachers require to identify, teach, and support learners with FASD successfully.

Chapter 4 focuses on the data collected from the participants. The data was analysed to answer the primary and secondary research questions of this study. The primary research question is as follows:

What is the lived experience of teachers educating young learners with FASD?

The secondary research questions are:

- *How is hope framed by teachers educating FASD learners?*
- *What support would the teachers like to receive regarding the education of FASD learners?*

In this chapter, I present and discuss the findings according to the themes, categories, sub-categories, and codes that emerged from the inductive data analysis. Furthermore, I provide an in-depth discussion and interpretation of the themes, categories and sub-categories supported by direct quotes from the participants and literature.

As mentioned in Chapter 3, Section 3.5.2, I adhered to confidentiality and anonymity by using pseudonyms, i.e., Participant 1 to 10. Since nine of the ten participants' home language is Afrikaans, the interviews were conducted in Afrikaans. The interview conducted with Participant 3 was in English. For the purpose of this study, the participants' answers were translated from Afrikaans to English and presented accordingly.

Table 4.1 provides an overview of the themes, categories, sub-categories, and codes that emerged from the data.

Table 4.1: An overview of the research findings: Themes, categories, sub-categories, and codes

Themes	Categories	Sub-categories	Codes	
1. Challenges of FASD learners within the classroom setting	1.1 Behavioural challenges	1.1.1 Aggressive behaviour	<ul style="list-style-type: none"> • Anger outbursts • Combative behaviour • Learners are products of their home circumstances 	
		1.1.2 Disruptive behaviour	<ul style="list-style-type: none"> • Impulsive behaviour • Uncooperative behaviour • Undisciplined behaviour 	
		1.1.3 Poor social behaviour	<ul style="list-style-type: none"> • Misread others' social cues • Misapprehending social norms • Limited compassion towards others • Difficulty forming friendships 	
	1.2 Academic challenges	1.2.1 Limited academic functioning	1.2.1 Limited academic functioning	<ul style="list-style-type: none"> • Reading difficulties • Writing difficulties • Slow working pace • Struggle to keep up
			1.2.2 Concentration difficulties	<ul style="list-style-type: none"> • Lack of concentration • Short attention span • Difficulty following instructions
		2.1 Classroom challenges and related needs	2.1.1 Balancing diverse learning needs in a class with too many learners, including FASD learners	<ul style="list-style-type: none"> • Too many learners • Diverse learning needs
2. Challenges of teachers working with FASD learners and their related needs				

	<p>2.2 Parental challenges and related needs</p> <p>2.3 Departmental challenges and related needs</p>	<p>2.1.2 Teachers call for fewer learners in a class, and support personnel to work with FASD learners</p> <p>2.2.1 Limited involvement and cooperation from FASD learners' parents</p> <p>2.2.2 Teachers call for cooperation from FASD learners' parents</p> <p>2.3.1 Teachers lack specialised training in FASD</p> <p>2.3.2 Teachers receive limited support from the DBST</p> <p>2.3.3 Teachers call for specialised training in FASD</p> <p>2.3.4 Teachers call for support from DBST</p>	<ul style="list-style-type: none"> • FASD learners need individual attention • Teachers call for class assistants • Teachers call for additional LS teachers • FASD learners' parents neglect their parental role • Parents are reluctant to give informed consent • Parents' informed consent is needed • Well-constructed parent-teacher relationship is needed • Teachers possess limited understanding of FASD • Teachers lack specialised training in FASD • Teachers experience limited support from the DBST • Limited human resources within the DBST • Teachers need training to understand FASD • Teachers need training on how to manage FASD • Teachers need adequate support from the DBST
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<p>3. Teachers' experiences when working with FASD learners</p>	<p>3.1 Teachers' negative experiences</p> <p>3.2 Teachers' positive experiences</p>	<p>3.1.1 Teachers feel frustrated and stressed when working with FASD learners</p> <p>3.1.2 Teachers feel discouraged and tired after working with FASD learners</p> <p>3.2.1 Teachers try to focus on what FASD learners can do</p> <p>3.2.2 Teachers are hopeful about FASD learners' learning prospects and their future after school</p> <p>3.2.3 Hopeful teachers set goals that are specific to FASD learners</p>	<ul style="list-style-type: none">• Additional specialists within the DBST are needed• Teachers experience frustration• Teachers experience stress• Teachers feel like giving up• Working with FASD is exhausting• FASD learners possess a unique profile of strengths• Teachers focus on what FASD learners can do• Teachers are hopeful• Placement of FASD learners in skills- or special needs schools• Teachers are motivated to support FASD learners• Teachers feel a sense of pride when FASD learners succeed• Teachers set goals that are specific to FASD learners
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4.2 RESEARCH FINDINGS AND INTERPRETATIONS

In this section, I present the research findings and interpretations thereof. As indicated in Table 4.1, the research findings are presented according to the themes, categories, sub-categories, and codes that emerged from the data.

4.2.1 Theme 1: Challenges of FASD learners within the classroom setting

This was the first theme that emerged from the data. When the teachers were asked to describe their lived experience when educating young learners with FASD, most of the participants started by describing the challenges that these learners experience within the classroom setting.

According to Brown *et al.* (2018) and Boys *et al.* (2016), FASD learners experience a myriad of challenges in the classroom due to their neurobehavioural impairments which affect their behaviour, social skills, emotional and cognitive functioning. This theme is a compilation of two categories, i.e., behavioural challenges, and academic challenges. The following sub-section discusses the behavioural challenges that FASD learners experience in the classroom.

4.2.1.1 Category 1.1: Behavioural challenges in the classroom

Behavioural challenges can be defined as any behaviour that does not meet the norm for acceptable behaviour at a certain age and level of development (Ogundele, 2018). Nine out of ten participants indicated that FASD learners experience behavioural challenges in the classroom, such as aggressive, disruptive, and poor social behaviour. Therefore, the first category is a compilation of three sub-categories, i.e., aggressive behaviour, disruptive behaviour, and poor social behaviour. Table 4.2 lists the sub-categories and their codes relating to the behavioural challenges that FASD learners experience in the classroom.

Table 4.2: An overview of the sub-categories and codes related to category 1.1

Sub-categories	Codes
Aggressive behaviour	<ul style="list-style-type: none"> • Anger outbursts • Combative behaviour • Learners are products of their home circumstances
Disruptive behaviour	<ul style="list-style-type: none"> • Impulsive behaviour • Uncooperative behaviour • Undisciplined behaviour
Poor social behaviour	<ul style="list-style-type: none"> • Misread others' social cues • Misapprehending social norms • Limited compassion towards others • Difficulty forming friendships

In the following section, the first sub-category of category 1 discusses FASD learners' aggressive behaviour within the classroom setting.

Sub-category 1.1.1: Aggressive behaviour

The participants of this study asserted that FASD learners demonstrate aggressive behaviour in the classroom, including anger outbursts and combative behaviour. According to the participants, these learners often demonstrate aggressive behaviour because of their difficult home circumstances. Therefore, the first sub-category is associated with the following three codes identified within the transcribed interviews, i.e., anger outbursts, combative behaviour, and learners are a product of their home circumstances.

To give an example of FASD learners aggressive behaviour, Participant 1 explained that FASD learners often demonstrate “*anger outbursts* [woede uitbarstings]” within the classroom and Participant 7 described FASD learners as “*combative* [bakleierig]”. Participant 2 described an incident in which the FASD learner started a fight with another learner because “*something was provoked* [daar was iets uitgelok]” and “*he*

reacted in a negative manner [hy het gereageer op 'n negatiewe manier]”. Participant 2 further explained that “*they literally grabbed and hit each other* [hulle het mekaar letterlik gegryp en geslaan]”.

According to the participants, FASD learners are often raised within difficult home circumstances and that they are a product of these circumstances. Participant 10 asserted that “*he comes from terribly difficult home circumstances* [hy kom uit verskriklike moeilike huislike omstandighede]”. Furthermore, some of the participants explained that FASD learners’ difficult home circumstances often play a role in their behaviour. Participant 4 asserted that “*he is combative because he brings his home circumstances to school* [hy is bakleierig want hy bring sy huislike omstandighede skool toe]”.

From the data, it is evident that some FASD learners demonstrate aggressive behaviour within the classroom setting, which is often attributed to these learners’ difficult home circumstances. In addition to their aggressive behaviour, they demonstrate disruptive behaviour as well. FASD learners’ disruptive behaviour within the classroom setting is discussed in the following section.

Sub-category 1.1.2: Disruptive behaviour

According to the participants of this study, FASD learners often disrupt the classroom setting due to their impulsive, uncooperative, and undisciplined behaviour. The participants also maintained that a reason for these learners’ disruptive behaviour is because they struggle to do the classwork. Sub-category 1.2.1 discusses FASD learners’ academic challenges within the classroom setting. The second sub-category is associated with the following three codes identified within the transcribed interviews, i.e., impulsive behaviour, uncooperative behaviour, and undisciplined behaviour.

Participant 1 explained that it takes only one FASD learner “*to disrupt the whole class* [om die hele klas om te gooi]”. Participant 1 then referred to FASD learners’ “*impulsive behaviour* [impulsiewe gedrag]” and Participant 2 explained that “*sometimes the learner will start shouting* [partykeer dan sommer skree hy]”. According to Participant 1, a FASD learner demonstrates impulsive behaviour because “*there is no control*

within himself to stop himself [daar is nie beheer binne in homself om homself te keer nie]”.

Furthermore, the participants of this study described FASD learners’ as uncooperative and undisciplined. Participant 1 asserted that “*they cannot stick to the class rules* [hulle kan nie by die klas se reëls hou nie]”. According to Participant 2, “*he does not listen* [hy luister nie]” and “*he backchats a lot* [hy praat verskriklik terug]”. Participant 5 further explained that these learners are often referred to as “*naughty children* [stout kinders]”.

According to the participants, FASD learners often demonstrate disruptive behaviour within the classroom setting due to their limited academic functioning. Participant 1 explained that one of the FASD learners in her class “*is frustrated because he cannot do the classwork* [is gefrustreerd want hy kan nie die klaswerk doen nie]”. Furthermore, according to Participant 8, the FASD learner in her class “*cannot do what the other learners do* [kan nie doen wat die ander maatjies doen nie]”. Sub-category 1.2.1 discusses FASD learners’ limited academic functioning which links to these comments.

From the data, it is evident that some FASD learners demonstrate disruptive behaviour within the classroom setting. Ogundele (2018) explains that FASD learners’ poor social experiences might be another reason for their disruptive behaviour. Therefore, the following section discusses FASD learners’ poor social behaviour within the classroom setting.

Sub-category 1.1.3 Poor social behaviour

The participants of this study asserted that FASD learners often demonstrate poor social behaviour, which negatively affects their ability to form friendships. The third sub-category is associated with the following four codes identified within the transcribed interviews, i.e., misread others’ social cues, misapprehending social norms, limited compassion towards others, and difficulty forming friendships.

According to Participant 1, FASD learners often demonstrate poor social behaviour because they misread “*social cues* [sosiale leidrade]” and are ignorant concerning “*social norms* [sosiale norme]”. This participant further explained that FASD learners “*fail to recognise when their peers are pushing them away* [hulle kan nie sien wanneer hulle maatjies hulle verstoot nie]” and “*fail to show compassion* [hy gaan ook nie weet hoe om medelye te betoon nie]” towards their peers.

Participant 2 explained that FASD learners often demonstrate poor social skills because “*they do not know how to speak to others* [hulle het geen konsep van reg praat met iemand nie]”. Participant 5 emphasised the importance of guiding FASD learners on how “*to play with friends* [om saam met maatjies te speel]”. The data showed that teachers educating FASD learners are required to work beyond an academic level with these learners. Participant 7 explained that “*although the child has a scholastic delay, I still have to work with the child emotionally and socially* [alhoewel die kind ‘n skolastiese agterstand het, moet ek nog emosioneel en sosiaal met die kind werk]”.

From the data, it is evident that FASD learners experience behavioural challenges because of their aggressive, disruptive, and poor social behaviour within the classroom setting. However, these learners not only experience behavioural challenges, but they also struggle academically within the classroom setting. The following section discusses the academic challenges that FASD learners experience in the classroom.

4.2.1.2 Category 1.2: Academic challenges in the classroom

Seven of ten participants indicated that FASD learners experience academic challenges in the classroom due to their impaired cognition and struggle to maintain concentration within the classroom setting. The second category is a compilation of two sub-categories, i.e., FASD learners experience limited academic functioning and concentration difficulties. Table 4.3 lists the sub-categories and their codes relating to FASD learners’ academic challenges in the classroom.

Table 4.3: An overview of the sub-categories and codes related to category 1.2

Sub-categories	Codes
FASD learners experience limited academic functioning	<ul style="list-style-type: none"> • FASD learners experience reading and writing difficulties • FASD learners demonstrate slow working pace • FASD learners struggle to keep up
FASD learners experience concentration difficulties	<ul style="list-style-type: none"> • Lack of concentration • Short attention span • Difficulty following instructions

In the following section, the first sub-category of category 2 discusses FASD learners' limited academic functioning within the classroom setting.

Sub-category 1.2.1: FASD learners experience limited academic functioning

The participants of this study indicated that FASD learners experience limited academic functioning because PAE negatively affects their cognition. Cognition can be described as mental processes by which an individual acquires, understands, and uses information (Bjorklund & Causey, 2017). According to literature, cognition also involves working memory (Hayes et al., 2014), which plays an important role in children's reading competence (Nouwens, Groen & Verhoeven, 2017).

This sub-category discusses FASD learners limited academic functioning as they struggle to read and write and as a result, they struggle to keep up academically and fall behind. This sub-category is associated with the following three codes identified within the transcribed interviews, i.e., FASD learners experience reading and writing difficulties, FASD learners demonstrate slow working pace, and FASD learners struggle to keep up.

Pertaining to FASD learners reading and writing difficulties, Participant 2 explained that a FASD learner "*cannot write his name* [kan nie sy naam skryf nie]". Participant 3 explained that "*he can't spell*". In addition to these statements, Participant 5 referred

to the FASD learners she works with and asserted that “*for them to read two or three sentences is far too difficult* [vir hulle om twee of drie sinnetjies te lees is heeltemal te moeilik]”. According to the participants, FASD learners struggling to read and write, often struggle to do the classwork. For example, Participant 1 explained that the FASD learner “*cannot do the work* [kan nie die klaswerk doen nie]”, and according to Participant 2, the FASD learner “*does not understand the work* [hy verstaan nie die werk nie]”. Participant 5 explained that “*it is difficult for them to work at the speed of other children* [dit is moeilik vir hulle om te werk teen die spoed van ander kinders]”. Since FASD learners demonstrate a slower working pace, Participant 10 complained that the FASD learner in her class “*cannot keep up* [kan nie byhou nie]”.

From the data it is evident that some FASD learners experience academic challenges in the classroom because they struggle to read and write, and they work at a slower pace than the other learners. As a result, these learners fall behind within the classroom setting. In the following section, the second sub-category of category 1 discusses how FASD learners’ concentration difficulties further causes them to experience academic challenges in the classroom setting.

Sub-category 1.2.2: FASD learners experience concentration difficulties

According to the participants, FASD learners experience academic challenges due to their concentration difficulties. This sub-category is associated with the following three codes identified within the transcribed interviews, i.e., lack of concentration, short attention span, and difficulty following instructions.

Participant 4 asserted that FASD learners “*demonstrate great concentration problems* [hulle het groot konsentrasie probleme]”, and Participant 5 emphasised that teachers have to plan “*short activities* [kort aktiwiteite] for FASD learners because their “*attention span is short* [aandag spannetjie is mos nou kort]”. Participant 1 explained that FASD learners’ short attention span result in learners who “*cannot keep up with instructions they have to follow* [kan nie by instruksies hou wat hulle moet volg nie]”. Participant 5 emphasised that FASD learners should be provided with “*clear instructions* [duidelike instruksies]”.

From the data, it is evident that FASD learners experience concentration difficulties which negatively affects their academic performance within the classroom setting. In the following section, a summary of Theme 1 is provided, and the findings presented in this theme is linked with existing literature.

4.2.1.3 Summary of Theme 1

The categories, sub-categories, and codes related to Theme 1 were discussed in the above sections. To conclude this theme, it is evident that FASD learners experience behavioural and academic challenges in the classroom. Therefore, Theme 1 encompasses two categories, i.e., behavioural challenges and academic challenges in the classroom.

Category 1.1: Behavioural challenges

The first category of this theme discussed the behavioural challenges that FASD learners experience within a classroom setting. According to the participants, these learners demonstrate aggressive, disruptive and poor social behaviour. The participants agreed with the literature that FASD learners struggle to manage their behaviour and find it difficult to abstain from aggressive and troubling behaviour (Olswang *et al.*, 2010; Ogundele, 2018). The participants also asserted that FASD learners often disrupt the classroom by acting impulsively, being uncooperative, and disobeying rules. This finding is supported by literature provided by Roberts (2015) describing FASD learners as uncooperative, undisciplined, impulsive, and lazy. This finding also supports the views of Streissguth *et al.* (2004) asserting that FASD learners may cause disruptions at school.

The participants described FASD learners' poor social behaviour by referring to their poor social skills, misreading others' social cues, misapprehending social norms, limited compassion towards others, and their difficulty forming friendships. These findings are consistent with the literature as the participants agree with Pei *et al.* (2015), explaining that FASD learners find it difficult to react suitably in response to their peers' social cues. From the data it is evident that FASD learners fail to show

compassion towards their peers (Stevens *et al.*, 2015) and these learners do not know how to speak appropriately to others (Jackson, 2018). Therefore, the participants agree with Jackson (2018) and Mitten (2013), emphasising the importance that teachers should guide FASD learners on forming friendships.

Category 1.2: Academic challenges

The second category of this theme discussed the academic challenges that FASD learners experience within a classroom setting. The participants of this study indicated that FASD learners experience academic challenges in the classroom because PAE caused damage to their cognition. Hence, FASD learners experience reading and writing difficulties, as well as concentration difficulties. The participants agree with literature stating that FASD learners demonstrate impaired cognition (Stevens *et al.*, 2015), including struggling to read and write (Banach & Matejek, 2019). Considering the teacher quotes related to FASD learners' concentration difficulties, the participants agree with Mitten (2013) asserting that FASD learners experience problems with remaining focused.

4.2.2 Theme 2: Challenges of teachers working with FASD learners and their related needs

Since the first theme discussed the challenges that FASD learners experience within the classroom setting, the second theme discusses the challenges of teachers working with these learners and their related needs. These challenges and needs are related to teachers' experience working with FASD learners within the classroom setting, as well as their experience outside of the classroom setting relying on the cooperation and support from FASD learners' parents and the WCED.

This theme is a compilation of three categories, i.e., classroom challenges and related needs, parental challenges and related needs, and departmental challenges and related needs. The following sub-section discusses the first category of Theme 2, i.e., teachers' classroom challenges and their related needs.

4.2.2.1 Category 2.1: Classroom challenges and related needs

From the data it is evident that teachers working with FASD learners experience challenges within the classroom setting due to a large class size and diverse learning needs within mainstream classrooms. Given these challenges, teachers have indicated the need for fewer learners in a class, and support personnel to work with FASD learners.

This category is a compilation of two sub-categories, i.e., balancing diverse learning needs in a class with too many learners; including FASD learners, and teachers calling for fewer learners in a class, and support personnel to work with FASD learners. Table 4.4 lists the sub-categories and their codes relating to teachers' classroom challenges and their related needs.

Table 4.4: An overview of the sub-categories and codes related to category 2.1

Sub-categories	Codes
Balancing diverse learning needs in a class with too many learners, including FASD learners	<ul style="list-style-type: none"> • Too many learners • Diverse learning needs
Teachers call for fewer learners in a class, and support personnel to work with FASD learners	<ul style="list-style-type: none"> • FASD learners need individual attention • Teachers call for class assistants • Teachers call for additional LS teachers

In the following section, the first sub-category of category 1 in Theme 2 discusses the teachers' challenge of balancing diverse learning needs in a class with too many learners, including FASD learners.

Sub-category 2.1.1: Balancing diverse learning needs in a class with too many learners, including FASD learners

According to a study conducted by West and Meier (2020), teachers in South Africa not only face the challenge of too many learners in a class, but also diverse learning needs due to the implementation of IE in mainstream schools. Eight of the ten participants indicated that they struggle to work with a FASD learner within a class in which they are expected to attend to numerous learners and accommodate their diverse learning needs. The first sub-category is associated with the following two codes identified within the transcribed interviews, i.e., too many learners, and diverse learning needs.

Eight of the ten participants indicated that they find it difficult to work within a large class. For example, Participant 5 stated that “*our classes are too big* [ons klasse is te groot]”, and Participant 8 indicated that “*our classes are overcrowded* [ons sit met oorvol klasse]”. Participant 1 describes an overcrowded classroom as “*a class of forty children* [’n klas van veertig kinders]”. Participant 10 explained that “*ten in a class is already too much, because every child is an individual on his own* [tien in ’n klas is klaar te veel, want elke kind is ’n individu op sy eie]”.

In addition to teachers’ challenges of working within a large class, seven of the ten participants complained that working with a FASD learner in a large mainstream class is even more challenging. Participant 5 explained that the policy on IE allows “*everyone in the mainstream* [almal in die hoofstroom]”. Therefore, a mainstream class can include learners with unique disabilities, for example “*FAS, dyslexia, and autism* [FAS, disleksie en outisme]” (Participant 6). According to Participant 5, the implementation of IE within a mainstream class is challenging, because “*we must try to accommodate everyone* [ons moet almal probeer akkommodeer]”. Participant 6 stated that “*it is really impossible, at the end of the day, to pay attention to everyone* [dit is regtig onwerklik, aan die einde van die dag, om aan almal aandag te gee]”. According to Participant 1, “*we are not super humans* [ons is nie super humans nie]”, and Participant 7 emphasised that “*we are only human* [ons is net mens]”.

Furthermore, Participant 8 stated that a FASD learner “*literally pulls that last bit of energy out of you* [trek letterlik daai laaste bietjie energie van jou uit]”. Participant 1 explained that “*I have a class of forty children and if there are for example only 2 FAS children, you only need 1 to overthrow the whole class* [ek met ‘n klas van veertig kinders en as daar byvoorbeeld net 2 FAS kinders, het jy net 1 nodig om die hele klas om te gooi]”. Due to the fact that teachers struggle to work with a FASD learner within a large mainstream class, the following sub-category discusses teachers’ urgent call for fewer learners in a class, and support personnel to work with FASD learners.

Sub-category 2.1.2: Teachers call for fewer learners in a class, and support personnel to work with FASD learners

According to Van Schalkwyk and Marais (2017), it is necessary to extend support by providing support staff to teachers educating young learners with FASD. Two of the ten participants indicated that they would benefit from fewer learners in the mainstream class and seven of the ten participants indicated that they would benefit from support personnel, i.e., class assistants or an additional LS teacher, especially when working with FASD learners. This sub-category is associated with the following three codes identified within the transcribed interviews, i.e., FASD learners need individual attention, class assistants, and additional LS teachers.

Since the participants struggle to support a FASD learner in a large mainstream class, they indicated that FASD learners are neglected within an IE system. Participant 5 asserted that “*our education system is letting them down* [ons onderwysstelsel laat hulle in die steek]”. According to Participants 4 and 10, FASD learners are “*neglected* [afgeskeep]” (Participant 4) “*in your mainstream school* [in jou hoofstroom skool]” (Participant 10). To give an example, Participant 2 explained that FASD learners need a lot of “*one-on-one attention* [een-tot-een aandag], which she struggles to provide. Participant 8 indicated that “*I did not give him the attention I needed to give him* [ek het nie vir hom die nodige aandag gegee wat ek moes vir hom gee nie]”.

Relating to the above-mentioned participant quotes, three of the ten participants indicated that they would benefit from being provided with a class assistant. Participant

2 indicated that “*an assistant in the class who can focus on him, can help a lot* [’n assistent in die klas wat kan focus op hom, kan baie help]”. Also, four of the ten participants indicated that they would benefit from an additional support teacher. Participant 6 asked for a “*learning support teacher*” and Participant 9 explained that she needed an additional LS teacher “*to come and help me out* [om my te kom uithelp]”.

The data showed that teachers experience challenges when working with FASD learners in a mainstream class because they are expected to accommodate FASD learners, whilst accommodating all other learners with different learning needs. Furthermore, teachers experience challenges within a classroom setting, but they also experience challenges outside of the classroom setting, i.e., parental, and departmental challenges. The following two categories discuss the teachers’ parental and departmental challenges, together with their related needs.

4.2.2.2 Category 2.2: Parental challenges and related needs

This category discusses teachers’ experience regarding parents’ limited involvement and cooperation when working with their FASD child. Hence, teachers call for cooperation from FASD learners’ parents to support these learners successfully. This category is a compilation of two sub-categories, i.e., limited involvement and cooperation from FASD learners’ parents, and teachers call for cooperation from FASD learners’ parents. Table 4.5 lists the sub-categories and their codes relating to the teachers’ parental challenges and their related needs.

Table 4.5: An overview of the sub-categories and codes related to category 2.2

Sub-categories	Codes
Limited involvement and cooperation from FASD learners' parents	<ul style="list-style-type: none"> • FASD learners' parents neglect their parental role • Parents are reluctant to give informed consent
Teachers' call for cooperation from FASD learners' parents	<ul style="list-style-type: none"> • Parents' informed consent is needed • Well-constructed parent-teacher relationship is needed

In the following section, the first sub-category of category 2 in Theme 2 discusses the teachers' challenge of receiving limited involvement and cooperation from FASD learners' parents.

Sub-category 2.2.1: Limited involvement and cooperation from FASD learners' parents

According to Tenenbaum *et al.* (2020), teachers working with FASD learners require parental cooperation relating to PAE documentation. Furthermore, Urban *et al.* (2015) assert that teachers require informed consent to organise that a FASD learner receives a formal diagnosis. However, seven of the ten participants complained that FASD learners' parents show limited scholastic involvement and that they often do not receive the necessary cooperation from these learners' parents. This sub-category is associated with the following two codes identified within the transcribed interviews, i.e., FASD learners' parents neglect their parental role, and parents are reluctant to give informed consent.

Four of the participants complained that FASD learners' parents neglect their parental role, and as a result the teacher plays more than a traditional teaching role when working with FASD learners. According to Participant 1, FASD learners' parents show "*no interest* [geen belangstelling]" in their FASD child's scholastic development. Participant 10 explained that FASD learners' parents are "*not necessarily involved parents* [nie noodwendig betrokke ouers nie]". To give an example of how FASD

learners' parents neglect their parental role, Participant 8 explained that "*I packed him his own lunchbox* [ek het vir hom sy eie kosblikkie in gepak]". Participant 8 further explained that the FASD learner's mother is found "*drunk* [dronk]" on numerous occasions, and "*I do not know where his father is* [ek weet nie waar sy pa is nie]". Furthermore, Participant 4 explained that "*the teacher must play that role* [die onderwyser moet daardie figuur inneem]".

Several participants complained that they do not receive the required involvement and cooperation from FASD learners' parents. Participant 1 described the parents' attitude as a "*nonchalant attitude* [nonchalant houding]". According to Participant 10, FASD learners' parents "*do not come to school for parent-teacher meetings* [hulle kom nie skool toe met ouer aande nie]". Participant 2 complained that "*we have to beg the parents to come to school* [ons moet verskriklik smee om die ouer by die skool te kry]". Participant 7 complained that "*so many of the parents do not give permission that we may refer the children* [so baie van die ouers kom nie uit vir toestemming dat ons die kinders mag verwys nie]".

From the data, it is evident that FASD learners' parents show limited scholastic involvement and cooperation. As a result, the participants found it difficult to help a FASD learner without the cooperation of the learner's parents. Therefore, the following sub-category discusses teachers' call for cooperation from FASD learners' parents.

Sub-category 2.2.2: Teachers call for cooperation from FASD learners' parents

The second sub-category that emerged from the data discusses teachers' call for cooperation from FASD learners' parents to successfully teach and support FASD learners. This sub-category is associated with the following two codes identified within the transcribed interviews, i.e., parents' informed consent is needed, and a well-constructed parent-teacher relationship is needed.

Six of the ten participants emphasised the importance of a well-constructed parent-teacher relationship to teach and support FASD learners successfully. Participant 3 compared a well-constructed relationship to a three-legged chair and explained that "*it's the school, it's the child and it's the home environment*". Participant 10

emphasised that “*I must be able to rely on the parents' cooperation [ek moet kan staatmaak op die ouers se samewerking]*”. Participant 1 explained that they often require parents' cooperation regarding “*all the documentation that needs to be signed [al die dokumentasie wat moet geteken word]*”. According to Participant 5, “*nothing may happen without parental permission [niks mag sonder ouer toestemming gebeur nie]*”. Participant 3 further referred to the role of the learner, the teacher and the parent and asserted that “*if you work with all three of those, we can work together as a team*”. Participant 10 asserted that when the FASD learner's parents and their teacher work together, “*then you are on a winning path [dan kan jy op 'n wen-pad wees]*”.

The data showed that a well-constructed parent-teacher relationship, including the parents' cooperation, is necessary to teach and support FASD learners successfully. Greater than teachers' parental challenges when working with FASD learners, they also experience challenges concerning the role that the WCED is expected to fulfil. Therefore, the following category discusses teachers' departmental challenges and their related needs when working with FASD learners.

4.2.2.3 Category 2.3: Departmental challenges and related needs

According to literature, the provision of adequate training and support to teachers working with FASD learners is crucial to ensure that all learners benefit from an IE system (Hess, 2020). However, this category emerged from the data because the participants complained that they receive limited support from the department concerning specialised training in FASD and support from DBST when working with FASD learners. This category also discusses the needs of teachers relating to training and support when working with FASD learners. The third category of this theme discusses the challenges that teachers experience relating to the support that the DBST are expected to provide to FASD learners who need additional support.

This category is a compilation of four sub-categories, i.e., teachers lack specialised training in FASD, teachers receive limited support from the DBST, teachers call for specialised training in FASD, and teachers call for support from the DBST. Table 4.6

lists the sub-categories and their codes relating to teachers' departmental challenges and their related needs.

Table 4.6: An overview of the sub-categories and codes related to category 2.3

Sub-categories	Codes
Teachers lack specialised training in FASD	<ul style="list-style-type: none"> • Limited understanding of FASD • Lack of specialised training in FASD
Teachers receive limited support from the DBST	<ul style="list-style-type: none"> • Limited support from the DBST • Limited human resources within the DBST
Teachers call for specialised training in FASD	<ul style="list-style-type: none"> • Teachers need training to understand FASD • Teachers need training on how to manage FASD
Teachers call for support from the DBST	<ul style="list-style-type: none"> • Teachers need adequate support from the DBST • Additional specialists within the DBST are needed

In the following section, the first sub-category of category 3 in Theme 2 discusses teachers' challenges of working with and trying to support FASD learners without specialised training in FASD and limited support from the DBST.

Sub-category 2.3.1: Teachers lack specialised training in FASD

South African teachers who work with FASD learners have to be provided with specialised training in FASD to teach and support these learners successfully (Van Schalkwyk & Marias, 2017). However, when the participants were asked whether they had received specialised training in FASD during their tertiary education, nine of the ten participants indicated that they had not received any training on FASD. This sub-category is associated with the following two codes identified within the transcribed

interviews, i.e., limited understanding of FASD, and lack of specialised training in FASD.

Seven of the ten participants completed their Bachelor of Education Honours with specialisation in LS, making them qualified LS teachers. Only one of the ten participants indicated that she had received specialised training in FASD, but only because she completed her postgraduate studies in this field of specialisation. This finding emphasises the urgent need to incorporate FASD-specific information and classroom strategies that teachers would find useful when working with FASD learners. See sub-category 2.3.3 for a discussion on the importance of receiving specialised training in FASD.

The following participants' quotes are in support of the views of the nine participants who indicated that they had not received any training on FASD during or after their tertiary education. Participant 2 asserted that "*we are not trained [ons is nie opgelei nie]*". Participant 3 indicated that "*it was quite overwhelming at the beginning of my teaching career, as I started out as a very young teacher knowing absolutely nothing*". When this participant was asked whether she coped with the challenges of working with FASD learners, she stated that "*definitely not, because they certainly don't provide you with the skills at university*". Five other participants also asserted that they did not cope with the challenges related to FASD, because, according to Participant 1, "*we did not understand them [het hulle nie verstaan nie]*", and "*we do not know how to work with that child [ons weet nie hoe om met daai kind te werk nie]*".

From the data, it is evident that teachers working with FASD learners lack specialised training in FASD. The following sub-category discusses another departmental challenge that teachers experience when working with FASD learners, i.e., limited support from the DBST.

Sub-category 2.3.2: Teachers receive limited support from the DBST

According to the SIAS policy, when the teacher working with a FASD learner believes that the learner requires increased support, he/she is referred to the DBST, whose role is to review the plan of action devised by the teacher and the SBST and then to

devise a supplementary plan of action for the learner and the school (DoBE, 2014). This sub-category emerged because seven of the ten participants indicated that they receive limited support from the DBST which are administered by the WCED. This sub-category is associated with the following two codes identified within the transcribed interviews, i.e., limited support from the DBST, and limited human resources within the DBST.

When the participants were asked what support they would like to receive when working with FASD learners, eight of the participants indicated that they already have access to support teams due to implementing the SIAS policy in their school. To give an example, Participant 4 explained that she has access to “*a support team* [‘n ondersteuningspan]” to help her identify, teach, and support learners with learning disabilities, such as FASD learners. Other participants referred to their support teams as “*the circuit-based support team* [die kring-gebaseerde ondersteuningspan]” (Participant 1), and “*multi-disciplinary team* [multidissiplinêre span]” (Participant 6).

Even though these participants indicated that they have a support team at their disposal, they complained that the SIAS process is time consuming, and as a result they receive limited support from the DBST when needed. According to Participant 5, the SIAS process “*unfortunately takes a bit long because we have one school psychologist who works in a hundred schools - so one seldom sees him* [vat ongelukkig ‘n bietjie lank omdat ons een skool sielkundige het wat werk in honderd skole – so mens sien hom min]”. Participant 7 also complained that “*there is maybe one psychologist for 48 schools* [daar is miskien een sielkundige vir 48 skole]”. Participant 7 further explained that there are not enough specialists within a DBST “*to reach all the schools* [om by al daai skole uit te kom]”. This is supported by Participant 6 who stated that “*the numbers are just too big* [die getalle is net te groot]”.

From the data, it is evident that the participants of this study experience limited support from the DBST operating within the WCED, because there are not enough specialists within the DBST to provide adequate support to all schools within the school’s district. According to Adebisi *et al.* (2019), each specialist within the DBST plays an indispensable role, as each specialist provides a unique support service when working

with FASD learners. Therefore, it is important that the DBST should ensure that there are adequate specialists available to support these learners when needed.

The following two sub-categories discuss teachers' needs related to the above-mentioned departmental challenges. Therefore, in the following section, teachers' call for specialised training in FASD is discussed.

Sub-category 2.3.3: Teachers call for specialised training in FASD

According to literature, teachers working with FASD learners have to be provided with adequate training that includes FASD-specific information on this condition (Millians, 2015). This sub-category emerged from the data because eight of the ten participants indicated that they would like to receive specialised training in FASD. This sub-category is associated with the following two codes identified within the transcribed interviews, i.e., teachers need training to understand FASD, and teachers need training on how to manage FASD.

According to all the participants, specialised training in FASD is essential when working with FASD learners. According to Participant 1, specialised training in FASD is important to know "*how to work with the child* [hoe om met die kind te werk]", and according to Participant 2, specialised training in FASD is needed to "*better understand* [beter te kan verstaan]" FASD learners. Participant 2 indicated that specialised training in FASD is necessary because she would like to know "*how to handle such a situation* [hoe om so 'n situasie te hanteer]".

Seven of the ten participants, who are LS teachers, emphasised the importance of receiving specialised training in FASD. Participant 1 explained that she does not only work with FASD learners, but also "*it is part of my job description to train the parents* [dis deel van my posbeskrywing om die ouers so op te lei]" on FASD. Three of the ten participants indicated that they were struggling to understand and work with FASD. Participant 1 explained that because she was struggling to understand and work with FASD "*it brought me to the point where I had to do some research myself* [dit het my tot 'n punt gebring het dat ek self navorsing moes doen]".

Participant 1 and 2 attended the same online webinar that specifically focuses on FASD. This online webinar was presented by the Suid Afrikaanse Onderwys Unie “SAOU” also known as the South African teachers’ union. Participant 1 explained that this online webinar provided her with “*wonderful information* [wonderlike inligting]” on FASD, which provided her with “*a little more understanding for the child* [bietjie meer begrip vir die kind]” and “*more direction on how I should work with them* [meer rigting gegee oor hoe ek moet werk met hulle]”.

From the data, it is evident that teachers’ working with FASD learners require specialised training in FASD to identify, teach and support these learners successfully. In addition to specialised training in FASD, teachers require support from the WCED. Therefore, the following sub-category discusses teachers’ call for support from the WCED.

Sub-category 2.3.4: Teachers call for adequate support from the DBST

According to Adebisi *et al.* (2019), a multi-disciplinary team at school-level and district-level should be available to provide adequate support to FASD learner and their teachers. However, this sub-category emerged from the data because four of the ten participants indicated that they do not receive adequate support from the DBST. This sub-category discusses teachers’ need for adequate support from the DBST to ensure that FASD learners receive the necessary support. This sub-category is associated with the following two codes identified within the transcribed interviews, i.e., teachers need adequate support from the DBST, and additional specialists within the DBST are needed.

Four of the ten participants indicated that they are struggling to support FASD learners, because they receive limited support from the DBST. Participant 7 stated that “*we are struggling* [dis ons wat sukkel] and Participant 10 explained that “*we do not have the support to help FASD learners* [het nie die ondersteuning om hulle te help nie]”. Participant 1 explained that “*we did the part of the school* [sodra ons die deel gedoen het van die skool]”, then the DBST have “*processes which they then follow in office* [prosesse wat hulle daarna volg op kantoor]”. However, Participant 8 explained that “*somewhere down the line in the system it just stops* [iewers down the line in die

sistiem stop dit net]”. Participant 1 referred to the “*office [kantoor]*”, which represents the office where persons from the WCED work.

Participant 1 further explained that “*it is a long process to get the psychologist and social worker at the school to come and test and evaluate the child* [dit is ‘n lang proses om die sielkundige en maatskaplike werkster by die skool te kry om die kind te kom toets en te evalueer]”. According to some of the participants, they find it even more challenging to support FASD learners when the DBST do not provide specialists to work with these learners. Participant 10 asserted that a teacher working with FASD learners “*is not a social worker or a psychologist* [is nie ‘n maatskaplike werker nie of ‘n sielkundige nie]”. This participant further asserted that a teacher cannot be “*all those therapists* [al daai terapeute]” that FASD learners need support from. Furthermore, Participant 10 complained that teachers working with FASD learners “*do not have all that knowledge* [beskik nie oor al daardie kennis nie]”.

Participant 1 stated that teachers working with FASD learners “*need help from the offices* [het hulp nodig van die kantore af]”, referring to the persons working at the WCED. Participant 7 explained that, as teachers, they can only do so much and then “*people should come and take my hand and go further* [mense moet my hand vat en verder gaan]”. According to Participant 10, “*if we had that support, it would feel as if the mountains were taken off my shoulders* [as ons net daai ondersteuning gehad het, sou dit die berge van my skouers afgehaal het]”.

The data showed that teachers working with FASD learners need adequate support from the DBST, which includes enough specialists to ensure that FASD learners receive the necessary support. In the following section, a summary of Theme 2 is provided and the findings presented in this theme are linked with existing literature.

4.2.2.4 Summary of Theme 2

The categories, sub-categories, and codes related to Theme 2 were discussed in the above sections. This theme is a compilation of three categories, i.e., classroom

challenges and related needs, parental challenges and related needs, and departmental challenges and related needs.

To conclude this theme, it is evident that teachers working with FASD learners experience challenges within and outside of the classroom setting. Furthermore, this theme further discussed teachers' related needs concerning the challenges that they experience when working with FASD learners.

Category 2.1: Classroom challenges and related needs

The first category of this theme discussed teachers' classroom challenges and their related needs. Eight of the ten participants indicated that they face the challenge of too many learners in one classroom. This finding is supported by literature, stating that teachers experience pressure when working at rural and urban schools in South Africa, because they are expected to manage a large class size (Matsepe, Maluleke & Cross, 2019; West & Meier, 2020). Furthermore, seven of the ten participants indicated that they find it difficult to work with a FASD learner when they are expected to accommodate all other learners' learning needs as well. This finding supports the views of Van Schalkwyk and Marais (2017) asserting that teachers are expected to meet all learners' needs in the mainstream class, including the FASD learner.

Considering the above-mentioned classroom challenges that teachers working with FASD experience, the participants of this study indicated that they would benefit from fewer learners in the mainstream class. This finding supports the views of Köhler (2020) asserting that fewer learners in one classroom is advantageous because it has a beneficial effect on learners' academic performance. The participants also indicated that they would benefit from support personnel, such as class assistants who can focus their attention on FASD learners only. This finding supports the views of Van Schalkwyk and Marais (2017) asserting that it is necessary to extend support by providing support staff to teachers educating young learners with FASD. This finding is also supported by Hess (2020) asserting that teachers can benefit from support personnel who will be able to provide individual attention to learners in need of support, such as FASD learners.

Category 2.2: Parental challenges and related needs

The second category of this theme discussed the challenges that teachers experience from FASD learners' parents, and what support teachers need from FASD learners' parents to teach and support these learners successfully. According to the participants, FASD learners' parents neglect their parental role because they show limited involvement and interest in their FASD child's life. This finding is supported by literature provided by Nel, Tlale, Engelbrecht and Nel (2016) asserting that teachers working with learners who experience learning disabilities often face the challenge of uninvolved parents. Also, according to Van Schalkwyk and Marais (2017), teachers complain that FASD learners often appear to be unkempt, hungry, and tired.

The participants of this study indicated that they do not receive cooperation from FASD learners' parents because parents are reluctant to provide informed consent to conduct a formal diagnosis so that the necessary support services may be put in place. This finding supports the views of Todorow *et al.* (2012) and Urban *et al.* (2015) stating that parents or caregivers do not always provide informed consent to conduct a formal diagnosis.

In view of the above-mentioned parental challenges that teachers working with FASD experience, they indicated their need for parents' involvement in FASD learners' education by attending parent-teacher meetings. Teachers also indicated their need for cooperation from FASD learners' parents, including informed consent to conduct a formal diagnosis. This finding supports the views of Banach and Matejek (2019) indicating that teachers eagerly seek support from parents of FASD-affected learners.

Category 2.3: Departmental challenges and related needs

The third category of this theme discussed the challenges that teachers experience because they had not received any training on FASD during their tertiary education or after. According to the participants, they felt unqualified when working with FASD learners because they struggle to understand these learners and they do not know how to work with them. This finding supports the views of Van Schalkwyk and Marais (2017) stating that teachers feel inexperienced and unqualified when working with

these learners and struggle to cope with the various challenges related to educating these learners because they have not received specialised training in FASD. This finding is also in line with a statement made by Adebisi *et al.* (2019) indicating that teachers who have not received FASD-specific training will struggle to manage the challenges that FASD learners demonstrate.

In view of the above-mentioned challenge, the participants emphasised their need for specialised training in FASD to understand, teach and support these learners. This finding is in line with a statement made by Adebisi *et al.* (2018) asserting that teachers who educate young learners with FASD in South Africa have indicated the need for training. This finding is also supported by Van Schalkwyk and Marais (2017) and Dubois and Mistretta (2019) emphasising that teachers working with FASD learners, have to be provided with specialised training in FASD to teach and support these learners successfully and to remain hopeful in their pursuit.

This category also discussed the challenges that teachers experience relating to the support that they expect to receive from specialists within the DBST to support those learners who need additional support, especially FASD learners. According to the participants, they experience limited support from the DBST. This finding is in line with a study conducted by Nel *et al.* (2016) stating that teachers do not receive the necessary support from the DBST.

The participants explained that they often do not receive adequate support from the DBST because there are not enough specialists within the DBST to ensure that FASD learners receive the necessary support. This finding is supported by Hess (2020) asserting that teachers in South Africa often experience challenges due to the lack of human resources within DBST.

Considering the second mentioned departmental challenge that teachers working with FASD experience, they indicated their need for adequate support from the DBST which includes additional specialists to ensure that FASD learners receive the necessary support. This finding supports the views of Hess (2020) indicating that additional human resources are essential to ensure that all schools receive the necessary support.

4.2.3 Theme 3: The teachers' experiences when working with young FASD learners

According to Jackson (2018), working with FASD learners is extremely challenging and it takes an exceptional teacher with a certain attitude to educate these learners. Therefore, this theme discusses the teachers' negative and positive experiences when working with FASD learners. This theme is a compilation of two categories, i.e., teachers' negative experiences when working with FASD learners and teachers' positive experiences when working with FASD learners.

4.2.3.1 Category 3.1: The teachers' negative experiences when working with FASD learners

Teachers may present a negative attitude towards FASD learners, because they recall a range of negative experiences when educating these learners (Scheepers, 2009; Van Schalkwyk & Marais, 2017). Therefore, the first category of Theme 3 discusses the negative experiences of teachers when working with FASD learners. This category is a compilation of two sub-categories, i.e., teachers feel frustrated and stressed when working with FASD learners, and teachers feel discouraged and tired after working with FASD learners. Table 4.7 lists the sub-categories and their codes relating to the teachers' negative experiences when working with FASD learners.

Table 4.7: An overview of the sub-categories and codes related to category 3.1

Sub-categories	Codes
Teachers feel frustrated and stressed when working with FASD learners	<ul style="list-style-type: none"> • Teacher experiences frustration • Teacher experiences stress
Teachers feel discouraged and tired after working with FASD learners	<ul style="list-style-type: none"> • Teacher feels like giving up • Working with FASD is exhausting

In the following section, the first sub-category of category 1 in Theme 3 discusses the negative experiences of teachers when working with FASD learners.

Sub-category 3.1.1: Teachers feel frustrated and stressed when working with FASD learners

The first sub-category that emerged from the data discusses teachers' experience of frustration and stress when working with FASD learners. Five of the ten participants indicated that they feel frustrated and stressed due to the different challenges related to working with FASD learners. Therefore, the first sub-category is associated with the following two codes identified within the transcribed interviews, i.e., teacher experiences frustration, and teacher experiences stress.

According to some of the participants, working with FASD learners is a frustrating experience. Participant 5 referred to her experience working with FASD learners and asserted that "*you go home feeling a little frustrated [jy gaan huis toe, en jy's bietjie frustreerd]*". Participant 3 asserted that it is frustrating working with a FASD learner "*because you know you've taught this and the next day it's absolutely gone*". In addition to the participants' frustration, Participant 8 indicated that she feels "*anxious [angstig]*" when working with a FASD learner. Participant 2 referred to a classroom fight in which the learners "*grabbed and hit each other [mekaar gegryp en geslaan]*" and explained that this experience caused her to have a "*panic attack*".

Three of the ten participants indicated that they feel stressed when working with FASD learners. According to Participant 2, "*it is very stressful [is baie stresvol]*" to work with a FASD learners. Participant 7 explained that working with a FASD learner is stressful, "*because that child has to go to the next grade [want daai kind moet na 'n volgende graad toe gaan]*", but the learner is not at the academic level "*where he should be [waar hy moet wees nie]*". Participant 5 complained that even though some FASD learners are not ready to advance to the next grade, "*they are forwarded [hulle word aangestuur]*" and then she stresses about "*what will happen to the learner next year [wat gaan volgende jaar met die leerder gebeur]*".

The data showed that some teachers working with FASD learners sometimes have negative experiences when working with FASD learners because they feel frustrated and stressed. The data also indicates that teachers not only experience frustration and

stress, but they feel discouraged and tired as well after working with FASD learners. A discussion on the last-mentioned experiences follows in the next sub-category.

Sub-category 3.1.2: Teachers feel discouraged and tired after working with FASD learners

The second sub-category that emerged from the data discusses teachers' experience of discouragement and feeling tired after working with FASD learners. Seven of the ten participants indicated that they feel discouraged and tired after working with FASD learners because educating them is a challenging experience. The second sub-category is associated with the following two codes identified within the transcribed interviews, i.e., teacher feels like giving up, and working with FASD is exhausting.

Seven of the ten participants indicated that they sometimes feel discouraged when working with FASD learners. Participant 5 explained that “*you get discouraged [jy raak moedeloos]*”. Participant 8 asserted that sometimes she “*just want to throw up your hands and give up because you no longer know what to do [jy wil net jou hande op gooi en net soos opgee want jy weet nie meer wat om te doen nie]*”. According to Participant 2, sometimes she does not even “*feel up to the challenge [nie lus vir die uitdaging nie]*” to work with FASD learners. Participant 1 complained that it sometimes feels like she is “*wasting time when trying to squeeze information into his short working memory [mors tyd wanneer jy probeer om inligting in sy kort aandagspan, kort werkende geheue te druk]*”.

According to five of the ten participants, working with FASD learners not only makes them feel discouraged, but they also feel tired after working with FASD learners. Participant 1 described her experience when working with FASD learners as “*exhausting [uitputtend]*” and asserted that sometimes “*I can no longer handle their behaviour [ek kan nie meer hulle gedrag hanteer nie]*”. Participant 2 indicated that working with a FASD learner “*makes one tired [dit maak mens moeg]*”. Participant 7 explained that “*we get tired, because we are only human [’n mens raak moeg, want ons is net mens]*”.

From the data, it is evident that teachers working with FASD learners feel discouraged and tired after working with FASD learners. The above-named sub-categories discussed teachers' negative experiences when working with FASD learners. The following category and sub-categories discuss teachers' positive experiences when working with FASD learners.

4.2.3.2 Category 3.2: The teachers' positive experiences when working with FASD learners

According to Atkinson (2017), hopeful teachers play an important role in the future of young FASD learners, because according to literature, these learners can live a meaningful life (Moore & Riley, 2015), despite their challenges (Boys *et al.*, 2016). The second category of Theme 3 discusses the positive experiences of teachers when working with FASD learners, together with the influence of a positive attitude on FASD learners' performance.

This category is a compilation of three sub-categories, i.e., teachers try to focus on what FASD learners can do, teachers are hopeful about FASD learners' learning prospects and their future after school, and hopeful teachers set goals that are specific to FASD learners. Table 4.8 lists the sub-categories and their codes relating to the teachers' positive experiences when working with FASD learners.

Table 4.8: An overview of the sub-categories and codes related to category 3.2

Sub-categories	Codes
Teachers try to focus on what FASD learners can do	<ul style="list-style-type: none"> • FASD learners possess a unique profile of strengths • Teachers focus on what FASD learners can do
Teachers are hopeful about FASD learners' learning prospects and their future after school	<ul style="list-style-type: none"> • Teachers are hopeful • Placement of FASD learners in skills- or special needs schools
Hopeful teachers set goals that are specific to FASD learners	<ul style="list-style-type: none"> • Teachers are motivated to support FASD learners • Teachers feel a sense of pride when FASD learners succeed • Teachers set goals that are specific to FASD learners

In the following section, the first sub-category of category 2 in Theme 3 contains a discussion on teachers trying to focus on what FASD learners can do, rather than on what they cannot do.

Sub-category 3.2.1: Teachers try to focus on what FASD learners can do

Throughout the interviews, it became evident that teachers working with FASD learners try to focus on what FASD learners can do, rather than on what they cannot do. Therefore, this sub-category discusses the unique strengths that teachers identify within FASD learners despite their challenges within the classroom setting. This sub-category is associated with the following two codes identified within the transcribed interviews, i.e., FASD learners possess a unique profile of strengths, and teachers focus on what FASD learners can do.

According to the participants, FASD learners possess a unique profile of strengths. Four of the ten participants indicated that FASD learners enjoy listening to stories and

according to Participant 2, FASD learners “*love to look at pictures* [mal daaroor om prentjies te kyk]”. Participant 1 explained that when she reads a story in class and asks questions based on the story “*then they are the children who give the right answers* [dan is hulle die kinders wat die antwoorde reg gee]”.

Three of the ten participants stated that FASD learners are good with working with their hands. According to Participant 2, the FASD learner in her class “*likes to work with his hands* [hou daarvan om met sy hande te werk]”. Participant 1 asserted that “*they are very good at it* [hulle is baie goed daarmee]”. According to Participant 2, “*he is better at cutting than many of the other children in the class* [hy is beter in knip as baie van die ander kinders in die klas]”.

The above-mentioned finding might also explain why some of the participants found that FASD learners enjoy and perform better when working on technological devices. Participant 1 explained that “*this child did very well in his maths because he was working on a computer* [hierdie kind het baie goed gedoen in sy wiskunde omdat hy op ‘n rekenaar gewerk het]”.

In view of the above-mentioned strengths that the participants identified when working with FASD learners, it became evident that teachers try to focus on what FASD learners can do, rather than what they cannot do. According to Snyder (2002), individuals who perceive the positive, live with hope. Therefore, the following sub-category discusses teachers’ hopeful attitude towards FASD learners’ learning prospects and their future after school.

Sub-category 3.2.2: Teachers are hopeful about FASD learners’ learning prospects and their future after school

The second sub-category that emerged from the data discusses teachers’ hopefulness regarding FASD learners’ future pertaining to their learning prospects. Eight of the ten participants indicated that they are hopeful about FASD learners’ learning prospects and their future after school because they believe they will find a purpose in life to fulfil. However, the participants indicated that there are certain conditions that must be met as soon as possible for them to remain hopeful. This sub-

category is associated with the following two codes identified within the transcribed interviews, i.e., teachers are hopeful, and placement of FASD learners in skills- or special needs schools.

The following participants' quotes represents their hopeful attitude when working with FASD learners. According to Participant 5, "*all children can learn* [alle kinders kan leer]". Participant 10 explained that FASD learners "*just need someone who believes in them* [het net iemand nodig wat in hulle glo]". According to Participant 1, "*there is hope if I try* [daar is hoop as ek gaan probeer]".

Four of the participants believe that FASD learners will be in a more advantageous scholastic position when they are placed in skills- or special needs schools, rather than within mainstream schools. Participant 2 asserted that she will remain hopeful about FASD learners' learning prospects and their future after school "*if he is not in a mainstream school* [as hy nie in die mainstream skool is]". Participant 1 asserted that "*FAS children do not belong in a normal mainstream class* [FAS kinders behoort nie in 'n normale hoofstroom klas nie]", because according to Participant 9 "*they are not given the attention they deserve to receive* [daar word nie vir hulle die aandag gegee wat hulle verdien om te ontvang]". Participant 9 asserted that only a "*skills school or special needs school* [vaardigheidskool of 'n spesiale skool]" can provide FASD learners with an educational experience that is appropriate to their needs.

From the data, it is evident that teachers working with FASD learners are hopeful about these learners' learning prospects and their future after school if these learners are placed within skills- or special needs schools where they will be provided with educational opportunities that are suitable to their needs. However, during the interviews, the participants made it clear that in the time that FASD learners attend a mainstream class, they are motivated towards supporting these learners. Therefore, the following sub-category discusses teachers' goal-driven attitude when working with FASD learners.

Sub-category 3.2.3: Hopeful teachers set goals that are specific to FASD learners

According to literature, teachers who are hopeful are more motivated towards setting goals and working towards achieving those goals (Cheavens *et al.*, 2019). Six of the ten participants indicated that they work according to specific goals when working with FASD learners. Therefore, this sub-category discusses teachers' goal-driven attitude when working with FASD learners. This sub-category is associated with the following three codes identified within the transcribed interviews, i.e., teachers are motivated to support FASD learners, teachers feel a sense of pride when FASD learners succeed, and teachers set goals that are specific to FASD learners.

Considering the participants' quotes, it is evident that teachers working with FASD learners are motivated towards supporting these learners. Participant 5 asserted that "*we want them to be able to succeed* [ons wil hê hulle moet sukses kan bereik]". Five of the ten participants indicated that they work according to an individual development plan to teach and support FASD learners. Participant 5 explained that when working with FASD learners, she works according to "*two or three goals per term* [twee of drie doelwitte vir 'n kwartaal]" that are specifically set for each learner.

Four of the ten participants asserted that sometimes a goal simply involves practising how to write his/her own name. Participant 5 explained that "*we have been struggling for six months to teach this learner to write his name and now, he is getting it right* [ons het ses maande gesukkel om vir die leerder sy naam te leer skryf, en nou kry hy dit reg]". Participant 9 asserted that "*it is not great academic progress that they are showing now, but one does see in the end the little things which they could not do and what they can do now* [dis nou nie groot akademiese vordering wat hulle toon nie maar mens sien tog op die einde die klein dingetjies raak wat hulle nie kon doen nie, wat hulle nou kan doen]".

According to the participants, they experience job satisfaction when FASD learners reach their set goals and when they show progress. Participant 1 explained that she feels "*fulfilled* [vervuld]". Participant 4 stated that "*I feel good about what I have achieved with them* [ek voel goed oor dit wat ek bereik het met hulle]". Participant 5 asserted that when FASD learners succeed because of the effort she put in, she feels

as if “*it is still worth it to teach* [die moeite werd om skool te gee]”. Participant 5 further stated that when a FASD learner fails to reach a goal “*we just try again* [dan probeer ons maar net weer]”. This statement proves to be a great example of teachers’ motivated attitude when working with these learners.

The data showed that some teachers working with FASD learners work according to specific goals and are motivated towards enabling FASD learners to reach their goals. In the following section, a summary of Theme 3 is provided and the findings presented in this theme is linked with existing literature.

4.2.3.3: Summary of Theme 3

The categories, sub-categories, and codes related to Theme 3 were discussed in the above sections. This theme is a compilation of two categories, i.e., teachers’ negative experiences when working with FASD learners, and teachers’ positive experiences when working with FASD learners.

To conclude this theme, it is evident that teachers working with FASD learners sometimes feel frustrated, stressed, discouraged, and tired. However, teachers set goals according to what FASD learners can do and strive towards supporting these learners despite their challenging experiences when working with these learners. In the following section, a summary of the first category of Theme 3 is provided and the findings presented in this category are linked with existing literature.

Category 3.1: The teachers’ negative experiences when working with FASD learners

The first category of this theme discussed teachers’ negative experiences when working with FASD learners. The participants indicated that they feel frustrated and stressed due to the different challenges related to working with FASD learners. This finding supports the views of Baes (2020) and Boys *et al.* (2016) asserting that teachers often experience stress and frustration when they are faced with the challenges related to working with FASD learners.

The participants agree with Pei *et al.* (2013) stating that teachers working with FASD learners feel discouraged. The participants explained that it feels as if they do not know what they are doing and that they are unqualified to work with these learners (Van Schalkwyk & Marais, 2017). The participants also indicated that they often do not feel up to the challenge or feel like giving up. This finding supports the views of Baes (2020) asserting that teachers feel helpless when working with FASD learners. This finding is also supported by literature provided by Dybdahl and Ryan (2009) and Pei *et al.* (2013) asserting that teachers feel overwhelmed by the expectations of working with FASD learners and that they feel as if they are continually failing to meet the diverse and unique needs of these learners.

According to the participants, working with FASD learners is an exhausting experience and therefore they go home feeling tired. This finding supports the views of Van Schalkwyk and Marais (2017) stating that teachers working with FASD learners are very tired at the end of the school day.

Category 3.2: The teachers' positive experiences when working with FASD learners

The second category of this theme discussed teachers' positive experiences when working with FASD learners. According to the participants, FASD learners possess a unique profile of strengths and therefore they try to focus on what FASD learners can do, rather than on what they cannot do. This finding supports the views of Flannigan *et al.* (2017) asserting that teachers should focus on what FASD learners can do, rather than what they cannot do.

Since teachers perceive the positive, they are described as hopeful teachers (Snyder, 2002). The participants indicated that they are hopeful about FASD learners' learning prospects and their future after school. This finding is contrary to the views of Duquette and Orders (2013) stating that teachers believe that the probable future for FASD-affected learners seems unpromising. The participants explained that they are hopeful because they believe that these learners will find a purpose in life to fulfil. This finding is in line with literature provided by Moore and Riley (2015) and Boys *et al.* (2016) asserting that these learners can live a meaningful life, despite their challenges.

Seeing that teachers asserted that their hopeful attitude is determined by whether FASD learners receive appropriate support, it can be argued that their hope is conditional. The last-mentioned statement can be regarded as a new finding, since there is no existing literature that aligns with this finding.

From the data it is evident that hopeful teachers are more willing to help and set goals within reach for FASD learners (Frohlich, 2017). The participants indicated that they work according to specific goals when working with FASD learners and are motivated towards enabling FASD learners to reach their goals. This finding supports the views of Cheavens *et al.* (2019) describing hopeful teachers as teachers who are goal-driven.

4.3 LINKING THE FINDINGS TO THE THEORETICAL FRAMEWORK

As mentioned in Section 2.7 in Chapter 2, Snyder's Hope Theory was selected as the theoretical framework wherefrom I viewed and remained focused on the problem and vision of the study (Grant & Osanloo, 2014). This study aimed to investigate and gain an in-depth understanding of teachers' lived experience when educating young learners with FASD. I sought to determine whether they are hopeful about FASD learners' learning prospects and their future after school, and what they require to identify, teach, and support these learners successfully. For the purpose of this study, it could be argued that the findings presented in this chapter link to Snyder's Hope Theory.

Taking into account the research findings and interpretations from this chapter, it is evident that teachers experience various challenges when working with FASD learners. To give an example, this chapter describes teachers' challenges within the classroom setting as well as outside of the classroom setting. The participants explained that working with FASD learners is challenging within the classroom setting due to their behavioural and academic challenges (refer to Theme 1). Furthermore, the participants explained that working with a FASD learner in a large mainstream class is even more challenging (refer to Theme 2). The participants explained that they experience challenges outside of the classroom setting because they receive limited

involvement, cooperation and support from FASD learners' parents and also the DBST (refer to Theme 2).

In addition to the presentation of teachers' challenges when working with FASD learners, their experiences when working with these learners were also presented and interpreted. The data showed that teachers present with both negative and positive experiences when working with FASD learners. To give an example of teachers' negative experiences, the participants explained that they feel frustrated, stressed, discouraged and tired when or after working with FASD learners. Considering the teachers' positive experiences, the participants explained that they try to focus on what FASD learners can do, rather than on what they cannot do. The participants described their hopeful attitude regarding FASD learners' learning prospects and their future after school. In support of Snyder's Hope Theory, the participants described that they are motivated to support FASD learners, hence, they set goals that are specific to FASD learners. This finding links with Hope Theory, and supports the views of Frohlich (2017), asserting that hopeful teachers are more willing to help and set goals within reach for FASD learners.

An important finding from this chapter relates to the participants' motivated and hopeful attitude towards FASD learners. From the research findings it is evident that teachers are not only frustrated, stressed, discouraged, and tired when working with FASD learners, but they are also motivated and hopeful. The participants indicated that they are hopeful about FASD learners' learning prospects and their future after school, because they believe FASD learners will find a purpose in life to fulfil. Also, the research findings show that teachers are motivated to support FASD learners, because they experience job satisfaction when FASD learners reach their set goals and when they show progress. This finding relates to Snyder's Hope Theory, because according to Pleeging *et al.* (2021), hope brings about enhanced experiences of subjective well-being when our goals are met.

However, the participants explained that their hopeful attitude is determined by whether FASD learners receive appropriate support. Therefore, it can be argued that their hope is conditional. The participants emphasised the important role that the DBST play in collaboration with the FASD learners' teachers to ensure that these

learners receive the necessary support. According to the participants, they need the security that the DBST will ensure that they include enough specialists within their team to ensure that FASD learners receive the support that only these specialists can provide.

The above sections link with Hope Theory when considering the reciprocative goal-directed components that are necessary to ensure successful goal attainment (Snyder 2002). According to Chang *et al.* (2018), when teachers have a set goal specific to each FASD learner, pathways are described as the teachers' action plans and agency is described as the teachers' motivation to use those pathways to meet the set goals. In the present case, action plans refer to the teachers' individual development plan and their preparedness to make use of additional support services from the DBST when their individual development plan is insufficient. Also, agency refers to the teachers' motivated attitude to support FASD learners.

The research findings show that teachers are motivated to use suitable pathways to meet the goals they set for FASD learners. The participants referred to the support they need from various specialists within the DBST, including health professionals (i.e., psychologists, speech therapists, occupational therapists, and other therapists), and social workers (DoBE, 2014). However, the participants complained that they receive limited support from the DBST and as a result they struggle to support these learners. The last-mentioned statement relates to teachers' feelings of stress and discouragement when working with FASD learners, because they feel that they are failing to meet the needs of these learners (Pei *et al.*, 2013).

The above-mentioned findings link with Hope Theory because Snyder (2002:254) explains that as teachers activate their thoughts on agency and pathways to pursue a goal, they may experience positive or negative "emotional reactions". These emotional reactions influence teachers' goal-directed thinking (Snyder, 2002:255), which explains why teachers who only focus on the weaknesses and challenges of FASD learners will present as being less-hopeful than teachers who try to focus on what FASD learners can do and how they can support these learners.

To conclude this section, I argue that the themes presented in this chapter link to Snyder's Hope Theory. In Section 2.7.1 of Chapter 2, hope was described as a goal-oriented commitment to action to meet an expectation (Scioli *et al.*, 2011). Therefore, teachers who are hopeful will continue working towards the goals they set for their FASD learners and act to the best of their ability to successfully teach and support FASD learners.

4.4 CHAPTER SUMMARY

In Chapter 4 I presented the research findings and interpretations thereof. The first theme of this chapter described the challenges of FASD learners within a classroom setting. The second theme presented in this chapter, described the challenges of teachers working with FASD learners. This theme included the classroom challenges, parental challenges, and departmental challenges that teachers experience. Furthermore, the second theme presented teachers' related needs to successfully teach and support FASD learners. The third theme described teachers' negative and positive experiences when working with FASD learners. I concluded Chapter 4 by linking the presented themes to the selected theoretical framework, i.e., Hope Theory.

In Chapter 5 I will present a summary, conclusions and recommendations of the study.

CHAPTER 5: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter 4 I analysed and interpreted the findings of this study in line with the research questions, relevant literature consulted, and Snyder's Hope Theory. The purpose of this chapter (Chapter 5) is to provide a summary and link the key literature findings (Chapter 2) and the empirical research findings of this study (Chapter 4). Thereafter, research conclusions are drawn by answering the secondary research questions, followed by providing answers on the main research question. With reference to the findings of the study, recommendations are made for future research. I also include a discussion on the limitations and strengths of this study.

5.2 SUMMARY OF LITERATURE AND EMPIRICAL RESEARCH FINDINGS

Provided in this section is a summary of the key literature reviewed for this study followed by a summary of the empirical research findings.

5.2.1 Summary of key literature consulted

The literature explains that the socio-economic status of rural communities in the Western Cape province is low (Du Plessis & Van Der Berg, 2013; Clarke, 2012) due to unemployment (Webb, 2017), low levels of education (Lubbe, Van Walbeek & Vellios, 2017), and a high poverty rate (Makale, 2015). Therefore, it is established that communities in the Western Cape province experience elevated stress which often leads to substance abuse of which alcohol misuse is particularly high (Peltzer & Ramlagan, 2009; Gossage *et al.*, 2014; Urban, 2017). High levels of alcohol misuse are a major contributor to the high prevalence rate of FASD in South Africa (Olivier *et al.*, 2016). FASD is more prevalent among children and youth in the general population of South Africa than any other country globally (Lange *et al.*, 2017), especially among communities in the Western Cape province (Adebiyi *et al.*, 2019b), affecting 196–276 per 1000 Grade 1 children (May *et al.*, 2017).

The young learners affected by FASD experience a myriad of challenges within the classroom setting due to their disabilities (Brown *et al.*, 2018). For example, FASD can affect learners' behaviour, social skills, emotional and cognitive functioning (Boys *et al.*, 2016), as well as communication and motor skills (Brown *et al.*, 2018). The young learners affected by FASD also experience challenges outside of the classroom setting due to their disadvantaged home circumstances (Paley & O'Connor, 2011). FASD learners often seem unkempt, hungry, and tired at school because of lack of care in their home environment (Van Schalkwyk & Marais, 2017).

Throughout the literature, it became evident that FASD is a condition that not only negatively affects the learner, but also the teacher. I consulted various literature studies to determine what challenges teachers experience when working with FASD learners. Firstly, working with FASD learners is difficult because teachers lack professional knowledge (Van Schalkwyk & Marais, 2017), training (Adebiyi *et al.*, 2018), and support (Burger, 2015). Secondly, teachers find it even more challenging to work with FASD learners within an inclusive mainstream classroom setting, because they are expected to meet the needs of a large group of learners with diverse needs all in one classroom (Van Schalkwyk & Marais, 2017). Thirdly, teachers struggle to support FASD learners without the involvement or support of these learners' parents/caregivers (Adebiyi *et al.*, 2019).

As a result of the challenges that teachers experience, they sometimes have negative experiences when working with FASD learners. Teachers sometimes experience stress (Baes, 2020) and frustration (Boys *et al.*, 2016) when working with FASD learners and can often express anger towards the learner (reference). Furthermore, when teachers are faced with the challenges related to FASD, they experience discouragement (Pei *et al.*, 2013), helplessness (Baes, 2020), and hopelessness (Atkinson, 2012). However, teachers try to remain positive, despite the challenges, when working with FASD learners. Teachers do not only demonstrate negative experiences, but also positive experiences when working with FASD learners. Many teachers try to treat FASD learners with compassion and understanding (Van Schalkwyk & Marais, 2017) and try to focus on what these learners can do, rather on what they cannot do (Flannigan *et al.*, 2017).

Charles Richard Snyder's Hope Theory served as the underpinning guide for this study. In 1987 Snyder set about to understand the reason behind people who live with hope and try to focus on the positive as opposed to people who live without hope and tend to focus on the negative (Snyder, 2002). As discussed in Section 2.7, I adopted Hope Theory as a theoretical framework to remain focused on the problem and the vision of the study (Grant & Osanloo, 2014). According to Hope Theory (Snyder *et al.*, 2003), an individual's hope reflects their belief in their competence to formulate goals, establish a plan of action to achieve those goals (pathways), and subsequently to remain motivated to carry out the plan of action (agency) to meet the desired goals (Snyder *et al.*, 2003). Hope Theory is best suited for this study, because the components in Hope Theory, i.e., goals, agency, and pathways, serve as a guide in understanding teachers' hopeful thinking towards FASD learners and how they go about to remain committed to support FASD learners.

5.2.2 A short overview of the empirical research findings of this study

This study included three FP teachers and seven LS teachers working with young FASD learners at private and/or government primary schools, specifically in the Western Cape province. By means of a comprehensive literature review and semi-structured individual interviews, I collected sufficient data to gain an in-depth understanding of the lived experience of teachers working with FASD learners.

The aim of this study was to determine whether FP and LS teachers are hopeful about FASD learners' learning prospects and their future after school, and what they require to identify, teach, and support these learners successfully. A number of findings were made by following an inductive thematic analysis approach for the purpose of analysis and interpretation.

The first theme of findings that emerged from the data is related to the challenges that FASD learners experience within the classroom setting due to their disabilities. The participants of the study indicated that FASD learners experience behavioural challenges in the classroom, such as aggressive, disruptive, and poor social behaviour (see Section 4.2.1.1). The participants also indicated that FASD learners experience

academic challenges within the classroom setting because these learners struggle to read and write and experience concentration difficulties (see Section 4.2.1.2).

The second theme of findings that emerged from the data is related to the challenges that teachers experience and their related needs when working with FASD learners. From the data it became evident that teachers experience challenges and have related needs within and outside of the classroom setting. With reference to the teachers' classroom challenges, they indicated that they struggle to balance diverse learning needs in a class with too many learners, including FASD learners. Therefore, the participants indicated their need for fewer learners in a class, and support personnel to work with FASD learners (see Section 4.2.2.1).

The participants indicated that they experience parental challenges and departmental challenges outside of the classroom setting. With reference to the teachers' parental challenges, the participants indicated that FASD learners' parents show limited scholastic involvement and they do not consistently receive the necessary cooperation from these learners' parents. The participants emphasised the importance of a well-constructed parent-teacher relationship to successfully teach and support FASD learners (see Section 4.2.2.2).

With reference to the teachers' departmental challenges, the participants indicated that they lack specialised training in FASD. Only one of the ten participants indicated that she had received specialised training in FASD, but only because she completed her postgraduate studies in this field of specialisation. The participants emphasised the importance of receiving specialised training in FASD to effectively identify, teach and support FASD learners (see Section 4.2.2.3). Furthermore, the participants indicated that they receive limited support from the DBST because there are not enough specialists within the DBST to provide adequate support to FASD learners from all schools within each district. The participants indicated that they need adequate support from the DBST, which includes enough specialists, such as health professionals (i.e., psychologists, speech therapists, occupational therapists, and other therapists), and social workers (DoBE, 2014) to ensure that FASD learners receive the necessary support (see Section 4.2.2.3).

The final theme of findings that emerged from the data is related to teachers' experiences when working with FASD learners. From the data it became evident that teachers have both negative and positive experiences when working with FASD learners. With reference to the teachers' negative experiences, the participants indicated that they feel frustrated, stressed, discouraged and tired when or after working with FASD learners (see Section 4.2.3.1). However, teachers also have positive experiences when working FASD learners. The participants indicated that they try to focus on what FASD learners can do, despite their challenges. The participants also indicated that they are hopeful about FASD learners' learning prospects and their future after school. Atkinson (2017) asserts that hopeful teachers play an important role in the future of young FASD learners, which supports the data because it became evident that hopeful teachers set goals that are specific to FASD learners and are motivated towards supporting these learners (see Section 4.2.3.2). It is important to emphasise that the findings cannot be generalised and are limited to the participants of this study.

5.3 RESEARCH CONCLUSIONS

In the following subsections, I will answer the research questions as stated in Section 1.5 to draw final conclusions to this study. I will first answer the secondary research questions as they add to the answers of the primary research question.

5.3.1 Secondary research question 1:

How is hope framed by teachers educating FASD learners?

One of the aims of this study was to determine whether teachers working with FASD learners are hopeful about their learning prospects and their future after school. As mentioned in Section 5.2.1, Hope Theory served as an underpinning guide in answering the secondary research question.

Considering the empirical research findings as discussed in Chapter 4, it is evident that teachers working with FASD learners are hopeful about FASD learners' learning

prospects and their future after school. The data showed that teachers working with FASD learners try to focus on what these learners can do rather than on what they cannot do. This finding conforms to Hope Theory, because the theory explains that individuals who perceive the positive, live with hope (Snyder, 2002). The data also indicated that hopeful teachers are more motivated to support FASD learners and set goals that are within reach of these learners. The participants agreed that setting specific goals is important in assisting these learners to be successful.

Hope Theory further explains that hopeful teachers are devoted towards setting goals for FASD learners and creating more than one realistic pathway to meet the set goals. To give an example of a teacher's motivated attitude when working with FASD learners, Participant 5 explained that when a FASD learner fails to reach a set goal, "we just try again". This example gives a clear indication that teachers are determined and focused on supporting these learners and prepared to remain hopeful. In this study it was clear that hopeful teacher attitudes assisted learners in achieving realistic and attainable goals.

I can conclude that hope is framed by teachers educating young FASD learners by remaining positive and motivated to support these learners to the best of their abilities. However, the data revealed that teachers' hope towards FASD learners learning prospects and their future after school is also, to some extent, conditional. The teachers' hopeful attitude is determined by whether FASD learners receive appropriate support, such as support from additional specialists, including health professionals and social workers. In conclusion, teachers working with FASD learners are positive and hopeful and therefore focused on setting achievable and attainable goals for these learners because they desire success for them. However, teachers also realise that FASD learners are in need of additional support and care to progress.

The following section emphasises how important it is that teachers receive specialised support to be able to provide FASD learners with the necessary support within and outside of the classroom setting. The following section also discusses what support teachers would like to receive regarding the education of these learners.

5.3.2 Secondary research question 2:

What support would the teachers like to receive regarding the education of FASD learners?

Considering the extensive literature review as researched in Chapter 2 and the empirical research findings discussed in Chapter 4, it is clear that teachers working with FASD learners have several support needs that have to be fulfilled in order for them to successfully teach and support these learners. Considering the data, I established that teachers' support needs are as follows:

- **Support from FASD learners' parents:** Teachers working with FASD learners indicated their need for involvement and cooperation from these learners' parents. The teachers indicated that parents should become more involved in their child's education by attending parent-teacher meetings and practising supportive strategies at home (e.g., keeping to a daily routine). Furthermore, the teachers indicated that parents should be more cooperative by providing informed consent for them to refer the learner to receive a formal diagnosis from specialists. Receiving a formal diagnosis could inform teachers and parents about the extent to which the learner is affected and could assist teachers and parents in making an informed decision whether the learner should join a learning support group in a mainstream school to receive additional guidance and intervention.
- **Support from the DBST:** Teachers working with FASD learners emphasised the importance of receiving specialised training in FASD to understand, teach and support these learners within an inclusive mainstream classroom setting to the best of their abilities. Furthermore, teachers also emphasised the importance of receiving support from the DBST when working with FASD learners. Teachers explained that they expect that the DBST should ensure that there are enough specialists within their team to provide adequate support to FASD learners from all schools within each district.
- **Support from the WCED:** Teachers working with FASD learners indicated that they would benefit from support personnel, such as class assistants, who will be

able to provide individual attention to FASD learners in need of additional support. Furthermore, teachers also emphasised the importance of fewer learners in a mainstream classroom since it has a beneficial effect on learners' academic performance.

The following section answers the main research question, therefore, delineating the lived experience of teachers educating young learners with FASD.

5.3.3 Main research question:

What is the lived experience of teachers educating young learners with FASD?

I considered the challenges, experiences and attitudes of each participant who participated in this study to answer this question. The data indicated that educating young FASD learners is a challenging experience for most teachers due to challenges within and outside of the classroom setting. From the data it became evident that teachers working with FASD learners experience challenges within the classroom setting due to FASD learners' academic and behavioural challenges, large class sizes and diverse learning needs, including FASD learners' specific needs (such as individual attention from the teacher and additional support from specialists). Challenging experiences outside of the classroom setting were the limited involvement and cooperation from FASD learners' parents and limited support from the WCED, including the DBST.

Teachers recall a range of negative experiences, such as frustration, stress, discouragement, and tiredness when faced with the above-mentioned challenges related to working with FASD learners. From the data it became evident that teachers often feel like giving up, because they feel unqualified to deal with the challenges of educating FASD learners. Furthermore, the data also showed that teachers who are not trained to work with FASD learners are overwhelmed by the expectations of working with these learners and they feel that they are failing to include FASD learners within an inclusive mainstream classroom setting.

Despite the above-mentioned challenges that teachers experience when working with FASD learners, they recall some positive experiences as well. The data showed that teachers working with FASD learners endeavour to focus on the learner's strengths, rather on their limitations. Furthermore, teachers are hopeful about FASD learners' learning prospects and their future after school because they believe these learners can live a meaningful life when they receive the necessary support from their teachers and additional specialists, such as health professionals (i.e., psychologists, speech therapists, occupational therapists, and other therapists), and social workers that work within the DBST.

From the empirical data it became clear that it takes an exceptional teacher with a certain attitude to educate FASD learners. The data indicated that hopeful teachers are motivated to support FASD learners and desire success for them, hence, they set goals that are specific and attainable to them. In relation to the selected theoretical framework, i.e., Hope Theory, the empirical data proved that the agency component (a teacher's motivation) and the pathways component (a teacher's support structures) within Hope Theory, are indispensable goal-directed components to successful goal attainment (supporting a FASD learner to the best of their ability). The empirical data showed that the pathways component, i.e., teachers' support structures, is not yet in place because they expect FASD learners' parents and the WCED to be more involved and supportive of FASD learners and their teachers. Therefore, an important research finding is that teachers' motivated and hopeful attitude is conditional. By way of explanation, teachers' motivated attitude towards supporting FASD learners is determined by whether they and their FASD learners receive the necessary support. Teachers seek training and support from the WCED, including the DBST and tertiary education institutions, and their learners need individual support and support from additional specialists, including health professionals and social workers.

In the following section, recommendations are provided for the strengthening of support to FASD learners and their teachers.

5.4 RECOMMENDATIONS

In this section, recommendations are made in relation to the findings of this study. The following recommendations are directed at teachers, parents, support teams, the WCED, and future researchers in this field of study.

5.4.1 Recommendations for teachers

The following recommendations are made for teachers working with FASD learners:

Recommendation 1

The participants indicated that they try to focus on what FASD learners can do, rather on what they cannot do, because they believe these learners possess unique strengths, talents and gifts. From the data it became evident that hopeful teachers have a positive influence on the FASD learners' academic performance because hopeful teachers are motivated to support these learners and set goals that these learners can work towards. Atkinson (2017) asserts that hopeful teachers play an important role in the future of young FASD learners. Therefore, it is recommended that teachers are trained in the philosophy of Hope Theory. Training should include setting realistic goals, celebrating individual strengths, and nurturing and sustaining hope.

Recommendation 2

The participants indicated that they experience limited scholastic involvement and cooperation from FASD learners' parents because parents do not attend parent-teacher meetings and they are reluctant to give informed consent. The involvement and cooperation of FASD learners' parents is important for teachers to successfully teach and support these learners. Therefore, it is recommended that teachers should organise parent-teaching meetings that are convenient to the parents as some parents could be working multiple jobs and have limited time available. It is also recommended that teachers should keep parents informed of the available support structures that

can be put in place to support their child when given permission to conduct a formal diagnosis.

Recommendation 3

According to the SIAS policy, the teacher is expected to know their learners, including FASD learners (DoBE, 2014). Therefore, it is recommended that teachers should regard their experiences with FASD learners as valuable learning opportunities. Teachers should identify what they do not know and what they need to know to successfully teach and support FASD learners. It is further recommended that teachers working with FASD learners should educate themselves on FASD and partake in seminars focusing on FASD.

Teachers could refer to the SAOU website as regular online workshops are presented. The FARR is regarded as the leading non-governmental organisation in South Africa in the fight against FASD. The FARR owns a Training Academy that provides education and training to community members, parents, and teachers on request.

5.4.2 Recommendations for DBST and tertiary education institutions

The following recommendations are made for DBST and tertiary education institutions in the Western Cape province:

Recommendation 4

Teachers who work with FASD learners have to be provided with specialised training in FASD to teach and support these learners successfully (Van Schalkwyk & Marias, 2017) and to remain hopeful in their pursuit (Dubois & Mistretta, 2019). The SIAS policy (DoBE, 2014) indicates that the DBST are responsible for providing specialised training to ensure that inclusive education is implemented successfully. Therefore, it is recommended that teachers who work with FASD learners have to be provided with specialised training in FASD to understand, teach and support these learners within an inclusive mainstream classroom setting.

It is further recommended that specialised training in FASD should incorporate the following:

- **Theory-based training manual:** Teachers working with FASD learners could benefit from a theory-based training manual that includes a list of the characteristics of FASD and the comorbidities in FASD. This knowledge could enable teachers to successfully identify learners with FASD. The theory-based training manual should also include a description of the diagnostic criteria related to the four different FASD diagnoses. Even though a FASD diagnosis can only be assigned by a multi-disciplinary team of trained specialists, it is essential that teachers understand the diagnostic criteria to understand the extent to which a FASD learner can be affected by this condition.
- **Skills-based training course:** Teacher working with FASD learners could benefit from a skills-based training course whereby teachers are provided with practical demonstrations of classroom management strategies to help teachers manage FASD learners' behaviour. Skills-based training courses should also include practical demonstrations of teaching strategies that teachers can implement to accommodate all learners, including FASD learners.

Recommendation 5

The participants indicated that they experience limited support from their DBST because there are not enough specialists, such as health professionals (i.e., psychologists, speech therapists, occupational therapists, and other therapists), and social workers (DoBE, 2014) within the DBST. As a result, the DBST cannot reach all schools within their designated district. Adequate support structures at district level (DBST) are essential to ensure that FASD learners and their teachers receive the necessary support. Therefore, it is recommended that the managing stakeholders of the DBST in each district of the Western Cape should ensure that there are enough specialists within their DBST to provide adequate support to FASD learners from all schools within each district.

5.4.3 Recommendations for the WCED

The following recommendations are made for the WCED:

Recommendation 6

The participants indicated that FASD learners are neglected within an inclusive mainstream classroom setting because they need individual attention which teachers struggle to provide. Individual support for FASD learners is crucial to ensure that they receive the necessary attention and support to function within an inclusive mainstream classroom setting. Therefore, it is recommended that the WCED should assist in the provision of class assistants to support the teacher by providing individual attention to a FASD learner in an inclusive mainstream classroom setting.

5.4.4 Recommendations for further research

The following recommendations are made for further research:

Recommendation 7

The findings of this research study provide valuable insight into the lived experience of teachers educating young learners with FASD. However, this study only included participants working with FASD learners at schools situated within the Western Cape province. Future research can be directed at a larger group of teachers working with FASD learners at schools in the Western Cape. Future research can also include groups of teachers working with FASD learners at schools in other provinces of South Africa, such as the Northern Cape, Eastern Cape, and Gauteng.

Recommendation 8

The participants of this study indicated that they do not know how to successfully teach and support FASD learners to reach their full potential. The empirical data indicated that these learners enjoy listening to stories and working with their hands, and they perform better when working on technological devices. Therefore, I recommend

that future research could focus on FASD-specific teaching strategies or programmes that could assist teachers to teach and support FASD learners within the inclusive mainstream setting.

Recommendation 9

I recommend that future research could follow a strength-based perspective by focusing on the strengths of FASD learners, rather than their deficits and the challenges.

In the following sections I discuss the limitations of this study.

5.5 LIMITATIONS OF THIS STUDY

In this section a discussion on the limitations of this study is presented. The first limitation is related to the transferability of this study. Even though the aim was not to produce generalisable findings, a bigger sample size including more teachers from schools in different districts could possibly promote the transferability of the research findings. However, I am confident that enough data was obtained during the semi-structured individual interviews to gain an in-depth understanding of the research phenomenon, which can be built on in future research.

The second limitation is related to individual differences among the participants of this study, such as teaching position (FP or LS teacher), years of teaching experience with FASD learners, and the school environment (urban or rural). It could be argued that not all teachers working with FASD learners have the same experiences. The latter was addressed by including FP and LS teachers who either had little or extensive experience working with FASD learners in urban and rural school environments across the Western Cape province.

The third limitation is related to the language in which the interviews were conducted. Nine of the ten participants indicated that they would prefer to answer the interview questions in their home language, which is Afrikaans. Therefore, I had to translate the

participants' answers from Afrikaans to English to provide a meaningful written description when presenting the research findings. It is probable that some of the translations might have influenced the data. The last-mentioned limitation was addressed by working in close partnership with my supervisor and co-supervisor to ensure that I submit the data as accurately as possible (Nieuwenhuis, 2019c). I also utilised member checking to verify the accuracy of the data.

Another limitation is that I did not follow a strength-based approach throughout this research study. The strength-based approach focuses on FASD learners strengths and potential, and not as much on the challenges that they experience and their special needs.

In the following section, I provide concluding remarks in relation to this study.

5.6 CONCLUDING REMARKS

The purpose of this phenomenological research study was to investigate the lived experience of teachers educating young learners with FASD. By means of a comprehensive literature review, I was able to identify aspects that play an important role in the lived experience when working with FASD learners. Through conducting semi-structured individual interviews with 10 participants from various research sites (i.e., several neighbourhoods and small towns in the Western Cape province), I was able to gain an in-depth understanding of their lived experience when educating young learners with FASD.

Participation in this research study presented the participants with an opportunity to consider and share their experiences with young FASD learners. Thereby, the participants could identify the challenges they experience when working with these learners and indicate what type of support they need to successfully teach and support these learners.

The findings of this study were primarily consistent with the findings presented within the literature review, except for the new finding that teachers are hopeful. However, their hope is conditional to whether they and their FASD learners receive the

necessary support. The empirical section of this study revealed that teachers working with FASD learners experience challenges within the classroom setting (i.e., challenges due to FASD learners' disabilities), and outside of the classroom setting (i.e., challenges due to limited involvement and cooperation from FASD learners' parents, and limited support from the WCED, including the DBST). I conclude that it is essential that teachers working with FASD learners receive cooperation and support from FASD learners' parents, the DBST, and the WCED to successfully teach and support these learners within an inclusive mainstream classroom and learning support setting.

In conclusion, working with FASD learners is a challenging experience, yet most teachers are motivated to support FASD learners because they desire success for these learners. Despite the challenges that hinder FASD learners from reaching their full potential, teachers are hopeful about FASD learners' learning prospects and their future after school because they believe these learners can live meaningful lives when provided with specialised support and their teachers believe in them.

I conclude this research with the words of Desmond Tutu, stating that "Hope is being able to see that there is light despite all of the darkness."

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ADDENDUM A

PRINCIPAL LETTER OF CONSENT

1 September 2020

Dear Principal

RE: REQUEST FOR PERMISSION TO DO RESEARCH AT YOUR SCHOOL

My name is Claudia Tredoux and I am a registered Master of Education student in the Department of Humanities Education at the University of Pretoria. To complete my M.Ed. (General), I am expected to conduct research and submit a dissertation by the end of July 2021.

I hereby would like to request permission to conduct research at your primary school. The title of my study is: **The lived experience of teachers educating young learners with foetal alcohol spectrum disorder**. This investigation will apply to Foundation Phase teachers or learning support teachers who educate young learners with foetal alcohol spectrum disorder (FASD). I have already obtained the necessary ethical clearance from the University of Pretoria's Ethics Committee (EDU144/20) as well as from the Western Cape Education Department. Copies of the ethical clearance letter from the Ethics Committee at the University of Pretoria as well as the clearance letter from the Western Cape Education Department are attached to this letter.

With this study, I aim to explore whether teachers are coping with the complexities that learners with FASD present within the classroom setting. I further aim to explore the impact of this condition on teachers who educate such learners. An investigation into teachers' lived experience when educating learners with FASD is all-important and pertains to teachers' future teaching endeavours in this field of specialisation.

For the purpose of this investigation, I will use open-ended interviews, audio recordings, field notes, and a researcher reflective journal. The purpose of the open-ended interviews is to determine the meaning of teachers' lived experience regarding educating learners with FASD. I will make use of open-ended questions during the

interviews. Only my supervisors and I will have access to the data obtained from these interviews. If permission is granted to conduct this research, I anticipate conducting an interview that will not take more than one hour (approximately 60 minutes) after school hours on a day and time that best suit the participant. The interview will take place in their classroom or at a venue where they feel most comfortable. I will ensure that the interview will not interfere with teaching time in any manner.

Participation in this study is voluntary. Choosing not to take part in the study will not disadvantage the participants' positions in the working environment in any manner. The participants are free to withdraw from the study at any point or may choose not to answer questions that they are not comfortable with during the interview. I do not foresee that they will experience any harm or risk as a result of participating in the study. Confidentiality and anonymity of both the school and participants will be guaranteed. Pseudonyms will be used and recordings will be transcribed in a private setting or with the use of headphones. No real names will be included in the transcriptions or report. I will not reveal personal information when reporting on the findings. All gathered data will be stored securely on a password-protected computer and will only be accessed by myself. I will entrust the raw data to my supervisors.

You are most welcome to contact me, my supervisor, Dr Annelize du Plessis-de Beer, or my co-supervisor, Mrs Joyce West, if you require more information about the research study. The contact details are supplied below.

Supervisor: Dr Annelize du Plessis-de Beer

082 828 0919

annelize.duplessis@up.ac.za

Co-supervisor: Mrs Joyce West

076 556 7604

joyce.west@up.ac.za

Researcher: Ms Claudia Tredoux

079 879 2542

claudia.tredoux@gmail.com

Should you choose to participate in the study, please sign the consent form (see next page). Once signed, please return the form to me via email at claudia.tredoux@gmail.com.

Your favourable consideration is highly valued.

Sincerely



Miss Claudia Tredoux

079 879 2542

Consent to participate in a research study

I, _____, school principal at (*name of school*), hereby grant permission for Miss Claudia Tredoux to conduct open-ended interviews with teachers who are employed at my school and who educate learners with FASD. I am aware of the fact that participation is voluntary and that the school can withdraw at any point in time during the research study.

I further grant permission that the researcher may use data generated by the teachers employed at my school, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include doing secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

I understand that the researcher will act in agreement with the following principles:

- *Voluntary participation*, implying that the participants may withdraw from the research at any time.
- *Informed consent*, implying that research participants must at all times be fully informed about the research process and purposes, and must give consent to their participation in the research.
- *Safety in participation*, meaning that the participants will not be placed at risk or harm of any kind and that their human dignity will be protected at all times.
- *Privacy*, meaning that the confidentiality and anonymity of the participants will be protected at all times. No personal information will be disclosed when reporting on the findings.
- *Trust*, implying that research will be conducted in a manner that is in the best interests of the participants.

Signed _____ on _____ 2020 at _____

ADDENDUM B

TEACHER LETTER OF CONSENT

1 September 2020

Dear Participant,

My name is Claudia Tredoux and I am a registered Master of Education student in the Department of Humanities Education at the University of Pretoria. To complete my M.Ed. (General), I am expected to conduct research and submit a dissertation by the end of July 2021. The title of my study is: **The lived experience of teachers educating young learners with foetal alcohol spectrum disorder**. With this study, I aim to explore whether teachers who are educating young learners with foetal alcohol spectrum disorder (FASD) are coping with the complexities that these learners present within the classroom setting.

Your principal suggested that you meet the predetermined selection criteria regarding this research study and has given me permission to approach you. The criteria are as follows: a qualified Foundation Phase teacher or learning support teacher who educates young learners with FASD; who is employed at a private or government primary school in the Cape Winelands District Municipality located in the Western Cape province; and who has a minimum of three years of teaching experience educating young learners with FASD.

It will be greatly appreciated if you would consider participating in the mentioned research study. I have already obtained the necessary ethical clearance from the University of Pretoria's Ethics Committee (EDU144/20) as well as permission from the principal of the school. Copies of the following are attached to this letter: ethical clearance letter from the Ethics Committee at the University of Pretoria; permission letter from the Western Cape Education Department; and your principal's signed consent form.

For the purpose of this investigation, I will use open-ended interviews, audio recordings, field notes, and a researcher reflective journal. Should you provide consent, I anticipate conducting an interview that will not take more than one hour (approximately 60 minutes) after school hours on a day and time that best suit you.

The interview will take place in your classroom or at a venue where you feel most comfortable. I will ensure that the interview will not interfere with teaching time in any manner. The purpose is to determine the meaning of your lived experience regarding educating learners with FASD. I will make use of open-ended questions during the interview. The interview will be audio-recorded and transcribed for the purpose of analysis. Take note that only my supervisors and I will have access to the data obtained from these interviews.

Participation in this study is voluntary. Choosing not to take part in the study will not disadvantage your position in the working environment in any manner. You are free to withdraw from the study at any point or you may choose not to answer questions that you are not comfortable with during the interview. I do not foresee that you will experience any harm or risk as a result of participating in the study. Confidentiality and anonymity of both the school and participants will be guaranteed. Pseudonyms will be used and recordings will be transcribed in a private setting or with the use of headphones. No real names will be included in the transcriptions or report. I will not reveal personal information when reporting on the findings. All gathered data will be stored securely on a password-protected computer and will only be accessed by myself. I will entrust the raw data to my supervisors.

You are most welcome to contact me, my supervisor, Dr Annelize du Plessis-de Beer, or my co-supervisor, Mrs Joyce West, if you require more information about the research study. The contact details are supplied below.

Supervisor: Dr Annelize du Plessis-de Beer

082 828 0919

annelize.duplessis@up.ac.za

Co-supervisor: Mrs Joyce West

076 556 7604

joyce.west@up.ac.za

Researcher: Ms Claudia Tredoux

079 879 2542

claudia.tredoux@gmail.com

Should you choose to participate in the study, please sign the consent form (see next page). Once signed, please return the form to me via email at claudia.tredoux@gmail.com.

Your favourable consideration is highly valued.

Sincerely



Miss Claudia Tredoux

079 879 2542

Consent to participate in a research study

I, _____, teacher at (*name of school*), hereby grant permission for Miss Claudia Tredoux to conduct an open-ended interview with me after school hours at my school in my classroom or at a venue where I feel most comfortable. I am aware of the fact that participation is voluntary and that I can withdraw at any point in time during the research study.

I further grant permission that the researcher may use data generated as a result of my interview, confidentially and anonymously, for further research purposes, as the data sets are the intellectual property of the University of Pretoria. Further research may include doing secondary data analysis and using the data for teaching purposes. The confidentiality and privacy applicable to this study will be binding on future research studies.

I understand that the researcher will act in agreement with the following principles:

- *Voluntary participation*, implying that the participants may withdraw from the research at any time.
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- *Privacy*, meaning that the confidentiality and anonymity of the participants will be protected at all times. No personal information will be disclosed when reporting on the findings.
- *Trust*, implying that research will be conducted in a manner that is in the best interests of the participants.

Signed _____ on _____ 2020 at _____

ADDENDUM C

INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR FOUNDATION PHASE OR LEARNING SUPPORT TEACHERS

A. Introduction and purpose of the interview

Good day (teacher name), my name is Claudia Tredoux, and I am a registered Master of Education student in the Department of Humanities Education at the University of Pretoria. To complete my degree, I am expected to conduct research and submit a dissertation by the end of this year. The title of my study is: **Lived experience of teachers educating young learners with foetal alcohol spectrum disorder.**

With this study, I aim to determine and better understand the meaning of your lived experience when educating young learners with foetal alcohol spectrum disorder. I also aim to determine if you are struggling to cope with the different challenges that a FASD-affected learner demonstrates within a classroom setting.

B. Interview timeline

The interview will not take more than one hour (approximately 60 minutes).

C. Permission to make use of a recording device

As mentioned in the consent form, you are free to withdraw from the study at any point or you may choose not to answer questions that you are not comfortable with during the interview.

I would like to make use of a recording device during the interview for the purpose of recalling and transcribing what was said afterwards. Do I have your permission to make an audio recording of the interview?

Thank you for allowing me to record our conversation.

D. Primary interview question

Can you tell me about your experience when educating learners with FASD?

E. Probing questions

1. Can you recall a recent experience that you consider a positive experience?
2. Why do you consider this a positive experience?
3. Can you recall any positive emotions during or after this experience?
4. Can you recall a recent experience that you consider a negative experience?
5. Why do you consider this a negative experience?
6. Can you recall any negative emotions during or after this experience?
7. How would you describe your relationship with the learners' parents or caregivers?
8. Pertaining to the future of FASD-affected learners, would you consider yourself hopeful or worried?
9. Have you received any training on how to educate young learners with foetal alcohol spectrum disorder during your tertiary education?
10. What support would you like to receive regarding the education of learners with FASD?
11. Do you know of other teachers who also educate young learners with FASD?

F. Motivation

I hope to use this information to inform other stakeholders about the lived experience of teachers educating young learners with FASD.

G. Conclusion

Do you have any questions related to the current study?

Thank you for making time in your schedule to participate in this study.

I believe I gathered sufficient information during the interview.

Thank you again.

May you enjoy a blessed day.

ADDENDUM D

ONDERHOUDSKEDULE

ONDERHOUDSKEDULE VIR GRONDSLAGFASE OF LEERONDERSTEUNING ONDERWYSERS

A. Inleiding en die doel van die onderhoud

Goeiedag (naam van onderwyser), my naam is Claudia Tredoux en ek is 'n geregistreerde Meester in Opvoedkunde-student in die Departement van Geesteswetenskappe aan die Universiteit van Pretoria. Om my graad te voltooi, word daar van my verwag om navorsing te doen en teen einde van die jaar 'n verhandeling in te dien. Die titel van my studie is: **Geleefde ervaring van onderwysers wat jong leerders met fetale alkoholspektrumversteurings opvoed.**

Met hierdie studie beoog ek om die betekenis van u geleefde ervaring tydens die opvoeding van jong leerders met fetale alkoholspektrumversteuring te bepaal en beter te verstaan. Ek beoog ook om te bepaal of u sukkel om die verskillende uitdagings tydens die opvoeding van 'n FASD-geaffekteerde leerder te hanteer.

B. Onderhoud tydlyn

Die onderhoud sal nie langer as een uur (ongeveer 60 minute) duur nie.

C. Toestemming om van 'n opname-toestel gebruik te maak

Soos vermeld in die toestemmingsvorm, u is vry om op enige stadium van die studie te onttrek. Asook, u kan tydens die onderhoud kies om vrae waarmee u nie gemaklik is nie, nie te beantwoord nie.

Ek wil graag tydens die onderhoud van 'n opname-toestel gebruik maak om dit wat daarna gesê is, te herroep en te transkribeer. Het ek u toestemming om 'n klankopname van die onderhoud te maak?

Dankie dat ek ons gesprek mag opneem.

D. Primêre onderhoudsvraag

Kan u my vertel van u ervaring met die opvoeding van leerders met FASD?

E. Onderzoekende vrae

1. Kan u 'n onlangse ervaring herroep wat u as 'n positiewe ervaring beskou?
2. Waarom beskou u hierdie as 'n positiewe ervaring?
3. Kan u enige positiewe emosies tydens of na hierdie ervaring herroep?
4. Kan u 'n onlangse ervaring herroep wat u as 'n negatiewe ervaring beskou?
5. Waarom beskou u hierdie as 'n negatiewe ervaring?
6. Kan u enige negatiewe emosies tydens of na hierdie ervaring herroep?
7. Hoe sou u, u verhouding met die leerders se ouers of versorgers beskryf?
8. Rakende die toekoms van FASD-geaffekteerde leerders, beskou u uself hoopvol of bekommerd?
9. Sukkel u om die verskillende uitdagings tydens die opvoeding van 'n FASD-geaffekteerde leerder te hanteer?
10. Het u gedurende u tersiêre opleiding enige opleiding ontvang om u voor te berei op die opvoeding van leerders met FASD?
11. Watter ondersteuning wil u ontvang met betrekking tot die opvoeding van leerders met FASD?

12. Weet u van ander onderwysers wat ook jong leerders met FASD onderrig?

F. Motivering

Ek hoop om hierdie inligting te gebruik om ander belanghebbendes in te lig oor die ervaring van onderwysers wat jong leerders met FASD onderrig.

G. Gevolgtrekking

Het u enige vrae rakende die huidige studie?

Dankie dat u tyd in u skedule gemaak het om aan hierdie studie deel te neem.

Ek glo dat ek tydens die onderhoud voldoende inligting versamel het.

Weereens dankie.

Mag u 'n geseënde dag geniet.

ADDENDUM E

AN EXAMPLE OF THE INTERVIEW TRANSCRIPTS AND ANALYSIS PROCESS

INTERVIEW 5

Onderwyser: ...ek meen met twee assistente in jou klas is dit net soveel makliker... Teachers would benefit from class assistants

Navorser: Ja.

Onderwyser: ...en daar was byvoorbeeld een sielkundige vir vyf skole. Ons het een sielkundige amper vir 'n honderd skole. Verstaan jy? Lack of specialists within the DBST

Navorser: Ja.

Onderwyser: So, my grootste behoefte sou eintlik wees as die departement net meer mense kon gee om effektief met die kinders te werk. Teachers would benefit from additional specialists within the DBST

INTERVIEW 7

Onderwyser: Want ek kan op 'n sekere gedeelte kan ek hardloop en dan moet daar mense my hand kom vat verder. Teacher needs support

Navorser: Ja.

Onderwyser: En vir daai kind verder vat, dis soos iemand wat, wat, wat ek altyd sê ek uh, as hulle vir my sê uhm, die kind wil selfmoord gepleeg het en die sielkundige was net een keer by die kind, wat baat dit? Lack of support from specialists within the DBST

Navorser: Ja.

Onderwyser: Want daar was nie opgevolg en weer opgevolg
nie.

Navorser: Uh um.

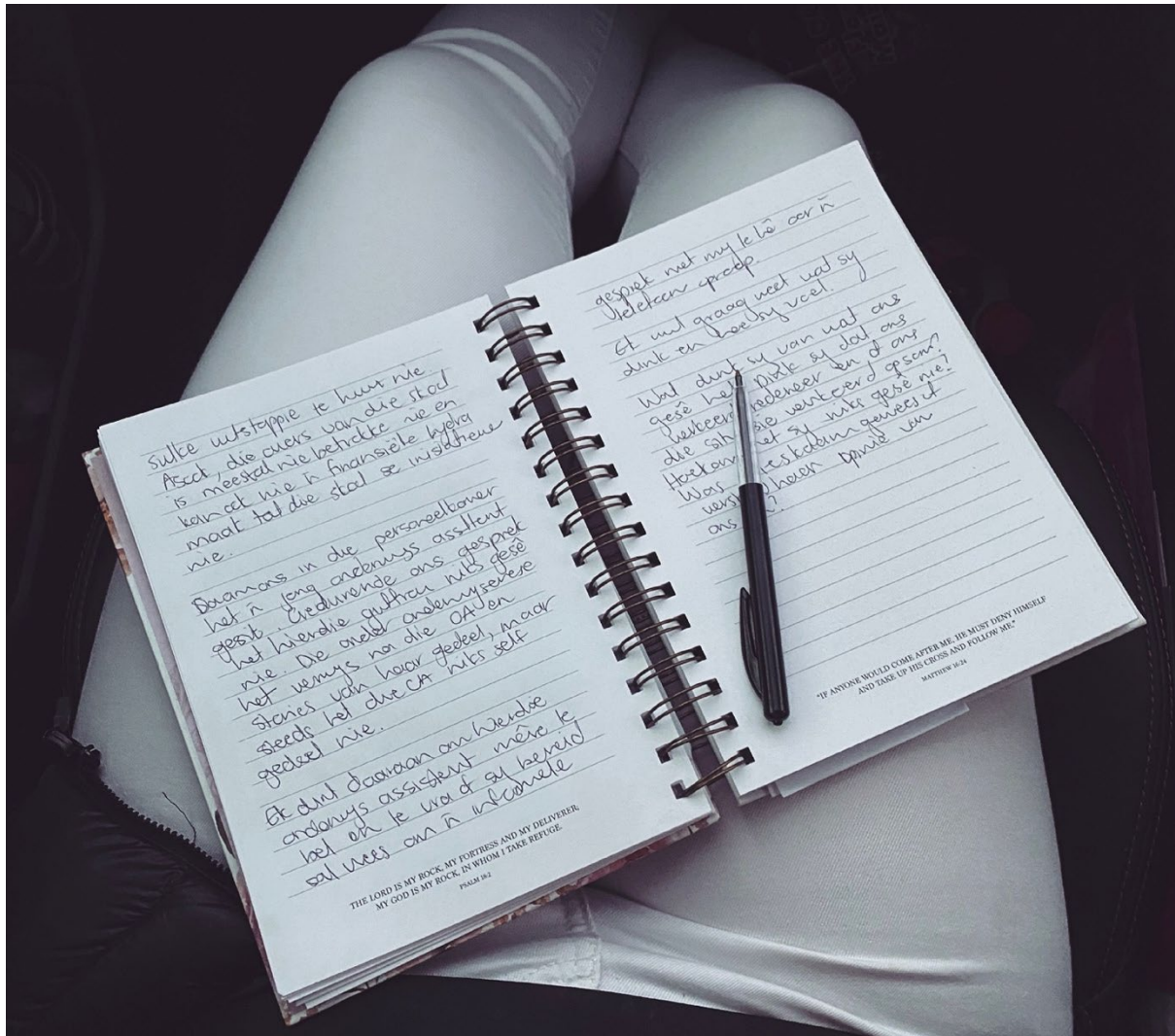
Onderwyser: Ek verstaan as hulle sê die resources is min, Lack of human
die menslike hulpbronne is min om te help. resources to
Maar dan kry goed in plek, want as julle wil hê provide support
ons moet nou, ons moet 'n 'n 'n 'n 'n 'n gesonde
gemeenskap, 'n gesonde uhm, wat het, dan
moet daar goed in plek wees om te help om
die, om die, om die goed te laat vloei.

Navorser: Ja.

Onderwyser: Soos byvoorbeeld by ons byvoorbeeld is daar Lack of
miskien een sielkundige vir 40 tot plus skole. specialists within
48 Skole. Hoe kan jy? the DBST

ADDENDUM F

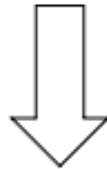
AN EXAMPLE OF MY FIELD NOTES



ADDENDUM G

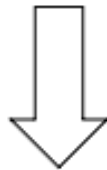
THEMATIC MAP

Lived experience of teachers educating young learners with foetal alcohol spectrum disorder



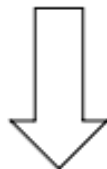
Theme 1

Challenges of FASD learners
within the classroom setting



Theme 2

Challenges of teachers working
with FASD learners and their
related needs



Theme 3

Teachers' attitudes towards
working with FASD learners